

COVER
THE TEACHER'S STRATEGY IN USING MEDIA AT ELEVENTH GRADE
OF MAN 1 REJANG LEBONG

(A Study in Teaching English Vocabulary and Pronunciation)

THESIS

This Thesis is submitted to fulfill the requirement for "Sarjana" degree in
English Tadris Study Program



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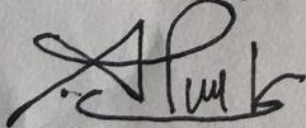
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Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat Skripsi saudara **RADA OPELIA** mahasiswa IAIN Curup yang berjudul **"THE TEACHER'S STRATEGY IN USING MEDIA AT ELEVENTH GRADE OF MAN 1 REJANG LEBONG (A Case Study in Learning English Vocabulary and Pronunciation)"** sudah dapat diajukan dalam Ujian Munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian permohonan ini kami ajukan. Terima kasih.

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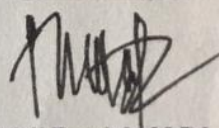
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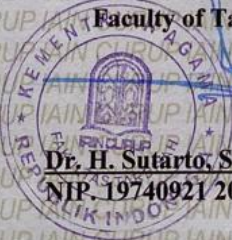
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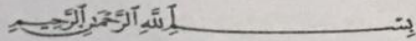
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ACKNOWLEDGMENT

ACKNOWLEDGMENT



Assalamu 'alaikum Wr.Wb.

First of all, the researcher would like to say thanks to god, Allah SWT the Glorious, lord, Almighty, and the Merciful for his blessing and his guidance, so that the researcher could finish this thesis entitled, “**Teacher’s Strategy in Using Media At Eleventh Grade Of MAN 1 Rejang Lebong(A Case Study in Learning Vocabulary and Pronunciation)”**”.

Praying and greeting to our prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness as we feel right now.

This thesis is presented in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, helping, support and also motivation from a lot of participations. In this chance, the researcher would like to express his deepest appreciation to:

1. **Prof. Idi Warsah, M.Pd.L.**, as Rector of IAIN Curup.
2. **Mrs. Jumatul Hidayah, M.Pd.**, as the head of English Study Program.
3. **Dr. Sakut Anshori, M.Hum** as my advisor who has given many corrections, useful suggestion, strong encouragement and sustained

critical support also guidance to complete this thesis. I am so grateful for giving me your time, guidance, motivation, advice and knowledge during the writing this thesis. Thank you so much for valuable time spent to guide me to finish this thesis.

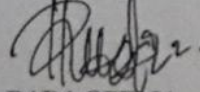
4. **Meli Fauziah, M.Pd**, as my Co-advisor, who has given many corrections, useful suggestion, strong encouragement and sustained critical support also guidance to complete this thesis. I am so grateful for giving me your time, guidance, motivation, advice and knowledge during the writing this thesis. Thank you so much for valuable time spent to guide me to finish this thesis.
5. **Sarwo Edy, M.Pd**, as my instrument's validator and lecturer who help support my thesis.
6. **All lectures and staff** of IAIN Curup.
7. The headmaster of MAN 1 Rejang Lebong, the English teachers and all the beloved students of MAN 1 Rejang Lebong, thank you for your support.
8. **My Father and my Mother** who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
9. All of my friends of English Study Program of IAIN Curup.

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English Study Program of IAIN Curup. For acknowledgment above, and those are not mentioned, may Allah SWT gives them the best rewards.

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, Desember 2023

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MOTTO

MOTTO

“SEGALA SESUATU YANG TELAH DIAWALI, MAKA HARUS DIAKHIRI”

“Tidak Ada Kesuksesan Tanpa Kerja Keras, Tidak Ada Keberhasilan Tanpa Kebersamaan, Tidak Ada Kemudahan Tanpa Do’a”.

DEDICATION

DEDICATION

This thesis is dedicated to:

1. The greatest woman in my life, she is my beautiful woman in the world SITI AMINA Thank you for being my support system. Thanks for everything that you have given to me that i can't say by a word. I love you!
2. The greatest man in my life, he is my awesome father SABANDI. Thanks for everything that you have given to me that i can't say by a word. YOU ARE MY HERO!! I LOVE YOU.
3. My Beloved old Sister Melda angraini, and her beautiful child Dinda and badboy child fahmi, who always be my support systems.
4. My beloved young Brother Jaka Remansyah, who always give motivation in my life.
5. All of my big family who always give motivation and support.
6. My thesis partner Della Aulia Salsabila, S.Pd, Rania Atiyah Nabilla, S.Pd. (Jalur Dukun squad). Thank you for all our struggles so far, thank you for surviving until we are at this point. Even though there is no blood relationship, thank you for being in the same direction. I LOVE YOU!
7. My friends since 2019, Dhea Mizela, S.Pd, Indri Cahyani S.Pd, Eki afrianti, S.Pd. thank you for everything, thank you fighting together from first semester until now. Glad to know you all, I hope you never become a strangers.
8. 2019 TBI A members.
9. All of TBI students 2019.
10. KKN 44 Suka Damai squad.
11. PPL SD N 51 Rejang Lebong squad.
12. My Almamater is TBI IAIN Curup
13. Last but not least, A simple woman but sometimes it is difficult to understand what is in her head, myself **Rada Opelia**. A woman was 23 years old when she finished this paper but sometimes she acts like a child in general. Greatest appreciation for being responsible for completing what

has been started even though on the go you scroll through TikTok more often. Thank you for being present in the world, although perhaps not many people celebrate your presence in the world, but always be grateful because there are still people who happily celebrate your presence. Thank you for continuing to choose to live and celebrate yourself up to this point, even though you often give up on what you are trying to achieve. Thank you for being able to manage your time, energy, thoughts, as well as your own finances and economy so well that you can complete your study costs with the results of your own hard work, are able to control yourself from various pressures outside of circumstances and never decide to give up. Remain a human being who is always willing to try and is not tired of trying. Always be happy wherever you are. Celebrate your presence in this world of all the things that make you alive. Make sure your soul is always part of the good things in the universe.

Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. Without you all i'm nothing !!

PREFACESSSS

PREFACE

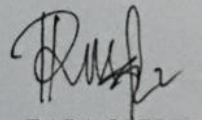
All praises to Allah SWT that the writer had finally finished writing his thesis entitled “**Teacher's Strategy in Using Media At Eleventh Grade of MAN 1 Rejang Lebong(A Case Study in Learning Vocabulary and Pronunciation)**”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 in English study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not at least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Desember 2023

Writer



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ABSTRACT

Rada opelia : THE TEACHER'S STRATEGY IN USING MEDIA (A Case Study in Teaching English vocabulary and Pronunciation)

Advisor : Dr. Sakut Anshori, M.Hum

Co-Advisor : Meli Fauziah, M.Pd.

The aim of this research is to determine teachers' strategies in using media to understand vocabulary and pronunciation. English subjects experienced difficulties, especially difficulties in mastering vocabulary, low interest in learning, presentation material that was less interesting. One of the optimization efforts is the teacher's learning strategy using media that is heavily influenced by the teacher. In terms of pronunciation, researchers found the main problem is low motivation to learn pronunciation due to lack of interest in the teaching process. The research employs a qualitative descriptive methodology, qualitative research is a research method rooted in the post-positivist philosophy to investigate the strategies used by the teacher in using media for teaching English vocabulary at the eleventh grade of MAN 1 Rejang Lebong. The researcher used interviews to collect data from how the teacher implements strategy in using media in teaching vocabulary. The results of this research indicate that teachers use media in the teaching and learning process. Teachers use media teacher strategies in selecting media, selecting and determining the media used to teach English, based on lesson plans and paying attention to learning objectives, media effectiveness, material that has been taught, media availability, there are 9 strategies used by the teacher in using media in teaching vocabulary and pronunciation at the eleventh grade of MAN Rejang Lebong: 1) engaging and relevant content, 2) visual and audio stimuli, 3) gamification, 4) interactive activities, 5) authentic materials, 6) multimedia presentations, 7) peer collaboration, 8) real-life application, 8) continuous feedback and recognition.

Keywords: Teachers strategy, Media

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Vocabulary mastery is one of the important aspects in learning foreign languages. In order to communicate well in a foreign language, one should have enough vocabulary and knows how to use them correctly. Vocabulary is one of the elements that cannot be separated from language learning as it links the four language skills, namely: listening, speaking, reading and writing. Vocabulary has also been important issue both for teachers and students in learning a foreign language. One's comprehension on a text either written or spoken will be highly depended on his/her level of vocabulary mastery. If he has sufficient numbers of vocabulary, he will easily comprehend the points either what writer delivers in a written text or messages delivered in spoken texts. Otherwise, s/he will not understand anything. Allen states that we know what we want to say but often struggle to find just the right words¹. Therefore, vocabulary mastery has become one of the indications to measure one's depth of knowledge. As stated by Wilkins, without grammar very little can be conveyed, without vocabulary nothing can be conveyed²

Vocabulary has the important effect of the four basic skills above, for instance, we cannot speak well and deliver all of our ideas when our vocabulary is so poor. Because we do not know what words that we use to deliver. As same as writing, when we do not know the vocabulary well, we cannot write all of our ideas or imaginations, although we have much ideas in our mind. In reading, vocabulary effected in comprehension. For example when the teacher materials such as book, they are not able

¹ W.Allen (2017). Vocabulary Mastery; Challenge and Opportunities. Plentary Press London. P.23

² Wilkin (2014). Connectivity between vocabulary and pronunciation. University Press. London.P.256

to understand the materials well because they do not master the vocabulary. Lastly, in listening, the listener cannot conceive well what the speaker tell about because they do not know the vocabulary.

Learning vocabulary is very important. Furthermore, the students must attempt to improve their language vocabulary. little can be communicated without grammar, and nothing can be communicated without vocabulary³. Unfortunately, for Indonesian pupils, expanding their vocabulary is difficult, it caused English is regarded as a foreign language in Indonesia, therefore it is rarely used in daily conversations. So, it is more difficult to learn English vocabulary. As result, students do not master English vocabulary well.

On the other hand, to learn English vocabulary students must have the motivation as the way that make the students interest to learn the vocabulary. Motivation has the important aspect in learning English vocabulary and success in learning. Moore and Kearsley argue that, motivation is a key factor in adult distance learners' performance, and it's frequently mentioned in professional distance education literature. The teacher must introduce the certain strategy to the students. It will be the first step in order to make the students more interested in learning vocabulary. So that, the learning process of mastering the four skills by improved vocabulary will be running efficiently and effectively.⁴

Instead of vocabulary English pronunciation is also one of the basic skills and plays an important role in learning English. In order to be acceptable in English communication, English students' should be able to use proper pronunciation. Being able to properly pronounce words can be of critical importance in certain situation. Then, by using proper

³ Widad bouhami Investigating the effect of social media on improving EFL student's vocabulary , 2016 <http://dspace.univ>

⁴ More,M,G.,& Kearsley , *Distance Education : A Systems views* (2 nd Ed),Belmont , CA: Wadsworth 2005.

pronunciation as well, the listener is convenient to understand what the speaker said. According to Dalton and Seidlhofer pronunciation in general term as is the production of significant sounds. According to them, sound is significant in two sense.⁵ First, sound is significant because it is used as part of a code of a particular language.

Pronunciation is a very important part when one transfers knowledge to others. One needs to pronounce some words clearly enough to be understood. When people are only good at grammar and vocabulary, but if they don't pronounce the words right, other people will not understand. Learning will not be successful if students do not actively participate in learning.

The connection between vocabulary and pronunciation is crucial in learning English or any language. It directly impacts communication and how well one can be understood by others. When words are pronounced accurately, it enhances comprehensibility, ensuring that the intended message is conveyed without confusion. A solid vocabulary foundation is essential for correct pronunciation, as it allows learners to recognize and reproduce a wide range of sounds and phonetic patterns⁶. Additionally, understanding vocabulary in context aids in identifying the appropriate pronunciation of certain words, especially homographs. Proper stress, intonation, and rhythm in speech are influenced by vocabulary knowledge, contributing to overall fluency and natural speaking. Exposure to various accents and regional variations through vocabulary also fosters adaptability in understanding diverse English speakers. Improving both vocabulary and pronunciation requires active listening, regular speaking practice, dictionary usage, and an

⁵ Dalton and seidlhofer (2001). Teaching learning process in context of Vocabulary Mastery. University Press. P.223

⁶ Martina C (2015). Pronouciation; Theory and Practice. PeIntary Press. CA.P.67

understanding of pronunciation rules. Building proficiency in these interconnected aspects of language learning boosts self-confidence and ensures effective communication in English-speaking settings.

Learning activities can achieve a success if using the right learning strategy. Learning strategies are activities carried out by the teacher to facilitate (the teacher as a facilitator) students so that learning objectives can be achieved. Learning strategies can also be said to be a component that is very influential in the world of education, one of which is in the learning process of English learning.⁷ In carrying out or implementing teaching and learning strategies there are three main things that must be considered by the teacher, namely the teaching stage, using a teaching model or approach and using teaching principles.

Success in teaching is strongly influenced by the existence of student learning activities. One way to arouse student learning activities is to change monotonous learning activities. In addition, motivation is one of the main factors that determine student success⁸. Learning English can be an enjoyable experience with a variety of activities and media. Use language apps for interactive exercises, and find conversation partners or language exchange platforms to practice speaking. Explore online tutorials, videos, and podcasts to improve listening skills. Reading books, articles, and blogs in English enhances vocabulary and comprehension. Engage in word games, puzzles, and quizzes to challenge yourself. Watch English movies and TV shows with subtitles to familiarize yourself with different accents and colloquial language. Keep a journal in English for writing practice, and join

⁷ Suryadi, *character education learning strategy* (Bandung: Remaja Rosdakarya, 2015),13

⁸ I.L. Pasaribu and B.Simanjuntak, *Teaching and Learning Process, edition II*, Bandung : Remaja Rosda Karya 2019,p.76

online forums or social media groups to interact with other English learners. Enroll in English language courses for a structured approach. Consistency and enjoyment are key to successful language learning, so find what works best for you and celebrate your progress along the way.

According to Arsyad, learning media is a mean or tool used to help communicate information or messages from a sender to a recipient.⁹ This media functions as an intermediary in the communication process and can help increase student understanding in learning a subject matter. Gerlach & Ely also defines media as a means of communication that can support effectiveness and efficiency in the learning process¹⁰. Both of the theories agreed that teaching must be meaningful and supportive when the teacher used media in teaching process. The same case must be applied in teaching English vocabulary. Teaching vocabulary needs a clear example from authentic material where it can be provided by the learning media such as video, flashcard, etc.

The selection of learning strategies to be used in the learning process must be directed at the learning objectives to be achieved. In addition, it must also be adapted to the type of material, the characteristics of students, as well as the situation or conditions in which the learning process will take place. There are several learning methods and techniques used by teachers, but not all of them are equally effective in achieving learning objectives. It is clear that the teacher is not only capable and skilled in the process of transferring knowledge but also that the teacher must be able and skilled in using learning strategies and media, so that the teacher can find out how students' comprehension skills are in accepting the lessons they teach.

