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Enhancing Pronunciation Proficiency through then Implementation of Audio-Visual Method in Eleventh Grade Students at Sma Negeri 1 Dampal Selatan

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ABSTRACT

This research aims to determine whether the implementation of audio visual method can enhance the pronunciation proficiency of eleventh-grade students at SMA Negeri 1 Dampal Selatan. The main issue faced by the students was the difficulty in distinguishing short vowels, long vowels, and consonants in English, which affected their confidence in speaking. Therefore, the researcher implemented the audio visual method to allow students to imitate correct pronunciation through exposure to native speaker videos and visual media. The method The method used this research was quantitative with a pre-experimental design. The subjects consisted of 30 students from class XI F6. Before the treatment, students were given a pre-test to assess their initial pronunciation ability. The treatment was conducted in six meetings using audio visual. Afterward, a post-test was administered to measure their improvement. The data were analyzed using a paired sample t-test through SPSS. The results showed a significant improvement in the average score from 30.92 to 71.95. The t-test value 21.106 was higher than the t-table value 1.699, indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, it can be concluded that the implementation of audio visual method significantly enhanced the pronunciation proficiency in eleventh-grade students at SMA Negeri 1 Dampal Selatan

Keywords: Enhancing, Pronunciation Proficiency, Audio visual

INTRODUCTION

Language serves as a tool for communication, and speaking and interacting with people are crucial. Individuals should be able to use language to convey their ideas, feelings, views, and thoughts (Cyndra, 2023). Language is a complex communication system used by humans to convey information, ideas, emotions, and concepts through agreed-upon symbols, sounds, or gestures. English is a global language with extensive reach and influence across the world. Originating from Old English roots, it has evolved over centuries to become one of the most widely spoken languages today, both as a native language and as a second or foreign language. As English became a global language, mastery of English became a necessity. English is required, as a foreign language, to communicate globally (Riwasanti, 2021). As a result, English has become the lingua franca of international communication, trade, diplomacy, science, technology, and academia. The English language is incredibly diverse, with numerous dialects and variations spoken around the world.

Pronunciation refers to clarity as an important factor in effective communication. Simply speaking, pronunciation can be interpreted as the way people speak (Hasibuan & Yusriati, 2019). Pronunciation involves aspects such as articulation, phonetics, phonology, stress, intonation, rhythm, and tempo. Pronunciation is learned by repeating sounds and correcting them when they are produced inaccurately (Risdianto, 2017). This refers to how words or sentences are pronounced according to the intonation used in a particular dialect (Sadilah & Gaol, 2021). A word's pronunciation is its usual way of being said. There are variances in the pronunciation of words in English, as well as personal quirks that make comprehension challenging or impossible (Hidayatullah & Mohammad, 2018).

The implementation of the audio-visual method refers to applying teaching techniques that combine sound, or audio, and visual elements to support learning. This includes using videos, animations, sound recordings, and PowerPoint (PPT) presentations to make lessons more engaging and interactive. The fact that audio-visual methods make learning and teaching easier makes them invaluable resources. Additionally, they expose students to spoken English, giving them the opportunity to learn new vocabulary, grammar, intonation, and pronunciation by listening (Guterres & Quintas, 2018). Audio-visual refers to the use of both sight and sound in media and communication technologies.

LITERATURE REVIEW

Pronunciation is one of the essential components in learning English as a foreign language because it directly influences the clarity and effectiveness of oral communication. Students who have good pronunciation are more likely to convey messages accurately and avoid misunderstanding during interactions. In English learning, pronunciation is not only related to how words are spoken but also involves the mastery of sounds, stress, rhythm, and intonation. Therefore,

pronunciation proficiency becomes an important aspect that supports students' speaking ability. Without adequate pronunciation, students may experience difficulties in expressing ideas even though they have sufficient vocabulary and grammar knowledge.

Pronunciation learning is often challenging for EFL students because English sound systems are different from those of their first language. Many students face problems in distinguishing short vowels, long vowels, consonant sounds, word stress, and intonation patterns. Hasibuan and Yusriati (2019) state that pronunciation refers to the clarity of speech and plays an important role in effective communication. In addition, Risdianto (2017) explains that pronunciation can be learned through repetition and correction when sounds are produced inaccurately. This means that pronunciation instruction requires continuous practice, exposure, and feedback to help students produce sounds more accurately.

