THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENTS' PRONUNCIATION MASTERY OF ISLAM TERPADU AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO

A Thesis

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This thesis, entitled **"THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENTS' PRONUNCIATION MASTERY OF ISLAM TERPADU AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO"** written by **Nur Aziza**, **Reg. Number 17 0202 0170**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, May 11th 2022 M**, coincided with **Shawwal 09th 1443 H**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

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ABSTRACT

Nur Aziza, 2022. ***"The Use of Audiovisual Media to Improve Students' Pronunciation Mastery of Islam Terpadu Al-Hafidz Junior High School Palopo".*** **A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Abdul Pirol, Dewi Furwana.**

This study looked into how audiovisual media could be used to help students improve their pronunciation mastery of Islam terpadu al-hafidz junior high school palopo. This study relied on Experimental Research. As a research approach, it uses pre-experimental design. The data was gathered by administering a pre-test and a post-test, both of which were formulated in an oral test using audiovisual media for pronunciation. The pre-test and post-test data were initially tarbulated and examined in percentages. The eighth grade of Islam terpadu al-hafidz junior high school palopo collected the sample. A total of 16 students make up this group. SPSS 22 was used to conduct the analysis. The results observed in data that was examined using a T-test. The researcher found that $t_o(t_{count})$= 19.365 and df (degree of freedom) = 15 While the t_t= 2.160 the degree of freedom (df) = 13, with the standard of significant = 5%. It said that there is a significant improvement in the pronunciation skill scores of students who used the Audiovisual Media before and after. The researcher concluded that using audiovisuals can help students improve their pronunciation expertise based on the findings of the study.

Keyword: Pronunciation, Audiovisual Media

CHAPTER I

INTRODUCTION

A. Background

Language evolves into a system of human communication, with people increasingly using it to convey their idea, opinions, and feelings. English has evolved into a globally recognized language that is connected to a wide range of human activities. Many individuals want to acquire English as an international language so they can communicate with people from different nations, and speaking is one way to do so.

One of the four key language abilities that must be learned in order to learn a new language is speaking. The majority of individuals believe that improving speaking skills is the most important aspect of learning a foreign language. It is vital to prioritize the ability to pronounce words correctly in terms of achievement, and acquiring speaking abilities also necessitates appropriate pronunciation.

When individuals communicate, proper pronunciation is essential to avoid misunderstandings; in particular, be careful of the words' mispronunciation. Because of the effect of the Indonesian mother tongue on the pronunciation style, the speech organs, which comprise the respiratory and oral cavities, differ between native and Indonesian speech organs as a receiptor language. Technological improvements have benefitted education. Teachers can use technology to help students learn English. The phrase "audio-visual" is often used to describe instructional tools that include media other than speech in the learning

equation[1]. Students are supposed to learn from the native how to pronounce the words correctly, particularly in terms of accentuating the words, by using the audio-visual. During the observation at Islam Terpadu Al-Hafidz Junior High School Palopo, the researcher observed that students lacks the awareness required to appropriately enunciate English words. The learning activity appears to be centered on grammatical faults while ignoring pronunciation awareness. Even most students find it difficult to speak effectively in English.

In September 2020, the researcher conducted an interview with a random sample of students from Islam Terpadu Al-Hafidz Junior High School Palopo to assess their pronunciation[2]. Words like "water," "bath," "tree," and "bough" are mispronounced by 75% of students. The researcher learns that they are still having difficulty pronouncing the words correctly. For students' pronunciation improvement, linking up, connecting words, and ending ed-es become essential learning materials. It became an important thing to learn because learning how to pronounce the words helps students to find knowledge easily as stated in Q.S. Al-Alaq 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ - ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ - ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ - ٣
الَّذِيْ عَلَّمَ بِالْقَلَمِۙ - ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ - ٥

“(1)Recite in the name of your Lord who created (2)Created man from a clinging substance (3)Recite, and your Lord is the Most Generous (4)Who taught by the pen (5)Taught man that which he knew not”.

[1]Suci Maharani, “The Effectiveness Of Audio-Visual Aids,” no. February (2017): 54.

Pronunciation technique has become a key ability for students at Islam Terpadu Al-Hafidz Junior High School Palopo to master, according to the information above. As a result, the researcher planned to use audiovisual media to assist eighth-grade students in improving their pronunciation skills. As a result, the researcher decides to test the efficacy of auditory noises using a pre-experimental method.

B. Research Questions

The researcher characterized the problem as follows: Does the use of audiovisual media improves students' pronunciation mastery of the eighth grade of Islam Terpadu Al-Hafidz Junior High School Palopo?

C. The Objective of the Research

The goal of this research is to find out whether or not the use of audiovisual media improves students' pronunciation mastery of the eighth grade student of Islam Terpadu Al-Hafidz Junior High School Palopo.

D. Significance of the Research

The goal of this study is to show how the method improves students' pronunciation mastery through the use of audiovisual media. Several practical advantages include the following:

1. Teacher

The outcome of this research is expected to be beneficial to teachers as a source of pronunciation learning material.

2. Students

The outcome of this research is expected to be an improvement in their pronunciation ability through the use of audiovisual media.

3. Researchers

The outcome of this research is expected to serve as a guide for future research, and they can also reexamine and expand on this research.

E. Scope of the Research

The researcher's scope is limited to the use of audiovisual aids to improve short vowels (e, æ, ʌ, ʊ, ɒ, ə), long vowel (i: ɜ: ɔ: u: ɑ:) and diphthongs (ɪə, eə, eɪ, ɔɪ, aɪ) use US English phonetic or American accent.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Some of the most important findings are summarized by the researcher.

Sulistya Budi Rahayu's first study is titled "The Use of English Song to Improve Pronunciation Skills Among the Tenth Grade." The findings of this study revealed that using the English Song as a medium improved the pronunciation skills of students in the tenth grade at SMK PGRI 1 PUNGGUR in Central Lampung. This is supported by the students' average score from pre- to post-test. The average pre-test score was 64,20; the average post-test I score was 72,32; and the average post-test II score was 79,48. It indicates that using English song as a medium for pronunciation can help students enhance their skills[2].

Adela's second study is titled "The Influence of Using Audiovisual Media on Students' Pronunciation Mastery in Eighth Grade at SMPN 1 REBANGTANGKAS." 7.695 with a critical value of 1.617, according to the results of this study. The t-observed score was higher than the t-crucial score, indicating that the t-observed score was higher. As a result, audiovisual media have a significant impact on student learning[3].

Fauzi's third study is titled "The Use of Imitating Actors' English Pronunciation in the Movie Inside Out to Improve Students' Speaking Skill." It

[2]Budi Sulistia Rahayu, "The Use Of English Song To Improve The Pronunciation Skills Among The Tenth Grade Students Of The Smk Pgri 1 Punggur, Central Lampung," *1* 2, no. 33 (2018): 125.

[3]Adela, "The Influence Of Using Audio Visual Media Towards Students' Pronunciation Mastery Of The Eighth Grade At The Second Semester Of Smpn 01 Rebang Tangkas" (2017): 1–97.

showed that in cycle one, the mean post-test is higher than the mean pre-test. The mean before the test was 53.38, while the mean after the test was 75.15. The average has risen by 16.77 points. In cycle II, both tests improved. The mean before the test was 62.69, while the mean after the test was 75.38. Audiovisual had a considerable impact on students' speaking ability between cycles I and II. The cycle II percentage reached 88.5 percent, according to the report. Furthermore, the researcher can deduce from the findings that the students were intent on reaching the desired result[4].

In this study, the researcher also plans to use audiovisuals to aid in the learning of pronunciation. In view of today's circumstances, in which students must study from home, the researcher focuses on tactics that are utilized not only in school but also at home. Students at Islam Terpadu Al-Hafidz Junior High School are also the topic of this study. This study differs from the last one in that it will use audiovisual aids to help students improve their pronunciation skills. The prior research focused on the audio itself, whereas today's students are more visual. As a result, the researcher will use audiovisual as a fun way to teach.

B. Theoretical Review

1. Pronunciation

Imitation in the context of English language learning refers to mimicking the pronunciation, intonation, and vocabulary of the English language. This can be done by watching films with your favorite actors in them. People find it easier to

[4]Fauzi, "The Use Of Imitating Actors ' English Pronunciation In The Movie Of Inside Out To Improve Students ' Speaking Skill (Classroom Action Research For The Second Year Students Of Mtsn 1 Boyolali In The Academic Year Of 2018 / 2019) A Graduating Paper Submit" (2019): 115.

imitate a loved one than it is to imitate an undesirable visitor. Expand your vocabulary by watching movies and mimicking English-speaking speakers.

