

**STUDENTS' PERCEPTION TOWARD TEACHING  
PRONUNCIATION OF SILENT LETTERS USING  
VIDEO FOR 9<sup>TH</sup> GRADE ISLAMIC JUNIOR  
HIGH SCHOOL PALOPO**

*A Thesis*

*Submitted to the English Education Study Program Tarbiyah and Teacher Training  
Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S. Pd  
Degree of English Education*



IAIN PALOPO

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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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Palopo, Januari 5<sup>th</sup>, 2022  
Regards,



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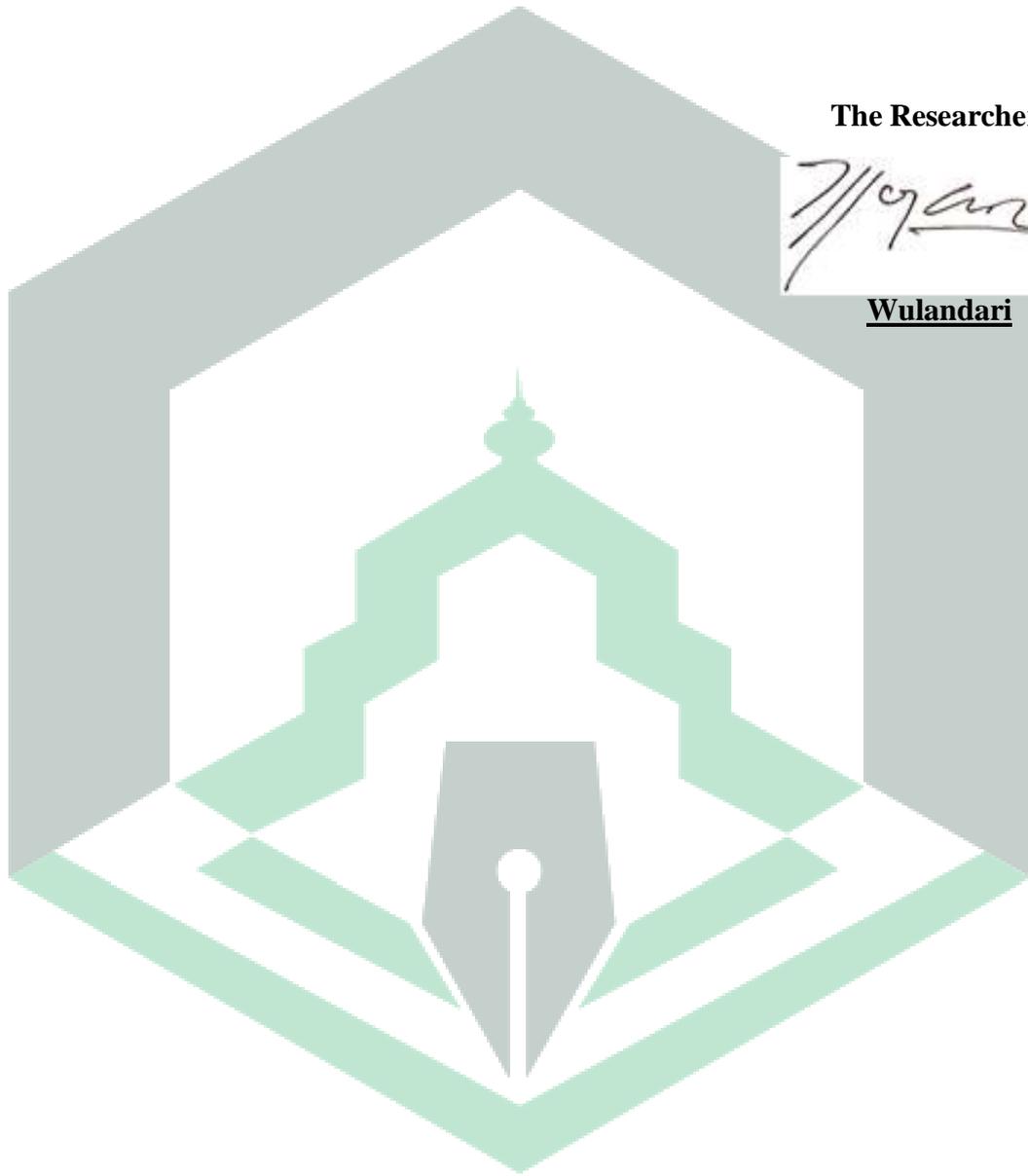
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and critics are welcomed.

**The Researcher**



**Wulandari**

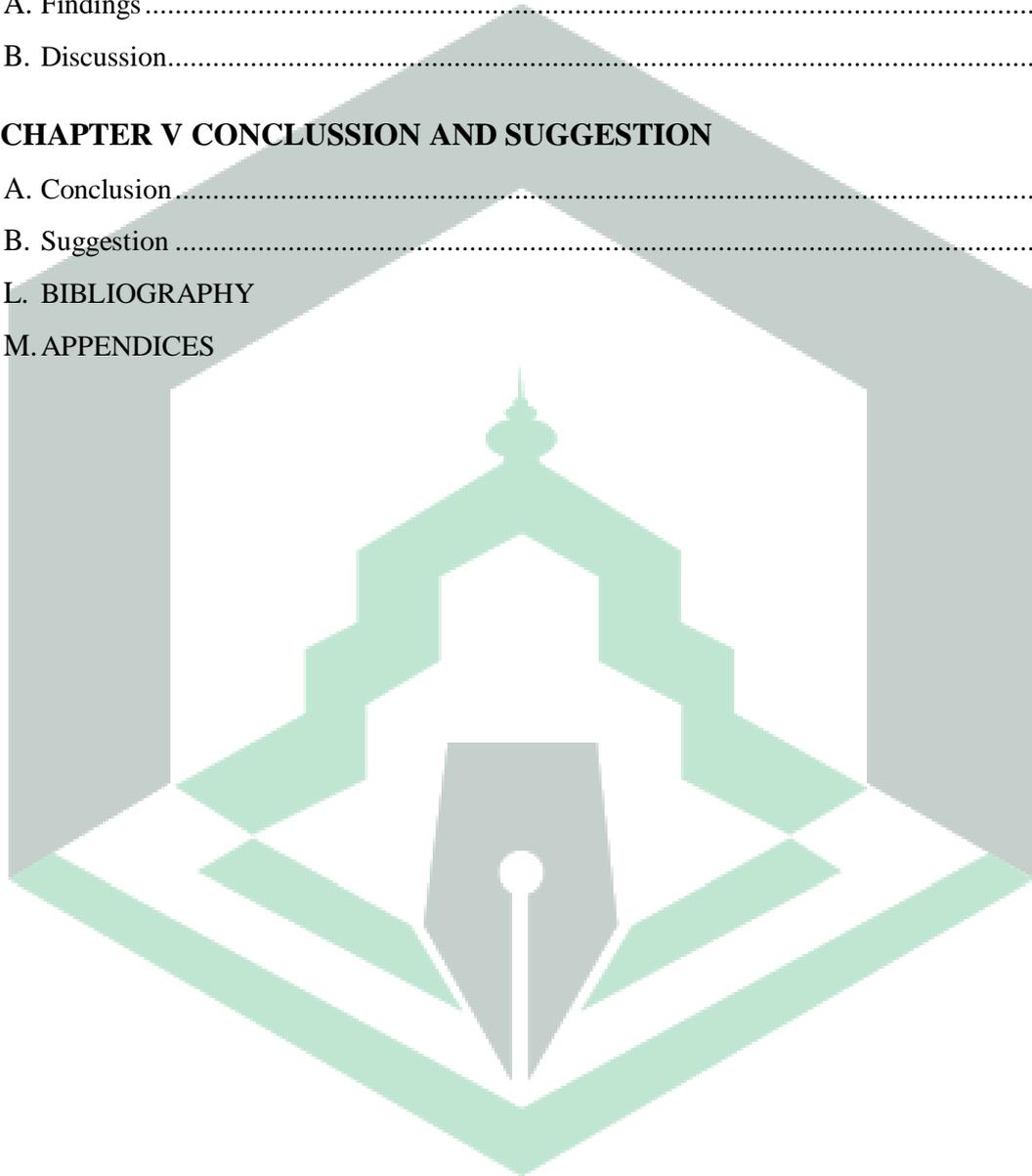


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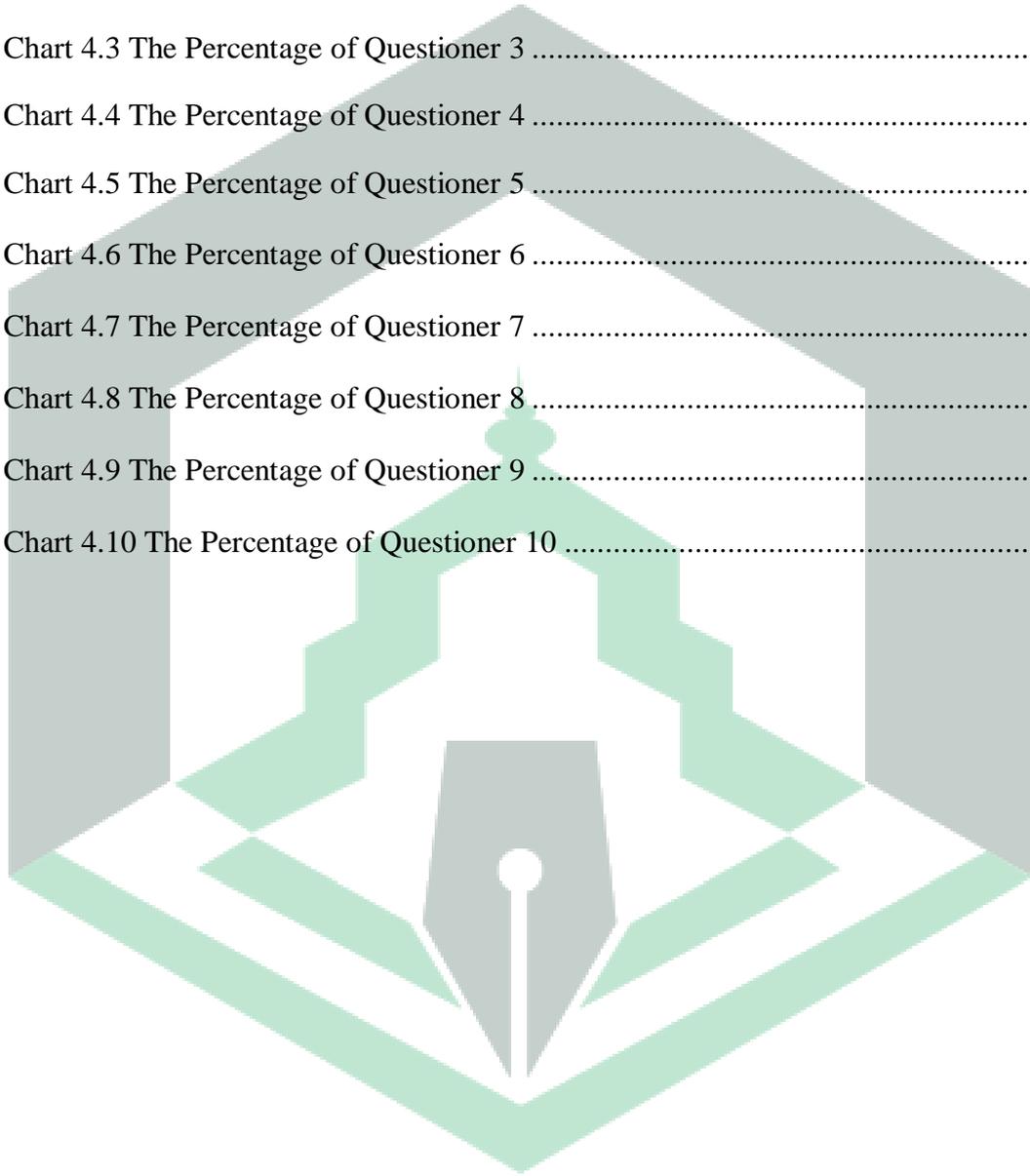


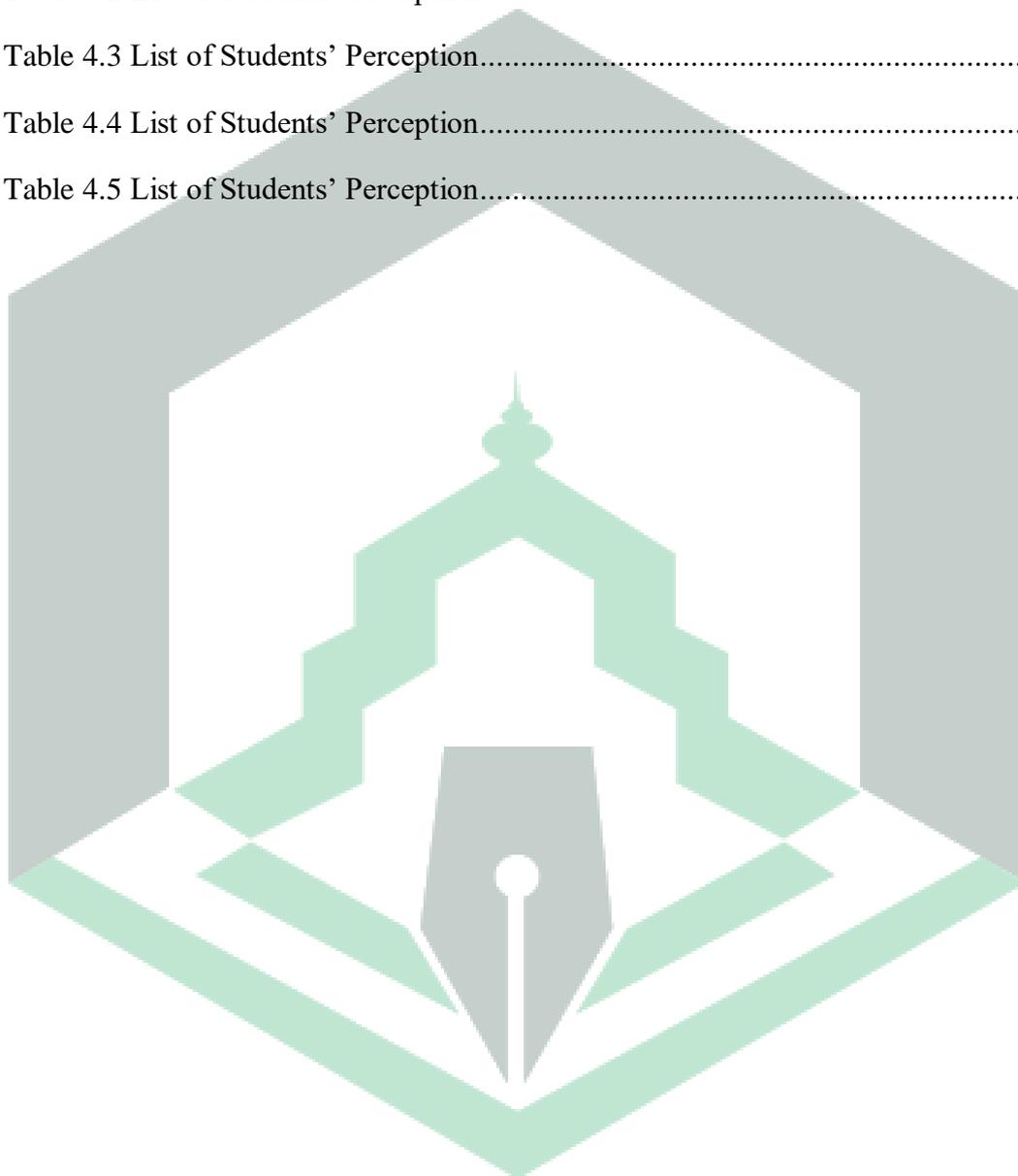
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**ABSTRACT**

**Wulandari, 2022. "Students' Perception toward Teaching Pronunciation of Silent Letter using Video for 9th Grade Islamic Junior High School Palopo". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Supervised by: Wisran, Yuyun Ruqiyat Said.**

**Keywords:** *Pronunciation, Video, Silent Letter.*

Students' Perceptions of the Use of Video in Silent Letter Learning at Islamic Junior High School Palopo is the subject of this thesis. "To find out what is the students perspective in pronunciation of the silent letter utilizing video?" was the research topic. The purpose of this study is to gather data and information regarding students' attitudes toward teaching silent letter pronunciation at Islamic Junior High School Palopo. This study used a descriptive quantitative method to collect data, which included a questionnaire and an interview. The data was gathered from a group of 20 students. To determine the students' perceptions, the results of the questionnaire were converted into percentages to be evaluated, and the interviews were described. The findings of this study revealed that students had a positive attitude about using video to teach silent letter pronunciation to 9th-grade Islamic Junior High School students.

**Keyboard:** Pronunciation, Video, Silent Letter.



## CHAPTER I

### INTRODUCTION

#### A. Background

Professional vision refers to a teacher's capacity to notice what is going on in the classroom and make sense of it from a professional standpoint. When presenting students with new knowledge, concepts, and abilities, teachers strive to demonstrate rather than tell. Teachers frequently struggle to discover methods to make their content more engaging. One of the first skills a teacher must have to teach is the ability to actively, persistently, and carefully consider a belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it leads, as well as the ability of a teacher to think creatively, imaginatively, and critically about classroom practice<sup>1</sup>.

The use of video has been one method of assisting teachers in improving their teaching. There has been a renewed interest in using video for teacher development as it has become more accessible. When used successfully by teachers, video can help students engage in more engaging learning activities by providing them with a variety of learning experiences. A teacher can also utilize video to teach English. It is hoped that through using video, students would be able to learn from native speakers how to pronounce words correctly, particularly in terms of stressing words.