⁹ Arsyad, *Communication and information in media scope*. Bandung Press.p.23

¹⁰ Gearlach & Ely. *Media Digital; History and Development*. Naraya Press 2017. p.45

Teachers are the main actors in the implementation or role of the program Education in schools has a very strategic role in achieving expected educational goals. The selection of learning strategies that will be used in the learning process must be oriented towards the learning objectives to be achieved. Apart from that, it must also be adapted to the type of material, characteristics of students, as well as the situation or conditions in which the learning process will take place. ¹¹There are several learning methods and techniques used by teachers, but not all of them can be achieved effectively 7 learning objectives. It seems clear that teachers are not only capable and skilled in the process of transferring knowledge but also teachers must be able and skilled in using learning strategies and media, so that teachers can find out how students' understanding abilities are in receiving the lessons they teach.

Based on initial observations made by researchers with English teachers at MAN 1 Rejang Lebong. From the results of the interview the teachers stated that the English subject experienced difficulties, especially having difficulties in mastering vocabulary, low interest in learning, presentation of material that was less interesting. One effort to optimize is the teacher's learning strategy with using media that is heavily influenced by teachers. In terms of pronunciation, there are several problem that the researcher found based on pre-observation. The main problem is low motivation in learning pronunciation because of lack of interest in teaching process. The teacher actually have used media to enhance the ability of students in vocabulary mastery and pronunciation in process of learning.

¹¹ Syamsu yusuf, Nani M. Sugandhi, *Perkembangan Peserta Didik*, (Jakarta: Rajawali Pers, 2012), h. 139.

Learning to use this media can also increase students' interest in learning and increase their English vocabulary. The more words you know, the greater your ability to understand what is heard and read and the higher your ability to be able to say what you want to say or write and English pronunciation is difficult for students of MAN Rejang Lebong, because mispronunciation of words in English can be fatal. Mispronunciation of just one consonant or vowel in a word can make a meaning error. From the results of the interview, the researcher needs to do research on **“Teacher Strategies Using Media at Eleventh Grade of MAN 1 Rejang Lebong (a case study of learning English vocabulary and pronunciation)”**

B. Research Questions

Based on the background above, the research question in this research are formulated as follow;

1. What strategies do the teacher implement in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong?
2. What strategies do the teacher implement in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong?
3. How does the teacher implement strategies in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong?
4. How does the teacher implement strategies in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong?

C. Objectives of the research

In accordance with the problem formulation, there are several research objectives below:

1. To know strategies do the teacher implement in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong?
2. To know strategies do the teacher implement in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong?
3. To know How the teacher implement strategies in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong?
4. To know How the teacher implement strategies in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong?

D. Significance of The Research

Researchers hope that the results of this research can make a positive contribution in the context of English language learning. It is hoped that the results of this research can provide information for researchers themselves and the public in the field of education. Researchers hope that the results of this research can be useful for:

1. The students

The benefits of learning media have various advantages that can increase the effectiveness of the learning and learning process, these benefits include increasing students' attention to the subject matter, increasing students' motivation to learn, increasing the effectiveness of learning, helping students broaden their horizons and experiences and making learning more interactive and supporting the learning process. two-way communication between teachers and students..This study generally reminds student understanding of vocabulary and pronunciation by using appropriate media and

strategy in teaching vocabulary and pronunciation

2. The Teachers

The benefits of learning media for teachers, namely: providing guidelines for teachers to achieve learning objectives so that they can explain learning material in a systematic order and assist in presenting interesting material to improve the quality of learning. This study reminds teachers who teach students to understand vocabulary and correct pronunciation by using media strategies

3. The Next Researchers

This research can be used as a reference in developing strategies for using learning media when you want to research similar media so that you can create more effective, creative and innovative media.. This can provide a deeper understanding of vocabulary, especially about correct pronunciation using learning strategies using media

E. Definition of Key Terms

By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. There are many key terms that are related to this research such as:

1. Strategy

Teaching strategy is a method used by the teacher in carrying out the teaching and learning process to influence students to achieve teaching objectives more efficient and effective. (Latif, Mutiah, & W, 2013),

Strategies on the use of media in the teaching-learning process need to be followed by the teachers through 3 steps, those are¹² :

¹² Purnaningsih, (2017), : A Journal of English Language Teaching, Linguistics and Literature Vol.6 No.1, January 2023, pp. 63-72 E-ISSN: 2599-0322

a. Preparation step before using the media

This is a step to prepared media to be used for teaching. Several things must be considered in this step, they were students' characteristics, the purpose of learning, designing appropriate media and materials, and also the step to try the media.

b. Using the media step

In this step, the teachers need to keep students calm so that students avoid the things that could disrupt their concentration. Students were given opportunities to write important things and ask about unclear things.

c. Follow up step after using the media

This activity is the follow-up step in the preparation and implementation. It aims to know how the preparations, processes, and results after using the media. Is as planned. Therefore, a test is necessary.

From the explanation above, it can be concluded that the teaching strategy was a planned made by the teacher that contains several activities to achieve learning goals. Teachers' strategies in the use of media to teach English were preparation the media, activities in using the media, and follow-up activities after using the media. Strategy in using media were needed to make the media can be used optimally. Strategies used by the teacher as specifications for selecting and sequencing learning events and activities. Strategy is defined as a consciously intended course of action or a set of guidelines to achieve a desired outcome. It involves analyzing the current situation, setting objectives, and devising a plan of action to attain those objectives¹³.

¹³ Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy Safari: A Guided Tour Through the Wilds of Strategic Management*. Simon and Schuster.

In this research, teachers' strategy as independent variable and media to teach English as the dependent variable. Many factors were affecting the teaching and learning process, such as teacher, students, media, material, teachers' strategy, etc. Those factors have to join and work as a unity, not separately. Teacher strategy affects the media that will be used by teachers in the teaching-learning process. Media was seen as one of the factors that can be determined the success of the teaching and learning process in the classroom. Media were used by the teacher to teach English, to grab a students' attention, motivation, even students' interest.

2. Media

The word media comes from the Latin *medius* which literally means "middle", intermediary or introduction. In Arabic, media is an intermediary or messenger from the sender to the recipient of the message. Media in the context of teaching and learning, refers to various tools, resources, and technologies used to convey information, facilitate communication, and support the learning process. It includes both traditional and digital forms, such as textbooks, audio recordings, videos, websites, interactive software, and other multimedia materials.¹⁴ So it can be concluded that learning media is something that can be used to make it easier to convey messages or information in the form of subject matter to message recipients or students so that it can stimulate students' thoughts, attention, feelings and interest in learning so that the learning process can be carried out to achieve goals. effective learning,

¹⁴ Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.

Benefits of teaching media :

- 1) Teaching will attract more students' attention so that it can foster motivation to learn
- 2) The meaning of teaching materials will be clearer so that it can be better understood by students, and enable students to master the teaching objectives better.
- 3) Teaching methods will be more varied, not just verbal communication through the teacher's telling of words, so that students don't get bored and teachers don't run out of energy, especially if the teacher teaches every class hour.
- 4) Students do more learning activities, because not only listening to the teacher's description but also other activities such as observe, do, demonstrate and so on.¹⁵

3. Vocabulary

Vocabulary is an essential part of language when we learn English. Vocabulary is essential for learners because it is the key to learning English. Vocabulary is the collection of words that an individual knows.¹⁶ The term "strategy" in this context refers to a process or sequence by which stages or activities in the designed teaching and learning process are planned or executed. Strategy is defined as teachers' efforts in the learning process to achieve the goals of learning. In language teaching, the strategy is one of the ways that teachers use in teaching the material. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Teaching vocabulary can be a challenge for a teacher. The

¹⁵ Nana sudjana & ahmad rivai, *Media Pengajaran*, (Bandung: sinar baru algensindo, 011), h. 2. 20

¹⁶ *Journal of English Education and Literature* Vol. 3, No. 1, p. 74-82

challenge of teaching vocabulary may be because educators must be able to choose the right strategy to teach vocabulary to students so they can easily remember the new vocabulary that educators provide.

A teacher must always be up-to-date on a variety of techniques that teach vocabulary. Every teacher must understand their students' personalities and prepare everything in order to achieve the goal of teaching and learning. Every teacher wants their students to remember new words, then use and practice them. Teachers use different methods depending on what they are teaching, how much time they have, and how important the subject is to the students. Schmitt (2000) suggests the following strategies for teaching vocabulary

Vocabulary refers to the words or lexicon of a language, including their meanings, forms, and usage. It encompasses the individual words, phrases, and expressions that a person understands and can use in their speaking, listening, reading, and writing Pronunciation, because mispronunciation of words in English can be fatal. Mispronunciation of any of the consonants or vowels in a word can lead to errors in meaning¹⁷.

4. Pronunciation

¹⁷ Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson Education. P.155

Pronunciation is an important form of communication, wrong pronunciation can have bad consequences word meaning error. Most of the students have difficulty in learning pronunciation, they feel bored and lazy to learn it. They are also afraid of making mistakes when saying these words and are still passive in class. This makes students' achievement in learning English low. Pronunciation means the knowledge to produce words which is very important in oral communication. When a speaker mispronounces some words or phrases, people can misunderstand them. To reduce this, teachers must equip learners with English with a certain level of accuracy and fluency in understanding, responding and expressing themselves in that language in greeting other students communicatively in using that language. In pronunciation there are vowels and consonants.

Pronunciation, according to language teaching expert, Nunan, refers to the way sounds of a language are produced and perceived by speakers. It involves the accurate articulation of individual sounds, the stress and intonation patterns within words and sentences, and the overall rhythm and flow of spoken language.¹⁸

¹⁸ Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle & Heinle Publishers. P.57

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theoris

1. Teacher strategy

a. Definition

The word strategy comes from the word Strategos (Greek) or Strategus. Anisatul Mufarokah said that: 1 "Strategos means general or also means state officer (strates officer), this general is responsible for planning a strategy of directing troops to achieve a victory". In general, the strategy has an understanding as an outline of the direction in acting to achieve what has been determined.

According to J.R David quoted by Wina Sanjaya that, in the world of strategy education can be interpreted as "a planned method or series of activities designed to achieve a particular educational goal"¹⁹ Dasim Budimansyah said that, strategy is "the teacher's ability to create strategies in various learning activities so that they meet the various levels of student abilities."²⁰ Moreover, definition strategy proposed by Rumelt who said that Strategy is a cohesive response to an important challenge. A strategy achieves its purpose through a set of coherent and coordinated actions²¹ It can be concluded that the teacher's strategy is a plan carried out by educators in order to achieve a certain goal properly and maximally in accordance with the goals to be achieved.

¹⁹ . Wina Sanjaya, Education Process Standards Based Learning Strategy, (Jakarta: Kencana, 2011), p. 128

²⁰ Dasim Budimansyah et al, Creative, Effective, and Fun Active Learning, (Bandung: Ganeshindo, 2008), p.

²¹ Rumelt, R. P. (2011). Good Strategy/Bad Strategy: The Difference and Why It Matters. Crown Business.

b. Various kind of Strategies

A teaching strategy that can deliver to educational goals must have the following ideal characteristics of a learning strategy. There Are 10 Strategies Used By The Teacher In Using Media In Teaching Vocabulary And Pronunciation At Eleventh Grade Of MAN Rejang Lebong:

- 1) **Select Engaging and Relevant Media:** Choose media resources that captivate students' attention and align with their interests. This could include videos, podcasts, or interactive websites that are age-appropriate and culturally relevant. By selecting media that resonates with students, they are more likely to be motivated and engaged in the vocabulary learning process.
- 2) **Introduce Visual and Audio Stimuli:** Incorporate multimedia elements to provide visual and auditory stimulation during vocabulary lessons. Images, videos, and audio clips can help students visualize and comprehend the meaning of words, making them more memorable and meaningful. Visual cues and audio pronunciation guides can also assist students in correct word pronunciation.
- 3) **Gamify Vocabulary Learning:** Gamification can make vocabulary learning enjoyable and interactive. Implement game-like elements, such as vocabulary games, quizzes, or online platforms that offer rewards, challenges, and healthy competition. Gamifying the learning process creates a sense of excitement and encourages students to actively participate and strive for improvement.
- 4) **Foster Interactive Activities:** Design interactive activities that encourage students to actively use and practice vocabulary. Engage them in role-plays, group discussions, debates, or collaborative projects that require applying vocabulary in real-life contexts. By actively involving students in meaningful interactions, they

can develop a deeper understanding and usage of the vocabulary words.

- 5) **Utilize Authentic Materials:** Incorporate authentic materials into vocabulary lessons to expose students to real-world language use. This can include newspaper articles, blogs, podcasts, or interviews. Authentic materials provide relevant and context-rich examples that showcase vocabulary in natural usage, enhancing students' comprehension and expanding their language skills²².
- 6) **Create Multimedia Presentations:** Use multimedia presentations that combine text, visuals, and audio to introduce and explain vocabulary words. Engaging multimedia presentations can capture students' interest and attention, making the learning experience more enjoyable and effective. Incorporate storytelling, real-life examples, or interactive elements to enhance understanding and retention of vocabulary.
- 7) **Promote Peer Collaboration:** Encourage collaboration and interaction among students during vocabulary activities. Assign group projects, pair work, or language exchanges where students can learn from and support each other. Peer collaboration fosters a cooperative learning environment and provides opportunities for students to practice and reinforce vocabulary usage.
- 8) **Personalize Learning and Offer Choice:** Allow students to personalize their vocabulary learning experience. Provide opportunities for them to choose vocabulary topics, select media resources, or set learning goals based on their interests and preferences. By giving students autonomy and ownership over their learning, they are more likely to be motivated and engaged.

²² Mayer, R. E. (2019). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. Wiley. P.234

- 9) **Connect to Real-Life Application:** Emphasize the practical use of vocabulary in real-life contexts. Engage students in activities that require them to apply vocabulary skills, such as role-plays, simulations, or authentic communication tasks. By connecting vocabulary to real-life situations, students can see the relevance and usefulness of what they are learning
- 10) **Provide Continuous Feedback and Recognition:** Offer regular and timely feedback on students' vocabulary performance to guide their learning. Provide constructive feedback on pronunciation, word usage, and comprehension. Recognize and celebrate students' progress and achievements to boost their motivation and self-confidence²³.

2. Learning Media

Learning media is a tool used by teachers as teaching aids. In learning interactions, the teacher conveys teaching messages in the form of material learning for students.²⁴ Learning media includes teaching tools, which consist of, among other things, books, tape recorders, cassettes, video cameras, video recorders, films, slides, photographs, pictures, graphics, television, and computers.²⁵ The media used in learning can be selected by educators to support the learning carried out on that day. The media used should be in accordance with the material to be studied delivered so that the media functions properly.

²³ Vygotsky, L. S. (2004). *The Vygotsky Reader*. Wiley-Blackwell.

²⁴ Arif S Sadiman, et al, *Education Media*, Jakarta: PT Raja Grafindo Persada, 2008. 27.

²⁵ Azhar Arsyad, *Learning Media*, (Jakarta: PT Grafindo, 2011) 4.

The benefits of learning media are: 1) Can foster student learning motivation because teaching will attract their attention more, 2) The meaning of teaching materials will become clearer so that students can understand and enable mastery and achievement of teaching goals, 3) Teaching methods will be more varied, not based solely on verbal communication through words 4) Students do more activities during learning activities, not only listening but also observing, demonstrating, directing, and playing. ²⁶This teaching media includes hardware hardware and software software. Hardware is the tools that deliver messages such as LCD projectors, radio computers and so on. While software is program content that contains messages such as information contained in files or books or other printed materials²⁷

3. Teacher Strategy in using media

The term strategy (strategy) comes from nouns and words. work” in Greek. As a noun, strategos is a combination of the word stratos (military) with ago (to lead).As a verb, strategy means to plan (to planaction). Strategy means the outline of the course act in an effort to achieve the goals that have been set.²⁸ So teacher strategies are general patterns of teacher activity for students in the embodiment of teaching and learning activities to achieve the goals that have been outlined.

