

**THE EFFECTIVENESS OF AUDIO-VISUAL MOVIE “ELEMENTAL” TO
IMPROVE STUDENTS’ PRONUNCIATION MASTERY OF EFL LEARNERS**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
MALANG**

2025

THESIS

*To Compile Thesis in Undergraduate Program English Education Department
Faculty of Education Teacher Training Maulana Malik Ibrahim State Islamic University
Malang*



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2025

APPROVAL SHEET

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Assalamu'alaikum Wr.Wb.

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3. Should I later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, January 28 th, 2025

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MOTTO

I don't have any motivation for you today.

You've got to do what you should do because being lazy is your choice.

(Puspita Kumala Dewi)

DEDICATION

The researcher would like to express gratitude to ALLAH SWT and the Prophet Muhammad SAW. They have given grace and gifts that have given, such as knowledge, strength, fortitude, and health, which helped me to continue to rise and struggle to complete this thesis. This thesis is dedicated to my beloved father and mother, my sisters, and myself. Whose always gives the best prayers, provides encouragement and love in every step I take. And all the big family who always love and pray for me. Mr/Mrs Teachers and Lecturers who have provided very useful knowledge. Those who have helped in completing my thesis, all friends of RENDEZVOUS family, the member of Rectoverso (TBI 2023), thanks to their prayers and support, I was able to finish this thesis.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah SWT, The Beneficent, The Merciful

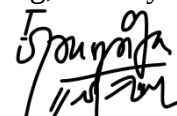
Praise be to Allah SWT, who always bestows His grace and gifts so that the writer can finish the thesis entitled “The Effectiveness of Audio-Visual Movie “Elemental’ to Improve Students’ Pronunciation Mastery of EFL Learners.” Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for humanity. The Prophet has guided Muslims from the Jahiliyah era to the Islamic era.

It is a happiness and pride for the writer to be able to complete this thesis through a long journey. However, the writer realizes that this writing cannot be separated from the guidance and direction and constructive criticism from various parties. Therefore, on this occasion, the author would like to express his deepest gratitude and highest appreciation to:

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Malang, January 28th 2025



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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = '	ء = .
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

أ = aw

يأ = ay

أو = û

يا = î

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ABSTRACT

Dewi, Puspita Kumala. 2025. The Effectiveness of Audio-Visual Movie ‘Elemental’ to Improve Students’ Pronunciation Mastery of EFL Learners. Thesis, English Education Department. Faculty and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

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Keyword: Pronunciation Mastery, Audio-Visual, Elemental Movie

The fundamental skill for anyone learning English in a communicative context is the ability to master pronunciation. In other words, in learning basic pronunciation, mastering phonology, and mastering how to pronounce words accurately is very important and deserves attention. One of the main goals in mastering pronunciation skills is being able to pronounce words correctly. This study aimed to evaluate the effectiveness of using audio-visual media, specifically the movie Elemental, in enhancing the pronunciation skills of students at UIN Maulana Malik Ibrahim Malang, and employed a quantitative research. The researcher utilized a true experimental research design, specifically the pre-test post-test control group design. True experimental designs are known for their high level of data accuracy, as participants are randomly assigned. The results of this study demonstrated that the use of audio-visual media, specifically the Elemental movie, had a significant positive effect on students' pronunciation skills. The experimental group, which was exposed to the movie, showed a higher mean post-test score (96,929) compared to the control group (94,875). Additionally, the statistical analysis through an independent sample t-test revealed a significant difference between the two groups, with a Sig. (2-tailed) value of 0.006, which was below the 0.05 significance level. This suggests that incorporating audio-visual media, particularly through movies, can effectively improve students' pronunciation mastery.

ABSTRAK

Dewi, Puspita Kumala. 2025. Efektifitas Film Audio-Visual Elemental untuk Meningkatkan Penguasaan Pelafalan Mahasiswa dalam Pembelajaran Bahasa Inggris sebagai Bahasa Asing. Tesis, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed.

Kata Kunci: Kemampuan Pelafalan, Audio-Visual, Film Elemental

Keterampilan dasar bagi siapa pun yang belajar bahasa Inggris dalam konteks komunikatif adalah kemampuan menguasai pengucapan. Dengan kata lain, dalam mempelajari pengucapan dasar, menguasai fonologi, dan menguasai cara mengucapkan kata-kata secara akurat sangat penting dan patut mendapat perhatian. Salah satu tujuan utama dalam menguasai keterampilan pengucapan adalah mampu mengucapkan kata-kata dengan benar. Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan media audio-visual, khususnya film Elemental, dalam meningkatkan keterampilan pengucapan mahasiswa di UIN Maulana Malik Ibrahim Malang, dan menggunakan penelitian kuantitatif. Peneliti menggunakan desain penelitian eksperimen sejati, khususnya desain kelompok kontrol pre-test post-test. Desain eksperimen sejati dikenal karena tingkat akurasi datanya yang tinggi, karena partisipan dipilih secara acak. Hasil penelitian ini menunjukkan bahwa penggunaan media audio-visual, khususnya film Elemental, memiliki efek positif yang signifikan terhadap keterampilan pengucapan mahasiswa. Kelompok eksperimen, yang menggunakan media film, menunjukkan skor post-test rata-rata yang lebih tinggi (96,929) dibandingkan dengan kelompok kontrol (94,875). Selain itu, analisis statistik melalui uji-t sampel independen menunjukkan perbedaan yang signifikan antara kedua kelompok, dengan nilai Sig. (2-tailed) sebesar 0,006, yang berada di bawah tingkat signifikansi 0,05. Hal ini menunjukkan bahwa menggunakan media audio-visual, khususnya melalui film dalam pembelajaran dapat secara efektif meningkatkan keterampilan pengucapan siswa.

مستخلص البحث

على مهارات النطق "Elemental" ديوي، بوسبيتا كومالا. 2025. فعالية الوسائط السمعية والبصرية من خلال فيلم لدى طلاب جامعة مولانا مالك إبراهيم الحكومية الإسلامية في مالانج. أطروحة، قسم تعليم اللغة الإنجليزية. تدريب أعضاء هيئة التدريس والمعلمين. جامعة مولانا مالك إبراهيم الحكومية الإسلامية في مالانج.

المشرف: الأستاذ الدكتور حاج. لايك راكوبا أوكتابيرلينا، ماجستير في التربية

الكلمات المفتاحية: إتقان النطق، المواد السمعية والبصرية، الفيلم الأساسي

لمهارة الأساسية لأي شخص يتعلم اللغة الإنجليزية في سياق تواصل هي القدرة على إتقان النطق. بعبارة أخرى، في تعلم النطق الأساسي، بعد إتقان علم الأصوات وإتقان كيفية نطق الكلمات بدقة أمرًا مهمًا للغاية ويستحق الاهتمام. أحد الأهداف الرئيسية في إتقان مهارات النطق هو القدرة على نطق الكلمات بشكل صحيح. تهدف هذه الدراسة إلى تقييم ، في تعزيز مهارات النطق لدى الطلاب في Elemental فعالية استخدام الوسائط السمعية والبصرية، وخاصة فيلم جامعة مولانا مالك إبراهيم مالانج، واستخدمت بحثًا كميًا. استخدم الباحث تصميم بحث تجريبي حقيقي، وتحديدًا تصميم مجموعة التحكم قبل الاختبار وبعده. تشتهر التصميمات التجريبية الحقيقية بمستواها العالي من دقة البيانات، حيث يتم تعيين المشاركين بشكل عشوائي. توضح نتائج هذه الدراسة أن استخدام الوسائط السمعية والبصرية، وخاصة فيلم ، له تأثير إيجابي كبير على مهارات النطق لدى الطلاب. أظهرت المجموعة التجريبية التي تعرضت للفيلم Elemental متوسط درجات أعلى بعد الاختبار (96.929) مقارنة بمجموعة التحكم (94.875). بالإضافة إلى ذلك، كشف التحليل ذيل مزدوج (تبلغ) Sig. لعينة مستقلة عن وجود فرق كبير بين المجموعتين، بقيمة t الإحصائي من خلال اختبار 0.006، وهي أقل من مستوى الدلالة 0.05. وهذا يشير إلى أن دمج الوسائط السمعية والبصرية، وخاصة من خلال الأفلام، يمكن أن يحسن بشكل فعال من إتقان الطلاب للنطق.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents an overview of the study, covering key aspects such as the background, the focus of the research, the significance of the study, the scope and limitations, as well as the definitions of important terms.

1.1 Background of the Study

In learning English, students are required to develop four essential skills: speaking, reading, writing, and listening. Among these, speaking is considered the first skill that must be acquired. Mastery of speaking is crucial because it is a fundamental skill used in daily interactions. Consequently, focusing on speaking is essential to building a strong foundation in English. Hinkel (2005: 485) emphasized that speaking is the most challenging and intricate skill to master. This is because effective communication involves not only knowing the vocabulary but also pronouncing words correctly to accurately convey the intended message. The information we convey to others cannot be effectively communicated without good pronunciation mastery. Therefore, education plays a crucial role in teaching students' proper pronunciation.

Rahmawati and Cahyani (2020) state that a fundamental skill for anyone learning English in a communicative context is the ability to master pronunciation. In other words, in learning basic pronunciation, mastering phonology, and mastering how to pronounce words accurately is very important and deserves attention. One of the main goals in mastering pronunciation is being able to pronounce words correctly. Pardede (2019) also states that to have good pronunciation, students must master the basic elements of pronunciation, namely mastery of phonemes, stressing, linking, rhythm, and intonation. To have good speaking skills, four speaking elements must be mastered, namely mastery of vocabulary, mastery of word order, mastery of

pronunciation, and fluency in speaking. First, mastering English vocabulary in speaking enhances one's ability to diversity language style, thereby expanding the range of meaning that can be conveyed. Second, mastering word formation helps structure words effectively, ensuring that speaking skills develop in a way that is easily understood by listeners. Third, the purpose of good pronunciation is to facilitate listeners in absorbing the information being conveyed. Pronunciation is a crucial skill to master because poor pronunciation can often lead to misunderstandings. Next is fluency is essential because it ensures smooth conversations, making the audience feel comfortable during communication. Of the four elements above, the element that must be mastered first is the element of mastering pronunciation. Before we can have a conversation, what we have to understand is mastery of vocabulary pronunciation. Mastering the pronunciation of this vocabulary is the basis for mastering speaking. If we do not have good and correct pronunciation skills, then the information we are going to express to someone cannot be conveyed perfectly, because they do not understand what we are talking about. Having good pronunciation skills is a plus. When someone has good pronunciation mastery, their conversation partner is more likely to feel comfortable with the flow of communication. Therefore, individuals with good pronunciation mastery are more likely to be recognized and sought after in the professional world. This occurs because companies tend to select individuals with strong speaking skills. Furthermore, possessing good pronunciation mastery increases students' chances of securing overseas scholarship, enhances future career opportunities, and facilitates building relationship with foreigners.

Islam teaches us to learn the language and culture of other countries. The command in the Al-Qur'an Surah Al-Hujurat Verse 13 proves this recommendation:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

"O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware." (Al-Hujurat : 13)

From the verse above, it can be concluded that we must study the differences of other nations. This is done so that fellow humans can understand, teach, build relationships, do business, and exchange educational knowledge. By understanding a foreign language, we will gain extensive relationships, making it easier for us to socialize and build good relationships.

Tirmidhi Hadith No. 2715 explained that Rasulullah SAW ordered Zaid bin Thabit to learn the language of the Jews to communicate and preach. Two weeks later, Zaid bin Thabit mastered the Jewish language and always read and translated the contents of letters sent by Jews to the Prophet Muhammad.

حَدَّثَنَا عَلِيُّ بْنُ حُجْرٍ، أَخْبَرَنَا عَبْدُ الرَّحْمَنِ بْنُ أَبِي الرِّزَادِ، عَنْ أَبِيهِ، عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ، عَنْ أَبِيهِ، زَيْدِ بْنِ ثَابِتٍ قَالَ قَالَ أَمْرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُودَ . قَالَ كِتَابٍ " . قَالَ فَمَا مَرَّ بِي نَصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ . قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ . وَقَدْ رُوِيَ مِنْ غَيْرِ هَذَا الْوَجْهِ عَنْ زَيْدِ بْنِ ثَابِتٍ رَوَاهُ الْأَعْمَشُ عَنْ ثَابِتِ بْنِ عُبَيْدٍ الْأَنْصَارِيِّ عَنْ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمْرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرِّيَّاتِ .

Narrated Zaid bin Thabit:

"The Messenger of Allah (ﷺ) ordered me to learn some statements from writings of the Jews for him, and he said: 'For indeed by Allah! I do not trust the Jews with my letters.'" He said: "Half a month did not pass before I learned it, when he (ﷺ) wanted

to write to the Jews I would write it to them, and when they wrote to him I would read their letters to him." (Tirmidhi Hadith : 2715)

However, in reality, many students still have not mastered these elements properly, so this gap can become an obstacle to the realization of mastering pronunciation skills among students. Karsono (2019) stated that one of the reasons why students have low pronunciation mastery is due to a lack of contact in English conversations with native speakers. Additionally, several other causes of lack of mastery of pronunciation are lack of teacher competence in teaching pronunciation material, pronunciation teaching material not emphasized in the learning curriculum, and the lack of pronunciation learning material (Frase 2000). English pronunciation must match the pronunciation spoken by native speakers. Errors in pronunciation can cause misunderstandings in interpreting the meaning or intent of what one of the parties says so that the information cannot be conveyed perfectly. Therefore, pronunciation mastery greatly influence the course of communication that both parties will carry out. From this gap, researchers conducted research and provide solutions related to this problem.

In this digitalization era, teachers can use modern media to teach pronunciation skills, where this modern method will be more popular with students and will motivate them to study pronunciation diligently. Changes in globalization and digital developments have become an opening in changing the education system. In the beginning, education was carried out conventionally, but now educators can use technology as a new medium in teaching. One example of educational media innovation is using audio-visual technology in teaching English. In recent months, researchers have conducted analyses and gathered data on the effectiveness of audio-visual media in enhancing pronunciation mastery. The findings indicate that the most commonly used audio-visual tools in previous studies include YouTube videos,

applications, short clips, and news broadcasts. Among these, YouTube videos are the most frequently utilized, as seen in research conducted by Mustafa Elhadi (2018). His study revealed a noticeable improvement in students' performance between the pre-test and post-test, as reflected in the overall results. Based on these findings, the current research adopts the movie *Elemental* as a modern medium to enhance students' pronunciation mastery at UIN Maulana Malik Ibrahim Malang. Utilizing contemporary media, such as movies, is expected to help students refine their pronunciation to better align with native speakers.

The researcher selected the movie *Elemental* as the audio-visual media for this study based on several important considerations. One of the primary reasons is its high-quality visual presentation, which plays a crucial role in maintaining students' interest and engagement during the learning process. Research has shown that well-designed visual content can enhance comprehension and retention, making it an effective tool for language learning. Additionally, *Elemental* is a newly released movie, ensuring that the language used is contemporary and relevant to modern communication. This is essential in pronunciation learning, as it allows students to familiarize themselves with up-to-date vocabulary and speech patterns. Another key factor in choosing this movie is its rich vocabulary, which includes all the difficult sounds targeted in this research. By watching and listening to the dialogue in *Elemental* movie, students are repeatedly exposed to these challenging phonetic elements in a natural context. This continuous exposure helps them develop better articulation and phoneme recognition mastery. Furthermore, the voice actors in the movie demonstrate clear pronunciation with an American accent, which is beneficial for students aiming to master standard American English pronunciation. The clarity and consistency of the voice actors' speech provide an excellent reference for learners,

enabling them to imitate accurate pronunciation, stress patterns, and intonation. Overall, the selection of Elemental as a teaching medium aligns with the principles of multimedia learning, where the combination of visual and auditory input enhances students' understanding and pronunciation mastery. By integrating this movie into the instructional process, students receive an engaging and contextually rich learning experience that supports their pronunciation development effectively.

Audio-visual media consists of sound components and visualizations such as images. Audio-visual products include audiobooks, audible PowerPoint, videos, films, and television (Wina Sanjaya, 2014: 118).

Arief S. Sudiman (2011: 67), describe audio-visual media in the form of:

a. Movies

Movies are audio-visual products that are usually used for entertainment. Movies generally contain the storyline that the director want to present to the audience. Movies typically last around 90-100 minutes.

b. Television (TV)

Similar to movies, television is also used to entertain the audience. However, the difference is that television shows are usually interspersed with advertisements for a company to promote products.

c. Video

Unlike movies, videos have a shorter duration. Usually, videos are around 2-4 minutes long. Videos can also have a storyline like a movie, but the scenes and conversations in the video are shorter and not as detailed as the plot and conversations in a movie.

d. LCD Projector (Liquid Crystal Display)

LCD is usually used to display visualizations using a crystal screen. In the world of education, LCD projectors are typically used by lecturers to present explanations of the material to be taught to students.

Bahri Djamarah (2013: 125) classifies audio-visual into two types, namely:

a. Non-motion audio-visual

Non-motion audio-visual media consists of sound and image components but cannot move visual objects, for example, audiobooks and audible PowerPoints.

b. Motion audio-visual

Motion audio-visual is an audio-visual media product with sound and image components that can move, for example, videos, movies, and television.

