THE EFFECT OF APPLYING ECLECTIC METHOD ASSISTED BY VIDEO TUTORIAL ON STUDENTS' PRONUNCIATION ACIEVEMENT

SKRIPSI

Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :
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FACULTY OF TEACHER'S TRAINING AND EDUCATION
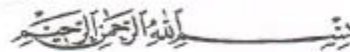**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**
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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Eis Selly Indria
NPM   : 1402050193
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronunciation Achievement

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (   ) Lulus Yudisium
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               (   ) Memperbaiki Skripsi
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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

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The research was carried out to 1) find out the effect of applying eclectic method assisted by video tutorial on the students' pronunciation achievement, 2) find out the difficulties on students' pronunciation by applying eclectic method. This research has been conducted at SMA GAJAH MADA MEDAN, at Jalan HM Said No. 69, Kecamatan Medan Timur. The populations of this research were tenth grade students' of SMA GAJAH MADA MEDAN academic year 2017/2018. There was two classes in this school with total number 49 students and all of the students were taken as the sample. They were 25 students from X-IPA as experimental group which taught by eclectic method and 24 students from class X-IPS as control group taught by direct method. The instrument of collecting the data in this research was oral test where students were asked to pronounce 20 words English. The result showed that $t_{observed}$ was > t_{table} 3,74 > 2, 01 at level of significant 0,05 and degree of freedom (df) is 47. It means that students were taught by applying eclectic method is higher than applying direct method. Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. In other word " there is a significant effect of applying eclectic method assisted by video tutorial o the students' pronunciation". Besides that, it was also found some difficulties that students got confused to make different between sound **à:** and :.

Key Words : Eclectic Method, Pronunciation, Video Tutorial

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The researcher realized that her study was still far from being perfect. So, the researcher hoped the suggestion and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher herself. May Allah the most almighty bbless of the researcher and them.

Medan……April 2018

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Medan……April 2018

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is considered as important subject to learn since many fields in human life especially education used English as the language to communicate and to share knowledge and information. The complexity of English material in Senior High School is show the structure, vocabularies, and pronunciation that or more complex than those in the kindergarten and primary school. The teacher needs to know the basic competence of Senior High School in order make an effective teaching learning process.

English is consider the difficult subject for most Senior High School since it simply different from their first and second language. That is why most of them often make some mistake in producing oral and written English although every aspect of this language have been taught since pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. The researcher conclude that students' pronunciation ability is low.

English pronunciation is different in Indonesia because the space between word in English are different in written form spoken form. It makes most of student unable to pronounce English correctly. Bad pronunciation can be serious problem if it negatively affects understanding. Pronunciation does

not need to aim foe negative-speaker perfection. There is nothing wrong and sounding foreign to be intelligible.

Based on the researcher observation while Teaching PPL in SMA GAJAH MADA MEDAN, the researcher found that (1) Students got difficulties pronounce words in English. (2) Students got difficulties to identify the different consonants and vowel in English. It is caused by the difference of the first language and second language.

Based on the result of pre-research, the researcher concludes that pronunciation needs to get more attention. Therefore the teacher must find the way and means alleviate this situation by using interested : Laser Freeman (2000) and Mellow (2000) both have used the term principle eclecticism to describe a desirable, coherent, pluralistic, approach to language learning teaching. Eclecticism involves the use of a variety of language learning activities, each of which may have different characteristics, and objectivities. The different components of language (pronunciation, grammar, and vocabulary, etc..). The Eclectic method is mostly used method because every theory has strength and limitation of its own. The Eclectic method is a combination of different method of teaching and learning approaches. This method effectively works for any kind of learners' irrespective of age and standard. Leaning is fun and innovative due the unique nature of learning process.

B. The Identification of the Problem

Based on the background of the study above, the problem of the study is:

1. Students got difficulties to pronounce words in English

2. Students got difficulties to identify the difference consonant and vowel in English. It is caused by difference of first language and second language.

C. Scope and Limitation

"The scope of the study is about pronunciation and limitation of this research is long vowels such as /i/, /3:/, /   :/, /   :/, /u;/

D. The Formulation of the Study

The problem of this study was formulated as:

1. Is there any significant effect of applying Eclectic method assisted by Video tutorial on the students' pronunciation ?"

2. which one is higher, the students' achievement taught by using Eclectic method than the students' achievement thought by using Direct method in teaching pronunciation ?

E. The Objectives of the Study

The objective of this study can be states :

"To identified the significant effect of applying *eclectic method assisted by video tutorial* on the students' pronunciation".

F. The Significant of the Study

This study is expected be useful for

a. Theoretically

This research will add information and theory in speaking and the way to teach pronunciation.

b. Practically

1. Students, to help them in increasing their ability in pronunciation .

2. Teachers, to use various method in teaching speaking like using eclectic method

3. Teachers, to use various media in teaching pronunciation like using video tutorial

4. Others researcher, hopefully this can be used as a reference in conducting the some study for obtaining better result.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In concluding a research theories are need to explain some concepts and terms applied in research concern. The concept must be clarified to avoid confusion among the readers by quoting some expert' view from some books in related fields. The concepts will lead to be a better analysis of the variables taken because they will help the research to limit the scope of the problem. The following concepts are used in this research.

1. The Meaning of Effect

The "effect" is meant by result or change of something. As stated by Stevenson (2002;220), the term effect could be generally meant by a change that something causes was something else; a result. The definition of the second seems to fit the actions rather that the process in doing something. In term of the statistics, this concepts should make operational and measurable. It was actual production. Finally, there is benefit which can be taken as the result that refers to positive sense.

2. Method

2.1 Definition of Method

Teaching is one of the main tasks of teacher who is called the instructional functional. In using instructional function, he use in application of the method of use in one of the important factors which took part in the teaching and learning activity. More over method or methodology come from the Greeks language 'mete' (through or past) and 'hodos' (part of way),so the method in path or a way to be in to go though to achieve goal.

Harmer (2003:78) stated that method is the practical realization of an approach means how language is used and how people acquire their knowledge of the language. A method is subroutine (or procedure or function associated with a class at program run time) method have the special property that at time, they have access to data stored in an instance. The association between class and method is called binding. A method associated with a class is said to be bound to the class. Method can be bound to the class at complete time (static bounding) or to an object at run time (dynamic binding).

Richard and Rodgers (1992:56) stated that method is the practical realization of an approach. The originator of a method have arrived at decision about type of activities, roles of the teachers and learner, the kinds of the material which was helpful, some model of syllabus organization. Method includes various procedure and technique as part of their standard fare. When method have fixed procedure, informed by clearly articulated approach that are more difficult it is to categorized them as real method in their own right.

2.2 Kinds of Method

Teaching is language, we have known the kind of method. William Makey (1988:42) stated about the kinds of method. There are 20 method or more to teaching language.

1. Berlitz Method

The Berlitz Method presents a conversational style of teaching based on listening and speaking. It was introduce in 1878 and over time it has become the standard for language learning. The results of the Berlitz method application conduct with groups of IT students at Faculty of Technical Sciences Cacak. The results show that the successful application of the method in teaching technical English requires a train instructor and groups of students whose knowledge of general English is at least at the intermediate level. The Berlitz Method uses the direct method and focuses on using language as a tool for communication. The direct method, as opposed to the traditional grammar translation method, advocates teaching through the target language only – the rationale being that students will be able to work out grammatical rules from the input language provided, without necessarily being able to explain the rules overtly

2. Phonics Instruction Method

Phonics instruction method in a system or method which is teaching the students for pre reading to read by pronouncing the letter. Phonics instruction method emphasizes each alphabet sounds exist in language. Each alphabet having certain sounds and there are also alphabets which possess

more than one chief sound. The purpose of phonics instructions is to teach students sound - spelling relationships and how to use those relationships to read words. Phonics instructions should be explicit and systematic. It is explicit in that sound – spelling relationships are directly taught. Students are told, for example, that the letter s stands for the /s/ sound. It is systematic in that it follows a scope and sequence that follows students to form and read word early on. The skills taught are constantly reviewed and applied to real reading.

3. Estafete Writing Method

    Estafate writing method is one kind of method in teaching English, especially teaching writing. Syathariah (2011), states that estafate writing is a kind of active learning by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express thier ideas to certain topic with thier classmate. Estafate writing is sport game wich is adopted into teacing. The rules bothof them are same; the member of group should take a part to finish the assigment. In estafate writing, the member of group must write a pararaph one by one. So that, all of those paragraphs that were written by the group members will be a text.

4. Task Based Language Learning

    The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. (This is the predominant method in middle school ESL teaching at Frankfurt International

School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.)

