THE IMPLEMENTATION OF AUDIO RECORD MEDIA ON THE STUDENTS’ ABILITY IN PRONOUNCING ENGLISH WORDS AT THE 8TH GRADE
SMP AL-FATTAH MEDAN

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for The Degree of Sarjana Pendidikan

BY
SARI RAMADHANI LUBIS
NIM: 34133202

Advisor I
[Signature]
Dr. Hj. Siti Zubaidah, M.Ag
NIP. 19530723 19999203 2001

Advisor II
[Signature]
Dr. Dariik Santoso, M.Pd
NIP. 19660631 1 99403 1 006

DEPARTMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2017
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NIM: 34133202

DEPARTMENT OF ENGLISH EDUCATION
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MEDAN
2017
Nomor : Istimewa

Lamp : -

Perihal : Skripsi
an. Sari Ramadhani Lubis

Medan, 17 November 2017

Kepada Yth:

Bapak Dekan Fak. Ilmu
Tarbiyah dan Keguruan UIN
Sumatera Utara

di

Medan

Assalamu’alaikum Wr. Wb

Dengan Hormat,

Setelah membaca, meneliti, mengoreksi dan mengadakan perbaikan seperannya terhadap skripsi saudari:

Nama : Sari Ramadhani Lubis

Nim : 34133202

Jurusan : Pendidikan Bahasa Inggris

Judul : "The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017"

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Tarbiyah UIN Sumatera Utara.

Wa’alaikumussalam Wr. Wb

Advisor I

Dr. Hi. Siti Zubaidah, M.Ag
NIP. 19530723 19999203 2001

Advisor II

Dr. Didik Santoso, M.Pd
NIP. 19660616 1 99403 1 006
PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama     : Sari Ramadhani Lubis
Nim       : 34133202
Jurusan   : Pendidikan Bahasa Inggris
Judul Skripsi : "The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017"

Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

Demikian surat ini saya perbuat dengan sebenarnya.

Medan, 17 November 2017

Yang membuat pernyataan

[Signature]

Sari Ramadhani Lubis
NIM. 34133202
ABSTRACT

Name: Sari Ramadhiani Lubis  
NIM: 34.15.3.202  
Faculty/Department: Faculty of Tarbiyah and Teachers Training  
Advisor I: Dr. Hj. Siti Zabaidah M.Ag  
Advisor II: Dr. Dedik Santoso M.Pd  
Title: The Implementation of Audio Record Media on Students Ability in Pronouncing English Words at SMP Al Fattah Medan in Academic Year 2016/2017

Skrripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017. 
Keyword: Implementation, Students' Ability, Audio Record Media, Pronunciation. 
The objective of this study is to investigate the implementation of Audio Record Media on students' ability in pronouncing English words.

This research is an experimental which was conducted at SMP Al Fattah Medan. Academic year 2016/2017. The population of this research was the second grade which distributed into two classes taken as sample. VIII-II as experimental group consisted 30 students and VIII-I as control group consisted 30 students.

The instruments for collecting the data in this research was spoken test in form sound recording. The finding showed that the students who taught by using Audio Record Media got higher score than those who taught without audio record media. The achievement in pronouncing English words which was proven for the result of analysis $t_e > t_r (5.42 > 2.00)$ at $\alpha = 0.05$, df = 60. It means the hypothesis alternative was accepted.

Acknowledge by: 
Advisor I

[Signature]

Dr. Hj. Siti Zabaidah M.Ag
NIP. 19530723199992032001
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I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Praise be to Allah, Lord of the universe who has given His blessing to me to accomplish this thesis. Peace upon the Holy Prophet Muhammad SAW, the last messenger of Allah SWT who brought the complete teaching of Islam and the human life from the destruction into safety that is right path of Allah.

This thesis is writing to fulfill one of the requirements to get degree of bachelorship (S1) in Department of English Education of Tarbiyah Faculty and Teachers’ Training State Islamic University of North Sumatra (UIN-SU) Medan under the title The Implementation of audio record media in pronouncing English words at VIII-I and VIII-II in SMP Al-Fattah Medan (a.y. 2016/2017).

In arranging this thesis, there are a lot of people who always giving me support, motivation and also the good advice until this thesis has done. In this valuable chance, I intended to express my graduate and appreciation to all of them. First my deepest appreciation goes to my beloved parents, my mom Lasmini and my dad Syahmad Lubis, for the endless love, pray, support and always remain me to keep going and never give up.

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9. For my close friends or my little sister since I was in junior high school until now **Sri Wulan Dari** thanks for everything.

   The last, this thesis is not the perfect one, but it is expected to be useful not only for the researcher, but also for other researcher as heir reference for their thesis and also for readers. For these reasons, constructive thoughts, full
suggestions, and critics are accepted to make this thesis be better. Finally, may Allah Subhaanahu Wa Ta’ala receives all their work and kindnesses. Aamiinn.

Medan, November 2017
The Researcher

SARI RAMADHANI LUBIS
NIM. 34.13.3.202
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1.1 The Background of the Problem

Pronunciation is very important for humans to change their quality of life. Learning is an effort to improve or change ourselves through various processes in practicing. Learning has an important role to create the students be active in learning process.

The objective of teaching pronunciation is that the students are expected to be fluent in pronouncing English word which have almost identical in pronunciation.

In addition, we must also master the language components, namely structure ability at making sentence, vocabulary mastery, and pronunciation of words. When we use English to give information, the speaker should pronounce the words correctly. So that the listener can understand what actually means by the speaker, because the accuracy in pronouncing words will influence the listener’s interpretation.