1.2 Research Problem

This study aims to evaluate the effectiveness of using audio-visual media, specifically the movie *Elemental*, in enhancing the pronunciation mastery of EFL learners. The research is guided by the following question:

1. Is there any significant different in using audio-visual movie “*Elemental*” towards students pronunciation mastery?

1.3 Research Objective

The purpose of this research is outlined as follows:

1. To assess the effectiveness of using audio-visual media, specifically the movie *Elemental*, in improving the pronunciation mastery of EFL learners.

1.4 Significance of the Research

This research is expected to enhance students' pronunciation mastery through the use of audio-visual media, specifically the movie *Elemental*. Additionally, it aims to serve as a fresh reference for incorporating modern learning media to improve pronunciation among students. The study also hopes to inspire teachers to embrace technology in their teaching methods, making learning more diverse and engaging for students. The findings of this research are anticipated to have a meaningful impact on various groups, as outlined below:

1. Students

Improving students' pronunciation mastery by using audio-visual media through the movie "*Elemental*."

2. Lecturer

As an evaluation media and teachers' guide in using audio-visual media through the movie in teaching pronunciation mastery.

3. Researcher

This study aims to provide new insights for other researchers on the use of audio-visual media, specifically the movie *Elemental*, in teaching pronunciation mastery. It also offers valuable information that can serve as a foundation for future research, contributing to the advancement of existing knowledge in this field.

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This study can serve as a valuable resource for documentation and various purposes, particularly as study material in the library, especially for the English Education Department.

1.5 Scope and Limitation of the Study

This research focuses on the use of audio-visual media to assist students in improving their pronunciation mastery, specifically in relation to their speaking performance of EFL learners. However, the scope is limited in that the study exclusively utilizes the movie *Elemental* as the media, without exploring other movie options.

1.6 Definition of Key Terms

To prevent any confusion regarding the key terms used in this study, the researcher provides definitions for several important concepts as follows:

1. Pronunciation Mastery

Pronunciation must be mastered well by English language education students. If someone makes English pronunciation errors, then the information we are going to convey cannot be conveyed properly. Therefore pronunciation is crucial to learn.

2. Audio-Visual

Audio-visual refers to media that combines both visual and auditory elements. Common examples of audio-visual products include videos, movies, and television. In educational settings, audio-visual media can be used as a tool to enhance students' understanding of learning materials by engaging both their sight and hearing.

3. Elemental Movie

Picture 1.1 Elemental Movie Poster



Elemental is a 2023 animated film produced by Pixar Animation Studios and released by Walt Disney Pictures. The movie is set in a vibrant world where anthropomorphic elements—fire, water, air, and earth—coexist, each with unique characteristics and cultures. The story follows Ember Lumen, a fire element, and Wade Ripple, a water element, as they navigate their differences and form an unexpected bond. The film explores themes of identity, cultural diversity, and emotional expression, making it both an entertaining and meaningful story for audiences.

In the context of language learning, Elemental serves as an effective audio-visual medium due to its clear pronunciation, engaging dialogue, and rich vocabulary.

The voice actors use standard American English with distinct articulation, making it suitable for pronunciation practice. Additionally, the film includes a variety of phonetic patterns, including difficult sounds that are commonly challenging for language learners. The combination of high-quality animation, expressive character interactions, and well-structured dialogue enhances students' listening and pronunciation mastery by providing authentic linguistic input in an engaging and visually stimulating manner.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the definition of pronunciation, audio-visual movie media, teaching pronunciation using audio-visual, conceptual framework, segmental features, movie as an audio-visual media, and a review of previous studies relevant to this research.

2.1 Definition of Pronunciation

Pronunciation is the ability to produce sounds in a word that have meaning in the language used (Harmer, 2001: 184). Pronunciation is the main key to mastering a language. Someone with excellent pronunciation mastery tends to have better speaking skills than someone with low pronunciation mastery. This happens because a person's mastery of word processing will influence the communication between the speaker and listener. Apart from that, the information transfer process carried out by both parties will be easier to convey and can reduce misinterpretation. To have good pronunciation mastery, students must learn how to produce the correct sound according to spelling, and how to add emphasis and intonation to a word correctly so that the words they say can sound good.

Altoeriqi (2020) categorizes a person's pronunciation ability into three levels: level 1, level 2, and level 3. Someone who falls into the level 1 category is someone who cannot convey information well when speaking and is difficult for listeners to understand. At level 2, someone can convey information to the listener even though the speaker still has a slightly strange speaking accent. If someone can speak with a good accent and can convey information easily to listeners, then they will fall into the level 3 group.

2.2 Audio-Visual Movie Media

Audio-visual movie media is an instructional tool that combines sound and moving images in the form of films or videos to facilitate learning. This medium is widely used in education due to its ability to provide an engaging, interactive, and immersive learning experience. Compared to traditional teaching methods such as lectures or textbook-based learning, audio-visual movie media captures students' attention more effectively, making it easier for them to understand and retain the material. The combination of auditory and visual stimuli enhances cognitive processing, as learners receive information through multiple sensory channels, reinforcing their comprehension and memory. As Mayer (2001) emphasizes in his Cognitive Theory of Multimedia Learning, "People learn better from words and pictures than from words. This highlights how integrating audio-visual elements can significantly improve learning outcomes.

The key components of audio-visual movie media consist of audio and visual elements. The audio component includes dialogues, background music, and sound effects, all of which contribute to the overall meaning and emotional depth of the film. Clear and natural dialogue can serve as a model for pronunciation and intonation in language learning, while background music and sound effects enhance the storytelling, creating a more immersive experience. On the other hand, the visual component includes moving images, facial expressions, gestures, and text or subtitles, which help clarify meaning and provide contextual support. The synchronization of these elements allows learners to grasp concepts more easily, particularly those that are abstract or complex. Heinich, Molenda, & Russell (1993) affirm this by stating that "Audio-visual media can improve students' understanding by presenting information in a more concrete and realistic way, making abstract concepts easier to grasp."

The implementation of audio-visual movie media in education brings numerous benefits. First, it increases students' motivation to learn by making the learning process more dynamic and enjoyable. Unlike conventional teaching methods that may feel monotonous, films and videos engage students emotionally, fostering curiosity and interest. Berk (2009) supports this idea, stating that "Using movies as a teaching tool can grab students' attention, enhance motivation, and create an emotional connection with the material, which facilitates deeper learning." Second, this medium facilitates better comprehension of abstract or unfamiliar concepts by presenting them in a more concrete and relatable manner. For example, in science education, animated movies can illustrate intricate biological processes that are difficult to visualize through static images or text descriptions. Similarly, in history classes, historical movies can bring past events to life, allowing students to gain a deeper understanding of different time periods and cultures.

In language learning, audio-visual movie media is particularly effective in developing listening and speaking skills. Exposure to authentic language use, natural pronunciation, and real-life conversational contexts helps learners acquire new vocabulary, understand idiomatic expressions, and improve their overall fluency. Watching movies with subtitles can also reinforce reading skills and comprehension by allowing learners to associate spoken and written forms of words. Additionally, by observing body language, facial expressions, and cultural cues in films, learners gain insight into non-verbal communication, which is an essential aspect of language proficiency. Azhar (2013) highlights this by stating that "The integration of audio-visual media in education provides a multisensory learning experience that enhances students' engagement and knowledge retention."

To maximize its effectiveness, the selection of appropriate movies or videos is crucial. Educators should choose materials that align with the learning objectives, have high-quality audio and visual components, and are age-appropriate for the students. The length of the video should also be considered to maintain students' focus and engagement. Furthermore, an effective teaching strategy should be employed when using audio-visual movie media in the classroom. This can be achieved through a structured approach, including pre-viewing activities to activate prior knowledge, while-viewing tasks to enhance attention and note-taking, and post-viewing discussions or exercises to reinforce learning outcomes. Smaldino, Lowther, & Russell (2015) stress the importance of strategic implementation by stating that "Movies and videos can be effective educational tools when they are carefully selected and properly integrated into the learning process, ensuring active student participation rather than passive viewing."

Another significant advantage of using audio-visual movie media is its ability to cater to diverse learning styles. Visual learners benefit from the imagery and motion in movies, auditory learners absorb information through dialogue and narration, while kinesthetic learners can engage through interactive discussions and activities related to the movie. This multimodal approach ensures that a broader range of students can effectively grasp and retain the material being taught. Arsyad (2011) reinforces this idea, stating that "Audio-visual media can provide a richer learning experience as it delivers messages through sound and images simultaneously, which can enhance students' comprehension and memory retention."

Additionally, technological advancements have made audio-visual movie media more accessible than ever before. With the rise of digital streaming platforms, online educational resources, and interactive video-based learning tools, educators can easily integrate movies and videos into their teaching strategies. The use of virtual reality (VR)

and augmented reality (AR) in educational movies further enhances immersion, allowing students to explore historical sites, conduct virtual science experiments, or engage in simulated real-world scenarios.

In conclusion, audio-visual movie media is a powerful instructional tool that enhances learning by engaging multiple senses, improving comprehension, increasing motivation, and catering to different learning styles. Its ability to present information in an engaging, context-rich manner makes it an invaluable resource across various fields of study. As Heinich, Molenda, & Russell (1993), Mayer (2001), and other scholars have emphasized, the combination of visual and auditory elements significantly enhances learning effectiveness. When used effectively, it can transform traditional education into a more dynamic and meaningful learning experience.

2.3 Teaching Pronunciation Using Audio-Visual

Teaching pronunciation is a fundamental aspect of language learning, as it directly affects learners' ability to communicate effectively and be understood by others. One innovative method for enhancing pronunciation mastery is the use of audio-visual movie media, which provides learners with authentic pronunciation models through both auditory and visual input. Movies allow students to hear native-like pronunciation, including stress patterns, intonation, and rhythm, while also observing mouth movements, facial expressions, and gestures that aid in articulation. According to Mayer (2001), "People learn better from words and pictures than from words," highlighting how the combination of visual and auditory elements can improve language acquisition. Unlike traditional pronunciation drills, which may feel monotonous and disconnected from real-world communication, movies immerse learners in natural speech contexts, making pronunciation practice more engaging and meaningful.

Using audio-visual movie media in pronunciation teaching can be implemented through various techniques. Shadowing is one effective strategy, where students listen to movie dialogue and repeat it immediately, mimicking the speaker's pronunciation, intonation, and rhythm. This technique helps learners develop fluency and natural speech patterns. Another technique is imitation-based learning, where students repeatedly listen to and replicate short movie dialogues, allowing them to internalize proper pronunciation, intonation, and speech rhythm. Subtitled movies also reinforce phoneme recognition, enabling learners to associate spoken and written words, which helps improve both pronunciation and listening comprehension. Berk (2009) states that "Using movies as a teaching tool can grab students' attention, enhance motivation, and create an emotional connection with the material, which facilitates deeper learning." This emotional engagement encourages learners to focus on pronunciation details and practice more actively.

Additionally, movies expose learners to different English accents and dialects, which is crucial in developing pronunciation flexibility. Many traditional pronunciation exercises rely on a single standardized accent, but movies present English as it is spoken in various contexts, allowing learners to adapt to different speech styles and intonation patterns. Exposure to diverse pronunciation models can help students become more confident in understanding and producing different English varieties. Smaldino, Lowther, & Russell (2015) emphasize that "Movies and videos can be effective educational tools when carefully selected and properly integrated into the learning process, ensuring active student participation rather than passive viewing." By incorporating structured activities such as pre-viewing vocabulary exercises, while-viewing pronunciation focus tasks, and post-viewing speaking practice, teachers can maximize the effectiveness of movies in pronunciation instruction.

Another advantage of using audio-visual movie media in teaching pronunciation is its ability to create a stress-free and enjoyable learning environment. Pronunciation learning can be challenging and intimidating, especially for learners who struggle with certain sounds or accents. However, movies provide a low-anxiety learning atmosphere, where learners can engage with pronunciation practice in a natural and relaxed way. Watching movies as part of the learning process also reduces the fear of making mistakes, as students are not pressured to pronounce words perfectly on their first attempts. Instead, they gradually improve by listening, repeating, and practicing at their own pace.

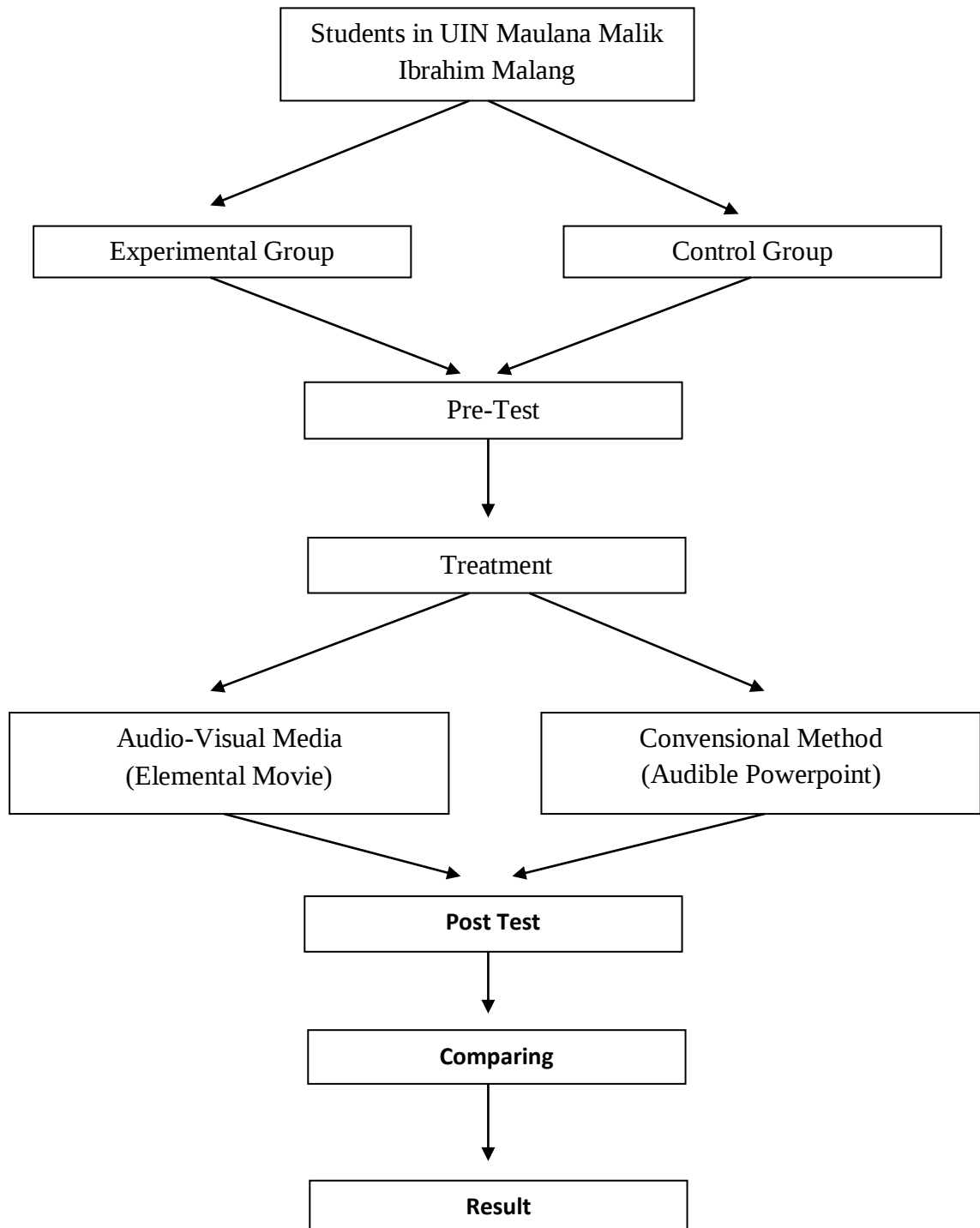
Furthermore, movies integrate pronunciation learning into a meaningful communicative context, helping learners understand how pronunciation contributes to overall communication. Unlike isolated pronunciation drills that focus only on individual sounds, movies show how pronunciation interacts with intonation, emotion, and conversation flow. For example, the way characters express excitement, frustration, or sarcasm through changes in pitch and rhythm can teach learners how pronunciation carries not just sound but also meaning. Arsyad (2011) supports this by stating that “ Audio-visual media can provide a richer learning experience by delivering messages through sound and images simultaneously, which can enhance students’ understanding and memory retention.”

In conclusion, audio-visual movie media is a powerful tool for teaching pronunciation, as it provides learners with authentic pronunciation input, visual reinforcement, and engaging real-life speech contexts. When combined with interactive teaching strategies such as shadowing, imitation drills, and phonetic analysis, movies can significantly enhance learners' pronunciation skills, leading to greater speech clarity, fluency, and confidence in communication. The integration of pronunciation practice with natural speech, emotional expression, and cultural context makes movies one of the most

effective tools for developing pronunciation mastery in a fun, meaningful, and immersive way.

2.4 Conceptual Framework

Diagram 2.1 Conceptual Framework



This conceptual framework illustrates how audio-visual movie media, particularly through instructional videos on difficult sounds and selected movie scenes, enhances students' pronunciation mastery. The framework consists of three interrelated components: audio-visual media, teaching approach, and pronunciation result. These components work systematically to create an engaging and effective pronunciation learning experience. The first component, audio-visual media, plays a central role in pronunciation teaching by providing authentic speech models and visual reinforcement. Instructional videos on difficult sounds help students focus on phoneme articulation, stress patterns, and intonation, ensuring that they understand the mechanics of pronunciation. Meanwhile, movie scenes serve as contextualized pronunciation models, demonstrating natural speech flow, rhythm, and intonation patterns in a real-life setting. This approach aligns with Mayer's (2001) Cognitive Theory of Multimedia Learning, which states that learners retain information better when both visual and auditory elements are combined, leading to deeper cognitive processing and better pronunciation acquisition.