5. Audio Lingual Method

The audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it.

6. Suggestopedia Method

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students' belief about the method's effectiveness. This theory

is intended to offer learners various choices, which in turn helps them become more responsible for their learning. It relies a lot on the atmosphere and the physical surroundings of the class. It's essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there's a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1. Deciphering 2. Concert Session 3. Elaboration.

7. Grammar Translation Method.

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences. This is particularly common for those students who wish to study literature at a deeper level.

8. The Silent Way Method

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their

students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

9. Problem Based Learning

Problem-based Learning (PBL) involves students being challenged to solve genuine problems from their discipline. In addition to developing general skills such as critical thinking and abstract reasoning, PBL is an ideal way for students to apply their theoretical knowledge in an authentic way. PBL is often used as a way for students to develop experience in the process of solving a problem, rather than simply seeking a 'correct' solution. For this reason, problems used for PBL include well-defined ones with a clear solution (or set of possible solutions), as well as more loosely-defined ones or those without a known solution. PBL is a versatile approach that can be applied in most disciplines, from the practically-focused to the more theoretical. The approach works well as an activity for individuals, but is especially effective when used with groups because it encourages the students to develop their interpersonal, team-working, creativity and influencing skills.

10. 5e (explore, explain, elaborate, evaluate) Learning Cycle

The 5e learning cycle is an instructional design model that defines a learning sequence based on the on the experiential learning philosophy of John Dewey and the experiential learning cycle proposed by David Kolb. Attributed Roger Bybee of the Biological Science Curriculum Study (BSCS)[1], the model presents a framework for constructivist learning theories and can be

effectively used in teaching science. Ngage Here the task is introduced. Connections to past learning and experience can be invoked. A demonstration of an event, the presentation of a phenomenon or problem or asking pointed questions can be used to focus the learners' attention on the tasks that will follow. The goal is to spark their interest and involvement.

11. Dicovery Learning Method

Discovery learning is when a student obtains knowladge by him/herself. It involvesconstructing and testing hypoteses rather than passively reading or listening to teacher presentation (Schunk, 2008). Discovery learning can also be refrred to as problem-based, inquiry, experiental, or constructivist learning. It involves inductive reasoning because students move from a specific topic to formulating rules and principles.

12. NHT (number head together) Method.

Numbered Heads Together is one of components in cooperative learning that is use number as media to apply this method when discussion process. It is also the way to make the students active in reading and in the classroom activities. According to Spencer Kagan, 1989b (1992:17) *Numbered Heads Together* (Kagan, 1989b) is a simple four-step cooperative learning structure as follows: (step 1) Students number off within groups. If students are groups of four, every student will be either, 1, 2, 3, or 4. (Step 2) The teacher asks a high consensus question, such as, "What is the capital of the United States?" (Step 3) Students put their heads together to make sure everyone on the team knows the answer. (Step 4) The teacher calls a number from one to

four. Only students can raise their hands if they know answer. Numbered heads together meet the criteria of being a structure because it is a content-free way of organizing social interaction in the classroom.

13. TTW (think talk write) Method

Think-Talk-Write (TTW)" method is a cooperative learning mode to make teaching and learning process easier. It introduced by Huinker and Laughlin. Basically, this strategy is sharing ideas among many students in a group before starting to write. In this strategy, students really active in writing process because they will express their own ideas freely. TTW method divide students into several heterogeneous group to make writing process more effective. In cooperative writing including this strategy, will improving students's mastering concepts. To mastering concepts, this strategy needs instruments as a visualization for students to expand their ideas widely. Generally, the instrument such some pictures that can be used to exploring students's creativity and sharing each other. Pictures as a visualization help to expanding point of ideas that can be disscussed in a group.

14. Community Language Learning

Community language learning (CLL) is a language-teaching method[1] in which students work together to develop what aspects of a language they would like to learn. It is based on the *Counselling-approach* in which the teacher acts as a counsellor and a paraphraser, while the learner is seen as a client and collaborator. The CLL emphasizes the sense of community in the learning group, encourages interaction as a vehicle of learning, and considers as a priority the students' feelings and the recognition of struggles in language acquisition.There is no syllabus or textbook to

follow, and it is the students themselves who determine the content of the lesson by means of meaningful conversations in which they discuss real messages. Notably, it incorporates translation, transcription, and recording techniques.

15. Eclectic Method

In this research, research focus on *Eclectic method*, then *Eclectic method* will summated clearly.

3. Eclectic Method

The Eclectic method of learning was advocated in the beginning of 1990's and become fashionably popular these days. Laser freeman (2000) and mellow (2000) both have used the term principle eclecticism to describe a desirable, coherent, pluralistic approach to language learning teaching. Eclecticism involves the use of a variety of language learning activities, each of which may have a very different characteristic and objectivities. The different components of language (pronunciation, grammar, and vocabulary, etc..) have no meaning when they are isolated from each other (freeman, 19992). Language should not be separated into chunks like pronunciation, grammar, and vocabulary.

The Eclectic theory of language was advocated during the year 1990's and because important for the educational theory of language learning. It is popular because it has the impact of good result without much pressure of learners. The purpose of this theory is learner have clear vision what they are learning. Multiple task, high interaction, lively learning, objective correlative and fast result are the silent features of this method.

The Eclectic method is mostly used method because every other theory has strength and limitations of it's own. Learning of this method benefits from teaching. The eclectic method is a combination of different method of teaching and learning approaches. This method is effectively works for any kind of learners' irrespective of age and standard. Learning is fun and innovative due to of unique nature of learning process.

3.1 Advantages and Disadvantages of Eclectic Method

The advantages of Eclectic Method

1. Safety : the use of a variety of ideas and procedures from different existing approaches and methods will increase the changes of learning taking place

2. Interest : teachers need to use different technique to hold the learners attention.

3. Diversity :different learning/ teaching context require different methodologies.

4. Flexibility : awareness of range of available techniques will help teachers exploit materials better and manage unexpected situation.

5. With this theory it becomes easier and more possible for the learners to understand the language of the text with the context of culture.

3.2 Steps of Applying Eclectic Method on The Students' Pronunciation

Steps of applying eclectic method on the students' pronunciation with video tutorial are :

a. Teacher devices students into some groups.

b. Teacher show video tutorial about road safety rules

c. Teacher presents words to students after they watch the video (usually site words are selected to start). For example, the teacher place that these words on the board: light, bright, green, grass, red, read.

d. The teacher ask to the first group to pronunce the words.

e. The teacher than asks the students how these words to pronounce.

f. Next the teacher focuses on the sound of the words makes by saying. " how does the "ight" sound in the these words?" or "how does the "gr" sound in these words?".

g. The teacher replyed the video and the students heard back the native speakers said in the video then the students followed the words.

h. Finally the teacher reinforces to the students that they just used a decoding strategy to help them pronunce the words based upon the relationships video with one another.

The Disadvantages of Eclectic Method

1. It does not offer any guidance on what basic and by what principles aspects of different method can be selected and combined.

2. The problem inherent in an eclectic method centers in the tendency to combine contradicting elements and the lack of organizing principles to guide instruction.

4. Video

Harmer (2007,p. 144) explains that using video can be much richer than using audio, video doesn't only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; filled in visually.

Video is a form of moving pictures recorded in a video tape. Recently, videos have been sources of authentic language and selected as the means of teaching and learning ESL. Liou, Katchen, and Wang (Eds), (2003, pp. 231-236) also explain that; 'Video and particular films, offers some advantages for speaking skills. Although films are scripted, they are made to sound natural to the native speaker and thus they do represent authentic language. Too much teaching material is presented in artificially slow and clear language, but at some point students need to able to deal with language as it is naturally spoken. Since they do not live in an ESL context, films to some extent substitute for the input of students they can not get from outside the classroom.

4.1 Video Tutorial

Video tutorials can be viewed on computers through either DVDs or online streams, as well as mobile devices. They provide accesbility to those

with disabilities who are not able to physically be present in alive classroom. Mothers of young children can learn from home while still attending to thier children. Video tutorials help adult students save on transportation costs and commuting time. They allow students who were unable to attend class at thier school or collage due to illness or vocation to catch up on missed lesson from any location. Video tutorials also allow students to access lesson from instructors who are well known asspeciallist in thier fields, but otherwise inaccessible to students due to distance, such as professors in the foreign countries.