The word media comes from the Latin medius which literally means "middle", intermediary or introduction. In Arabic, media is an intermediary or message delivery from the sender to the recipient of the message. According to Heinich, and his friends put forward the term medium as an intermediary that delivers information between sources and

²⁶ Nana Sudjana and Ahmad Rifai, Teaching Media, Bandung: PT. New Rays, 1997, 8 9

²⁷ Guntur Cahyono, "Utilization of Ustadz Adi Hidayat's YouTube Media in Material Development Fiqh of Madrasah Ibtidaiyah", At-Tarbawi, Vol. 4, No.1 (January-June, 2019), 67

²⁸ . (Syaiful Bahri Djamarah, Teaching and Learning Strategies, (Jakarta: Rineka Cipta, 2010),p.5.)

recipients. Thus, television, film, photographs, radio, recordings, audio, projected images, printed materials, and the like are communication media.²⁹

Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively.³⁰ Learning media is a message carrier technology that can be used for learning purposes, learning media is a physical means for conveying subject matter. Learning media is a means of communication in print as well as sight and hearing including hardware technology.³¹ Learning media is used as a means of learning in schools aiming to improve the quality of education. Media is a tool that can be used as an intermediary that is useful for increasing effectiveness and efficiency in achieving goals.³² Based on the opinion above, it can be concluded that learning media are tools that contain subject matter used by educators in the learning process so that learning will attract more students' attention and anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate attention and students' interest in learning.

4. Vocabulary

a. Definition of vocabulary

²⁹Azhar Arsyad, *Learning media*, (Jakarta: PT Raja grafindo persada, 2017), p. 3-4.

³⁰Hamzah, Nina Lamatenggo, *Op. Cit* h. 122.

³¹Rusman, Deni Kurniawan dan Cepi Riyana, *Op. Cit* h. 170.

³²Rubhan Masykur, Nofrizal, Muhamad Syazali, "Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash". *Jurnal Pendidikan Matematika*, Vol. 8, No. 2, 2017 Hal. 179

Vocabulary is which one of the most crucial components of learning the language especially in foreign language. The students can improve their understanding about some knowledge by vocabulary or words. In addition, vocabulary is as a foundation or basic to attainment of the language skills in English. The meaning of vocabulary has specified presenting by some different writers. One of the English Components that students must master and gain when learning a new language is vocabulary.³³ The terms we teach in the other language are referred to as vocabulary. A new piece of vocabulary, on the other hand, may be more than just a single word: consider post office and mother-in-law, both of which are made up of two or three words yet represent a single notion. It's a good idea to cover all of these scenarios by talking about vocabulary items rather than words.³⁴

Moreover, Webster defines vocabulary as a collection of words and phrases organized alphabetically to describe, explain, or translate the range of language. He also defines vocabulary as the total number of words used in a language, whether by class, individually, or in the field.³⁵ The words can be found in dictionary, newspaper, magazines, journal, social media, and other resource. As a result, vocabulary may be described as a group of words in a language that can be defined, explained, or translated. Without vocabulary it would be impossible to learn language. With vocabulary the learners will have chance to practice English in many skills.

³³ David Nunan. Practical English Language Teaching American International Edition. 2003, p. 135-138

³⁴ Ur, Penn. A Course in Language Teaching Massachusetts, Cambridge University Press 2003, p. 60

³⁵ Webster, The Lexicon Webster Dictionary English. New York: Oxford Dictionay (in Nurul Khatimah. The Influence Of Notices And Warning Game Towards The Students Vocabulary Mastery At The Second Semester of the Eleventh year of SMA Arjuna Bandar Lampung) 2008. Unpublished Thesis), p. 24

Learning vocabulary is an important component of learning a foreign language. Vocabulary learning, according to Siriwan, is defined as learning a collection or entire stock of words in a language that are used in a certain context. It indicates that comprehension and usage of a language cannot be attained without first building a solid vocabulary basis.³⁶ According to diamond, The study of word meanings is known as vocabulary.³⁷ This one included almost the important about vocabulary is not just to know the words but also to know the definition, cause from that you can express your mind about this world.

Vocabulary in context is words or phrases that are helpful in a statement you explain the meaning of strange terms. Oftentimes you can figure out the meanings of new or unfamiliar vocabulary by paying attention to the surrounding language.¹² The students need their own ways to learn and understanding the lesson especially invol, understanding vocabulary in context, base on their habitual activities.

Vocabulary is one of the largest elements in learning ¹³ language³⁸. Based on that statement, we know how important vocabulary in learning language, especially English, in order the learners need to learn vocabulary and to know the problems in learning vocabulary. In addition, vocabulary is very important for mastering the four basic skills namely speaking, listening, writing and reading, without vocabulary it is impossible for the learners to develop and improve the language although the teachers have to give all of the clear explanation about the lesson.

³⁶ Siriwan M. English vocabulary learning strategies employed. Doctoral Dissertation. The University of Suranaree, Malaysia, 2007.

³⁷ Linda Diamond. Teaching Vocabulary, 2007.(<http://www.Idonline.org/article/9943>). 12 (Bringing Words to Life: Beck, Mckeown, Kucan, 2002)

³⁸ McCarthy Michel. Discourse Analysis for Language Teacher. (Australian: Cambridge)

The linguist Carol Griffiths summarizes the significance of language learning and states, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words".³⁹

From all of the explanation about vocabulary above, the researcher might draw the conclusion that vocabulary refers to words that important for learners to know it as a foundation in studying foreign language and then improve it to develop students' language skills. Vocabulary knowledge is something that will never be completely mastered, that means vocabulary is something expands and depends over the course of a lifetime. As matter of fact, the learners get their own strategy to master the vocabulary based on their daily activities that make the learners enjoyable in learning and improving the English vocabulary.

b. Kind of Vocabulary

In terms of word characteristics, vocabulary is divided into two types:

1) Active vocabulary

Active vocabulary is of The item that a student can use correctly in speech or writing, also known as productive vocabulary, albeit it is more difficult to put into practice.⁴⁰ It indicates that in order to employ effective vocabulary, students must first learn how to pronounce it correctly. Beside that, the students must be familiar with collocations and comprehend the connotation meaning of the terms. This kind

³⁹ Griffiths C. The strategy Factor in Successful Language Learning, 2013

⁴⁰ Penny Ur, A Course in Language Teaching: Practice and Theory. New York: Cambridge University Press, 1996. p: 60

is commonly utilized in speaking and writing abilities.

a. Speaking vocabulary

Speaking vocabulary refers to the words we speak. Our speaking vocabulary is restricted. Most of the adults use almost 5000 to 10.000 words for communication (for communication and giving instructions). The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage.

b. Writing vocabulary

This type of vocabulary represents those words which we regain while writing to express ourselves. It is very easy to explain ourselves verbally by using facial expressions and modulation of voice, but using the same words for communicating the same concept or thought through writing is not that easy.

Our writing vocabulary is intensely affected by the words we can spell.

2) Passive vocabulary

Vocabulary also known as receptive vocabulary, refers to linguistic elements that may be identified and comprehended when reading or listening.⁴¹ Based on the statement, we know that, passive vocabulary usually use in reading and listening.

There are four categories of vocabulary that are confident in their understanding and use of the term⁴²

a. Listening Vocabulary

⁴¹ Dwi Purwoningsih, Using Visual Dictionary in Teaching Vocabulary to Elementary Students, State University of Semarang, 2007. p: 14

⁴² <http://www.english-for-students.com/types-of-vocabulary.html>

This sort of vocabulary relates to words that we hear and understand. When a fetus is sixteen weeks old, he or she can sense sound. Furthermore, when newborns are awake, they continue to listen to different words, and as a result, we grow up listening to diverse words, learning so many words throughout our lives. Most of us can identify and comprehend about 50,000 words by the time we reach adulthood. Deaf children are introduced to visual hearing in the same way that they are exposed to sign language. However, the quantity of words produced in this situation is considerably smaller than that of a typical child's secondary listening vocabulary.

b. Reading vocabulary

This vocabulary refers to words we recognise when we read any text. We read and understand many words, but we do not use them in speaking vocabulary. If a person is a reader then this type of vocabulary happens to be the second largest vocabulary. Needless to say, vocabulary grows with reading.

b. Strategy in using Media in Teaching Vocabulary

According to Vygotsky, L et,al, there are 10 strategies that teachers be use to enhance students' interest in learning vocabulary; the researcher combined the theory into one explanation.

- 11) **Select Engaging and Relevant Media:** Choose media resources that captivate students' attention and align with their interests. This could include videos, podcasts, or interactive websites that are age-appropriate and culturally relevant. By selecting media that resonates with students, they are more likely to be

motivated and engaged in the vocabulary learning process.

- 12) Introduce Visual and Audio Stimuli: Incorporate multimedia elements to provide visual and auditory stimulation during vocabulary lessons. Images, videos, and audio clips can help students visualize and comprehend the meaning of words, making them more memorable and meaningful. Visual cues and audio pronunciation guides can also assist students in correct word pronunciation.
- 13) Gamify Vocabulary Learning: Gamification can make vocabulary learning enjoyable and interactive. Implement game-like elements, such as vocabulary games, quizzes, or online platforms that offer rewards, challenges, and healthy competition. Gamifying the learning process creates a sense of excitement and encourages students to actively participate and strive for improvement.
- 14) Foster Interactive Activities: Design interactive activities that encourage students to actively use and practice vocabulary. Engage them in role-plays, group discussions, debates, or collaborative projects that require applying vocabulary in real-life contexts. By actively involving students in meaningful interactions, they can develop a deeper understanding and usage of the vocabulary words.
- 15) Utilize Authentic Materials: Incorporate authentic materials into vocabulary lessons to expose students to real-world language use. This can include newspaper articles, blogs, podcasts, or interviews. Authentic materials provide relevant and context-rich examples that showcase vocabulary in natural usage, enhancing students' comprehension and expanding their language skills⁴³.

⁴³ Mayer, R. E. (2019). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. Wiley. P.234

- 16) **Create Multimedia Presentations:** Use multimedia presentations that combine text, visuals, and audio to introduce and explain vocabulary words. Engaging multimedia presentations can capture students' interest and attention, making the learning experience more enjoyable and effective. Incorporate storytelling, real-life examples, or interactive elements to enhance understanding and retention of vocabulary.
- 17) **Promote Peer Collaboration:** Encourage collaboration and interaction among students during vocabulary activities. Assign group projects, pair work, or language exchanges where students can learn from and support each other. Peer collaboration fosters a cooperative learning environment and provides opportunities for students to practice and reinforce vocabulary usage.
- 18) **Personalize Learning and Offer Choice:** Allow students to personalize their vocabulary learning experience. Provide opportunities for them to choose vocabulary topics, select media resources, or set learning goals based on their interests and preferences. By giving students autonomy and ownership over their learning, they are more likely to be motivated and engaged.
- 19) **Connect to Real-Life Application:** Emphasize the practical use of vocabulary in real-life contexts. Engage students in activities that require them to apply vocabulary skills, such as role-plays, simulations, or authentic communication tasks. By connecting vocabulary to real-life situations, students can see the relevance and usefulness of what they are learning.
- 20) **Provide Continuous Feedback and Recognition:** Offer regular and timely feedback on students' vocabulary performance to guide their learning. Provide constructive

feedback on pronunciation, word usage, and comprehension. Recognize and celebrate students' progress and achievements to boost their motivation and self-confidence⁴⁴.

Based on theory above, the researcher conclude that there many kinds of strategy that can improve students vocabulary. They are. 1)Select Engaging and Relevant Media 2). Introduce Visual and Audio Stimuli 3). Gamify Vocabulary Learning 4). Foster Interactive Activities.5). Utilize Authentic Materials 6). Create Multimedia Presentations 7). Personalize Learning and Offer Choice 8). Personalize Learning and Offer Choice 9). Connect to Real-Life Application 10). Provide Continuous Feedback and Recognition.

5. Pronunciation

Definition of Pronunciation, according to Yuzawa is a fundamental and necessary skill required for anyone who wants to communicate in English⁴⁵. Harmer said knowing how to say a word is the same as knowing how to pronounce it⁴⁶. Grounded from the expert above it shows that pronunciation is a part of speaking skills and pronunciation is needed to be though to the students in order to help them to pronounce the English word correctly. In other way, pronunciation is the first language element that matters when communicating in English. When people use English to communicate, pronunciation becomes a critical factor that is noticed. Pronunciation has two distinct characteristics: segmental and supra-segmental. Segmental divide into consonant and vowel sounds, which will be defined in more detail in the following sections:

1. Consonants

⁴⁴ Vygotsky, L. S. (2004). *The Vygotsky Reader*. Wiley-Blackwell.

⁴⁵ N, Yuzawa. *Teaching English Pronunciation*. 2007. Retrived from www1.tcue.ac.jp/home1/k-gakkai/ronsyuu/.../50_1.2/yuzawa.pdf on 6th June 2020

⁴⁶ Harmer. *The Practice of English Language Teaching*. 2001. Logman London. New York. P.97

Consonants are formed by obstructing the outgoing breath in some way, for instance bringing the lips together.⁴⁷

2. Vowels

A vowel is a sound that occurs in the middle of a syllable and is produced by nothing restricting the exhalation, according to Ladefoged.

The Importance of Pronunciation Harmer emphasized that the primary goal of language teaching and learning is for students to be able to communicate in target language and if this is the case, communication is important concept to explain. Communications means to comprehend and be comprehended. Many learners think that because they can talk to their teachers and other students so they can easily to communication in English. However, they make big mistake.

There are a lot of factors for their mistakes. Firstly, teachers are much better at understanding their students than average person because their ears are accustomed to hearing 'bad English.' Secondly, other students who speak the same language have similar pronunciation patterns and make the similar errors so it simple for them to understand each other. Thirdly, the classroom is not real situation and it only occurs at school and students are unable to converse with native speakers.⁴⁸

a. Problems of Pronunciation

⁴⁷ Ladefoged, P. Vowels and Consonant: an Introduction to the Sounds of Languages (2nd Edition). Malden, MA: Blackwell. 2005.

⁴⁸ J, Harmer. The Practice of English Language Teaching. (London: Longman, 2001).