To maximize the effectiveness of audio-visual media, the framework incorporates a structured teaching approach that includes explicit instruction, modeling, and task-based pronunciation practice. Explicit pronunciation instruction ensures that students receive direct guidance on difficult sounds before engaging with movie-based materials. Modeling and imitation allow learners to observe and replicate accurate pronunciation demonstrated in instructional videos and movie scenes. Furthermore, task-based pronunciation practice, such as shadowing, repetition drills, and role-playing, enhances active engagement and reinforces learning. This structured methodology follows Celce-Murcia et al. (2010), who emphasize that a combination of explicit instruction, modeling, and practice significantly improves students' phonetic accuracy and pronunciation fluency.

The ultimate goal of this framework is to measure improvements in pronunciation mastery, which are evaluated based on three key aspects: phoneme pronunciation, intonation and stress, and connected speech and fluency. Students are expected to develop clearer articulation of difficult sounds, improve their ability to use proper stress patterns and pitch variations, and achieve more natural speech flow. These improvements are assessed through pre-test and post-test evaluations, which provide measurable data on the effectiveness of the intervention.

The interaction between these components follows a structured process. First, audio-visual media, consisting of instructional videos and movie scenes, provides learners with pronunciation models. Second, the explicit instruction and modeling approach ensures that students systematically practice and refine their pronunciation. Finally, this leads to improved pronunciation skills, as evidenced by pre-test and post-test results. The framework demonstrates how integrating audio-visual media with structured teaching strategies enhances pronunciation learning, providing a dynamic and interactive approach that leads to significant improvements in students' pronunciation proficiency.

2.5 The Importance of Pronunciation

English language learners must have good pronunciation skills (Kelly 2000). Researchers have previously explained that the main key to learning English is having the ability to master good pronunciation. Pronunciation is a basic skill that will always be used in daily activities. To carry out conversations, negotiate, discuss, and exchange ideas, you need good pronunciation skills. Even with strong grammar skills, students may struggle to communicate effectively and share ideas if their pronunciation is lacking. As a result, mastering pronunciation is a fundamental and essential skill that students must prioritize. Therefore, mastering pronunciation mastery is the main skill and the first skill that students must master.

Apart from that, Kelly (2000) also explains that students' low pronunciation mastery will have an impact on the course of the conversation. The person you are talking to will be bored and too lazy to talk to you if your pronunciation mastery are below average. Not infrequently with this problem, both parties will often experience misunderstandings and find it difficult to understand the topic of discussion easily. A conversation can be said to be successful if both parties enjoy the conversation and can grasp the points of the conversation easily. Apart from that, someone who has good pronunciation mastery will be more respected and seen as intelligent by those around him because by having this ability, the speaker will appear to enjoy what he is talking about more and will be able to process and select suitable words to attract the person he is talking to.

2.6 Segmental Features

Ramelan (1985: 22), states that two important elements must be mastered by students to have good pronunciation mastery, namely mastering segmental and suprasegmental pronunciation. Segmental features consist of consonants and vowels, while suprasegmental consists of stress, intonation, rhythm, and vocal quality. The researcher did not study suprasegmental elements in this research because these elements can be studied theoretically, while segmental elements need to be studied in depth. Segmental elements cannot be mastered only by studying theory, but repeated practice is needed to master these elements.

2.6.1 Segmental

According to Reed and Levis (2015: 112), segmental features consist of 2, namely consonants and vowels.

A. Consonant

A consonant sound occurs when the airflow is interrupted or obstructed by the lips, teeth, tongue, or throat while speaking. There are 24 consonant sounds, namely /p/, /b/, /m/, /f/, /v/, /θ/, /ð/, /t/, /d/, /n/, /s/, /z/, /l/, /r/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, /h/, /w/, and /j/. Even though in English there are 24 consonant sounds, researchers only tested 12 consonant sounds that are difficult for Indonesians to pronounce, namely p/, /v/, /θ/, /ð/, /t/, /k/, /r/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, and z/. The following is a division of consonant sounds and examples:

1. Plosive

A plosive sound occurs when the airflow is completely blocked in the vocal tract and then released abruptly in the mouth. In English, the six plosive sounds are /p/, /b/, /t/, /d/, /k/, and /g/. However, researchers only studied 3 crucial plosive sounds, namely /p/, /t/, and /k/. The following are plosive sounds and examples:

Table 2.1 Plosive Sound and Examples

CONSONANTS	SOUND	VOCABULARY	TRANSCRIPTION
Plosive	/p/	Point	/pɔɪnt/
	/t/	Tire	/ˈtaɪər/
	/k/	Key	/ki/

2. Fricative

A fricative is a consonant sound that occurs when airflow is forced through a narrow opening in the mouth, causing friction and producing a distinct audible sound. English features nine fricative sounds: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/. However, this research focuses on six critical fricative

sounds: /v/, /θ/, /ð/, /z/, /ʃ/, and /ʒ/. Below are examples of these six fricative sounds:

Table 2.2 Fricative Sounds and Examples

CONSONANTS	SOUND	VOCABULARY	TRANSCRIPTION
Fricative	/v/	Vast	/væst/
	/θ/	Think	/θɪŋk/
	/ð/	They	/ðei/
	/z/	Zoo	/zu/
	/ʃ/	Shine	/ʃaɪn/
	/ʒ/	Leisure	/ˈleɪʒər/

3. Affricate

An affricate is a stop sound that is immediately followed by a fricative sound. In English, there are 2 affricate sounds, namely /tʃ/, and /dʒ/. The following are affricate sounds and examples:

Table 2.3 Affricate Sounds and Examples

CONSONANTS	SOUND	VOCABULARY	TRANSCRIPTION
Affricate	/tʃ/	Children	/ˈtʃɪldrən/
	/dʒ/	Job	/dʒəb/

4. Approximant

Approximants are consonant sounds produced by bringing two articulators closer together without touching them as the sound leaves the body. Approximants are similar to soft vowels because they do not block the air as it exits. There are 4 approximant sounds, namely /w/, /l/, /r/, and /j/.

However, researchers only tested 1 crucial approximant sound, namely the sound /r/. The following is approximant sound and example:

Table 2.4 Approximant Sound and Example

CONSONANTS	SOUND	VOCABULARY	TRANSCRIPTION
Approximant	/r/	Rat	/ræt/

B. Vowels

Apart from mastering consonant sounds, students must also mastering vowels. This is a basic skill that must be learned before mastering higher pronunciation techniques. A vowel is a sound produced when the airflow is unobstructed in the vocal tract, allowing for clear and continuous pronunciation. Vowels are classified into two types: monophthongs and diphthongs. The following provides an explanation of both monophthongs and diphthongs.

a.) Monophthongs

Monophthongs are groups of letters that only have one sound. According to Zsiga (2006: 27) monophthongs are divided into 3 parts, namely front, central, and back vowels. The following is an explanation and examples of front, central, and back vowels:

1.) Front vowels

Front vowels are vowel sounds that are pronounced with the front of the tongue curved. There are 5 front vowel sounds, namely /i/, /I/, /e/, /ε/, /æ/. Here are 5 front vowel sounds and examples:

Table 2.5 Front Vowel Sounds and Examples

VOWELS (MONOPHTHONGS)	SOUND	VOCABULARY	TRANSCRIPTION
Front	/i/	We	/'w <i>i</i> /
	/ɪ/	This	/ð <i>ɪ</i> s/
	/e/	Kate	/ke <i>e</i> t/
	/ɛ/	Bed	/be <i>ɛ</i> d/
	/æ/	Back	/'bæ <i>k</i> /

2.) Central vowels

Central vowels are vowel sounds that are pronounced in the middle of the mouth with the tongue raised to the middle. There are 2 central vowels, namely /ə/ and /ʌ/.

However, researchers only tested 1 crucial central vowel sound, namely the sound /ʌ/. The following are central vowels and examples:

Table 2.6 Central Vowel Sound and Examples

VOWELS (MONOPHTHONGS)	SOUND	VOCABULARY	TRANSCRIPTION
Central	/ʌ/	Cup	/kʌ <i>p</i> /

3.) Back vowels

Back vowels are produced when the back of the tongue is elevated towards the rear of the mouth. In English, there are five back vowels: /u/, /ʊ/, /o/, /ɔ/, and /ɑ/. Here are examples of these five back vowel sounds:

Table 2.7 Back Vowel Sounds and Examples

VOWELS (MONOPHTHONGS)	SOUND	VOCABULARY	TRANSCRIPTION
Back	/u/	Who	/h <u>u</u> /
	/ʊ/	Good	/g <u>ʊ</u> d/
	/o/	November	/n <u>o</u> ˈvembə/
	/ɔ/	Sort	/s <u>ɔ</u> rt/
	/ɑ/	Mama	/m <u>ɑ</u> m <u>ɑ</u> /

b.) Diphthong

A diphthong is a group of letters that have two sounds. There are 8 diphthong sounds, namely /eɪ/, /ɪə/, /eə/, /ʊə/, /əʊ/, /ɔɪ/, /aɪ/, /aʊ/.

However, researchers only studied 3 crucial diphthong sounds, namely /aɪ/, /aʊ/, and /ɔɪ/. Here are 3 diphthong sounds and examples:

Table 2.8 Diphtong Sounds and Examples

VOWELS (DIPHTHONGS)	SOUND	VOCABULARY	TRANSCRIPTION
Diphthongs	/aɪ/	Fine	/f <u>aɪ</u> n/
	/aʊ/	Brown	/br <u>aʊ</u> n/
	/ɔɪ/	Coin	/k <u>ɔɪ</u> n/

2.6.2 Frequency of Difficult Sound

a. Pre-test

Table 2.9 Pre-test Frequency of Difficult Sounds

No	Difficult Sound	Frequency	Question Number	Pre-Test Word
1.	/p/	3	1, 61, 44	Paper, park, power
2.	/t/	3	27, 10, 70	Table, tall, try
3.	/k/	3	53, 36, 19	Key, call, candy
4.	/v/	3	2, 62, 45	Veil, van, very
5.	/θ/	3	28, 11, 71	Thick, three, thin
6.	/ð/	3	54, 37, 20	Brother, their, those
7.	/z/	3	3, 63, 46	Zoo, zoom, zebra
8.	/ʃ/	3	29, 12, 72	Shine, show, shop
9.	/ʒ/	3	55, 38, 21	Leisure, version, decision
10.	/tʃ/	3	4, 64, 47	Children , china, chair
11.	/dʒ/	3	30, 13, 73	Job, joke, judge
12.	/r/	3	56, 39, 22	Right, rainbow, rabbit
13.	/i/	3	5, 65, 48	We, each, easy
14.	/l/	3	31, 14, 74	This, lick, ring

15.	/e/	3	57, 40, 23	Kate, face, say
16.	/ɛ/	3	6, 66, 49	Bed, ten, wet
17.	/æ/	3	32, 15, 75	Pad, slap, black
18.	/u/	3	58, 41, 24	Who, moon, soon
19.	/ʊ/	3	7, 67, 50	Good, book, cook
20.	/o/	3	33, 16, 76	Hope, nope, slow
21.	/ɔ/	3	59, 42, 25	Sort, fork, walk
22.	/ɑ/	3	8, 68, 51	Start, dark, hard
23.	/ʌ/	3	34, 17, 77	Cup, cut, jump
24.	/aɪ/	3	60, 43, 26	Fine, bite, nine
25.	/aʊ/	3	9, 69, 52	Cow, now, wow
26.	/ɔɪ/	3	35, 18, 78	Coin, boy, join

b. Post-test

Table 2.10 Post-test Frequency of Difficult Sounds

No	Difficult Sound	Frequency	Question Number	Post-Test Word
1.	/p/	3	1, 61, 44	Pie, prank, pain
2.	/t/	3	27, 10, 70	Train, toy, tiny
3.	/k/	3	53, 36, 19	Cake, care, car
4.	/v/	3	2, 62, 45	Vote, value, vein
5.	/θ/	3	28, 11, 71	Throw, thief, thank you
6.	/ð/	3	54, 37, 20	Than, father,

				mother
7.	/z/	3	3, 63, 46	Zigzag, zone, zip
8.	/ʃ/	3	29, 12, 72	Shake, shoot, she
9.	/ʒ/	3	55, 38, 21	Measure, usual, vision
10.	/tʃ/	3	4, 64, 47	Check, change, rich
11.	/dʒ/	3	30, 13, 73	June, jeans, junk
12.	/r/	3	56, 39, 22	Relax, ready, real
13.	/i/	3	5, 65, 48	Free, beat, heal
14.	/ɪ/	3	31, 14, 74	Fish, fix, ship
15.	/e/	3	57, 40, 23	Pay, gray, day
16.	/ɛ/	3	6, 66, 49	Mess, jet, pet
17.	/æ/	3	32, 15, 75	Flat, pat, cat
18.	/u/	3	58, 41, 24	Flu, cool, tool
19.	/ʊ/	3	7, 67, 50	Foot, wood, look
20.	/o/	3	33, 16, 76	Grow, low, know
21.	/ɔ/	3	59, 42, 25	Horse, door, more
22.	/ɑ/	3	8, 68, 51	Far, market, part
23.	/ʌ/	3	34, 17, 77	Sun, run, fun
24.	/aɪ/	3	60, 43, 26	Write, ice, fry
25.	/aʊ/	3	9, 69, 52	Down, mouse, out
26.	/ɔɪ/	3	35, 18, 78	Choice, noise, voice

2.7 Movie As an Audio-Visual Media

The use of movies as an audio-visual media in language learning is grounded in several theoretical perspectives that emphasize the role of multisensory input in enhancing pronunciation mastery. Theories such as the Cognitive Theory of Multimedia Learning (Mayer, 2001), Social Learning Theory (Bandura, 1977), and Communicative Language Teaching (CLT) Approach (Richards & Rodgers, 2001) provide a strong foundation for understanding how movies contribute to pronunciation improvement.

Mayers' Cognitive Theory of Multimedia Learning suggests that learners process information more effectively when auditory and visual inputs are presented simultaneously. This theory supports the use of movies in pronunciation teaching, as they provide both auditory input (speech, intonation, and stress patterns) and visual cues (lip movements, gestures, and facial expressions), helping students develop a better understanding of phonetic articulation. According to Mayer (2001), learning occurs more efficiently when information is delivered through multiple sensory channels, reinforcing memory and comprehension.

Banduras' Social Learning Theory highlights the role of observation and imitation in learning. Movies provide authentic pronunciation models through native speakers' dialogues, allowing students to imitate correct pronunciation, rhythm, and intonation patterns. By watching and mimicking actors in movies, learners engage in modeling, a key component of pronunciation acquisition. This aligns with Banduras' (1977) claim that learning occurs through observing, imitating, and modeling behavior, which is essential in second language acquisition.

Furthermore, the Communicative Language Approach (CLT) Approach underscores the importance of real-life communication and meaningful interaction in

language learning. Movies provide natural contexts where pronunciation is used in authentic conversations, exposing students to various speech patterns, accents, and real-life communication scenarios. This approach encourages active engagement, as students practice pronunciation through activities like shadowing, repetition drills, and role-playing, helping them internalize correct pronunciation patterns.

Additionally, Krashen's Input Hypothesis (1982) supports the idea that exposure to comprehensible input in a meaningful context enhances language acquisition. Movies offer an optimal level of comprehensible input by presenting pronunciation features within contextualized dialogues, making it easier for learners to absorb and reproduce sounds naturally. Krashen emphasizes that exposure to natural speech is crucial in language development, and movies serve as an effective medium to provide this input. In summary, the theoretical framework for using movies as an audio-visual media in pronunciation teaching is built upon multimedia learning, observational learning, communicative approaches, and input processing theories. These theories collectively support the effectiveness of movies in providing authentic pronunciation models, reinforcing, phonetic articulation, improving prosodic features (stress, rhythm, and intonation), and enhancing overall speech fluency. By integrating movies into pronunciation teaching, educators can create an engaging and immersive learning experience that fosters natural language acquisition.

Audio-visual is a product that combines images and sound. In the world of education, audio-visual can be a medium for conveying learning material, especially teaching pronunciation. There are several examples of audio-visual media that are often used in the learning process, namely films, short videos, learning applications, LCDs, game software, television, and so on. According to Susnawati (2019), incorporating audio-visual media into the learning process can enhance students'

motivation and foster a more enjoyable learning environment. However, movies are one of the most effective audio-visual media for teaching pronunciation skills (BRIK, 2020). By using movies, students can easily imitate the way native speakers speak and access. Audio-visual media is a modern technology product that can be used in the educational realm. Apart from that, in this modern era, learning media and teacher thinking must always be updated so that they can adapt to the times. Apart from that, using old learning media will make students bored, therefore to face this challenge, teachers must always innovate the learning media they will use.

2.8 Previous Study

The following section presents a review of prior research that explores the effect of audio-visual media on students' pronunciation mastery.

