

**THE EFFECT OF APPLYING DIRECT METHOD ASSOCIATED AUDIO  
VISUAL AS A TEACHING MEDIA ON THE STUDENTS'  
PRONUNCIATION ACHIEVEMENT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements for the Degree of  
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**By**

**SITI LEONA FATRA**  
**NPM :1302050379**



**FACULTY OF THEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADYAH SUMATERA UTARA  
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## ABSTRACT

**SITI LEONA FATRA.1302050379.***The Effect of Applying Direct Method Associated Audio Visual As A Teaching Media On The Students' Pronunciation Achievement.***Skripsi.English Education Program.Faculty of Teacher Training and Education.University of Muhammadiyah Sumatera Utara. Medan. 2017.**

The objective of this study was to find out the effect of applying direct method associated audio visual as teaching media on the students' pronunciation achievement. This research had been conducted at MTS AISYIYAH TEMBUNG, jalan mesjid No 806.Kecamatan Percut SeiTuan.It was applied by using experimental research.The population of this research were the eighth grade classes in academic year 2017/2018 which consisted of 2 classes, there were 56 students. VIII A was as the experimental class that consisted of 28 students and VIII B was as the control class which involved 28 students. Each class was given a pre-test, treatment, and post test.The control class was taught by using conventional method, meanwhile the experimental class was taught by using direct method associated audio visual as a teaching media.The instrument of this research were practice dialogue pronunciation orally in form of audio visual test.The data were analyzed by using descriptive quantitative formulation.

**KeyWord:** *Applying Direct Method, Audio visual, Pronunciation achievement, speech orally.*

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*Assalamu'alaikum Wr. Wb*

In the name of Allah SWT, The most Gracious, the most merciful.

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Hopefully the finding of this research was expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study is still far from being perfect in spite of the fact she had done her best in completing this work. Therefore, construction criticism, comments, suggestion are welcomed for further improvement of this study.

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Medan, 18 November 2017

The researcher

**Siti Leona Fatra**

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

The development learning of pronunciation constitute one of them aspect that most important to develop students' ability in speaking English and orally communication. According to Brown and Yule (2012: 2) state that talking can be defined as the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings verbally. This case explanation that someone can speaking foreign language if they can pronounce foreign language correctly. And to can speaking English must needed pronunciation correctly. And based on these reason above, the researcher chosen pronunciation achievement as a her research, this case because also, when the researcher's experience in field experience practice (PPL) at MTS AISIYAH Sumatera Utara, The researcher found pronunciation problems of students when the researcher taught English language to students in the class.

Firstly problems it could been knew when students read they couldn't pronounce words by words in sentences correctly, therefore the researcher could knowing that the students couldn't able in pronunciation..Secondly the students felt that English was very difficult and they thought that it is not their language, so it is not too important to be learned. Thirdly the student's still low motivation in learning English and they are lazy to practice English pronunciation in the class. And finally the methods are applied by teachers sometimes not suitable to

elicit on students' achievement in pronunciation or achieve in speech English orally. Through of variation the researches about English teaching had been done, or the new innovation research, certainly was expected in order to there will be a change better in learning and teaching English language process especially to junior high students.

Based on educational unit-educated curriculum (KTSP), the standard competence of English teaching pronunciation skills to the eighth grade students of junior High School were students can understand the meaning orally in both of interpersonal and transactional written text formally as well as informally and review in the context of daily life. It is hoped that students can speak English well. But in fact, most of the students are still really difficult in expressing their idea or opinion, in the learning process they are also less opportunity in practicing the target language.

And therefore government had given policy with being English language as the important subject to be learned for junior high students, it is hoped in order to students able mastery English language, remember that English is the most important language and one of them are the international languages in the world, so if students able to mastery English language certainly it can beneficial for their future so that students can competence in the international work such as MEA. As an English teacher we must know how stimulate students' curiosity and must be able to presents the lesson is more interesting , relevant to need of learning in teaching English. And also must be able to make students be intelligent and skill

full. As a solution in teaching pronunciation this, the researcher applying suitable method in order to the study will be taught more innovative and creative.

So that students easier and more focus in learning English and method was be applied by researcher, in teaching pronunciation is direct method associated audio visual as a teaching media. This method is applied in order to can affect to assist students 'pronunciation achievement. In teaching pronunciation this, researcher will measure the students 'pronunciation achievement with the four indicators of pronunciation such as Intelligibility, fluency, accuracy, native like.

## **B. The Identification of the Problems**

Based on the background of the study, the problems of this research are identified as follows:

1. The students unable pronounce correctly
2. The students still low motivation in learning pronunciation correctly
3. The students are lazy to practice English pronunciation.

## **C. The Scope and Limitation**

The scope of this study is about Pronunciation achievement and it was be limited only to fricative sounds. In the fricative sounds included labiodental (f,v), dental (ð,θ), alveolar (s,z), palatal(j,ʒ),glotal(h).

#### **D. The Formulation of Study**

The problems of this researcher can be formulated as the following:

1. Is there any significant effect of applying direct method associated audio visual as a teaching media on the students' pronunciation achievement?

#### **E. The Objective of Study**

The Objective of this study is as follows:

1. To find out the effect of applying direct method associated audio visual as a teaching media on the students' pronunciation achievement.

#### **F. The Significance of Study**

Theoretically:

To add knowledge and experience, as well as in the application of materials research using direct method associated audio visual as a teaching media especially regarding our knowledge about pronunciation skill.

Practically:

This research expected can be useful for?

1. For teachers, to get addition information on how to teach pronunciation by applying direct method associated audio visual as a teaching media. And make the teachers more creative in teaching learning process by using method and media.

2. For students, to increase their interest in studying English especially in learning pronounce correctly. And to make they easier understanding pronunciation in English.
3. For other researchers, this research can used as an information and reference about the contribution of applying direct method which associated audio visual as a teaching media in teaching pronunciation for students.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

This chapter presents a review of related literature and explanation of the related materials. The researcher presents some theories related to this study in order to strengthen this research.

#### **1. The Pronunciation**

##### **1.1. Definition of Pronunciation**

Pronunciation refer to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segmental aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects) how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. pronunciation is defined as a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together it the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately.

According to jack C. Richard (2012) pronunciation is the sound of the language, or phonology, stress, rhythm, intonation and includes the role of individual sound segmental and supra segmental sound. pronunciation is a way

that is accepted or generally understood. We can conclude that pronunciation is the way of someone produce segmental and supra segmental sound that is accepted or generally understood.

Pronunciation is a field in second language acquisition (SLA) which is studied less than the others due to its nature that is more difficult to conduct researchers and many different variables interfere with its process such as gender, motivation, field, dependence/independence, etc.(Asher&Garcia,1969). Apart from the inexistence of some particular sound in some languages, the age of learners also has a great influences on pronouncing the sounds accurately. In this respect, the age is the most important predictors in acquiring a foreign language accent.The reason for this case can also be explained through CPH. According to CPH(lennerberg,2002) learners have the disadvantages of starting to learn a language at late ages especially after puberty for the first language. As many of the English language teaching at schools do not cover the course of phonetics appropriately, a great number of the teachers may not feel themselves confident with their own pronunciation levels. Therefore, they either prefer not to teach pronunciation or are unable to integrate it into the course properly, which automatically affects the attitudes of learners towards learning it.