In every school, the teacher should develop the media or method in teaching pronunciation. Remembering that it is very necessary for the students to pronounce the word well. However, in fact, the student’s ability at pronouncing word is still less. So, it may change the meaning of word or even influence their speaking, because good speaking comes from good pronunciation. This is in line with my observation at MTs Al-Jam’iyatul Washliyah, which the students still have less pronunciation has an important role in studying English as a Foreign Language to make our English better.
There are many factors that can influence students' ability in pronouncing English words: internal factors such as age, historical, maturity, testing, instrumentation, regression statistics, selection, and mortality. Historically, a threat occurs when the observed effect is caused by an event that exists between the initial and final tests. Not because of the treatment given. This is overcome in a way: (1) Controlling the influence of learners by choosing lecturers young aged and graduates majoring in English language education. (2) Not to notify the students regarding the implementation of research. (3) Using the learning time for one semester and executed in accordance with the schedule that has been prepared by the department.

External factors in this study were conducted on population, ecology, and constraints. Population validity means that the results of this study are only valid to be generalized to groups of individuals outside the study that have the same relative characteristics. For this to be done by way of: (1) Control samples according to population characteristics. (2) Determine the experimental group of population groups at random and (3) Determine the traditional learning approach of ekseleratif and learning that will be implemented for each group at random.

Audio recording is effective in teaching pronunciation because it can give the students interesting sounds and challenging content. This media can be used by the teacher to provide and promote lessons in the classroom. Thus, it helps the teacher in creating a joyful situation in learning. In addition, it decreases the students' boredom because they can pronounce the word by hearing and following what the native speaker says in the record.

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Based on the reason above, the researcher is interested in doing research to know the significant effect of using audio record in teaching pronunciation with the title: “The implementation of Audio Record Media on The Students’ Abality at Pronuncing Word at 8th Grade MTs. Al-Jam’iyatul Washliyah”

1.2 The Identification of the Problem

Based on the background of the study, the identification of the problems of this research is: (1). Most of students were passive because they are lacking of listening. (2). The students pronunciation is low. (3). The teachers are never use audio record media in teaching pronunciation. (4). English teachers has already done the teaching learning process in the class with fun situation but there are some students boring and noisy in the class while the teaching process.

1.3 The Limitation of the Problem

Based on the identification of the problem, limits her problem on the implementation of audio record media on the students’ ability at pronouncing word at 8th grade MTs Al-Jam’iyatyl Washliyah.

1.4 The Formulation of the Problem

The problem of this study is formulated as follows: Is the students ability in pronouncing English word taught by audio record media better than taught without audio record media?
1.5 The Objective of the Problem

Based on the formulation of the problem, the objective of the research is to find out: To know the students’ ability in pronouncing English word taught by audio record better than taught without audio record media.

1.6 The Significance of the Study

The study is useful theoretically and practically. Theoretically, the result of this research will and rich the theory of teaching pronunciation.

Practically, (a). The students, to improve their English pronunciation. b). The English teachers, to improve the teachers’ competence in teaching English pronunciation. (c). The headmaster, to improve the quality of the English teacher in teaching pronunciation. (d). The other researchers, as an input to select the same topic with different variables.
CHAPTER II
THEORETICAL REVIEW

2.1 Theoretical framework

2.1.1. Ability in pronouncing English Word

2.1.1.1. Ability

Ability is the results of learning process which involves teacher with the students which is reflected from knowledge of the students have. They ability in which achieve by the students are realized in a form of score. It will be acknowledge the certain position of students positions of the students in the class because the scores they have reflected their ability in their learning.²

According to Bull ability is skill or power”. According to Edinburgh ability is the state of being able to do something, or you level of skill at doing something”. Otherwise, in Kamus Bahasa Indonesia “ability is capability, proficiency, and power”. According to Carroll noted that "although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered."

So from the definitions above, the writer concludes that ability is someones capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practised. The quality of being able to do something or act physically, mentally, financially, morally or legal to accomplish something.

2.1.1.2. Pronouncing English Word

Pronunciation is considered as one of the most important aspects of second language acquisition because it affects learns’ communication competence. Then, to get an understanding of the nature of speech and the means by which it is produced, it is necessary in the first place to have a rough idea of the structure and the functions of the various parts of the ‘organs of speech’. Based on this explanation, we know that there are organs involved when we make pronunciation of a word. So, pronunciation is the way in saying words or utterances. Therefore, in learning pronunciation, firstly we have to know the organs that we used in producing sounds and how can its speech organs work.

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Pronunciation is a word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

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Pronunciation is one of the important aspects in Pronouncing English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation.

According to Lado pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. ⁸

Pronunciation is the act or manner of pronouncing words utterance of speech. In other words, it can also be said that is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.

This second definition gives a briefer pronunciation’s definition. It contains some important keys in the words, phrases, and sentences being pronounced should be intelligible.⁹

In conclusion, pronouncing English word is the way in saying words or utterances. Therefore, in learning pronunciation, firstly we have to know the organs that use in producing sounds and how can its speech organs work.

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⁹Wulandari.*How to Pronouncing English Words*. Accessed on Wednesday 07 June 2017 06.54 am. (https://www.scribd.com/doc/50424884/CHAPTER-II)
2.1.2. Audio Record Media

2.1.2.1. Definition Audio Record Media

Media is material, human, or the case to create a condition that make the students get the knowledge, skills and attitude. In extension concept of media, technology is not only item, thing, or tool, but it is represented in attitude, manner, organization, and management related to the knowledge application.\(^\text{10}\) So, media is the intermediary or tool used by teacher to deliver the lesson in teaching. Then, the media that will be used should be suitable with the material given.\(^\text{11}\)

The use of media in learning has many functions, such as making the learning process will be attractive, shining up to the students’ motivation, and making the lesson’ value will be clearer. Moreover, media can help in raising understanding and developing language skills.\(^\text{12}\) Based on this idea, we can know that the use of media in learning is very useful, and it is necessary to be used by the teacher to give new inspiration or atmosphere as the variations in learning that will decrease the students’ boredom.\(^\text{13}\)

According to Sadiman, audio media is a medium that can be used to convey a message that will be conveyed with the form of audit symbols, whether it be verbal or non-verbal form.