The following are some of the most common pronunciation issues encountered when learning a foreign language: Firstly, the different element in a sound system between the native speaker and the foreign language, which affect the listening of the learners. Secondly, the sound which has same phonetic features in both languages but differs in the distribution. Thirdly, similar sounds in two languages, which have different variant or allophones, both English and Indonesia. Fourthly similar sounds in two languages which differ only slightly in their phonetic features, if they occur in a cluster or sequence or sounds.⁴⁹

The main problem in learning pronunciation as a foreign language according to Dalton is learner's perception⁵⁰. English, for Indonesian is one of foreign language. English is difficult for Indonesian learners to master since their tongue and other linguistics devices have been fossilized to produce sounds of the mother tongue in conveying the messages orally with others. Furthermore, if someone is learning a foreign language, they will face some new difficulties; unfamiliar sounds, a new vocabulary system, and unfamiliar ways of arranging the foreign words into sentences, known as grammatical items. It shows that almost of the common problems in learning English pronunciation is caused by the differences in the sound system of two languages such as English and Indonesia.

b. Learning strategy in pronunciation

Magdalena stated that the taxonomy of pronunciation learning strategies and tactics based on Oxford's six general LLS (low-level-Solid) categories was adopted for variety reasons in order to explain about the pronunciation strategies. First of all, particular

⁴⁹ Ramelan. English Phonetics. (Semarang: IKIP Semarang Press, 2003

⁵⁰ Dalton, Christiane, and Barbara Seidlhofer. Pronunciation. Oxford: Oxford University Press. 2016

c. Teaching Pronunciation

Learning to pronounce words correctly is a difficult task. The process of learning pronunciation can be facilitated is structured. In the process, teachers and learners both play an important role in the process, both are involved. Teachers' responsibilities include assisting students in hearing and producing sounds. In helping learners hear, teacher needs to check what the sounds that learners get and hear. Learners are able to imitate new sounds. However, if they cannot the teacher help those to giving some sign that can help them to make new sounds. Learners only respond to what the teacher asks during the teaching learning process. If learners do not take action and do not make an effort to effort to improve, they will not improve.

As previously stated, teaching pronunciation has plans. First, teacher should be aware of learners' difficulties with specific first language groups and teacher should prepare the activities that focus on that problems. Second, teacher assessed the learners' pronunciation weaknesses and assigned some activities that focus of that. Finally, teachers determine which parts that can be used in specific area of pronunciation.⁵¹ Thus, based on the explanation above the teacher should be a good model to the students, because when the teacher makes mistakes in pronouncing the English words the students will imitate bad pronunciation and lead them to make mistakes. Teacher should produce the correct sounds and their productions of speech to the students in order to make them really understand about how correct pronunciation is produced

Aims of Teaching Pronunciation

⁵¹ 16 Martin, Hewings. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. (Cambridge: Cambridge University Press. 2004) P. 20.

Pronunciation is one of the important things when learning English language. Learners with good pronunciation skills can effectively communicate the meaning. In a speaking or spelling context, their partners are also easily understood. Learners will not only be aware of the sounds and how to use in learning pronunciation, but also be able to improve speaking skills.⁵² However, people nowadays believe that pronouncing like a native is not their goal. For example, learners who learn English, they have a specific purpose in mind, such as learners who want to work as telephone operators and they need to have pronunciation that can be understood in any situation. When it comes to students who want to be English teachers, they must have like a native accent in pronunciation.

The goals of teaching pronunciation are learners to be able to communicate clearly with non-native or native speakers and can help to gain their confidence and comfort level in speaking situations. A good pronunciation also helps our performance level at work if needed.⁵³

1. Strategy in Using media in learning to enhance student; interest in learning pronunciation

There are also 10 strategies that teachers can use in using media to enhance students' interest in learning pronunciation proposed by Brown. H. D. as follows;

- 1) Selecting appropriate media: This refers to choosing media resources that are suitable for the specific vocabulary learning goals and the students' proficiency level. Appropriate media could include videos, podcasts, interactive websites,

⁵² Jeremy, Harmer. *The Practice of English Language Teaching: Third Edition*. (New York: Longman. 2001) P. 183

⁵³ Sue.F. Miller. *Targeting Pronunciation: The Intonation, Sound, and Rhythm of American English*. (New York: Houghton Mifflin Company. 2000) P. 13

or digital applications that align with the content and objectives of the vocabulary lessons.

- 2) Providing visual cues: Visual cues involve using images, diagrams, or other visual representations to support students' understanding of vocabulary. Visual cues can help students make connections between the written or spoken word and its meaning, facilitating comprehension and retention.
- 3) Incorporating authentic materials: Authentic materials refer to real-life resources such as newspaper articles, magazine excerpts, or videos that use language as it is naturally used in everyday contexts. By incorporating authentic materials, students can encounter vocabulary in meaningful and realistic contexts, which enhances their understanding and application of the words.
- 4) Utilizing repetition and imitation: Repetition and imitation are important strategies for vocabulary learning. By providing ample opportunities for students to practice using new words, through activities like repeating words aloud, imitating correct pronunciation, or using the words in sentences, students can reinforce their understanding and retention of vocabulary.
- 5) Using audiovisual exercises: Audiovisual exercises involve using videos, recordings, or multimedia resources that combine both auditory and visual elements. These exercises can provide students with audio models of correct pronunciation, intonation, and word usage, helping them develop accurate language skills and enhancing their engagement with the vocabulary.
- 6) Integrating multimedia resources: This involves incorporating various forms of media, such as videos, interactive presentations, or digital applications, into

vocabulary lessons. Multimedia resources can engage students by presenting vocabulary in dynamic and interactive ways, making the learning experience more stimulating and memorable.

- 7) Providing feedback and corrective guidance: Feedback is essential for students to improve their vocabulary skills. Teachers should provide specific and constructive feedback on students' pronunciation, word usage, and comprehension. Corrective guidance helps students identify and correct errors, further enhancing their understanding and mastery of vocabulary.
- 8) Creating communicative activities: Communicative activities involve designing tasks and exercises that require students to actively use and apply vocabulary in meaningful communication. These activities could include role-plays, debates, discussions, or collaborative projects that encourage students to practice vocabulary in authentic and engaging ways.
- 9) Encouraging self-study: Self-study refers to promoting independent learning outside the classroom. Teachers can encourage students to explore vocabulary resources independently, such as online dictionaries, vocabulary apps, or reading materials. By encouraging self-study, students can take ownership of their learning and develop autonomous vocabulary learning skills.
- 10) Monitoring and assessing progress: Regularly monitoring and assessing students' vocabulary progress is important to track their development and identify areas for improvement. Teachers can use formative assessments, quizzes, or vocabulary exercises to assess students' understanding and mastery of vocabulary. Monitoring progress allows teachers to provide targeted support

and guidance based on individual needs⁵⁴.

B. Review of Related Finding

There are several related research have been done by other researcher, it was all about teacher strategy using media and vocabulary. first an article entitled "The effect of audio-visual media and learning activities in improving students' vocabulary learning" by Anisa handayani Jurnal IALT 108 (1), 2022 , The purpose of this research is to find out: the effect of Audio-visual as media in teaching vocabulary in learning activities on students vocabulary mastery; and the result showed that students who do not use and use audio-visual media; differences in increasing vocabulary learning outcomes between students who do not use and those who use audio-visual media; and the relationship between vocabulary learning activities and vocabulary.⁵⁵

The next finding had come from Amalia Puspita Sari with the title "Improving Students' vocabulary and pronunciation skills using flash video media" This study aims to improve English vocabulary pronunciation skills through flash video media in Mandala Senior high school Jakarta. Data collection methods are tests, and field notes. Data analysis techniques using descriptive quantitative and descriptive qualitative. The results showed that there was an increase in the English vocabulary pronunciation skills Mandala Jakarta after using flash video media. The result showed that the percentage of students who have achieved the Minimum Completeness Criteria in the pre-cycle performance test as much as 40.03%, increased in Cycle 1 to 70.51%, and increased again in Cycle 2 to 80.86%. These results are supported by the results of observations that record understanding in cycle 1 of 76.56%, increasing in cycle 2 to 80.90%. The four aspects of student pronunciation, namely fluency, accuracy, intonation, and stressing increased after 2 action cycles.⁵⁶

⁵⁴ Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.

⁵⁵ Anisa handayani Jurnal IALT 10 (1), 2022

⁵⁶ Amalia Puspita ICONE journal and Language application 10 (23), 2021

The last, research from Tina Melianti about “the use of IT media in teaching vocabulary and pronunciation at MAN 3 Senopati, Cirebon. The result of the study showed that there is a significant improvement on students’ vocabulary mastery and pronunciation” after teaching using media in vocabulary and learning process. the study took the data by using test⁵⁷.

⁵⁷ Tina Melianti (2020) the use of IT media in teaching vocabulary and pronunciation at MAN 3 Senopati, Cirebon. The result of the study showed that there is a significant improvement on students’ vocabulary mastery and pronunciation. Repository STAIS Cirebon.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

In this research, the approach used is a qualitative descriptive type approach. Qualitative research itself is a "research method based on the philosophy of post positivism, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive or quantitative."⁵⁸ Meanwhile Descriptive research itself is a method in research proposed to take existing phenomena. This study was designed to “obtain information about symptom status at the time the study was conducted. In descriptive research, no treatment is given or controlled as can be found in experimental research. So Teacher Strategies Using Media at Eleventh Grade of MAN 1 Rejang Lebong.

The researcher chose a qualitative approach because the data collected was descriptive in nature where the symptoms or phenomena studied were systematically, accurately, and clearly explained about the characteristics and objects studied. So that the author can obtain broader and in-depth information regarding matters that are the subject of discussion that must be answered in this proposal in accordance with the facts that exist, not just recordings. The data were observation and interview to answer research question in this study.

B. Subject of The Research

⁵⁸ Sugiyono, Quantitative, Qualitative, and R & D Educational Research Methods, (Bandung: Alfabeta, 2015), h. 15

According to Muhammad Idrus, research subjects are elements of objects, individuals and organisms as sources of information needed by researchers to obtain research data.⁵⁹ The subject of this research was the English teacher of Eleventh Grade MAN 1 Rejang Lebong. Sanapiah Faisal stated that were some criteria that must be had by the person or group to be subject research in qualitative research were these; the first, they mastered in something. The second, they were including in the activity that the researcher were being research. The third, they do not prefer to give information from their own fake information. The fourth, they had time to be interviewed. The fifth, they were including preliminary unfamiliar with the researcher.

In this study researcher used convenience sampling. In a convenience sample, subjects who are more accessible to researcher is more likely to be included. There are 2 teachers were investigated as the respondent in this research. The English teacher's MAN 1 Rejang Lebong as the subject of this research. This research analyzed strategies in using media in teaching vocabulary and pronunciation (The teacher's strategy in using media). At eleventh grade MAN 1 Rejang Lebong.

C. Technique of Collecting Data

In the method of data collection, the researcher used 3 kinds of data collection techniques namely:

1. Observation

Observation is systematic recording of the symptoms studied."⁶⁰ While another opinion says that the observation method is a data collection method used to collect research data through observation and sensing. Observation is data collection that is

⁵⁹ Muhammda idrus (2009). *Desain Penelitian kualitatif*. Aneka Press. Jakarta. P.201

⁶⁰ Husaini usman, *Social Research Methods*, (Jakarta: Bumi Aksara, 2000), h. 54.

carried out by systematically observing and recording the phenomena investigated. In this study, the researcher used non-participation observation technique where the teacher only observe the respondent without involving herself in teaching learning process. According to David Nunan, Non-participatory observation refers to a research method in which the observer remains detached and does not actively engage or participate in the observed setting or activities⁶¹. In non-participatory observation, the observer maintains a stance of objective observation and avoids direct involvement or interaction with the subjects being observed. Observation was done by the researcher by taking video from what happen in teaching learning process. The observation was done three times during the data collection.

2. Interview

Interview is a meeting of two people to exchange information and ideas through Questions and Answers, so you can constructed meaning in a particular topic⁶². The purpose of using this interview method is for researchers to obtain information about the use of media by teachers in increasing student interest in learning at MAN 1 Rejang Lebong and why the teacher used the media to increase students' interest in learning vocabulary and pronunciation. The researcher interview the teacher who teach English Subject at Eleventh Grade of MAN Rejang Lebong. There are two teachers were interviewed. The researcher used semi-structured interview to gain the data. According theory, Semi-structured interview is a research method that combines elements of both structured and unstructured interviews⁶³. In a semi-structured

⁶¹ Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Prentice Hall.

⁶² Sugiyono, *Research Methods...*, h. 317.

⁶³ Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. SAGE Publications.

interview, the interviewer follows a flexible interview guide or set of predetermined questions but also allows for open-ended discussion and exploration of topics.

3. Documentation

Documentation method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic.⁶⁴ In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript. Here, the researcher take video and pictures in terms of observation and interview.

D. Instrument

An instrument refers to a tool or device used to collect data or information for a study. It is designed to gather data in a systematic and standardized manner to ensure reliability and validity in the research process⁶⁵. In this research, the researcher used two instruments to gain the data. There are as follows;

1. Interview

Interview was designed to answer two research question in row. The first and the third research question was answered by this instrument. The researcher divided the interview section into two blueprint since this study confirmed two teaching process; vocabulary and pronunciation. The researcher used theory Richard E. Mayer's and Lev Vygotsky's in making the instrument for strategy used by teacher in learning to enhance students interest in learning vocabulary. Meanwhile for strategy in pronunciation, the researcher used theory proposed by Brown. H.D. The table below show the blueprint of

⁶⁴ Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*,(Jakarta: Rineka cipta,2006),p.223

⁶⁵ DeVellis, R. F. (2016). *Scale Development: Theory and Applications* (4th ed.). SAGE Publications.

both interview;

Table 3.1
Strategy used by the teacher in using media in teaching vocabulary

No	Strategies	Description	Questions
1	Engaging and Relevant Content	Select media resources that are relevant to students' interests and age level. Choose videos, songs, podcasts, or interactive websites that feature vocabulary related to topics that students find interesting and can relate to.	<ol style="list-style-type: none"> 1. Do you select media resources that are engaging and relevant for teaching vocabulary? 2. How do you select media resources that are engaging and relevant for teaching vocabulary? 3. Why do you believe Engaging and Relevant Content can enhance students' interest in learning vocabulary?
2	Visual and Audio Stimuli	Utilize media that provides visual and audio stimuli to enhance students' engagement and comprehension of vocabulary. Incorporate videos with subtitles, images, infographics, or audio recordings that illustrate the meaning and usage of vocabulary words.	<ol style="list-style-type: none"> 4. Do you incorporate visual and audio stimuli to enhance vocabulary learning in your teaching? 5. How do you incorporate visual and audio stimuli to enhance vocabulary learning in your teaching? 6. Why do you believe Visual and Audio Stimuli can enhance students' interest

			in learning vocabulary?
3	Gamification	Introduce gamified elements into vocabulary learning through media. Use vocabulary apps or online games that offer challenges, rewards, and progress tracking, making the learning process enjoyable and motivating for students.	<p>7. Do you incorporate gamification techniques or elements into your vocabulary teaching?</p> <p>8. How do you incorporate gamification techniques or elements into your vocabulary teaching?</p> <p>9. Why do you believe Gamification can enhance students' interest in learning vocabulary?</p>
4	Interactive Activities	Design interactive activities that involve student participation and interaction with the media. For example, create vocabulary quizzes, interactive exercises, or online discussions where students can actively engage with the content and practice using the vocabulary in context.	<p>10. Do you incorporate interactive activities into your vocabulary teaching to actively engage students?</p> <p>11. How do you incorporate interactive activities into your vocabulary teaching to actively engage students?</p> <p>12. Why do you believe Interactive Activities can enhance students' interest in learning vocabulary?</p>

5	Authentic Materials	Introduce authentic materials such as news articles, blogs, or podcasts that feature real-world language use and expose students to authentic vocabulary. This helps students see the relevance of vocabulary in real-life contexts and enhances their interest in learning.	<p>13. Do you incorporate authentic materials into your vocabulary teaching to provide real-life language contexts for students?</p> <p>14. How do you incorporate authentic materials into your vocabulary teaching to provide real-life language contexts for students?</p> <p>15. Why do you believe Authentic Materials can enhance students' interest in learning vocabulary?</p>
6	Multimedia Presentations	Encourage students to create multimedia presentations using vocabulary words. They can create videos, slideshows, or audio recordings that showcase their understanding and usage of the vocabulary. This allows students to be creative and actively engage with the vocabulary in a meaningful way.	<p>16. Do you incorporate multimedia presentations into your vocabulary teaching to enhance students' learning experience?</p> <p>17. How do you incorporate multimedia presentations into your vocabulary teaching to enhance students' learning experience?</p> <p>18. Why do you believe Multimedia</p>

			Presentations can enhance students' interest in learning vocabulary?
7	Peer Collaboration	Incorporate collaborative activities where students work together to explore and discuss vocabulary using media resources. Encourage students to share their findings, exchange ideas, and engage in vocabulary-related discussions, fostering a sense of community and increasing interest in the learning process.	19. Do you encourage peer collaboration in vocabulary learning activities? 20. How do you encourage peer collaboration in vocabulary learning activities? 21. Why do you believe Peer Collaboration can enhance students' interest in learning vocabulary?
8	Personalization and Choice	Provide opportunities for students to personalize their vocabulary learning using media. Allow them to choose media resources or topics related to their interests, enabling them to feel more connected and invested in the learning experience.	22. Do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students? 23. How do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students?