Pronunciation is one of the controversial topics in the field of English language teaching as a seconds or foreign language. Pronunciation is a field in second languages acquisition which is studied less than the other due to its nature that is more difficult to conduct researches and many variables. Pronunciation refers to the production of sounds of a language (segments), aspects of speech

beyond the level of the individual sounds, such as intonation, stress, rhythm, pitch, speed. (Supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Pronunciation is a broad term used to describe a number of aspects of pronouncing the appropriate sounds in the language targeted. Most people think it refers to only the separate, identifiable sounds of word, but it covers more than just then. As well as the sounds there are also the sentences tunes, and the use of pitch and loudness to indicate importance or strong feeling.

Pronunciation refers to the way a word or a language is usually spoken and the manner in which someone utters a word. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as:

1. The area in which they grew up
2. The area in which they now live
3. Their ethnic group
4. Their social class
5. Their education.

## **1.2 The Importance of Learning Pronunciation**

The ways we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose

pronunciation is difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Fraser: 2000). Survey of students needs consistently show that our learners feel the need for pronunciation work in class (e.g. Wiling 1989) thus some sort of pronunciation work in class is essential. The role of pronunciation in effective communication and comprehensible pronunciation effective communication, alongside its high social value and link to prestige. Comprehensible pronunciation is a common feature among all successful language learners, and intelligible/comprehensible pronunciation is deemed to be necessary for each and every user of the target language. Furthermore, even if pronunciation is not desired for own sake, many teachers believe that a certain level of pronunciation instruction is necessary because achievements in pronunciation often helps learners to increase their expertise in other skills.

We know that in foreign language learning atmosphere, effective filter plays an important role for producing correct pronunciation, learner cannot improve themselves because of the fear of making mistake in front of the others. Although it is regarded as an important component of foreign language teaching, it is seen that not too much attention has been paid to this phenomenon adequately

as communication is the main goal for many foreign language learners. It is true to state that learners should be careful about their pronunciation, pay attention to its correct production, and try to improve their overall pronunciation skill, in order to attain all the goals. Pronunciation involves far more than individual sound. Word stress, sentences stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrase together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better language English spoken.

### **1.3 The Elements of Pronunciation**

Pronunciation interrelated areas of sound, phonetic, symbols, stress, intonation, and rhythm. The elements of pronunciation include both supra-segmental and segmental features.

Supra-segmental aspects of pronunciation are words, phrases, and intonation.

#### 1) Supra-segmental aspects of pronunciation

there are two supra segmental aspects of pronunciation, there are stress, and intonation.

##### a) Stress

Stress is extra force used when speaking a particular word or syllable. stress refer to the prominence given to certain syllables within words, and to certain syllables or words within utterances.

## b) Intonation

According to Kelly (2004: 86) “intonation refers to the way voice goes up and down in pitch when we are speaking”. Intonation is rise and fall of the voice in speaking. The intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitude. So intonation is sound that voice out in rise and fall.

There are five major patterns of tones, there are: fall, rise, fall-rise and

Level:

- a) A falling pattern usually indicates that the speaker has finished, at least temporarily.
- b) A rising intonation signals a question or continuation. This difference can signal meaning even in short exchanges.
- c) A fall-rise tone signals definiteness combined with some qualification
- d) A rise-fall is usually used to signal strong feeling of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.
- e) A level tone signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll.

## 2) Segmental Aspects of Pronunciation.

Segmental Aspects of Pronunciation consists of word, phrase, syllables and sentences. Word is a small meaningful unit: phrase is group of words, while sentences is group of clauses.

## 1.4 The Definition of Fricative sound

Fricative is the kinds of consonants sounds that is produced with the manner by blow up the air in the mouth, through gaps that is formed by tongue, teeth, and lips.

Fricative Have Five articulatory position :

- Labio dental : f,v
- Dental : θ,ð (th,the)
- Alveolar : s,z
- Post-alveolar : ʃ,ʒ (ts, z)
- Glottal : h.

On this page, will be explanation each of these place of articulation in detail.

### 1. Labio –Dental

Labio-dental consonants occur when you block/constrict airflow by curling your lower lip back and raising it to touch your upper row of teeth.

English contains the following two labio-dental sounds:

- /f/ as in “**fro**” and “**calf**”
- /v/ as in “**vine**” and “**have**”.

### 2. Dental

Dental Consonants occur when you block/constrict airflow by placing your slimy tongue against your upper teeth.

English contains the following two labio-dental sounds ;

- /θ/ as is “**thick**” and “**bath**”

- /ð/ as in “**the**” and “**rather**”.

### 3. Alveolar

The alveolar ridge is where your teeth meet your gums. You create alveolar consonants when you raise your tongue to the alveolar ridge to block or constrict airflow.

The English alveolar consonants are as follows:

- /s/ as in “**suit**” and “**bus**”
- /z/ as in “**zit**” and “**jazz**”.

### 4. Post- Alveolar

When you retract your tongue back just a bit from the alveolar ridge, the sounds change enough to be recognized as distinct consonants. So post-alveolar consonants are those that occur when the tongue blocks or constricts airflow at the point just beyond the alveolar ridge.

The Post-alveolar English consonants are as follows:

- /ʃ/ as in “**shot**” or “**brash**”
- /ʒ/ as in “**vision**” or “**measure**”.

### 5. Glottal

The glottal is actually two vocal folds (i.e. vocal cords). It acts as a sort of bottle cap to your windpipe. Inhale and then hold your breath for a few seconds while keeping your mouth open. What you are actually doing to keep the air from expelling out of your lungs by closing your glottis. Glottal consonants aren't actually consonants; they just play consonants

roles in the language. In English, the following things happen at the glottis:

- /h/ as in “h” and “Bahamas”. Say these words and notice how you’re not actually constricting or blocking airflow for this /h/ sounds. You’re just exhaling a little bit harder than you would for a normal vowel sounds transition to the following vowel sound.

### **1.5 The Indicators of Students’ Achievement in Pronunciation**

In Pronunciation have to paying attention to the indicators of pronunciation. According to Brown (2008:124-125) there four indicators of pronunciation, there are; intelligibility, fluency, accuracy, and native-like.

#### **a. Intelligibility**

Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

#### **b. Fluency**

Fluency is as a whole of text can be pronounced fluently.

#### **c. Accuracy**

Accuracy is words and parts of text are pronouncing accuracy.

#### **d. Native like**

Native like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentence we have to paying attention to the indicators above.

## **2. Definition of Direct Method**

The explanation about direct method as follows

A Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression, between English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue, direct method aims to build a direct relation between experience and language, word and idea, thought and expression.

The direct method help the students to understand language that help with ease of language. Language that depend upon the use of sentence how to communicate with each other not for the word that help the students to learn the earlier speech (Vietor,2002) states direct method that is influence the target language as the best instruction for teaching skill or detailed information and classroom communication language. Through the activities of direct method which always give the enthusiastic and interesting that attracts its attention for the knowledge of foreign language.