According to Sudjana and Rivai, audio media is a medium that can be used as a medium of instruction in which contains a message in the form of audio


\(^{12}\) Oemar Hamalik. *Media Pendidikan*. (Bandung: Penerbit PT. Citra Aditiya Bakti 1994)p.15

useful to be able to stimulate thoughts, attention, feelings, and also the willingness of the students so that there will be a process of teaching and learning. Audio media itself is a tool in which contains messages that can be received using the hearing media only.\textsuperscript{14}

According to Arief, audio media is the medium to deliver the message to be delivered in the form of auditive symbols, both verbal (into the words or spoken language) or non verbal.\textsuperscript{15}

Based on the above definition, it can be concluded that audio record media is a medium used to convey verbal and non verbal messages, which focus on the hearing aspect as a catcher of information. Its activities include several elements.

2.1.2.2. Principle of Audio Record Media

Principle is a tool for designing animated and interactive user interfaces for web, mobile and desktop (some design teams are even using it for virtual reality!). By allowing you to quickly evaluate your ideas before investing valuable engineering time, principle accelerates the design-development cycle. After deciding on the final design, Principle prototypes communicate ideas to the engineering team.

Rather than offering features specifically for passing design trends or niche use cases, principle strives to provide a toolbox of generic features that can be combined in creative ways to produce a variety of results. Since it is impossible


\textsuperscript{15}Feny. \textit{Audio Record Media}. Accessed on Wednesday 07 June 13.24 am. (http://fenimey.blogspot.co.id/2011/06/media-rekaman-audio-sebagai.html)
to cover all the ways these features can be combined, this documentation focuses on describing how principle works and leaves it up to readers to discover creative applications.  

Audio Recorded is used in television and motion picture operations in a great variety of ways. Background music for films or video productions, live performances, and recorded sound effects are the most commonly used recorded sound. Principles of audio record media as follow: (1) records, (2) electrical transcriptions (records intended for broadcast use only), (3) audiotape, (4) videotape, and (5) film. Records and audiotape are only indirectly coupled with the picture portion: that is, they are not mechanically synchronized with the picture. The audio portion of videotape and film is directly recorded on these media. The sound is thus mechanically synchronized with the picture. Records are still the most frequently used prerecorded sound in both television and motion picture operations. For short segments, the standard records are being replaced with the more efficient cartridge-tape operations. However, we can safely assume that standard records will be used for sometimes to come and that audio control rooms will still have to be equipped with turntables.

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2.1.2.3. The Design: Objective, Syllabus, Learning Activity, Role Of Teacher, Learner, And Material

Learning activity is the teacher give a material from speech as a whole. The teacher must know well about the material because the key success of this strategy according to the teacher told the material through the speech.

The role of the teacher is the teacher give the material through a speech. The teacher does not ask the student to make a group discussion. The role of the learner is the students only become an object because the students only receive a material from the without thinking critically. The students only listen and the students can note the materials in the notebook.

The material must know well by the teacher, because the teacher tells the material as whole to the students. The materials must be good arranged by teacher so the students will understand about the material have told by teacher.

2.1.2.4. Procedure of Audio Record Media

Before recording the sounds, the teacher should introduce English words, phrases and sentences by speaking them along with the help of demonstrations with concrete objects and actions, and with the assistance of an interpreter who speaks the student’s first language if necessary.

The steps that should be conducted by the teacher are as follow: (1). The teacher should check with the students to find out if the rate is too fast or unclear them. If the students indicates that it is unclear, the teacher should slow down and try articulating more clearly. (2). The teacher should encourage the students to copy what the teacher says. With new words, phrases and sentences, if the student is hesitant or is having difficulty, the teacher merely repeats slowly and clearly
until the students is able to approximate the English pronounciation. (3). The teacher supports the student in repeating what the teacher says until he or she is comfortable enough for both of them to record the new English words. (4). Then, the audio recorder is turned on, and the teacher first says the newly mastered English phrase or sentence, so that the student can hear the pronounciation, rhythm, emphasis and expression of language to be copied. (5). Then the teacher invites the student to repeat the English words for the recording. (6). Then the teacher and student listen to the recording together. (7). Then the student can practice listening to the recordings while reading what has been written down for her or for him.  

2.1.2.5. Advantage and Disadvantage of Audio Record Media

Audio record Media has some advantages, as follows: (1). Ideally, the audio recording of interviews gives an accurate summary of the interview, as all the answers captured during the interview, as well as the comments by the researcher, are saved for reference. The interviewing committee can rewind and listen to them repeatedly to get clarity on the interview. Moreover, the tone, body language, pitch of the voice, speed of the speech etc. can be assessed. 2). The recorded interviews can be used for transcription of the answers, which is necessary for including relevant quotes in the research report.

Audio record media has some advantages, as follows: (1). The disadvantage of audio recording the interviews is that one needs to depend on the equipment and if it fails to function properly then there must be a backup plan. In

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order to overcome the problems of equipment failure, one can check it beforehand and take note of the important points during the interview. With this, you will be having some record even if the equipment fails. 2). Some interviewers may be nervous of the tape-recorders, which may spoil their performance in the interview. In some interviews, the non-verbal information may be as necessary as the spoken part. Here, audio recording will not be adequate and video recording is necessary. 3). While planning to record an interview, it is important to make a check list of do’s and don’ts, so that you can prevent unnecessary tensions at the time of the interview. You have to make sure that there is enough space on the disc and check whether the batteries are fully functioning or not. Also check whether the interview location is free from background noise or not.

2.2. Related Study

Romi aswandi in 2013 have done research about the implementation of English songs media to improve students’ ability at pronouncing English Words at Mts Miftahussalam Medan in 2012/2013. The research was conducted to find out the application of number head together to improve students’ ability at pronouncing English Words. The population of this study was eight grade students’ field of MTs Mftahussalam Medan academic year 2012/2013. The English Songs Media can give the students’ enjoyment and challenge in learning pronunciation.
2.3. Conceptual Framework

Audio record media is effective in teaching pronunciation because using audio record media helps learning, when are beginning English learners, the audio record is a vital tool for providing them with reviews of oral explanations and pronunciations of new material between lessons.