The study of pronunciation has become increasingly significant in the

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<sup>1</sup>Tripp and Rich. "Using Video to Analyze One's Own Teaching." *British Journal of Educational Technology* 43, no.4 (2012): 678-704.

teaching of English as a foreign language. Pronunciation is an important aspect of communication since it allows the listener to understand what the speaker is saying. As a result, pronunciation is crucial in English since if a word is mispronounced, the meaning is likewise inaccurate.

Furthermore, students exhibit a strong interest in pronunciation. Students are ecstatic because they believe that learning to pronounce words correctly would help them communicate more effectively. As a result, both teachers and students believe that pronunciation is critical in the language acquisition process. Pronunciation teachers will require the following to tackle these issues:

a. A good grounding in theoretical knowledge

Before teaching pronunciation, teachers must first learn how to pronounce words so that they can deliver proper pronunciation to students who are imitating them.

b. Practical classroom skills

Teachers must have techniques in place to entice students. As a result, students will understand the materials offered by professors.

c. Access to good ideas for classroom activities.

Teachers must teach students how to pronounce words in a fun way. As a result, the offered materials will not bore students. They will get more enthusiastic in learning how to pronounce words.

Pronunciation is the creation of significant sounds in words that we use to communicate with others and make meaning. As a result, every speaker demands excellent pronunciation. Pronunciation is often acknowledged as the first and

most essential thing a person observes during a conversation. Grammar and vocabulary are useful, but they are meaningless if the speaker cannot pronounce the structures or words correctly. Furthermore, even if the speaker makes grammatical errors, the audience is more likely to comprehend the speaker if the speaker utilizes proper pronunciation. The communication process will be distorted if the speaker has bad pronunciation. As a result, one of the most important aspects of English, particularly in oral communication, is pronunciation. Every sound, stress, pattern, and intonation has the potential to convey information.

The student may encounter difficulties during the learning process, which must be described and analyzed. One of them is the inability to pronounce English words correctly. Because the words they have heard or spoken are often different from their written forms, many Indonesian students have difficulty understanding English pronunciation.

Because the students are not native speakers, pronunciation may be difficult for them. Students usually pronounce the word as the letters are formed. It is critical to teach pronunciation since inaccurate pronunciation can lead to misunderstandings between speakers and addressees, especially when conversing with native speakers. This highlights the importance of using proper media to improve students' pronunciation skills at Islamic Junior High School. The researcher observed various concerns with the teacher teaching media in November 2020, based on observation, the students still require adequate learning media in the case of pronunciation. The researcher did several short

interviews to the teacher and the observation matrix to the students' activities in speaking class. The result of the short interviews and the observation matrix are shown that the students' did not comprehend the pronunciation of silent letter also the activities in the class was not supporting the students' needs in improving the students' pronunciation of silent letter. The goal of this study is to improve students' pronunciation of the silent letter by using video as a medium. As a result, this research will successfully boost students' abilities by linking media to classroom conditions.

The challenges arise from the uneven spelling of English, which provides poor pronunciation guidance. It is evident from the statement that the gaps between the pronunciation of words and their spelling pose a unique challenge. The issue is that English is not a phonetic language, which means we do not pronounce words in the same order as they are written. It has nothing to do with the word's spelling or pronunciation. For example, the letter (L) in "Walk" and the letter (W) in "Wrong" are not pronounced. /WA:k/not/walk/ is the correct pronunciation of the word "walk." The phenomenon of silent letters refers to letters that are unpronounced but visible.

Silent letters are letters that appear in the alphabet but are not spoken. In English, silent letters generate a mismatch between how words are spelled and how they are spoken. Students who have only heard a word and are attempting to write it may misspell it since they did not hear the letter uttered. When speaking, children who have seen a word written down may try to pronounce a silent letter.

Non-native speakers may find it difficult to pronounce English words with

silent letters. Twenty of the 26 letters in the English alphabet have the potential to be silent. Students should be aware of the concept of silent letters. The problem emerged due to the children's lack of exposure to pronunciation classes. Students may identify flaws in silent letters words because they primarily read what is written in the text.

As a result, the purpose of this study is to look at video approaches to teacher education that have been used to help teachers reflect on their teaching. Participants in the study had to hear and see a direct word with silent letters, as well as watch and reflect on their performance on camera. Because she believes it is easier for students to absorb and practice what they have learned, the researcher chose video to teach silent letter pronunciation. Teachers can also use the video to put their curriculum into practice.

As a result, the author wishes to investigate the use of video in teaching silent letter pronunciation, to use the results of this study to develop new theories for future research.

## **B. Problem Statements**

Concerning the background above, the researcher formulates the research question as follows: What is the students' perception in teaching pronunciation of the silent letter using video?

## **C. The objective of the Research**

Based on the background and problems above, the main objectives of the research are: To find out the students' perception in teaching pronunciation of the silent letter using video.

#### **D. Significances of the Research**

The researcher hopes that training utilizing the findings of this study can help students improve their speaking skills, particularly in the pronunciation of silent letters. This study is expected to benefit and contribute, particularly to the instructors at Palopo Islamic Junior High School, by identifying early challenges in teaching writing so that problems may be addressed quickly and the teaching and learning process can be facilitated. It can also be used as a reference for future researchers who want to investigate the same topic. This study's findings can be utilized as a reference for English Department students to produce more theories for future research. As a result, this study will be supplemented by more research.

#### **E. Scope of the Research**

The researcher is assessing the students' perceptions in pronunciation of silent letters using video at Islamic Junior High School Palopo, the difficulties experienced by the instructor in teaching pronunciation, and how to deal with the problems based on the backdrop of the study above. The researcher's limitations in teaching silent letter H and W pronunciation in Palopo's Islamic Junior High School.

#### **F. Definition of Terms**

##### **1. Students' Perceptions**

Perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sensing device so that it can give a conclusion and interpret the particular object observed.

## 2. Pronunciation

Pronunciation is defined as the act or style of pronouncing words, the uttering of speech, especially in a way that is generally known or understood, and the graphic representation of the way a word is pronounced using the phonetic sign. The Oxford Dictionary defines pronunciation as "how a language or a particular word or sound is spoken"<sup>2</sup>. When someone says they have "correct pronunciation," they're referring to both inside a dialect and across dialects. " A word can be said in a variety of ways by different persons or groups, depending on factors such as where they grew up, where they now live if they have a speech or voice disability, their ethnic group, socioeconomic class, or education.

## 3. Silent Letters

According to Lee and Turey silent is not uttered in a word yet is there when spelled<sup>3</sup>. On the other hand, it is explained that omitting the silent letter will result in no word being produced. As a result, even if the silent letters do not pronounce themselves, they are read in spelling. The presence of many different silent letters is one of the most difficult features of English spelling and pronunciation. Because English has evolved from a variety of sources (Latin, Greek, German, Old English, and so on), it has had to absorb all of its predecessors' spelling and pronunciation peculiarities. As a result, there have been numerous cases where specific letters have become silent. Silent letters can help identify two wise homophonous words, reveal the meaning or origin of a

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<sup>2</sup>Wang, Zhang, and Yin, "Asian Social Science A Study of Pronunciation Problems of English Learners in China Want More Papers like This? A Study of Pronunciation Problems of English Learners in China." No.3 (2009): 167

<sup>3</sup>Kuspiyah Hastuti Retno and Agung Setiadi, "*Kesalahan umum pengucapan huruf diam (Silent letters) oleh mahasiswa semester II program studi Bahasa Inggris*" no. 1 (2021):13

word, and even assist us to establish the overall sound of a word.

#### **4. Instructional Media**

Lecturers employ instructional media, which includes both human and non-human technology, materials, and procedures, to overcome any learning obstacles, including noise. Lecturers can explain, illustrate, disseminate, and deliver their lectures more readily and efficiently when they use instructional media rather than just words. According to Heinich, Molenda, Russell, and Smalino, well-designed instructional media can help foster learning and assist teacher-led instruction<sup>4</sup>. Learning achievement in three steps determined the effectiveness of instructional media teaching. To begin, it was claimed that a pre-learning evaluation would be conducted to consider both direct and indirect learning settings such as the students' intelligence, preparation, interests, and values. Later, evaluations of learning behaviors, attention, and activity participation were conducted to improve learning quality. Then they were given a post-learning or summative evaluation to assess their three areas of achievement: cognitive, emotional, and psychomotor domains. Teachers could use learning assessments or other approaches to assess students' awareness, comprehension, skills, and learning attitudes. The achievement could be a reflection of the quality of learning and the instructors' and administrators' abilities.

#### **5. Teaching through Video**

One of the approaches utilized in the educational process is video teaching. Video-based learning is what it's called in the educational industry. The

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<sup>4</sup> Imran, Muhammad. "Global Media Journal" 6 no.1993 (2014):218

visual and aural parts of video teaching are both presents. Visual elements are useful for giving an easily understandable main source of information that can be aligned with the audio element utilized to describe information. Teachers must grow as creators by creating a video that meets the needs of their students in learning activities. Also, assist students with their needs and develop great movies that can help students succeed in their learning activities. Furthermore, teachers must expand their imagination to create more relevant videos for students. The movie should be chosen based on some factors, including the students' learning topics, which should correspond to the school's curriculum, as well as their English proficiency. Unfortunately, not all teachers are aware of these factors, which has an impact on the usefulness of video in the classroom. In other words, teachers must be able to deliver appropriate movies that are presented according to the demands of the students.

Video materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. Secules, Herron & Tomasello, mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input<sup>5</sup>. As a result, the use of video material is widely employed as an instrument to practice listening skill in English language learning. For these reasons, the aim of this study was to gain an understanding of the effects of using

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<sup>5</sup> Kretsai Woottipong, "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics* 6, no. 4 (2014): 201.

video materials in the development of listening skills in an EFL classroom.

The advantages this tool provides, which this section will discuss, include the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition video presentations will be intrinsically interesting to language learners.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous of Related Study

In this section, the researcher discusses some studies that are related to the topic of the researcher's research. Two theses were previously conducted by some researchers on this subject. The following are the results of those studies:

Triyoga (2018) conducted a study called "Error Analysis of Silent Letters (H) and (W) in English Words by Non-English Department Students" to determine the sorts of errors produced by non-English Department Students when pronouncing silent letters (H) and (W) in English words. The researcher used a purposive sample strategy in this investigation. He discovered that Indonesian phonotactic constraint rules, which govern the construction of syllables and consonant clusters in Indonesian, were used to make incorrect pronunciations of silent letters. To keep guidelines, students do not omit the silent letters (H) and (W) in the form of pronunciation errors<sup>6</sup>.

Rafika Pratiwi's "Students Error in Pronouncing Words Containing Silent Letters" is the second (2019). She employed a qualitative approach. She discovered that there are a variety of reasons why students mispronounce silent letters. First, due to a lack of English vocabulary, many students are unable to comprehend what is being said in English. Second, many students are accustomed to pronouncing English words poorly without learning how to do it correctly. Last but not least, there is a lack of desire to learn English

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<sup>6</sup>TriyogaTyas Utama, "Error Analysis of Silent Letters 'H' and 'W' in English Words By Non-English Department Students." Universitas Sanata Dharma, Yogyakarta. (2018):34

pronunciation. We don't speak English because it isn't our first language. They're used to communicating with folks who don't speak English. As a result, pronouncing English words can feel foreign to them at times<sup>7</sup>.

Widya Astute et al. published "Error Analysis of Silent Letters and its Relevance to the Teaching of English" as the third related work (2020). They conduct experimental research, and the researcher discovered that students usually make three sorts of pronunciation errors: pre-systematic error, systematic error, and post-systematic mistake. A systematic error is the most common sort of students speech error. The fact that 21 students were in the range of 31 percent to 70 percent of the percentage of inaccuracy may be proven by looking at the statistics. It is followed by post-systematic errors, in which nine students made errors ranging from 0% to 30%. The final type of error is a pre-systematic error, in which students made errors ranging from 71% to 100%. According to the findings, the students made an interference error as a result of the influence of other languages, such as their first language or mother tongue. Students' first language acquisition, including dialect, accent, and culture, had an impact on their ability to pronounce English words with silent letters<sup>8</sup>.

Achmad Fanani and Irta Fitriana's fourth study is titled "Identification of common pronunciation faults (Silent Letters) by Students of UNIPDU Second Semester (A Basic Composition of Teaching Materials English Conversation)"

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<sup>7</sup>Rafika Pratiwi, "*Students Error in Pronouncing the Words Containing Silent Letters*" Universitas Muhammadiyah Sumatera Utara. 2019:34

<sup>8</sup>Widya Astuti et al., "Error Analysis of Silent Letters and Its Relevance to the Teaching of English," *Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020)* 534, no. 534 (2021): 154. *Proceeding of the 5th International Conference on Arts Language and Culture (ICALC 2020)* 534, no 534 (2021): 154

(2011). They employed a descriptive qualitative approach and focused on identifying common mistakes made by Indonesian novice learners while pronouncing silent letters in English words. It is critical to study this because English contains hundreds of words with silent letters. However, most English learners at the beginner level, and even those at the intermediate level, mispronounce the words. They tend to pronounce these silent characters in a way that the inter locator finds difficult to comprehend<sup>9</sup>.

Researchers were able to develop their ideas on this research because of the previously mentioned investigations. The definition of this study to measure the students' capacity to pronounce silent letters is identical to the research mentioned before. This study differs from prior studies in that it focuses on using video as a medium to improve students' pronunciation of the silent letter. As a result, by linking the media to classroom scenarios, this study significantly increases students' abilities.

## **B. Some Pertinent Ideas**

### **1. Pronunciation**

#### **a. Definition of Pronunciation**

Pronunciation is essential for effective communication because it allows the listener to understand what the speaker is saying. The way a word or language is generally pronounced is referred to as pronunciation. Pronunciation is defined by Cook as the production of English sounds. Repeating sounds and correcting them when they are produced incorrectly is how pronunciation is

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<sup>9</sup>Achmad Fanani, "( Silent Letters ) Oleh Mahasiswa Semester Ii Unipdu ( Sebuah Dasar Penyusunan Bahan Ajar English Pronunciation )" (2011). (2011):124.

learned. When students begin to learn their pronunciation, they develop new habits and overcome challenges caused by their original language. According to Yates, pronunciation is the creation of sounds that are employed to convey meaning. From the speaker's or listener's perspective, pronunciation is the creation of a sound system that does not obstruct communication. In addition, Richard and Schmidt define pronunciation as "a mechanism for producing specific sounds"<sup>10</sup>.

Based on some of the experts' definitions of pronunciation, it can be stated that pronunciation is very significant in communication because it is the most crucial part of language abilities. Not only that, but pronunciation is an important element of learning a foreign language because it has a direct impact on the learner's communication skills and performance. Pronunciation problems can undermine a learner's confidence, hinder social contact, and severely impact the speaker's credibility and competence. One of the most important things students can do to improve their English pronunciation is to practice saying English sentences.

#### **b. Problems of Pronunciation**

One of every student's dreams is to have good pronunciation like a native speaker. Making it happen, on the other hand, is not easy. One of the difficulties Indonesians face when learning English is correctly pronouncing English sounds. Cruthers argues why learning another language pronunciation is difficult: first, some sounds in the new or target language are not present in the learner's native

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<sup>10</sup>Gilakjani, Abbas Pourhosein. "English Pronunciation Instruction: A Literature Review." *International Journal of Research in English Education* 1, no.1 (2016):1

tongue. The second is the distributional disparity between the native and target languages<sup>11</sup>.

In addition, Nation and Newton identify five elements that influence pronunciation learning. The age of the learner, the learner's first language, the learner's current stage of competence development, the learner's experience and attitudes, and the teaching and learning environment are all factors to consider. It means that the disparities between the learner's native language and the target language will have an impact on the foreign language learner's sound production.

According to Ramelan, the student's difficulty in acquiring English pronunciation is due to the differences in elements between his native language and the target language. He also claims that the degree of difference between the two languages influences the degree of difficulty in learning<sup>12</sup>.

The following are some examples of pronunciation issues when learning a foreign language. First and foremost, the issue is one of recognizing alien noises. Learners must recall their auditory characteristics so that they can recognize them in an utterance. Second, the issue revolves around their speech organs' ability to produce sounds. To be able to make foreign sounds, they must be able to hear and identify the acoustic quality of those sounds. The final issue concerns the generation of suprasegmental characteristics like length, pitch, and intonation.

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<sup>11</sup>Donal, Andri. "Indonesian Students Difficulties in Pronouncing English Diphthongs" *Journal of English Education* 2, no. 2(2016):55-62.

<sup>12</sup>Dewi, pronunciation problems faced by the english department students in pronouncing – defending ( *A Case of the Sixth Semester Students of the English Department of Unnes in the Academic Year of 2008/2009*) faculty of languages and arts. 14

The researcher expects that students who are exposed to a foreign language will find some aspects of it to be relatively easy while others will be highly challenging. Students will find it easy to learn elements that are similar to their native language, while learning elements that are different will be tough. The teacher who compares the foreign language to the students' native language will not be able to identify true learning challenges and provide better instruction for them.

### **c. Teaching Pronunciation**

Learning the English language through educational media such as audiovisual will make it easier for students to learn and will pique their interest. If the pronunciation teacher does not set a good example for the students, they will emulate bad pronunciation and make blunders. To help students comprehend how good pronunciation is achieved, the teacher should demonstrate accurate sounds and speech productions to them.

According to Harmer, focusing on sounds, illustrating where they are made in the mouth, and making students aware of where words should be stressed all provide them with more information about spoken English and aid them in achieving the objective of enhanced comprehension and intelligibility<sup>13</sup>.

Teaching pronunciation, based on the concepts above, involves teaching about characteristics that influence the meanings of sentences through segmental phonemes. Because pronunciation is a fundamental sub-skill in speaking, it is critical to teach. As a result, proper pronunciation prevents communication

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<sup>13</sup>Harmer, J. *The Practice of English Language Teaching*. London: Longman Group Ltd.No.2 (2000): 17

mistakes. When someone speaks "soap" in a place where they should say "soup," such as in a restaurant, the incorrect production of a phoneme might lead to confusion. Because of the influence of the student's environment, Indonesian students have difficulty pronouncing English words.