The word "pronounce" is the root of the term "pronunciation." "Pronunciation is how a language is spoken, how a word is spoken, how a person speaks the words of a language," says Hornby (1995: 928). Pronunciation, as defined by the definitions above, refers to how a person says a word or a language. In this scenario, the researcher employs audiovisual sources to learn how to pronounce English words.

Because there are distinctions between symbols and their related sounds, pronunciation is one of the most crucial components of English for interacting with people. We should have a large vocabulary and command of the English language when communicating with others. As a result, learning how to pronounce words is crucial. "Educating these persons about pronunciation issues will be extremely advantageous not only to their goods but also to their comprehension of spoken English," according to Harmer (2000:183).

2. Teaching Pronunciation

The English language necessitates the use of the spoken word. If a person can communicate effectively and fluently in English, he or she is said to have mastered the language. Structure, vocabulary, and pronunciation are the three components of language. The accurate creation of a word or the proper utterance

of a word in its widespread usage is what pronounciation is all about[5]. The way a word or a language is normally uttered is called pronounciation.

When teaching students how to pronounce words correctly, the teacher should act as an exemplary role model. Structure, vocabulary, and pronunciation are the three components of English. Indeed, teachers of English tended to place a greater emphasis on structure and vocabulary than on pronunciation. Teachers typically ignore the necessity of instilling accurate pronunciation in their students. Furthermore, teaching pronunciation is a good method to start building students' English communication skills. Teaching pronunciation, according to Harmer, not only familiarizes and understands students with numerous sounds, but also improves their speaking abilities tremendously[6]. Because students will imitate what the teacher says, a teacher of pronunciation should be a good role model for his or her students. The students will mimic the teacher's good pronunciation; if the students imitate improper pronunciation, they will make blunders and mistakes. As a result, the teacher should teach students about sound production and how to correctly stress a word.

[5]Kuan-yi Chao and Li-mei Chen, "A Cross-Linguistic Study of Voice Onset Time in Stop Consonant Productions," *Computational Linguistics and Chinese Language Processing* 13, no. 2 (2008): 215–232.

[6]Catherine J. Harmer et al., "Acute Administration of Citalopram Facilitates Memory Consolidation in Healthy Volunteers," *Psychopharmacology* 163, no. 1 (2002): 106–110.

3. Pronunciation Concept

The technique of transmitting the authentic sounds of letters in words, as well as the right accents and syllable count, is known as pronounciation. Pronunciation is the capacity to accurately pronounce a word in a spoken language in terms of emphasis, rhythm, and intonation. Furthermore, pronunciation is the process or outcome of producing speech sounds such as articulation, stress, and intonation while adhering to a set of rules or standards. Individuals or groups can speak a word in a variety of ways, based on a range of circumstances such as where they grew up and where they currently live.

According to Harmer, "Individual sounds, words and phrases/sentences, emphasis and intonation are all areas in which we need to capture our students' attention. Students will, however, require aid with connected speech for fluency and the correlation between sounds and letters, and it will be difficult for students, particularly foreign language students, to pronounce the term correctly without the teacher's ingenuity"[7]. Improved pronunciation suggests that students' categorical perception of sounds has become more native-like, for example. This implies they're more likely to not only sound native when speaking, but also to recognize which sounds match to which words in their home tongue (i.e., improved reading aloud). These areas of pronounciation are addressed, according to the statement above[8]. It's as follows:

[7]Karina Bekeshova, "The Practice of English Language Teaching," *ELT Journal Volume* 57, no. 4 (2003): 126–401.

[8]Ibid.

a. Working with sounds

Students are frequently asked to focus on a particular sound. This allows us to show how it is built and spelled, which is important in English because the connection between sounds and spellings is significantly lower than in other languages.

b. Working with stresses

Individual words, phrases, and sentences all carry stress; we can change the emphasis or meaning of a phrase or sentence by rearranging it inside it.

c. Working with intonations

Individual words, phrases, and sentences all carry stress; we can change the emphasis or meaning of a phrase or sentence by rearranging it inside it. Appropriate syllables and sounds Despite the fact that English spelling contains various regularities (such as word roots and grammatical endings), learners face numerous challenges due to the lack of complete one-to-one correlation between letters and phonemes. Proper pronunciation entails more than just speaking individual words or even sounds correctly. The sounds of words alter when they come into contact with one another. This is something we need to stress to kids during pronunciation lessons[9].

4. Teaching Pronunciation Using Audio-visual Aids

Pronunciation education is important for two reasons: 1) to help students recognize and understand spoken English, and 2) to help students make their

[9]Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Journal of English Language and Learning* 2, no. 2 (2015): 294–298.

speech more understandable[10]. To teach students appropriate pronunciation, a variety of strategies can be utilized, including minimal-pair exercises, repetition techniques, audio aids, visual aides, and audiovisual aids. Elliot, Kratochwill, Littlefield, and Travers are all on the same page[11]. Audiovisual aids are a sort of technology that allows information to be presented in various formats. Slide projectors, televisions, and video players, for example, are all instances.

Classroom audiovisual technology is more efficient, convenient, and lightweight today than it was in the past. Teachers can use audiovisual tools to help them deliver things to students, as well as describe and explain facts, ideas, and concepts. As a result, audiovisual tools in the teaching-learning process are tremendously valuable to teachers nowadays[12]. Students will be more motivated to acquire accurate pronunciation if audiovisual aids are included in the teaching-learning process because they will be able to see and hear the correct sounds generated by an English native speaker. The visuals are more interesting than the sounds. To summarize, the researcher believes that audiovisual aids for pronunciation teaching are suitable because they benefit both the English teacher and the students. When it comes to providing and presenting resources, information, and ideas, the instructor will be more accessible to the students. Students, on the other hand, will be more interested in acquiring accurate pronunciation and will be able to quickly create the sounds.

[10]Maharani, "The Effectiveness Of Audio-Visual Aids."

[11]anggar Wulandari, "Improving Students' Pronunciation Using Audio Visual Aids (Avas) At The Fifth Year Of," *Thesis* 2008, no. 2 (2008): 43.

[12]Ibid.

5. The Nature of Pronunciation

Pronunciation is the process by which we generate sounds that convey meaning. It encompasses attention to the specific sounds of a language (segments), aspects of speech that extend beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspects), the way the voice is projected (voice quality), and, in its broadest definition, attention to gestures and expressions that are intimately connected to the way we speak a language. Each of these aspects of pronunciation is briefly discussed below, and Dr. Lynda Yates suggests additional resources for further study[13].

To put it another way, superior English pronunciation enables others to understand easily; conversely, English pronunciation below a basic level increases the likelihood of misunderstanding during conversations with others[14].

6. Theory of Language Learning

People's behavior alters as a result of their education. This remark is in line with behaviorist philosophy, which describes learning as habit building. When a stimulus-response sequence is reinforced regularly, a mechanical process of habit building develops[15]. People's behavior alters as a result of their education. This remark is in line with behaviorist philosophy, which describes learning as habit

[13]Lynda Yates, "Adult Migrant English Program (AMEP)," *Macquarie University* 42, no. 6 (2014): 3–178.

[14]Abbas Pourhossein Gilakjani and Lahijan Branch, "A Study on the Situation of Pronunciation Instruction in ESL / EFL Classrooms," *Journal of Studies in Education* 1, no. 1 (2011): 1–15.

[15]Waters, "English for Specific Purposes," no. August (1987): 150–163.

building. When a stimulus-response sequence is reinforced regularly, a mechanical process of habit building develops[16].

In Hutchinson and Waters, Chomsky addressed the behaviorist idea of how the mind was able to transfer what it learnt in one stimulus-response sequence to novel settings[17]. Chomsky came to the conclusion that thinking requires rules; a finite and relatively small set of rules allows the mind to cope with the potentially limitless variety of events experienced. Learning is not about forming habits, but about adopting rules - a process in which the mind formulates a hypothesis based on specific experiences. This is known as the mentalist theory. This theory proposes the following principles.

a. The Nature of English Learning Material

"Anything that teachers or students utilize to assist language acquisition," says Tomlinson[18]. Teaching materials, according to Richards and Renandya, are an important part of most language programs. They can be (a) printed materials, (b) non-print materials, or (c) materials that incorporate both print and non-print sources[19].