In the Indonesian EFL context, students often have limited exposure to native or near-native English pronunciation. This condition may affect their confidence in speaking English because they are afraid of making mistakes. Hidayatullah and Mohammad (2018) explain that differences in English pronunciation may create difficulties in comprehension, especially when learners are not familiar with correct sound production. Therefore, English teachers need to provide appropriate learning strategies that allow students to listen to accurate pronunciation models and practice imitating them. One strategy that can support this process is the use of audio-visual media in pronunciation learning.

The audio-visual method refers to a teaching method that combines auditory and visual elements to support students' learning process. This method uses media such as videos, films, animations, sound recordings, and presentation slides to make learning more engaging and meaningful. Guterres and Quintas (2018) argue that audio-visual tools can help students develop speaking skills because they expose learners to spoken English, including vocabulary, grammar, intonation, and pronunciation. Through audio-visual media, students can observe how speakers pronounce words, move their lips, use facial expressions, and apply intonation in real communication.

Audio-visual media are particularly useful in pronunciation instruction because students can learn through both listening and seeing. When students watch videos of native speakers, they do not only hear the correct pronunciation but also see the articulation process. This visual support helps students understand how certain sounds are produced. For example, students can observe mouth movements when producing consonant or vowel sounds. As a result, audio-visual media can reduce students' confusion and help them imitate pronunciation more accurately. This method also supports different learning styles, especially for students who learn better through visual and auditory input.

The use of the audio-visual method can also increase students' motivation and engagement in the classroom. Conventional pronunciation teaching is sometimes considered monotonous because it relies heavily on teacher explanation and repetition. In contrast, audio-visual media create a more interactive and enjoyable learning atmosphere. Students are more interested in learning when they are exposed to videos, songs, dialogues, and real-life communication examples. Sadilah and Gaol (2021) found that listening to English songs can improve students' pronunciation because students become more familiar with English sounds and intonation patterns. This indicates that media-based pronunciation learning can make students more active and confident.

Previous studies have shown that media such as films, songs, and videos can improve students' pronunciation proficiency. Hidayatullah and Mohammad (2018), for example, found that Western movie media helped students improve their English pronunciation. Similarly, Guterres and Quintas (2018) reported that audio-visual tools supported students' speaking development by providing authentic pronunciation models. These findings suggest that audio-visual media can be an effective alternative for teaching pronunciation because they give students repeated exposure to correct English pronunciation. Through repeated listening, watching, and imitation, students can gradually improve their sound production.

Based on the theoretical and empirical discussion above, the audio-visual method is considered relevant for enhancing students' pronunciation proficiency, especially in distinguishing short vowels, long vowels, and consonants. This method provides students with clear pronunciation models, meaningful context, and engaging learning experiences. In the context of eleventh-grade students at SMA Negeri 1 Dampal Selatan, the use of audio-visual media is expected to help students overcome pronunciation difficulties and improve their confidence in speaking English. Therefore, the implementation of the audio-visual method can be viewed as an effective instructional strategy to support pronunciation learning in the EFL classroom.

METHOD

Design and Sample

This research employed a quantitative approach using a quasi-experimental design. The design involved two groups, namely an experimental group and a control group. The experimental group received pronunciation instruction through the audio-visual method, while the control group was taught using conventional teaching methods. The research procedure included a pre-test, treatment, and post-test to measure students' pronunciation proficiency before and after the treatment.
In this research, the independent variable was the implementation of the audio-visual method, while the dependent variable was the students' pronunciation proficiency. The audio-visual method was used to examine whether the use of

videos and audio recordings could improve students' pronunciation proficiency compared to conventional teaching methods.

The research was conducted at SMA Negeri 1 Dampal Selatan, Kecamatan Dampal Selatan, Tolitoli Regency, Bangkir Village. The study was carried out at the beginning of the second semester in April 2025. The participants were selected using purposive sampling because the researcher chose classes that were considered suitable for the objectives of the study. The sample consisted of two classes. Class XI F6 (Informatika), consisting of 30 students, was selected as the experimental class. Meanwhile, Class XI F3 (Teknik), consisting of 30 students, was selected as the control class. Therefore, the total number of participants in this study was 60 students.