## 2. Silent Letters

According to Lee and Turvey states that silent letter is a letter that is not spoken in a word but is present when spelled<sup>14</sup>. On the other hand, it is explained that omitting letters does not result in the formation of a word. For example, the word "Talk" is silent when pronounced "L," or it is spelled but not uttered. When the silent letter "L" is deleted from the spelling, no word with the meaning of "Talk" results. As a result, even though the silent letters are not uttered, they remain in the spelling.

Skandera and Burleigh also report that in most languages, there are 13.7 different spellings per sound and 3.5 sounds per letter, revealing a lack of consistency in the relationship between speech and writing. They went on to say that in English, different letters or combinations of letters can represent the same sound, while some letters, such as the b in debt, have no sound at all in certain words<sup>15</sup>.

According to Carney, Silent letters are divided into three types:

- a. The auxiliary letter is a letter that is added to a word to help distinguish it.

Auxiliary letters are used to distinguish between two letters that have the

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<sup>14</sup>Kuspiyah and Setiadi, "*Kesalahan Umum Pengucapan Huruf Diam (Silent Letters) Oleh Mahasiswa Semester II Program Studi Bahasa Inggris*" No.1 (2021):13

<sup>15</sup> Skandera and Burleigh, "A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription" (2005): 98.

same pronunciation but differ in spelling. The letter "w" of (wr) in 'wrest' with (r) interest and "a" of (ea) in 'leather' with (e) in 'tether' are examples of this sort of letter.

- b. Inner letters are letters that occur in all spellings of a word but are spoken in certain versions but not in others. The letter "g," which appears in the terms "signature" and "signal," but is absent from the words "sign" and "signed," is an example of this type of silent letter.
- c. Empty letters are dummy letters; their functions are identical to those of auxiliary and inactive letters. Letters that are not pronounced but do not have a special meaning are known as empty letters. Because it is a letter and a consonant cluster, the silent consonant can be classed. A consonant can only be encountered at the beginning and end of a syllable. The letter with empty letters in the beginning, such as "h" in "heiress," "honest," and "ghost." The empty letter in the coda is the same as in the words 'myrrh' and 'rhythm'<sup>16</sup>.

### 3. **Instructional Media**

#### a. **Definition of Instructional Media**

A teacher provides and brings instructional media into the classroom to help facilitate the teaching-learning process. All physical devices that can present messages and encourage students to learn are considered teaching media. As a result, teaching media are expected to assist teachers in presenting the lesson more clearly and engagingly for students to follow. The physical medium through which students receive instruction is referred to as instructional media.

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<sup>16</sup> Carney, "A Survey of English Spelling New York: Roudledge," *a survey of english spelling New York: Roudledge* (2012): 34.

As a result, the term "media" encompasses both traditional instructional media (such as teachers, chalkboards, textbooks, and other print materials) and newer instructional media (such as computers, interactive video, and multimedia systems).

Instructional Media was a strategy or tool used in learning activities to help students improve their educational skills following the specified curriculum. Teachers were traditionally provided with a source of knowledge, and they would use the media to pass on that knowledge to their students. However, because of contemporary technology, the media may immediately force any information on learners. Currently, instructors have a larger role as knowledge directors, planning, selecting, and developing effective learning material that corresponds to their class subject.

From the preceding discussion, it can be concluded that media are anything that can assist the teacher in delivering the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they become more enthusiastic about participating in the learning activity.

Teachers had to find the optimal pattern relating to material and learning activities boosting their students' conceptual skills because there were so many teaching approaches. The use of instructional media in the classroom was beneficial to the growth of learning achievement. Teachers could ask students to answer questions from a case study or situation using observation, perspective description, forecasting, and knowledge application. Because they would be

exposed to actual experiences and skills, students would be more interested in learning activities.

As an instructional media or e-learning, instructional media was recently augmented with a high-speed digital transmission on a network server. Learners may use a computer network to control and select the content they wished to learn. Teaching styles might be recorded in the media to solve and improve ways of teaching, and instructional media could be adjusted to match the demands of teachers and students. Students could fully comprehend sequences of photographs with quick displays that could not be perceived by human visuals, such as animation and multiplicity, from two separate sources, including scientific documentaries and live broad casting shows. It may be stated that the media has a significant impact on learning and teaching.

Multimedia learning is a research project that aims to improve all learners' brain activity while they are learning. While the learning outcomes are the patterns of actions, values, notions, attitudes, appreciation, and skills, the learning outcomes are the patterns of actions, values, notions, attitudes, appreciation, and skills.

#### **b. Functions of Media**

Teachers and students should be able to solve learning hurdles with the existence and availability of educational media. There are four functions of media. The following are the details:

1. Media can draw students' attention and hence enhance learning motivation.
2. The subject matter can be made clearer and more meaningful through the

use of media, allowing students to better understand and master the anticipated competence.

3. It can make learning methods more varied, rather than relying solely on verbal communication through the teacher's words so that students are not bored and the teacher is not exhausted.
4. Because students do not only listen to the teacher's explanation but also engage in other activities such as observing, demonstrating, and so on, media might encourage them to engage in more learning activities<sup>17</sup>.

The use of media is a vital part of learning English. Media can be used to simplify and perfect the language learning process, reduce the use of the mother tongue or first language, arouse students' learning motivation and interest, explain new concepts so that students understand them without difficulty or misunderstanding, equalize perception; additionally, the new concept has ambiguity, improve English learning quality, and make the learning process more interesting and interactive<sup>18</sup>.

#### **4. Teaching through Video**

As video has become more widely available, one technique to assist teachers in reflecting on their teaching is to use it. Previous research has found that using video to teach can be a useful feedback approach for educators looking to improve their skills.

Video is, without a doubt, one of the most widely used tools in language

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<sup>17</sup>Universitas PGRI Adi Buana Surabaya, *Pendidikan dan Latihan Profesi Guru (PLPG) Kuota 2010* (Surabaya:Kementrian Agama, 2010.):4.

<sup>18</sup>Kasihani K.E Suyanto *English for Young Learners* (Jakarta:Bumi Aksara,2007),100

learning and instruction. Students prefer to learn language through the use of video, which is a term that is commonly used to indicate different things in language teaching. For some, it simply entails recording television programmers' responses on a video recorder for later viewing in class or private study. For others, it entails using a video camera in the classroom to record and replay learners' activities and achievements in foreign language education.

As a result of the increased emphasis on communicative tactics in recent years, the usage of video in English lessons has exploded. Video is a popular choice among students and teachers since it is a rich and valuable resource. Students enjoy it because seeing a video presentation is engaging, difficult, and stimulating. Another essential feature that makes it more fascinating and entertaining for teachers is that it aids in the promotion of comprehension. We understand that a lack of vocabulary can make even the most basic tasks challenging for our students. The movie clarifies meaning by displaying relationships in a manner that words alone cannot, proving the adage that a picture is worth a thousand words. Two minutes of video can give an hour of classroom work or five minutes of introduction to a variety of activities. For more experienced students, ten-minute programs can be beneficial.

#### **a) The Purpose of Teaching from the Video**

According to Wang, there are three goals of teaching English with video materials:

- a.** To assist EL learners in developing their language skills. It indicates that the video can give learners a lot of information, grab their attention to focus on

the video content, and help them enhance their overall linguistic ability.

- b. To develop students' intercultural communication skills. When the video is shown in the classroom, students can learn not only about the language but also about the culture of English native speakers.
- c. The learner's communicative competence in English can be aided through video<sup>19</sup>.

The third goal is to develop students' aesthetic sensibilities and their capacity to appreciate artistic videos in English. In this situation, the movie is supposed to leave students with more than just information about what they've viewed; it's also expected to leave them with esthetic impressions of the video. It has the potential to encourage people to think deeply and critically. As a result, the video might provide a lot of value to the students.

Teachers learn that they can actively engage students by asking them to digitally watch, answer a question, or interpret a message as they gain technological pedagogical topic knowledge particular to digital video. When used in conjunction with other interaction measuring tools, video can become an object of study. Students can also use video as a means of expressing their knowledge<sup>20</sup>.

## b) Some Practical Techniques for Video Implication

According to Cakir, there are eight of techniques for video implication such as:

### a. Active Viewing

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<sup>19</sup> Wang, "An Analysis on the Use of Video Materials in College English Teaching in China Z Wang" (2005): 234.

<sup>20</sup>Bell and Bull, "Digital Video and Teaching." *Contemporary Issues in Technology and Teacher Education* 10(2010): 2

Active viewing increases the students' enjoyment and satisfaction while also focusing their attention on the video presentation's main idea. As a result, students should participate actively in video teaching presentations. Before beginning the presentation, the professors write some essential questions on the board to help the students acquire a better understanding of the topic. Students may answer the questions orally after viewing them, or they may take notes while watching them. Students are given a cue sheet or viewing guidelines to help them understand the language more thoroughly, and they are instructed to look and listen for certain aspects or features of the language. However, it is important to remember that the level of the students should be considered, and the technique should be adjusted accordingly.

**b. Freeze Framing and Prediction**

Stopping the picture on the screen by clicking the still or pause button is known as freeze-framing. We can learn more about the character's body language, facial expressions, emotions, reactions, and replies through watching the video. When the teacher wants to teach terms and expressions concerning mood and emotions, ask questions about a certain image, or draw students' attention to certain parts, the picture is frozen. Students can be asked what will happen next if the situation is frozen. Freeze framings are great for speculative purposes.

**c. Silent Viewing**

Sound and picture are different components in the video because it is an audiovisual medium. Silent viewing piques students' interest, encourages

thought, and improves anticipating abilities. The video section is played with the sound of using the only picture in quiet viewing. When students are watching the movie for the first time, this activity can also be used as a prediction tool. One option to achieve this is to play the video segments without the sound and instruct students to monitor the characters' actions and use their educational power. Then, at intervals, hit the pause button to bring the picture on the screen to a halt, and have students guess what is going on and what the character might be saying, or ask them what has transpired up to that moment. Finally, the video portion is replayed with the sound turned on so that students can compare their impressions to what they see in the video.

**d. Sound on and Vision off Activity**

Playing a segment of a video unit and removing the visual element from the presentation by hiding the pictures so that the students can only hear the dialogue but not see the action can be an engaging and beneficial practice. In this task, students use only what they hear to predict or reconstruct what happened visually.

**e. Repetition and Role-Play**

Close repetition can be a required stage in communicative production exercises when there are some difficult language points in the video unit. On the video, Ascend is played back with pauses or repetitions, either solo or in chorus. Students are required to play out the scene utilizing as much of the original form as they can remember once they have a good comprehension of the presentation. When students are comfortable with role-playing and have a firm grasp on

vocabulary and language structures, they can move on to a more creative activity in which they are encouraged to improvise a scene to fit their perceptions of the setting and the characters they are portraying. Value students participate in role-playing as active players. To put it another way, role-playing is a great way to practice communication skills and prepare for real-life scenarios. It allows students to put what they've learned into practice.

**f. Reproduce Activity**

Students are invited to reproduce what is being said, describe what is happening, or write or recount what has happened after seeing a part. Students are encouraged to put their knowledge to the test in this activity. Even though it is difficult and mistakes are made, students will profit from experimenting in English. Guidance, assistance, and reassurance may be required because it appears to be difficult to accomplish.

**g. Dubbing Activity**

When children have the requisite language skills, they can participate in this activity. After listening to the sound of a video, students are instructed to fill in the missing dialogues. The students will find it intriguing and fun to dub a scene from the video.

**h. Follow up Activity**

Following up on video presentations is required as the foundation for additional lengthy oral practice. Discussion encourages students to communicate with one another and aids in the development of communicative skills. Students

can practice sharing and cooperating skills by participating in this exercise<sup>21</sup>.

## 5. Advantage and Disadvantage of Using Video

In addition, Anderson discusses the benefits of using video to teach public speaking, as well as how specific videos can add to the presentation's entertainment value<sup>22</sup>. This theory was discovered as a result of the investigation. When the students were watching the video, they were caught laughing and smiling at various points. It was clear that the video provided an element of enjoyment to the students. When watching the video, the students also got some entertainment since the video also showed certain gestures of the characters that caused the students to laugh. This was in line with the findings of a survey, which revealed that students strongly agree that videos make the classroom setting more enjoyable because they may entertain students as they learn. Because the movie included an element of amusement, the students unanimously agreed that they were not bored when the teacher used video in the learning process.

The following is also based on the premise that when using video, information can be given simultaneously at the same time. For example, the teacher planned to use video as a medium to communicate narrative text. The teacher did not need to spend a lot of time explaining the definition or the structure. Because the video content already included the definition, structure, and even an example of the material, it might aid students in understanding the material. Everything was completed at the same time. This was in line with the

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<sup>21</sup> Cakir, "The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom." (2006): 413.

<sup>22</sup> Anderson, "The Low Bridge to High Benefits: Entry-Level Multimedia, Literacies, and Motivation" (2011): 76.

questionnaire's findings. It was revealed that as a result of this, the students agreed that the video made it easier for them to learn English subjects. Because the information was presented at the same time, the students were able to better comprehend the topic by viewing the movie. The following is also based on the premise that when using video, information can be given simultaneously at the same time. For example, the teacher planned to use video as a medium to communicate narrative text. The teacher did not need to spend a lot of time explaining the definition or the structure. Because the video content already included the definition, structure, and even an example of the material, it might aid students in understanding the material. Everything was completed at the same time. This was in line with the questionnaire's findings. It was revealed that as a result of this, the students agreed that the video made it easier for them to learn English subjects. Because the information was presented at the same time, the students were able to better comprehend the topic by viewing the movie.

The students also believe that accessing video media will enhance their motivation to learn, according to the researcher. This was in keeping with Marvin's thesis, which claims that using video materials in the classroom might increase students' willingness to learn since it can expose them to a wide variety of events that can help them understand similar situations in real life<sup>23</sup>.

During the research, the second research question about the downsides of using video was discovered. There was an issue that was brought on by the video itself. First and foremost, it was discovered that there was a moment when the

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<sup>23</sup> Marvin's, "Teaching Leisure Skills to an Adult with Developmental Disabilities Using a Video Prompting Intervention Package" (2009): 89.

teacher did not provide a high-quality video when she intended to display it to the students. The video quality was poor, and students had to wait a long time to learn all of the video's information. The teacher came up with the solution of replaying the movie multiple times to ensure that the students understood and captured the contents of the video. It shows that when a teacher uses video to teach his or her students, the video must be of high quality. It not only provided a clear vision for the students when watching the video, but it also allowed the teacher to save time while transferring materials to the students. As a result, if the teacher wished to display a video as an example to the students, a poor-quality video was a major issue. This conclusion was consistent with Sachdev's theory, which claims that when it comes to video quality if the video made does not meet the standards of a high-quality video, it can be distracting rather than useful. If the video's quality is poor or low, the students will be unable to completely comprehend the contents<sup>24</sup>.

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<sup>24</sup>G T Kriswinardi et al., "An Analysis Of Using Video On Teaching Speaking In EFL Classroom Of The Eleventh-Grade Students Of SMA N 4 Singaraja In Academic Year 2017/2018," *Portal E-Journal Universitas Khairun* (2018): 13.

the students when watching the video, but it also allowed the teacher to save time while transferring materials to the students. As a result, if the teacher wished to display a video as an example to the students, a poor-quality video was a major issue. This conclusion was consistent with Sachdev's theory, which claims that when it comes to video quality if the video made does not meet the standards of a high-quality video, it can be distracting rather than useful. If the video's quality is poor or low, the students will be unable to completely comprehend the contents.

Meanwhile, the researcher discovered that some students were unable to comprehend the material in the video if the movie's content did not correspond to the material. It could be argued that the material used by the teacher was of a higher standard than the students should have. This is similar to what Sachdev says<sup>25</sup>.

After performing the research, it was discovered that the findings of this study were similar to those of Sihem's earlier study, *Using Video Techniques to Develop Students' Speaking Skills*. Her goal was to investigate the effects of video techniques on improving and developing learners' speaking and communication skills. She chose students at random and asked them about the impact of using this technique in language classes and with English as a foreign language. In this study, she used a questionnaire from second-year students to learn more about the impact of using video techniques on the development of learners' speaking skills. The results of the questionnaire analysis revealed that the students regard videotapes as an important technique for improving their speaking

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<sup>25</sup>Kriswinardi et al., "*An Analysis Of Using Video On Teaching Speaking In EFL Classroom Of The Eleventh-Grade Students Of SMA N 4 Singaraja In Academic Year 2017/2018,*" 65

ability, and thus it aids in improving their performance. This was in line with the findings of the researcher's research. The findings, which were based on observation and a questionnaire, showed that the video had an impact on the students' learning process. It had an impact on the students' attentiveness in class as well as their grades. According to the results of the researcher's test, the video had an impact on the students' ability to talk.

Video, according to Riyana, is an audio and visual medium that contains concepts, principles, methods, and theory of knowledge application to aid in the comprehension of learning material. It is a type of audio and visual media that can be used to transmit information or messages. It is referred to as audio and visual because the auditory (audio) and visual (visible) parts can be delivered to students or viewers at the same time. This hypothesis was supported by the study's findings. The researcher discovered that video aided both speech and movements. It indicated that the video included both a hearing and a visual component. Two elements incorporated concepts and content aimed at allowing students to learn new information<sup>26</sup>.

Furthermore, the findings of this study were consistent with Anderson and Daryanto's beliefs regarding the benefits and drawbacks of using video in teaching, even though this study emphasizes more findings than those two experts. When it comes to using video to teach students, Anderson claims that there are four benefits and four drawbacks. One of the benefits was the video, which was able to entertain the learners or students. It was the same as the

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<sup>26</sup> Kriswinardi et al., "An Analysis Of Using Video On Teaching Speaking In EFL Classroom Of The Eleventh-Grade Students Of SMA N 4 Singaraja In Academic Year 2017/2018," 89

findings of this study, which indicated that when students view a video, they experience an element of amusement.