4.2 Advantages and Disadvantages of Video Tutorial

Advantages

1. Great for visual learners

2. Independent learning-accesible anywhere, anytime

3. Can provide a face-to-face learning atmosphere

4. Easy to find

5. Sshort and to the point

6. Ability to skip unnecessary parts and watch important portions multiple times

7. Can be paused and saved for letter

8. Free or cheap alternative to courses and books

9. Endless supply to help with every aspect of whatever you're triying to learn how to do.

Disadvantages

1. Playing video can use a lotof bandwidth and take time to load

2. If the video created does not match up the standards of a high quality video, then it can be distracting instead of useful.

5. Pronunciation

5.1 Definition of Pronunciation

Webster (1998) defines pronunciation as the act of manner of pronouncing word articulate utterance or the way in which a nit of language is usually spoken. Pronunciation is usually served with a quick run through the alphabet to illustrate the characteristic of sound with each other (Bowen, 1980 cited in Yurlinda, 2010). In oxford learners' dictionary (2003), pronunciation is way in which a language or a particular word or sound is spoken.

Pronunciation is a board term used to describe a number of aspects producing the appropriate sounds in the language targeted. Most people think refers to only the separate identifiable sounds of words, but it covers more than just that.

Having experienced in teaching English when the researcher is teaching in the teacher training practice, she find that pronunciation is one of the most difficult area s of the English language. For many students, the English speech sounds appear confusing and doubting and the difficulty of pronouncing correctly is often discoursing. Nobody pronounce exactly is like.

The differences arises a variety of course, such as locality. Early influence and social surrounding and especially for foreign language learning still bring their mother tongue influence.

There are many things include in pronunciation, such as the particular sounds language, intonation, phrasing, stress, timing, rhythm, how the voice is produced, and attention to gestures and expressions that related to the way we speak a language.

Kleider (2004: 4) said that there are two aspects which are usually known in English pronunciation, including speech and language. Focusing on the aspect of speech, it is activity that is carried in the people who use English for communicating. Roach (2001: 5) said that speech is complicated process, and to study it requires a scientific theory the science of phonetic. Kleider (2004: 4) suggests that English pronunciation use information and concepts from two discplines, phonology, and phonetics. Further, Kleider (2004: 4) suggests that English pronunciation uses information and concepts from two disciplines, phonology and phonetics.

5.2 Factors Influencing Pronunciation

The fact that some students are able to acquire a reasonable knowledge of English in few months and the other are not able to reach the level within some few years leads this paper to topic factors which influence attaining English pronunciation. As noted by Shoebottom (2012), some of these factors can affect acquiring pronunciation skills prosperously (e.g. determination and

hard work in training pronunciation skills), some of these factors are far beyond human control. Generally, we can distinguish two main groups of the factors, internal and external.

a. Internal factors

There are the factors which are incorporated into student's individual language.

1. Age : it is proved that children are the most talented in term of acquiring English as foreign language. However, adult can achieve a reasonable progress in obtaining pronunciation skill successfully if they are well motivated and achievement.

2. Personality : students who are of introvert character are usually afraid of expressing themselves, orally; they do not rather look for any opportunities to speak. On the other hand, student who are of extrovert character are usually seeking for taking part in every conversation possible, ignoring their mistake.

3. Motivations : it is important to distinguished between an extrinsic motivation. Students who are intrinsically motivated exhibit greater interest and enjoyment. In their English language development. Student who need to study English in order to take a better job or to communicate with relatives who live in English speaking country (so they are extrinsically motivated) are also likely to achieve better result.

4. Experiences : students who have already been exposed to some foreign language have greater changes to acquire a new language easier than students who have never encountered one.

5. Cognition : it is believed by some linguist that the cognitive abilities that are stronger with some students than with some others can lead to faster language progress.

6. Native language : student who try to acquire a foreign language which belongs to the same language family as their native language have greater chance than those students who try to master a language from a family group that is different from their native tongue.

b. External factors

These factors characterize the particular language learning situations.

1. Curriculum : it is important to expose students of English language to such a worked load which is appropriate for their studying needs.

2. Instruction : it depends also on teacher's teaching skills and abilities how successful students are in term of their language development. In addition to this, students who are exposed to some English language teaching also in order subjects reach greater project.

3. Culture and status : it has been noticed that students whose culture possesses a lower status than the culture whose language they are exposed to achieve the language skills slower.

4. Motivation : it is proved that students who are continually supported to better their language skills by their families or teacher reach a grater success.

5. Access to native speaker : students who have the possibility to meet with native speakers lose the fears to communicate. Native speakers provide a linguistics model and appropriate feedback for students. (Shoebottom 2012)

5.3 Aspect of Pronunciation

Another important aspect in teaching pronunciation is to decide what features of pronunciation are critical to be focus on. Pronunciation is related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds and letters, syllables, and stress.

1. Sound and Letters

Sounds are heard. Letters are seen. Letters provide a means of symbolizing sounds. If they do so in logical manner in other words. If they essential sound of any particular language or dialect are represented consistently the writing is said to be phonetic.

Classification of sounds :

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds procedure

without obstruction in the mouth are what may called 'pure musical sounds' unaccompanied by any friction all noise. They are called *vowels.*

All other articulated sounds are called consonants. Consonants include : (i) all breathed, (ii) all voiced sounds formed by means of an obstruction in the mouth, (iii) all those in which there is a narrowing of the air passage giving rise to a frictional noise and (iv) certain sounds which are 'gliding'

a. Vowels

If the tongue is held very close to the roof of the mouth and voiced air stream of ordinary forced is emitted, a frictional noise is heard in additional to the voice. The sound is consonant. In the production of vowels the tongue is held at such a distance from root of the mouth that there is no perceptible frictional noise. The tongue positions for vowels are below the dotted line. Tongue position which extend above the dotted rise to fricative consonants, when air is expelled with strong or moderate force of exhalation.

When the tongue takes up a vowels position, a resonance chamber is formed which modifies the quality of tone produced by the voice, and gives rise to a distinct quality of number which we call a vowel. The number of possible vowels is very large, but the number actually used in any particular language is small.

One of the two general categories used for the classification of speech sounds, the other being consonant. Vowels can be defined in term of both phonetics and phonology. Phonetically, they are sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce

audible friction; the air escape evenly over the center of the tongue. If someone escape solely through the mouth, the vowels are said to be oral; if the air is simultaneously released through the nose, the vowels are nasal. In the addition to this, in phonetics classification of vowels, references would generally be made two variables, the first of which is easily describable, the second much less so: (a) the position of the lips-whether rounded, spread, or neutral; (b) the part of the tongue raised, and the height to which it moves.

The division of the vowel :

1. Short Vowel

   Short vowel is a sample (non-complex) vocalic segment occurring within the nucleus of a syllable

   Example :

   Ə   : ago, away

   e   : pen, ten, gel

   i   : beat

            : cup, come

            : good, look, put

   I   : hid, bit, lick

2. Long Vowel

   Long vowel are vowels associated with two x- slots within the syllable nucleus.

   Example :

   i   : meat, eat, beat

: saw, also, call

α   : car, bar

u   : food, too, you

ɜ   : bird, sir, shirt

b. Consonant

A consonant is sound produced by obstructing the air steam in the mouth either completely of partially and also consonant are sound used before or after a vowel or diphthong to from a syllable. Jhones (1997:23) "all sounds which are not voiced in the air has and impeded passage through the mouth and all sounds in the production of which in the air does not pass through, the mouth and all sounds in which there is audible friction that is called *consonant"*

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similary, the vowels /i/ (as in up) are separate. It is important to remember that there is a difference between vowel and consonant *letters* and consonant *sounds.*

Students may be asked to deal with particular sound (s) in order to realize how this/ these sounds (s) is/are made in their mouth and how it/they can be spelled. Here are at least some of them :

1) Identifying the particular sounds (s) in the words

2) Contrasting two second that are very similar

3) Finding out which sound students hear

4) Tongue twisters

For example, all the word that rhyme with "pie" and have only single consonant at the beginning. A set of word each of which differs from all the others by only one sounds is called a minimal set.

According to the place/point of articulation, the consonant can be divided into 9, they are :

1. Bilabial :

   The two lips are the primary articulation, e.g: b, p, m, w

2. Labio-dental :

   The lower lip articulates with the upper teeth, e.g: f, v

3. Dental :

   The tongue tip and rims articulate with the upper teeth, e.g: , Ϭ

4. Alveolar

   The blade or tip and blade of the tongue articulate with the alveolar ridge, e.g: t, d, I, n, s, z

5. Post alveolar :

   B the tip and blade of the tongue articulate with the rear past of the alveolar ridge, e.g: r

6. Palate alveolar :

   The blade, or the tip and blade of the tongue articulate the alveolar ridge and there is the same time a rising of the front of the tongue toward the hard palate.