This method intends for students to learn how to communicate in the target language, this method also based on the assumption that the learner should experience the new language in the same way as he/she experience his/her in acquire mother tongue. To another explanation about direct method, come from

(Stern, 2010) state that direct method is characterized by the use of the target language as a means of instruction and communication in the language classroom, by the avoidance of the use of the first language and translation technique.

The Direct Method received strong criticism in that it required teachers speak like a native speaker fluency (Richards and Rodgers,2009).In applying direct method in teaching language English the teacher who use the direct method intend that students learn how to communicate in the target language. Therefore in do the direct method in learning and teaching process the teachers must know the approach to do it.

### **2.1 The Principle of Direct Method Approach**

- a) Classroom Instruction was conducted exclusively in the target language.
- b) Only everyday vocabulary and sentences were taught.
- c) Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
- d) Grammar was taught inductively.
- e) New teaching points were introduced orally.
- f) Concrete Vocabulary was taught through demonstration, objects, and pictures: abstract vocabulary was taught by association of ideas.
- g) Both speech and listening comprehension were taught.
- h) Correct Pronunciation and grammar were emphasized.

## **2.2 The Advantage of Direct Method**

- 1) The focus is oral practice therefore, the pronunciation improves
- 2) In teaching pronunciation such as words, fluency, this method is good
- 3) As there is direct relation between thought and expression, it helps the learners in having good command over English.
- 4) In this method, the teacher proceeds from particular to general and from concrete to abstract.
- 5) It makes the teaching English easier and more pleasant. A teacher uses various images/ pictures to illustrates his/her point.
- 6) This method creates the suitable environment for learning languages English.
- 7) As the unit of speech in Direct Method is a sentences, students learn to speak complete sentences without any hesitation. So they get confidence with command over good English.

## **2.3 The Disadvantages of Direct Method**

- a. Owing to over-emphasis on oral practice, the other skills namely reading, and writing are ignored to a great extent.
- b. Average and below average students, especially from rural background, find difficulty to grasp the things taught via this method.
- c. This is an expensive method as the teachers is to use some aids for teaching.
- d. For this method, competent teachers must be there, but there is the dearth of good English teachers in the country. In competent teachers can't use this method successful.

- e. In the early stage of learning, this method is good. But the teacher must be able to modify it for the benefit of the whole class.

### **3. The Description of Audio Visual as a Teaching Media**

Audio Visual media is media that can be seen and listened, audio–visual is modern instructional media in accordance with times (the progress of science and technology).According to (Anzaku,2011) “the term audio visual media is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”.Audio-visual media is a media intermediary or the use of materials and absorption through sight and hearing so as to establish conditions to enable the pupils to acquire knowledge, skills, or attitudes. Audio visual aids are important in education system, (Eze,E.U.2013)also states that the human being learns more easily and faster by audio visual processes than by verbal explanation. And according to (GopalV.P.2010) states that Audio visual media do seem to facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situation in which learning is done.

Therefore researcher is trying to use this kind of alternative audio visual media in teaching pronounce skill to students. Audio visual media is technology has implication and might most effectively be used in language English teaching. Audio visual constitute technology that could be applied in English teaching and learning process, for example in learning pronunciation. The teacher can

explanation how to learn pronouncing by using audio visual to students with show the picture and sound. So that the students can will more interesting in learn pronunciation which provide sound and picture in this media.

The above finding agrees with (Ngozi,B.O.Samuel,A.O.&Isaac,O.A.2012) stated that a visual instruction encourages the use of audio visual resources to make abstract ideas more concrete to the learners. According to this opinion, the teacher’s duty therefore, is to make learning live, not just something to remember but part of living experience.

Audio- Visual has the characteristic likes:

Media	Hardware	Software
1. TV	TV machine	TV program
2. Radio Vision/Video	Video machine	Movie + program
3. Movie	Film Projector	Movie Which is
4. Sound Slides	Slides projector	Cassette slide

### 3.1 Types of Audio-Visual

Movies and television are examples of audio visual presentations, Audiovisual is the modern Instructional media as the development of science and technology involved the media that can be seen, heard, and can be seen and heard. So, it means that Audiovisual is the media that can be seen and heard all a tone to clarify the picture that can be seen. Example: Slide Audio, television.

#### a. Movie

Movie is the kind of audiovisual. If it is compared with the other media, movie has the excess such as:

1. The message receiver will get clearer response and not easy to forget it because between see and hear can combined become one.
2. It could enjoy the even in long duration at the certain process or event.
3. In technique Slow- motion, it could follow a movement or the activity in short time.
4. It could overcome the limitedness of space and time.
5. It could develop attitude, behavior and aroused emotion and also expand a problem.

**b. television (TV)**

The specific of TV as the educational media and the implication to the education such as:

1. The Fact that is presented is concrete and directly.
2. By the sense of sight and sense of hear, television can make a contact to the event as the real and directly.
3. It gives Challenge to know something more.
4. The uniformity of communication.

**3.2 The Advantages and Disadvantages of Using Audio Visual Media**

In using Audio-visual as teaching media pronunciation. The Audio visual of course has the Advantages and Disadvantages. The Advantages and Disadvantages going to explaining this parts.

### 3.2.1 The Advantages of Audio-visual

Excess some of the advantages of usefulness media Audio-visual learning with audio and visual teaching are:

- a) Clarify the presentations of the message in order not to be verb elastic.
- b) Overcoming the border of space, time and resource sense, such as:
  1. Objects that are too large is replaced with reality, images, picture or sound.
  2. Small objects that assisted with micro projector, images, picture, and sound.
  3. Motion is too slow or too fast can be helped by tame lapse or high speed photography.
  4. Event that occur past recording can be played back through video, picture, sound and verbal.
  5. Object that are too complex (machines) can be presented with model, diagram, act.
  6. Media audio- visual can play a role in learning tutorial.

There are 20 potential outcomes to ponder by using audio –visual,They are:

- 1) Grab students' attention
- 2) Focus Students' concentration
- 3) Generate interest in class
- 4) Create a sense of anticipation
- 5) Energize or relax students for learning exercise

- 6) Draw on students imagination
- 7) Improve attitudes toward content and learning
- 8) Build a connection with other students and instructor
- 9) Increase memory of contents to students
- 10) Increase understanding
- 11) foster creativity
- 12) Stimulate the flow of ideas
- 13) foster deeper learning
- 14) Provide on the opportunity for freedom of expression
- 15) Serve as a Vehicle for Collaboration
- 16) Inspire and motivate for collaboration
- 17) Make learning fun
- 18) Set an appropriated mood or tone
- 19) Decrease anxiety and tension on scary topics, and
- 20) Create memorable Visual Images

### **3.2.2 Disadvantages of Audio-Visual**

Audio- visual teaching also has some of the same weaknesses with audio-visual teaching, namely:

- a) Too stressed the importance of the material rather process of development and still looked up as a mean of audio-visual in teaching teachers.
- b) Over –emphasis on the mastery of the material in the process of development and continued to see audio- visual material as a tool of teachers in the learning process.