			24. Why do you believe Personalization and Choice can enhance students' interest in learning vocabulary?
9	Real-Life Application	Demonstrate to students how vocabulary is used in real-life contexts by incorporating authentic examples and scenarios. Show videos, interviews, or simulations where vocabulary words are applied, highlighting their practical usage and relevance.	25. Do you connect the vocabulary taught in the classroom to real-life applications and contexts? 26. How do you connect the vocabulary taught in the classroom to real-life applications and contexts? 27. Why do you believe Real-Life Application can enhance students' interest in learning vocabulary?
10	Continuous Feedback and Recognition	Provide regular feedback and positive reinforcement to students as they engage with media-based vocabulary activities. Recognize their efforts, progress, and achievements, which helps maintain their motivation and interest in learning vocabulary.	28. Do you provide continuous feedback to students during vocabulary instruction to support their learning progress? 29. How do you provide continuous feedback to students during vocabulary instruction to support their learning progress?

			30. Why do you believe Continuous Feedback and Recognition can enhance students' interest in learning vocabulary?
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Table 3.3
Strategy used by the teacher in using media in teaching pronunciation

No	Strategies	Description	Questions
1	Selecting appropriate media	Teachers can choose various forms of media, such as audio recordings, videos, or interactive online resources that provide clear and accurate models of pronunciation.	<ol style="list-style-type: none"> 1. How do you determine which media resources to use for teaching pronunciation? 2. What factors do you consider when selecting audio-based media for pronunciation instruction? 3. Why do you believe selecting appropriate media can enhance students' interest in learning Pronunciation?
2	Providing visual cues	Visual aids, such as diagrams, mouth shape illustrations, or videos showing the movement of articulatory organs, can help students understand the physical aspects of pronunciation.	<ol style="list-style-type: none"> 4. How do you incorporate visual cues in your pronunciation instruction to support students' understanding and production of sounds? 5. What types of visual aids or resources do you

			<p>use to provide visual cues during pronunciation lessons?</p> <p>6. Why do you believe Providing visual cues can enhance students' interest in learning Pronunciation?</p>
3	Incorporating authentic materials	Using authentic media sources, such as news clips, interviews, or podcasts, can expose students to real-life examples of pronunciation in different contexts and accents.	<p>7. How do you define and select authentic materials for teaching pronunciation?</p> <p>8. Can you provide an example of an authentic material you have used in your pronunciation lessons? How did it enhance students' understanding and practice of pronunciation?</p> <p>9. Why do you believe Incorporating authentic materials can enhance students' interest in learning Pronunciation?</p>
4	Utilizing repetition and imitation	Teachers can use media to repeatedly expose students to correct pronunciation models, encouraging them to imitate and practice the sounds, stress patterns, and intonation.	<p>10. How do you incorporate repetition and imitation in your pronunciation instruction?</p> <p>11. Can you provide an example of a</p>

			<p>specific activity or exercise where you encourage repetition and imitation to enhance students' pronunciation?</p> <p>12. Why do you believe repetition and imitation are important for developing pronunciation skills?</p>
5	Using audiovisual exercises	Interactive media platforms or software can offer pronunciation exercises where students can listen, record, and compare their own pronunciation with the model.	<p>13. How do you incorporate audiovisual exercises in your pronunciation instruction?</p> <p>14. Why do you believe using audiovisual exercises can enhance students' interest in learning Pronunciation?</p>
6	Integrating multimedia resources	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>15. How do you integrate multimedia resources in your pronunciation instruction to enhance students' interest experience?</p> <p>16. Why do you believe integrating multimedia resources can enhance students' interest in learning</p>

			Pronunciation?
7	Providing feedback and corrective guidance	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>17. How do you provide feedback to students on their pronunciation during lessons?</p> <p>18. What strategies do you use to identify and address specific pronunciation errors or areas for improvement?</p> <p>19. Why do you believe Providing feedback and corrective guidance can enhance students' interest in learning Pronunciation?</p>
8	Creating communicative activities	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>20. How do you design communicative activities that specifically target pronunciation development?</p> <p>21. Why do you believe Creating communicative activities can enhance students' interest in learning Pronunciation?</p>
9	Encouraging self-study	Teachers can recommend online resources, mobile apps, or pronunciation software that students can use independently to practice pronunciation	22. What strategies do you use to motivate students to engage in self-study for pronunciation

		outside the classroom.	improvement? 23. Why do you believe Encouraging self-study can enhance students' interest in learning Pronunciation?
10	Monitoring and assessing progress	Teachers can recommend online resources, mobile apps, or pronunciation software that students can use independently to practice pronunciation outside the classroom.	24. Do you monitor and assess students' progress in pronunciation throughout the course or semester? 25. How do you monitor and assess students' progress in pronunciation throughout the course or semester? 26. Why do you believe Monitoring and assessing progress can enhance students' interest in learning Pronunciation?

2. Observation Checklist

The researcher used observation checklist to answer the second question; the implementation the strategies in using media in teaching how teachers implement the strategies in using media to increase interest in learning students in English at Eleventh Grade students of MAN Curup. The observation checklist was managed by using theory proposed by Richard E. Mayer's and Lev Vygotsky's and Brown. H.D. then, the researcher observation checklist. There are two table here, the first table was for the

implementation the strategy in teaching vocabulary, the second was the implementation of the strategy in teaching pronunciation.

Tabel 3.4
The implementation of Strategy used by the teacher in using media in teaching vocabulary

No	Strategies	Checklist Items	Yes	No
1	Engaging and Relevant Content	1. Select relevant vocabulary words based on students' level and interests. 2. Incorporate current and culturally diverse content that captures students' attention.		
2	Visual and Audio Stimuli	3. Use multimedia resources such as videos, images, and audio clips to present vocabulary. 4. Ensure visuals and audio are clear, engaging, and of high quality		
3	Gamification	5. Incorporate gamified elements to make learning vocabulary interactive and enjoyable.		
4	Interactive Activities	6. Include interactive activities that engage students with the vocabulary words.		
5	Authentic Materials	7. Incorporate authentic materials like news articles, podcasts, or interviews.		
6	Multimedia Presentations	8. Utilize multimedia presentations combining text, visuals, and audio for comprehensive explanations.		

7	Peer Collaboration	9. Promote collaborative learning through pair work or group activities.		
8	Personalization and Choice	10. Promote collaborative learning through pair work or group activities.		
9	Real-Life Application	11. Connect vocabulary learning to real-life situations and encourage practical application.		
10	Continuous Feedback and Recognition	12. Provide ongoing feedback to students on their vocabulary learning progress. 13. Recognize and celebrate students' achievements and improvements in vocabulary learning.		

Tabel 3.5
The implementation of Strategy used by the teacher in using media in teaching pronunciation

No	Strategies	Checklist Items	Yes	No
1	Selecting appropriate media	1. Choose media resources suitable for teaching pronunciation, aligned with students' proficiency level. 2. Ensure media covers relevant pronunciation features.		
2	Providing visual cues	1. Utilize diagrams, charts, or animations to support understanding of correct pronunciation. 2. Incorporate visual representations of mouth and tongue positions for accurate sound production.		

3	Incorporating authentic materials	3. Include authentic materials like songs, dialogues, or speeches for exposure to natural pronunciation.		
4	Utilizing repetition and imitation	4. Encourage repetition and imitation of target sounds, words, and sentences.		
5	Using audiovisual exercises	5. Provide exercises combining auditory and visual elements for reinforcing correct pronunciation		
6	Integrating multimedia resources	6. Utilize pronunciation apps, online tutorials, or interactive websites for targeted practice.		
7	Providing feedback and corrective guidance	7. Offer timely feedback and corrective guidance on pronunciation errors.		
8	Creating communicative activities	8. Design activities that require correct pronunciation in authentic contexts.		
9	Encouraging self-study	9. Provide resources and recommendations for independent practice and exploration of pronunciation.		
10	Monitoring and assessing progress	10. Regularly assess students' pronunciation progress through formative and summative assessments.		

E. Data Analysis Techniques

Data analysis techniques in qualitative research are carried out at the time data collection takes place, and after completion of data collection within a certain period. At the time of the interview, the researcher had done analysis of the answers that have been interviewed after being analyzed. If it is not satisfactory, then the researcher will continue the question again up to a certain stage, obtained data that is considered credible. Miles and Huberman, argued that activity in qualitative data analysis done interactively and takes place continuously until complete, so that the data is saturated. Activity in data analysis, data *reduction, data display, and conclusion drawing/verification.*⁶⁶

1. Data reduction

Reducing data means summarizing, choosing the main things, focus on the things that matter. Thus the data has been reduced will give a clear picture, and facilitate researchers to collect data.⁶⁷ So through data reduction, it will make it easier for researcher to collect the main data (important) and discard the data not clear what is not understood.

2. Data Presentation (data display)

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman stated, "What is most often used to present data in qualitative research is narrative text." By displaying data, it will make it easier to understand what happened, plan further work based on what has been understood, especially mistakes that occur in student.⁶⁸ By displaying data it will make it easier for researchers to plan what the next

⁶⁶Huberman, Micheles dan Miles Matthew. 1992. Analisis Data Kualitatif. UI Press. Jakarta

⁶⁷ Ibid., h. 338

⁶⁸ Ibid., h. 341

researcher will do.

3. Conclusion Drawing (verification)

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next data collection stage. But if the conclusions put forward at an early stage are supported by valid evidence and consistent, then the conclusions put forward are especially the mistakes that occur in students. Credible conclusion⁶⁹. Data analysis is the process of compiling and organizing data into a basic description so that themes can be found and can be formulated according to the data produced in the research. For the purposes of data analysis, the researcher uses inductive data analysis, namely a way of thinking that analyzes facts that are general in nature and then used as material for drawing conclusion ions that are specific.

F. Triangulation

The credibility of the data is also gained through triangulation process. The types of triangulation can be seen from different individuals, types of data, theories, and methods of data collection. This is to make sure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this research, the researcher uses all fours kinds of triangulation: various sources in form of interview the teachers and classroom observation as the primary sources, also document review and as secondary sources. The types of data are observational field notes and report, interview transcript, and Google classroom screen shoot review. Additionally, in utilizing the

⁶⁹ Ibid. P. 345.

theories, the researcher gathers and checks some written sources from various literatures that related to the topic to build research instruments. Lastly, the method used is varied from observation, interview and document review until the data are saturated

CHAPTER IV

FINDING AND DISCUSSION

This chapter described the result of research instrument usage to know the findings. The researcher presented the findings and discussion from the interview and observation, the researcher found information about strategies used by the teacher in using media in teaching vocabulary and pronunciation and how the implementation of each strategy.

A. FINDINGS

This finding was to respond to the first research question of strategies that the teacher implement in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong

1. Strategies used by Teacher in using media for Teaching English Vocabulary at Eleventh Grade students of MAN Rejang Lebong

To investigate the strategies used by teacher in using media for teaching English vocabulary at eleventh grade students of MAN Rejang Lebong, the researcher used interview. The interview created based on indicators proposed by the theory from Richard E. Mayer's and Lev Vygotsky's. This finding section showed the result of research. The interview was conducted from September 23th to October 10th, 2023. The researcher interview the teacher directly in school. The result of interview can be seen in the table below;

From the table above, it can be seen that the teacher used some strategies in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong. There are 10

strategies used by the teacher in teaching vocabulary.

1. Engaging and Relevant Content

In this strategy, the teacher selects media resources that are engaging and relevant for teaching vocabulary as the relevant content and the teacher also selects the media appropriate with the topic needed in this strategy implementation, The teacher believe that this strategy can motivate students and avoid the monotonous learning process.

2. Visual and Audio Stimuli

In this strategy, the teacher incorporate visual and audio stimuli to enhance vocabulary learning in teaching process. Here, the teacher combined movie and singing as the media to stimuli students interest. This strategy is fun and interesting. Students did not feel bored in teaching learning process.

3. Gamification

The teacher used gamification but in the right time and depend on the situation and the topic given in this strategy. The teacher give games in the whilst activity to ensure students recognize the new vocabulary in teaching process during the implementation of this strategy. The strategy can give students different ways to remember the vocabulary.

4. Interactive Activities

The teacher used interactive activities into your vocabulary teaching to actively engage students. The teacher are joining students in the activity during learning process. The interactive activity gives students stimuli to follow the class actively.

5. Authentic Materials

The teacher used authentic materials into vocabulary teaching to provide real-life language contexts for students. The teacher give video and example from newspaper, news report, picture sheet in the implementation of this strategy. The teacher used this strategy because following technology development nowadays.

6. Multimedia Presentations

The teacher used multimedia presentations into teaching vocabulary. The teacher used laptop and in focus in the implementation of this strategy. The implementation of this strategy makes students more relax.

7. Peer Collaboration

Teacher did collaboration by exchanging reading text to colleagues in teaching vocabulary at eleventh grade of MAN Rejang Lebong. The teacher did discussion with colleagues to exchange and get new materials. The selection of this strategy makes variation in teaching and gives a new experience to students.

8. Real-Life Application

The teacher relate the topic to the real-life contexts in teaching vocabulary process. The teacher were giving the connection between new vocabulary and real-life context in terms of implementation of this strategy. The reason why teacher apply this strategy because students are easier to comprehend vocabulary given. It makes students closer to the meaning of new vocabulary

9. Continues feedback and Recognition

The teacher give a test as evaluation and sometimes direct feedback to students in teaching learning process. The teacher are planning the test carefully in the implementation of this strategy. The strategy can trigger students to learn and know

their problem.

2. Strategies used by the teacher in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong.

To answer the second questions the researcher applied interview to the respondent to gain the data about what strategies used by the teacher in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong. The researcher conducted the interview at school in October 10th, 2023. The researcher only can interview one teacher only because the others teacher did not confirm that she can be interviewed by the researcher due to others activity. Based on the interview, there are several strategies used by the teachers in using media in teaching pronunciation. The strategies can be seen in the table below;

From the table above, it can be seen that the teacher used some strategies in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong. There are 10 strategies used by the teacher in teaching pronunciation.