Jointly made audio recording are much more understandable for students because they can easily remember and understand the context in which the joint recordings were made. They can also most easily understand the English pronunciation and emphasis of their teachers’ voices because they are used to listening to and copying their teachers’ verbal expression. So, this media give the opportunity for the students’ ability in pronouncing English Words.

2.4. Hypothesis

Based on the conceptual framework, the hypothesis of this study is the audio record media can increase the students’ ability in pronouncing English words.
CHAPTER III
RESEARCH METHODOLOGY

3.1. Time and Place of the Study

This research will be conducted at the school MTs Sabilal Akhyar Kuala begumit Binjai. The reason of the writer choose this school will be described below: 1). Number of students in SMP AL-FATTAH MEDAN is good to do the research, 2). The problem of the research never done in this school. The implementation of the research in the second semester academic year of 2017/1018.

3.2. Population and Sample

3.2.1. Population

Population defines the survey assessing public opinion or individual characteristic by the use of questionnaire and sampling methods.

The study population in eight grade of SMP AL-FATTAH MEDAN academic year of 2017-2018, consists of 60 peoples and it derives for 2 classes, as the following table. The population of eight grade students of SMP AL-FATTAH MEDAN.

<table>
<thead>
<tr>
<th>Number</th>
<th>Class</th>
<th>The Total Of Students</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII-I</td>
<td>30 peoples</td>
</tr>
<tr>
<td>2</td>
<td>VIII-II</td>
<td>30 peoples</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>60 Peoples</td>
</tr>
</tbody>
</table>

3.2.2. Sample

Sample is the part of the population which is the object of the research. This research is a learning experiment that the sample used must be homogeneous,
therefore, to get the experimental units a sample in this research must do with sampling random to establish two homogenous classes of the population quantity

3.3. Research Method

The research method is a way to find truth by collecting data and analyzing the data. The research method is a method to find out the truth which also a critical thingking.

Thus, the research method is a way to reach the truth by collecting and analyzing the data to achieve the goal. Based on the problem and research objectives, we use the experimental method.

Experimental method is quantitative approachh, it means to test of causation. In the experimental desing consist of the experimental group : the group have influenced by variables, and the control group, which have not influenced by the variables.

3.4. Instrument of Data Collection

The instruments that used by researcher for data collection of this research is test based on the limitation of this research, the test given is to know the students’ ability in pronouncing words. So, the words as the test consist of 25 words contains the twelve sounds that should be pronounced by the students.

3.5. Technique of Data Analysis

The data of this research will be analyzed by using t-test, before being tasted by the t-test, the normality and homogeneity of the data will be firstly tasted.
In this study, the data are obtained from the experimental group and control group. To compare two means score between those two groups, the data are analyzed by using the \( t \)-test formula as follows:

\[
t_0 = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}
\]

\[
t_{table} = t \left( 1 - \frac{1}{2} \alpha \right)^{(df)}
\]

\[
df = (N_1 - N_2 - 2)
\]

Note:

\( \bar{X}_1 \) = mean of variable X

\( \bar{X}_2 \) = mean of variable Y

\( S_1^2 \) = variant of variable X

\( S_2^2 \) = variant of variable Y

3.6. Normality test

To test the normality of data, it used liliifors test by doing some steps as follows:

- Observations X1, X2, X3…Xn are made standard value Z1, Z2, Z3….Zn with the formula \( z_i = \frac{x_i - \bar{x}}{s} \) where the average \( \bar{x} = \frac{\sum x_i^2}{n} \) And the standards deviation \( S^2 = \frac{\sum (x_i - \bar{x})^2}{n} \)

- For each standards coefficient, using absolute normal standard distribution, then count the frequency \( F(Z_i) = p (z \leq z_i) \)

- Then count the proportion Z1, Z2, Z3……Zn which smaller equals to Zi.

- Count the difference \( F(Z_i)-S(Z_i) \) then determine the absolute value.
• Take the higher value among the difference absolutes values; say that the value is 1..if
Lo< Lt, which is got from critical value of the lilifors test at real level α= 0,05 the data distribution is normal.

3.7. Homogeneity

The variant of both sample should be homogeneous. To test homogeneity of both sample, the following formula is used:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{S_{1}^{2}}{S_{2}^{2}}$$

Note :

$S_{1}^{2}$ = the biggest variant of both variables

$S_{2}^{2}$ = the smallest variant of both variables
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

4.1 Data Collection

The data of this research, the researcher got the data about the students’ ability in pronouncing words before implementing audio record media, there were 60 students as sample involved in this research. Samples were divided into two group namely experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following tables:

Table 4.1 The Score of Pre-Test and Post-Test in Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students</th>
<th>Pre-Test (T1)</th>
<th>Post-Test (T2)</th>
<th>Gained (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amelia Mariska</td>
<td>38</td>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Anggraini</td>
<td>43</td>
<td>75</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Anisa Putrid</td>
<td>39</td>
<td>75</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>Arifin Fajar</td>
<td>59</td>
<td>85</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Aulia Fajar</td>
<td>48</td>
<td>70</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>Audi Perisa</td>
<td>42</td>
<td>80</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Arman Prastya</td>
<td>37</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>Ayu Nadia Ramadhani</td>
<td>47</td>
<td>70</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Bayu Gunawan Pratama</td>
<td>33</td>
<td>70</td>
<td>37</td>
</tr>
<tr>
<td>10</td>
<td>Bima Sandika</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>Danang Khrisna</td>
<td>44</td>
<td>70</td>
<td>26</td>
</tr>
<tr>
<td>12</td>
<td>Dandy Pramana</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Darmawan Pngestu</td>
<td>51</td>
<td>75</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>Defa Salsabila</td>
<td>63</td>
<td>85</td>
<td>22</td>
</tr>
<tr>
<td>15</td>
<td>Dinda Pratiwi</td>
<td>43</td>
<td>80</td>
<td>37</td>
</tr>
<tr>
<td>16</td>
<td>Herry Syahputra</td>
<td>41</td>
<td>85</td>
<td>44</td>
</tr>
<tr>
<td>17</td>
<td>Indah Ramadhani</td>
<td>43</td>
<td>65</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>Name of Students</td>
<td>Pre-Test (T1)</td>
<td>Post-Test (T2)</td>
<td>Gained (Y)</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>Abdul Majid</td>
<td>35</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Haris Efendi</td>
<td>60</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Baginda Fitri Setia</td>
<td>40</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Indah Permata Sari</td>
<td>60</td>
<td>82</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Intan Pratiwi</td>
<td>45</td>
<td>53</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad Rudi Hartono</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Fadhli</td>
<td>45</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad Heru Rizky</td>
<td>30</td>
<td>56</td>
<td>26</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Wahyudi</td>
<td>55</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>Muhammad Rizky</td>
<td>55</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Madina Putri</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4.2 The Score of Pre-Test and Post-Test in Control Group
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Osni Oktavia</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Popi Yolanda</td>
<td>50</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>Putri Pransiska</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>Rizwan Harahap</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Rizky Indriani</td>
<td>65</td>
<td>57</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>Romi Rukmana</td>
<td>35</td>
<td>54</td>
<td>19</td>
</tr>
<tr>
<td>18</td>
<td>Saqdia</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>19</td>
<td>Silviana</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>Siti Humairah</td>
<td>35</td>
<td>73</td>
<td>38</td>
</tr>
<tr>
<td>21</td>
<td>Sri Wardah</td>
<td>25</td>
<td>67</td>
<td>42</td>
</tr>
<tr>
<td>22</td>
<td>Silvia Wahyuni</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>23</td>
<td>Silvia Bakri</td>
<td>50</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>24</td>
<td>Wahyu Fikri</td>
<td>40</td>
<td>54</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>Wahyuda</td>
<td>35</td>
<td>51</td>
<td>16</td>
</tr>
<tr>
<td>26</td>
<td>Yari Sambera</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>27</td>
<td>Zulfan Syahputra</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>Masri Ramadhani</td>
<td>25</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td>29</td>
<td>Nisa Maharani</td>
<td>35</td>
<td>49</td>
<td>14</td>
</tr>
<tr>
<td>30</td>
<td>Winda Lestari</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1270</td>
<td>1784</td>
<td>475</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>42.3333</td>
<td>59.4667</td>
<td>15.8333</td>
</tr>
</tbody>
</table>

Based on the data table above, the initial students (sample) and the students’ score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in experimental group was 70 and the lowest was 32 with the total score of pre-test was 1433. While the highest score of post-test in experimental group was 91 and the lowest was 60 with the total score was 2147.
For the control group the highest score of pre-test was 60 and the lowest was 25 with the total score was 1270. While the highest score of post-test in experimental group was 85 and the lowest was 32 with the total score was 1784.

Based on the data of pre-test and post test of the experimental group and control group obtained, then the researcher analyzed the data into statistic calculation to find out the differences of samples’ score between pre-test and post-test in experimental group. Based on the table above, the following table 4.3 showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control group.

Table 4.3 The Result Calculation of Gain Score

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>X</th>
<th>Y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>3</td>
<td>9.33</td>
<td>-8.53</td>
<td>87.049</td>
<td>72.761</td>
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<tr>
<td>2</td>
<td>15</td>
<td>8</td>
<td>-16.67</td>
<td>-3.53</td>
<td>277.889</td>
<td>12.461</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>10</td>
<td>4.33</td>
<td>-1.57</td>
<td>18.749</td>
<td>2.465</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>23</td>
<td>0.67</td>
<td>11.47</td>
<td>0.449</td>
<td>131.561</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>5</td>
<td>4.33</td>
<td>-6.53</td>
<td>18.749</td>
<td>42.641</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>13</td>
<td>0.67</td>
<td>1.43</td>
<td>0.449</td>
<td>2.045</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>14</td>
<td>-16.67</td>
<td>2.47</td>
<td>277.889</td>
<td>6.109</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>9</td>
<td>14.33</td>
<td>-2.53</td>
<td>205.349</td>
<td>6.409</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>5</td>
<td>-16.67</td>
<td>-6.53</td>
<td>277.889</td>
<td>42.641</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>2</td>
<td>-5.67</td>
<td>-9.53</td>
<td>32.149</td>
<td>90.821</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
<td>11</td>
<td>4.33</td>
<td>-0.53</td>
<td>18.749</td>
<td>0.281</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
<td>5</td>
<td>0.67</td>
<td>-6.53</td>
<td>0.449</td>
<td>42.641</td>
</tr>
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<td></td>
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</tr>
<tr>
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<td>0.449</td>
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<td>0.67</td>
<td>11.43</td>
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<td>0.281</td>
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<td>41.861</td>
</tr>
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<td>10</td>
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<td>-1.53</td>
<td>32.149</td>
<td>2.341</td>
</tr>
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<td>30</td>
<td>18</td>
<td>4.33</td>
<td>6.47</td>
<td>18.749</td>
<td>41.861</td>
</tr>
<tr>
<td>21</td>
<td>40</td>
<td>14</td>
<td>14.33</td>
<td>2.47</td>
<td>205.349</td>
<td>6.109</td>
</tr>
<tr>
<td>22</td>
<td>30</td>
<td>17</td>
<td>4.33</td>
<td>5.47</td>
<td>18.749</td>
<td>29.921</td>
</tr>
<tr>
<td>23</td>
<td>15</td>
<td>9</td>
<td>-16.67</td>
<td>-2.53</td>
<td>277.889</td>
<td>6.409</td>
</tr>
<tr>
<td>24</td>
<td>30</td>
<td>11</td>
<td>4.33</td>
<td>-0.53</td>
<td>18.749</td>
<td>0.281</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>10</td>
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<td>-1.53</td>
<td>277.889</td>
<td>2.341</td>
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<td>2.47</td>
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<td>-9.53</td>
<td>90.821</td>
<td>90.821</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>7</td>
<td>4.33</td>
<td>-4.53</td>
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<td>20.521</td>
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<td>-2.53</td>
<td>277.889</td>
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</tr>
<tr>
<td>770</td>
<td>346</td>
<td>-35.4</td>
<td>7.94</td>
<td>3038.722</td>
<td>1246.535</td>
<td></td>
</tr>
<tr>
<td>25.66667</td>
<td>15.72727</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes: x = X-Mx

y = Y-My

N1 = students of experimental class

N2 = students of control class

Based on the table above, then the researcher calculated the data to find out the mean, standard deviation, and variant of both of groups. The formulation as followed:

1. The statistic calculation of the data of variable X:

   a. Mean of variable X (Mx)
      \[ M_1 = \frac{\sum x}{N_1} = \frac{770}{30} = 25.66 \]

   b. Standard of deviation of variable X (SDx)
      \[ SD_1 = \sqrt{\frac{\sum x^2}{N_1} - \left(\frac{\sum x}{N_1}\right)^2} = \sqrt{\frac{3038.722}{30} - \left(\frac{770}{30}\right)^2} = \sqrt{101.290} = 10.06 \]

   c. Variant of variable X, S^2
      \[ s^2 = 7.48^2 = 55.9504 \]

2. The statistic calculation of the data of variable Y:

   a. Mean of variable X (My)
      \[ M_2 = \frac{\sum y}{N_2} = \frac{346}{30} = 11.5333 \]

   b. Standard of deviation of variable X (SDx)
      \[ SD_2 = \sqrt{\frac{\sum y^2}{N_2} - \left(\frac{\sum y}{N_2}\right)^2} = \sqrt{\frac{1246.535}{30} - \left(\frac{346}{30}\right)^2} = \sqrt{41.55} = 6.44 \]

   c. Variant of variable X, S^2
      \[ s^2 = 6.44^2 = 41.4736 \]
3.8. Data Analysis

3.8.1. Normality Test

Normality test was done by using Liliefors test. To accept or reject the hypothesis, we compared $L_o$ (L observation) with $L_t$ (L table) from Liliefors table at 0.05.

a. If $L_o < L_t$ = Data have normal distribution (accepted)

b. If $L_o > L_t$ = Data do not have normal distribution (rejected)

Here are some steps that we do the calculation distribution of Normality test:

1. Make a frequency table. Fill column X with the data, column F with the amount of frequency, column Fe with the cumulative frequency.

2. Column Zi is filled by $Z_i = \frac{x - \mu}{\sigma}$

Example for $x_1$ for experimental class:

$$Z_i = \frac{15 - 770}{10.06} = 75.049$$

3. F(Zi) table is filled by looking the coefficient in table of curve normality (appendix).

4. $S (Z_i) = \frac{F_{cum}}{N} = \frac{3}{30} = 0.1$

5. $F (Z_i) - S (Z_i) = 525.343 - 0.233 = 525.11$

6. The highest coefficient in $|F (Z_i) - S (Z_i)|$ column is as $L_o$

The next table is the worktable of normality test of experimental and control class.

4.4 Worktable of Normality Test of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>F</th>
<th>Fk</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi)-S(Zi)</th>
</tr>
</thead>
</table>
Based on the table above, it was found the L observation was 1838.047 and the L table on the Liliefors table $\alpha 0.05 N = 30$. It means that $L_o < L_t$ and the data in experimental group had normal distribution.

### 4.5 Worktable of Normality Test of Control Group

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</table>

Based on the table above, it was found the L observation was 0.1534 and the L table on the Liliefors table $\alpha 0.05 N = 30$. It means that $L_o < L_t$ and the data in control group had normal distribution.

### 3.8.2. Homogeneity Test
Homogeneity test was done by doing fisher test. It was aimed to know whether the samples that used in the research were homogeneous or not. The formula was follow:

$$F = \frac{S_1^2}{S_2^2}$$

Note:

$S_1^2$ = The biggest variant of both variables

$S_2^2$ = The smallest variant of both variables

The homogeneity of the samples could be decided based on this following hypothesis:

a. If $L_o < L_t = $ Data is homogeneity

b. If $L_o > L_t = $ Data is not homogeneity

From the analysis data of experiment and control class gained the variant of experiment class was 10.06 and the variant of control group was 6.44

$$F_0 = \frac{10.06}{6.44} = 1.56$$

The coefficient of $F_t$ from the table of F distributions $\alpha = 0.05$ with numerator degree of freedoms = 30 (N-1 = 21-1), and denominator degree of freedom = 30 (N-1 = 22-1) was 3.03. It means $F_0 < F_t$. It could be concluded that the samples used in this research were homogeneity.

3.8.3. Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used:

a. The hypothesis is accepted if $t_o > t_{table}$

b. The hypothesis is accepted if $t_o < t_{table}$
The previous calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the $t_o$ as follows:

$$t_o = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s_1^2}{n} + \frac{s_2^2}{n}}}$$

$$t_o = \frac{47.76 - 42.33}{\sqrt{\frac{10.06}{30} + \frac{6.44}{30}}}$$

$$= \frac{5.43}{\sqrt{16.5}}$$

$$= \frac{5.43}{4.06}$$

Based on the calculation of t-test, it was found that $t$-test was 5.43 and based on the t-table level significant of 0.05 of degree freedom 43 ($N_x+N_y-2$) t-table was 2.00.

Based on calculation of t-test, where $t_o(5.43)$ was higher than $t_{table}$ at the level significant of 0.05 (2.00), therefore, the hypothesis was accepted because $t_o > t_{table}$ or 5.43 $> 2.00$ It was concluded that the implementation of audio record media had significantly increase the students’ ability in pronouncing English words at SMP Al-Fattah Medan in academic year 2016/2017.