- c) Audio-visual media tend use one-way communication model.
- d) Audio-visual media cannot be used anywhere and anytime, because the audio-visual media are likely to remain in place. Media audio-visual has function, the function of the media audio-visual, namely:
  - 1) Allow people to communicate and receive information as well as a lesson or to avoid any misunderstanding,
  - 2) Encourage the desire to know more, and
  - 3) Perpetuate understanding gained.

**4. The Procedure of Teaching Pronunciation Through Direct Method Associated Audio Visual as a Teaching Media**

- a. The teacher gave instruction in the classroom. And convey material in teaching pronunciation by using English language directly
- b. The teacher explained the material before play video
- c. The teacher selected a video that connected the material
- d. The teacher played the video for students look and listen.
- e. The teacher asked students to practice dialogue pronunciation by look and listen the video.
- f. The teacher gave sheets to students
- g. The teacher gave pronunciation test to students as an oral test
- h. The teacher collected the students test and correct them
- i. The teacher gave score for the students.

## **B. Conceptual Framework**

Pronunciation is one of the most important elements in learning English. By mastering pronunciation the students will be able to pronounce and able to communication English correctly. In teaching pronunciation, there are some methods that can be used to increase the students' pronunciation achievement one of them is direct method associated audio visual media. In this term there are two variables. Variable x and variable y, variable x is the effect of applying direct method associated audio visual as a teaching media and variable y is the students' pronunciation achievement. The relationship between variable x and variable y is students' pronunciation achievement by applying direct method associated audio visual as media instruction.

In teaching pronunciation by applying direct method associated audio visual as a teaching media, the students will be given explanation about how to pronounce correctly and how to learn pronunciation correctly, teacher gives instruction material about pronunciation by using English language directly to students. After than teacher gives test pronunciation by watching video to students and the words are attended students by watching video, teacher asks students to remember how to pronounce the words that has played by audio, and then the teacher asks students to practice pronunciation one by one as an orally test and then teacher will correct the result students' test and finally teacher will give score for the students. In this method students are more active and creative because teacher gives guide and instruction with audio visual media. So that students more focus and interesting for study. This study is conducted to investigate the effect of

direct method associated audio visual as a teaching media on the students' pronunciation achievement to the first year students of vocation junior high school. So it is expect can effect to students' pronunciation achievement.

### **C. The Hypothesis**

Ha: the use of direct method that associated audiovisual effect on students' pronunciation achievement.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location and Time

The research was conducted at MTS Aisyiyah Tembung, Jl.Mesjid No.806 Kecamatan Percut Sei Tuan, at Academic years 2017-2018. The reason to choose this school as a location of this research because the researcher had found some problems faced by students especially in pronunciation, many students was still low in pronunciation comprehension. Based on previous observation conducted during teaching process at the school, it indicates that new way of technique and learning is needed.

#### B. The Population and Sample

##### 1. Population

The population of this research was be taken from the students of eight grade students' MTS Aisyiyah in academic year 2017/2018, which consist of two classes VIII –A and VIII-B. VIII-A consist of 28 students and VIII-B consist of 28 students. So the total numbers of populations are 56 students.

**Table 3.1**  
**Population**

No	Class	Population
1	VIII-A	28
2	VIII-B	28
	TOTAL	56

## 2. Sample

In this research, the researcher was taken all of the population as the sample. There are 56 students as sample. They were decided into two group, experimental group and control group. A total sampling were the population, there are 56 students as the sample which was divided into two groups: Experimental group and the control group. And it can be seen from the following Table.

**Table 3.2**  
**Sample**

<b>No</b>	<b>Class</b>	<b>Sample</b>
1	VIII-A	28
2	VIII-B	28
	TOTAL	56

## C. The Research Design

This research was conducted by applied experimental research which applied quantitative method. This means that treatments are follow the concept. This study was being conducted two groups, namely: an experimental group and a control group. Research to rest and prove a hypothesis by give treatment the sample. This experimental design to show whether using direct method associated audio visual as a media instruction was better than conventional method. Experimental and control groups was taught by using different treatment it can be look at from the following table.

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Pronunciation by using direct method associated audio visual	√
Control	√	Pronunciation by Conventional	√

The experimental group are the sample that was be taught by using direct method associated audio visual in teaching pronunciation

The control group are the sample was be taught by using conventional method in teaching pronunciation.

### **1. Pre-Test**

Pre-test is administrated to the sample before doing the treatment. Pre- test was given to experimental group and control group. It is used to measure students' achievement before applying the treatment, pre-test that consist of oral test. In pre-test the researcher taken the questions from the situation in their environment. The students was asked to dialogue based on the situation that was given by pronounce and pronunciation terms.

### **2. The Treatment**

The treatment was being conducted after the administration of the pre-test had done. The aim of the treatment were:1) to find out the effectiveness and the practical use of direct method that associated audio visual as a teaching media on the students' pronunciation achievement compared with the conventional technique in terms of classical activities, 2)to do the testing hypothesis in order to

prove the effect of using direct method associated audio visual as a teaching media if it is significantly effect on the students' Pronunciation achievement by having the same items of the test (post-test of two groups experimental and control groups),3) to organize the treatment of two groups in terms of class meeting.

After conducting the Pre-test the Experimental group was taught by using Direct Method that associated audio visual as a teaching media. While the control group taught by conventional teaching without using method and media.

**Table 3.4**  
**Treatment in Experimental and Control groups**

<b>Treatment in Experimental Group</b>	<b>Treatment in Control Group</b>
<ol style="list-style-type: none"> <li>1. The teacher talking shortly explanation about pronunciation by using Direct method and associated audio visual media</li> <li>2. Teacher ask students to give opinion about pronunciation after watching video.</li> <li>3. Teacher share the sheets to students</li> <li>4. The teacher asks the students to practice dialogue pronunciation.</li> <li>5. The teacher gives an oral test dialogue pronunciation to students.</li> <li>6. The teacher collected all the result oral test of students' pronunciation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher giving the explanation about pronunciation.</li> <li>2. The teacher asked the students to practice dialogue pronunciation in with couple.</li> <li>3. The teacher give an oral test pronunciation dialogue to students</li> <li>4. The teacher collects all the result oral test students' pronunciation.</li> </ol>

### **3.The Post-test**

After having the treatment, the post-test was gave to the students. The post-test was same as the pre-test.The post test was some as the pre-test was the final test in this research, especially in measuring the treatment, whether it was

significant or not. It means to know whether the treatment gave the effect or not on the students' achievement in pronunciation. In the experimental group, a post-test was administered. The administering of the post-test was meant to find out the scores of experimental group before and after treatment.

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

The instrument of collecting data, in this data researcher played audio visual test in teaching experimental group. The students were given an oral test which will be related to on the students' pronunciation achievement. The test is practice dialogue pronunciation; the test was conducted in the form of audio visual video test. The total of right answer is 100. The material of test was taken from internet. The test is administered for the following reason:

#### **E. The Technique for Collecting Data**

To collect the data of the research, the researcher used some steps:

1. Giving Pre-test to experimental group and control group by giving test of pronunciation skills.
2. Teaching the control group by conventional method
3. Teaching the experimental group by applying direct method that associated audio visual as a teaching media.
4. Giving Post-test to experimental group and control group
5. Scoring the students' pronunciation

- Listing their score in two tables, first for control group and second for experimental group.