The first study is by Sabang, Hastini, Mukrim, and Bochari (2023), which aimed to examine the impact of YouTube videos on students' pronunciation mastery. In addition, the research sought to identify the most challenging English sounds, including /ʃ/, /ʒ/, /θ/, /ð/, /tʃ/, and /dʒ/. The study involved 163 eighth-grade students from the science department at MAN 2 Palu City. Using a quantitative approach and a quasi-experimental design, the study found that YouTube videos significantly improved students' pronunciation abilities. The researchers also identified the /ð/ and /tʃ/ sounds as the most difficult for students, noting a significant reduction in error scores after the treatment.

The second study, conducted by Mohsen and Abd el-Haq (2020), aimed to assess the impact of electronic audio-visual tools on the pronunciation mastery of students at Zagazig University. The study involved forty second-semester students majoring in Specific Education. A quantitative research approach was employed, with a quasi-experimental design. The participants were divided into two groups: a control group

(N=20) and an experimental group (N=20). The findings indicated that using an electronic audio-visual-based strategy significantly improved the pronunciation abilities of the students at Zagazig University. Additionally, the research highlighted other key observations related to the study.

The third study, conducted by Namaziandost, Esfahani, and Hashemifarnia (2018), focused on examining the effect of authentic videos on the prosodic (suprasegmental) pronunciation abilities of Iranian students. The study included forty intermediate-level Iranian students, who were divided into a control group and an experimental group. The results were positive, showing that the use of authentic videos significantly improved the students' pronunciation mastery, particularly in prosodic aspects. The researchers also recommended the incorporation of authentic videos as a valuable learning tool in English classrooms.

To demonstrate the originality of this study, the following section outlines the gaps identified between this research and prior studies:

Table 2.11 Originality of the Research

No.	Researcher and Title of the Research	Similarity	Difference	Gap
1.	Sabang, Hastini, Mukrim, and Bochari (2023). Assessing the Use of Animated Video in Improving Pronunciation of	These two studies examined the effectiveness of Audio-Visual media on pronunciation abilities.	The subjects of this research were MAN 2 Palu students.	The research subjects in this study were third-semester students at UIN Maulana Malik Ibrahim

	Coronal Obstruent Sounds among MAN 2 Palu Students.			Malang.
2.	Mohsen & Abd el-haq (2020). An Electronic Audio-Visual Based Strategy for Better Sophomores' EFL Pronunciation Skills.	These two studies examined the effectiveness of Audio-Visual media on pronunciation abilities, and the samples for both studies were university students.	This research used video media from VOA News and the British Council.	This research used the "Elemental" movie as a media for updating learning media.
3.	Namazandost, Esfahani, and Hashemifarnia (2018). The Impact of Using Authentic Videos on Prosodic Ability among Foreign Language Learners.	These two studies examined the effectiveness of Audio-Visual media on pronunciation abilities, and the samples for both studies were university students.	This research was conducted in Saudi Arabia, specifically at King Saud University.	This research was conducted in Indonesia, specifically at UIN Maulana Malik Ibrahim Malang.

CHAPTER III

METHODOLOGY

In this chapter, the researcher provides an overview of the research design, describe the participants involved in the study, explain the research instruments used, outline the data collection methods, and detail the procedures for analyzing the data.

3.1 Research Design

This study employed a quantitative approach. Quantitative research involves collecting data that can be measured and analyzed to determine the outcomes of the research (Emzir, 2020). This study is an experimental research that involves several participants receiving specific treatments to generate data. The researcher chose an experimental design to examine the cause-and-effect relationship between the use of audio-visual media, specifically the film *Elemental*, and its impact on students' pronunciation skills.

This study utilized a true experimental research design, specifically the pre-test post-test control group design. In the research, the pre-test and post-test processes were conducted to measure the effectiveness of audio-visual movie media in improving students' pronunciation mastery. The pre-test was administered before the treatment phase to assess students' initial pronunciation proficiency. During this stage, participants from both the experimental and control groups were given the same pronunciation test, which included a set of words, phrases, or sentences containing difficult sounds. The test aimed to evaluate their accuracy in articulating phonemes, applying correct stress patterns, and maintaining proper intonation. The pronunciation performance was recorded and later analyzed to establish a baseline for comparison.

Following the pre-test, the treatment phase was implemented, where the experimental group received pronunciation instruction using audio-visual movie media. This included instructional videos focusing on difficult sounds and selected movie scenes demonstrating natural pronunciation, rhythm, and intonation. Meanwhile, the control group was taught using conventional methods without the integration of movie-based media. After completing the treatment, a post-test was conducted to measure students' pronunciation improvement. The post-test followed the same format as the pre-test, allowing for a direct comparison of pronunciation performance before and after the intervention. The recorded pronunciation samples were analyzed to identify changes in phoneme articulation, stress accuracy, and fluency. Statistical analyses were then applied to compare the pre-test and post-test scores of both groups, determining whether the use of audio-visual movie media had a significant impact on students' pronunciation mastery. The comparison of mean scores, along with inferential statistical tests such as the independent sample t-test, provided empirical evidence of the effectiveness of this teaching approach.

True experimental designs are known for their high level of data accuracy, as participants are randomly assigned (Sugiyono, 2015). In this design, there are two groups: the experimental group, which receives the treatment of learning with the Elemental movie as an audio-visual aid, and the control group, where no such treatment is applied. Below is a diagram illustrating the structure of this true experimental research design (pre-test post-test control group design) (Sugiyono, 2015).

Table 3.1

The Illustration of True Experimental Research (Pre-test Post-test Control Design)

R ₁	O ₁	X	O ₂
R ₂	O ₃	-	O ₄

Notes:

R1 : Experimental Group

R2 : Control Group

X : Treatment (Audio-visual media (Elemental movie))

O1 : Pre-test (Experimental Group)

O2 : Pre-test (Control Group)

O3 : Post-test (Experimental Group)

O4 : Post-test (Control Group)

3.2 Subject of the Research

The population in this study refers to the group of individuals who serve as the focus of research and the source for data collection, as defined by Purwanto (2020). In this case, the researcher selected third-semester students at UIN Maulana Malik Ibrahim Malang, with a total of 78 students forming the research population. This population was chosen because third-semester students have already acquired foundational English skills and are at a stage where pronunciation development is crucial for improving their speaking proficiency. Given their background, they serve as a suitable group for investigating the effectiveness of audio-visual movie media in enhancing pronunciation mastery.

From this population, a sample was drawn to participate in the study. According to Purwanto (2020), a sample consists of individuals selected from the population to represent the entire group in research, ensuring that the findings can be generalized. In this study, 33 third-semester students were chosen as the sample. To ensure fair and unbiased selection, the researcher employed a simple random sampling technique, specifically using an online spinner, where all students had an equal chance of being selected. The online spinner method was chosen to eliminate potential bias in manual

selection, ensuring that every student had an equal probability of being part of the study. This approach also increased transparency and objectivity in the sampling process.

The use of a random sampling technique helps improve the reliability and validity of the research findings. By ensuring that the sample is representative of the larger population, the study minimizes selection bias and enhances the credibility of the results. Additionally, the sample size of 33 students was considered appropriate for conducting statistical analysis and measuring the effectiveness of the intervention. The chosen students were then divided into two groups: the experimental group, which received pronunciation instruction using audio-visual movie media, and the control group, which was taught using conventional methods. This division allowed for a comparative analysis of pronunciation improvement between the two groups. By carefully selecting the population and employing a systematic sampling method, the study ensures that the results accurately reflect the impact of audio-visual movie media on pronunciation learning. The approach taken in this research strengthens the study's objectivity and provides a solid foundation for analyzing pronunciation development in a structured and measurable manner.

3.3 Research Instrument

Research instruments are essential tools used in studies to gather data needed for analysis (Wachid, 2021). For this study, the researcher employed pronunciation test as the main instrument to collect the required data.

a. Pronunciation Test

Pronunciation tests can be a measuring tool to test students' pronunciation abilities.

The oral test is a test that tests a person's ability by assessing student speaking. The

researcher administers pronunciation tests during the pre-test and post-test sessions as a comparative measure of students' pronunciation mastery.

b. Scoring Rubric

Assessing students' pronunciation mastery is essential in determining their progress and identifying areas for improvement. Pronunciation mastery can be classified into different levels based on numerical scores, allowing educators to evaluate students' abilities systematically. According to Suyadi (2024), pronunciation mastery can be categorized into five levels: excellent, very good, good, poor, and very poor. The following table presents the classification of students' pronunciation mastery based on their numerical scores:

Table 3.2 The Classification of Students' Pronunciation

Score Range	Classification	Description
90-100	Excellent	Pronunciation is highly accurate with minimal or no errors. Intonation, stress, and rhythm sound very natural.
80-89	Very Good	Pronunciation is clear with minor mistakes. Intonation and stress are generally appropriate.
70-79	Good	Some pronunciation errors affect comprehension, but the speech is still understandable with effort.
60-69	Poor	Frequent pronunciation

		errors interfere with comprehension. Noticeable issues with intonation and stress.
Below 60	Very Poor	Pronunciation is unclear with consistent errors that hinder understanding. Serious problems with intonation and stress.

This scoring rubric is designed to assess students' pronunciation mastery based on accuracy, fluency, stress, and intonation, aligning with the classification proposed by Suyadi (2024) each aspect is rated on a scale of 1 to 5, with the maximum total score each question is 20. The final score is then converted into a 100-point scale for classification.

Table 3.3 Pronunciation Scoring Rubric

Aspects	Scale	Performance Description
Accuracy	1	Pronunciation is unclear and consistently incorrect, making speech difficult to comprehend.
	2	Frequent errors that make some words difficult to understand.
	3	Some errors that slightly affect comprehension

	4	Minor pronunciation errors that do not affect comprehension.
	5	All words are pronounced correctly with minimal or no errors.
Fluency	1	Speech is very slow and fragmented, making it hard to understand.
	2	Many unnatural pauses and hesitations that disrupt fluency.
	3	Noticeable pauses and hesitations that slightly affect fluency.
	4	Generally smooth speech with minor pauses.
	5	Speech flows naturally with no hesitations or unnatural pauses.
Stress	1	Incorrect stress throughout, leading to serious comprehension issues.
	2	Many incorrect stress patterns that make speech

		hard to follow.
	3	Some incorrect stress patterns that affect meaning.
	4	Mostly correct stress with minor inconsistencies.
	5	Word and sentence stress are applied correctly and naturally.
Intonation	1	Completely incorrect intonation that significantly affects meaning.
	2	Intonation errors make the speech sound unnatural and difficult to interpret.
	3	Some unnatural intonation that slightly affects meaning.
	4	Mostly correct intonation with minor errors.
	5	Intonation is natural and matches the intended meaning.
Max Score (@ question)	20	

Total words in the pronunciation test : 78

Maximum possible score : 78 x 20 = 1560

Final score = $\frac{\text{Total Raw Score}}{1560} \times 100$

3.4 Data Collection Technique

a. Pronunciation Test

The pronunciation test served as the primary instrument for measuring students' pronunciation mastery in this study. It was conducted in two phases: pre-test and post-test, to assess students' pronunciation accuracy before and after the treatment. The test was designed based on a scoring rubric that focused on accuracy, ensuring that students' ability to pronounce words correctly was systematically evaluated. The test consisted of 78 items, each targeting specific difficult sound that students' needed to master. During the test, students were required to pronounce words or sentences aloud while being recorder for futher evaluation. The pronunciation accuracy of each student was assessed using rubric with a scale 1-5, where 1 indicated poor pronunciation and 5 represented excellent accuracy. The total score was then converted into a standardized scale with a maximum acore of 100 to ensure fair and consistent grading.

To maintain reliability ad validity, the pronunciation test was conducted under controlled conditions, with each student pronouncing the test items individually. The recordings were analyzed and sored based on the predefined rubric, ensuring objective assessment. The results from the pronunciation test provided essential data to determine the effectiveness of audio-visual movie media in improving students' pronunciation mastery, as measured by the difference between pre-test and post-test scores.

b. Pre-Test

The pre-test was conducted before the implementation of the teaching intervention to assess students' initial pronunciation mastery. It consisted of 78 pronunciation items that targeted difficult sounds relevant to this study. Students were required to pronounce the given words, and their accuracy was evaluated using a pronunciation scoring rubric. The test provided a baseline measurement of students' pronunciation mastery before exposure to audio-visual movie media. The results of the pre-test helped determine the extent of pronunciation difficulties faced by students and served as a reference point for measuring progress after the intervention.

c. Treatment

The treatment phase in this study involved the implementation of audio-visual movie media to improve students' pronunciation mastery. This phase was conducted after pre-test and before post-test, focusing on teaching difficult sounds using instructional videos and selected movie scenes. The treatment was designed to provide students with an immersive learning experience by integrating both auditory and visual elements to enhance pronunciation accuracy. During the treatment, students in the experimental group were exposed to instructional videos that provided clear explanations and visual representations of mouth movements, helping students understand the correct pronunciation of target phonemes. In addition, selected scenes from the movie *Elemental* were used to reinforce pronunciation learning in a contextualized and engaging manner.

The movie scenes featured authentic pronunciation by native speakers, allowing students to observe natural speech patterns, intonation, and stress in real-life communication. Students were actively engaged in various pronunciation

exercises during the treatment, including shadowing, repetition drills, and guided pronunciation practice. The researcher provided feedback and corrections to ensure students improved their pronunciation accuracy. The treatment was conducted over a specific period, ensuring that students had ample exposure to the audio-visual materials and sufficient practice opportunities before taking the post-test. The effectiveness of this treatment was later assessed by comparing the pre-test and post-test results to determine whether significant improvements in pronunciation had occurred.

d. Post-Test

After the instructional treatment using instructional videos and movie scenes, the post-test was administered to evaluate improvements in pronunciation. The test had the same structure and number of items as the pre-test to ensure consistency in measurement. Students' pronunciation accuracy was assessed using the same scoring rubric, allowing for a direct comparison of results. The post-test scores were analyzed statistically to determine whether there was a significant improvement in pronunciation accuracy. If students demonstrated higher scores in the post-test, it indicated that the use of audio-visual movie media had a positive effect on their pronunciation mastery.

3.5 Validity Test

According to Ghony and Almanshur (2016), a validity test is carried out to find out whether the measuring instrument used to measure something to be measured in research is suitable for use or not. In this research, a validity test was carried out whether the oral test (research instrument) given to research subjects was valid or not.

The validity test was conducted on Monday, October 21, 2024, on students from ICP class. The trial was attended by 22 student participants, excluding those from the experimental and control classes. In testing the validity of this research instrument, researchers used Pearson Product Moment with SPSS edition 22. The following are the results of the research instrument validity test:

3.5.1 Validity test of pre-test

Table 3.4 Validity Test of Pre-test

		q1	q2	q3	q4	q5	q6
skor_total	Pearson Correlation	,464*	,518*	,458*	,633**	,464*	,477*
	Sig. (2-tailed)	,030	,013	,032	,002	,030	,025
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,464*	,518*	,458*	,633**	,464*	,477*
	Sig. (2-tailed)	,030	,013	,032	,002	,030	,025
	N	22	22	22	22	22	22

		q7	q8	q9	q10	q11	q12
skor_total	Pearson Correlation	,463*	,482*	,443*	,475*	,564**	,498*
	Sig. (2-tailed)	,030	,023	,039	,026	,006	,018
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,463*	,482*	,443*	,475*	,564**	,498*
	Sig. (2-tailed)	,030	,023	,039	,026	,006	,018
	N	22	22	22	22	22	22

		q13	q14	q15	q16	q17	q18
skor_total	Pearson Correlation	,455*	,605**	,535*	,550**	,646**	,697**
	Sig. (2-tailed)	,033	,003	,010	,008	,001	,000
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,455*	,605**	,535*	,550**	,646**	,697**
	Sig. (2-tailed)	,033	,003	,010	,008	,001	,000
	N	22	22	22	22	22	22

		q19	q20	q21	q22	q23	q24
skor_total	Pearson Correlation	,443*	,516*	,468*	,489*	,534*	,575**
	Sig. (2-tailed)	,039	,014	,028	,021	,010	,005
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,443*	,516*	,468*	,489*	,534*	,575**
	Sig. (2-tailed)	,039	,014	,028	,021	,010	,005
	N	22	22	22	22	22	22

		q25	q26	q27	q28	q29	q30
skor_total	Pearson Correlation	,522*	,436*	,474*	,463*	,552**	,433*
	Sig. (2-tailed)	,013	,043	,026	,030	,008	,044
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,522*	,436*	,474*	,463*	,552**	,433*
	Sig. (2-tailed)	,013	,043	,026	,030	,008	,044
	N	22	22	22	22	22	22

		q31	q32	q33	q34	q35	q36
skor_total	Pearson Correlation	,444*	,467*	,455*	,528*	,475*	,465*
	Sig. (2-tailed)	,039	,028	,033	,012	,026	,029
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,444*	,467*	,455*	,528*	,475*	,465*
	Sig. (2-tailed)	,039	,028	,033	,012	,026	,029
	N	22	22	22	22	22	22

		q37	q38	q39	q40	q41	q42
skor_total	Pearson Correlation	,464*	,620**	,464*	,443*	,615**	,620**
	Sig. (2-tailed)	,030	,002	,030	,039	,002	,002
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,464*	,620**	,464*	,443*	,615**	,620**
	Sig. (2-tailed)	,030	,002	,030	,039	,002	,002
	N	22	22	22	22	22	22

		q43	q44	q45	q46	q47	q48
skor_total	Pearson Correlation	,465*	,660**	,622**	,433*	,659**	,516*
	Sig. (2-tailed)	,029	,001	,002	,044	,001	,014
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,465*	,660**	,622**	,433*	,659**	,516*
	Sig. (2-tailed)	,029	,001	,002	,044	,001	,014
	N	22	22	22	22	22	22

		q49	q50	q51	q52	q53	q54
skor_total	Pearson Correlation	,443*	,697**	,646**	,550**	,464*	,433*
	Sig. (2-tailed)	,039	,000	,001	,008	,030	,044
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,443*	,697**	,646**	,550**	,464*	,433*
	Sig. (2-tailed)	,039	,000	,001	,008	,030	,044
	N	22	22	22	22	22	22

		q55	q56	q57	q58	q59	q60
skor_total	Pearson Correlation	,522*	,535*	,575**	,605**	,455*	,498*
	Sig. (2-tailed)	,013	,010	,005	,003	,033	,018
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,522*	,535*	,575**	,605**	,455*	,498*
	Sig. (2-tailed)	,013	,010	,005	,003	,033	,018
	N	22	22	22	22	22	22

		q61	q62	q63	q64	q65	q66
skor_total	Pearson Correlation	,489*	,697**	,564**	,475*	,528*	,455*
	Sig. (2-tailed)	,021	,000	,006	,026	,012	,033
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,489*	,697**	,564**	,475*	,528*	,455*
	Sig. (2-tailed)	,021	,000	,006	,026	,012	,033
	N	22	22	22	22	22	22

		q67	q68	q69	q70	q71	q72
skor_total	Pearson Correlation	,463*	,477*	,464*	,633**	,646**	,455*
	Sig. (2-tailed)	,030	,025	,030	,002	,001	,033
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,463*	,477*	,464*	,633**	,646**	,455*
	Sig. (2-tailed)	,030	,025	,030	,002	,001	,033
	N	22	22	22	22	22	22

		q73	q74	q75	q76	q77	q78
skor_total	Pearson Correlation	,458*	,518*	,464*	,620**	,467*	,444*
	Sig. (2-tailed)	,032	,013	,030	,002	,028	,039
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,458*	,518*	,464*	,620**	,467*	,444*
	Sig. (2-tailed)	,032	,013	,030	,002	,028	,039
	N	22	22	22	22	22	22

		skor_total	nilai100
skor_total	Pearson Correlation	1	1,000**
	Sig. (2-tailed)		,000
	N	22	22
nilai100	Pearson Correlation	1,000**	1
	Sig. (2-tailed)	,000	
	N	22	22

*.Correlation is significant at the 0.05 level (2-tailed).