Table 1. Distribution of Students

No	Class	Number of students
1	XI F1 (Kesehatan)	32
2	XI F2 (Kesehatan)	31
3	XI F3 (Teknik)	30
4	XI F4 (Ekonomi & Bisnis)	30
5	XI F5 (Humaniora)	30
6	XI F6 (Informatika)	30
Total		183

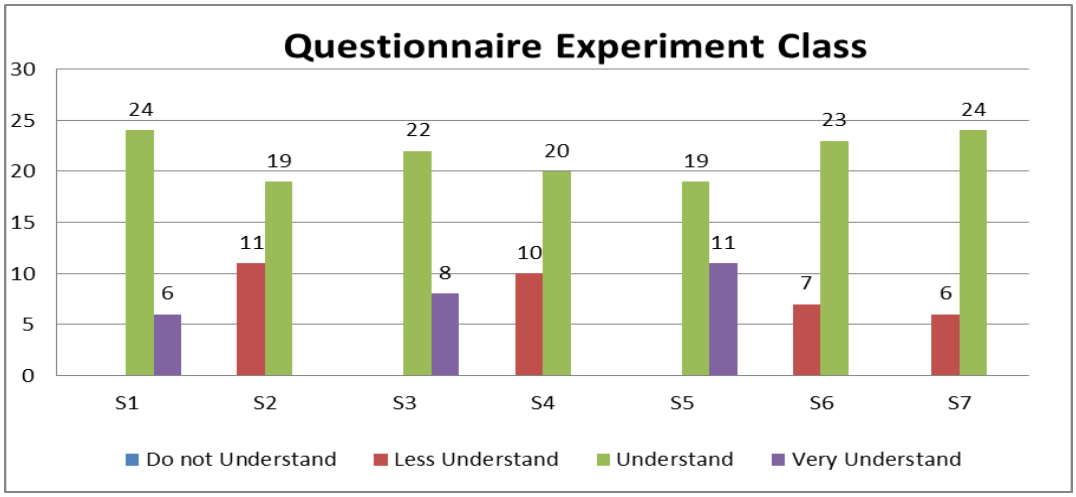
(Source : SMA Negeri 1 Dampal Selatan Academic Year 2024/2025)

Instruments and Data Analysis

The data collection was the process of collecting data aiming to gain insights regarding the research topic (Taherdoost, 2021). The data collection procedure consisted of four stages. First, questionnaire was used as one of the instruments to collect data from students to measure students level of understanding of the material before the treatment began. second, a pre-test was administered to both groups to measure students' initial pronunciation proficiency. Second, the experimental group received treatment using audio-visual media such as instructional videos and audio recordings, while the control group was taught using traditional methods. Third, a post-test was administered to measure students' improvement.

Data Analysis

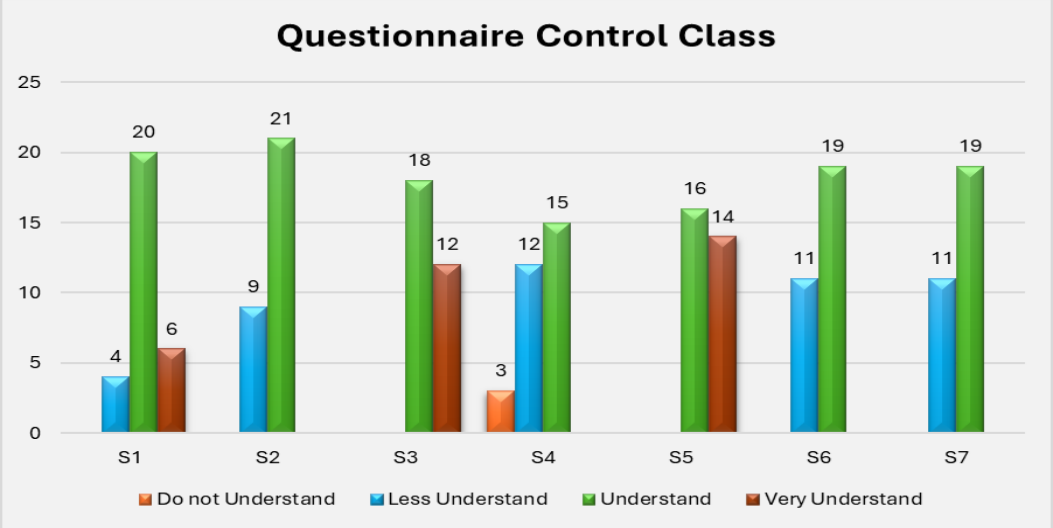
The collected data were analyzed using descriptive and inferential statistics. Normality, homogeneity and independent sample tests were conducted to ensure data suitability for analysis. A t-test was then used to determine whether there was a significant difference between the pre-test and post-test scores of the two groups.