According to Tomlinson, materials are helpful at assisting learners in recognizing authentic language qualities as they are exposed, hence facilitating and expediting language acquisition[20]. Learners should be exposed to actual

[16]Dewi Furwana, "Language Learning Strategies of EFL College Students," *Ethical Lingua: Journal of Language Teaching and Literature* 4, no. 1 (2017): 76–91.

[17]Avery and Ehrlich, *Teaching American English Pronunciation - Oxford Handbooks for Language Teachers 1st Edition, Kindle Edition*, 1992.

[18]Brian Tomlinson, *Materials for General English*, *English Language Learning Materials : A Critical Review*, 2014.

[19]Ibid.

[20]Ibid.

English language through spoken and written texts, and the materials should have the ability to engage them cognitively and effectively. Furthermore, according to Richards and Renandya, some teachers use instructional materials as their primary teaching resource since the materials serve as the foundation for the content of the lesson, the skill balance taught, and the sorts of language practice students engage in[21].

b. The Role of Learning Material

The materials utilized in CBI are often related with the subject matter of the content course. Authentic texts are used in this method, and learners are expected to respond largely in terms of content. The phrase "authentic" refers to resources that are similar to those used in native-language instruction, such as newspaper reports or magazine articles, as well as any other media that was not created specifically for language teaching.

The features of effective learning materials suggested by Hutchinson and Waters, as well as BSNP's requirements for learning materials targeted at Vocational High School students, will be used to guide the development of relevant learning materials. In addition, the next part outlines the materials development process, which will result in resources that are projected to have a substantial impact on determining language learning success.

Two linguistic skills are used in the Listen and Imitate technique. It is a receptive and productive talent that is learned through hearing and communicated

[21]Furwana, "Language Learning Strategies of EFL College Students."

by speaking or imitating the sounds heard. These two abilities are complementary and mutually reinforcing. Anyone who is good at hearing will also be good at speaking. A person who is good at speaking is likely to be good at reading and writing as well.

Because no one can express something that has never been heard before, listening is essential. As a result, the noises that people make are sounds they have never heard before. It's made by duplicating the sound they heard. This is a strategy that is widely used in everyday life. It's what we've done since we first started learning a language (mother tongue). One can imitate and then produce the sound by listening and listening again. Individuals are unable to create anything they have never heard before.

Students listen to a teacher or a recording that acts as a model in the listen and mimic technique, which is a Direct Method technique. The students then try to emulate it. The Listen and Imitate Technique (Direct Method) gained popularity in the late 1800s and early 1900s. Students learn to pronounce words by imitating a model, an instructor, or a recording, and doing their best to approximate the model through imitation and repetition. Youngsters learning their native language and children and adults learning foreign languages in casual settings inspired the development of this educational method. This methodology has been supplanted by a number of so-called natural methods, such as

comprehension-based systems, which spend an entire time of education to listening before allowing students to speak[22].

7. Audio-visual Media

Audio-Visual Multimedia according to Mayer, is the combination of numerous digital media types, such as text, image, sound, and video, into a multi-sensory interactive application or presentation to deliver a message or information to an audience. He also talks about the potential benefits of multimedia, pointing out that humans can assimilate both visual and audio information. Multimedia, according to Ivers and Baron, allows students to express their grasp of a subject in a number of ways and allows them to explain their ideas to others. It also acts as a way of communication for students, as well as a means of teaching them new skills for organizing and assessing data. By allowing students to generate their own interpretations of information, multimedia has the potential to change the roles and relationships of teachers and students. "Audiovisual education," according to Reddy, entails the use of interactive technologies such projectors, radios, televisions, charts, posters, models, and field trips. When compared to other ways, Madhuri believes that AVM tools for students can considerably improve students' speaking ability. AVM is a term that refers to stimulating materials and equipment that aid in the teaching of sound and sight in order to facilitate student learning through the activation of multiple sensory channels. AVM is crucial for technical EFL acquisition, according to Bavaro, as mentioned in Mutar, because it can energize and motivate learners to acquire a foreign

[22]Hariani Talib, "Implementing Listen and Imitate Technique to Improve Pronunciation Skill," *Inspiring: English Education Journal* 1, no. 1 (2018): 1–12.

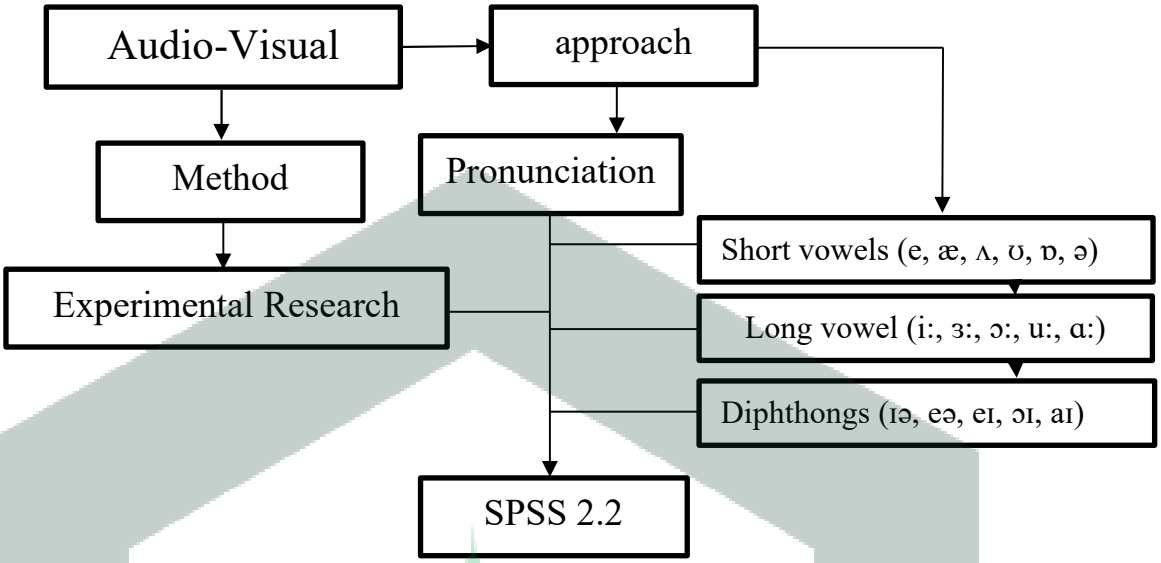
language. Technical AVMs can use the eyes and hearing to transfer facts and thoughts to the mind and emotions. Technical AVM includes computers, videos, overhead projectors, instruments, and industrial tools.

According to Reddy, audiovisual aids have twelve advantages: (1) the student becomes more active as a result of the involvement of multiple sense organs, (2) it gives students more freedom, (3) it focuses the student's attention, (4) it allows students to handle and manipulate specific objects and articles, (5) students can be more motivated, (6) it provides first-hand experiences where students can view a demonstration and gain direct experience, (7) it is relatively simple to understand, and (8) it is cost-effective, (9) it can help with the adoption of scientific attitudes and the supply of scientific method training, (10) it can pique students' interest and motivate them to do more study, (11) teaching is more succesful and learning is more straightforward, (12) AVM can assist teachers in providing more effective classes and ignite students' interest[23].

The researcher concludes that AVM is an effective tool for supporting students with foreign language learning based on the given description. Students will have more control over their learning and will have access to a wider range of chances and experiences to keep them motivated. Additionally, the teacher has the ability to be innovative in the classroom.

[23]Feri Kurniawan, "The Use of Audio Visual Media in Teaching Speaking," *English Education Journal (EEJ)* 7, no. 2016 (2016): 190–188.

C. Conceptual Framework



Indonesian students are required to study and practice English as part of their curriculum. Despite this, some students continue to struggle with proper pronunciation practice. Students' learning styles, which are primarily in English, may affect their ability to communicate (Foreign Language). Furthermore, the current condition, in this example, audio-visual as a ready-to-learn medium capable of learning the language through video, may have an impact on students' communication abilities. As a result, by emulating the noises, students will be able to focus more easily on practice.