**..Correlation is significant at the 0.01 level (2-tailed).

3.5.2 Validity test of post-test

Table 3.5 Validity Test of Post-Test

		q1	q2	q3	q4	q5	q6
skor_total	Pearson Correlation	,473*	,719**	,545**	,486*	,470*	,448*
	Sig. (2-tailed)	,026	,000	,009	,022	,027	,036
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,473*	,719**	,545**	,486*	,470*	,448*
	Sig. (2-tailed)	,026	,000	,009	,022	,027	,036
	N	22	22	22	22	22	22
		q7	q8	q9	q10	q11	q12
skor_total	Pearson Correlation	,498*	,464*	,517*	,575**	,575**	,676**
	Sig. (2-tailed)	,018	,030	,014	,005	,005	,001
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,498*	,464*	,517*	,575**	,575**	,676**
	Sig. (2-tailed)	,018	,030	,014	,005	,005	,001
	N	22	22	22	22	22	22
		q13	q14	q15	q16	q17	q18
skor_total	Pearson Correlation	,513*	,700**	,681**	,576**	,519*	,655**
	Sig. (2-tailed)	,015	,000	,000	,005	,013	,001
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,513*	,700**	,681**	,576**	,519*	,655**
	Sig. (2-tailed)	,015	,000	,000	,005	,013	,001
	N	22	22	22	22	22	22
		q19	q20	q21	q22	q23	q24
skor_total	Pearson Correlation	,439*	,689**	,496*	,621**	,612**	,553**
	Sig. (2-tailed)	,041	,000	,019	,002	,002	,008
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,439*	,689**	,496*	,621**	,612**	,553**
	Sig. (2-tailed)	,041	,000	,019	,002	,002	,008
	N	22	22	22	22	22	22
		q25	q26	q27	q28	q29	q30
skor_total	Pearson Correlation	,500*	,486*	,451*	,521*	,585**	,496*
	Sig. (2-tailed)	,018	,022	,035	,013	,004	,019
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,500*	,486*	,451*	,521*	,585**	,496*
	Sig. (2-tailed)	,018	,022	,035	,013	,004	,019
	N	22	22	22	22	22	22

		q31	q32	q33	q34	q35	q36
skor_total	Pearson Correlation	,653**	,482*	,485*	,539**	,498*	,531*
	Sig. (2-tailed)	,001	,023	,022	,010	,018	,011
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,653**	,482*	,485*	,539**	,498*	,531*
	Sig. (2-tailed)	,001	,023	,022	,010	,018	,011
	N	22	22	22	22	22	22

		q37	q38	q39	q40	q41	q42
skor_total	Pearson Correlation	,575**	,528*	,562**	,528*	,454*	,512*
	Sig. (2-tailed)	,005	,011	,006	,011	,034	,015
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,575**	,528*	,562**	,528*	,454*	,512*
	Sig. (2-tailed)	,005	,011	,006	,011	,034	,015
	N	22	22	22	22	22	22

		q43	q44	q45	q46	q47	q48
skor_total	Pearson Correlation	,456*	,567**	,721**	,478*	,485*	,515*
	Sig. (2-tailed)	,033	,006	,000	,025	,022	,014
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,456*	,567**	,721**	,478*	,485*	,515*
	Sig. (2-tailed)	,033	,006	,000	,025	,022	,014
	N	22	22	22	22	22	22

		q49	q50	q51	q52	q53	q54
skor_total	Pearson Correlation	,517*	,432*	,460*	,505*	,441*	,622**
	Sig. (2-tailed)	,014	,044	,031	,017	,040	,002
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,517*	,432*	,460*	,505*	,441*	,622**
	Sig. (2-tailed)	,014	,044	,031	,017	,040	,002
	N	22	22	22	22	22	22

		q55	q56	q57	q58	q59	q60
skor_total	Pearson Correlation	,570**	,460*	,431*	,480*	,530*	,432*
	Sig. (2-tailed)	,006	,031	,045	,024	,011	,044
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,570**	,460*	,431*	,480*	,530*	,432*
	Sig. (2-tailed)	,006	,031	,045	,024	,011	,044
	N	22	22	22	22	22	22

		q61	q62	q63	q64	q65	q66
skor_total	Pearson Correlation	,468*	,768**	,482*	,471*	,654**	,674**
	Sig. (2-tailed)	,028	,000	,023	,027	,001	,001
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,468*	,768**	,482*	,471*	,654**	,674**
	Sig. (2-tailed)	,028	,000	,023	,027	,001	,001
	N	22	22	22	22	22	22

		q67	q68	q69	q70	q71	q72
skor_total	Pearson Correlation	,555**	,567**	,464*	,572**	,502*	,614**
	Sig. (2-tailed)	,007	,006	,030	,005	,017	,002
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,555**	,567**	,464*	,572**	,502*	,614**
	Sig. (2-tailed)	,007	,006	,030	,005	,017	,002
	N	22	22	22	22	22	22
		q73	q74	q75	q76	q77	q78
skor_total	Pearson Correlation	,768**	,511*	,503*	,654**	,431*	,475*
	Sig. (2-tailed)	,000	,015	,017	,001	,045	,025
	N	22	22	22	22	22	22
nilai100	Pearson Correlation	,768**	,511*	,503*	,654**	,431*	,475*
	Sig. (2-tailed)	,000	,015	,017	,001	,045	,025
	N	22	22	22	22	22	22

		skor_total	nilai100
skor_total	Pearson Correlation	1	1,000**
	Sig. (2-tailed)		,000
	N	22	22
nilai100	Pearson Correlation	1,000**	1
	Sig. (2-tailed)	,000	
	N	22	22

** .Correlation is significant at the 0.01 level (2-tailed).

* .Correlation is significant at the 0.05 level (2-tailed).

R Table Formula :

$$Df = N - 2$$

$$= 22 - 2$$

$$= 20$$

$$= 4,227$$

The validation test results indicate that the calculated r-value (r count) is greater than the table value (r table). For a sample size of N = 22, the r table is 4.227. The r count values for the questions that passed the validity test exceed this threshold. Therefore, it can be concluded that both the pre-test and post-test instruments are valid.

3.6 Reliability Test

Once all items are validated, a reliability test can be conducted. In this study, after confirming the validity of all items, the reliability test was carried out. The table below provides the interpretation of Cronbach's Alpha, as defined by Ruiz (2004).

Table 3.6 Cronbach's Alpha Interpretation

Cronbach's Alpha	Internal Consistency
0.81 – 1.00	Very high
0.61 – 0.80	High
0.41 – 0.60	Moderate
0.21 – 0.40	Low
0.01 – 0.20	Very low

The following are the reliability test results using SPSS 22:

3.6.1 Pre-Test Reliability Test Result

Table 3.7 Pre-Test Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,967	78

3.6.2 Post-Test Reliability Test Result

Table 3.8 Post-Test Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,974	78

In the table above, the reliability value of pre-test is 0.967, and the reliability value of post-test is 0.974. According to Ruiz's interpretation, 0.967 and 0.974 indicates high reliability, so it can be said that the test instrument in this study has passed the reliability test.

3.7 Data Analysis

3.7.1 Normality Test

The normality test is performed to examine whether the data distribution aligns with a normal distribution pattern. A normal distribution is typically represented by a range of values where extreme values are rare, and most data points cluster around the mean (Dörnyei, 2007). In this study, the Shapiro-Wilk test was applied using IBM SPSS 22 software to assess normality. Similar to other statistical tests, the normality test relies on specific decision criteria, as detailed below:

- If the significance is < 0.05 , then the data is not normally distributed.
- If the results show significance > 0.05 then the data is normally distributed.

3.7.2 Homogeneity Test

The homogeneity test is a statistical technique employed to assess whether two or more groups have similar variances, suggesting that the data across the groups are homogeneous (Gujarati, 2004). This test is important in statistical analysis, especially in comparative tests such as ANOVA and t-test. In addition to determining the similarity of variance between two groups, the homogeneity test also aims to ensure statistical validity and avoid bias in statistical decision making.

3.7.3 T-test

The T-test is a statistical technique used to evaluate whether the means of two groups differ significantly from one another. It is widely used in research to test hypotheses about the differences between groups. To perform a T-test, the data needs to meet the conditions of normality and homogeneity. The interpretation of the T-test is outlined below:

- If the p-value < 0.05 , then there is a significant difference between the compared groups (H_0 is rejected)
- If the p-value > 0.05 , then there is no significant difference between the compared groups (H_0 is accepted)

3.7.4 Hypothesis Test

As stated by Sugiyono (2015), a hypothesis is a temporary explanation or forecast based on the research question. Hypothesis testing is conducted to confirm whether the hypothesis is supported or rejected by the data. In this research, the researcher aims to test whether the Audio-Visual Elemental movie can effectively improve the pronunciation skills of students at Maulana Malik Ibrahim State Islamic University, Malang. Below are the statistical hypotheses for this study:

$$H_0: \mu_E = \mu_C$$

$$H_a: \mu_E \neq \mu_C$$

a.) Null Hypothesis (H_0)

"There is no effect on increasing students' pronunciation skills by using Audio-Visual Elemental film media"

b.) Alternative Hypothesis (H_a)

"There is a significant influence on improving students' pronunciation skills by using Audio-Visual Elemental film media"

CHAPTER IV

RESEARCH FINDING

This chapter covers the research outcomes, which include the results of the normality and homogeneity tests, data analysis, hypothesis test results, and an in-depth discussion of the findings.

4.1 Research Finding

For this research, the participants were randomly assigned into two groups: the experimental group and the control group. The allocation process was done randomly through an online spinner, with each group initially consisting of 20 participants. However, by the conclusion of the study, only 17 students from the experimental group and 16 students from the control group completed both the pre-test and post-test. As a result, the total sample size for this research was 33 students. Below is the research timeline for this study:

Table 4.1 Research Schedule

No	Date	Activities
1.	Monday, October 21, 2024	Instrument trial (ICP Class)
2.	Saturday, November 2, 2024	Pre-test (Experiment and control class)
3.	Tuesday, November 5, 2024	First meeting (Experiment and control class)
4.	Thursday, November 7, 2024	Second meeting (Experiment and control class)
5.	Saturday, November 9, 2024	Third meeting (Experiment and control class)
6.	Tuesday, November 12, 2024	Post-test (Experiment and control class)

4.1.1 The Procedure of Research in Experiment Class

In the first meeting, the researcher conducted a pre-test to the experimental group. In the pre-test session, participants were asked to record voice and pronounce 78 vocabularies that had been provided by the researcher. Furthermore, the voice record was collected online via WhatsApp which was then corrected by the researcher.

Picture 4.1 Video Material 1



In the second meeting, the researcher distributed a video of pronunciation material which contained a scene from the film *Elemental* in the form of sounds (/p/, /t/, /k/, /v/, /θ/, /ð/, /z/, /ʃ/). The duration of the video material given to the experimental group is 11 minutes. Next, the researcher asks students to do the first exercise related to the difficult sound material in the first treatment. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

Picture 4.2 Video Material 2



In the third meeting, the researcher distributed a video of pronunciation material which contained a scene from the film Elemental in the form of sounds (/ʒ/, /tʃ/, /dʒ/, /r/, /i/, /ɪ/, /e/, /ɛ/, /æ/). The duration of the video material given to the experimental group is 11 minutes. Next, the researcher asks students to do the second exercise related to the difficult sound material in the second treatment. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

Picture 4.3 Video Material 3



In the fourth meeting, the researcher distributed a video of pronunciation material which contained a scene from the film *Elemental* in the form of sounds (/u/, /o/, /ɔ/, /ɑ/, /ʌ/, /aɪ/, /aʊ/, /ɔɪ/). The duration of the video material given to the experimental group is 11 minutes. Next, the researcher asks students to do the third exercise related to the difficult sound material in the third treatment. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

In the fifth meeting, the researcher conducted a post-test on the experimental and control groups. In the post-test session, participants were asked to record voice and pronounce 78 vocabulary provided by the researcher. Furthermore, the second voice was collected online via WhatsApp to be corrected by the researcher.

The following are the results of the pre-test and post-test data for the experimental group:

Table 4.2 Pre-test Experiment Class

No	Students	Score	Classification
1.	IR	97,3	Excellent
2.	FZ	94,6	Excellent
3.	SMZ	95,5	Excellent
4.	MFRA	95,5	Excellent
5.	JMK	99,1	Excellent
6.	AJN	98,6	Excellent
7.	AJ	91,9	Excellent
8.	AYF	97,7	Excellent

9.	MBU	97,3	Excellent
10.	SN	95,5	Excellent
11.	RM	93,2	Excellent
12.	MFR	90,5	Excellent
13.	ZIAF	93,2	Excellent
14.	FZ	95,5	Excellent
15.	NA	93,7	Excellent
16.	LZF	93,2	Excellent
17.	SM	90,5	Excellent
Total		1.612,8	
Mean		94,871	

The pre-test results for the experimental group revealed a mean score of 94,871, which reflects a relatively high level of proficiency among the 17 students. The highest score recorded was 99,1 indicating that some students performed well above average, while the lowest score was 90,5, suggests that there were also students who faced more challenges. The total score for all 17 students was 1.612,8 which further supports the idea of a generally strong performance across the group. This distribution of scores highlights some variation in student performance, which can be useful for assessing the overall baseline of pronunciation skills before the treatment was applied. The range between the highest and lowest scores also suggests a diverse set of abilities within the experimental group, which is important for analyzing the impact of the audio-visual media intervention in later stages of the study.

Table 4.3 Post-test Experiment Class

No	Students	Score	Classification
1.	IR	98,6	Excellent
2.	FZ	98,6	Excellent
3.	SMZ	96,8	Excellent
4.	MFRA	97,7	Excellent
5.	JMK	100	Excellent
6.	AJN	100	Excellent
7.	AJ	95	Excellent
8.	AYF	97,7	Excellent
9.	MBU	96,4	Excellent
10.	SN	97,3	Excellent
11.	RM	95,5	Excellent
12.	MFR	93,2	Excellent
13.	ZIAF	93,7	Excellent
14.	FZ	98,2	Excellent
15.	NA	95,9	Excellent
16.	LZF	98,2	Excellent
17.	SM	95	Excellent
Total		1.647,8	
Mean		96,929	

The post-test results for the experimental group showed an increased mean score of 96,929 from 17 students. This suggests that, on average, the students improved their pronunciation mastery after receiving the treatment with the "Elemental" movie. The highest score recorded in the post-test was 1.647,8, which indicates that the student who performed the best achieved a significantly higher score compared to the pre-test. This

increase in the total score further supports the effectiveness of the audio-visual media in improving pronunciation mastery. The shift from the pre-test score of 1.612,8 to the post-test score of 1.647,8 shows a positive change, reinforcing the potential impact of the treatment. The data suggests that most students benefited from the intervention, although there may still be some variation in the level of improvement, which is expected in any group of learners. This improvement can be seen as a promising outcome for utilizing such media in pronunciation training.