7. Palatal the front of the tongue articulates with the hard palate, e.g: j

8. Velar the front of the tongue articulates with the soft palate, e.g: k, g, η

9. Glottal :

An obstruction or a narrowing causing friction but not vibration between the vocal cords, e.g: h

5.4 Principle for Teaching Pronunciation

According to Nunan (2003: 115) the principle for the teaching pronunciation are :

1. Foster intelligibility during spontaneous speech

In earlier decades, a serious flaw of pronunciation teaching was the tendency to teach speech sounds isolated from meaningful content. Contemporary teachers and learners realize that efforts to communicate meaningfully are even. More important than perfect pronunciation. Lesson should engage learners in using sound in more personalized was and through more spontaneous ways of speaking.

2. Keep effective consideration firmly in mind

Emotion can run high whenever language learners are asked new pronunciation habits. It is essential to realize that pronunciation practice normally takes place in front of other students and a teacher. There are

many learners who have what they believe to very good reason to resist a teacher's efforts to modify their ways of pronouncing English.

3. Avoid the teaching of individual sound in isolation

It is crucial for teachers to embed whatever sound or sound patterns are the focus of instruction within connected stretches of speech. Other than very brief lesson segments when teachers may introduce a specific pronunciation point for the first time, it is almost always more effective to illustrate and practice sounds within contexts of whole phrases, short sentences and interactive classroom tasks.

4. Provide feedback on learner progress

It is important to provide learners with feedback on how well they are doing. Teachers need to support learner's efforts, guide them and provide cues for improvement. Otherwise, learners may be unaware where they need to place their energies. Such feedback can be provided by you as the classroom teacher, by peers and through self-awareness training in conjunction with the live analysis, video and/or audio recording.

5. Realize that ultimately it is learner who is in control of changes in pronunciation.

They as we may, teachers are not able to make the change necessary for improvement in pronunciation to take place. Teachers can provide guidance and practice opportunities, but learners are the ones who are in charge of making any changes that may ultimately take place. Morely (1994) said of the pronunciation teachers as a "language coach"

who supplies information, gives models from time to time, sits high standards; provides a wide variety of practice opportunities and supports and encourages the learner.

5.5 The Important of Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzhi (1998: 39), that is important to pay attention to pronunciation since it result in whether or not someone's massage can be passed or not by other people. Moreover, gilbert (cited in Otlowsky, 2004:3) stated if someone can not hear English well, she or he is cut off from language, and if someone cannot be understood easily, she or he is cut off from conversation with native speakers, we can conclude from the statement above that pronunciation give significant effect to be meaning of what someone says.

B. Previous Related Study

Previous study is the result of research from the researcher before. This study covers about kinds of learning eclectic method and how to applying eclectic method in teaching learning.

The first previous study was from Abdul Kasmin, Heni yousuf the journal (2015). The researcher use eclectic method in their research, but

they use this method assisted by ICT to increase the mastery of concept and critical thinking of the material.

The second previous study was done by Dedy Ardiansyah, Anjani (2014). The researcher use eclectic method in their research, but they use this method to increase the vocabulary and spiking skill on the students.

C. Conceptual Framework

In this research, the researcher wanted to focus on the effect of applying Eclectic method assisted by video tutorial on pronunciation. In which the researcher, students grade tenth senior high school as a sample in collecting data. In this research, the researcher must test the students to know the students difficulties in pronunciation. Pronunciation is important in the process of understanding and remembering of the text. It is an active thinking process which greatly depends not only on comprehension, but determine whether the applying of eclectic method can improve students pronunciation. Eclectic method was expected to help stimulate students willingness to be active in the learning process.

This research had been conducted the effect of applying eclectic method assisted by video tutorial to the students achievement in pronunciation and to minimize their difficulties and also to have a better speaking.

D. Hypothesis

       Based on the problem of the study, the hypothesis is formulated as the following :

Ha : There was significant effect of applying eclectic method on the student's pronunciation

Ho : There was not significant effect of applying eclectic method on the student pronunciation.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted in SMA GAJAH MADA MEDAN at Jalan H.M Said No. 69, Kecamatan Medan Timur. The research was conducted during the academic year 2017/2018. The reason for choose this school because the researcher had done field experience practice (PPL) in this school and the same research has never been conducted there.

B. Population and Sample

1. Population

Population refers to any selection entities of whatever land and that becomes the objective the investigation (Sudjana, 2010 : 5). In this study, the population of this research is the first grade students of SMA GAJAH MADA Medan academic year of 2017/2018 which consist of two classes, they are X-IPA and X-IPS. Class X-IPA consist of 25 students and class X-IPS consist of 24 students, so total of the sample are 49 students.

2. **Sample**

Arikunto (2010: 174) stated that sample is a part of population or the respretation of population being assessed. In the determining the size of sample, Arikunto (2010: 174) says that the population more than 100, the researcher may take 10% - 15% or 20% - 25% or more as the sample, if the population less than 100, the researcher may take all as sample.

Sample in this research take 49 students in two classes which take from all population, that is X-IPA and X-IPS These two classes derided in two groups Class X-IPA as experimental group and class X-IPS as control group.

Table 3.1

Population and Sample in SMA GAJAH MADA

Medan

Class	Population	Sample
X-IPA	25	25
X-IPS	24	24
Total	49	49

C. **Research Design**

In this research, the research used experimental quantitative design to investigate the effect of applying eclectic method assisted by video tutorial on the student's pronunciation. The design of this research were displayed as follows :

Table 3.2

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	ü	Eclectic Method	ü
Control	ü	Direct Method	ü

X   : The experimental group, where the sample was taught by applying *eclectic method*

Y   : The control group, where the sample was taught by applying *direct method*

D. Instrument of the Research

The instrument for collecting data in this research was oral tests. Teacher give a video tutorial about asking and giving direction to watched then write 20 words based on the video and the student will pronounced in front of the class correctly. The recorder is used to record the student's pronunciation in teaching and learning process. The test was also scored by two rates to convince the readers about the score of the test and the properness of the test.

Table 3.3

Procedure of the Research in Experimental Group by Eclectic Method

No	Researcher Activity	Students Activity
1	The researcher gave pre-test, the researcher ask to the students to pronounce some vocabularies in front of the class based on the researcher writes on the whiteboard.	The students do the test, the students pronounce some vocabularies in front of the class
2.	The researcher give the treatment : 1. The researcher explains of asking and giving directions 2. The researcher provided instruction eclectic method	1. The students listen and give attention with the video tutorial 2. the students give attention and comprehend to researcher' explaining
3	The researcher gives post-test , the researcher asks to students to pronounce some vocabularies in front of the class based on the researcher writes on the whiteboard;	The students do the test, the students pronounce some vocabularies in front of the class
4	The researcher records the students'	

	pronunciation	

Table 3.4

Procedure of the Researcher in Control by direct Method

No	Researcher Activity	Students' Activity
1	The researcher give pre-test, the researcher ask students to pronounce some vocabularies in front of the class based on the researcher writes on the whiteboard	The students pronounce some vocabularies in front of the class
2	The researcher give treatment, the researcher explain of asking and giving direction	The students give attention and comprehend to the researcher explaining
3	The researcher give post-test, the researcher asks to the students to pronounce some vocabularies in front of the class	The students pronounce some vocabularies in front of the class.
4	The researcher records the students pronunciation	

E. Technique of Collecting Data

In collecting the data, some steps was applied as follows :

1. Giving pre-test to both of class

2. Teaching was experimental group by applying *eclectic method*

3. Teaching was control group by applying *direct method*

4. Giving post- test to both of classes

5. Scoring the students' answer by using formula

$P = \frac{B}{js}$ x 100%

F. Technique of Analyzing Data

In analyzing the data, the result of the data was analyzed by using statistical procedure which of consist of mean, standard deviation (SD), varians, and independent t-test. The mean will be use to find out the average of the sample. To find the mean, Arikunto (2010) such as :

1. **Mean**

$X = \frac{\Sigma x}{N}$

Where :

X = mean

Σ = sum of

X = raw score

2. **Standard Deviation**

To measure the student score, the researcher was use standard deviation formula as follows :

$$S_{D=} \sqrt{\frac{\Sigma D 2 - \frac{(\Sigma D)^2}{n}}{N-1}}$$

Where :

S_D = standard deviation

D = Differences between t-test and post-test

3. Independent Sample T-Test

$$T = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

t   : t-test

M   : mean score of samples per group

N   : the amount of sample

X   : standard deviation of X_1 and X_2

Y   : standard deviation of Y_1 and Y_2

4. Find Students' Difficulties

The researcher analyzes the items of the students' answer by using formula :

$$P = \frac{B}{JS} \text{ x } 100\% \qquad (\text{Arikunto,2010:216})$$

Where :