## **6. Mixed Method Design**

### **a) Definition of Mixed Method**

Broadly defined, mixed method design is research design that involves both quantitative and qualitative data in either single study or in multiple studies in a sustained program of. As the field has evolved, there have been inconsistencies and confusion in the way various terms that relate to mixed method research have been defined. Proposed mixed methods designs as the cover term that describes the use of both qualitative and quantitative data collection procedures and research methods, and includes mixed methods research and mixed model research.

Mixed method research studies use qualitative and quantitative data collection and analysis in the methods part of the study. These studies have both a qualitative and a quantitative data collection procedure (e.g., an interview and test score) or research method (e.g., an ethnography and an experiment). Though mixed method research relies on qualitative and quantitative data collection and analysis, they often are parallel without much real mixing, and the questions they ask and inferences they make are often either qualitative or quantitative in nature, as opposed to blended.

Mixed model research, by comparison, occurs in several or all stages of a study, in sequential or concurrent phases, including questions, methods, data collection and analysis, and the inference process. Underlying mixed model research is the assumption that it is possible to have two worldviews, or

paradigms, mixed throughout a single research project. There may be multiple research questions, each grounded in a distinct paradigm, and there might be multiple inferences relating to different worldviews. Additionally, mixed model research can involve a team of researchers from different disciplines who bring different theoretical and analytic perspectives to the analysis of a single problem. Mixed method research, then, differs from what is called multimethod research. Multimethod designs are those that use more than one method, but are restricted to one worldview (e.g., qualitative/qualitative, or quantitative/quantitative methods). At the present time, researchers in social and behavioral sciences can be roughly classified into three groups. There are those who are quantitatively oriented, conducting research in empirical ways using statistical analysis and deductively arriving at conclusions. Qualitatively oriented researchers rely on more subjective construction of reality to arrive at descriptions of phenomena, and their work is influenced by the theory they are using.

**b) Common Models for Conducting Mixed Method Research**

The multiple paradigm position simply states that researchers use the methods that are most likely to answer their questions. The methods vary according to the study at hand, and it generally into one of four models based on simultaneous/sequential mixing. Qualitative data can be used as a base to help develop quantitative measures and tools; quantitative data can be used to elaborate a qualitative study; qualitative methods can be used to help explain quantitative findings; and qualitative and quantitative methods can be used equally and in parallel to arrive at the study results. The form of the model is dependent upon the

questions being asked, and researcher's relectively choose methods. In addition, when data analysis occurs is dependent upon the questions and model chosen. In models where qualitative and quantitative data are gathered at the same time, the analysis of data from each may also occur concurrently, either during the course of the study or after all the data is gathered. In models where methods are used sequentially, the data from the first model will be analyzed prior to the collection of the data from the subsequent method.

**c) Using Mixed Methods Design**

An awareness of the theoretical drive of the project is important, as it affects how the research questions are addressed and how the study is designed. If the purpose of a study is to describe or ind meaning, the methods will generally be qualitative, with a focus on things that provide thick narrative descriptions. If the purpose is to conirm, as in theory-testing, the methods will usually be quantitative. The direction of the theoretical drive has consequences on study design issues. For example, qualitative data is usually gathered in small sample sizes, while quantitative data usually means larger sample sizes. Qualitative samples are usually purposefully selected based on the needs of the study, and don't meet the assumptions that shape quantitative studies (i.e. randomization)<sup>27</sup>.

The researcher will need to make choices that reconcile these issues. Each methodology relies on base assumptions that guide the collection and analysis of data. Qualitative data is gathered in different, more subjective ways, than quantitative data. In order to quantify qualitative data, the researcher would need

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<sup>27</sup> Kathryn Pole and Kathryn Pole, "Mixed Methods Designs : A Review of Strategies for Blending Quantitative and Qualitative Methodologies Quantitative and Qualitative ethodologies," *ACADEMICIA: An International Multidisciplinary Research Journal* 20, no. 4 (2007): 5.

to assure that quantitative assumptions have been met, including such things as, “Were all the participants asked the same questions in the same ways?” Conversely, researchers working with quantitative data may be tempted to analyze notes that respondents write in margins of survey instruments. Because the survey instrument was not designed to provide qualitative data, and all respondents were not requested to write in the margins, this data cannot justifiably be used. Researchers using mixed methodology must take care to select methodologies that serve the purpose and objective of the study. In studies with sequential designs for exploratory purposes, the decision on how to analyze data may emerge as trends become evident in the study. For example, the initial, qualitative phase the study may point to themes that will then lead the researcher to the quantitative data-collection and analysis methods; or the initial, quantitative phase may lead the researcher to use a certain qualitative methodology. In studies where quantitative and qualitative data are gathered and analyzed in a parallel phase design, the decisions regarding data analysis would often be made at the very start of the study, and the planned analysis would serve as a guide for the collection of data. The purpose and objective of a study determine what kind of data is collected and how it is analyzed. Data must be treated in ways that fit the purpose of the study.

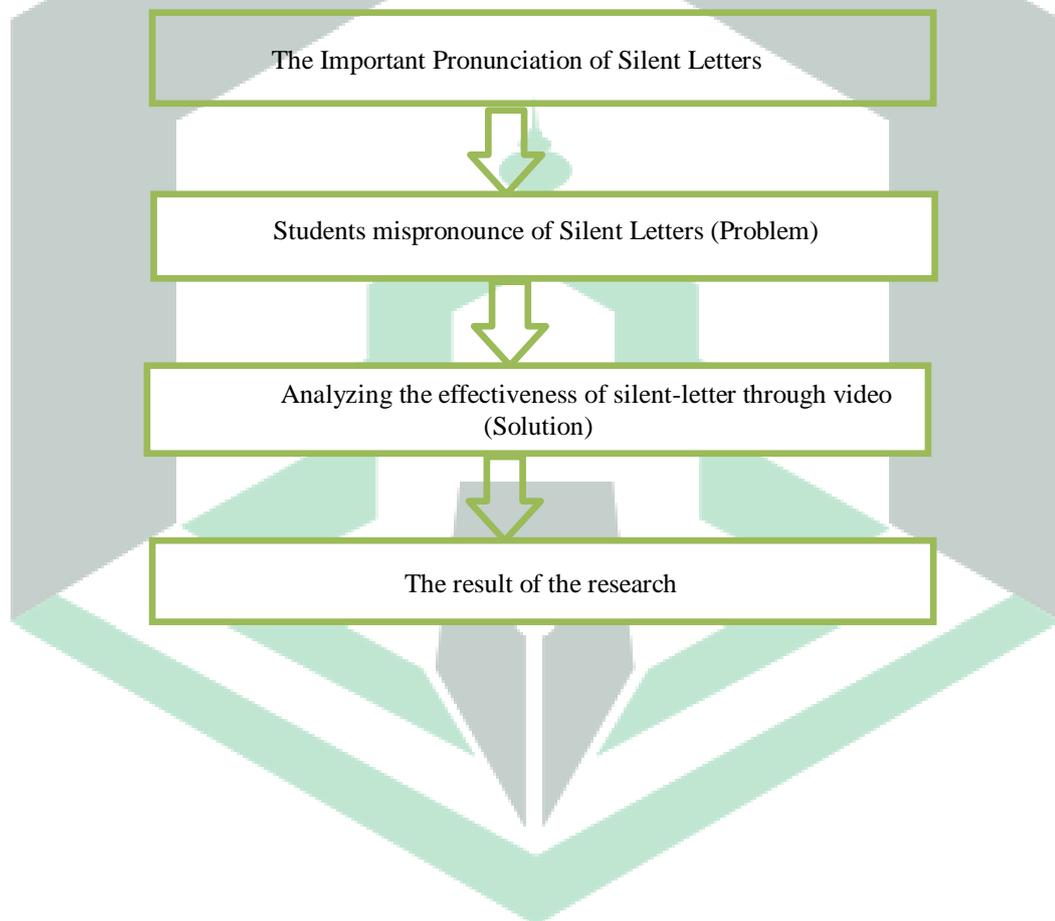
### **C. Conceptual Framework**

Many students frequently pronounce the word incorrectly. Particularly for words with a silent letter. Some students speak silent letters improperly. Because quiet letters are a colloquial phrase for letters of the alphabet (oral letter combinations) that are normally not spoken. When they try to say (Fruit), for

example, the alphabet I am present, but not a single one of them pronounces it with it (i). And, as we all know, the letter I in that word is silent.

The researcher will evaluate the efficiency of the video in helping them enhance their pronunciation abilities in this study. The silent letter words will be represented in the video, as well as how to pronounce them correctly.

The conceptual framework in this research is given in the following chart:



## **CHAPTER III**

### **RESEARCH METHOD**

Mixed method research studies use qualitative and quantitative data collection and analysis in the methods part of the study. These studies have both a qualitative and a quantitative data collection procedure.

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

The purpose of this study is to look into the students' difficulty pronouncing the silent letter at Palopo Islamic Junior High School. The descriptive quantitative technique was used in the methodology design for this investigation. This research focused on the description of students' answers about their perception toward the use of the video in teaching silent letter.

#### **B. Time and Location of the Research**

##### **a. Time**

This study was completed in October 2021.

##### **b. Location**

This study has taken place in Islamic Junior High School Palopo.

#### **C. Research Subject**

The students of Islamic Junior High School Palopo are the focus of this study.

#### **D. Instrument of the Research**

##### **1. Observation**

In this case, the observation conducted by observing students' behavior during teaching and learning.

## 2. Questionnaire

A Questionnaire in this research is an instrument to collect the response in the state of numeral data based on the result of environment. It is a data-gathering strategy that involves several statements in a matter based on the goal.

## 3. Interview

After serving the questionnaire, an interview is a method of testing response in a face-to-face environment. Interviewing is a data-gathering strategy that involves asking and answering questions in a systematic and unidirectional manner based on the study goal. Interviewing can be used as a primary, secondary, or criteria approach.

After the observation, the interview takes place. To obtain further information from the individual, the researcher chooses to conduct a semi-structured interview. The purpose of the interview is to find out what challenges students have with pronouncing writing virtually and how they deal with the problem. The interview continues till the data is sufficient.

After the observation, the interview takes place. To obtain further information from the individual, the researcher chooses to conduct a semi-structured interview. The purpose of the interview is to find out what challenges This study will take place in Islamic Junior High School Palopo have with pronouncing writing virtually and how they deal with the problem. The interview continues till the data is sufficient.

## E. The procedure of Collecting Data

The Procedure for collecting the data is arranged in the following steps:

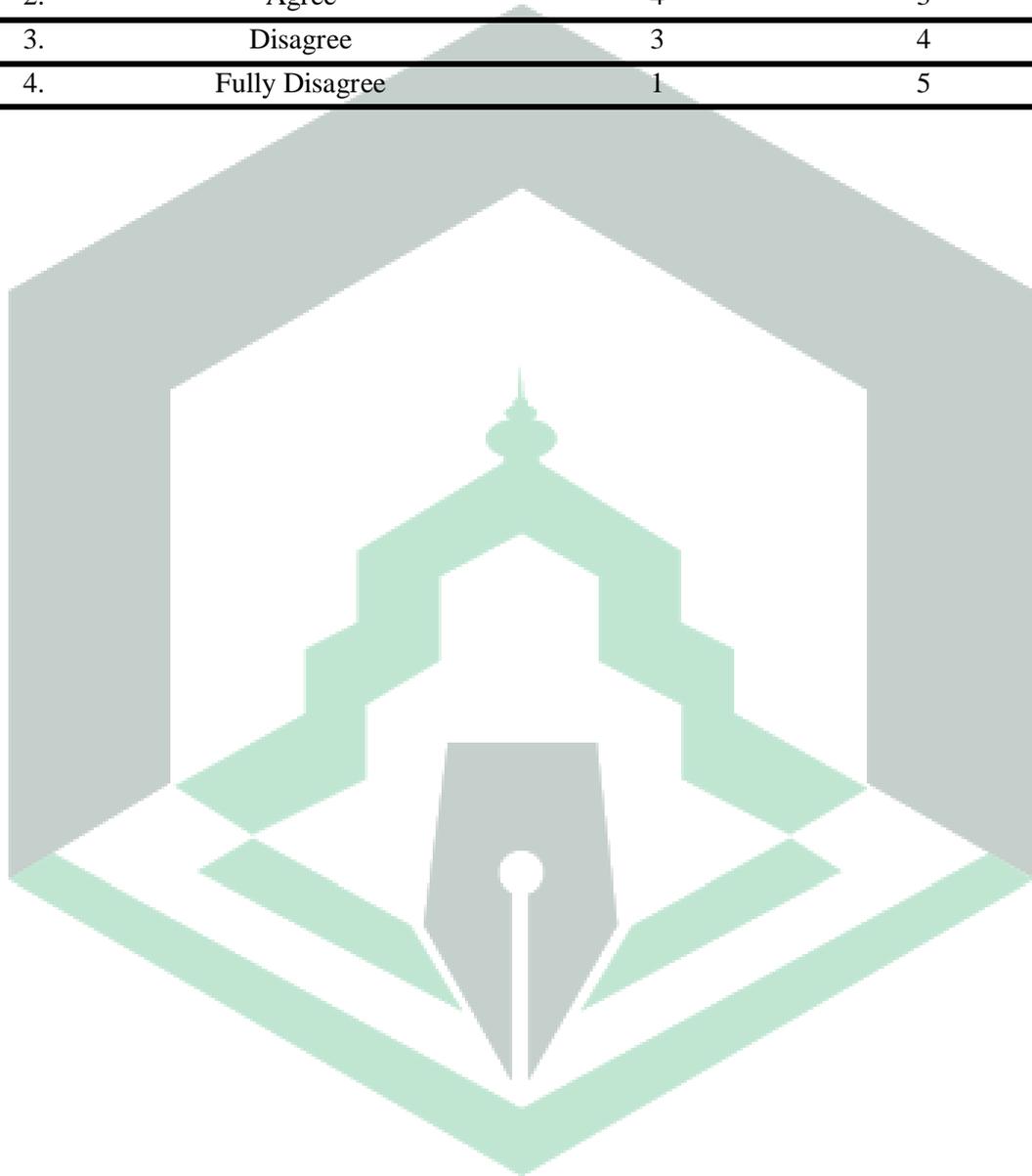
1. Observing the class conditions learning activity by using observation matrix.
2. Analyzing the class conditions for 4 weeks:
  - 1) By delivering the material of the video, it is a silent letter (H – W)
  - 2) Presenting the video example of words
  - 3) To the students and analyzing the identification and how the sounds of the words.
  - 4) Explaining the silent letters to the students.
  - 5) Mastering the words.
  - 6) They are giving occasion for the students to ask any difficulties of the material.
3. By interviewing the students, the researcher was able to collect data on their ability to pronounce the words.
4. The researcher was on the job, observing and gathering data.
5. The study's author Analyzing data from the study instrument filled out by students analyzes it and concludes.

#### **F. The technique of Data Analysis**

The analysis was utilized to grasp the concept to find out students' perception towards the use of video in teaching silent letter. The data analysis stage of the descriptive quantitative research method is crucial, as it is here each respondent's answer assessed in the direction of the statement as follows which can be shown in the table below:

**Table 3.1 Table of Assessment**

No.	The Optional Answer	Range Score	
		If Positive	If Negative
1.	Fully Agree	5	1
2.	Agree	4	3
3.	Disagree	3	4
4.	Fully Disagree	1	5



## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

In this chapter, the study results are presented; the researcher described how the researcher obtained the data and analysis process. The researcher conducted this research to gain the students' perception towards the use of video in learning pronunciation of the silent letter. The instrument was constructed based on the students' perception of the video at Islamic Junior High School Palopo. These results can be seen as follows:

#### 1. Students' profiles

The participants in this study were students in class IX A who were learning how to pronounce silent letters in English via video. Students in the IX-A class, which had roughly 20 students, are despondent.

**Table 4.1 List of Respondents**

No.	RESPONDENTS	CLASS
1.	R1	IX.A
2.	R2	IX.A
3.	R3	IX.A
4.	R4	IX.A
5.	R5	IX.A
6.	R6	IX.A
7.	R7	IX.A
8.	R8	IX.A
9.	R9	IX.A
10.	R10	IX.A
11.	R11	IX.A
12.	R12	IX.A

13.	R13	IX.A
14.	R14	IX.A
15.	R15	IX.A
16.	R16	IX.A
17.	R17	IX.A
18.	R18	IX.A
19.	R19	IX.A
20.	R20	IX.A

## 2. The Students Perceptions toward the Use of Video obtain from the Questionnaires

The researcher used questionnaires to collect data on how students felt about utilizing video as a learning tool for pronouncing the silent letter. The questionnaires contain of several statements that purpose to collect the students' perspective in numeral data. The following are the outcomes of the data collected:

### a. Questionnaire 1

Chart 4.1 (The use of video can improve students' ability to pronounce silent letters)

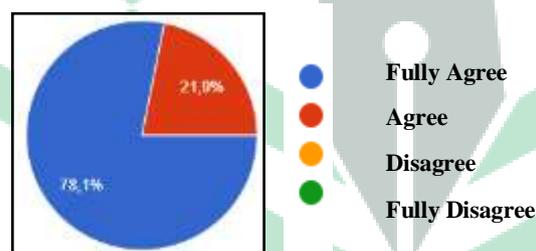


Chart 4.1 showed that 78,1% of students said “Fully Agree,” 21,9% of Students said “Agree,” There are 0% of students who said disagree and fully disagree.