D. Hypothesis

Based on the above narrative, the following hypothesis is proposed for this study:

1. H^0: the use of audiovisual media does not improve students' pronunciation mastery.
2. H^1: the use of audiovisual media improves students' pronunciation mastery.

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

This research can be classified as the pre-experimental method. At Islam Terpadu Al-Hafidz Junior High School Palopo, the researchers utilized a pre-test and post-test strategy to see if audiovisual media could help eighth-grade students improve their pronunciation mastery.

The design of this research was described as follow:

$$O_1 \; X \; O_2$$

Where:

O_1: Pre-test value (before treatment)

O_2: Post-test value (after treatment)

X: Treatment

B. Time and Place of the Research

The researcher did this research at Islam Terpadu Al-Hafidz Junior High School, Palopo. Primarily only the eighth-grade students. The total amount of students are 21. The research was held on september – october with the schedule as follows:

Research Table 3.1

	Mar	Apr	Mei	June	July	Aug	Sept	Oct	Nov
Pre-Observation							√		

Proposal Seminar	√	
Pre-Test	√	
Treatment	√	
Post-Test	√	
Result Seminar		√
UT		√

C. Population and Sample of the Research

The participants in this research are eighth-grade students from Palopo's Islam Terpadu Al-Hafidz Junior High School. Because Islam Terpadu Al-Hafidz Junior High School has one eighth-grade class of 21 students, the population of this study is solely made up of 21 students.

Because Islam Terpadu Al-Hafidz Junior High School has one eighth-grade class, the researcher used the class as the total sample technique for the study.

D. The Technique of Collecting Data

The researcher was able to execute some data collecting strategies by aiding with data collection. It could be in the form of a test, observation, document review, or an interview. In this case, the researcher focused on the test as the main method to collect data in Quantitative.

a) Pre-test

A pre-test used to check the current condition of students. Implementation was carried out before students got the treatments. The researcher did some steps as follows:

1. Students instructed on how to perform the pre-test activity by the researcher.
2. The researcher used the pre-test instrument to assess the students' pronunciation.
3. The researcher took notes if the student's pronunciation of the words did not match the instrument.

b) Treatment

Following the pre-test, the researcher treats the class in a private setting. The study came up with a number of tactics or measures to help them improve their pronounciation skills, including the following:

a) First Treatment

1) It is a introduction
2) Students were given an explanation about audiovisual media consist of short vowels, long vowels, and diphthongs.
3) The teacher taught the students through the audio-visual and the students imitate the sound until they got the point of the pronounciation and able to pronounce the words.
4) The teacher used the audio-visual repeatedly, despite the students feel bored so the teacher used some techniques of icebreaking and warming up to rebuild the students consentration.

b) Second Treatment

1) The teacher delivered the second audiovisual treatment's, those are: Letters of short vowels (e, æ, ʌ, ʊ, ɒ, ə)
2) Presenting students with an audio example of short vowel symbols and analyzing their identification and description of the audio.
3) The students repeatedly pronounce the words based on the audio-visual, students were taught the letters for short.
4) The students imitating the sound of short vowel letters based on the audio-visual.
5) Providing an opportunity for students to ask any questions they may have about short vowel audio symbols (open vowels and close vowels).

c) Third Treatment

1) The teacher delivered the content of the third audiovisual: Letters of long vowels (i: ɜ: ɔ: u: ɑ:)
2) Students were given an audio example of letters for long vowels and will be asked to analyze and describe the audio, as in the previous meetings the students are allowed to analyze the sound and be familiar with the vowel change sounds of the words.
3) Long vowel were explained to the students. Imitating the sound of long vowel and the students are allowed to analyze and be familiar with the words that has been given.
4) Providing an opportunity for students to ask any questions they may have about long vowel audio symbols (front vowel and back vowel).

d) Fourth Treatment

1) The teacher delivered the content of the fourth audio treatment, those are: Letters of diphthongs (ɪə, eə, eɪ, ɔɪ, aɪ)
2) Students were given an audio example of diphthongs and asked to identify and describe it, as an improvement of level meetings, this occasion surely challenge the students to adapt the way diphthongs sounds produced based on the audio-visual.
3) Imitating the audio letters of diphthongs. Students were given an audio example of diphthongs and asked to identify and describe the symbols.

4) As the last treatment, teacher gave an overview of the lessons and the overall summary video's points.

c) Post-test

Unlike the pre-test, the post-test was administered after students have received audiovisual treatment. Students have various opportunities to practice oral production during the post-test:

1. The researcher instructed the students on how the post-test activity carried out.
2. The students assigned to the pronunciation exam based on the instrument of the post-test.
3. The researcher collected data on the students'.

E. The Instrument of the Research

In this study, the pronunciation test was used as the research tool. It was utilized to show eighth-grade students at Islam Terpadu Al-Hafidz Junior High School, where audiovisual media was employed to educate, the considerable difference in mastered pronunciation. Two elements must be addressed while constructing the test instrument: the test instrument's relevance to the research's objective and the importance of students' pronunciation before and after treatment. The assessments based on the eighth-grade curriculum of Islam Terpadu Al-Hafidz Junior High School. The construction of test instruments informed by the eighth-grade junior high school students' pronunciation syllabus. The test was created by the researcher utilizing information from many English publications and the internet. The pronunciation test was gave twice, with a pre- and post-test consisting of 32 points of words on each occasion.

F. Validity and Reliability of the Instrument

The validator used by the researcher to conduct the instrument test. The validator is a competent instructor who has perfected the art of pronunciation. The validator of the instrument focused on the core term, taking into account the amount of syllables and basic level. The instrument changed until it satisfies the requirements for being a valid test instrument.

G. The Technique of Data Analysis

To analysis the data, the researcher uses the following steps:

a) Classifying the students' score into the following criteria[24]:

[24] Ali Mustadi, "Communicative Competence Based Language Teaching.," *Universitas Negeri Yogyakarta.* 3, no. 2 (2012): 56.

Table 3.2 Pronunciation Rubrics of Scoring

Aspect	Classification	Score	Scale	Indicator
Accuracy (ketepatan makna)	Very Poor	(0-35)	1	Not fluently
	Poor	(36-55)	2	Less fluently
	Good	(56-85)	3	Quite fluently
	Very Good	(86-95)	4	Fluent
	Excellent	(96-100)	5	Very fluently

b) Calculating the rate percentage of students' scores:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Subjects' cumulative frequency

N: Subjects in total

c) The researcher calculated the mean score, standard deviation, test of significance, and standard significance using SPSS 22.

CHAPTER IV

FINDINGS AND DISCUSSION

The research findings and their implications are discussed in this chapter. This section contains the results of the test to determine how audiovisual media can be used to improve students' pronunciation skills. In this chapter, the researcher's findings are based on data analysis. The discussion focuses on the description, reasoning, and further interpretation of the research findings.

A. Findings

The results of four-meeting experiment conducted by Islam Terpadu Al-Hafidz Junior High School are presented by the teacher. Here's what the expected result:

1. The Score of Students' in Pre-Test

Table 4.1. The Students' Pre-Test Score in Overall

No	Students	Criteria	Overall Score
		Accuracy	
1	S1	49	49
2	S2	50	50
3	S3	60	60
4	S4	49	49
5	S5	53	53
6	S6	55	55
7	S7	72	72
8	S8	51	51
9	S9	49	49
10	S10	53	53
11	S11	58	58
12	S12	51	51
13	S13	53	53
14	S14	58	58
15	S15	51	51

16	S16	47	47
Total		Mean Score	53,68

In the case of Accuracy, the researcher provides the average score of students' pronunciation skills.

Table 4.2 Students' Frequency and Percentage in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Poor	0-35	14	96,8%
Poor	36-55	14	96,8%
Good	56-85	2	3,2%
Very Good	86-95	0	0
Excellent	96-100	0	0
Total		16	100%

2. The Score of Students' in Post-Test

Table 4.3 The Students' Post-Test Score in Overall

No	Students	Criteria	Overall Score
		Accuracy	
1	S1	79	79
2	S2	70	70
3	S3	80	80
4	S4	79	79
5	S5	73	73
6	S6	85	85
7	S7	92	92
8	S8	79	79
9	S9	82	82
10	S10	73	73
11	S11	98	98
12	S12	71	71
13	S13	83	83
14	S14	78	78
15	S15	81	81
16	S16	77	77
Total		Mean Score	80

In this case of correctness, the researcher provides an average score for students' pronunciation skills.