3.8.4. Findings

The result of this research showed that there was a significant effect of the implementation of audio record media in students’ ability in pronouncing English words. It was proven by result of $t_{test}$ that $t_o > t_{table} = 5.43 > 2.00$ ($\alpha = 0.05$, df = 43).
It showed from the value side, applying audio record media in pronouncing English words could increase the students’ ability. Which mean of experimental group was higher than the mean of control group even though they were given by the same material and test.

Thereby, it could be concluded that giving the different treatment to both of samples caused a significant difference on the students’ ability in pronouncing English words. The higher score of experimental class was caused by the treatment that applied in this class that was taught without audio record media. The implementation of audio record media influenced the students to be more active in the learning process. While the control group taught without using audio record media, that was not given chance to the students to be more participative

3.9. Discussion

This research was conducted to know the implementation of audio record media can increase the students’ ability in pronouncing English words. From the data analysis, it was found that the implementation of audio record media was more effective in teaching pronunciation, so the goal of learning was achieved. It made the students interest and their media gave an improvement of the students’ ability. So, the English teacher could apply many media in teaching pronunciation, especially audio record media.

The research was started on October 2017. The treatment was done in four meetings. The mean score of experimental group was 47.76, while the mean score of control group was 42.23. After giving the treatment the researcher gave the post to both groups. The researcher got the mean score of experimental group was 71.56 and the mean score of the control group was 59.46. It means the students
that were taught by using audio record media have higher score than taught without audio record media.

Based on the explanation above, it can be concluded that the implementation of audio record media has significant effect on the students ability in pronouncing English words.
CHAPTER V
CONCLUSION AND SUGGESTION

3.10. Conclusion

Based on the data analysis in chapter IV, the conclusion was drawn as following:

1. There were significant effects of synthesizing strategy on students’ reading comprehension in recount text. It is seen from the data which had obtained in the post test of experimental group were: the total score was 1779 and the mean score 71.56. Therefore, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. This is supported by the data analysis results in which t-observed 5.43 is higher than the t-table 2.00 at the significant level 3.42.

3.11. SUGGESTIONS

The result of this research shows the implementation of the audio record media could improve the students’ ability at pronouncing words. Therefore, the researcher suggests:

1. The principal: provide a complete facility that will support the learning activity. So, the teacher can guide the students to learn optimally and increase their ability at learning.

2. The English teacher: To motivate and improve the students’ ability by developing any media to achieve the objective of learning, especially by applying audio record media in teaching pronunciation.

3. The students: to motivate their selves in learning, practice their English at pronunciation letter by hearing record, whether it is song,
story or any interest topic that can increase their ability at pronunciation.

4. Other researcher: developing largely and deeply discussion about pronunciation by adding other variable or enlarge the sample.
REFERENCES


APPENDIX I
QUESTIONS LIST FOR TEACHER

1. Do you always come to the class on time?
   Yes, I do. I always come to the class on time.

2. How often is the English subject taught in the classroom?
   The English subject was taught 3 times a week in the classroom.

3. Do you always give motivation to the students to learn English when you enter the class?
   Yes, I do. I always motivate them to learn English, because nowadays English become very important.

4. Do you always give any task or homework after the lesson?
   Yes, I do. I always give them some tasks or question after I taught them some material. So, I can measure their ability.

5. Is it difficult to teach English?
   Yes, it is rather difficult, because they are not too interest in learning English.

6. What is your problem in teaching English?
   My problem is about their lack of motivation, even though they are given motivation continually, they seem not focus in joining the learning process.
7. Have you ever applied any media, method or strategy in teaching English in the classroom?
   Yes, sometime, not always. But I more often teach them by explain the material in the classroom.

8. How is the students’ interest about English learning?
   Their interest in learning English is very low. Many of them don’t complete their task if I give them homework.

9. How about the students’ participation in the class?
   Their participation in the class is very low. Even when I ask them to bring the dictionary, only 2 students who bring it to the class.

10. Have you ever taught pronunciation in the class?
    Yes, sometimes. I ask them to follow my utterances in pronouncing words.

11. Have the students had a good pronunciation in uttering the English words?
    No, they have not. They still confuse to pronounce the English words.

12. Could the students pronounce the English sounds?
    No, they have not. Even not all of them know the English sounds.

13. What are the problems in teaching pronunciation?
    They always make noise in the class. So, I difficult to control the situation to be quiet.
14. What is the media or strategy used in teaching pronunciation?
   I used dictionary and then ask them to follow or imitate my sound after I pronounced the words.

15. Are the students interest in the media or strategy used?
   They are not too interest, they seem they are have no motivation to study.
APPENDIX II

QUESTION LIST FOR STUDENTS

1. Apakah kamu suka pelajaran bahasa Inggris?
   Tidak, saya tidak terlalu suka pelajaran bahasa inggris.

2. Apakah kamu selalu datang tepat waktu pada pelajaran bahasa Inggris?
   Tidak selalu, kadang-kadang saya terlambat masuk kelas.

3. Seberapa sering kamu belajar bahasa Inggris dirumah?
   Saya jarang mengulang pelajaran bahasa inggris di rumah.

4. Apakah kamu selalu mengerjakan tugas atau PR?
   Kadang-kadang saya mnerjakan PR saya, tapi kadang-kadang tidak.

5. Apakah kamu selalu mengikuti pelajaran bahasa Inggris dengan baik?
   Tidak, saya malas belajar bahasa inggris.

6. Apakah masalah yang kamu hadapi dalam belajar bahasa Inggris?
   Saya susah memahami arti kata-katanya, dan saya tidak mengerti cara membacanya.