P = difficult index

B = the total of right answer

JS = the total of the test

G. Statistical Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

If test $\geq$ table = Ha is accepted and Ho is rejected

If test $\leq$ table = Ha is rejected and Ho is accepted

Ha : There was a significant effect of Applying Eclectic method assisted by video tutorial on the students' pronunciation achievement (the hypothesis is accepted)

CHAPTER IV

DATA AND ANALYSIS

A. **Description of Data**

The test was taken from students' score was taken from their accuracy, smooth, appropriate. In this case, the researcher gained be learners' score after applying the post test to the experimental and control group. The result of pre-test and post-test from both groups can be seen in the following table :

Table 4.1

Result of Pre Test and Post Test of Experimental Group

No	Initial Name	Pre-Test	Post-Test
1.	AVS	65	80
2.	AR	65	85
3.	AP	70	90
4.	ALL	75	90
5.	AN	80	95
6.	DN	65	90
7.	DLAN	60	80
8.	DOMT	55	75
9.	FG	50	75
10.	FCY	60	80
11.	GHM	65	85
12.	HAYB	75	90

13.	IDPH	70	95
14.	JRT	65	85
15.	JMD	60	85
16.	KFB	65	80
17.	MES	55	85
18.	NS	70	80
19.	NHR	75	90
20.	PPS	60	80
21.	PRPA	65	85
22.	SPS	75	95
23.	SCS	80	85
24.	SW	60	80
25.	ZH	65	90
	Total	**1650**	**2130**
	Mean	**66**	**85**

Table 4.1 show that in the experimental group, the lowest score for pre test is50 the highest score is 80 while the lowest score for the post test 75 and the highest score is 95. In this case, the students' pronunciation is calculated based on scoring oral test, they are accuracy, smooth and appropriate.

Table 4.2

Result of Pre Test and Post Test of Control Group

No	Initials Name	Pre-test	Post-test
1.	AFR	60	75
2.	AFH	55	60
3.	BRH	70	85
4.	BB	65	70
5.	DBS	70	85
6.	EM	60	65
7.	EFNH	50	65
8.	IDR	55	60
9.	JW	60	70
10.	JMS	60	75
11.	KP	70	80
12.	LDP	65	75
13.	MNS	60	85
14.	MFS	75	85
15.	MT	65	85
16.	PMN	70	80
17.	RM	55	65
18.	SFL	65	70
19.	SMS	70	80

20.	SF	75	80
21.	SOFG	55	60
22.	TYH	50	65
23.	TMG	65	70
24.	YL	50	60
Total		**1495**	**1835**
Mean		**62**	**76**

Table 4.2 show that in the control group, the lowest score for pre test is 50 the highest score is 75, while the lowest score for the post test 60 and the highest score is 85. After getting the students score in pre test and the post test both group, it can be known that there is difference of students ability after receiving the treatment.

B. Data Analysis

Based on the table 4.1 and 4.2 above, the following table is the scores
differences pre-test and post-test in both experimental and control group

Table 4.3

The Difference Score Between Pre-Test and Post-Test of

Experimental Group

No	Initial Name	Score		x_{1-x2}	X^2
		Pre-Test x_1	Post-Test x_2	(x)	
1.	AVS	65	80	15	225
2.	AR	65	85	10	100
3.	AP	70	0	20	400
4.	ALL	75	90	15	225
5.	AN	80	95	15	225
6.	DN	65	90	25	625
7.	DLAN	65	80	15	225
8.	DOMT	55	75	20	400
9.	FG	50	75	25	625
10.	FCY	60	80	20	400
11.	GHM	65	85	20	400
12.	HYB	75	90	15	225
13.	IDPH	70	95	25	625

14.	JRT	65	85	20	400
15.	JMD	60	85	25	625
16.	KFG	65	80	15	225
17.	MES	55	85	30	900
18.	NS	70	80	10	100
19.	NHR	75	90	15	225
20.	PPS	60	80	20	400
21.	PRPA	65	85	20	400
22.	SPS	75	95	20	400
23.	SCS	80	85	5	25
24.	SW	60	80	20	400
25.	ZH	65	90	25	625
Total		**1650**	**2130**	**440**	**9425**

Based on the table 4.3 the mean score are calculated as follows :

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{440}{25}$$

$$Mx = 17,6$$

So, the mean score of experimental group was 17,6

Table 4.4

The Different Score Between Pre-Test and Post-Test of Control

Group

No	Initial Name	Score		y1-y2 (Y)	Y²
		Pre-Test	Post-Test		
1.	AFR	60	75	15	225
2.	AFH	55	60	5	25
3.	BRH	70	85	15	225
4.	BB	65	70	5	25
5.	DBS	70	85	15	225
6.	EM	60	65	5	25
7.	EFNH	50	65	15	225
8.	IDR	55	60	5	25
9.	JW	60	70	10	100
10.	JMS	60	75	15	225
11.	KP	70	80	10	100
12.	LDP	65	75	10	100
13.	MNS	60	85	25	225
14.	MFS	75	85	10	100
15.	MT	65	85	20	400
16.	PMN	70	80	10	100
17.	RM	55	65	10	100

18.	SFL	65	70	5	25
19.	SMS	70	80	10	100
20.	SF	75	80	5	25
21.	SOFG	55	60	5	25
22.	TYH	50	65	15	225
23.	TMG	65	70	5	25
24.	YL	50	60	10	100
	Total	**1495**	**1835**	**225**	**3375**

Based on the table 4.4 the mean score are calculated as follow :

$$My = \frac{\Sigma y}{N}$$

$$My = \frac{225}{24}$$

$$My = 9,37$$

So, the mean score of control group was 9,37

Table 4.5

The Calculation of Mean and Standard Deviation of Experimental -

Group

No.	Initial Name	x_2-x_1 (x)	(dx) (x-Mx)	Dx^2
1.	AVS	15	-2,6	6,76
2.	AR	10	-7,6	57,76
3.	AP	20	2,4	5,76
4.	ALL	15	-2.6	6,76
5.	AN	15	-2.6	6,76
6.	DN	25	7,4	54,76
7.	DLAN	15	-2,6	6,76
8.	DOMT	20	2,4	5,76
9.	FG	25	7,4	54,76
10.	FCY	20	2,4	5,76
11.	GHM	20	2,4	5,76
12.	HYB	15	-2,6	6,76
13.	IDPH	25	7,4	54,76
14.	JRT	20	2,4	5,76
15.	JMD	25	7,4	54,76
16.	KFB	15	-2,6	6,76
17.	MES	30	12,4	153,76

18	NS	10	-7,6	57,76
19.	NHR	15	-2,6	6,76
20.	PPS	20	2,4	2,4
21.	PRPA	20	2,4	2,4
22.	SPS	20	2,4	2,4
23.	SCS	5	-7,5	56,25
24.	SW	20	2,4	5,76
25	ZH	25	7,4	54,76
Total		**440**	**36,08**	**682,8864**

Note :

X   = The Differences between Post-test and Pre-test

X_1 = Pre-Test

X_2 = Post-Test

Mx   = Mean score for Experimental Group

Dx   = Standard Deviation for Experimental Group

Based on table above, means that the total differences between post-test and pre-test was 440, standard deviation was and quadrate of standard deviation was 36,08 and quadrate of standard was 682,88864

Table 4.6

The Calculation of Mean and Standard Deviation of Control

Group

No.	Initial Name	y_2-y_1 (y)	(dy) (y-My)	Dy^2
1.	AFR	15	2,5	6,25
2.	AFH	5	-7,5	56,25
3.	BRH	15	2,5	6,25
4.	BB	5	-7,5	56,25
5.	DBS	15	2,5	6,25
6.	EM	5	-7,5	56,25
7.	EFNH	15	2,5	6,25
8.	IDR	5	-7,5	56,25
9.	JW	10	-2,5	6,25
10.	JMS	15	2,5	6,25
11.	KP	10	-2,5	6,25
12.	LDP	10	-2,5	6,25
13.	MNS	25	12,5	156,5
14.	MFS	10	-2,5	6,25
15.	MT	20	7,5	56,25
16.	PM	10	-2,5	6,25
17.	RM	10	-2,5	6,25

18	SFL	5	-7,5	56,25
19.	SMS	10	-2,5	6,25
20.	SF	5	-7,5	56,25
21.	SOFG	5	-7,5	56,25
22.	TYH	15	2,5	6,25
23.	TMG	5	-7,5	56,25
24.	YL	10	-2,5	6,25
Total		**225**	**19,87**	**44991,44**

Note :

Y   = The Differences between Post-test and Pre-test

Y_1 = Pre-Test

Y_2 = Post-Test

My   = Mean score for Control Group

Dy   = Standard Deviation for Control Group

Based on the text above, means that the total differences between post-test and pre-test was 225, standard deviation was and quadrat of standard deviation was 19,87 and quadrate of standard deviation was 44991,44.