Table 4.4 Students' Frequency and Percentage Score in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Poor	0-35	0	0
Poor	36-55	0	0
Good	56-85	0	0
Very Good	86-95	1	1,6%
Excellent	96-100	15	98,4%
Total		16	100%

3. The Students' Rate Percentage and Frequency in Pre-Test

Table 4.5 Students' Classification Score in Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	56-85	2	3,2%
4	Poor	36-55	2	3,2%
5	Very Poor	0-35	14	96,8%
	Total		16	100%

4. The Students' Rate Percentage and Frequency in Post-Test

Table 4.6 Students' Classification Score in Post-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96-100	15	98,4%
2	Very Good	86-95	1	1,6%
3	Good	56-85	-	-
4	Poor	36-55	-	-
5	Very Poor	0-35	-	-
Total	14	100%	16	100%

5. The Comparison of Students' Score in Pre-Test and Post-Test

Table 4.7 Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	15	98,4%

2	Very Good	86-95	-	-	1	1,6%
3	Good	56-85	-	-	-	-
4	Poor	36-55	2	3,2%	-	-
5	Very Poor	0-35	14	96,8%	-	-
	Total		16	100%	16	100%

6. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Table 4.8 The Paired Samples Statistics of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	55.00	16	8.571	2.143
	Post-Test	80.00	16	7.312	1.828

Table 4.9 The Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	16	.800	.000

Table 4.10 The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test - Post-Test	-25.000	5.164	1.291	-27.752	-22.248	-19.365	15	.000

In table 4.10, the researcher found that $t_o(t_{count})$= 19.365 and df (degree of freedom) = 15 While the t_t= 2.160 the degree of freedom (df) = 13, with the standard of significant = 5%.

19.365 > 2.160

According to the above-mentioned facts, t_{count} is greater than t_{table} ($t_o > t_t$). It may be said that there is a significant variation in students' pronunciation skill scores before and after using the Audiovisual Media.

B. Discussion

It is a typical problem for many English language students to have difficulty pronouncing terms correctly. Because English includes so many challenging sounds, it's important to keep in mind that more speaking experience doesn't always imply better pronunciation. These are two different subjects. Speaking exercise helps students learn how to construct natural phrases in real-life settings. The purpose of pronunciation is to make sure you seem clear and understood. As a result, in this study, the researcher used audiovisual material to assist students in improving their pronunciation skills at school.

On Saturday, November 20, 2021, the researcher did the investigation as a first step. The students were given a pre-test to measure their data before the treatments. For the initial therapy, the researcher suggested using audiovisual media in the classroom, with the first material consisting of short vowels (e, æ, ʌ, ʊ, ɒ, ə). The audiovisual was shown on an LCD screen for 6 minutes, and the researcher instructed the students to count out loud every words. Students became familiar with all of the words and how to pronounce them after practicing them. The researcher proposed the use of audiovisual media in the classroom as the third therapy, with the third material consisting of long vowels (i: ɜ: ɔ: u: ɑ:). The audiovisual was shown on an LCD screen for 6 minutes, and the researcher

instructed the students to count out loud every word. Students became familiar with all of the words and how to pronounce them after practicing them. The researcher proposed the use of audiovisual media in the classroom as the fourth therapy, with diphthongs as the fourth material (ɪə, eə, eɪ, ɔɪ, aɪ). The audiovisual was shown on an LCD screen for 6 minutes, and the researcher instructed the students to count out loud every word. Students became familiar with all of the words and how to pronounce them after practicing them. The final phase was the Post-test, which was used to compare the students' scores before and after treatment. The challenges that the researcher discovered when teaching in the classroom were the supporting tools. As a result, it remains well-managed throughout the process. One of the critical things that should have been improved was the restriction of words that could be contained in audiovisual media. The pronunciation that the researcher used as a source of the audio and the assessment based on American Accent. Despite the fact that researcher picked the American accents as the audio media studies to date that discussed the impact of the globalization of the American mass media on shifting attitudes toward American accents worldwide, and as a result, the increased use of features of American pronunciation, particularly in contexts such as Europe as well as British postcolonial societies where norms have traditionally been American oriented. At the end of the result showed that the American accent are adaptable toeards the students techniques in pronouncing the vowel.

There are a few research that contributed as a foundation of this research, those are; Sulistya Budi Rahayu's first study is titled "The Use of English Song to Improve Pronunciation Skills Among the Tenth Grade", Adela's second study is titled "The Influence of Using Audiovisual Media on Students' Pronunciation Mastery in Eighth Grade at SMPN 1 REBANGTANGKAS", Fauzi's third study is titled "The Use of Imitating Actors' English Pronunciation in the Inside Out Movie to Improve Students' Speaking Skill." These studies contributes to this research as a foundation to build the basic idea of the problem solved findings.

The results of the pre-test showed that none of the 16 students who participated in the experiment were characterized as "excellent," "very good," or "good". Instead, 2 students (3,2%) from the sample were classed as "poor," and 14 students (96,8%) were classified as "very poor." It can be deduced that the students' earlier abilities were limited. In addition, the results of the post-test after the treatments revealed that there are 15 students (98,4%) were classed as "excellent," and 1 student (1,6%) classified as "very good."

Because the students' pronunciation skills improve the following treatment, it may be assumed that there is a considerable impact on their use of audiovisual. As an example, R10, R11, and R12 have the same score in the pre-test, with the score 7-7-7-8-2=31. After having the treatment, the R10, R11, and R12 has the different scores in the post-test, and the score is higher than the pre-test; R10 (14-15-14-18-3=64), R11 (12-12-12-17-3=56), R12 (12-12-12-16-3=55)

The data analysis reveals that using audiovisuals to improve students' pronunciation skills is advised because the media and material are appropriate for their level. As a result, the null hypothesis is ruled out. However, there are some downsides of the audiovisual that the researcher discovered when executing the treatment, including the requirement for additional material connected to phoneme pronunciation and differentiation between one film and another that does not create an engaging visual.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded that by using the audiovisual media, it is improve students' pronunciation skill at Islam Terpadu Al-Hafidz Junior High School Palopo. It can be seen after doing several treatments by using the audiovisual as a media in learning pronunciation of consonant, short vowel, long vowel, and diphthong. The result showed that there is a significant difference between the students' at Islam Terpadu Al-Hafidz Junior High School Palopo, the use of audiovisual in teaching pronunciation has been approved. The results observed in data that was examined using a T-test. The researcher found that $t_o(t_{count})$= 19.365 and df (degree of freedom) = 15 While the t_t= 2.160 the degree of freedom (df) = 13, with the standard of significant = 5%. It said that there is a significant improvement in the pronunciation skill scores of students who used the Audiovisual Media before and after. The researcher concluded that using audiovisuals can help students improve their pronunciation expertise based on the findings of the study.

B. Suggestion

The researcher intends to provide the following recommendations based on the findings and conclusion of the data analysis:

1. To teachers

The teacher can employ audiovisual resources to help students improve their pronunciation. Before employing the media, the teacher must have a speaker and a laptop or LCD as supporting equipment.

2. To students

Students can improve their pronunciation skills by using audiovisual sources.

3. To another researcher

Given that the content comprises four main English skills, researchers can examine the usage of audiovisual media in various aspects of English skills in the future.

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APPENDICES

Appendix 1 (Surat Izin Meneliti)

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ASLI

IZIN PENELITIAN

DASAR HUKUM :

MEMBERIKAN IZIN KEPADA

Nama : NUR AZIZA
Jenis Kelamin : Perempuan
Alamat : Jl. Gunungsari Selatan Kota Palopo
Pekerjaan : Mahasiswa
NIM : 17.0202.0170

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENT PRONUNCIATION MASTERY OF ISLAM TERPADU AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO

Lokasi Penelitian : SMP AL-HAFIDZ PALOPO

Lamanya Penelitian : 23 November 2021 s.d. 22 Februari 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian wajib melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat izin Penelitian ini dapat dan tidak berlaku, bilamana pemegang izin tempata tidak menaati hal-hal dan kekuatan tersebut di atas.