RESULTS AND DISCUSSION

Diagram 1. Questionnaire Experiment Class

Diagram 1. proved that "Understand (U)" is the most dominant response, followed by "Very Understand (VU)", while "Less Understand (LU)" appears less frequently. This indicates that the implementation of the audio-visual method



contributed positively to students' understanding and engagement in learning pronunciation.

Diagram 2. Questionnaire Control Class

Diagram 2. shows that "Understand (U)" remains the most frequent response; however, the proportion of "Less Understand (LU)" and "Do Not Understand (DU)" is more noticeable than in the experimental class. This result indicates that conventional teaching methods were less effective in enhancing students' understanding of pronunciation compared to the audio-visual method. The results of the pre-test indicated that both the experimental and control groups had similar

pronunciation proficiency before the treatment. The Minimum Mastery Criterion (KKM) was a standard used to determine students' level of competency mastery in a subject. For the English subject, SMA Negeri 1 Dampal Selatan had set the KKM at 70. The score of the best result qualified into the following categories:

Table 2. Students' Score

Rating	Score	Category	Qualification
5	86-100	Very good	Successful
4	70-85	Good	Successful
3	60-69	Fair	Failed
2	40-59	Poor	Failed
1	0-39	Very poor	Failed

Based on the test scores, the researcher can categorize the students using the above in the following ways.

Pre-Test Result

Table 3. The Experiment Class Students' Pre-Test Result

Classification	**Score Range**	**Frequency**	**Percentage (%)**
Very good	86-100	0	0
Good	70-85	0	0
Fair	60-69	0	0
Poor	40-59	3	10%
Very poor	0-39	27	90%
Total		30	100%

Table 3. shows that which falls into the very poor category. A total of 90% of student**s** scored below 40, while the remaining 10% were still in the poor category. No students achieved a fair, good, or very good score. These findings clearly indicate that students' pronunciation proficiency was significantly low prior to the treatment.

Table 4. The Control Class Students' Pre-Test Result

Classification	**Score Range**	**Frequency**	**Percentage (%)**
Very good	86-100	0	0%
Good	70-85	0	0%
Fair	60-69	0	0%
Poor	40-59	2	6,67%
Very poor	0-39	28	93.33%
Total		**30**	**100%**

Table 4. shows the frequency and percentage distribution of students' pre-test scores in the control class. The data reveal that 93.33% of students were classified in the very poor category, while only 6.67% fell into the poor category. None of the students achieved fair, good, or very good classifications.

Post-Test Result

Table 5. The Experiment Class Students' Post-Test Result

Classification	**Score Range**	**Frequency**	**Percentage (%)**
Very good	86-100	2	6,67%
Good	70-85	19	63,33%
Fair	60-69	3	10%
Poor	40-59	6	20%
Very poor	0-39	0	0%
Total		**30**	**100%**

Table 4. shows after the implementation of the Audio Visual Method, the post-test results showed a significant improvement in students' pronunciation proficiency, with the average score increasing to 71.95 compared to the pre-test score of 30.92. A total of 80% of students fell into the fair to very good categories, and none remained in the very poor category. These findings indicate that the use of the Audio Visual Method can enhance students' pronunciation proficiency, as it provided clear pronunciation models through an engaging combination of visual and auditory input.