Remember that, to get the value of $\sum x^2$ and $\sum y^2$ is each total of X and Y is quadrate,

$$\Sigma x^2 = \Sigma x^2 - \left(\frac{\Sigma x}{N}\right)^2$$

$$\Sigma x^2 = 9425 - \left(\frac{440}{25}\right)^2$$

$$\Sigma x^2 = 9425 - \frac{193600}{25}$$

$$\Sigma x^2 = 9425 - 7742$$

$$\Sigma x^2 = 1681$$

$$\Sigma y^2 = \Sigma y^2 - \left(\frac{\Sigma y}{N}\right)^2$$

$$\Sigma y^2 = 3375 - \left(\frac{225}{24}\right)^2$$

$$\Sigma y^2 = 3375 - \frac{50525}{24}$$

$$\Sigma y^2 = 3375 - 2109$$

$$\Sigma y^2 = 1226$$

Based on the calculation of the table 4.5 and 4.6, the following formula t-test was implementing to find out the t-observed value of both group as the basis to test hypothesis of this research.

$$T_0 = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$T_0 = \frac{17,6 - 9,37}{\sqrt{\left(\frac{1681 + 1226}{25 + 24 - 2}\right)\left(\frac{1}{25}\right) + \left(\frac{1}{24}\right)}}$$

$$T_0 = \frac{17,6 - 9,37}{\left(\frac{2907}{47}\right) + \left(\frac{47}{600}\right)}$$

$$T_0 = \frac{8,23}{\sqrt{\frac{136629}{28200}}}$$

$$T_0 = \frac{8,23}{\sqrt{4845}}$$

$$T_0 = \frac{8,23}{2,20}$$

$$T_0 = 3,74$$

Based on the calculation of t-test, it was found that t-test was 3,74 and based on the level of significant 0,05 with degree of freedom (df) 47 (Nx + Ny - 2). So, in the t-table (t_t) is 2,01 for 5%.

C. The Testing Hypothesis

The formula of t-observed and t-table were applied to test the hypothesis. Based on the calculation of t-test, it was found that t-test was 3,74 and t-table 2,01. It means that t-observed > t-table or 3,74 > 2,01.

Based in this, it is conducted that alternative hypothesis (Ha); there is a significant effect of applying *eclectic method* assisted by video tutorial on the students' pronunciation was accepted. And null hypothesis (Ho); there is not a significant effect of applying *eclectic method* assisted by video tutorial on the students' pronunciation was rejected. It means that there is a significant effect of applying *eclectic method* assisted by video tutorial on the students' pronunciation.

D. Discussion

From the result, it is found that there was significant effect of applying Eclectic method assisted by video tutorial on the students' pronunciation achievement. Teaching speaking of asking and giving direction in experimental group by using Eclectic method. Teaching speaking by using Eclectic method is one of the method that is appropriate to cover students' problems in speaking especially pronunciation based on the native speakers say. Meanwhile, direct

method was not effective in teaching speaking because direct method teacher centered and include the use of the lectures and discussions.

E. Research Finding

After collecting the data, the lowest score for pre-test of experimental group is 50 and the highest is 80. The lowest score for post test 75 and the highest score is 95. The lowest score for pre-test of control is 50 and highest is 75. The lowest for post-test is 60 and the highest is 85.

After adapting the data into t-test formula it is obtained that t-observed is value 3,74 the distribution of t-observed is used based of according t-critic. The mean score of experimental group is 17,6 and control group is 12,5. Certain degree of freedom (df), in this research the df 47 (Nx + Ny-2). The t-observed lated compared to t-table values (3,74 > 2,01), so the hypothesis has been successfully rejected. As the result, the students' achievement in speaking by applying eclectic method is higher than though by direct method, the hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion were drawn as the following :

1. The t-test was applied in order to know whether the differences between the pre-test and post-test of mean was significant or not. The result of computation in the t-test was 3,74, while the critical value of 0,05 the significant level was 2,01. The conclusion from the data analysis is value of t-test 3,74 is higher than t-table 2,01. It means that the alternative hypothesis (Ha) is accepted and there was a significant effect of applying Eclectic method assisted by video tutorial on the students' pronunciation achievement.

2. It was also found some difficulties in students' pronunciation by applying eclectic method that students got confused to make different between sound **à**; and aI:.

B. Suggestion

In relation to the conclusion above, suggestion are put bellow :

1. English teacher should invite students' to listen all about English during teaching and learning. So, the students' can speak English correctly if they always listen English and improve their pronunciation when they listen or speak.

2. The teacher should teach pronunciation correctly for the students because they give influence when they speaking.

3. The teacher should be creative in choosing media and method in teaching a subject.

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2017)

LESSON PLAN

FOR EXPERIMENTAL GROUP

School   : SMA GAJAH MADA MEDAN

Class / Semester   : X / II

Time Allocation   : 2 x 45 minutes

Topic of Learning : Asking and Giving Direction

Skill   : Speaking

A. Standard Competence

1.1 Expressing meaning in simple short-term transactional and interpersonal conversations to interact with the surrounding environment.

B. Basic Competence

1.2 Expressing meaning in simple short-term transactional (to get things done) and interpersonal of simple short-tem conversations by using a variety of spoken English accurately, fluently, and acceptable to interact in the context of daily life that

involves speech acts. Asking and giving direction and expressing meaning.

C. Indicators

     a. Determine the meaning of the expression of asking and giving direction

     b. Determine the appropriate expression in a situation such as giving direction or responding direction.

     c. Pronounce some words in the video tutorial based on the native speakers said.

D. Objectives

     a. Students are able to speak directly and compare differences various situation to use expressing asking and giving direction.

     b. Students are able to differentiate word to pronounce.

     .

E. Learning Material   **:**   Expression of Asking And Giving Direction

F. Method of Teaching   **:**   Eclectic Method

G. Learning Activities   **:**

     I. Pre Activities

a) Greeting and prayer together.

b) Checking students attendance

c) Researcher introduced the topic of learning

II. Core activity

1. Exploration

1) The researcher shows the title of the material through infocus

   a. Have you ever gone in one place but, you don't know the direction of the place ?

   b. So, what should you do ?

   c. What do you want to say ?

   d. It should be polite ?

2) The researcher explains the material expression of asking and giving direction

2. Elaboration

1) The researcher devise students into some group

2) The researcher shows the video tutorial that shows the conversation about the expression of asking and giving direction.

3) Students see and listen to the pronunciation that spoken by native speaker in the video tutorial.

4) Teacher presents words to students after they watch the video (usually site words are selected to start). For example, the teacher place that these words on the board: light, bright, green, grass, red, read.

3. **Confirmation**

   1) The teacher ask to the first group to pronunce the words.

   2) The teacher than asks the students how these words to pronounce.

   3) Next the teacher focuses on the sound of the words makes by saying. " how does the "ight" sound in the these words?" or "how does the "gr" sound in these words?".

   4) The teacher replyed the video and the students heard back the native speakers said in the video then the students followed the words.

   5) Finally the teacher reinforces to the students that they just used a decoding strategy to help them pronunce the words based upon the relationships video with one another.

III. **Closing Activities**

   1. Say hamdalah

   2. Pray together

H. **Sources and Media of Learning**

   Sources   : text book, internet, dictionary

   Media   : paper sheet, marker, laptop, infocus, loudspeaker and recorder

MATERIAL OF LEARNING

The long vowels /i/, /3:/, /ɔ;/, /ɑ;/, /u;/

Mention this words correctly !

1. You
2. Excuse
3. Zoo
4. Close
5. Far
6. Reach
7. Go
8. Take
9. Road
10. Please
11. Way
12. Few
13. Take
14. Right
15. Straight
16. Cross
17. Walk
18. Here
19. Direct
20. Temple

Medan,   2018
Known by

Headmaster   English Teacher

(Drs. FOAROTA ZEGA, M.Pd)   (Dra.JUNIAR ARITONANG)

Researcher

EIS SELLY INDRIA

APPENDIX II

LESSON PLAN

FOR CONTROL GROUP

School : SMA GAJAH MADA MEDAN

Class / Semester : X / II

Time Allocation : 2 x 45 minutes

Topic of Learning : Asking and Giving Direction

Skill : Speaking

A. Standard Competence

1.3 Expressing meaning in simple short-term transactional and interpersonal conversations to interact with the surrounding environment.