Table 4.4 Descriptive Analysis of Experiment Class

Descriptives		Statistic	Std. Error
pretest	Mean	94,871	,6360
	95% Confidence Interval for Lower Bound Mean	93,522	
	Upper Bound	96,219	
	5% Trimmed Mean	94,878	
	Median	95,500	
	Variance	6,877	
	Std. Deviation	2,6224	
	Minimum	90,5	
	Maximum	99,1	
	Range	8,6	
	Interquartile Range	4,1	
	Skewness	-,114	,550
	Kurtosis	-,806	1,063
posttest	Mean	96,929	,4857
	95% Confidence Interval for Lower Bound Mean	95,900	
	Upper Bound	97,959	

5% Trimmed Mean	96,966	
Median	97,300	
Variance	4,011	
Std. Deviation	2,0027	
Minimum	93,2	
Maximum	100,0	
Range	6,8	
Interquartile Range	3,2	
Skewness	-,280	,550
Kurtosis	-,631	1,063

The descriptive statistics of the pre-test and post-test scores for the experimental class provide an overview of the students' performance before and after the intervention. For the pre-test, the mean score was 94,871, with standard error of the mean of 0, 6360. The 95% confidence interval ranged from 93,522 to 96, 219, and the 5% trimmed mean was 94,878, indicating the absence of significant outliers. The median score was 95,500, with a variance of 6,877 and the standard deviation of 2,6224. The minimum and maximum scores were 90,5 and 99,1, respectively, resulting in a range of 8,6. The interquartile range was 4,1, showing the spread of the middle 50% of the data. In terms of distribution shape, the skewness value was -0,114 (SE = 0,550), suggesting an approximately symmetrical distribution, while the kurtosis value was -0,806 (SE = 1,063), indicating a slightly platykurtic distribution. For the post-test, the mean score increased to 96,929, with a standard error of the mean of 0,4857. The 95% confidence interval ranged from 95,900 to 97,959, and the 5% trimmed mean was 96,966, again indicating no significant outliers. The median score was 97,300, and the variance decreased to 4,011, with the standard deviation 2,0027. The minimum and maximum scores were 93,2 and 100,0 respectively, leading to a range of 6,8, while the interquartile range was 3,2. The

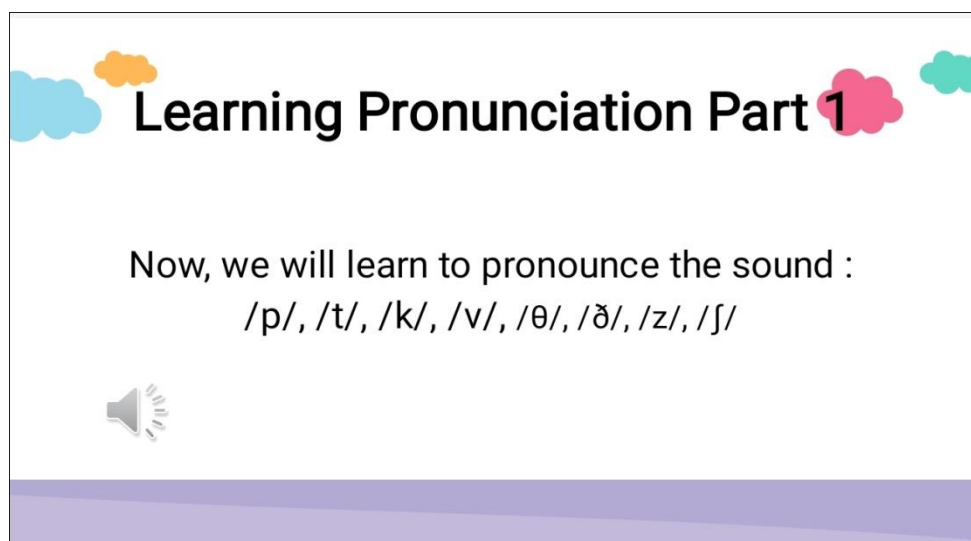
skewness value was -0,280 (SE = 0,550), suggesting a slight negative skew but maintaining an approximately symmetrical distribution, while the kurtosis value was -0,631 (SE = 1,063), indicating a slightly platykurtic distribution.

The comparison between pre-test and post-test results suggests an improvement in students' pronunciation mastery after the intervention the mean score increased, and the standard deviation decreased, indicating the students' scores became more concentrated around the higher mean. The skewness and kurtosis values for both tests remain within the acceptable range for normality, confirming that the data are suitable for further statistical analysis using parametric tests. These findings suggest that the audio-visual media used in the experiment positively impacted students' pronunciation mastery.

4.1.2 The Procedure of Research in Control Class

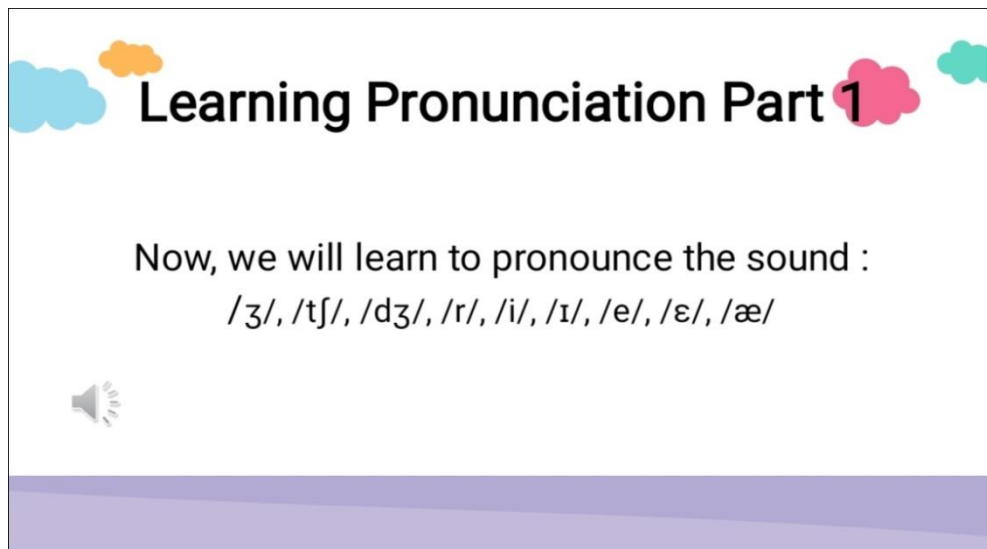
In the first meeting, the researcher conducted a pre-test to the control group. In the pre-test session, participants were asked to record voice and pronounce 78 vocabulary provided by the researcher. Furthermore, the voice record was collected online via WhatsApp which was then corrected by the researcher.

Picture 4.4 PPT Material 1



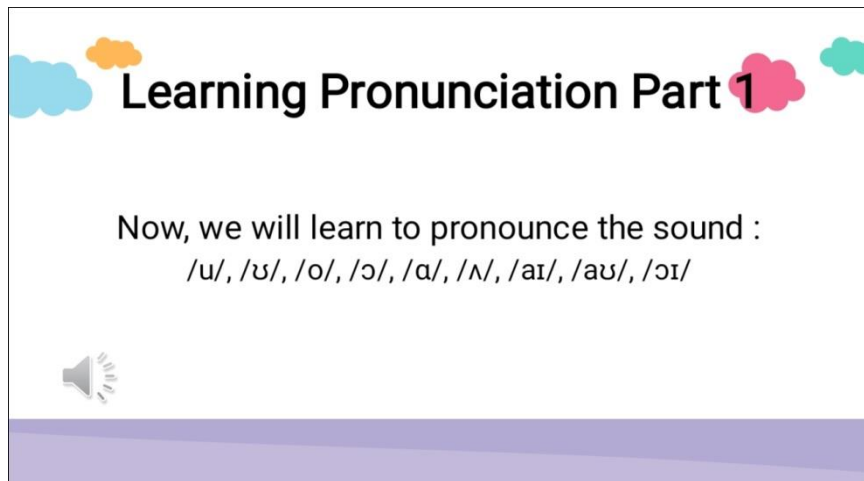
In the second meeting, the researcher distributed an audible powerpoint related to pronunciation material in the form of sounds (/p/, /t/, /k/, /v/, /θ/, /ð/, /z/, /ʃ/). Next, the researcher asks students to do the first exercise related to the difficult sound material. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

Picture 4.5 PPT Material 2



In the third meeting, the researcher distributed an audible powerpoint related to pronunciation material in the form of sounds (/ʒ/, /tʃ/, /dʒ/, /r/, /i/, /ɪ/, /e/, /ɛ/, /æ/). Next, the researcher asks students to do the second exercise related to difficult sound material. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

Picture 4.6 PPT Material 3



In the fourth meeting, the researcher distributed an audible powerpoint related to pronunciation material in the form of sounds (/u/, /ʊ/, /o/, /ɔ/, /ɑ/, /ʌ/, /aɪ/, /aʊ/, /ɔɪ/). Next, the researcher asks students to do the third exercise related to difficult sound material. After that, students send the results of their voice recordings via WhatsApp and the researcher corrects the results of the students' assignments.

In the fifth meeting, the researcher conducted a post-test on the control group. In the post-test session, participants were asked to record voice and pronounce 78 vocabulary provided by the researcher. Furthermore, the voice records were collected online via WhatsApp to be corrected by the researcher. The following are the results of the pre-test and post-test data for the control group:

Table 4.5 Pre-test Control Class

No	Students	Score	Classification
1.	AUMI	94,6	Excellent
2.	NN	92,8	Excellent
3.	FIP	96,8	Excellent
4.	NIR	95	Excellent
5.	NZRA	96,8	Excellent
6.	AA	94,1	Excellent
7.	WVD	94,1	Excellent
8.	MAA	92,8	Excellent
9.	ADS	94,6	Excellent
10.	TC	96,8	Excellent
11.	SMA	91	Excellent
12.	MNI	92,8	Excellent
13.	NIKAB	97,3	Excellent
14.	AH	92,3	Excellent
15.	EPM	93,2	Excellent
16.	FN	96,4	Excellent
Total		1.511,4	
Mean		94,462	

The pre-test results for the control group revealed a mean score of 94,462 from 16 students. The highest score achieved was 97,3, while the lowest score was 91. The total score for the pre-test in the control group amounted to 1.511,4. This distribution indicates that the students in the control group started with relatively consistent pronunciation skills, with scores ranging from 91 to 97,3. The fact that the mean score is quite close to the highest score suggests that the group's overall performance was relatively strong, though

there was still some variation in individual performances. The pre-test data shows that, unlike the experimental group, the control group did not receive any special treatment (like the "Elemental" movie) to enhance their pronunciation skills, making it important to compare the results after the post-test to assess any changes in performance. The data indicates a solid baseline for evaluating how effective the intervention was in the experimental group.

Table 4.6 Post-test Control Class

No	Students	Score	Classification
1.	AUMI	96,8	Excellent
2.	NN	92,8	Excellent
3.	FIP	97,7	Excellent
4.	NIR	95	Excellent
5.	NZRA	97,3	Excellent
6.	AA	93,7	Excellent
7.	WVD	95	Excellent
8.	MAA	92,3	Excellent
9.	ADS	95,9	Excellent
10.	TC	97,3	Excellent
11.	SMA	91,4	Excellent
12.	MNI	95	Excellent
13.	NIKAB	96,8	Excellent
14.	AH	94,1	Excellent
15.	EPM	92,8	Excellent
16.	FN	94,1	Excellent
Total		1.518	
Mean		94,875	

The post-test results for the control group showed a mean score of 94,875 from 16 students. The highest score obtained was 97,7, while the lowest score was 91,4. The total score of the post-test was 1.518. Comparing the pre-test and post-test data, the mean score in the post-test slightly increased from the pre-test mean of 94,462, indicating a minor improvement in pronunciation skills among the control group. Despite not receiving the specific treatment of using the "Elemental" movie, some progress can still be observed, which may be attributed to regular classroom activities or independent learning. The range of scores in the post-test also suggests that some students showed notable improvement, while others had less significant gains. This small increase in scores reflects a moderate effect of the standard learning approach used with the control group. It is important to analyze the data further to determine whether the differences between the experimental and control groups are statistically significant

Table 4.7 Descriptive Analysis of Control Class

Descriptives			
		Statistic	Std. Error
pretest	Mean	94,462	,4802
	95% Confidence Interval for Lower Bound	93,439	
	Mean		
	Upper Bound	95,486	
	5% Trimmed Mean	94,497	
	Median	94,350	
	Variance	3,689	
	Std. Deviation	1,9207	
	Minimum	91,0	
	Maximum	97,3	

	Range	6,3	
	Interquartile Range	3,9	
	Skewness	,012	,564
	Kurtosis	-1,076	1,091
posttest	Mean	94,875	,4922
	95% Confidence Interval for Lower Bound Mean	93,826	
	Upper Bound	95,924	
	5% Trimmed Mean	94,911	
	Median	95,000	
	Variance	3,877	
	Std. Deviation	1,9689	
	Minimum	91,4	
	Maximum	97,7	
	Range	6,3	
	Interquartile Range	3,8	
	Skewness	-,130	,564
	Kurtosis	-1,117	1,091

The descriptive statistics of the pre-test and pos-test scores for the control class provide an overview of the students' performance before and after the intervention. For the pre-test, the mean score was 94,462, with a standard error of the mean of 0,4802. The 95% confidence interval ranged from 93,439 to 95,486, and the 5% trimmed mean was 94,487, suggesting no significant outliers. The median score was 94,350, with a variance of 3,689 and a standard deviation of 1,9207. The minimum and maximum scores were 91,0 and 97,3, respectively, resulting in a range of 6,3, the interquartile range was 3,9, showing the spread of the middle 50% of the data. In terms of distribution shape, the skewness value was 0,012 (SE = 1,091), indicating a moderatelu platykurtic distribution. For the post-test,

the mean score slightly increased to 94,875, with a standard error of the mean of 0,4922. The 95% confidence interval ranged from 93,826 to 95,294, and the 5% trimmed mean was 94, 911, indicating no significant outliers. The median score was 95,000, with a variance of 3,877 and a standard deviation 1,9689. The minimum and maximum scores were 91,4 and 97,7, respectively, resulting in a range of 6,3, and the interquartile range was 3,8. The skewness value was -0,130 (SE = 0,564), suggesting a slightly negative skew but still approximately symmetrical, while the kurtosis value was -1,117 (SE = 1,091), indicating a moderately platykurtic distribution.

The comparison between the pre-test and post-test results suggests a minimal improvement in the control class's pronunciation mastery after the intervention. The mean score increased slightly, and the standard deviation remained relatively low, indicating that the scores were closely clustered around the mean. The skewness and kurtosis values for both tests are within the acceptable range, confirming that the data are appropriate for further statistical analysis. These findings suggest that the control class showed limited progress in comparison to the experiment class.

4.2 Data Analysis

Before conducting hypothesis testing, it is essential to ensure that the data meet the necessary assumptions, specifically normality and homogeneity. These assumptions help determine if the data is suitable for further statistical analysis. In this study, the researcher used SPSS version 23 to check whether the data followed a normal distribution and whether the variances across the groups were homogeneous. By conducting these tests, the researcher ensures the accuracy and reliability of the results before proceeding with hypothesis testing. Ensuring that these assumptions are met helps validate the findings and

confirms that any conclusions drawn from the analysis are based on sound statistical principles.

4.2.1 Normality Test

The normality test is conducted to determine whether the pre-test and post-test data in the experimental and control groups are normally distributed. This test uses the Shapiro-Wilk method conducted with SPSS version 22 software. The normality test is crucial to ensure that the data meet the assumptions required for using parametric statistical tests, such as the t-test. If the data are normally distributed, the t-test can be used to compare the differences between the experimental and control groups with a high level of confidence. On the other hand, if the data are not normally distributed, non-parametric tests are considered.

a. Normality test of experiment class

Table 4.8 Normality Test of Experiment Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,124	17	,200*	,956	17	,552
posttest	,120	17	,200*	,964	17	,701

b. Normality test of control class

Table 4.9 Normality Test of Control Class

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
,156	16	,200*	,935	16	,287
,148	16	,200*	,948	16	,453

Based on the results of the normality test, the significance values (Sig.) are as follows:

- Experiment Group: Pre-test (Sig. = 0,552), Post-test (Sig. = 0,701)
- Control Group: Pre-test (Sig. = 0,287), Post-test (Sig. = 0,453)

At a significance level (α) of 0.05, the criteria for evaluating the normality of the data are:

- If the significance value is greater than 0.05, the data is considered normally distributed.
- If the significance value is less than 0.05, the data is not normally distributed.

As the significance values for all pre-test and post-test data in both the experimental and control groups are above 0.05, it can be concluded that the data in this study is normally distributed. Since the data meet the assumption of normality, the researcher can proceed with parametric statistical methods, which are appropriate for normally distributed data. In this case, the next step is to apply a parametric test, such as the t-test, to analyze the differences between the groups. Parametric tests are more powerful and accurate when the data follows a normal distribution, providing more reliable results in hypothesis testing.

4.2.2 Homogeneity Test

The homogeneity test is performed to check if the variance of data across different groups is consistent. This test evaluates whether the variability within each group is similar, which is essential for the validity of certain statistical analyses. In this study, the Test of Homogeneity of Variances was carried out using SPSS version 22 to verify if the experimental and control groups have equal

variances. A significant difference in variances would suggest the need for alternative analysis methods.