Demikian Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Kota Palopo
Pada tanggal : 24 November 2021
Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHAR JODIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19730611 199012 1 001

Tembusan :

Appendix 2 (Surat Keterangan Selesai meneliti)

SMP ISLAM TERPADU AL-HAFIZH
YAYASAN AL-HAFIZH KOTA PALOPO
Sekretariat: Jl. Merpati V No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421.3/043/ SMPIT/PLP/1/2022

Yang bertanda tangan dibawah ini:

Nama : Baiq Budiati S.Pd.I

pekerjaan : Kepala Sekolah

Unit kerja : SMPIT AL-HAFIZH PALOPO

Alamat : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan:

Nama : Nur Aziza

NIM : 17 0202 0170

Pekerjaan : Mahasiswa

Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris

Universitas : IAIN Palopo

Alamat : Jl. Cempaka Balandai Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 20 november 2021 sampai dengan tanggal 10 januari 2022 dengan judul " **THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENT PRONUNCIATION MASTERY OF ISLAM TERPADU AL-HAFIZH JUNIOR HIGH SCHOOL PALOPO**"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 10 januari 2022

Kepala sekolah

Baiq Budiati S.Pd.I

Appendix 3 (Lembar Validasi)

LEMBAR VALIDASI INSTRUMEN

EVALUASI UNTUK AHLI

PetunjukPengisian

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 kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

A. PenilaianKelayakan

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 instrumen 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 aktivitas 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 dirumuskandenganbaikdanbenar.					✓
	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. Komentar

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C. Saran

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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

Appendix 4 (Lembar Validator)

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI VIDEO PEMBELAJARAN

A. Data Responden

Nama :

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun
☐ 4-6 tahun ☑ > 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah disediakan

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

R : Ragu-ragu (2)

TS : Tidak Setuju (1)

No	Pernyataan	SS	S	R	TS
A.	**Isi**				
1.	Cakupan isi materi dalam *video* berhubungan dengan kebutuhan SMP IT Al-Hafidz Palopo	√			
2.	Kedalaman materi dalam *video* memadai	√			
3.	Keaslian isi materi dalam *video* memadai	√			
4.	Isu-isu terbaru di dalam *video* menarik		√		
Rangkuman kualitatif:					
B.	**Bahasa**				

1.	Bahasa yang digunakan dalam *video* sesuai dengan kemampuan siswa	✓				
2.	Bahasa yang disajikan komprehensif pada *video* dan sesuai dengan tingkat perkembangan kognitif siswa	✓				
3.	Kosa-kata yang digunakan pada *video* sesuai dengan tata bahasa yang benar.	✓				
4.	Bahasa yang disajikan dalam *video* mudah dipahami.	✓				
Rangkuman kualitatif:						

C. Desain dan *Layout*						
1.	Tampilan materi pada tiap *unit* jelas	✓				
2.	Tampilan *video* menarik.	✓				
3.	Ukuran huruf sesuai.		✓			
4.	Jenis huruf sesuai.	✓				
5.	Jarak spasi sesuai.		✓			
6.	Penggunaan tanda baca benar.		✓			
Rangkuman kualitatif:						

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, November 2021
Penilai kelayakan

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

Appendix 5 (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 1

Sekolah : SMP IT Al-Hafidz

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Introduction

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. Audio-Visual
2. Laptop, Speaker, LCD, Worksheet.

D. 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 short vowels, lomg vowels, diphthongs.

3. Guru menginstruksikan kepada siswa untuk mengikuti *audiovisual media*.
Kegiatan Inti (35 Menit)
1. Guru memaparkan materi dalam bentuk audio-visual dan worksheet kepada peserta didik. 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 gesture*.
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 : SMP IT Al-Hafidz

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Short Vowel

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. Audio-Visual
4. Laptop, Speaker, LCD, Worksheet.

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 vowels letters and symbols of short vowel **(e, æ, ʌ, ʊ, ɒ, ə)**. 3. Guru menginstruksikan kepada siswa untuk mengikuti *audiovisual media*.

Kegiatan Inti (35 Menit)
4. Guru memaparkan materi dalam bentuk audio-visual dan worksheet kepada peserta didik. 5. Peserta didik diberi kesempatan untuk berbertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami. 6. Guru memberikan *fun activity* dengan *games guessing gesture*.
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 : SMP IT Al-Hafidz

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Long Vowel

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

5. Audio-Visual
6. Laptop, Speaker, LCD, Worksheet.

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 *vowels letters and symbols of long vowel* **(iː, ɜː, ɔː, uː, ɑː)**. 3. Guru menginstruksikan kepada siswa untuk mengikuti *audiovisual media*.
Kegiatan Inti (35 Menit)

7. Guru memaparkan materi dalam bentuk audio-visual dan worksheet kepada peserta didik. 8. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami. 9. 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 : SMP IT Al-Hafidz

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Diphthongs

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

7. Audio-Visual
8. Laptop, Speaker, LCD, Worksheet.

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 *vowels letters, and symbols of diphthongs* **(ɪə, eə, eɪ, ɔɪ, aɪ)**. 3. Guru menginstruksikan kepada siswa untuk mengikuti *audiovisual media*.
Kegiatan Inti (35 Menit)

10. Guru memaparkan materi dalam bentuk audio-visual dan worksheet kepada peserta didik. 11. Peserta didik diberi kesempatan untuk bertanya mengenai materi pembahasan yang di sampaikan oleh guru, bila masih ada yang belum mereka pahami. 12. Guru memberikan *fun activity* dengan *games survey.*
Kegiatan penutup (5 Menit)
10. Guru menyampaikan kesimpulan mengenai pembelajaran. 11. Guru memberikan penguatan berupa motivasi dan wejangan. 12. Menutup kegiatan pembelajaran dengan membaca doa.

Appendix 6 (Lembar Pre-test dan Post-test)

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Instrument Pre Test

Nama : Muh Afrizal Nur

Kelas : VIII

No. Tes : 1

Pronounce and enunciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]	✓				
2.	Send [e]		✓			
3.	Cat [æ]	✓				
4.	Flat [æ]		✓			
5.	London [ʌ]	✓				
6.	Come [ʌ]	✓				
7.	Should [ʊ]	✓				
8.	Look [ʊ]		✓			
9.	Watch [ɒ]		✓			
10.	Squat [ɒ]		✓			
11.	Alive [ə]	✓				
12.	Again [ə]	✓				
13.	Beat [i:]		✓			
14.	Team [i:]		✓			
15.	Heard [ɜ:]		✓			
16.	Third [ɜ:]	✓				
17.	Talk [ɔ:]	✓				
18.	Yawn [ɔ:]	✓				
19.	Boot [u:]	✓				
20.	Lose [u:]	✓				
21.	Hard [ɑ:]	✓				
22.	Bath [ɑ:]	✓				

23.	Near [ɪə]	✓				
24.	Tear [ɪə]		✓			
25.	Hair [eə]		✓			
26.	Stairs [eə]	✓				
27.	Space [eɪ]		✓			
28.	Case [eɪ]		✓			
29.	Joy [ɔɪ]		✓			
30.	Toy [ɔɪ]		✓			
31.	Sight [aɪ]		✓			
32.	Flight [aɪ]		✓			

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Instrument Pre Test

Nama : [illegible]

Kelas : VII

No. Tes : 3

Pronounce and enunciate the words below!