## F. The Technique of Data Analysis

After collecting the data from the test, the data was analyzed by following procedure:

- Giving the score based on the criteria of measurement which involving four indicators of pronunciation ability. According to Brown (2008:124-125) In scoring the students' Pronunciation achievement namely Intelligibility, fluency, accuracy, and native like.

**Table 3.5**  
**The Four Component Evaluate Pronunciation Achievement**  
**Intelligibility (25)**

Level	Explanation
<b>20 – 25</b>	<b>Very good</b> : rarely has trouble
<b>15 – 20</b>	<b>Good</b> : sometimes uses inappropriate terms about languages.
<b>10 – 15</b>	<b>Fair</b> : frequent use wrong words speech limited to simple intelligibility
<b>5- 10</b>	<b>Unsatisfactory</b> : very limited intangibility and make the comprehension quite difficult.

### Fluency (25)

Level	Explanation
<b>20 – 25</b>	<b>Very Good</b> :understandable
<b>15 – 20</b>	<b>good</b> : speech is generally natural
<b>10 – 15</b>	<b>Fair</b> : some definite stumbling but manage to rephrase and continue
<b>5 – 10</b>	<b>Unsatisfactory</b> : speed of speech and length of utterances are far below normal long pause utterances, left unfinished.

### Accuracy (25)

Level	Explanation
20 – 25	Very good : understandable
15 – 20	Good : speech is generally natural
10 – 15	Fair : error of basic pronunciation.
5 – 10	Unsatisfactory : few noticeable errors

### Native like (25)

Level	Explanation
20 – 25	Very good : in speech generally understandable almost native like speech
15 – 20	Good : speech is generally natural
10 – 15	Fair : few of basic pronunciation.
5 - 10	Unsatisfactory : few noticeable error in pronounce.

2. Tabulating the students' score in pre-test and post-test.
3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:
4. Finding the calculation standard deviation by formula (Sugiyono, 2010:183)

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)} \quad \text{(for control group)}$$

Where:

N = Total sample

$X_1$  = Mean score of experimental group post –test

$X_2$  = Mean score of control group post- test (control group)

$X_1^2$  = Quadrate of posttest (experimental group)

$X_2^2$  = Quadrate of posttest (control group)

$\sum X_1$  = Total of value in post-test (experimental group)

$\sum X_2$  = Total of value in post-test (control group)

$\sum X_1^2$  = Total of quadrate in post-test (experimental group)

$\sum X_2^2$  = Total of quadrate in post-test (control group)

5. Determine coefficient r

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Where:

R : correlation of product moment

X = variable independent score

Y = variable dependent score

$\sum$  = sum of numbers

6. Testing Hypothesis (Sugiyono 2010 : 188)

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Where:

t = -test t

n = total sample

r = correlation of product moment

$\bar{y}$  = mean of variable dependent score

$\bar{x}$  = mean variable independent score

$S_1$  = Standard deviation of experimental group

$S_2$  = Standard deviation of control group

7. Determine percentage the effect of X variable toward Y Variable by using determination formula:

$$D = (r_{xy})^2 \times 100\%$$

Where :

D = Determine of percentage the effect

$(r_{xy})^2$  = Correlation of variable X and Y

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

The data of this study were obtained from the test scores. This research took place at MTS Aisyiyah Tembung. The samples were conducted in two classes, they are experimental class which was applied by direct method associated audio visual media teaching and control group was applied by Conventional method. The cumulative scored of each students was limited by fricative sound in pronunciation achievement which based on four indicators. I: Intelligibility, F: Fluency, A: Accuracy, N: Native like

The following were students' scores on the pre-test and post-test of the control group and experiment group.

**Table 4.1**  
**The Score of Pre-test of Control Group**

No	Student's Initial Names	The Indicators				The Score
		I	F	A	N	
1	A	15	10	10	10	45
2	AA	15	15	15	10	55
3	AY	20	15	15	10	60
4	ASZ	20	15	10	10	55
5	DK	15	20	10	10	55
6	FA	10	10	15	10	45
7	FF	20	20	15	15	70
8	HI	20	20	20	20	80
9	HR	15	10	15	5	45
10	IA	15	15	15	10	55
11	INS	20	15	15	15	65
12	LP	15	15	15	10	55
13	MF	10	15	15	15	55

14	MIF	15	15	10	10	50
15	MI	15	15	15	10	55
16	MK	15	10	15	10	50
17	MK	20	15	15	10	60
18	MR	15	15	15	10	55
19	N	15	15	15	10	55
20	NAP	20	20	20	15	75
21	NLJH	10	10	10	10	40
22	NF	10	15	10	10	45
23	PB	10	15	10	5	40
24	RAW	15	10	15	10	50
25	SAA	10	10	10	10	40
26	SR	15	10	15	10	50
27	SR	15	15	10	5	45
28	SYR	10	15	10	10	45
<b>Total</b>						<b>1450</b>

Based on the table above, could be seen that after pre-test of control group, the students who got the good score or got the complete score only 3 students, the majority of students in the pre-test of control group gotten low score. These case proved that 98,99% in pre-test of Control group, the students unable in pronunciation orally. The following table explained students 'score on the pre-test of experimental group.

**Table 4.2**  
**The Score Pre-Test of Experimental Group**

No	Student's Initial Names	The Indicators				The Score
		I	F	A	N	
1	AA	5	5	5	10	30
2	AP	10	10	15	15	50
3	ANA	15	20	5	10	50
4	AZ	15	15	15	15	60
5	AZ	20	20	15	20	75
6	DAR	20	22	22	20	84
7	DRJ	15	15	15	10	55
8	EMP	15	10	10	10	45
9	FA	5	10	10	5	30
10	IRN	15	10	10	5	40
11	IM	10	15	10	10	45

12	MAM	15	10	10	10	45
13	MH	20	15	10	5	50
14	MNB	15	10	15	15	55
15	MRIL	15	20	15	10	60
16	MS	10	5	5	10	30
17	NL	10	10	15	15	50
18	NS	10	10	15	10	45
19	PNS	10	10	10	5	35
20	RF	15	20	20	15	70
21	RS	10	10	5	10	35
22	SA	20	24	23	20	87
23	SA	20	24	20	15	79
24	SHDN	10	10	10	10	40
25	TR	10	20	5	10	45
26	WM	15	10	10	5	40
27	WA	10	10	10	10	40
28	ZSM	15	15	10	10	50
<b>Total</b>		<b>1450</b>				

Based on the table above, could be seen that after did the pre-test of experiment group had known the students who got highest score or good score only were 5 students. From this result was proved that 96,99% the students were categorized still unable to pronunciation orally. The following were table students 'score on the post-test of control group.