1. Selecting appropriate media

In this strategy, the teacher connected the selection to the topic. The teacher relate the media used to the topic given. Using audio is more interesting, the reason used this strategy because the media can trigger students to know more and learn more.

2. Providing visual cues

This strategy confirm that the teachers selected the difficult word then demonstrate the word rapidly by using visualization and students repeat the words rapidly in teaching pronunciation. The teacher also used in focus, speaker and laptop in teaching process. at the end the students was fun and get enthusiastic in learning.

3. Utilizing repetition and imitation

The teacher select media first and play the media in this strategy, after that the students will repeat the words few times. The teacher give the word directly and the students pronounce the word. The teacher believe by pronounce the word rapidly, it makes students easier to pronounce the word.

4. Using audiovisual exercises

This strategy used by the teacher in teaching pronunciation by using media. The teacher played the audiovisual after that, the teacher ask students to do exercise by giving them turn to pronounce the word as close as possible. The strategy was effective because students can directly knowing how to pronounce the word.

5. Integrating multimedia resources

In this strategy, the teacher asked students to library to use a multimedia sources. By using this strategy the students feels motivated.

6. Providing feedback and corrective guidance

This strategy applied by the teacher to see whether the students understand how to pronounce the words or not. The teacher used trial and error in giving feedback. The students will have the correct way to pronounce the word.

7. Creating communicative activities

Based this strategy, it can be seen that The teacher sometimes asked students work in group, make a short conversation among teaching pronunciation. It trigger students to speak in teaching pronunciation.

8. Encouraging self-study

In this strategy, the teacher use interactive ways to build the connection between students and teacher. And ask them to use media in learning. It gives students confidence to ask if they have problem

9. Monitoring and assessing progress

The teacher is monitoring students' progress in pronunciation after using media. By giving exercise and test. The researcher believe by monitoring students, it can give a clear portraying about students' achievement in pronunciation.

3. How the teacher implement strategies in using media for teaching English vocabulary at Eleventh Grade students of MAN Rejang Lebong

The researcher conducted the observation at MAN Rejang Lebong in three meetings. It is in teaching vocabulary by using media at eleventh grader students. The observation answered the third questions about the implementation of strategy in using media in teaching vocabulary. During the observation, the researcher takes the data from how the teacher implement the strategy in using media in teaching vocabulary. The researcher conducted the observation from 10th October, 2023- 25th October, 2023. The result of observation can be seen in the table below;

Table 4.3
The Observation result of strategies used by Teacher in Using Media in Teaching Vocabulary

No	Strategies	Checklist Items	YES			NO		
			1	2	3	1	2	3
1	Engaging and Relevant Content	1. Select relevant vocabulary words based on students'	√	√	√			

		level and interests. Incorporate						
		2. current and culturally diverse content that captures students' attention.	√	√	√			
2	Visual and Audio Stimuli	3. Use multimedia resources such as videos, images, and audio clips to present vocabulary	√	√	√			
		4. Ensure visuals and audio are clear, engaging, and of high quality	√	√	√			
3	Gamification	5. Incorporate gamified elements to make learning vocabulary interactive and enjoyable.	√	√	√			
4	Interactive Activities	6. Include interactive activities that engage students with the vocabulary words.	√	√	√			
5	Authentic Materials	7. Incorporate authentic materials like news articles, podcasts, or	√	√	√			

		interviews.						
6	Multimedia Presentations	8. Utilize multimedia presentations combining text, visuals, and audio for comprehensive explanations.	√	√	√			
7	Peer Collaboration	9. Promote collaborative learning through pair work or group activities.	√	√	√			
8	Personalization and Choice	10. Promote collaborative learning through pair work or group activities.				√	√	√
9	Real-Life Application	11. Connect vocabulary learning to real-life situations and encourage practical application.	√	√	√			
10	Continuous Feedback and Recognition	12. Provide ongoing feedback to students on their vocabulary learning progress.	√	√	√			
		13. Recognize and celebrate students' achievements and improvements in vocabulary learning.	√	√	√			

From the table above, it can be seen that there are several ways used by the teacher in implementing the strategy in using media in teaching Vocabulary;

1. Engaging and Relevant Content

In this strategy, the teacher implement the media resources that are engaging and relevant for teaching vocabulary as the relevant content and the teacher also selects the media appropriate with the topic needed in this strategy implementation, Select relevant vocabulary words based on students' level and interests. The teacher incorporate current and culturally diverse content that captures students' attention in the implemenattion of this strategy

2. Visual and Audio Stimuli

In this strategy, the teacher incorporate visual and audio stimuli to enhance vocabulary learning in teaching process. Here, the teacher combined movie and singing as the media to stimuli students interest. This strategy is fun and interesting. Students did not feel bored in teaching learning process. Here, the teacher Use multimedia resources such as videos, images, and audio clips to present vocabulary in implementing the strategy. The teacher also Ensure visuals and audio are clear, engaging, and of high quality

3. Gamification

The teacher used gamification but in the right time and depend on the situation and the topic given in this strategy. The teacher give games in the whilst activity to ensure students recognize the new vocabulary in teaching process during the implementation of this strategy. The strategy can give students different ways to remember the vocabulary. Here, the teacher Incorporate gamified elements to make learning vocabulary interactive and enjoyable in teaching process.

4. Interactive Activities

The teacher used interactive activities into your vocabulary teaching to actively engage students. The teacher are joining students in the activity during learning process. The interactive activity gives students stimuli to follow the class actively. The teacher include interactive activities that engage students with the vocabulary words. In implementing the strategy

5. Authentic Materials

The teacher used authentic materials into vocabulary teaching to provide real-life language contexts for students. The teacher give video and example from newspaper, news report, picture sheet in the implementation of this strategy. The teacher used this strategy because following technology development nowadays. Based on observation, the teacher implement the strategy by incorporate authentic materials like news articles, podcasts, or interviews in this phase strategy.

6. Multimedia Presentations

The teacher used multimedia presentations into teaching vocabulary. The teacher used laptop and in focus in the implementation of this strategy. The implementation of this strategy makes students more relax. The teacher Utilize multimedia presentations combining text, visuals, and audio for comprehensive explanations in teaching process by using this strategy.

7. Peer Collaboration

Teacher did collaboration by exchanging reading text to colleagues in teaching vocabulary at eleventh grade of MAN Rejang Lebong. The teacher did discussion with colleagues to exchange and get new materials. The selection of this strategy makes variation in teaching and gives a new experience to students. The teacher

Promote collaborative learning through pair work or group activities.

8. Real-Life Application

The teacher relate the topic to the real-life contexts in teaching vocabulary process.

The teacher were giving the connection between new vocabulary and real-life context in terms of implementation of this strategy. The reason why teacher apply this strategy because students are easier to comprehend vocabulary given. It makes students closer to the meaning of new vocabulary. In this strategy implementation, the teacher Connect vocabulary learning to real-life situations and encourage practical application.

9. Continues feedback and Recognition

The teacher give a test as evaluation and sometimes direct feedback to students in teaching learning process. The teacher are planning the test carefully in the implementation of this strategy. The strategy can trigger students to learn and know their problem. Provide ongoing feedback to students on their vocabulary learning progress

4. How the teacher implement strategies in using media for teaching English pronunciation at Eleventh Grade students of MAN Rejang Lebong

The researcher conducted the observation at MAN Rejang Lebong in three meetings. It is in teaching pronunciation by using media at eleventh grader students. The observation answered the third questions about the implementation of strategy in using media in teaching pronunciation. During the observation, the researcher takes the data from how the teacher implement the strategy in using media in teaching pronunciation. The researcher conducted the observation from 10th October, 2023- 25th October, 2023.

The result of observation can be seen in the table below;

Table 4.4
The Observation result of strategies used by Teacher in Using Media in Teaching Pronunciation

No	Strategies	Checklist Items	YES			NO		
			1	2	3	1	2	3
1	Selecting appropriate media	3. Choose media resources suitable for teaching pronunciation, aligned with students' proficiency level.	√	√	√			
		4. Ensure media covers relevant pronunciation features.	√	√	√			
2	Providing visual cues	11. Utilize diagrams, charts, or animations to support understanding of correct pronunciation.	√	√	√			
		12. Incorporate visual representations of mouth and tongue positions for accurate sound production.	√	√	√			
3	Incorporating authentic materials	13. Include authentic materials like songs, dialogues, or speeches for exposure to natural pronunciation.	√	√	√			
4	Utilizing repetition and imitation	14. Encourage repetition and imitation of target sounds, words, and sentences.	√	√	√			
5	Using audiovisual	15. Provide exercises combining	√	√	√			

	exercises	auditory and visual elements for reinforcing correct pronunciation						
6	Integrating multimedia resources	16. Utilize pronunciation apps, online tutorials, or interactive websites for targeted practice.	√	√	√			
7	Providing feedback and corrective guidance	17. Offer timely feedback and corrective guidance on pronunciation errors.	√	√	√			
8	Creating communicative activities	18. Design activities that require correct pronunciation in authentic contexts.				√	√	√
9	Encouraging self-study	19. Provide resources and recommendations for independent practice and exploration of pronunciation.	√	√	√			
10	Monitoring and assessing progress	20. Regularly assess students' pronunciation progress through formative and summative assessments.	√	√	√			

From the table above, it can be seen that the teacher implement the strategy in a such way to make students understand how to pronounce the word;

1. Selecting appropriate media

In this strategy, the teacher connected the selection to the topic. The teacher relate the media used to the topic given. Using audio is more interesting, the reason used this strategy because the media can trigger students to know more and learn more.

2. Providing visual cues

This strategy confirm that the teachers selected the difficult word then demonstrate the word rapidly by using visualization and students repeat the words rapidly in teaching pronunciation. The teacher also used in focus, speaker and laptop in teaching process. at the end the students was fun and get enthusiastic in learning.

3. Utilizing repetition and imitation

The teacher select media first and play the media in this strategy, after that the students will repeat the words few times. The teacher give the word directly and the students pronounce the word. The teacher believe by pronounce the word rapidly, it makes students easier to pronounce the word.

4. Using audiovisual exercises

This strategy used by the teacher in teaching pronunciation by using media. The teacher played the audiovisual after that, the teacher ask students to do exercise by giving them turn to pronounce the word as close as possible. The strategy was effective because students can directly knowing how to pronounce the word.

5. Integrating multimedia resources

In this strategy, the teacher asked students to library to use a multimedia sources. By using this strategy the students feels motivated.

6. Providing feedback and corrective guidance

This strategy applied by the teacher to see whether the students understand how to pronounce the words or not. The teacher used trial and error in giving feedback. The students will have the correct way to pronounce the word.

7. Creating communicative activities

Based this strategy, it can be seen that The teacher sometimes asked students work in group, make a short conversation among teaching pronunciation. It trigger students to speak in teaching pronunciation.

8. Encouraging self-study

In this strategy, the teacher use interactive ways to build the connection between students and teacher. And ask them to use media in learning. It gives students confidence to ask if they have problem

9. Monitoring and assessing progress

The teacher is monitoring students' progress in pronunciation after using media. By giving exercise and test. The researcher believe by monitoring students, it can give a clear portraying about students' achievement in pronunciation.

B. DISCUSSION

From the result of findings above, it was clear that there several strategies using by the teacher in using media in teaching vocabulary and pronunciation. Each strategy can be implemented in the different ways. It can be seen in the explanation below;

1. Teacher strategies in using Media in teaching vocabulary at eleventh grade of MAN Rejang Lebong.

To investigate deeply about the teacher strategy in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong, the researcher conducted interview

concerning in teacher strategy in using media in teaching vocabulary .

1. Engaging and Relevant Content

In this strategy, the teacher selects media resources that are engaging and relevant for teaching vocabulary as the relevant content and the teacher also selects the media appropriate with the topic needed in this strategy implementation, The teacher believe that this strategy can motivate students and avoid the monotonous learning process.

2. Visual and Audio Stimuli

In this strategy, the teacher incorporate visual and audio stimuli to enhance vocabulary learning in teaching process. Here, the teacher combined movie and singing as the media to stimuli students interest. This strategy is fun and interesting. Students did not feel bored in teaching learning process.

3. Gamification

The teacher used gamification but in the right time and depend on the situation and the topic given in this strategy. The teacher give games in the whilst activity to ensure students recognize the new vocabulary in teaching process during the implementation of this strategy. The strategy can give students different ways to remember the vocabulary.

4. Interactive Activities

The teacher used interactive activities into your vocabulary teaching to actively engage students. The teacher are joining students in the activity during learning process. The interactive activity gives students stimuli to follow the class actively.

5. Authentic Materials

The teacher used authentic materials into vocabulary teaching to provide real-life language contexts for students. The teacher give video and example from newspaper, news report, picture sheet in the implementation of this strategy. The teacher used this strategy because following technology development nowadays.

6. Multimedia Presentations

The teacher used multimedia presentations into teaching vocabulary. The teacher used laptop and in focus in the implementation of this strategy. The implementation of this strategy makes students more relax.

7. Peer Collaboration

Teacher did collaboration by exchanging reading text to colleagues in teaching vocabulary at eleventh grade of MAN Rejang Lebong. The teacher did discussion with colleagues to exchange and get new materials. The selection of this strategy makes variation in teaching and gives a new experience to students.

8. Real-Life Application

The teacher relate the topic to the real-life contexts in teaching vocabulary process. The teacher were giving the connection between new vocabulary and real-life context in terms of implementation of this sssstrategy. The reason why teacher apply this strategy because students are easier to comprehend vocabulary given. It makes students closer to the meaning of new vocabulary

9. Continues feedback and Recognition

The teacher give a test as evaluation and sometimes direct feedback to students in teaching learning process. The teacher are planning the test carefully in the implementation of this strategy. The strategy can trigger students to learn and know

their problem.

From the result above, it can be seen that there are 9 strategy used by the teacher in using media in teaching vocabulary. It is different with the theory which is said that there 10 strategies that teacher commonly used in using media in teaching vocabulary proposed by Richard E. Mayer's and Lev Vygotsky's⁷⁰. The teacher did not use personalization and choice because it seemed that the teacher give the media directly only in the class in teaching process not outside the class. The others theory proposed by S. Mictchel who stated that strategy in using media in teaching is very important to ensure students feel interesting in following the class. At the end students will have a good achievement in certain materials⁷¹. From the previous research from Hidayatullah in his research in 2017 about IT in Teaching Vocabulary and Pronunciation found there are 9 strategies that teacher usually used in using media in teaching language. The research confirmed that both of research found the same conclusion in strategy used by the teacher in teaching vocabulary and pronunciation.

2. Teacher strategies in using Media in teaching pronunciation at eleventh grade of MAN Rejang Lebong.

To find out the investigation deeply about the teacher strategy in using media in teaching pronunciation at eleventh grade of MAN Rejang Lebong, the researcher conducted interview concerning in teacher strategy in using media in teaching pronunciation .

1. Selecting appropriate media

⁷⁰ Vygotsky, L. S. (2004). *The Vygotsky Reader*. Wiley-Blackwell. P.354

⁷¹ S. Mictchel (2019). *The prespective of IT in Teaching Foreign Langaue*. P.128

In this strategy, the teacher connected the selection to the topic. The teacher relate the media used to the topic given. Using audio is more interesting, the reason used this strategy because the media can trigger students to know more and learn more.