No	Words	1	2	3	4	5
1.	Went [e]	✓				
2.	Send [e]	✓				
3.	Cat [æ]	✓				
4.	Flat [æ]	✓				
5.	London [ʌ]		✓			
6.	Come [ʌ]	✓				
7.	Should [ʊ]		✓			
8.	Look [ʊ]		✓			
9.	Watch [ɒ]	✓				
10.	Squat [ɒ]		✓			
11.	Alive [ə]	✓				
12.	Again [ə]	✓				
13.	Beat [i:]	✓				
14.	Team [i:]	✓				
15.	Heard [ɜ:]	✓				
16.	Third [ɜ:]	✓				
17.	Talk [ɔ:]	✓				
18.	Yawn [ɔ:]	✓				
19.	Bout [u:]		✓			
20.	Lose [u:]		✓			
21.	Hard [ɑ:]		✓			
22.	Bath [ɑ:]		✓			

23.	Near [ɪə]			✓			
24.	Tear [eə]			✓			
25.	Hair [eə]		✓				
26.	Stolen [oʊ]		✓				
27.	Space [eɪ]			✓			
28.	Case [eɪ]			✓			
29.	Joy [ɔɪ]			✓			
30.	Toy [ɔɪ]		✓				
31.	Sight [aɪ]		✓				
32.	Flight [aɪ]			✓			

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Instrument Pre Test

Nama : Al Fasel

Kelas : XII

No. Tes : 5

Pronounce and enunciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]		✓			
2.	Send [e]		✓			
3.	Cat [æ]	✓		✓		
4	Flat [æ]					
5	London [ʌ]		✓			
6.	Come [ʌ]	✓				
7	Should [ʊ]	✓		✓		
8.	Look [ʊ]					
9.	Watch [ɒ]		✓			
10.	Squat [ɒ]		✓			
11.	Alive [ə]	✓				
12.	Again [ə]	✓				
13	Beat [i:]		✓			
14	Team [i:]		✓			
15.	Heard [ɜ:]		✓			
16.	Third [ɜ:]	✓				
17.	Talk [ɔ:]	✓				
18.	Yawn [ɔ:]	✓				
19.	Boot [u:]	✓				
20.	Lose [u:]	✓				
21.	Hard [ɑ:]		✓			
22.	Bath [ɑ:]	✓				

23.	Near [ɪə]		✓			
24.	Tear [ɪə]		✓			
25.	Hair [eə]		✓			
26.	Stairs [eə]		✓			
27.	Space [eɪ]			✓		
28.	Case [eɪ]			✓		
29.	Joy [ɔɪ]			✓		
30.	Toy [ɔɪ]			✓		
31.	Sight [aɪ]	✓				
32.	Flight [aɪ]	✓				

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Instrument Pre Test

Nama : Siti Rahma

Kelas : VIII

No. Tes : 10

Pronounce and enunciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]	✓				
2.	Send [e]		✓			
3.	Cat [æ]	✓				
4.	Flat [æ]		✓			
5.	London [ʌ]			✓		
6.	Come [ʌ]		✓			
7.	Should [ʊ]		✓			
8.	Look [ʊ]			✓		
9.	Watch [ɒ]			✓		
10.	Squat [ɒ]		✓			
11.	Alive [ə]	✓				
12.	Again [ə]	✓				
13.	Beat [i:]		✓			
14.	Team [i:]		✓			
15.	Heard [ɜ:]	✓				
16.	Third [ɜ:]	✓				
17.	Talk [ɔ:]	✓				
18.	Yawn [ɔ:]		✓			
19.	Boot [u:]		✓			
20.	Lose [u:]		✓			
21.	Hard [ɑ:]		✓			
22.	Bath [ɑ:]	✓				

23.	Near [ɪə]		✓			
24.	Tear [eə]			✓		
25.	Hair [eə]		✓			
26.	Stairs [eə]		✓			
27.	Space [eɪ]	✓				
28.	Case [eɪ]			✓		
29.	Joy [ɔɪ]	✓				
30.	Toy [ɔɪ]			✓		
31.	Sight [aɪ]			✓		
32.	Flight [aɪ]			✓		

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Instrument Pre Test

Nama : [illegible]

Kelas : VIII

No. Tes. : 12

Pronounce and enunciate the words below!

No	Words	1	2	3	4	5
1.	Went [e]			✓		
2.	Send [e]		✓			
3.	Cat [æ]			✓		
4.	Flat [æ]	✓				
5.	London [ʌ]	✓	✓			
6.	Come [ʌ]	✓				
7.	Should [ʊ]		✓			
8.	Look [ʊ]	✓				
9.	Watch [ɒ]	✓				
10.	Squat [ɒ]	✓	✓			
11.	Alive [ə]	✓				
12.	Again [ə]	✓				
13.	Beat [iː]	✓				
14.	Team [iː]	✓				
15.	Heard [ɜː]	✓				
16.	Third [ɜː]	✓				
17.	Talk [ɔː]	✓				
18.	Yawn [ɔː]	✓				
19.	Boot [uː]		✓			
20.	Lose [uː]		✓			
21.	Hard [ɑː]		✓	✓		
22.	Bath [ɑː]		✓			

23.	Near [ɪə]			✓		
24.	Tear [ɪə]			✓		
25.	Hair [eə]			✓		
26.	Stairs [eə]		✓			
27.	Space [eɪ]		✓			
28.	Case [eɪ]			✓		
29.	Joy [ɔɪ]			✓		
30.	Toy [ɔɪ]			✓		
31.	Sight [aɪ]		✓			
32.	Flight [aɪ]		✓			

Instrument Post Test

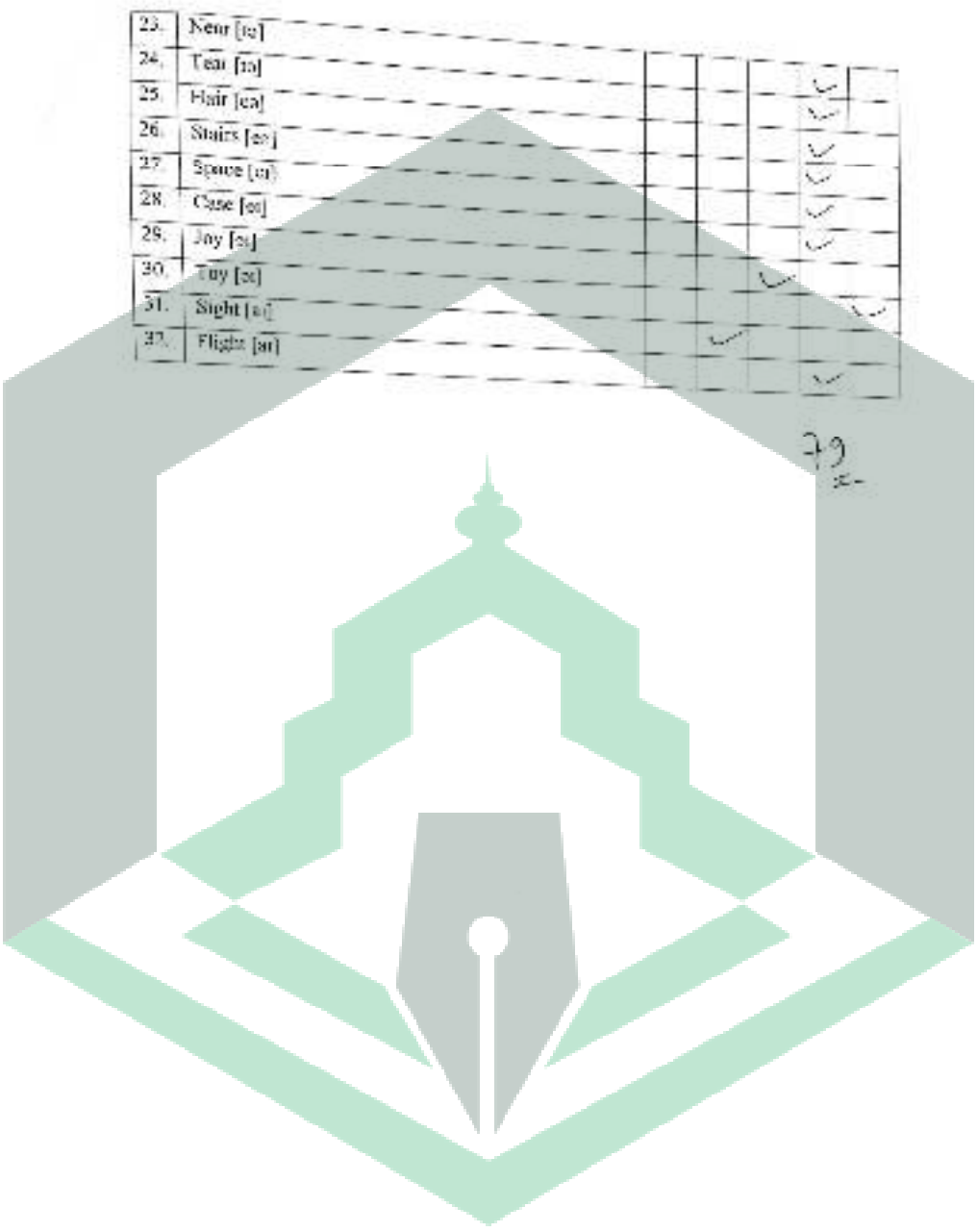
Nama : Muh Afrizal Nur.