### b. Questionnaire 2

Chart 4.2 (The use of videos can increase the effectiveness of interactions between teachers and students)

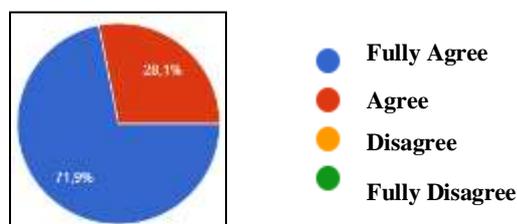


Chart 4.2 showed that 71,9% of students said “Fully Agree,” 28,1% of Students said “Agree,” There are 0% of students said disagree and fully disagree.

c. Questionnaire 3

Chart 4.3 (Learning using videos can help students to improve their silent letter pronunciation skills)

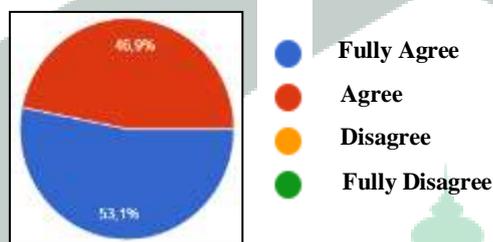


Chart 4.3 showed that 53,1% of students said “Fully Agree,” 46,9% of Students said “Agree,” There are 0% of students said disagree and fully disagree.

d. Questionnaire 4

Chart 4.4 (Learning using videos is difficult to help students improve their silent letter pronunciation skills)

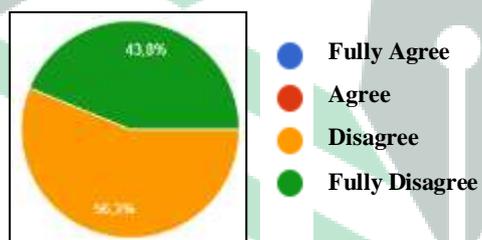


Chart 4.4 showed that 56,3% of students said “Disagree,” 43,8% of Students said “Fully Disagree,” There are 0% of students said Fully Agree and Agree.

e. Questionnaire 5

Chart 4.5 (Learning using videos should be supported by learning books)

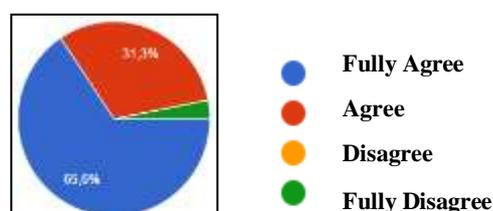


Chart 4.5 showed that 65,6% of students said “Fully Agree,” 31,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

f. Questionnaire 6

Chart 4.6 (The teacher conveys the material through videos clearly)

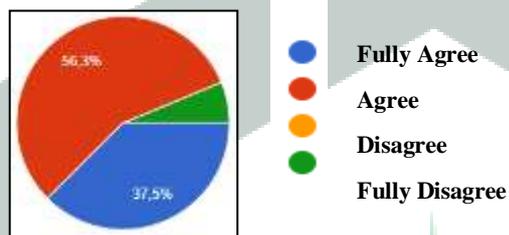


Chart 4.6 showed that 37,5% of students said “Fully Agree,” 56,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

g. Questionnaire 7

Chart 4.7 (The use of videos allows students to understand the material more quickly)

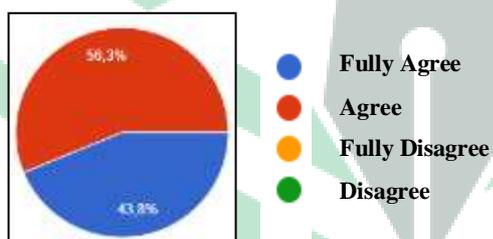


Chart 4.7 showed that 43,8% of students said “Fully Agree,” 56,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

h. Questionnaire 8

Chart 4.8 (Learning to use videos is more structured than conventional

learning)

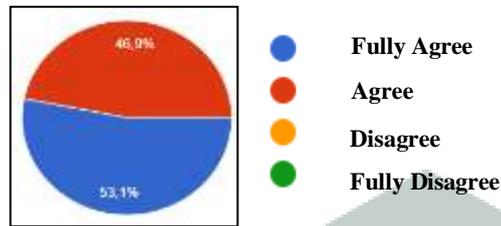


Chart 4.8 showed that 53,1% of students said “Fully Agree,” 46,9% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

i. Questionnaire 9

Chart 4.9 (Learning to use videos is more interesting than conventional learning)

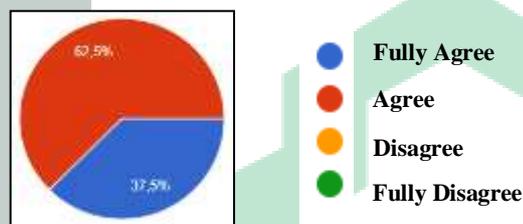


Chart 4.9 showed that 37,5% of students said “Fully Agree,” 62,5% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

j. Questionnaire 10

Chart 4.10 (Learning to use videos can improve the pronunciation of silent letters)

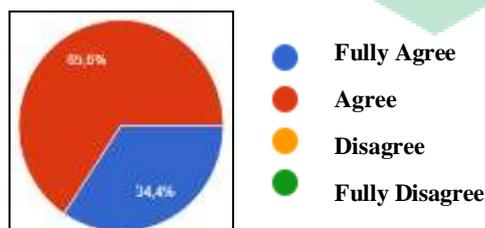


Chart 4.10 showed that 34,4% of students said “Fully Agree,” 65,6% of

Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

### **3. The Student’s Perceptions Response toward the Use of Video Obtains from the Interviews.**

The information offered in this section is derived from student interviews. For 9th grade, Islamic junior high school Palopo, data was collected through direct interviews with students to determine students' perceptions on teaching pronunciation of silent letters using video. The researcher analyzed the interview results after collecting all of the data from the interview.

After interviewing the respondents, the researcher discovered that students have mixed feelings about using video to teach silent letter pronunciation. For more information, the researcher provided the following explanation of the results of the respondents:

The term "data" refers to information gathered through the use of a data collection method. In this study, data was acquired through an interview, which would be controlled and analyzed using a precise approach. The outcomes of this component are intended to respond to the research question "Students Perception toward Teaching Silent Letters Pronunciation Using Video for 9th grade Islamic Junior High School Palopo." There are 20 student interviews and 5 questions in all. The core of the interview is as follows. The following information was gathered after conducting interviews with all respondents using the questions listed above.

### 1. First Question

The first questions were aimed to determine the effectiveness of teaching pronunciation of silent letters using video: *Is the use of video in learning effectively in improving students' pronunciation of silent letters?*

**Table 4.2 List of students' perception**

No.	Student's Perceptions
1.	In my opinion, using video is quite effective in the learning process. Besides knowing how to pronounce a word, using videos is a lot of fun.
2.	The use of video can improve my ability to pronounce silent letters and I think this method is very effective.
3.	Yes. Very effective because students more easily understand the material given by the teacher.
4.	In my opinion, using video in learning is quite effective.
5.	Yes. Because the use of video in the silent letter learning process is clearer and more interesting.
6.	In my opinion, using videos to study is effective but I need to practice the pronunciation of silent letters in everyday life so that I can understand better.
7.	The use of video in learning how to pronounce silent letters is quite effective.
8.	Learning the pronunciation of silent letters using videos is quite effective and more interesting if the videos are more varied.
9.	Yes. I think learning using videos is more effective and interesting so I'm more interested in learning.
10.	Yes. Learning to use videos can improve my ability to pronounce silent letters.
11.	Not bad. There are some materials that I understand and some I don't understand.
12.	Yes.
13.	Yes.
14.	I think so. I like learning to use videos because it is more fun and can increase my knowledge of silent letters.
15.	Videos are quite effective in improving my ability to pronounce silent letters.
16.	Learning using videos is quite effective so that it can improve my ability to pronounce silent letters but I still can't distinguish the silent letters in each word.
17.	For me, if the teacher teaches using video, it is very interesting and can help me as a student to pronounce silent letters.
18.	Yes. I feel learning to use videos is more effective to improve students' ability to pronounce silent letters.
19.	Yes.
20.	In my opinion, as a student, videos are more effective to use in the learning process and more interesting. So that the silent letters taught can be understood easily.

From the first question, none of the students expressed negative feelings,

and their responses were nearly identical. The table above shows that students' perceptions result remains positive, so we can conclude that most students are in grade IX. A had no difficulty in learning Silent Letter through Video. The efficacy of the video is also described by the students' perceptions because overall thoughts remain the same as the video is well-prepared before teaching and it is easy to understand rather than a long explanation in teaching.

## 2. Second Question

The second question aims to find out the interest of learning using videos and conventional learning: *Do students find learning using video more interesting than conventional learning?*

**Table 4.3 List of students' perception**

No.	Student's Perceptions
1.	The use of video is visually more interesting than just relying on verbal explanations.
2.	Learning using video is more interesting because it understands faster
3.	Yes. Because the pronunciation is clearer.
4.	Yes. Because it is explained in detail.
5.	Yes. Because I feel I understand faster if I teach using video.
6.	I find learning using videos more fun and interesting.
7.	In my opinion, learning using video is more interesting than conventional learning.
8.	Conventional learning is quite boring and requires new methods in the learning process so I prefer to learn to use video media.
9.	In my opinion, learning using videos is more interesting than conventional learning because the videos are very interesting.
10.	Yes.
11.	Yes.
12.	Yes.
13.	I prefer to be taught using videos but the duration should not be too long.
14.	The learning method using video is more interesting and this method is still very rarely used by other teachers.
15.	Yes. learning with video media is more interesting.
16.	I feel learning to use video media is more fun and interesting than conventional learning.
17.	I think as a student, learning with videos is very interesting and not boring.
18.	I prefer it when teachers at school teach using videos.
19.	I prefer to be taught using video because there are interesting pictures and the

	sound is clearer.
20.	Yes. I agree if taught using video because it is more interesting than conventional learning methods.

Ten students responded to question 2 by indicating if they think the video is interesting as a learning medium. Several students indicated that the types of video should be different than the other meetings so that the students will enjoy the process of learning at each meeting based on the interview data acquired by the students. However, students' attitudes toward the use of video in learning silent letters remain generally good.

### 3. Third Questions

The third question aims to find out students' perception of the problems they face during learning silent letters by using video: *Do students have problems during learning?*

**Table 4.4 List of students' perception**

No.	Student's Perceptions
1.	I didn't have any problems while learning to use videos, it was just that my friends were noisy in the classroom.
2.	I don't have any problem
3.	There are no problems because I like the learning process with videos.
4.	Nothing.
5.	No. I don't have any problems.
6.	Nothing.
7.	I don't have any problems when I teach using videos because the videos are interesting
8.	I don't have any problems but it can hinder my learning if the electricity in the school suddenly goes out.
9.	In my opinion, I like learning to use videos and I don't get any barriers.
10.	There are no problems if you are taught using video but the video volume needs to be increased.
11.	I like learning using videos and I'm not having any problems.
12.	I did not experience any problems but the video duration should not be too long.
13.	Not. I didn't experience any problems.
14.	As a student, I am more interested in being taught using videos and I don't have any problems.

15.	Nothing.
16.	Nothing.
17.	Nothing.
18.	As a student, I don't have any problems being taught using videos, but it's better if the videos have interesting pictures.
19.	Learning using videos is very interesting.
20.	I didn't experience any problems.

Students responded that they had no concerns or difficulties learning through video in response to the third question. In terms of content, it was quite interesting and simple to comprehend. The students' silent letters improved significantly as a result of the practice session. Furthermore, while students' answers vary, they all have positive perceptions.

#### 4. Fourth Questions

The fourth questions aim to determine the students' ability to understand the pronunciation of silent letters taught through video: Can students understand the material given by using video media?

**Table 4.5 List of students' perception**

No.	Student's Perceptions
1.	As a student, I can understand learning using video media.
2.	I quite understand the material taught using video, although there are still many silent letters that I don't know about.
3.	Yes. I understand the material given using the video.
4.	Yes. Learning using video is easier to understand.
5.	I can understand the material taught well
6.	Yes. As a student, I feel that the silent letter material given is easier to understand if it is taught using video.
7.	In my opinion, learning to use videos is very interesting and I have become more understanding.
8.	Learning to use videos can help me to understand the material given.
9.	Yes. I understand more about silent letters
10.	Learning to use videos can improve my understanding of the material being taught.
11.	In my opinion, learning to use videos is very fun so that it becomes easier for me to understand the material given.
12.	Video media can help me to understand the material given by the teacher.
13.	Yes.

14.	Learning to use videos is more interesting and I understand silent letters faster.
15.	In my opinion, teachers should teach using videos more often because students are very interested and can understand the material given easily.
16.	Yes. I can understand the material given if taught using videos but I need to practice the pronunciation of silent letters at home.
17.	Yes. I can find out the meaning of silent letters and the types of silent letters. I can also pronounce silent letters well, although it's still not fluent.
18.	As a student, I am very happy to be taught using videos, it can make me focus so that it is easier to understand the material given by the teacher.
19.	Not bad. There are some materials that I understand and some I don't understand.
20.	In my opinion, as a student, video media is very interesting, especially when we can hear how the silent letters are pronounced in each word.

In response to the fourth question, most students thought that using a movie to learn silent letters was a good idea, and some thought that the video would be even better if it included some different words so that students could differentiate the words and learn how to pronounce them. Furthermore, the movie was quite beneficial and simple to comprehend.

#### 5. Fifth Questions

The fifth question aims to determine students' improvement in teaching pronunciation of silent letters through video: *What are the things that students feel can be further improved in the use of videos during learning?*

**Table 4.6 List of students' perception**

No.	Student's Perceptions
1.	So far the learning process is quite good and there is nothing less fun, but it would be nice if the students were more controlled.
2.	My English is improving and I know what silent letters are.
3.	The concept of learning through video media must be improved so that students understand more clearly the pronunciation of silent letters.
4.	In my view, the teacher should increase the number of examples of words that have mute letters.
5.	I think the teachers should reduce the duration of videos that are too

	long.
6.	It is better if the silent letter learning teacher uses video, it is necessary to increase the silent letter example and increase the volume even more.
7.	In my opinion, learning to use video media is very clear and fun.
8.	When learning to use videos, teachers need to control students so they don't make noise in the classroom.
9.	During the learning process using video, I felt happy and liked the video media.
10.	What needs to be improved in learning using video is that the duration of the video should not be too long.
11.	So far, learning using video has been very good and clear.
12.	When teaching using video the teacher also needs to pay attention to the duration of the video. it's better if the video shown doesn't have a long duration
13.	Things that need to be improved in learning using video media are explanations and pronunciations.
14.	I think the teacher should ask questions at the end of the video related to silent letters.
15.	The teacher should design the video as attractive as possible so that it can increase the attractiveness of students to pay attention to the material provided.
16.	The thing that needs to be improved if teaching using video is that the video should contain interesting animations.
17.	In my opinion, teachers should choose videos that are not too fluent and speak too fast.
18.	The learning process using video is quite good and students are more interested in receiving the material given by the teacher.
19.	In addition to the explanation from the video, the teacher should also give more games to students that match the silent letters material.
20.	In my opinion, the thing that needs to be improved in learning using video media is that schools should facilitate speakers or loudspeakers so that they can facilitate the learning process.

The last questions revealed that the students had made significant progress, that none of them had unfavorable perceptions, and that the responses were nearly identical. The table above reveals that students' opinions of the results remain favorable, implying that most students are in grade IX. A experienced a difference before and after studying Silent Letter through Video.

## B. Discussion

A discussion of the data was offered by the researchers. This depicts the viewpoint of Islamic Junior High School Palopo. This research was take place in Islamic Junior High School Palopo. According to the findings, respondents at Islamic Junior High School Palopo had a favorable attitude regarding the use of video for silent letters, as evidenced by the results of both questionnaires and interviews. The detailed responses to the research questions are listed below.

The first statement is “The use of video can improve students' ability to pronounce silent letters”, from the statement showed that 78,1% of students said “Fully Agree,” 21,9% of Students said “Agree,” There are 0% of students who said disagree and fully disagree.

The second statement is “The use of videos can increase the effectiveness of interactions between teachers and students”, from the statement showed that 71,9% of students said “Fully Agree,” 28,1% of Students said “Agree,” There are 0% of students said disagree and fully disagree.

The third statement is “Learning using videos can help students to improve their silent letter pronunciation skills”, from the statement showed that 53,1% of students said “Fully Agree,” 46,9% of Students said “Agree,” There are 0% of students said disagree and fully disagree.

The fourth statement is “Learning using videos is difficult to help students improve their silent letter pronunciation skills”, from the statement showed that 56,3% of students said “Disagree,” 43,8% of Students said “Fully Disagree,” There are 0% of students said Fully Agree and Agree.

The fifth statement is “Learning using videos should be supported by learning books”, from the statement showed that 65,6% of students said “Fully Agree,” 31,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

The sixth statement is “The teacher conveys the material through videos clearly”, from the statement showed that 37,5% of students said “Fully Agree,” 56,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

The seventh statement is “The use of videos allows students to understand the material more quickly”, from the statement showed that 43,8% of students said “Fully Agree,” 56,3% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

The eighth statement is “Learning to use videos is more structured than conventional learning”, from the statement showed that 53,1% of students said “Fully Agree,” 46,9% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

The ninth statement is “Learning to use videos is more interesting than conventional learning”, from the statement showed that 37,5% of students said “Fully Agree,” 62,5% of Students said “Agree,” There are 0% of students said Disagree and Fully Disagree.

The tenth statement is “Learning to use videos can improve the pronunciation of silent letters”, from the statement showed that 34,4% of students said “Fully Agree,” 65,6% of Students said “Agree,” There are 0% of students

said Disagree and Fully Disagree.

Based on the results of the questionnaire given to students, it shows that students are more interested in learning to use videos so that it is easier for students to understand the material provided by the teacher, besides learning using videos should be accompanied by learning books that can be a guide for teachers and students.

To find out students' perceptions regarding learning using video, the researcher also used the interview method to collect data. The researcher analyzed the interview results after collecting all of the data from the interview. There are 20 student interviews and 5 questions in all. The core of the interview is as follows. The following information was gathered after conducting interviews with all respondents using the questions listed above.