2. Providing visual cues

This strategy confirm that the teachers selected the difficult word then demonstrate the word rapidly by using visualization and students repeat the words rapidly in teaching pronunciation. The teacher also used in focus, speaker and laptop in teaching process. at the end the students was fun and get enthusiastic in learning.

3. Utilizing repetition and imitation

The teacher select media first and play the media in this strategy, after that the students will repeat the words few times. The teacher give the word directly and the students pronounce the word. The teacher believe by pronounce the word rapidly, it makes students easier to pronounce the word.

4. Using audiovisual exercises

This strategy used by the teacher in teaching pronunciation by using media. The teacher played the audiovisual after that, the teacher ask students to do exercise by giving them turn to pronounce the word as close as possible. The strategy was effective because students can directly knowing how to pronounce the word.

5. Integrating multimedia resources

In this strategy, the teacher asked students to library to use a multimedia sources. By using this strategy the students feels motivated.

6. Providing feedback and corrective guidance

This strategy applied by the teacher to see whether the students understand how to pronounce the words or not. The teacher used trial and error in giving feedback. The students will have the correct way to pronounce the word.

7. Creating communicative activities

Based this strategy, it can be seen that the teacher sometimes asked students work in group, make a short conversation among teaching pronunciation. It trigger students to speak in teaching pronunciation.

8. Encouraging self-study

In this strategy, the teacher use interactive ways to build the connection between students and teacher. And ask them to use media in learning. It gives students confidence to ask if they have problem

9. Monitoring and assessing progress

The teacher is monitoring students' progress in pronunciation after using media. By giving exercise and test. The researcher believe by monitoring students, it can give a clear portraying about students' achievement in pronunciation.

From the result above, it can be seen that there are 9 strategy used by the teacher in using media in teaching Pronunciation. It is different with the theory which is said that there 10 strategies that teacher commonly used in using media in teaching pronunciation proposed by Brown. H.D⁷². The teacher did not use creating communication activities because it seemed that the teacher get difficulties in building up the communication activities by using media. The others theory proposed by Warner G⁷³ who stated that strategy in using media in teaching pronunciation is very

⁷² Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education

⁷³ Warner G (2016). Pronunciation and Strategies in Teaching Media Prespectives. P.212

crucial to ensure students feel interesting in following the class. At the end students will have a good achievement in certain materials.

3. How the teacher implement strategies in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong

There are several ways used by the teacher in implementing the strategy in using media in teaching vocabulary. It can be seen in the explanation below:

1. Engaging and Relevant Content

In this strategy, the teacher implement the media resources that are engaging and relevant for teaching vocabulary as the relevant content and the teacher also selects the media appropriate with the topic needed in this strategy implementation, Select relevant vocabulary words based on students' level and interests. The teacher incorporate current and culturally diverse content that captures students' attention in the implemenattion of this strategy

2. Visual and Audio Stimuli

In this strategy, the teacher incorporate visual and audio stimuli to enhance vocabulary learning in teaching process. Here, the teacher combined movie and singing as the media to stimuli students interest. This strategy is fun and interesting. Students did not feel bored in teaching learning process. Here, the teacher Use multimedia resources such as videos, images, and audio clips to present vocabulary in implementing the strategy. The teacher also Ensure visuals and audio are clear, engaging, and of high quality

3. Gamification

The teacher used gamification but in the right time and depend on the situation and the topic given in this strategy. The teacher give games in the whilst activity to ensure students recognize the new vocabulary in teaching process during the implementation of this strategy. The strategy can give students different ways to remember the vocabulary. Here, the teacher Incorporate gamified elements to make learning vocabulary interactive and enjoyable in teaching process.

4. Interactive Activities

The teacher used interactive activities into your vocabulary teaching to actively engage students. The teacher are joining students in the activity during learning process. The interactive activity gives students stimuli to follow the class actively. The teacher include interactive activities that engage students with the vocabulary words. In implementing the strategy

5. Authentic Materials

The teacher used authentic materials into vocabulary teaching to provide real-life language contexts for students. The teacher give video and example from newspaper, news report, picture sheet in the implementation of this strategy. The teacher used this strategy because following technology development nowadays. Based on observation, the teacher implement the strategy by incorporate authentic materials like news articles, podcasts, or interviews in this phase strategy.

6. Multimedia Presentations

The teacher used multimedia presentations into teaching vocabulary. The teacher used laptop and in focus in the implementation of this strategy. The implementation of this strategy makes students more relax. The teacher Utilize multimedia

presentations combining text, visuals, and audio for comprehensive explanations in teaching process by using this strategy.

7. Peer Collaboration

Teacher did collaboration by exchanging reading text to colleagues in teaching vocabulary at eleventh grade of MAN Rejang Lebong. The teacher did discussion with colleagues to exchange and get new materials. The selection of this strategy makes variation in teaching and gives a new experience to students. The teacher Promote collaborative learning through pair work or group activities.

8. Real-Life Application

The teacher relate the topic to the real-life contexts in teaching vocabulary process. The teacher were giving the connection between new vocabulary and real-life context in terms of implementation of this strategy. The reason why teacher apply this strategy because students are easier to comprehend vocabulary given. It makes students closer to the meaning of new vocabulary. In this strategy implementation, the teacher Connect vocabulary learning to real-life situations and encourage practical application.

9. Continues feedback and Recognition

The teacher give a test as evaluation and sometimes direct feedback to students in teaching learning process. The teacher are planning the test carefully in the implementation of this strategy. The strategy can trigger students to learn and know their problem. Provide ongoing feedback to students on their vocabulary learning progress

Based on observation conducted by the teacher, the implementation of each strategy is confirmed the theory of Richard E. Mayer's and Lev Vygotsky's⁷⁴ who stated that in the implementation of the strategy the teacher have followed the steps proposed by the theory. It proves that the implementation have been confirmed.

4. How the teacher implement strategies in using Media in teaching Pronunciation at eleventh grade of MAN Rejang Lebong.

There are several ways used by the teacher in implementing the strategy in using media in teaching vocabulary. It can be seen in the explanation below;

1. Selecting appropriate media

In this strategy, the teacher connected the selection to the topic. The teacher relate the media used to the topic given. Using audio is more interesting, the reason used this strategy because the media can trigger students to know more and learn more.

2. Providing visual cues

This strategy confirm that the teachers selected the difficult word then demonstrate the word rapidly by using visualization and students repeat the words rapidly in teaching pronunciation. The teacher also used in focus, speaker and laptop in teaching process. at the end the students was fun and get enthusiastic in learning.

3. Utilizing repetition and imitation

The teacher select media first and play the media in this strategy, after that the students will repeat the words few times. The teacher give the word directly and the students pronounce the word. The teacher believe by pronounce the word rapidly, it makes students easier to pronounce the word.

⁷⁴ Ibid. P.85

4. Using audiovisual exercises

This strategy used by the teacher in teaching pronunciation by using media. The teacher played the audiovisual after that, the teacher ask students to do exercise by giving them turn to pronounce the word as close as possible. The strategy was effective because students can directly knowing how to pronounce the word.

5. Integrating multimedia resources

In this strategy, the teacher asked students to library to use a multimedia sources. By using this strategy the students feels motivated.

6. Providing feedback and corrective guidance

This strategy applied by the teacher to see whether the students understand how to pronounce the words or not. The teacher used trial and error in giving feedback. The students will have the correct way to pronounce the word.

7. Creating communicative activities

Based this strategy, it can be seen that the teacher sometimes asked students work in group, make a short conversation among teaching pronunciation. It trigger students to speak in teaching pronunciation.

8. Encouraging self-study

In this strategy, the teacher use interactive ways to build the connection between students and teacher. And ask them to use media in learning. It gives students confidence to ask if they have problem

9. Monitoring and assessing progress

The teacher is monitoring students' progress in pronunciation after using media. By giving exercise and test. The researcher believe by monitoring students, it can give

a clear portraying about students' achievement in pronunciation.

Based on observation conducted by the teacher, the implementation of each strategy is confirmed the theory of Richard H. Brown who stated that in the implementation of the strategy the teacher have followed the steps proposed by the theory. It proves that the implementation have been confirmed⁷⁵.

⁷⁵ Ibid P.87

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher has examined and interpreted the data. Now, in this section, the researcher ready to share the conclusions, which answer the research questions. Additionally, they will provide suggestions for those who want to pursue further research in this area.

A. Conclusion

1. Based on data analysis in Chapter IV, it can be seen that there are 9 strategies used by the teacher in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong; Engaging and Relevant Content, Visual and Audio Stimuli, Gamification, Interactive Activities, Authentic Materials, Multimedia Presentations, Peer Collaboration, Real-Life Application, Continues feedback and Recognition.
2. Based on data analysis in Chapter IV, it can be seen that there are 9 strategies used by the teacher in using media in teaching vocabulary at eleventh grade of MAN Rejang Lebong; Selecting appropriate media, Providing visual cues, Utilizing repetition and imitation, Using audiovisual exercises, Integrating multimedia resources, Providing feedback and corrective guidance, Creating communicative activities, Encouraging self-study, Monitoring and assessing progress.
3. There are several ways used by the teacher in implementing the strategy in using media in teaching vocabulary. It can be seen in the explanation below:
 1. **Engaging and Relevant Content:** Select relevant vocabulary words based on students' level and interests. The teacher incorporate current and culturally diverse

- content that captures students' attention in the implementation of this strategy
2. **Visual and Audio Stimuli:** the teacher Use multimedia resources such as videos, images, and audio clips to present vocabulary in implementing the strategy. The teacher also Ensure visuals and audio are clear, engaging, and of high quality
 3. **Gamification:** the teacher Incorporate gamified elements to make learning vocabulary interactive and enjoyable in teaching process.
 4. **Interactive Activities:** The teacher include interactive activities that engage students with the vocabulary words. In implementing the strategy
 5. **Authentic Material:** The teacher implement the strategy by incorporate authentic materials like news articles, podcasts, or interviews in this phase strategy.
 6. **Multimedia Presentation:** The teacher Utilize multimedia presentations combining text, visuals, and audio for comprehensive explanations in teaching process by using this strategy.
 7. **Peer Collaboration:** The teacher Promote collaborative learning through pair work or group activities.
 8. **Real-Life Application:** In this strategy implementation, the teacher Connect vocabulary learning to real-life situations and encourage practical application.
 9. **Continues feedback and Recognition :** Provide ongoing feedback to students on their vocabulary learning progress
4. There are several ways used by the teacher in implementing the strategy in using media in teaching vocabulary. It can be seen in the explanation below;
1. **Selecting appropriate media:** Choose media resources suitable for teaching pronunciation, aligned with students' proficiency level, Ensure media covers relevant

pronunciation features

2. **Providing visual cues:** Utilize diagrams, charts, or animations to support understanding of correct pronunciation, Incorporate visual representations of mouth and tongue positions for accurate sound production
3. **Incorporating authentic materials:** Include authentic materials like songs, dialogues, or speeches for exposure to natural pronunciation
4. **Utilizing repetition and imitation:** Encourage repetition and imitation of target sounds, words, and sentences
5. **Using audiovisual exercises:** Provide exercises combining auditory and visual elements for reinforcing correct pronunciation
6. **Integrating multimedia resources:** Utilize pronunciation apps, online tutorials, or interactive websites for targeted practice
7. **Providing feedback and corrective guidance:** Offer timely feedback and corrective guidance on pronunciation errors.
8. **Encouraging self-study:** Provide resources and recommendations for independent practice and exploration of pronunciation
9. **Monitoring and assessing progress:** Regularly assess students' pronunciation progress through formative and summative assessments.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To the school

Media is crucial in teaching vocabulary and pronunciation nowadays, school has obligation to fulfill the facilities especially media which is support learning vocabulary and pronunciation.

2. The Teachers

To the teacher who teach vocabulary and pronunciation, it is better to use certain media in teaching vocabulary and pronunciation to ensure learning process can trigger students to learn more.

3. The students

Students have to understand that by using media in learning vocabulary and pronunciation, it can improve students' English skills, performance, quality, and also motivation.

4. The others researcher.

There are still many side that undone by the researcher so hope that the next researcher can dig more information from vocabulary mastery and pronunciation through media and its' strategy.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
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Nomor : 438 Tahun 2023

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-141/FT.5 /PP.00.9/06/2023
2. Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023

MEMUTUSKAN :

- Menetapkan**
- Pertama** : 1. **Dr. Sakut Anshori, M.Hum** **19811020 200604 1 002**
2. **Meli Fauziah, M.Pd** **19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rada Opelia**

N I M : **19551046**

JUDUL SKRIPSI : **The Teachers Strategy in using Media at Eleventh Grade of MAN 1 Rejang Lebong (a Case Study of Learning English Vocabulary and Pronunciation)**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 20 Juli 2023

Dekan,

Hamengkubuwono

Terbuan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 638 /In.34/FT/PP.00.9/07/2023 21 Juli 2023
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

Kepada Yth. **Kepala Kantor Kementerian Agama**
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rada Opela
 NIM : 19551046
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : The Teachers Strategy in using Media at Eleventh Grade of MAN 1 Rejang Lebong
 (a Case Study in Learning English Vocabulary and Pronunciation)
 Waktu Penelitian : 21 Juli s.d 21 Oktober 2023
 Lokasi Penelitian : MAN Rejang Lebong


Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I,


Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	13/09/2023	Revisi instrument		
2	12/08/2023	Revisi Research Questions		
3	28/08/2023	Revisi Table RA		
4	14/09/2023	Revisi Findings and discussion		
5	21/11/2023	Revisi Table Observasi		
6	7/12/2023	Revisi table		
7	20/12/2023	Revisi References		
8	29/12/2023	Revisi Thesis Exam		


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	13/01/2023	Instrument		
2	12/08/2023	Revisi penulisan dan RA		
3	28/08/2023	Revisi of Related findings		
4	14/09/2023	Revisi gramat dan penulisan		
5	11/11/2023	Revisi Footnote		
6	7/12/2023	Revisi Chapter IV and V		
7	20/12/2023	Revisi Appen dices		
8	25/12/2023	Revisi Thesis Exam		

STRATEGI YANG DIGUNAKAN OLEH GURU DALAM MENGGUNAKAN MEDIA DALAM MENGAJAR KOSA KATA

1. Apakah Anda memilih sumber media yang menarik dan relevan untuk mengajar kosa kata?
2. Bagaimana Anda memilih sumber media yang menarik dan relevan untuk mengajarkan kosa kata?
3. Mengapa Anda yakin Konten yang Menarik dan Relevan dapat meningkatkan minat siswa dalam mempelajari kosa kata?
4. Apakah Anda memasukkan rangsangan visual dan audio untuk meningkatkan pembelajaran kosa kata dalam pengajaran Anda?
5. Bagaimana Anda memasukkan rangsangan visual dan audio untuk meningkatkan pembelajaran kosa kata dalam pengajaran Anda?
6. Mengapa Anda percaya Stimulus Visual dan Audio dapat meningkatkan minat siswa dalam mempelajari kosa kata?
7. Apakah Anda memasukkan teknik atau elemen gamifikasi ke dalam pengajaran kosa kata Anda?
8. Bagaimana Anda memasukkan teknik atau elemen gamifikasi ke dalam pengajaran kosa kata Anda?