**Table. 4.3**  
**The Score Post-test of Control Group**

No	Student's Initial Names	The Indicators				The Score
		I	F	A	N	
1	A	15	15	10	10	50
2	AA	20	15	15	15	65
3	AY	20	15	15	15	65
4	ASZ	20	15	15	15	65
5	DK	15	20	15	15	65
6	FA	15	15	15	15	60
7	FF	20	20	20	15	75
8	HI	20	20	20	20	80
9	HR	15	15	10	10	50

10	IA	15	15	20	10	60
11	INS	20	15	15	15	65
12	LP	15	15	15	15	60
13	MFM	10	15	20	15	60
14	MIF	15	15	10	15	55
15	MI	15	15	15	10	55
16	MK	15	10	15	10	50
17	MK	20	15	15	10	60
18	MR	15	15	15	15	60
19	N	15	15	15	15	60
20	NAP	20	20	20	15	75
21	NLJH	10	15	10	10	45
22	NF	10	15	10	10	45
23	PB	10	15	10	5	40
24	RAW	15	15	15	15	60
25	SAA	10	10	10	10	40
26	SR	15	15	15	15	60
27	SR	15	15	10	15	55
28	SYR	10	15	10	10	45
<b>Total</b>						<b>1625</b>

Based on the table above, explained that after did the post-test of control group. The students who were able in achieved the highest score only 3 students and majority of students got the score 60, 65. So the result of the post test in the control group these, explained the students still were not there development in the pronunciation achievement such as hoped by researcher. The following were tabling the students 'score on the post-test of experimental group.

**Table. 4.4**  
**The Score Post-test of Experimental Group**

No	Student's Initial Names	The Indicators				The Score
		I	F	A	N	
1	AA	15	15	20	10	60
2	AP	20	20	20	20	80
3	ANA	20	20	18	18	76
4	AZ	15	15	15	15	60
5	AZ	24	20	20	20	84
6	DAR	20	20	20	20	80

7	DRJ	15	15	15	15	60
8	EMP	20	20	20	15	75
9	FA	20	15	15	15	65
10	IRN	20	20	15	55	70
11	IM	20	15	15	15	65
12	MAM	24	20	20	20	84
13	MH	20	20	25	15	75
14	MNB	20	20	20	20	80
15	MRIL	20	20	25	25	90
16	MS	20	20	15	15	70
17	NL	20	15	15	10	60
18	NS	20	15	15	10	60
19	PNS	20	15	15	15	65
20	RF	20	20	20	20	80
21	RS	15	20	15	10	60
22	SA	20	20	19	18	77
23	SA	20	20	15	15	70
24	SHDN	25	25	20	20	90
25	TR	25	24	24	24	97
26	WM	23	20	20	15	78
27	WA	20	24	20	20	84
28	ZSM	15	15	15	15	60
<b>Total</b>		<b>2055</b>				

Based on the table score post-test of experimental group above, could be explained that after did the post-test of experimental group by using direct method and audio visual, majority of the students had gotten the best score in post-test of experimental group. The students who got the best score were 18 students and 10 students gotten the low score or middle score, the result post-test of experimental group these could categorized 60 % the students able in pronunciation orally ,these case proved that there was effect on the students' ability in pronunciation orally. The following table were students 'result on the pre-test and post-test in control group.

**Table 4.5**  
**The Result of the Pre-Test and Post-Test in Control Group**

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	A	45	50
2	AA	55	65
3	AY	60	65
4	ASZ	55	65
5	DK	55	65
6	FA	45	60
7	FF	70	75
8	HI	80	80
9	HR	45	50
10	IA	55	60
11	INS	65	65
12	LP	55	60
13	MFM	55	60
14	MIF	50	55
15	MI	55	55
16	MK	50	50
17	MK	60	60
18	MR	55	60
19	N	55	60
20	NAP	75	75
21	NIJLH	40	45
22	NF	45	45
23	PB	40	40
24	RAW	50	60
25	SAA	40	40
26	SR	50	60
27	SR	45	55
28	SYR	45	45
<b>Total</b>		<b>1450</b>	<b>1625</b>
<b>Mean</b>		<b>51</b>	<b>58</b>

Based on the table above or table 4.5 showed that the mean of Pre-test in control group was 51 and the mean of Post-test in control group was 58. It means there were comparison mean scores of the pre-test and post-test of control group. From the result explained that the point had gotten by the pre-test and post-test difference 7 point. The Highest score in Pre-test and post-test of the control group

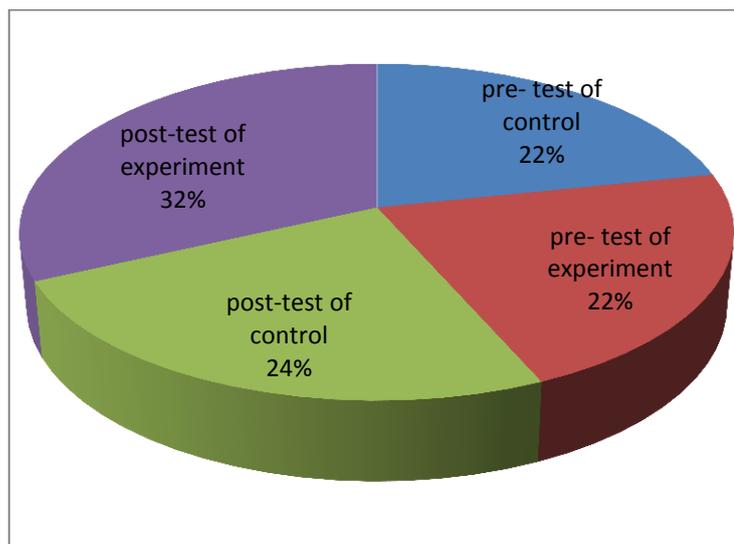
was 80 and the lowest score was 40. In this case, it proved that the result of pre-test and post-test of control in the students' pronunciation still not maximal. The gotten score in students' pronouncing was calculated based on score of oral test they were Intelligibility, Fluency, Accuracy, and Native like. The following table were students' result on the pre-test and post-test in experimental group.

**Table 4.6**  
**The Result of the Pre-Test and Post-Test in Experimental Group**

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	AP	30	60
2	AA	50	80
3	ANA	50	76
4	AZ	60	60
5	AZ	75	84
6	DAR	84	80
7	DRJ	55	60
8	EMP	45	75
9	FA	30	65
10	IRN	40	70
11	IM	45	65
12	MAM	45	84
13	MH	50	75
14	MNB	55	80
15	MRIL	60	90
16	MS	30	70
17	NL	50	60
18	NS	45	60
19	PNS	35	65
20	RF	70	80
21	RS	35	60
22	SA	87	77
23	SA	79	70
24	SHDN	40	90
25	TR	45	97
26	WM	40	78
27	WA	40	84
28	ZSM	50	60
<b>Total</b>		<b>1450</b>	<b>2055</b>
<b>Mean</b>		<b>51</b>	<b>75</b>