Table 4.10 Homogeneity test result

Test of Homogeneity of Variances			
skor			
Levene Statistic	df1	df2	Sig.
,004	1	31	,949

The results of the homogeneity test show a significance value (Sig.) of 0.949. With a significance level (α) of 0.05, the decision rule is as follows:

- If the significance value is greater than 0.05, it indicates that the data has homogeneous variance.
- If the significance value is less than 0.05, it suggests that the data has heterogeneous variance.

Since the significance value of 0.949 exceeds 0.05, it can be concluded that the variance across the groups is homogeneous.

4.3 Hypothesis Testing

Once the normality and homogeneity tests were conducted, the researcher proceeded with hypothesis testing. For data analysis, the researcher applied the t-test.

Table 4.11 Hypothesis Test (T-test)

Group Statistics					
kelompok		N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	17	96,929	2,0027	,4857
	2	16	94,875	1,9689	,4922

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
nilai	Equal variances assumed	,004	,949	2,969	31
	Equal variances not assumed			2,971	30,936

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
Nilai	Equal variances assumed	,006	2,0544	,6919	,6433
	Equal variances not assumed	,006	2,0544	,6915	,6439

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Upper	
Nilai	Equal variances assumed	3,4656	
	Equal variances not assumed	3,4649	

In addition, the t-test results yielded a Sig. (2-tailed) value of 0.006. According to the decision-making criteria:

- If the Sig. (2-tailed) value is less than 0.05, it indicates a significant difference between the experimental and control groups.
- If the Sig. (2-tailed) value is greater than 0.05, it suggests no significant difference between the two groups.

The Sig. (2-tailed) value of 0.006, which is below the threshold of 0.05, indicates a statistically significant difference between the experimental and control groups following the treatment. This is also reflected in the post-test scores, where the experimental group, exposed to the Elemental film, had a mean score of 96,929, compared to the control group's mean score of 94,875. The mean score of the experimental group demonstrates that the use of the Elemental movie as an audio-visual tool positively impacted their pronunciation mastery. Consequently, the t-test results validate the research hypothesis, confirming that incorporating audio-visual media through the Elemental movie, significantly enhances students' pronunciation mastery.

4.4 Discussion

Based on the calculation above, the difference coefficient between the students taught using audio-visual media through the Elemental movie and those not using it is 2,0544. This value of t_0 is then compared with the critical t-value (t_t) according to the decision rule:

- If $t_0 > t_t$, the alternative hypothesis (H_a) is accepted, indicating a significant difference between the two groups.
- If $t_0 < t_t$, H_a is rejected, meaning there is no significant difference between the groups.

To calculate the value of t_0 , the researcher first determined the degrees of freedom (df) using the formula:

$$\begin{aligned} Df &= n_1 + n_2 - 2 \\ &= 17 + 16 - 2 \\ &= 33 - 2 \\ &= 31 \end{aligned}$$

After determining the degrees of freedom ($df = 31$), the researcher compared this value with the critical t-value (t_t) to assess the significance of the difference between the experimental and control groups. At the 5% significance level, the critical t-value (t_t) is 0,3440. Comparing this with the calculated t-value (t_0) of 2,0544, we find that t_0 is greater than t_t ($2,0544 > 0.3440$). This indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, the results suggest that students taught using audio-visual media through the Elemental movie performed significantly better than those who were not exposed to audio-visual media.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions and offers recommendations derived from the research findings and the discussions outlined in the preceding chapter.

5.1 Conclusion

The results of this study demonstrate that the use of audio-visual media, specifically the Elemental movie, has a significant positive effect on students' pronunciation mastery. The experimental group, which was exposed to the movie, showed a higher mean post-test score (96,929) compared to the control group (94,875). Additionally, the statistical analysis through an independent sample t-test revealed a significant difference between the two groups, with a Sig. (2-tailed) value of 0.006, which is below the 0.05 significance level. This suggests that incorporating audio-visual media, particularly through movies, can effectively improve students' pronunciation abilities. The combination of visual and auditory input helps students better understand and replicate correct pronunciation. Furthermore, the contextual and engaging nature of movie scenes may have increased student motivation, making the learning process more enjoyable and participatory.

5.2 Recommendations

Based on the conclusions drawn from this study, the researcher offers the following suggestions:

A. For English Teacher

It is strongly encouraged for English teacher to integrate audio-visual materials, like films, into their lessons on pronunciation. This approach provides students with authentic language exposure, which can significantly enhance their listening and speaking skills. Teachers should choose movie scenes with clear

pronunciation and contextual dialogues, as these can be beneficial in helping students recognize and imitate correct pronunciation. In addition, integrating movies-based learning with guided pronunciation exercises and feedback maximizes the effectiveness of this method.

B. For Student

Students are encourage to take advantage of audio-visual media, such as movies, to improve their pronunciation. By actively listening to and repeating dialogues, students can hone their pronunciation mastery in a fun and engaging way. It is also beneficial for students to use subtitles, both in English and their native language, to aid in understanding pronunciation patterns. Furthermore, engaging in self-practice, such as mimicking actors' speech and recording their own pronunciation, can help achieve greater accuracy in pronunciation.

C. For Future Researchers

For future research, it would be valuable to explore the long-term effects of audio-visual media on pronunciation mastery as well as other language learning aspects. Further students could investigate different types of audio-visual media, such as animated movies or podcasts, to determine their comparative effectiveness in language learning. Additionally, expanding the research to include various proficiency levels or incorporating other pronunciation assessment methods could offer deeper insights into the benefits of audio-visual media in language education.

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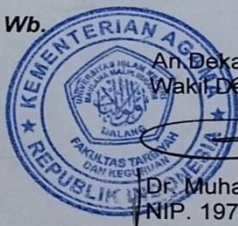
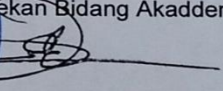
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APPENDICES

Appendix I Research Permission Letter

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id . email : fitk@uin_malang.ac.id
Nomor	: 2661/Un.03.1/TL.00.1/07/2024	23 Juli 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Rektor UIN Maulana Malik Ibrahim Malang di Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Puspita Kumala Dewi	
NIM	: 200107110015	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Ganjil - 2024/2025	
Judul Skripsi	: The Effectiveness of Audio-Visual Media Through the Movie "Elemental" on the Pronunciation Skills of UIN Maulana Malik Ibrahim Malang Students	
Lama Penelitian	: Agustus 2024 sampai dengan Oktober 2024 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
 An Dekan, Wakil Dekan Bidang Akademik  Dr. Muhammad Walid, MA NIP. 19730823 200003 1 002		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Validation Sheet

Pronunciation Test

“The Effectiveness of Audio-Visual Media Through the Movie “Elemental” on the Pronunciation Skills of UIN Maulana Malik Ibrahim Malang Students”

Validator : Wahyu Indah Mala Rohmana, M.Pd

NIP : 199210302019032017

Expertise : English Literature

Validation Date : 14 Oktober 2024

A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follow 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

C. Assessment Rubric

No	Indicators	Score					Feedback/ Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed					✓	
2.	The research instrument is reliable with the research question					✓	
3.	The research instrument use a good and proper word/vocabulary					✓	
4.	The research instrument contains vowel and consonant sounds					✓	
5.	The research instrument is easy to understand					✓	
6.	The research instrument can help the researcher find out students' abilities in pronunciation skills					✓	

D. Suggestion

.....

.....

.....

.....

.....

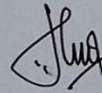
E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please give a strikethrough (example) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision.
2. ~~Appropriate to be used to collect data within the revision.~~
3. ~~Not appropriate to be used to collect data.~~

Malang, 14 October 2024
Validator,



Wahyu Indah Mala Rohmana, M.Pd
NIP. 199210302019032017

Appendix III Documentation

SESI : PRE-TEST

NAMA : Fitriatus Zakyah

KELAS : Experiment class (14)

- | | | |
|-------------------------|------------------------|------------------------|
| 1. Paper | 27. Table | 53. Key |
| 2. Veil | 28. Thick | 54. Brother |
| 3. Zoo | 29. Shine | 55. Leisure |
| 4. Children | 30. Job | 56. Right |
| 5. We | 31. This | 57. Kate |
| 6. Bed | 32. Pad | 58. Who |
| 7. Good | 33. Hope | 59. Sort |
| 8. Start | 34. Cup | 60. Fine |
| 9. Cow | 35. Coin | 61. Park |
| 10. Tall | 36. Call | 62. Van |
| 11. Three | 37. Their | 63. Zoom |
| 12. Show | 38. Version | 64. China |
| 13. Joke | 39. Rainbow | 65. Each |
| 14. Lick | 40. Face | 66. Ten |
| 15. Slap | 41. Moon | 67. Book |
| 16. Nope | 42. Fork | 68. Dark |
| 17. Cut | 43. Bite | 69. Now |
| 18. Boy | 44. Power | 70. Try |
| 19. Candy | 45. Very | 71. Thin |
| 20. Those | 46. Zebra | 72. Shop |
| 21. Decision | 47. Chair | 73. Judge |
| 22. Rabbit | 48. Easy | 74. Ring |
| 23. Say | 49. Wet | 75. Black |
| 24. Soon | 50. Cook | 76. Slow |
| 25. Walk | 51. Hard | 77. Jump |
| 26. Nine | 52. Wow | 78. Join |

S = 10

B = 68

90 //

SESI : PRE-TEST

NAMA : Aniq Jauharotun Nafisah

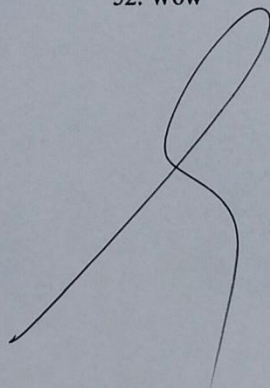
KELAS : Experiment class (06)

1. Paper
2. Veil
3. Zoo
4. Children
5. We
6. Bed
7. Good
8. Start
9. Cow
10. Tall
11. Three
12. Show
13. Joke
14. Lick
15. Slap
16. Nope
17. Cut
18. Boy
19. Candy
20. Those
- ~~21. Decision~~
22. Rabbit
23. Say
24. Soon
25. Walk
26. Nine

27. Table
28. Thick
29. Shine
30. Job
31. This
32. Pad
33. Hope
34. Cup
35. Coin
36. Call
37. Their
- ~~38. Version~~
39. Rainbow
40. Face
41. Moon
42. Fork
43. Bite
44. Power
45. Very
46. Zebra
47. Chair
48. Easy
49. Wet
50. Cook
51. Hard
52. Wow

53. Key
54. Brother
- ~~55. Leisure~~
56. Right
57. Kate
58. Who
59. Sort
60. Fine
61. Park
62. Van
63. Zoom
64. China
65. Each
66. Ten
67. Book
68. Dark
69. Now
70. Try
71. Thin
72. Shop
73. Judge
74. Ring
75. Black
76. Slow
77. Jump
78. Join

S = 3
B = 75



97 //

SESI : PRE-TEST

NAMA : Jaisyu Muhammad Khushudin

KELAS : Experiment class (05)

- | | | |
|-------------------------|----------------------|-------------|
| 1. Paper | 27. Table | 53. Key |
| 2. Veil | 28. Thick | 54. Brother |
| 3. Zoo | 29. Shine | 55. Leisure |
| 4. Children | 30. Job | 56. Right |
| 5. We | 31. This | 57. Kate |
| 6. Bed | 32. Pad | 58. Who |
| 7. Good | 33. Hope | 59. Sort |
| 8. Start | 34. Cup | 60. Fine |
| 9. Cow | 35. Coin | 61. Park |
| 10. Tall | 36. Call | 62. Van |
| 11. Three | 37. Their | 63. Zoom |
| 12. Show | 38. Version | 64. China |
| 13. Joke | 39. Rainbow | 65. Each |
| 14. Lick | 40. Face | 66. Ten |
| 15. Slap | 41. Moon | 67. Book |
| 16. Nope | 42. Fork | 68. Dark |
| 17. Cut | 43. Bite | 69. Now |
| 18. Boy | 44. Power | 70. Try |
| 19. Candy | 45. Very | 71. Thin |
| 20. Those | 46. Zebra | 72. Shop |
| 21. Decision | 47. Chair | 73. Judge |
| 22. Rabbit | 48. Easy | 74. Ring |
| 23. Say | 49. Wet | 75. Black |
| 24. Soon | 50. Cook | 76. Slow |
| 25. Walk | 51. Hard | 77. Jump |
| 26. Nine | 52. Wow | 78. Join |

S = 2
B = 76

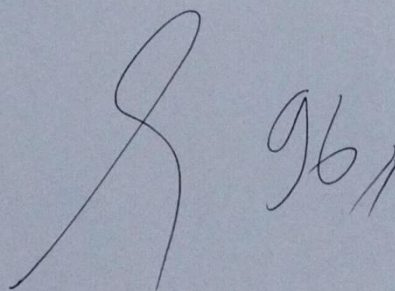
SESI : POST-TEST

NAMA : Fitriatus Zakyah

KELAS : Experiment class (14)

- | | | |
|--------------------|----------------------|---------------------|
| 1. Pie | 27. Train | 53. Cake |
| 2. Vote | 28. Throw | 54. Than |
| 3. Zigzag | 29. Shake | 55. Measure |
| 4. Check | 30. June | 56. Relax |
| 5. Free | 31. Fish | 57. Pay |
| 6. Mess | 32. Flat | 58. Flu |
| 7. Foot | 33. Grow | 59. Horse |
| 8. Far | 34. Sun | 60. Write |
| 9. Down | 35. Choice | 61. Prank |
| 10. Toy | 36. Care | 62. Value |
| 11. Thief | 37. Father | 63. Zone |
| 12. Shoot | 38. Usual | 64. Change |
| 13. Jeans | 39. Ready | 65. Beat |
| 14. Fix | 40. Gray | 66. Jet |
| 15. Pat | 41. Cool | 67. Wood |
| 16. Low | 42. Door | 68. Market |
| 17. Run | 43. Ice | 69. Mouse |
| 18. Noice | 44. Pain | 70. Tiny |
| 19. Car | 45. Vein | 71. Thank you |
| 20. Mother | 46. Zip | 72. She |
| 21. Vision | 47. Rich | 73. Junk |
| 22. Real | 48. Heal | 74. Ship |
| 23. Day | 49. Pet | 75. Cat |
| 24. Tool | 50. Look | 76. Know |
| 25. More | 51. Part | 77. Fun |
| 26. Fry | 52. Out | 78. Voice |

S = 4
B = 74

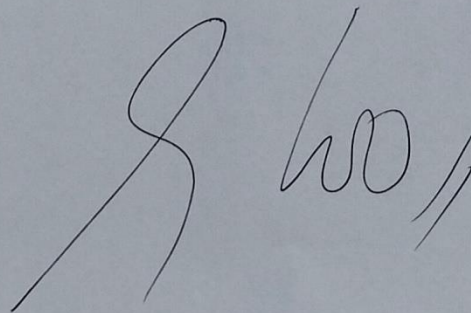


SESI : POST-TEST

NAMA : Aniq Jauharotun Napisah

KELAS : Experiment class (06)

- | | | |
|------------|------------|---------------|
| 1. Pie | 27. Train | 53. Cake |
| 2. Vote | 28. Throw | 54. Than |
| 3. Zigzag | 29. Shake | 55. Measure |
| 4. Check | 30. June | 56. Relax |
| 5. Free | 31. Fish | 57. Pay |
| 6. Mess | 32. Flat | 58. Flu |
| 7. Foot | 33. Grow | 59. Horse |
| 8. Far | 34. Sun | 60. Write |
| 9. Down | 35. Choice | 61. Prank |
| 10. Toy | 36. Care | 62. Value |
| 11. Thief | 37. Father | 63. Zone |
| 12. Shoot | 38. Usual | 64. Change |
| 13. Jeans | 39. Ready | 65. Beat |
| 14. Fix | 40. Gray | 66. Jet |
| 15. Pat | 41. Cool | 67. Wood |
| 16. Low | 42. Door | 68. Market |
| 17. Run | 43. Ice | 69. Mouse |
| 18. Noice | 44. Pain | 70. Tiny |
| 19. Car | 45. Vein | 71. Thank you |
| 20. Mother | 46. Zip | 72. She |
| 21. Vision | 47. Rich | 73. Junk |
| 22. Real | 48. Heal | 74. Ship |
| 23. Day | 49. Pet | 75. Cat |
| 24. Tool | 50. Look | 76. Know |
| 25. More | 51. Part | 77. Fun |
| 26. Fry | 52. Out | 78. Voice |

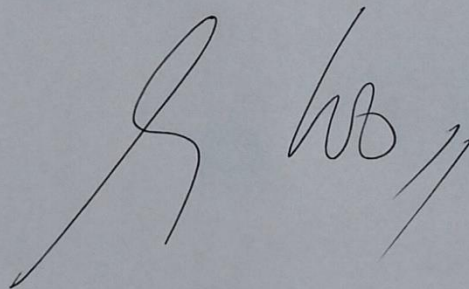


SESI : POST-TEST

NAMA : Jaisyu Muhammad Khushudin

KELAS : Experiment class (05)

- | | | |
|------------|------------|---------------|
| 1. Pie | 27. Train | 53. Cake |
| 2. Vote | 28. Throw | 54. Than |
| 3. Zigzag | 29. Shake | 55. Measure |
| 4. Check | 30. June | 56. Relax |
| 5. Free | 31. Fish | 57. Pay |
| 6. Mess | 32. Flat | 58. Flu |
| 7. Foot | 33. Grow | 59. Horse |
| 8. Far | 34. Sun | 60. Write |
| 9. Down | 35. Choice | 61. Prank |
| 10. Toy | 36. Care | 62. Value |
| 11. Thief | 37. Father | 63. Zone |
| 12. Shoot | 38. Usual | 64. Change |
| 13. Jeans | 39. Ready | 65. Beat |
| 14. Fix | 40. Gray | 66. Jet |
| 15. Pat | 41. Cool | 67. Wood |
| 16. Low | 42. Door | 68. Market |
| 17. Run | 43. Ice | 69. Mouse |
| 18. Noice | 44. Pain | 70. Tiny |
| 19. Car | 45. Vein | 71. Thank you |
| 20. Mother | 46. Zip | 72. She |
| 21. Vision | 47. Rich | 73. Junk |
| 22. Real | 48. Heal | 74. Ship |
| 23. Day | 49. Pet | 75. Cat |
| 24. Tool | 50. Look | 76. Know |
| 25. More | 51. Part | 77. Fun |
| 26. Fry | 52. Out | 78. Voice |



NAMA : Fitriatus Zakiyah
KELAS : Experimental
MATERIAL : p, t, k, b, c, d, g, f, s, z, v, w, x, y, q

1. Pipe	/paɪp/	17. Something	/ˈsʌmtɪŋ/
2. Point	/pɔɪnt/	18. Three	/θriː/
3. Park	/pɑːk/	19. Think	/θɪŋk/
4. Power	/ˈpaʊə/	20. Thin	/θɪn/
5. Terrible	/ˈter.ə.bəl/	21. Them	/ðem/
6. Time	/taɪm/	22. They	/ðiː/
7. Take	/teɪk/	23. That	/ðæt/
8. Tiger	/ˈtɪɡə/	24. This	/ðɪz/
9. Case	/keɪs/	25. Amazing	/əˈmeɪzɪŋ/
10. Cake	/keɪk/	26. Zoo	/zuː/
11. Cut	/kʌt/	27. Zebra	/ˈzeɪbrə/
12. Kind	/kaɪnd/	28. Zoom	/zuːm/
13. Every	/ˈevri/	29. Shop	/ʃɒp/
14. Van	/væn/	30. Shy	/ʃaɪ/
15. Vast	/væst/	31. She	/ʃiː/
16. Very	/ˈveri/	32. Show	/ʃoʊ/

S = 6
B = 26

Halo dek, tadi saya sudah ngoreksi audio meeting 1 nya samean, dan ada beberapa kata yang kurang tepat :

1. Van
2. Vast
3. Very
4. Something
5. Three
6. Think

Jadi, tolong dipelajari lagi yaa..