The first questions were aimed to determine the effectiveness of teaching pronunciation of silent letters using video: *Is the use of video in learning effectively in improving students' pronunciation of silent letters?* From the first question, none of the students expressed negative feelings, and their responses were nearly identical. The table above shows that students' perceptions result remains positive, so we can conclude that most students are in grade IX. A had no difficulty in learning Silent Letter through Video. The efficacy of the video is also described by the students' perceptions because overall thoughts remain the same as the video is well-prepared before teaching and it is easy to understand rather than a long explanation in teaching.

The second questions aims to find out the interest of learning using videos

and conventional learning: *Do students find learning using video more interesting than conventional learning?* Ten students responded to question 2 by indicating if they think the video is interesting as a learning medium. Several students indicated that the types of video should be different than the other meetings so that the students will enjoy the process of learning at each meeting based on the interview data acquired by the students. However, students' attitudes toward the use of video in learning silent letters remain generally good.

The third question aims to find out students' perception of the problems they face during learning silent letters by using video: *Do students have problems during learning?* Students responded that they had no concerns or difficulties learning through video in response to the third question. In terms of content, it was quite interesting and simple to comprehend. The students' silent letters improved significantly as a result of the practice session. Furthermore, while students' answers vary, they all have positive perceptions.

The fourth questions aim to determine the students' ability to understand the pronunciation of silent letters taught through video: *Can students understand the material given by using video media?* In response to the fourth question, most students thought that using a movie to learn silent letters was a good idea, and some thought that the video would be even better if it included some different words so that students could differentiate the words and learn how to pronounce them. Furthermore, the movie was quite beneficial and simple to comprehend.

The fifth question aims to determine students' improvement in teaching pronunciation of silent letters through video: *What are the things that students feel*

*can be further improved in the use of videos during learning?* The last questions revealed that the students had made significant progress, that none of them had unfavorable perceptions, and that the responses were nearly identical. The table above reveals that students' opinions of the results remain favorable, implying that most students are in grade IX. A experienced a difference before and after studying Silent Letter through Video.

According to the results of the questionnaire and interview, the process of learning silent letters with video provides an enigmatic image of the student and his or her characteristics.

According to the research, many student responders believe that using video to learn silent letters is quite effective. It was discovered that video content increases their interest in studying, makes them more engaged, and makes them more enthusiastic.

The outcomes of this study have a systematic relationship with earlier research on the silent letter idea material. If there are any disparities between this research and the total past relevant research, it is related to previous research findings. This study looked at how students felt about utilizing video in the classroom to teach silent letters. When the outcomes of this study were compared to the findings of the other five previous relevant studies, it was clear that this research had a different purpose: it served the students' perceptions of the use of video in teaching silent letters. However, there are some parallels between the findings of this study and those of earlier research.

Triyoga (2018) conducted a study titled "Error Analysis of Silent Letters

(H) and (W) in English Words by Non-English Department Students" to determine the sorts of mistakes made by non-English Department Students when pronouncing silent letters (H) and (W) in English words. The researcher used a purposive sample strategy in this investigation. He discovered that Indonesian phonotactic constraint rules, which govern the construction of syllables and consonant clusters in Indonesian, were used to make incorrect pronunciations of silent letters. To keep guidelines, students do not omit the silent letters (H) and (W) in the form of pronunciation errors<sup>28</sup>. Silent letters (H) and (W) are similar in his and this research, but in this research, the researcher uses video as a medium to teach silent letter pronunciation.

Rafika Pratiwi's "Students Error in Pronouncing Words Containing Silent Letters" is the second (2019). She employed a qualitative approach. She discovered that there are a variety of reasons why students mispronounce silent letters. First, due to a lack of English vocabulary, many students are unable to comprehend what is being said in English. Second, many students are accustomed to pronouncing English words poorly without learning how to do it correctly. Last but not least, there is a lack of desire to learn English pronunciation. We don't speak English because it isn't our first language. They're used to communicating with folks who don't speak English. As a result, pronouncing English words can feel foreign to them at times<sup>29</sup>. Based on Rafika's research, the possibilities for material choices in the classroom aid this

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<sup>28</sup>TriyogaTyas Utama, "Error Analysis of Silent Letters 'H' and 'W' in English Words By Non-English Department Students." Universitas Sanata Dharma, Yogyakarta. (2018):34

<sup>29</sup>Rafika Pratiwi, "Students Error in Pronouncing the Words Containing Silent Letters" Universitas Muhammadiyah Sumatera Utara. 2019:34

research in the case of video instruction.

Widya Astuti et al. published "Error Analysis of Silent Letters and its Relevance to the Teaching of English" as the third related work (2020). They conduct experimental research, and the researcher discovered that students usually make three sorts of pronunciation errors: pre-systematic error, systematic error, and post-systematic mistake. A systematic error is the most common sort of This study has taken place in Islamic Junior High School Palopo speech error. The fact that 21 This study has taken place in Islamic Junior High School Palopo were in the range of 31 percent to 70 percent of the percentage of inaccuracy may be proven by looking at the statistics. It is followed by post-systematic errors, in which nine students made errors ranging from 0% to 30%. The final type of error is a pre-systematic error, in which students made errors ranging from 71% to 100%. According to the findings, the students made an interference error as a result of the influence of other languages, such as their first language or mother tongue. Students' first language acquisition, as well as their dialect, accent, and culture, had an impact on their ability to pronounce English words with silent letters<sup>30</sup>. Widya's research aided this study in pinpointing the cause of students' silent letter errors. As a result, this study includes video as a medium for students to experiment with. Due to a lack of practice listening to the precise pronunciation of the term, students' pronunciation of silent letters is influenced by dialect and accent.

Achmad Fanani and Irta Fitriana's fourth study is titled "Identification of

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<sup>30</sup>Astuti et al., "Error Analysis of Silent Letters and Its Relevance to the Teaching of English." *Proceeding of the 5<sup>th</sup> International Conference on Arts Language and Culture (ICALC 2020)* 534, no 534 (2021): 154

common pronunciation faults (Silent Letters) by Students of UNIPDU Second Semester (A Basic Composition of Teaching Materials English Conversation)" (2011). They employed a descriptive qualitative approach and focused on identifying common mistakes made by Indonesian novice learners while pronouncing silent letters in English words. It is critical to study this because English contains hundreds of words with silent letters. However, most English learners at the beginner level, and even those at the intermediate level, mispronounce the words. They tend to pronounce these silent letters in a way that is difficult to understand for the interlocutor<sup>31</sup>. Ahmad and Ira's common blunders contribute to this research in selecting words for the novice level. The researcher adapted typical blunders to avoid mispronunciations when teaching silent letters in the classroom using video.

Previous research has shown that some students make errors and mistakes as a result of a lack of practice and media to practice. The positive perceptions about teaching silent letters through video are beneficial in correcting students' mispronunciations, according to this study. On the other hand, there have been a few responses to teaching silent letters through video, and it has been discovered that students may become bored because the video is not varied. As a result, the students at Islamic Junior High School Palopo continue to have positive attitudes.

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<sup>31</sup>Fanani, "( Silent Letters ) Oleh Mahasiswa Semester Ii Unipdu ( Sebuah Dasar Penyusunan Bahan Ajar English Pronunciation )." (2011):124.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the explanation in Chapter IV, students' perceptions of the usage of video in studying Silent Letter at Islamic Junior High School Palopo have a good attitude about the learning process. The students' good evaluations of the learning process in the classroom have persisted. This can be observed in the results of student questionnaires and interviews, where students reported that learning Silent Letter through video was enjoyable. Even though the results of this study show that students' impressions of utilizing video to learn silent letters are positive. Benefits have been received by students as a result of it. Several limitations hampered the study: (1) the sample size of a student was not considered large enough to demonstrate how powerful and sufficient the results were. Future studies will require a larger sample size. The second flaw is that there are still students who are not evenly disseminating their opinions, thus the next researcher should take into account the responses chosen due to the researchers' absence.

#### B. Suggestion

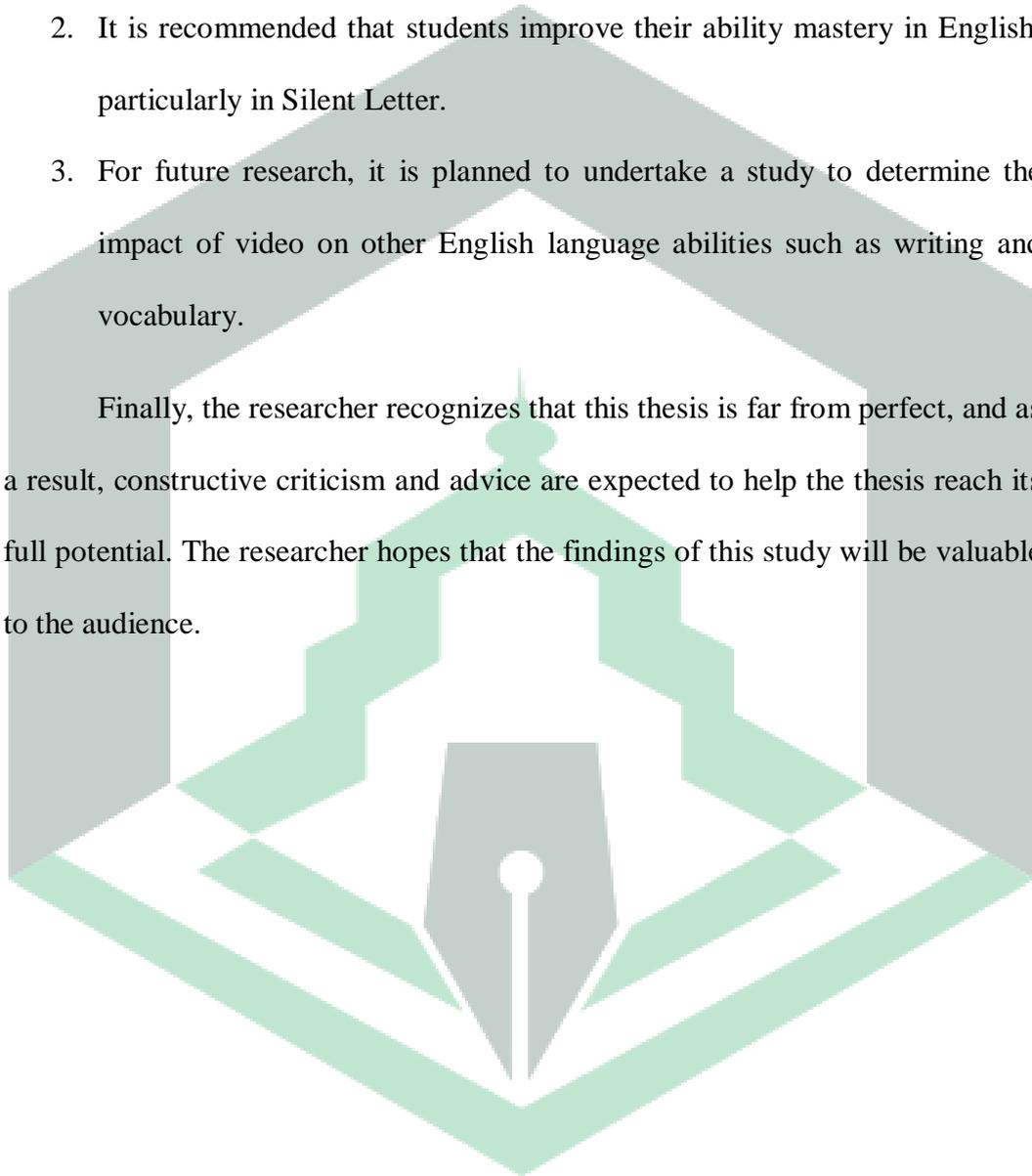
The researcher would like to give some suggestions as follow:

1. The teacher can use the material in the classroom by using video in Silent Letter lessons, particularly in teaching pronunciation and speaking. While students are initially introduced to new topics outside of the classroom,

this technique intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities.

2. It is recommended that students improve their ability mastery in English, particularly in Silent Letter.
3. For future research, it is planned to undertake a study to determine the impact of video on other English language abilities such as writing and vocabulary.

Finally, the researcher recognizes that this thesis is far from perfect, and as a result, constructive criticism and advice are expected to help the thesis reach its full potential. The researcher hopes that the findings of this study will be valuable to the audience.



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**KANTOR KEMENTERIAN AGAMA KOTA PALOPO**  
 MADRASAH TSANAWIYAH NEGERI KOTA PALOPO  
 Alamat : Jalan Andi Kambo Telepon. (0471) 22263

**SURAT KETERANGAN PENELITIAN**  
 Nomor : B. 357 /MTsN.21.14.01/01/PP.01.1/11/2021

Yang bertanda tangan di bawah ini kepala Madrasah Tsanawiyah Negeri Kota Palopo memberikan keterangan kepada :

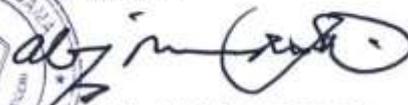
Nama : **WULANDARI**  
 NIM : **1702020213**  
 Program Studi : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**  
 Alamat : **Jl. Balandai Kota Palopo**

Benar-benar telah selesai mengadakan Penelitian di Instansi kami sehubungan dengan Penyusunan Skripsi dengan judul "*AN ANALYSIS STUDENTS PRONUNCIATION OF SILENT LETTERS THROUGH VIDEO FOR 9 TH GRADE ISLAMIC JUNIOR HIGH SCHOOL PALOPO*".

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 24 Nopember 2021

Kepala Madrasah

  
**Muh. Nurdin, AN, SPd, SH, M.MPd**  
 Nip. 19701206 200012 1 002





**APPENDIX 2**  
**Observation Matrix**

# First Meeting

## Communication:

- Learning outcomes : The students' understand the silent letter of "k".
- Expectation : The students' expected to improved on next meeting
- Use of Vocab : The teachers vocabulary are less.

## Questioning & Discussing :

- pronouncing : The students' was~~nt~~ asking the teacher more related to the words.

- Student participations : the students' really enthusiast in the class

## Materials and resources :

Primary & Secondary Sources

Primary : buku  
Secondary : Video

## Pacing :

gaining attention  
transition  
~~slowly~~  
waiting time

It's quite interesting for the students transition wasn't smooth as because it was first meeting  
waiting time also didn't exist in a whole

## ① Classroom atm:

- The teacher gave ~~me~~ the students' instruction really well.
- The teacher<sup>ks</sup> was really well-prepared in the class because of the video. It was really helpful through the students-teacher interaction.

## ② Classroom procedure :

- The teacher wasn't grouping the students.
- The pre-activity material wasn't enthusiastic

## ③ Monitoring and response

- The teacher's class controlling is really well.
- The response of the students is well as well.

## ④ Classroom layout.

- The students resources (Buku?)
- The technology integration is using LED and the video as a media to the students.

**Observation Matrix**  
**Second Meeting**

<b>CLASSROOM SETTING</b>		
<b>Indicators</b>	<b>Example</b>	<b>Reflection</b>
Classroom atmosphere: Teacher – Students Interaction	<p>⇒ The teacher gives an explanation to the students regarding silent letters.</p> <p>⇒ Teachers &amp; Students are actively involved in the learning process</p> <p>⇒ Students ask some questions related to the material given by the teacher</p>	every students should have the opportunity to practice the pronunciation of silent letters.
Classroom Procedure Groups, material, routines	<p>⇒ Teacher gives introductory material about silent letters</p> <p>⇒ The teacher gives examples of silent letters to students</p> <p>⇒ Students practice directly the pronunciation of silent letters.</p>	In the learning process, the teacher should provide silent letters which are commonly used in daily conversation.
Classroom Behavior Monitoring and response	<p>⇒ Teachers can control learning well so that the learning process take place effectively.</p>	
Classroom Layout: Arrangement of furniture, resources for students use, and technology integration	<p>⇒ <del>Book</del></p> <p>⇒ LCD &amp; laptop</p>	

## Observation Matrix

### Second Meeting

TEACHING		
Indicators	Example	Reflection
<p>Communication: Learning outcomes, expectations, directions, explanation, use of vocabulary.</p>	<p>⇒ Students can know the types of silent letters            ⇒ Students can know how to pronounce silent letters well            ⇒ Vocabulary mastery the mastery of vocabulary is very less so it requires a combination of Indonesian and English.</p>	<p>It is better if the interaction in the classroom uses English so that it can improve language skills.            ⇒ the students should practice the pronunciation of silent letters in daily conversation.</p>
<p>Questioning and discussing: Pronounce of silent letters</p>	<p>Students are divided into groups to learn more about silent letters.            ⇒ Students ask questions about how to pronounce the silent letters, types of silent letters, etc.</p>	<p>Students should be given examples of silent letters in the form of stories, and then read them out.</p>
<p>Student Participations techniques through video in class</p>	<p>Students are very interested in learning methods using videos because they can listen to silent letters verbally according to native speakers.</p>	<p>It is better if the video given to students does not have a long duration so that it can provide sufficient time between the direct explanation from the teacher &amp; students.</p>
<p>Materials and resources: primary and secondary sources</p>	<p><del>Book</del> Internet video.</p>	

Observation Matrix

Third Meeting

CLASSROOM SETTING		
Indicators	Example	Reflection
Classroom atmosphere: Teacher - Students Interaction	The learning process in the classroom is quite active because students are able to recognize silent letters well.	
Classroom Procedure Groups, material, routines	⇒ The teacher again reflects on the silent letters material that has been taught at the first and second meetings. ⇒ the teacher gives examples of silent letters	
Classroom Behavior Monitoring and response	⇒ Teachers can control learning well ⇒ The response from students is quite good because they really enjoy the material taught by using video.	
Classroom Layout: Arrangement of furniture, resources for students use, and technology integration	LCD & Laptop.	