Based on the table above or table 4.6 showed that the mean of Pre-test in experimental was 51 and the mean of Post-test was 75. It means there were comparison scores of the pre-test and post-test of experimental. From these result explained that the means' score had gotten by the pre-test and post-test difference 24 point. The highest score in Pre-test of the experimental group was 79. While the highest score in post-test of experimental group was 97. In this case proved the result of pre-test and post-test in experimental was efficient on the students' pronunciation. The gotten score in students' pronouncing was calculated based on score of oral test they were Intelligibility, Fluency, Accuracy, and Native like after known the mean score of pre-test and post-test in the control group and experimental group. The next step it's, know the result of percentage each test by using the pie diagram. The following picture's pie diagram the result percentage of pre-test and post-test in experimental group and control group

**The Result Percentage of Pre-test and Post-test in Control Group and Experimental group by the Pie Diagram Picture**



Based on the pie diagram above, could seen that the gotten score of percentage by each test have increased in every test it .the result of percentage in the pre-test of control group were 22%, and the result of percentage in the pre-test of experimental group were 22 % also.While the result of percentage in the post-test of control group were 24%,and the result of percentage in the post-test of experimental group were 32%. From the result each test could see results of percentages in each test has the difference result, the highest percentage's result was the result of percentage in the post-test of experimental group. Which the post-test of experimental group was find out by using the treatment direct method and audio visual .These case provide that there was achievement in the students' pronunciation that efficient on the result of percentage in the post-test of experimental group.

## **B. Data Analysis**

After scoring and listing the students' pre-test and post-test scores, the next step was analyzing the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of direct method associated audio visual on the students' achievement in pronunciation. The collected data were analyzed by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 90, and the test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formula:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)} \quad \text{(for control group)}$$

In calculating the standard deviation, the table of the scores should be changed into the table of the calculating of standard deviation. It can be seen in table 4.7 below.

**Table 4.7**  
**The Calculation Table of Standard Deviation**

No	X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>
1	60	50	3600	2500
2	80	65	6400	4225
3	76	65	5776	4225
4	60	65	3600	4225
5	84	65	7056	4225
6	80	60	6400	3600
7	60	75	3600	5625
8	75	80	5625	6400
9	65	50	4225	2500
10	70	60	4900	3600
11	65	65	4225	4225
12	84	60	7056	3600
13	75	60	5625	3600
14	80	55	6400	3025
15	90	55	8100	3025
16	70	50	4900	2500
17	60	60	3600	3600
18	60	60	3600	3600
19	65	60	4225	3600
20	80	75	6400	5625
21	60	45	3600	2025
22	77	45	5929	2025
23	70	40	4900	1600
24	90	60	8100	3600
25	97	40	9409	1600
26	78	60	6084	3600
27	87	55	7056	3025
28	60	45	3600	2025
Total	∑ X <sub>1</sub> = 2055	∑ X <sub>2</sub> = 1625	∑ X <sub>1</sub> <sup>2</sup> = 205645	∑ X <sub>2</sub> <sup>2</sup> = 95425
	75	58		

Notes :

$X_1$  = post- test (experimental group)

$X_2$  = post- test (control group)

$X_1^2$  = quadrate of post test (experimental group)

$X_2^2$  = quadrate of post test (control group)

$\sum X_1$  = total of value in post-test (experimental group)

$\sum X_2$  = total of value in post-test ( control group)

$\sum X_1^2$  = total of quadrate in post-test (experimental group)

$\sum X_2^2$  = total of quadrate in post-test ( control group)

Based on the table previously, the calculation of standard deviation was as below

For experimental group:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{28 (205645) - (2055)^2}{28 (27)}$$

$$S_1^2 = \frac{5758060 - 4223025}{756}$$

$$S_1^2 = \frac{1535035}{756}$$

$$S_1^2 = 20,30$$

For control group :

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{28 (95425) - (1625)^2}{28 (27)}$$

$$S_2^2 = \frac{2671900 - 2640625}{756}$$

$$S_2^2 = \frac{31275}{756}$$

$$S_2^2 = 41,36$$

**Table 4.8**  
**The Calculation Table**

No	X	Y	$X_i$ ( $X-\bar{X}$ )	$Y_i$ ( $Y-\bar{Y}$ )	$X_i^2$	$Y_i^2$	$X_i Y_i$
1	60	50	-15	-8	225	64	120
2	80	65	5	7	25	49	35
3	76	65	1	7	1	49	7
4	60	65	-15	7	225	49	-105
5	84	65	9	7	81	49	63
6	80	60	5	2	25	4	10
7	60	75	-15	17	225	289	-105
8	75	80	0	22	0	484	0
9	65	50	-10	-8	100	64	80
10	70	60	5	2	5	4	10
11	65	65	-10	7	100	49	-7
12	84	60	9	2	81	4	18
13	75	60	0	2	0	4	0
14	80	55	5	-3	25	9	-15
15	90	55	15	-3	225	9	-45
16	70	50	5	-8	25	64	-40
17	60	60	-15	2	225	4	-30
18	60	60	-15	2	225	4	-30
19	65	60	-10	2	100	4	-20
20	80	75	5	17	25	289	85
21	60	45	-15	-13	225	169	195
22	77	45	2	-13	4	169	-26
23	70	40	5	-18	10	324	-90
24	90	60	15	2	225	4	30
25	97	40	22	-18	484	324	-396
26	78	60	3	2	9	4	6
27	84	55	9	-3	81	9	-27
28	60	45	-15	-14	225	196	210
Total	$\sum X = 2055$	$\sum Y = 1624$	$\sum X_i = -15$	$\sum y_i = 0$	$\sum X_i^2 = 206$	$\sum y_i^2 = 2744$	$\sum x_i y_i = -130$

Based on the calculation scores of experimental and control group, it showed that the Sum of calculation table in experimental group was  $\sum X = 2055$ ,  $\sum y = 1624$ ,  $\sum X_i = -15$ ,  $\sum y_i = 0$ ,  $\sum X_i^2 = 3206$ ,  $\sum y_i^2 = 2744$  and the result of  $\sum x_i y_i = -130$ . The table 4.8 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implating to find out the t-observed value both groups as the basic to test hypothesis of this research.

### 1. Coefficient r

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$R_{xy} = \frac{28(-130) - (-15)(0)}{\sqrt{\{28(3206) - (-15)^2\} \{28(2744) - (0)^2\}}}$$

$$R_{xy} = \frac{-3640 - 15}{\sqrt{\{(89768) - (225)^2\} \{(13944) - (0)^2\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{\{89543 - (0)\} \{13944 - (0)\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(89,543)(13,944)}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(124,8587592)}} [ ]$$

$$R_{xy} = \frac{-3655}{35335,35895}$$

$$R_{xy} = 0,10344$$

## 2. Testing Hypothesis

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{75 - 58}{\sqrt{\frac{20,30}{28} + \frac{41,26}{28} - 0,10344 \left(\frac{4,505}{\sqrt{28}}\right) \left(\frac{6,424}{\sqrt{28}}\right)}}$$

$$t = \frac{17}{\sqrt{\frac{61,56}{28} - (0,206876) \left(\frac{4,505}{5,3}\right) \left(\frac{6,424}{5,3}\right)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688) (0,85) (1,212)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688) (1,0302)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,213127776)}}$$

$$t = \frac{17}{\sqrt{1,985442224}}$$

$$t = \frac{17}{1,409057211}$$

$$t = 12,06480466$$

## 3. Determining the Percentage of the Effect

$$D = (r_{xy})^2 \times 100\%$$

$$= (0,10344)^2 \times 100\%$$

$$= (0,1069983) \times 100\%$$

$$= 10,69983\%$$

the result determining of percentage effect, have known that the Effects of applying direct method associated audio visual as a teaching media on the students' achievement in pronunciation The Capability was 10,69983% and 89,3005 % was influenced by others factors.