14.26

SESI : EXERCISE MEETING 2
NAMA : Fitriatus Zakiyah
KELAS : Experimental
MATERIAL : t, p, k, b, c, d, g, f, s, z, v, w, x, y, q

1. Explosion	/ɪkˈsploʊzən/	17. Free	/friː/	33. Dad	/dæd/
2. Vision	/ˈvɪʒən/	18. See	/siː/	34. Cat	/kæt/
3. Leisure	/ˈleɪʒə/	19. Tree	/triː/	35. Bat	/bæt/
4. Measure	/ˈmeʒər/	20. Bee	/biː/	36. Fan	/fæn/
5. March	/mɑːtʃ/	21. Fix	/fiks/		
6. Chair	/tʃeər/	22. Sit	/sɪt/		
7. Chocolate	/ˈtʃɒkələt/	23. Kick	/kɪk/		
8. Child	/tʃaɪld/	24. Big	/bɪɡ/		
9. Job	/dʒɒb/	25. Safe	/seɪf/		
10. Juice	/dʒuːs/	26. Say	/seɪ/		
11. July	/dʒuːlɪ/	27. Day	/deɪ/		
12. Journey	/ˈdʒɜːni/	28. Way	/weɪ/		
13. Ready	/ˈredi/	29. Element	/ˈelɪmənt/		
14. Really	/ˈriːli/	30. Set	/set/		
15. Race	/reɪs/	31. Get	/ɡet/		
16. Room	/ruːm/	32. Pen	/pen/		

S = 3
B = 33

Untuk audio meeting 2 nya samean, ada beberapa kata yang kurang tepat :

1. Fix
2. Kick
3. Big

Jadi, tolong dipelajari lagi yaa..

14.27

1. You	/juː/	17. Father	/ˈfɑːðər/	33. Point	/pɔɪnt/
2. True	/truː/	18. Car	/kɑː/	34. Day	/deɪ/
3. Pool	/puːl/	19. Star	/stɑː/	35. Choice	/tʃɔɪs/
4. Blue	/bluː/	20. Hand	/hænd/	36. Deal	/diːl/
5. Cooking	/ˈkʊkɪŋ/	21. Sometimes	/ˈsʌm.taɪmz/		
6. Wood	/wʊd/	22. Bus	/bʌs/		
7. Hook	/hʊk/	23. Sun	/sʌn/		
8. Truck	/trʌk/	24. Up	/ʌp/		
9. Nope	/noʊp/	25. Dry	/draɪ/		
10. Hope	/hoʊp/	26. Lie	/laɪ/		
11. Phone	/fəʊn/	27. Try	/traɪ/		
12. Show	/ʃəʊ/	28. Eye	/aɪ/		
13. More	/mɔː/	29. How	/haʊ/		
14. Door	/dɔː/	30. Mouse	/maʊs/		
15. Ball	/bɔːl/	31. Out	/aʊt/		
16. Talk	/tɔːk/	32. Brown	/braʊn/		

S = 6
B = 26

Untuk audio meeting 3 nya benar semuaa.. selamat 🎉

Ini audio meeting 1, 2, dan 3 nya yaa.. dibuat evaluasi sama buat belajar.. semangat buat post-testnya..

14.28

← Aniq Jauharotun... 📹 📞 ⋮

SESI : EXERCISE MEETING 1
NAMA : Aniq Jauharotun NAFIHA
KELAS : Euphemism
MATERIAL : /p/, /b/, /t/, /d/, /k/, /g/

1. Pipe	/paɪp/	17. Something	/ˈsʌmθɪŋ/
2. Point	/pɔɪnt/	18. There	/ðeə/
3. Park	/pɑːk/	19. Think	/θɪŋk/
4. Power	/paʊə/	20. Thin	/θɪn/
5. Terrible	/ˈtɜːrəbəl/	21. Them	/ðeɪm/
6. Time	/taɪm/	22. They	/ðeɪ/
7. Take	/teɪk/	23. This	/ðɪz/
8. Tiger	/ˈtɪɡə/	24. This	/ðɪz/
9. Case	/keɪs/	25. Amazing	/əˈmeɪzɪŋ/
10. Cut	/kʌt/	26. Zoom	/zuːm/
11. Cut	/kʌt/	27. Zebra	/ˈzeɪrə/
12. Kind	/kaɪnd/	28. Zoom	/zuːm/
13. Every	/ˈevri/	29. Sleep	/sliːp/
14. Van	/væn/	30. Sky	/skaɪ/
15. Van	/væn/	31. She	/ʃiː/
16. Very	/ˈveri/	32. Show	/ʃəʊ/

Halo dek.. untuk meeting 1 nya bener semua yaa.. syelamaat 🍎🍌🍌

14.01 ✓✓

← Aniq Jauharotun... 📹 📞 ⋮

SESI : EXERCISE MEETING 2
NAMA : Aniq Jauharotun NAFIHA
KELAS : Euphemism
MATERIAL : /tʃ/, /dʒ/, /dʒ/, /tʃ/, /tʃ/, /tʃ/

1. Explosion	/ɪkˈsploʊʒən/	17. Free	/friː/	33. Dad	/dæd/
2. Vision	/ˈvɪʒən/	18. Sea	/siː/	34. Cat	/kæt/
3. Leisure	/ˈleɪʒə/	19. Tree	/triː/	35. Bat	/bæt/
4. Mission	/ˈmɪʃən/	20. Bee	/biː/	36. Fan	/fæn/
5. Match	/mætʃ/	21. Fix	/fɪks/		
6. Chair	/tʃeə/	22. Sit	/sɪt/		
7. Chocolate	/ˈtʃɒkəlæt/	23. Kick	/kɪk/		
8. Child	/tʃɪld/	24. Big	/bɪɡ/		
9. Job	/dʒɒb/	25. Sun	/sʌn/		
10. Jam	/dʒæm/	26. Say	/seɪ/		
11. July	/dʒuːlɪ/	27. Day	/deɪ/		
12. Journey	/ˈdʒɜːni/	28. Way	/weɪ/		
13. Ready	/ˈredi/	29. Flavour	/ˈflaʊə/		
14. Ready	/ˈredi/	30. Sea	/siː/		
15. Rain	/reɪn/	31. Got	/ɡɒt/		
16. Room	/ruːm/	32. Pen	/pen/		

Meeting 2 juga bener semua :v 🍌🍌🍌

14.01 ✓✓

← Aniq Jauharotun... 📹 📞 ⋮

SESI : EXERCISE MEETING 3
NAMA : Aniq Jauharotun NAFIHA
KELAS : Euphemism
MATERIAL : /h/, /d/, /tʃ/, /tʃ/, /tʃ/, /tʃ/

1. You	/juː/	17. Father	/ˈfɑːðə/	33. Point	/pɔɪnt/
2. True	/truː/	18. Car	/kɑː/	34. Boy	/bɔɪ/
3. Paul	/pɔːl/	19. Star	/stɑː/	35. Choice	/tʃɔɪs/
4. Blue	/bluː/	20. Hand	/hænd/	36. Doll	/dɒl/
5. Cooking	/ˈkʊkɪŋ/	21. Sometimes	/sʌmˈtaɪmz/		
6. Wind	/waɪnd/	22. Ben	/ben/		
7. Hook	/hʊk/	23. Sun	/sʌn/		
8. Took	/tuːk/	24. Up	/ʌp/		
9. Nope	/noʊp/	25. Dry	/draɪ/		
10. Hope	/hoʊp/	26. Lie	/laɪ/		
11. Phone	/foʊn/	27. Try	/traɪ/		
12. Slow	/sləʊ/	28. Eye	/aɪ/		
13. More	/mɔː/	29. How	/haʊ/		
14. Door	/dɔː/	30. Mouse	/maʊs/		
15. Ball	/bɔːl/	31. Out	/aʊt/		
16. Talk	/tɔːk/	32. Brown	/braʊn/		

Meeting 3 jugak.. :v 🍌🍌

14.02 ✓✓

← Aniq Jauharotun... 📹 📞 ⋮

AUD-20241112-WA00... 14.02 ✓✓
0.57

AUD-20241112-WA00... 14.02 ✓✓
1.01

AUD-20241112-WA00... 14.02 ✓✓
1.00

Ini audio 1, 2, 3 nya yaa.. dibuat evaluasi sama belajar 🍌🍌

terima kasihh kakkk 🍌🍌🍌🍌

14.10

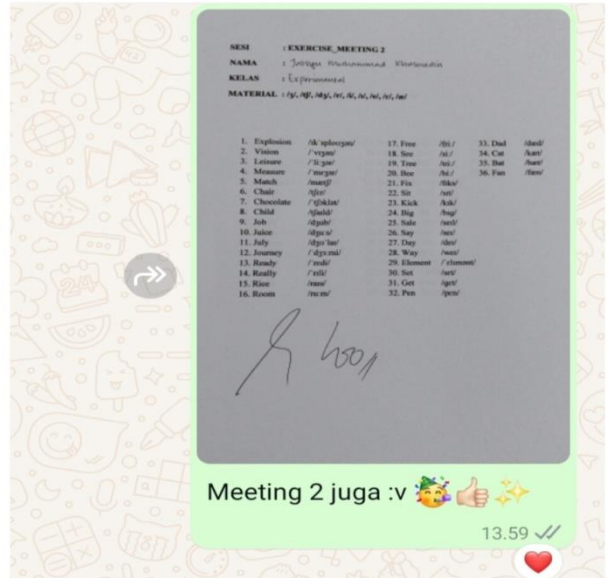
←  Jai Ketua Kelas A...   



SESI : EXERCISE_MEETING 1
 NAMA : Jai Ketua Kelas A...
 KELAS : Eksperimental
 MATERIAL : 1. Pipe /paɪp/ 17. Something /sʌmθɪŋ/ 3. Point /pɔɪnt/ 18. There /ðeə/ 5. Park /pɑːk/ 19. Think /θɪŋk/ 7. Power /paʊə/ 20. This /ðɪs/ 9. Terrible /təˈrəbəl/ 21. Them /ðeɪ/ 11. Time /taɪm/ 22. They /ðeɪ/ 13. Take /teɪk/ 23. That /ðæt/ 15. Tight /taɪt/ 24. This /ðɪs/ 17. Car /kɑː/ 25. Amazing /əˈmeɪzɪŋ/ 19. Cake /keɪk/ 26. Zoo /zuː/ 21. Kind /kaɪnd/ 28. Zoom /zuːm/ 23. Every /evri/ 29. Shop /ʃɒp/ 25. Van /væn/ 30. Sky /skaɪ/ 27. Vast /væst/ 31. She /ʃiː/ 29. Vary /ˈveəri/ 32. Show /ʃəʊ/

Halo Jai.. meeting 1 benar semua yaaa.. 🍌👍 13.59 ✓✓

←  Jai Ketua Kelas A...   



SESI : EXERCISE_MEETING 2
 NAMA : Jai Ketua Kelas A...
 KELAS : Eksperimental
 MATERIAL : 1. Explosion /ɪkˈsploʊzjən/ 17. Free /friː/ 33. Dad /dæd/ 2. Vision /ˈvɪʒən/ 18. Saw /sɔː/ 34. Cat /kæt/ 3. Lotion /ləʊʃən/ 19. Two /tuː/ 35. Hat /hæt/ 4. Museum /mjuːˈziəm/ 20. Bus /bʌs/ 36. Fan /fæn/ 5. Match /mætʃ/ 21. Fix /fiks/ 6. Chair /tʃeə/ 22. Six /sɪks/ 7. Chocolate /ˈtʃɒkələt/ 23. Kick /kɪk/ 8. Child /tʃaɪld/ 24. Big /bɪɡ/ 9. Job /dʒɒb/ 25. Baby /beɪbi/ 10. Juice /dʒuːs/ 26. Say /seɪ/ 11. July /dʒuːˈlaɪ/ 27. Day /deɪ/ 12. Journey /ˈdʒɜːni/ 28. Way /weɪ/ 13. Really /ˈriːəli/ 29. Elephant /ˈɛləfənt/ 14. Really /ˈriːəli/ 30. Set /set/ 15. Rise /raɪz/ 31. Get /ɡet/ 16. Room /ruːm/ 32. Pen /pen/

Meeting 2 juga :v 🍌👍👉👉 13.59 ✓✓

←  Jai Ketua Kelas A...   



SESI : EXERCISE_MEETING 3
 NAMA : Jai Ketua Kelas A...
 KELAS : Eksperimental
 MATERIAL : 1. You /juː/ 17. Father /ˈfɑːðə/ 33. Point /pɔɪnt/ 2. True /truː/ 18. Car /kɑː/ 34. Boy /bɔɪ/ 3. Pool /puːl/ 19. Star /stɑː/ 35. Cheese /tʃiːz/ 4. Blue /bluː/ 20. Hand /hænd/ 36. Bull /bʊl/ 5. Cooking /ˈkʊkɪŋ/ 21. Sometimes /sʌmˈtaɪmz/ 6. Wood /wʊd/ 22. Bus /bʌs/ 7. Hawk /hɔːk/ 23. Sea /siː/ 8. Took /tuːk/ 24. Up /ʌp/ 9. Nope /noʊp/ 25. Dry /draɪ/ 10. Hope /hoʊp/ 26. Lie /laɪ/ 11. Phone /fəʊn/ 27. Try /traɪ/ 12. Show /ʃəʊ/ 28. Eye /aɪ/ 13. Mean /miːn/ 29. How /haʊ/ 14. Door /dɔː/ 30. Mouse /maʊs/ 15. Ball /bɔːl/ 31. One /wʌn/ 16. Talk /tɔːk/ 32. Brown /braʊn/

Meeting 3 benar semua yaa.. 🍌👍 16.47 ✓✓

 1.00 AUD-20241112-WA00... 16.47 ✓✓

Anda
 🎧 Audio (1.00)
 Dibuat belajar yaa.. 16.48 ✓✓

←  Jai Ketua Kelas A...   



 0.57 AUD-20241112-WA00... 14.00 ✓✓

 1.01 AUD-20241112-WA00... 14.00 ✓✓

Ini audio 1 dan 2 nya.. dibuat belajar yaa 🍌👉 14.00 ✓✓

Appendix IV Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Puspita Kumala Dewi
Tempat, tanggal lahir : Bogor, 11 Januari 2002
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Mertojoyo Selatan Blok A, Desa Merjosari, Kec. Lowokwaru,
Kota Malang, Jawa Timur (65144)
No. HP/Telepon : 082140832405
Alamat E-mail : dewipuspitakumala1@gmail.com
Nama Wali : Tarlam



Riwayat Pendidikan

1. 2006 – 2008 TK Tunas Bangsa
2. 2008 – 2014 SDN 3 Kalianget
3. 2014 – 2017 SMP Insan Terpadu
4. 2017 – 2020 MAN 1 Kediri
5. 2020 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, 28 Januari 2025
Mahasiswa

Puspita Kumala Dewi
NIM. 200107110015