# Observation Matrix

## Third Meeting

TEACHING		
Indicators	Example	Reflection
<p>Communication: Learning outcomes, expectations, directions, explanation, use of vocabulary.</p>	<p>⇒ Students are able to recognize some of the letters spoken in a word.</p> <p>⇒ Students can pronounce some silent letters well.</p> <p>⇒ Mastery of vocabulary is still very lack.</p>	<p>To give good result, the teacher should give assignments to students to memorize silent letters.</p>
<p>Questioning and discussing: Pronounce of silent letters</p>	<p>⇒ Students are divided into groups to discuss how to pronounce silent letters.</p> <p>⇒ Students are appointed one by one to practice the pronunciation of silent letters.</p>	<p>To produce a fun learning process, it should be interspersed with games that match the silent letters.</p>
<p>Student Participations Techniques through video in class</p>	<p>Students are quite enthusiastic to accept the material taught using video because the method is still relatively new to use in MTS. N. Palopo.</p>	<p>It is better if the videos given to students are made as attractive as possible so that students are more enthusiastic in receiving the material.</p>
<p>Materials and resources: primary and secondary sources</p>		

## Observation Matrix

### Third Meeting

CLASSROOM SETTING		
Indicators	Example	Reflection
Classroom atmosphere: Teacher - Students Interaction	The learning process in the classroom is quite active because students are able to recognize silent letters well.	
Classroom Procedure Groups, material, routines	<p>⇒ The teacher again reflects on the silent letters material that has been taught at the first and second meetings.</p> <p>⇒ the teacher gives examples of silent letters</p>	
Classroom Behavior Monitoring and response	<p>⇒ Teachers can control learning well</p> <p>⇒ The response from students is quite good because they really enjoy the material taught by using video.</p>	
Classroom Layout: Arrangement of furniture, resources for students use, and technology integration	LCD & Laptop.	

# Observation Matrix

## Third Meeting

TEACHING		
Indicators	Example	Reflection
<p>Communication: Learning outcomes, expectations, directions, explanation, use of vocabulary.</p>	<p>⇒ Students are able to recognize some of the letters spoken in a word.</p> <p>⇒ Students can pronounce some silent letters well.</p> <p>⇒ Mastery of vocabulary is still very lack.</p>	<p>To give good result, the teacher should give assignments to students to memorize silent letters.</p>
<p>Questioning and discussing: Pronounce of silent letters</p>	<p>⇒ Students are divided into groups to discuss how to pronounce silent letters.</p> <p>⇒ Students are appointed one by one to practice the pronunciation of silent letters.</p>	<p>To produce a fun learning process, it should be interspersed with games that match the silent letters.</p>
<p>Student Participations Techniques through video in class</p>	<p>Students are quite enthusiastic to accept the material taught using video because the method is still relatively new to use in MTS. N. Palopo.</p>	<p>It is better if the videos given to students are made as attractive as possible so that students are more enthusiastic in receiving the material.</p>
<p>Materials and resources: primary and secondary sources</p>		

## Observation Matrix

### Fourth Meeting

CLASSROOM SETTING		
Indicators	Example	Reflection
Classroom atmosphere: Teacher - Students Interaction	Interaction between teachers and students are classified as good and effective by using Video as a learning Instructional learning.	
Classroom Procedure Groups, material, routines	The teacher shows a video with silent letters complete with how to pronounce it.	It's better if the videos displayed are more varied so that students are more enthusiastic in receiving learning.
Classroom Behavior Monitoring and response	⇒ Teachers can control learning well ⇒ At the last meeting the students were not as enthusiastic as at the previous meeting.	
Classroom Layout: Arrangement of furniture, resources for students use, and technology integration	LCD & laptop.	

## Observation Matrix

### Fourth Meeting

TEACHING		
Indicators	Example	Reflection
<p>Communication: Learning outcomes, expectations, directions, explanation, use of vocabulary.</p>	<p>⇒ Students can pronounce silent letters well after being taught through video ⇒ at the last meeting students are expected to be able to improve the pronunciation of silent letters in daily life. ⇒</p>	<p>Students are not as enthusiastic as the first meeting so a more interesting variety of videos is needed.</p>
<p>Questioning and discussing: Pronounce of silent letters</p>	<p>⇒ Students ask some questions related to how to pronounce silent letters correctly. ⇒ Each student is given the opportunity to practice and pronounce silent letters.</p>	
<p>Student Participations techniques through video in class</p>	<p>Student participation in receiving the material provided is quite good.</p>	
<p>Materials and resources: primary and secondary sources</p>	<p>Internet.</p>	



**APPENDIX 3**  
**INTERVIEW**

Ms Anya Uham

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban.

1. Yes.
2. Video lebih Menarik.
3. tdk ada
4. Yes.
5. tdk ada.

18mail.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. tdk terlalu buruk. ada beberapa materi yang saya mengerti dan ada beberapa materi yg tdk saya mengerti
2. Ya- karena pengucapannya jelas.
3. tdk ada.
4. Iya.
5. tdk ada.

Muh Alfatir.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Ya.

2. Ya.

3. tidak ada kendala

4. ya

5. tdk ada

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban:

1. Yes. cukup efektif dan saya memahami materi dgn mudah.
2. Yes- karena saya dapat memahami materi dgn mudah.
3. Tdk ada.
4. Yes.
5. Sebaiknya ~~Siswa~~ guru memberikan pertanyaan di akhir video.

Nurul Azkia Mandagie

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Belajar Silent letters menggunakan video cukup efektif.
2. Yes. karena dijelaskan secara detail.
3. Saya menyukai belajar menggunakan video dan saya tdk memiliki kendala.
4. Saya dapat memahami materi dgn baik.
5. Sebaiknya guru memberikan ~~ada~~ game yg berkaitan dgn materi.

Nachief Zahran Al'Gifary.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Menurut saya sebagai siswa video lebih efektif digunakan dan menarik. Sehingga materi yang diberikan mudah dipahami
2. Yes.
3. Tidak ada
4. Ya.
5. Sebaiknya durasi video yg ditampilkan jgn terlalu lama.

Putri Patricia

IXA.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan

*Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Saya pikir belajar menggunakan Video lebih Efektif dan menarik.
2. Saya lebih memilih belajar menggunakan Video daripada Pembelajaran konvensional.
3. tdk ada
4. Ya.
5. tdk ada

Najwa Kirana  
IX A.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Iya. Sangat efektif
2. Yes.
3. Nothing
4. Ya. ~~Sad~~ Saya memahami materi yg diberikan menggunakan video.
5. menurut saya, Sebaiknya guru memberikan video yang bervariasi dan lebih menarik

Nama: Chelsea  
Class - IX A.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban.

1. Ya
2. Belajar menggunakan video lebih menarik
3. Tidak
4. Ya
5. Tidak ada.

Ade dian Ramadani (IX A)

ANGKET INSTRUMENT PENELITIAN

INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban.

1. Ya. Sangat efektif, karena video yang diberikan mudah dipahami
2. Ya. karena video lebih menarik daripada pembelajaran konvensional.
3. Saya sebagai siswa tidak memiliki kendala.
4. Ya- Saya dapat memahami materi yang diberikan.
5. Tidak ada.

A. Sitti Nur Annisa

IX A

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban.

1. menurut pendapat saya, belajar menggunakan video cukup efektif.
2. Ya. karena ~~be~~ video yang ditampilkan lebih detail penjelasannya.
3. No.
4. Ya. saya memahami materi yang diberikan menggunakan video.
5. Tidak ada.

AA-FADET

M. Fadel Kurniawan

KLS IKA

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan

*Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

~~1. Ya~~

1. Ya. mudah di pahami

2. Ya pembelajaran video lebih menarik

3. tidak

4. bisa ~~di~~

5. penggunaan,

## INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

1. Menurut saya menggunakan video tergolong efektif dalam proses pembelajaran, selain mengetahui cara pengucapan dan kata. penggunaan video sangat menyenangkan

2. penggunaan video secara visual lebih menarik daripada hanya mengandalkan penjelasan secara verbal

3. kendala yang saya alami adalah ributnya kelas selama proses belajar berlangsung

4. Sebagai siswa, saya dapat memahami pembelajaran menggunakan media video

5. di sini sejauh ini proses pembelajaran cukup baik dan tidak ada hal yang kurang menggunakan tapi alangkah baiknya jika dikontrol lagi

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa? YA
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional? YA
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung? Tidak
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video? YA
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran? ucapan dan penjelasan

## INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban

① ya

② ya

③ tidak

④ ya

⑤ ucapan dan penjelasan.

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa? Ya, krn lebih cepat paham jika menggunakan video
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional? Ya
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung? Tidak
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video? Ya
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran? yaitu dapat memahaminya dgn cepat

NAMA: ADE DIAN RAMADHANI

KELAS : IX-A

## INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

### Jawaban

1. iYa, sangat efektif karena siswa lebih mudah memahami pembelajaran
2. iYa, karena pelafalan dalam setiap kata jelas
3. Tidak
4. IYa
5. Konsep pembelajaran melalui media video, harus ditingkatkan karena agar siswa memahami apa yang dipelajari dengan hal penulisan kata dalam bentuk ejaan agar mudah diikuti oleh setiap siswa.

NAMA: ALIB  
KIS : GA

## INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawaban

1. Ya,
2. Ya. karena cepat paham
3. ~~Sedikit paham~~ tak kerna kakak<sup>?</sup>. ya baik dan ramah
4. Sedikit<sup>?</sup> paham
5. bhs Inggris saya semakin dan meningkat dan tahu apa itu silent letters

Lutfiah  
Azzahrah

IX. A

## ANGKET INSTRUMENT PENELITIAN

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa? Ya. Karena Penggunaan video lebih jelas
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional? Iya, Lebih Asik
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung? Tidak sama sekali
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video? Iya, pembelajaran menggunakan video lebih mudah dipahami
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran? Ucapan Dan Penjelasan

interview fathmah  
class : IX A

### INTERVIEW SISWA

Daftar pertanyaan dalam menganalisa efektivitas Video dalam meningkatkan pelafalan *Silent Letter* pada siswa.

1. Apakah penggunaan video dalam pembelajaran tergolong efektif dalam meningkatkan *pronunciation silent letter* pada siswa?
2. Apakah siswa merasa pembelajaran menggunakan video lebih menarik dari pembelajaran konvensional?
3. Apakah siswa memiliki kendala selama pembelajaran berlangsung?
4. Apakah siswa dapat memahami materi yang diberikan dengan menggunakan media video?
5. Hal apa saja yang siswa rasa bisa lebih ditingkatkan dalam penggunaan video selama pembelajaran?

Jawab:

- 1.) Iya
- 2.) Iya karena lebih cepat faham
- 3.) Tidak karena kata-kata? Iya baik dan mudah
- 4.) Sedikit? Faham
- 5.) Bahasa Inggris saya semakin meningkat dan tahu apa itu ~~→~~ kata siswa



**APPENDIX 4**  
**QUESTIONNAIRE**

## Questionnaire Students' Perception

Nama Lengkap \*

A. Siti Nuranisa

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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**Google** Formulir

Questionnaire Students' Perception

Nama Lengkap \*

Ade Dian Rahmadani

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Alib

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Andi Putri Alam Baso Kariako

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Alif afriyansa

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Aura Bilqis

Kelas \*

9 A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Erina shafana rizqin

Kelas \*

9 A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Fathiyah alya latifah

Kelas \*

Ix A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Gadiza Aurellia

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Humayra Azzahrah

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Huril ain annida hermanto

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Ismail

Kelas \*

9a

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Lutfiah Azzahrah

Kelas \*

IX.A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Chelsea

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

M. Fadel Kurniawan

Kelas \*

9 A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Miftahul Furqan

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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## Questionnaire Students' Perception

Nama Lengkap \*

Muh adib muhtadi

Kelas \*

XIA

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

## Questionnaire Students' Perception

Nama Lengkap \*

Muh Alfatih

Kelas \*

9A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

## Questionnaire Students' Perception

Nama Lengkap \*

M. Arya Ilham

Kelas \*

IX A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

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Google Formulir

## Questionnaire Students' Perception

Nama Lengkap \*

Muh. Dimas maulana

Kelas \*

9 A

1. Penggunaan video dapat meningkatkan kemampuan pengucapan silent letters kepada siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

2. Penggunaan video dapat meningkatkan efektivitas interaksi antara guru dan siswa. \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

3. Pembelajaran menggunakan video dapat membantu siswa untuk meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

4. Pembelajaran menggunakan video termasuk sulit untuk membantu siswa dalam meningkatkan kemampuan pengucapan silent letters \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

5. Pembelajaran menggunakan video sebaiknya didukung dengan buku pembelajaran. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

6. Guru menyampaikan materi melalui video dengan jelas. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

7. Penggunaan video memungkinkan siswa untuk memahami materi lebih cepat. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

8. Belajar menggunakan video lebih terstruktur daripada pembelajaran konvensional. \*

- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

9. Belajar menggunakan video lebih menarik daripada pembelajaran konvensional. \*

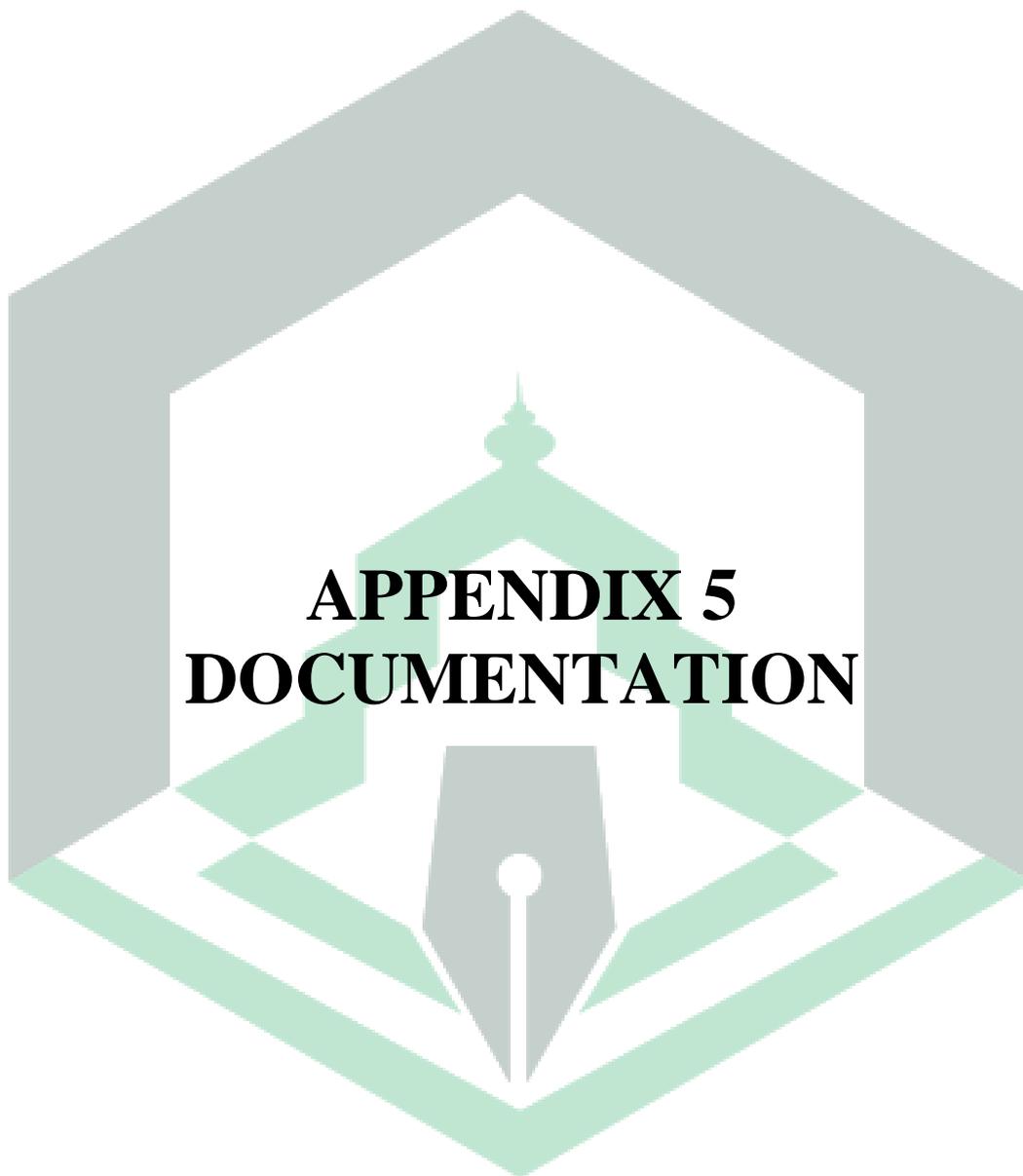
- Sangat Setuju
- Setuju
- Tidak Setuju'
- Sangat Tidak Setuju

10. Belajar menggunakan video dapat meningkatkan pronunciation silent letter.

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.





**APPENDIX 5  
DOCUMENTATION**

**(Documentation)**



**Picture 1  
First Meeting**



**Picture 2  
Second Meeting**



**Picture 3  
Third Meeting**



**Picture 4  
Fourth Meeting**



**Picture 5  
Interview to the teacher**



**Picture 6**  
**Interview to the student**





**APPENDIX 6**  
**RPP**  
**(RENCANA PELAKSANAAN**  
**PEMBELAJARAN)**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 1

Sekolah : MTs. Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Silent Letters

Alokasi Waktu : 60 Menit

### A. Tujuan Pembelajaran

Siswa diharapkan dapat memahami isi materi dan mampu menyampaikan isi materi dalam kehidupan sehari-hari.

### B. Model Pembelajaran

Teacher - Student.