B. Basic Competence

1.4 Expressing meaning in simple short-term transactional (to get things done) and interpersonal of simple short-tem conversations by using a variety of spoken English accurately, fluently, and acceptable to interact in the context of daily life that involves speech acts. Asking and giving direction and expressing meaning.

C. Indicators

      a. Determine the meaning of the expression of asking and giving direction

      b. Determine the appropriate expression in a situation such as giving direction or responding direction.

      c. Pronounce some words in the video tutorial based on the native speakers said.

D. Objectives

      a. Students are able to speak directly and compare differences various situation to use expressing asking and giving direction.

.

E. Learning Material   **:** Expression of Asking And Giving Direction

F. Method of Teaching   **:** Conventional Method

G. Learning Activities   **:**

  I. Pre Activities

    1. Greeting and prayer together.

    2. Checking students attendance

    3. Researcher introduced the topic of learning

  II. Core activity

1. Exploration

   3) The researcher shows the title of the material through infocus

      e. Have you ever gone in one place but, you don't know the direction of the place ?

      f. So, what should you do ?

      g. What do you want to say ?

      h. It should be polite ?

   4) The researcher explains the material expression of asking and giving direction

2. Elaboration

   5) Teacher presents words to students after they watch the video (usually site words are selected to start). For example, the teacher place that these words on the board: light, bright, green, grass, red, read.

3. Confirmation

   6) The teacher ask to the first group to pronunce the words.

   7) The teacher than asks the students how these words to pronounce.

   8) Finally the teacher reinforces to the students that they just used a decoding strategy to help them pronunce the words based upon the relationships video with one another.

H. Closing Activities

   1. Say hamdalah

2. Pray together

I. Sources and Media of Learning

Sources   : text book, internet, dictionary

Media   : paper sheet, marker, laptop, infocus, loudspeaker.

Rubric of Pronunciation

Criteria	Score	Specification
Accuracy	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Smooth	1	Less
	2	Neither
	3	Moderate
	4	Very Well
Appropriate	1	Less
	2	Neither
	3	Moderate
	4	Very Well

APPENDIX I

RUBRIC ASSESSMENT OF EXPERIMENTAL GROUP

Subject   : English

Class/Semester   : X/11

Academic Year   : 2017/2018

No	Initial's Name	Pronunciation (Pengucapan)			
		1	2	3	4
1.	AVS				
2.	AR				
3.	AP				
4.	ALL				
5.	AN				
6.	DN				
7.	DLAN				
8.	DOMT				
9.	FG				
10	FCY				
11.	GHM				
12.	HAYB				
13.	IDPH				
14.	JRT				
15.	JMD				
16.	KFB				
17.	MES				
18.	NS				
19.	NHR				
20.	PPS				
21.	PRPA				
22.	SPS				
23.	SCS				
24.	SW				
25.	ZH				

Specification :
1 = Less   3 = Neither
2 = Moderate   4 = Very Well

APPENDIX II

RUBRIC ASSESSMENT OF CONTROL GROUP

Subject   : English

Class/Semester   : X/11

Academic Year   : 2017/2018

No	Initial's Name	Pronunciation (Pengucapan)			
		1	2	3	4
1.	AFR				
2.	AFH				
3.	BRH				
4.	BB				
5.	DBS				
6.	EM				
7.	EFNH				
8.	IDR				
9.	JW				
10	JMS				
11.	KP				
12.	LDP				
13.	MNS				
14.	MFS				
15.	MT				
16.	PMN				
17.	RM				
18.	SFL				
19.	SMS				
20.	SF				
21.	SOFG				
22.	TYH				
23.	TMG				
24.	YL				

Specification :
1 = Less   3 = Neither
2 = Moderate   4 = Very Well

APPENDIX III

TEST ITEM

The Long Vowel "/eI/, /i/, /aI/, /oÙ/, /yu/."

Mention each word in this below correctly :

No	Words	No	Words
1	Y<u>ou</u>	11	W<u>ay</u>
2	Ex<u>cu</u>se	12	F<u>ew</u>
3	Z<u>oo</u>	13	Fr<u>o</u>m
4	Cl<u>o</u>se	14	R<u>ig</u>ht
5	F<u>ar</u>	15	Str<u>aig</u>ht
6	R<u>ea</u>ch	16	Cr<u>o</u>ss
7	G<u>o</u>	17	W<u>a</u>lk
8	Ta<u>ke</u>	18	H<u>e</u>re
9	R<u>oa</u>d	19	D<u>i</u>rect
10	Pl<u>ea</u>se	20	T<u>e</u>mple

APPENDIX IV

Answer Key

The long vowels i/, /3:/, / ;/, / ;/, /u;/

No	Words	Vowels
1	You	(Yu:)
2	Excuse	(Iks'kyus)
3	Zoo	('zo')
4	Close	(klauz)
5	Far	(fa')
6	Reach	(ri:c)
7	Go	(gou)
8	Take	(tĕik)
9	Road	(reud)
10	Please	(pliz)
11	Way	(wĕy)
12	Few	(fyu)
13	Take	(tĕik)
14	Right	(rait)
15	Straight	(streIt)
16	Cross	(cro:s)
17	Walk	(wolk)
18	Here	(hie)
19	Direct	(dairek)
20	Temple	(temple)

APPENDIX 5

THE STUDENTS' ATTENDANCE OF SMA GAJAH MADA

ACADEMIC YEAR 2017/2018

EXPERIMENTAL GROUP (CLASS X IPA)

No	Students' Name	Signature			
		Pertemuan			
		1	2	3	4
1	Agnes Veronika				
2.	Akmal Raudah				
3.	Ananda Putri				
4.	Andre Lamsehat Lumbangaol				
5.	Aulia Nurfitriani				
6.	Daniel				
7.	Daniel Louis Alfonzo Nainggolan				
8.	Deby Oktavia Margareta				
9.	Fanolozokho Gowasa				
10	Fricky				
11.	Giovani Hotmahua Manullang				
12.	Hartania Artani Yosep Butar-Butar				
13.	Immanuela Dwi Putra Hasibuan				
14.	Joy Raduanta Tarigan				
15.	Junita Monika Dahci				
16.	Kristian Fellowship Baeha				
17.	Melani Elsada Sirait				
18.	Nirwana Selvina				
19.	Novita Hartati Harefa	.			
20.	Pangihutan Partogan Sipayung				
21.	Putra Reza Pahlevi Aritonang				
22.	Sondang Perdana Sembiring				
23.	Stevani Silvia Siregar				
24.	Suherni Wijaya				
25.	Zulfani Harahap				

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMA GAJAH MADA

ACADEMIC YEAR 2017/2018

CONTROL GROUP (CLASS X IPA)

No	Students' Name	Signature			
		Pertemuan			
		1	2	3	4
1.	Alicia Fernanda Ritonga				
2.	Andhika Ferdiyansyah Harahap				
3.	Billy Hutaharuk				
4.	Boby Bimantoro			.	
5.	Daniel B. Simanjuntak				
6.	Elisa Manurung				
7.	Enjel Felix Nawati Halawa				
8.	Indra				
9.	Jenny Wijaya				
10	Jones Mawar Sitanggang				
11.	Kelvin Pranata				
12.	Lilis Dahlia Pasaribu				
13.	Marianus N. Sianaturi	.			
14.	Melisa Fitria Sihotang				
15.	Melisa Talunohi				
16.	Pedro Manogi Nadeak				
17.	Regista Manalu	.			
18.	Satria Filemon Silaen			.	
19.	Saut Marito Siregar				
20.	Siti Fatimawati				
21.	Sri Oktaviani Gohae				
22.	Tegar Yus Herdianto				
23.	Theo Muara Ginting				
24.	Yusni Loi				