### **C. Finding**

The finding of the research were described Based on the result of the account hypothesis test  $t_{obs} = 12,06$ , and result of  $df N-2 = 28 - 2 = 26$  so had gotten t-table score  $= 2,06$  this could explained that  $t_{obs} > t\text{-table}$  ( $12,06 > 2,06$ ) from this result could known that  $H_a$  was accepted. It means that there was the effect of applying direct method associated audio visual as a teaching media on the students' pronunciation achievement.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the data analysis, conclusions were drawn as the following:

1. That there is a significance effect of applying direct method associated audio visual as a teaching media on the students' pronunciation achievement. Whereas the value of the Effect of applying direct method associated audio visual as a media teaching on the students' pronunciation achievement Capability about 67,6 % and 32,4% was influenced by other factors.

#### **B. Suggestions**

In relation to the conclusions above, suggestions were put forward as follows:

1. To students in MTS AISYIYAH Tembung, could add the knowledge in pronunciation especially in practice orally daily speech, the students should study harder to improve their ability in mastering pronunciation correctly. So it makes students to be active learners.
2. The English teachers could apply direct method associated audio visual media in teaching about practice dialogue pronunciation in the classroom. English teacher should try some variations in the teaching pronunciation, not only just based on the text book as the main of teaching pronunciation, but also let the students expressing their ideas in giving opinion through

pronounce to enrich their skills in pronunciation. It made activities until the students enjoy and not feel bored.

3. The direct method associated audio visual as a teaching media on the students' pronunciation achievement carried out some other strategy for teaching pronunciation in order to improve the quality of teaching. The teacher had to selective to choose strategy in teaching pronunciation especially in teaching about material dialogue daily conversation. So that, the students could more active and creative in learning.
4. The readers as in out from them someday they go to field of teaching English in the class.
5. Other researcher, as an information and reference material acquiring knowledge and understanding about the study of practice daily pronunciation.

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## **APPENDIX 1**

### **LESSON PLAN FOR EXPERIMENTAL GROUP**

**School : MtsAisyiah Sumatra Utara**

**Subject : English**

**Class : VII**

**Skill/Aspect : Pronunciation**

**Allocation of time : 2 x 40 minutes**

#### **A. Competence Standards :**

Understanding the meaning of transactional and interpersonal simple pronunciation to interaction in the daily life.

#### **B. Basic Competence :**

Responding to meaning contained in the transactional pronunciation (to get things done ) and interpersonal (socialize) simple short accurately, fluently, and acceptable to interact with the surrounding environment by using some appropriate utterance. many words .

#### **C. Indicators :**

1. Students are able pronounce words in the pronunciation correctly.
2. Students able to identify objects after watching video .
3. Students asked to Practice pronunciation .

#### **D. Learning Objectives :**

1. The students know many objects about how to pronounce words correctly

After watching videos given by teacher .

2. The students know the types of objects in pronunciation

3. The students know objects of pronunciation that are interconnected .

• The Students character are expect :

- Trustworthiness
- Respect
- Diligences

#### **E. Material**

Practice Pronunciation .

**F. Teaching Method / technique :** Direct method associated audio visual media

#### **G. Learning Activities**

Opening Activity

- Greeting
- Attendance
- Motivation

Main Activity

- The researcher give the topic of the lesson by audio visual.
- The researcher explanation about the topic by communication in english language directly.
- The researcher show an example how to pronounce words in pronunciation correctly by video.
- The researcher ask students to practice pronunciation in front of the class .

#### Post Activity

- The researcher give summarize the material to students .
- Give motivation to students
- Closing the material.

#### Source / media

- Dicks learning pronunciation for junior high school
- Internet
- In focus.
- In the valuable : Responding and discussion .

#### Instrument

Based on the Dialogue Pronunciation there on the internet

A: What are you doing

Wat a( r ) juduin

B : I'm Whashing my clothes

ài;mwasiŋmàiklàuǒz

A: Do you like doing that

Du: ju: laikduiŋθæt?

B: no way

Nâuwei

A: cheak a please?

tʃekpliz

A: Would that be all ?

Wuldθæt bi ɔ:l?

B: This is a nice place

θi:ziz e nàisplæi;z

A: it looks expensive

It lüksik'spensive

#### Assessment

- In the valuable : Responding
- Performance assessment
- Assessment standard of each element

- Excellent	- 20 -25
- Very good	- 15 – 20
- Good	- 10 – 15
- Average	- 5 – 10

Known by :

Head master of MTS AISYIYAH

Mahasiswa

Sri Wandan Ningsih S.Pd M.Pd

Siti Leona Fatra

**LESSON PLAN**  
**CONTROL GROUP**

The Name of School	: Mts Aisyiyah Sumatera Utara
Subject	: English
Class / Semester	: VIII/1
Time Allocation	:2 x 40
Skill	: Pronunciation

**A. Standard of Competence**

Understanding the meaning of transaction and interpersonal short simple pronunciation to interact in daily life.

**B. Basic Competence**

Responding to the meaning contained in the transaction pronunciation (to get things done) and interpersonal (socialize) simple short accurately, fluently and acceptable to interact with the surrounding environment by using some appropriate utterance.

**C. Indicator**

Students are able:

1. Students are able pronounce words in the pronunciation correctly
2. Students able identify objects after learning process
3. Students asked to practice dialogue pronunciation

#### **D. Learning Objective**

1. The students know many objects about how to pronounce words correctly after learning dialogue pronunciation that explained by teacher
2. The students know the types of objects in pronunciation
3. The students know objects of pronunciation that are interconnected
  - The students characters are expected
    - Trustworthiness
    - Respect
    - Diligences

#### **E. Materials**

Practicepronunciation dialogue

#### **F. Teaching Method / Technique : Conventional teaching**

#### **G. Learning Activities**

- Opening activity
- Greeting Attendance
- Motivation

##### Main Activity

- The researcher give the topic of the lesson about pronunciation practice
- The Researcher explanation about pronunciation dialogue
- The researcher is giving example how to pronounce words in pronunciation correctly.
- The researcher divided students into small group

- The researcher asked the students to practice pronunciation in each groups.

Post Activity

- The researcher give summarize the material to students
- Give motivation to students
- Closing the material .

Source / media

Text book English practice pronunciation for junior high school grade VIII

**Assessment**

- In the valuable : Responding
- Performance assessment
- Assessment standard of each element

- Excellent	- 20 -25
- Very good	- 15 – 20
- Good	- 10 – 15
- Average	- 5 – 10

Known by :

Head master of MTS AISYIYAH

Mahasiswa

Sri Wandan Ningsih S.Pd M.Pd

Siti Leona Fatra