### C. Media/Sumber Belajar

1. Video
2. Laptop, Speaker, LCD, Worksheet, Buku Bahasa Inggris IX.

### D. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

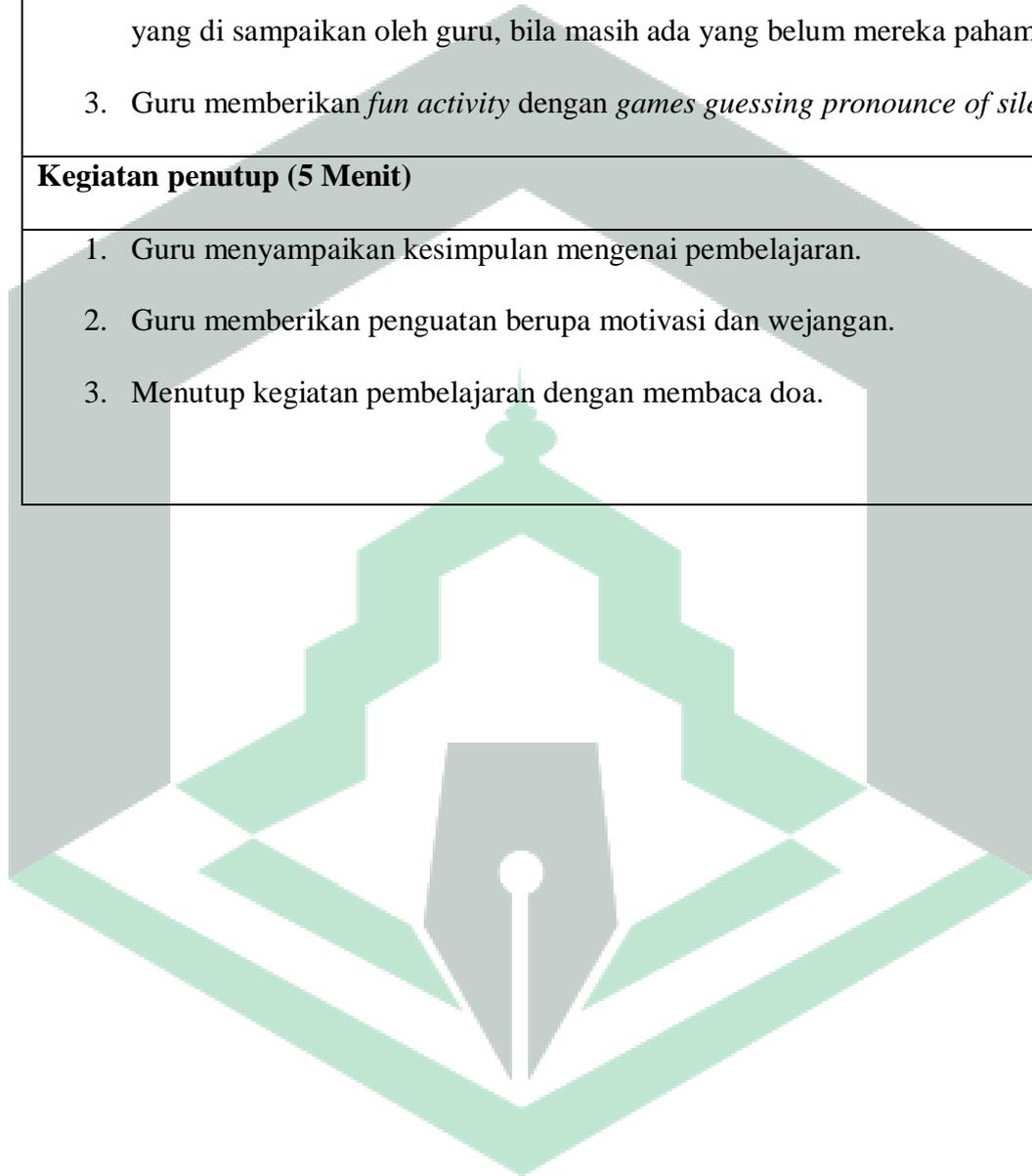
1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *silent letters* dan Jenis-jenis *silent letters*.

**Kegiatan Inti (35 Menit)**

1. Guru menampilkan video tentang materi *silent letters*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *games guessing pronounce of silent letters*.

**Kegiatan penutup (5 Menit)**

1. Guru menyampaikan kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan membaca doa.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 2

Sekolah : MTs. Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Silent Letters

Alokasi Waktu : 60 Menit

### E. Tujuan Pembelajaran

Siswa diharapkan dapat memahami isi materi dan mampu menyampaikan isi materi dalam kehidupan sehari-hari.

### F. Model Pembelajaran

Teacher - Student.

### G. Media/Sumber Belajar

3. Video
4. Laptop, Speaker, LCD, Worksheet, Buku Bahasa Inggris IX.

### H. Langkah-Langkah Pembelajaran

#### Kegiatan Pendahuluan (20 Menit)

1. Melakukan pembukaan dengan salam pembukaan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *silent letters*.

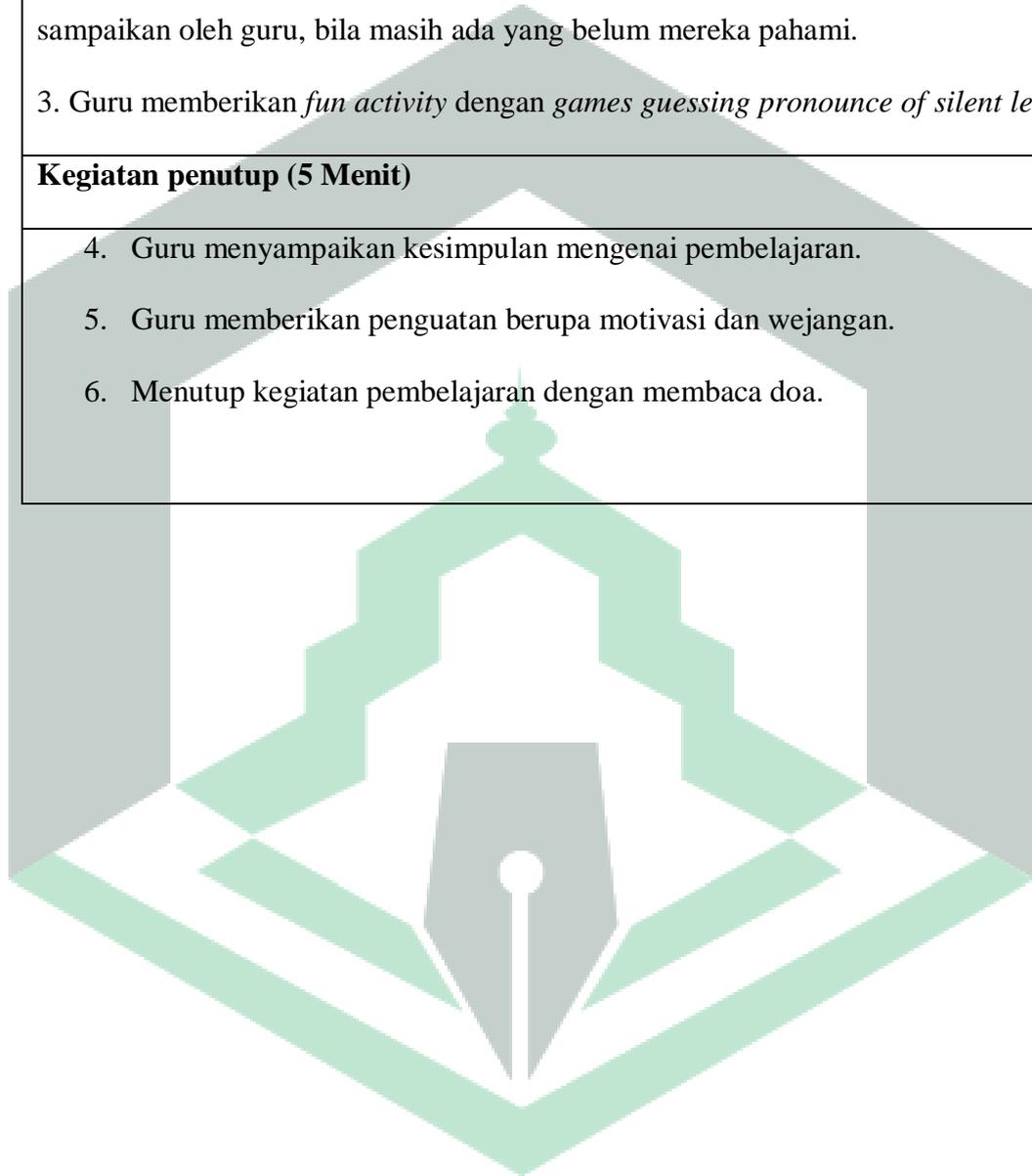
#### Kegiatan Inti (35 Menit)

1. Guru memaparkan materi dalam bentuk video kepada peserta didik.

2. Peserta didik diberi kesempatan satu persatu untuk mengidentifikasi kata yang memiliki (huruf diam) *silent letter*.
2. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang disampaikan oleh guru, bila masih ada yang belum mereka pahami.
3. Guru memberikan *fun activity* dengan *games guessing pronounce of silent letters*.

**Kegiatan penutup (5 Menit)**

4. Guru menyampaikan kesimpulan mengenai pembelajaran.
5. Guru memberikan penguatan berupa motivasi dan wejangan.
6. Menutup kegiatan pembelajaran dengan membaca doa.



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP) 3**

Sekolah : MTs Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Silent Letters

Alokasi Waktu : 60 Menit

**I. Tujuan Pembelajaran**

Siswa diharapkan dapat memahami isi materi dan mampu menyampaikan isi materi dalam kehidupan sehari-hari.

**J. Model Pembelajaran**

Teacher - Student.

**K. Media/Sumber Belajar**

1. Video
2. Laptop, Speaker, LCD, Worksheet, Buku Bahasa Inggris IX.

**L. Langkah-Langkah Pembelajaran**

**Kegiatan Pendahuluan (20 Menit)**

1. Melakukan pembukaan dengan salam pembukaan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *silent letters*.

**Kegiatan Inti (35 Menit)**

4. Guru memaparkan materi *silent letters* dalam bentuk video kepada peserta didik.

5. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang disampaikan oleh guru, bila masih ada yang belum mereka pahami.
6. Guru memberikan *fun activity* dengan *games ball to ball*.

**Kegiatan penutup (5 Menit)**

7. Guru menyampaikan kesimpulan mengenai pembelajaran.
8. Guru memberikan penguatan berupa motivasi dan wejangan.
9. Menutup kegiatan pembelajaran dengan membaca doa.



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP) 4**

Sekolah : MTs. Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Silent Letters

Alokasi Waktu : 60 Menit

**M. Tujuan Pembelajaran**

Siswa diharapkan dapat memahami isi materi dan mampu menyampaikan isi materi dalam kehidupan sehari-hari.

**N. Model Pembelajaran**

Teacher - Student.

**O. Media/Sumber Belajar**

1. Video
2. Laptop, Speaker, LCD, Worksheet, Buku Bahasa Inggris IX.

**P. Langkah-Langkah Pembelajaran**

**Kegiatan Pendahuluan (20 Menit)**

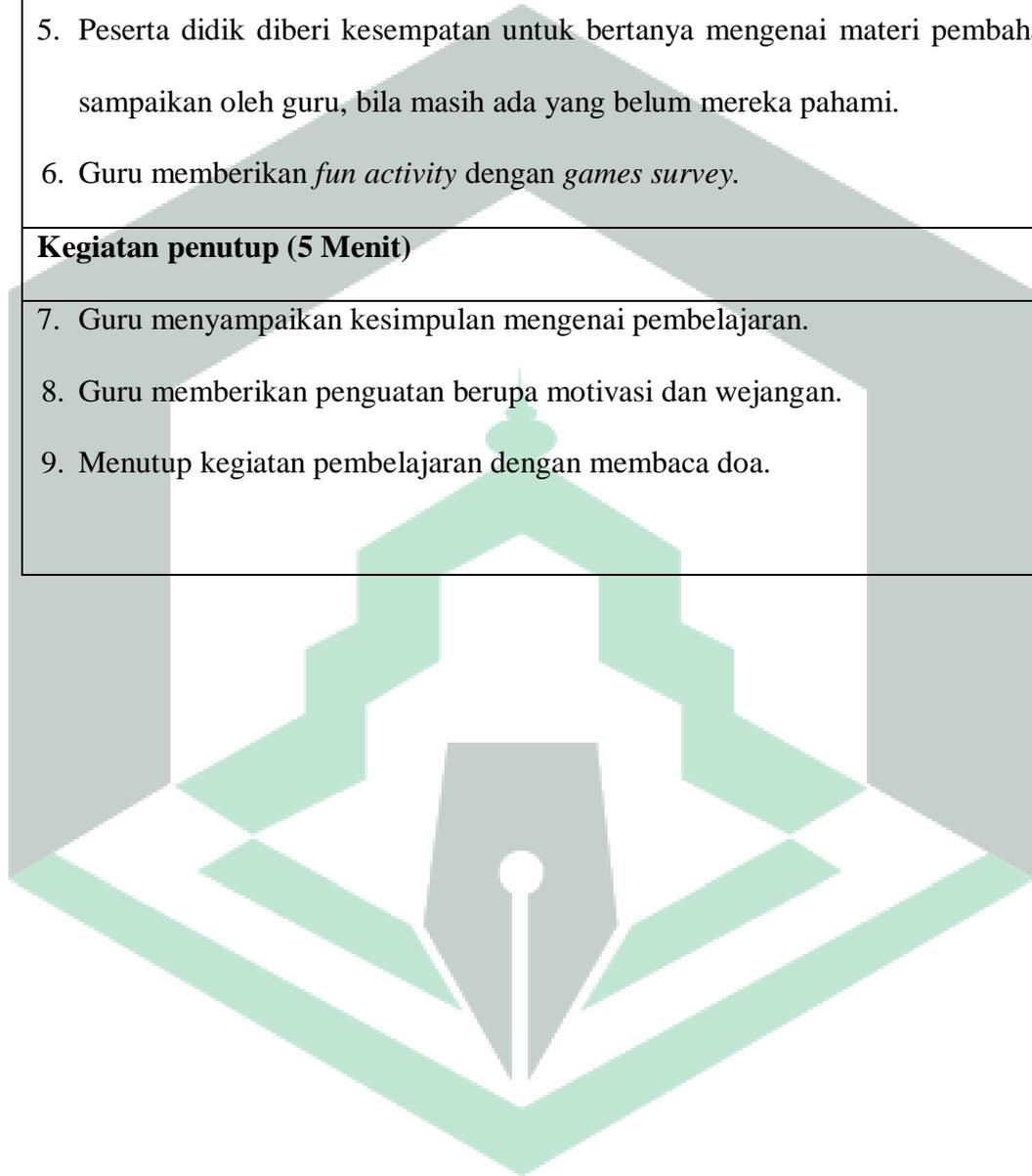
1. Melakukan pembukaan dengan salam pembukaan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir.
2. Guru menjelaskan gambaran terkait materi *silent letters*

**Kegiatan Inti (35 Menit)**

3. Guru memaparkan materi dalam bentuk video kepada peserta didik.
4. Peserta didik diberikan kesempatan tampil di depan kelas untuk mempraktekkan cara pengucapan *silent letters* dengan baik.
5. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami.
6. Guru memberikan *fun activity* dengan *games survey*.

**Kegiatan penutup (5 Menit)**

7. Guru menyampaikan kesimpulan mengenai pembelajaran.
8. Guru memberikan penguatan berupa motivasi dan wejangan.
9. Menutup kegiatan pembelajaran dengan membaca doa.





**APPENDIX 7**  
**SURAT SELESAI MENELITI**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA PALOPO**  
 MADRASAH TSANAWIYAH NEGERI KOTA PALOPO  
 Alamat : Jalan Andi Kambo Telepon. (0471) 22263

**SURAT KETERANGAN PENELITIAN**  
 Nomor : B. 357 /MTsN.21.14.01/01/PP.01.1/11/2021

Yang bertanda tangan di bawah ini kepala Madrasah Tsanawiyah Negeri Kota Palopo memberikan keterangan kepada :

Nama : **WULANDARI**  
 NIM : **1702020213**  
 Program Studi : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**  
 Alamat : **Jl. Balandai Kota Palopo**

Benar-benar telah selesai mengadakan Penelitian di Instansi kami sehubungan dengan Penyusunan Skripsi dengan judul "*AN ANALYSIS STUDENTS PRONUNCIATION OF SILENT LETTERS THROUGH VIDEO FOR 9 TH GRADE ISLAMIC JUNIOR HIGH SCHOOL PALOPO*".

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 24 Nopember 2021

Kepala Madrasah



*Muh. Nurdin, AN, SPd, SH, M.MPd*  
 Nip. 19701206 200012 1 002

**APPENDIX 8**  
**LEMBAR VALIDASI**  
**INSTRUMEN**



**LEMBAR VALIDASI INSTRUMEN**  
**EVALUASI UNTUK AHLI**

**Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:  
1: tidak layak  
2: kurang layak  
3: cukup layak  
4: layak  
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**A. Penilaian Kelayakan**

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Petunjuk pengisian instrument mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir instrument mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
	b. Butir-butir instrument mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					✓
	c. Butir-butir instrument mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
	d. Butir-butir instrument mencakup data yang berhubungan dengan input materi memadai.				✓	
	e. Butir-butir instrument mencakup data yang					✓

berhubungan dengan kegrafikaan memadai.

III	Aspek Bahasa								
a.	Butir-butir instrument dirumuskan dengan baik dan benar.								✓
b.	Butir-butir instrument dirumuskan dengan efektif.								✓
c.	Butir-butir instrument dirumuskan dengan efisien.								✓
d.	Butir-butir instrument dirumuskan dengan mudah sesuai tingkat kemampuan berbahasa responden.								✓

B. Komentor

.....

.....

.....

.....

.....

.....

.....

.....

C. Saran

.....

.....

.....

.....

.....

.....

D. Kesimpulan

Instrument instrument ini (lingkari salah satu pilihan):

- 1. Tidak dapat digunakan
- ② Dapat digunakan
- 3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, November 2021  
Penilai Kelayakan



Dr. Masruddin, S.S., M.Hum