7. Apakah kamu adalah siswa yang aktif dikelas?
   Tidak, saya tidak terlalu aktif di kelas.

8. Apakah kamu selalu menanyakan kepada guru ketika kamu tidak mengerti tentang pelajaran bahasa Inggris?
Tidak selalu, tapi kadang-kadang saya tanyakan

9. Apa usaha yang kamu lakukan untuk meningkatkan kemampuan berbahasa Inggrismu?
   Saya jarang belajar bahasa inggris dirumah, saya hanya belajar bahasa inggris diekolah saja.

10. Apakah kamu sudah pernah belajar tentang pronounciation sebelumnya?
    Ya, sudah. Tapi hanya mnegikuti guru saja.

11. Seberapa seering kamu belajar untuk melafalkan atau menyebutkan kata-kata bahasa Inggris di rumah?
    Tidak pernah.

12. Dapatkah kamu melafalkan abjad bahasa Inggris?
    Ya, saya bisa melafalkan abjad bahasa inggris, tetapi tidak terlalu lancar

13. Dapatkah kamu menyebutkan huruf dan bunyi vocal dalam bahasa Inggris?
    Tidak semua, hanya sebagian saja.

14. Apakah kamu pernah diajarkan dengan menggunakan media atau strategi di kelas?
    Kadang-kadang tetapi pelajaran hanya sering dijelaskan didepan kelas oleh guru.
15. Apakah kamu tertarik dengan media atau strategi yang digunakan oleh guru?
   Tidak terlalu.

16. Bagaimana pendapatmu setelah belajar pronounciation dengan menggunakan media rekaman?
   Saya mendapatkan pemahaman yang lebih tentang melafalkan bunyi huruf vocal bahasa Inggris dari pada sebelumnya.

17. Apakah kamu tertarik dan termotivasi untuk belajar pronounciation dengan media ataupun rekaman yang digunakan?
   Ya, saya lebih suka belajar menggunakan rekaman, karena lebih seru dan tidak membosankan.

18. Dapatkah kamu membedakan antara bunyi vocal yang disebutkan dengan suara panjang atau pendek?
   Ya, saya bisa membedakan bunyi vocal panjang dan pendek.

19. Dapatkah kamu memberikan contoh kata yang membuat bunyi vocal bahasa Inggris?
   Ya saya bisa. Contohnya, kata “card” dengan bunyi “a” yang panjang, kata “big” dengan bunyi “i: yang pendek, kata “blue” dengan bunyi “u” yang panjang, kata “good” dengan bunyi “u” pendek, kata “head” dengan bunyi “e” pendek, kata “small” dengan bunyi “o” panjang.

20. Apakah media rekaman dapat membuat kamu lebih memahami bagaimana melafalkan kata-kata bahasa Inggris?
Ya, saya lebih memahami belajar menggunakan rekaman, karena saya bisa mendengarkan cara melafalkan kata bahasa Inggris lebih jelas.
APPENDIX III

“SID AND SEED”

Sid and a seed, a tiny little seed, who like where he was and never wanted to leave. He was quiet, shy and quite full of doubt. He was afraid of the unknown. So, he never went out. Sid shared his home underground, deep within, with a spider named Pip, and a caterpillar named Kim. In their quiet little hole lit by candles made of wax, sit sat with his friends playing cards and eating snacks. They had hours of fun till sleep filled their hands. Then they each “good night”, and crept to their beds.
“THE WHALE WHO EAT EVERYTHING”

One day, a small size blue whale was swimming around the sea. He became very hungry and started to look for something yummy. So hungry was the whale, that he ate a rusty pail. Then, the whale went too far, he ate a jar, he ate a guitar, he ate a chocolate bar, and he ate a bright red car, it truly was BIZARRE. So, the whale got bigger than any whale had ever been, he became so big he could not even swim. And he become so terribly sad that he lost his big whale grin.
# Appendix V
## Biography of the Researcher

<table>
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<tr>
<th>Name</th>
<th>Sari Ramadhani Lubis</th>
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<tr>
<td>Education</td>
<td>- SDN No. 058250 Dsn VII Perdaman&lt;br&gt;- Mts. S Ta’dib Almu’allimin Al-Islamy&lt;br&gt;- MAS Ta’dib Al-Mu’allimin Al-Islamy</td>
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### APPENDIX VIII
THE REAL NAME AND INITIAL NAME OF EXPERIMENTAL GROUP
SMP. AL-FATTAH MEDAN

<table>
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APPENDIX IX
THE REAL NAME AND INITIAL NAME OF CONTROL GROUP
SMP. AL-FATTAH MEDAN

<table>
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APPENDIX IX

The t-Test Formula

\[ t_0 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}} \]

\[ t_{table} = t \left( \frac{1 - \frac{1}{2} \alpha}{df} \right)^{df} \]

\[ df = (N_1 - N_2 - 2) \]

Note:

\( \bar{X}_1 \) = mean of variable X
\( \bar{X}_2 \) = mean of variable Y
\( S_1^2 \) = variant of variable X
\( S_2^2 \) = variant of variable Y

3.6. Normality test

To test the normality of data, it used lilifors test by doing some steps as follows:

- Observations X1, X2,X3…Xn are made standard value Z1, Z2,Z3….Zn with the formula \( z_i = \frac{x_i - x}{s} \) where the average \( x = \frac{\sum x^2}{n} \), And the standards deviation \( S^2 = \frac{\sum (x_i - x)^2}{n} \).

- For each standards coefficient, using absolute normal standard distribution, then count the frequency \( F(Z_i) = p (z \leq z_i) \).

- Then count the proportion Z1,Z2,Z3……..Zn which smaller equals to Zi.

- Count the difference \( F(Z_i) - S(Z_i) \) then determine the absolute value.

- Take the higher value among the difference absolutes values; say that the value is 1..if
Lo< Lt, which is got from critical value of the lilifors test at real level $\alpha= 0.05$ the data distribution is normal.

3.7. **Homogeneity**

The variant of both sample should be homogeneous. To test homogeneity of both sample, the following formula is used:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{S_1^2}{S_2^2}$$

**Note:**

$S_1^2$ = the biggest variant of both variables

$S_2^2$ = the smallest variant of both variables