Table 6. The Control Class Students' Post-Test Result

Classification	**Score Range**	**Frequency**	**Percentage (%)**
Very good	86-100	0	0%
Good	70-85	6	20%
Fair	60-69	13	43,33%
Poor	40-59	11	36,67%
Very poor	0-39	0	0%
Total		**30**	**100%**

Table 6. presents the frequency and percentage of students' post-test scores in the control class. The results show that 20% of students were classified in the good category, 43.33% in the fair category, and 36.67% remained in the poor category. No students reached the very good category, and none were categorized as very poor.

Statistical Analysis

Table 7. Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
pre-test experiment	30	23.3	18.0	41.3	30.927	6.5444
post-test experiment	30	37.3	52.0	89.3	71.950	10.4914
pre-test control	30	25.3	18.0	43.3	29.083	6.1634
post-test control	30	32.0	45.3	77.3	62.630	8.1541
Valid N (listwise)	30					

Table 7. shows that the mean scores of the pre-test in the experimental and control groups are relatively similar, indicating comparable initial abilities. After the treatment, the post-test mean score of the experimental group increased more substantially than that of the control group, suggesting that the treatment had a positive effect on students' learning outcomes.

Table 8. Tests of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Result	Post test Experiment	.126	30	.200*	.954	30	.212
	Post test Control	.104	30	.200*	.933	30	.060
	Pre test Experiment	.105	30	.200*	.962	30	.352
	Pre test Control	.132	30	.193	.933	30	.058

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 8. shows the results of the normality test using the Kolmogorov–Smirnov and Shapiro–Wilk tests indicate that all significance values for the pre-test and post-test data in both the experimental and control groups are greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

Table 9. Tests of Homogeneity of Variances

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
RESULT STUDENT	Based on Mean	3.941	1	57	.052
	Based on Median	2.391	1	57	.128
	Based on Median and with adjusted df	2.391	1	54.159	.128
	Based on trimmed mean	3.830	1	57	.055

Table 9. shows the Levene's test, the significance value obtained is 0.052, which is greater than 0.05. This result indicates that the variances of the learning outcome data between the experimental and control groups are homogeneous.

Table 10.. Independent Samples Test

Independent Samples Test

		t-test for Equality of Means							
				Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
RESULT STUDENT	Equal variances assumed	2.218	58	.015	.030	7.3667	3.3213	.7184	14.0150
	Equal variances not assumed	2.218	54.157	.015	.031	7.3667	3.3213	.7083	14.0250

Table 10. shows that the obtained t value (t_{hat} = 2.218) with df = 58 is greater than the t table value ($t_{taβle}$ = 2.001) at the 0.05 significance level, with a two-tailed significance value of 0.030. This indicates a significant difference between the mean learning outcomes of the experimental and control groups, demonstrating that the treatment had a significant effect on students' learning outcomes. This finding indicates that there was a statistically significant difference between students who were taught using the audio visual method and those who were taught using the conventional method. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The aim of this research was to determine whether the implementation of the audio visual method can enhance students' pronunciation proficiency, particularly in the articulation of short vowels, long vowels, and consonants. Before the treatment, the researcher conducted an initial observation and distributed a questionnaire to the students of class XI F6 and XI F3. The purpose of this questionnaire was to gather information about the students' awareness, difficulties, and experiences in learning pronunciation. The responses revealed that many students had limited exposure to native speaker pronunciation and struggled with certain vowel and consonant sounds, especially those not found in their mother tongue. This feedback reinforced the need to use an audio-visual method to support pronunciation learning.

The results showed that both the experimental class and the control class experienced improvement after the learning process. However, the improvement in the experimental class was significantly higher than that of the control class. The experimental class, which was taught using the audio-visual method, showed a substantial increase in the mean score from 30.92 in the pre-test to 71.95 in the post-test. In contrast, the control class, which was taught using the conventional method, showed a lower increase in pronunciation scores.

CONCLUSION

Based on the results of the research findings revealed that students in the experimental class who were taught using the audio visual method achieved higher post-test scores compared to students in the control class who were taught using conventional teaching methods. The mean score of the experimental class increased from 30.92 to 71.95, while the improvement in the control class was lower. The result of the independent sample t-test showed that the t-count value (2.218) was

higher than the t-table value (2.001), indicating a significant difference between the two groups. It can be concluded that the implementation of the audio visual method significantly enhanced the pronunciation proficiency of eleventh-grade students at SMA Negeri 1 Dampal Selatan.

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