RESEARCH OF DOCUMENTATION

Researcher Give Pre-Test to the Students

The Researcher Give Treatment to the Students

The Researcher Give Treatment to the Students
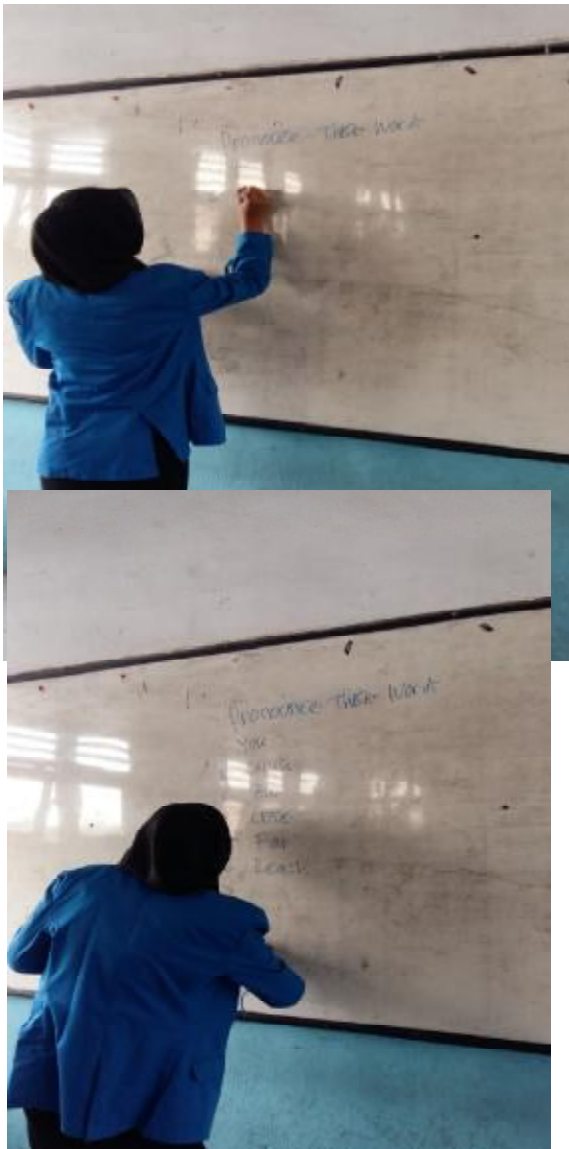
The Researcher Give Treatment to the Students

The Researcher Give Post-Test to the students

CURICULUM VITAE

1. PERSONAL IDENTITY

Name	Eis Selly Indria
Place/Date of Birth	Tanjung Mulia, 22 September 1995
Status	Single
Religion	Islam
Nationally	Indonesia
Address	Jl. Bukit Siguntang No. 9 Medan Timur
Phone Number	081260747805
Email	eissellyindria28@gmail.com
Social Media	Ig : selly_indria
Hobby	Travelling, reading, cooking

2. Parent's Data

Father's Identity	
Name	Andri Sutrisno
Place/Date of Birth	Jakarta, 25 Mei 1972
Address	Tanjung Mulia, Kec. Hinai Kab. Langkat
Occupation	Farmer
Mother's Identity	
Name	Asri Rahayu
Place/Date of Birth	Tanjung Mulia, 05 Mei 1979
Address	Tanjung Mulia, Kec. Hinai Kab. Langkat
Occupation	House wife

3. Education Histories

2002-2008	SDN 056621 Suka Mulia
2008-2011	SMP Negeri 1 Hinai (2008-2011)
2011-2014	SMA Negeri 1 Tanjung Pura (2011-2014)
2014-2018	Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
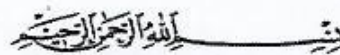
SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Eis Selly Indria
N.P.M	:	1402050193
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronunciation Achievement

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 11, Bulan Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,18 Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa   : Eis Selly Indria
NPM   : 1402050193
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif :133 SKS   IPK= 3,27

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
11/11/2017	The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronunciation Achievement	11/15/17
	The Effect of Project Based Learning Method on the students Ability in Writing Expository Text	
	Improving Students Vocabulary through Story Completion Technique in Speaking Ability	

     Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

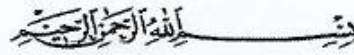Medan, 11 November 2017
Hormat Pemohon,

Eis Selly Indria

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                - Untuk Ketua/Sekretaris Program Studi
                - Untuk Mahasiswa yang bersangkutan

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Eis Selly Indria

N.P.M   : 1402050193

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronunciation Achievement

Sudah layak diseminarkan.

Medan,   Desember 2017

Disetujui oleh
Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor   : 056/F/SMA-YPGM/II/2018

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Gajah Mada, Kecamatan Medan Timur, Kota Medan, Provinsi Sumatera Utara, dengan ini menerangkan bahwa :

N a m a	: EIS SELLY INDRIA
N P M	: 1402050193
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Universitas/Institut	: Universitas Muhammadiyah Sumatera Utara

benar telah melaksanakan penelitan di SMA Gajah Mada pada tanggal 29 Januari s/d 1 Maret 2018, guna penyusunan skripsi berjudul : **"THE EFFECT OF APPLYING ECLECTIC METHOD ASSISTED BY VIDEO TUTORIAL ON THE STUDENTS' PRONUNCIATION ACHIEVEMENT"**, sesuai dengan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, Nomor : 540/II.3-AU/UMSU-02/F/2018, tanggal 25 Januari 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 1 Maret 2018
Kepala SMA Gajah Mada,

Drs. FO'AROTA ZEGA, M.Pd.
NIP. : -

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website : http://fkip.umsu.ac.id   E-mail : fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Nomor	: 570 /II.3-AU/UMSU-02/F/2018
Lamp	: ---
H a l	: **Mohon Izin Riset**

Medan, <u>07. Jum. Awwal</u>   1439 H
25 Januari   2018 M

Kepada   : **Yth, Bapak / Ibu Kepala**
SMA GAJAH MADA MEDAN
Di
Tempat

Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan KBK Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan Skripsi, maka dengan ini kami mohon bantuan Bapak untuk memberikan informasi /data kepada mahasiswa tersebut dibawah ini :

Nama Mahasiswa	: Eis Selly Indria
N P M	: 1402050193
Program Studi	: Pend. Bahasa Inggris
Judul Skripsi	: **The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronunciation Achievement**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Assalamu"alaikum Wr. Wb.

Dekan

Dr. ELFRIANTO . M.Pd
NIDN 0115057302

** Pertinggal**

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Eis Selly Indria
N.P.M   : 1402050193
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Applying Eclectic Method Assisted by Video Tutorial
on the Students' Pronunciation Achievement

Pada hari Kamis tanggal 11 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 18 Januari 2018

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Rini Ekayati, SS, MA   Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

===

Nomor   : 5927/II.3-AU /UMSU-02/F/2017
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
             Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : EIS SELLY INDRIA
N P M   : 1402050193
Program Studi   : Pend. Bahasa Inggris
Judul Skripsi   : THE EFFECT   OF APPLYING ECLECTIC METHOD
                    ASSISTED BY VIDEO TUTORIAL ON THE STUDENTS '
                    PRONOUNCIATION ACHIEVEMENT

Pembimbing   : Habib Syukri Nst.,S.Pd,M.HUm

Dengan demikian mahasiswa tersebut di atas diizinkan menulis
proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **16 Nopember 2018**

Medan, 25 Shafar   1439 H
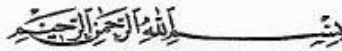16 Nopember   2017 M

Wassalam
Dekan

Dr. Elfrianto SM.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Eis Selly Indria
N.P.M   : 1402050193
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Applying Eclectic Method Assisted by Video Tutorial
                     on the Students' Pronunciation Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 18 Januari 2018
Hormat saya
Yang membuat pernyataan,

METERAI TEMPEL
F154DAEF850108341
6000
ENAM RIBU RUPIAH

Eis Selly Indria

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Eis Selly Indria
NPM	: 1402050193
Program Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Eclectic Method Assisted by Video Tutorial
on the Students' Pronunciation Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Habib Syukri Nst, S.Pd, M.Hum   Acc 16/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 11 November 2017
Hormat Pemohon,

Eis Selly Indria

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

08260747805

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Eis Selly Indria
N.P.M : 1402050193
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Eclectic Method Assisted by Video Tutorial on Students' Pronunciation Achievement

| Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/03 2018	Abstract acknowledgment Chapter I, II, III, IV, dan V References	
16/03 2018	Abstract, ackn. content Chapter I : Introduction Chapter II : Theory of Lit. Chapter III : Method of R. Chapter IV : Data analysis Chapter V : Conclusion	
24/03 2018	Chapter I s/d V all References appendices	

Medan, 26 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Habib Syukri Nst, S.Pd, M.Hum)

بسم الله الرحمن الرحيم
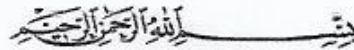
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Eis Selly Indria
N.P.M : 1402050193
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Eclectic Method Assisted by Video Tutorial on the Students' Pronounciation Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/12 2017	Revise all : Chapter I, II	
28/12 2017	Acc for Seminar	

Medan, 8 Desember 2017

Dosen Pembimbing

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

(Habib Syukri Nst, S.Pd, M.Hum)