Kelas : VIII

No. Tes : 1

Pronounce and enunciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]			✓		
2.	Send [e]			✓		
3.	Cat [æ]			✓		
4.	Flat [æ]		✓			
5.	London [ʌ]		✓			
6.	Come [ʌ]		✓			
7.	Should [ʊ]			✓		
8.	Look [ʊ]			✓		
9.	Watch [ɒ]			✓		
10.	Squat [ɒ]			✓		
11.	Alive [ə]			✓		
12.	Again [ə]		✓			
13.	Beat [iː]				✓	
14.	Team [iː]				✓	
15.	Heard [ɜː]			✓		
16.	Third [ɜː]		✓			
17.	Talk [ɔː]		✓			
18.	Yawn [ɔː]		✓			
19.	Boot [uː]				✓	
20.	Lose [uː]		✓			
21.	Hard [ɑː]				✓	
22.	Bath [ɑː]				✓	


23. Near [ɪə]
24. Tear [ɪə]
25. Hair [eə]
26. Stairs [eə]
27. Space [eɪ]
28. Case [eɪ]
29. Joy [ɔɪ]
30. Toy [ɔɪ]
31. Sight [aɪ]
32. Flight [aɪ]
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Instrument Post Test

Nama : Nuh wahyu T.

Kelas : VII

No. Tes : 3

Pronounce and enunciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]		✓			
2.	Send [e]				✓	
3.	Cat [æ]				✓	
4.	Flat [æ]		✓			
5.	London [ʌ]				✓	
6.	Come [ʌ]				✓	
7.	Should [o]				✓	
8.	Look [o]				✓	
9.	Watch [ɒ]		✓			
10.	Squat [ɒ]			✓		
11.	Alive [ə]		✓			
12.	Again [ə]				✓	
13.	Beat [i:]				✓	
14.	Team [i:]				✓	
15.	Heard [ɜ:]		✓			
16.	Third [ɜ:]		✓			
17.	Talk [ɔ:]		✓			
18.	Yawn [ɔ:]			✓		
19.	Boot [u:]			✓		
20.	Lose [u:]			✓		
21.	Hard [ɑ:]		✓			
22.	Bath [ɑ:]			✓		

23.	Near [ɪə]								
24.	Tear [ɪə]								
25.	Hair [eə]								
26.	Stairs [eə]								
27.	Space [eɪ]								
28.	Case [eɪ]								
29.	Joy [ɔɪ]								
30.	Toy [ɔɪ]								
31.	Sight [aɪ]								
32.	Flight [aɪ]								

Instrument Post Test

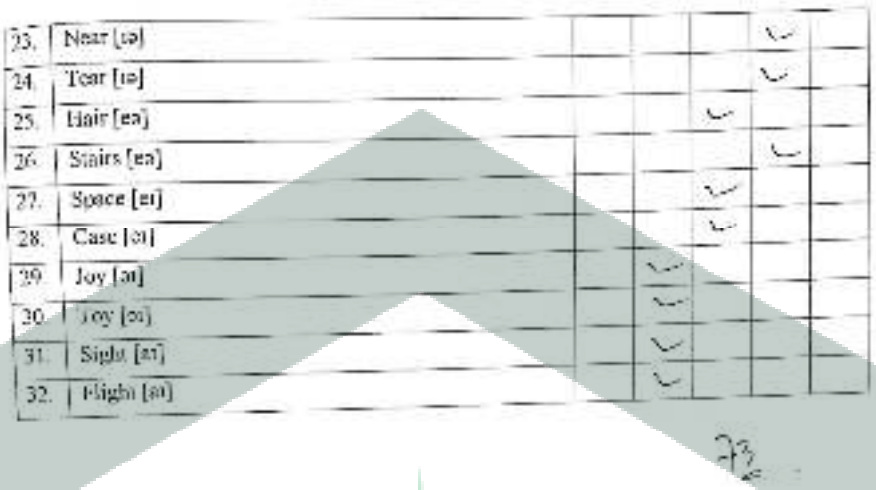
Nama : Ali Fauzi

Kelas : VIII

No Tes : 5

Pronounce and enunciate the words below!

No	Words	1	2	3	4	5
1	Went [e]		✓			
2	Send [e]			✓		
3	Cat [æ]			✓		
4	Hat [æ]			✓		
5	London [ɔ]				✓	
6	Come [ʌ]				✓	
7	Should [ʊ]				✓	
8	Look [u]				✓	
9	Watch [ɒ]			✓		
10	Squat [ɒ]				✓	
11	Alive [ə]				✓	
12	Again [ə]			✓		
13	Beat [i:]				✓	
14	Team [i:]				✓	
15	Heard [ɜ:]			✓		
16	Third [ɜ:]		✓			
17	Talk [ɔ:]			✓		
18	Yawn [ɔ:]			✓		
19	Boot [u:]				✓	
20	Lose [u:]				✓	
21	Bald [ɔ:]			✓		
22	Bath [a:]			✓		



23.	Near [ɪə]				✓	
24.	Tear [ɪə]				✓	
25.	Hair [eə]			✓		
26.	Stairs [eə]				✓	
27.	Space [eɪ]			✓		
28.	Case [eɪ]			✓		
29.	Joy [ɔɪ]		✓			
30.	Toy [ɔɪ]		✓			
31.	Sight [aɪ]		✓			
32.	Flight [aɪ]		✓			

Instrument Post Test

Nama : Siti Rahma

Kelas : VIII

No. Tes : 10

Pronounce and enanciate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]				✓	
2.	Send [e]				✓	
3.	Cat [æ]				✓	
4.	Flat [æ]			✓		
5.	London [ʌ]				✓	
6.	Come [ʌ]				✓	
7.	Should [ʊ]				✓	
8.	Look [ʊ]			✓		
9.	Watch [ɒ]			✓		
10.	Squat [ɒ]			✓		
11.	Alive [ə]		✓			
12.	Again [ə]		✓			
13.	Beat [i:]			✓		
14.	Team [i:]				✓	
15.	Heard [ɜ:]				✓	
16.	Third [ɜ:]		✓			
17.	Talk [ɔ:]		✓			
18.	Yawn [ɔ:]			✓		
19.	Boot [u:]			✓		
20.	Lose [u:]			✓		
21.	Hard [ɑ:]				✓	
22.	Bath [ɑ:]			✓		

23.	Near [ɪə]				✓	
24.	Tear [ɪə]				✓	
25.	Hair [eə]			✓		
26.	Stairs [eə]				✓	
27.	Space [eɪ]			✓		
28.	Case [eɪ]		✓			
29.	Joy [ɔɪ]			✓		
30.	Toy [ɔɪ]		✓			
31.	Sight [aɪ]		✓			
32.	Flight [aɪ]		✓			

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Instrument Post Test

Nama : Siti Rahmi

Kelas : VIA

No. Tes : 1

Pronounce and translate the words below!

No.	Words	1	2	3	4	5
1.	Went [e]			✓		
2.	Send [e]			✓		
3.	Cat [æ]			✓		
4.	Flat [æ]			✓		
5.	London [ʌ]				✓	
6.	Come [ʌ]				✓	
7.	Should [ʊ]				✓	
8.	Look [ʊ]				✓	
9.	Watch [ɒ]			✓		
10.	Sport [ɒ]				✓	
11.	Alive [ə]		✓			
12.	Again [ə]		✓			
13.	Beat [i:]				✓	
14.	Team [i:]				✓	
15.	Heard [ɜ:]				✓	
16.	Third [ɜ:]		✓			
17.	Talk [ɔ:]			✓		
18.	Yawn [ɔ:]		✓			
19.	Hoot [u:]			✓		
20.	Lose [u:]			✓		
21.	Hard [ɑ:]				✓	
22.	Bath [ɑ:]			✓		

23.	Near [ɪə]				✓	
24.	Tear [ɪə]				✓	
25.	Hair [eə]			✓		
26.	Stars [ɑː]		✓			
27.	Space [eɪ]		✓			
28.	Case [eɪ]			✓		
29.	Joy [ɔɪ]		✓			
30.	Toy [ɔɪ]		✓			
31.	Sight [aɪ]		✓			
32.	Flight [aɪ]		✓			

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Appendix 8 (Documentation)

Picture 1
The researcher did the pre-test

Picture 2
The researcher did the first treatment

Picture 3
The Researcher did the second and third treatment

Picture 4
The researcher did the fourth treatment

Picture 5
The researcher did the post-test