8. Bisakah Anda memberikan contoh materi autentik yang telah Anda gunakan dalam pelajaran pelafalan?
9. Mengapa Anda yakin Menggabungkan materi autentik dapat meningkatkan minat siswa dalam mempelajari Pengucapan?
10. Bagaimana Anda menggabungkan pengulangan dan peniruan dalam instruksi pengucapan Anda? 11. Dapatkah Anda memberikan contoh aktivitas atau latihan tertentu yang mendorong pengulangan dan peniruan untuk meningkatkan pelafalan siswa?
12. Mengapa menurut Anda pengulangan dan peniruan penting untuk mengembangkan keterampilan pengucapan?
13. Bagaimana Anda menggabungkan latihan audiovisual dalam instruksi pengucapan Anda?
14. Mengapa menurut Anda menggunakan latihan audiovisual dapat meningkatkan minat siswa dalam mempelajari Pengucapan?
15. Bagaimana Anda mengintegrasikan sumber daya multimedia dalam instruksi pelafalan untuk meningkatkan pengalaman minat siswa?
16. Mengapa menurut Anda pengintegrasian sumber daya multimedia dapat meningkatkan minat siswa dalam mempelajari Pengucapan?
17. Bagaimana Anda memberikan umpan balik kepada siswa tentang pelafalan mereka selama pelajaran?
18. Strategi apa yang Anda gunakan untuk mengidentifikasi dan mengatasi kesalahan pelafalan tertentu atau area yang perlu diperbaiki?

9. Mengapa Anda yakin Gamifikasi dapat meningkatkan minat siswa dalam mempelajari kosa kata?

10. Apakah Anda memasukkan aktivitas interaktif ke dalam pengajaran kosa kata untuk melibatkan siswa secara aktif?

12. Mengapa Anda yakin Kegiatan Interaktif dapat meningkatkan minat siswa dalam mempelajari kosa kata?

13. Apakah Anda memasukkan bahan autentik ke dalam pengajaran kosa kata untuk menyediakan konteks bahasa kehidupan nyata bagi siswa?

14. Bagaimana Anda memasukkan materi otentik ke dalam pengajaran kosa kata Anda untuk memberikan konteks bahasa kehidupan nyata bagi siswa?

15. Mengapa Anda yakin bahwa Authentic Materials dapat meningkatkan minat siswa dalam mempelajari kosa kata?

16. Apakah Anda memasukkan presentasi multimedia ke dalam pengajaran kosa kata Anda untuk meningkatkan pengalaman belajar siswa?

17. Bagaimana Anda memasukkan presentasi multimedia ke dalam pengajaran kosa kata Anda untuk meningkatkan pengalaman belajar siswa?

18. Mengapa Anda yakin Multimedia Presentations dapat meningkatkan minat siswa dalam mempelajari kosa kata?

19. Apakah Anda mendorong kolaborasi teman sebaya dalam kegiatan pembelajaran kosa kata?
20. Bagaimana Anda mendorong kolaborasi teman sebaya dalam kegiatan pembelajaran kosa kata?
21. Mengapa Anda percaya bahwa Kolaborasi Teman Sebaya dapat meningkatkan minat siswa dalam mempelajari kosa kata?
22. Apakah Anda menggabungkan personalisasi dan pilihan dalam pengajaran kosa kata agar lebih bermakna dan relevan bagi masing-masing siswa?
23. Bagaimana Anda memasukkan personalisasi dan pilihan dalam pengajaran kosa kata agar lebih bermakna dan relevan bagi masing-masing siswa?
24. Mengapa Anda yakin Personalisasi dan Pilihan dapat meningkatkan minat siswa dalam mempelajari kosa kata? 25. Apakah Anda menghubungkan kosakata yang diajarkan di kelas dengan aplikasi dan konteks kehidupan nyata?
26. Bagaimana Anda menghubungkan kosa kata yang diajarkan di kelas dengan aplikasi dan konteks kehidupan nyata?
27. Mengapa Anda yakin Aplikasi Kehidupan Nyata dapat meningkatkan minat siswa dalam mempelajari kosa kata?
28. Apakah Anda memberikan umpan balik terus menerus kepada siswa selama pengajaran kosakata untuk mendukung kemajuan belajar mereka?

29. Bagaimana Anda memberikan umpan balik terus menerus kepada siswa selama pengajaran kosa kata untuk mendukung kemajuan belajar mereka?

30. Mengapa Anda yakin Umpan Balik dan Pengakuan Berkelanjutan dapat meningkatkan minat siswa dalam mempelajari kosa kata?

STRATEGI YANG DIGUNAKAN OLEH GURU DALAM MENGGUNAKAN MEDIA DALAM MENGAJAR PENGUCAPAN

1. Bagaimana Anda menentukan sumber daya media mana yang akan digunakan untuk mengajar pelafalan?

2. Faktor apa yang Anda pertimbangkan saat memilih media berbasis audio untuk instruksi pengucapan?

3. Mengapa Anda yakin memilih media yang tepat dapat meningkatkan minat siswa dalam mempelajari Pronunciation?

4. Bagaimana Anda menggabungkan isyarat visual dalam instruksi pelafalan untuk mendukung pemahaman dan produksi suara siswa?

5. Jenis alat bantu visual atau referensi apa yang Anda gunakan untuk memberikan isyarat visual selama pelajaran pelafalan?

6. Mengapa menurut Anda Memberikan isyarat visual dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

7. Bagaimana Anda mendefinisikan dan memilih materi autentik untuk pengajaran pelafalan?

8. Bisakah Anda memberikan contoh materi autentik yang telah Anda gunakan dalam pelajaran pelafalan?

9. Mengapa Anda yakin Menggabungkan materi autentik dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

10. Bagaimana Anda menggabungkan pengulangan dan peniruan dalam instruksi pengucapan Anda? 11. Dapatkah Anda memberikan contoh aktivitas atau latihan tertentu yang mendorong pengulangan dan peniruan untuk meningkatkan pelafalan siswa?

12. Mengapa menurut Anda pengulangan dan peniruan penting untuk mengembangkan keterampilan pengucapan?

13. Bagaimana Anda menggabungkan latihan audiovisual dalam instruksi pengucapan Anda?

14. Mengapa menurut Anda menggunakan latihan audiovisual dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

15. Bagaimana Anda mengintegrasikan sumber daya multimedia dalam instruksi pelafalan untuk meningkatkan pengalaman minat siswa?

16. Mengapa menurut Anda pengintegrasian sumber daya multimedia dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

17. Bagaimana Anda memberikan umpan balik kepada siswa tentang pelafalan mereka selama pelajaran?

18. Strategi apa yang Anda gunakan untuk mengidentifikasi dan mengatasi kesalahan pelafalan tertentu atau area yang perlu diperbaiki?

19. Mengapa menurut Anda Memberikan umpan balik dan panduan korektif dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

20. Bagaimana Anda merancang aktivitas komunikatif yang secara khusus menargetkan pengembangan pelafalan?

21. Mengapa Anda yakin Menciptakan aktivitas komunikatif dapat meningkatkan minat siswa dalam mempelajari Pronunciation?

22. Strategi apa yang Anda gunakan untuk memotivasi siswa agar terlibat dalam belajar mandiri untuk peningkatan pelafalan?

23. Mengapa menurut Anda Mendorong belajar mandiri dapat meningkatkan minat siswa dalam mempelajari Pronunciation?

24. Apakah Anda memantau dan menilai kemajuan siswa dalam pengucapan selama kursus atau semester?

25. Bagaimana Anda memantau dan menilai kemajuan siswa dalam pengucapan selama kursus atau semester?

26. Mengapa menurut Anda Pemantauan dan penilaian kemajuan dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

Nama : Rada Opelia
Nim : 19551046

Strategy used by the teacher in using media in teaching vocabulary

No	Strategies	Description	Questions
1	Engaging and Relevant Content	Select media resources that are relevant to students' interests and age level. Choose videos, songs, podcasts, or interactive websites that feature vocabulary related to topics that students find interesting and can relate to.	<ol style="list-style-type: none"> 1. Do you select media resources that are engaging and relevant for teaching vocabulary? 2. How do you select media resources that are engaging and relevant for teaching vocabulary? 3. Why do you believe Engaging and Relevant Content can enhance students' interest in learning vocabulary?
2	Visual and Audio Stimuli	Utilize media that provides visual and audio stimuli to enhance students' engagement and comprehension of vocabulary. Incorporate videos with subtitles, images, infographics, or audio recordings that illustrate the meaning and usage of vocabulary words.	<ol style="list-style-type: none"> 4. Do you incorporate visual and audio stimuli to enhance vocabulary learning in your teaching? 5. How do you incorporate visual and audio stimuli to enhance vocabulary learning in your teaching? 6. Why do you believe Visual and Audio Stimuli can enhance students' interest in learning vocabulary?

3	Gamification	Introduce gamified elements into vocabulary learning through media. Use vocabulary apps or online games that offer challenges, rewards, and progress tracking, making the learning process enjoyable and motivating for students.	<p>7. Do you incorporate gamification techniques or elements into your vocabulary teaching?</p> <p>8. How do you incorporate gamification techniques or elements into your vocabulary teaching?</p> <p>9. Why do you believe Gamification can enhance students' interest in learning vocabulary?</p>
4	Interactive Activities	Design interactive activities that involve student participation and interaction with the media. For example, create vocabulary quizzes, interactive exercises, or online discussions where students can actively engage with the content and practice using the vocabulary in context.	<p>10. Do you incorporate interactive activities into your vocabulary teaching to actively engage students?</p> <p>11. How do you incorporate interactive activities into your vocabulary teaching to actively engage students?</p> <p>12. Why do you believe Interactive Activities can enhance students' interest in learning vocabulary?</p>
5	Authentic Materials	Introduce authentic materials such as news	13. Do you incorporate

		articles, blogs, or podcasts that feature real-world language use and expose students to authentic vocabulary. This helps students see the relevance of vocabulary in real-life contexts and enhances their interest in learning.	<p>authentic materials into your vocabulary teaching to provide real-life language contexts for students?</p> <p>14. How do you incorporate authentic materials into your vocabulary teaching to provide real-life language contexts for students?</p> <p>15. Why do you believe Authentic Materials can enhance students' interest in learning vocabulary?</p>
6	Multimedia Presentations	Encourage students to create multimedia presentations using vocabulary words. They can create videos, slideshows, or audio recordings that showcase their understanding and usage of the vocabulary. This allows students to be creative and actively engage with the vocabulary in a meaningful way.	<p>16. Do you incorporate multimedia presentations into your vocabulary teaching to enhance students' learning experience?</p> <p>17. How do you incorporate multimedia presentations into your vocabulary teaching to enhance students' learning experience?</p> <p>18. Why do you believe Multimedia Presentations can enhance students'</p>

			interest in learning vocabulary?
7	Peer Collaboration	Incorporate collaborative activities where students work together to explore and discuss vocabulary using media resources. Encourage students to share their findings, exchange ideas, and engage in vocabulary-related discussions, fostering a sense of community and increasing interest in the learning process.	19. Do you encourage peer collaboration in vocabulary learning activities? 20. How do you encourage peer collaboration in vocabulary learning activities? 21. Why do you believe Peer Collaboration can enhance students' interest in learning vocabulary?
8	Personalization and Choice	Provide opportunities for students to personalize their vocabulary learning using media. Allow them to choose media resources or topics related to their interests, enabling them to feel more connected and invested in the learning experience.	22. Do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students? — <i>not relevant</i> 23. How do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students? } <i>not relevant</i> 24. Why do you believe Personalization

			interest in learning vocabulary?
7	Peer Collaboration	Incorporate collaborative activities where students work together to explore and discuss vocabulary using media resources. Encourage students to share their findings, exchange ideas, and engage in vocabulary-related discussions, fostering a sense of community and increasing interest in the learning process.	19. Do you encourage peer collaboration in vocabulary learning activities? 20. How do you encourage peer collaboration in vocabulary learning activities? 21. Why do you believe Peer Collaboration can enhance students' interest in learning vocabulary?
8	Personalization and Choice	Provide opportunities for students to personalize their vocabulary learning using media. Allow them to choose media resources or topics related to their interests, enabling them to feel more connected and invested in the learning experience.	22. Do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students? — <i>not relevant</i> 23. How do you incorporate personalization and choice in vocabulary teaching to make it more meaningful and relevant to individual students? } <i>not relevant</i> 24. Why do you believe Personalization

			and Choice can enhance students' interest in learning vocabulary?
9	Real-Life Application	Demonstrate to students how vocabulary is used in real-life contexts by incorporating authentic examples and scenarios. Show videos, interviews, or simulations where vocabulary words are applied, highlighting their practical usage and relevance.	25. Do you connect the vocabulary taught in the classroom to real-life applications and contexts? 26. How do you connect the vocabulary taught in the classroom to real-life applications and contexts? 27. Why do you believe Real-Life Application can enhance students' interest in learning vocabulary?
10	Continuous Feedback and Recognition	Provide regular feedback and positive reinforcement to students as they engage with media-based vocabulary activities. Recognize their efforts, progress, and achievements, which helps maintain their motivation and interest in learning vocabulary.	28. Do you provide continuous feedback to students during vocabulary instruction to support their learning progress? 29. How do you provide continuous feedback to students during vocabulary instruction to support their learning progress? 30. Why do you believe Continuous Feedback and

			Recognition can enhance students' interest in learning vocabulary?
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Strategy used by the teacher in using media in teaching pronunciation

No	Strategies	Description	Questions
1	Selecting appropriate media	Teachers can choose various forms of media, such as audio recordings, videos, or interactive online resources that provide clear and accurate models of pronunciation.	<ol style="list-style-type: none"> 1. How do you determine which media resources to use for teaching pronunciation? 2. What factors do you consider when selecting audio-based media for pronunciation instruction? 3. Why do you believe selecting appropriate media can enhance students' interest in learning Pronunciation?
2	Providing visual cues	Visual aids, such as diagrams, mouth shape illustrations, or videos showing the movement of articulatory organs, can help students understand the physical aspects of pronunciation.	<ol style="list-style-type: none"> 4. How do you incorporate visual cues in your pronunciation instruction to support students' understanding and production of sounds? 5. What types of visual aids or resources do you use to provide visual cues during pronunciation lessons?

			6. Why do you believe Providing visual cues can enhance students' interest in learning Pronunciation?
3	Incorporating authentic materials	Using authentic media sources, such as news clips, interviews, or podcasts, can expose students to real-life examples of pronunciation in different contexts and accents.	7. How do you define and select authentic materials for teaching pronunciation? 8. Can you provide an example of an authentic material you have used in your pronunciation lessons? How did it enhance students' understanding and practice of pronunciation? 9. Why do you believe Incorporating authentic materials can enhance students' interest in learning Pronunciation?
4	Utilizing repetition and imitation	Teachers can use media to repeatedly expose students to correct pronunciation models, encouraging them to imitate and practice the sounds, stress patterns, and intonation.	10. How do you incorporate repetition and imitation in your pronunciation instruction? 11. Can you provide an example of a specific activity or exercise where you encourage repetition and

			<p>imitation to enhance students' pronunciation?</p> <p>12. Why do you believe repetition and imitation are important for developing pronunciation skills?</p>
5	Using audiovisual exercises	Interactive media platforms or software can offer pronunciation exercises where students can listen, record, and compare their own pronunciation with the model.	<p>13. How do you incorporate audiovisual exercises in your pronunciation instruction?</p> <p>14. Why do you believe using audiovisual exercises can enhance students' interest in learning Pronunciation?</p>
6	Integrating multimedia resources	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>15. How do you integrate multimedia resources in your pronunciation instruction to enhance students' interest experience?</p> <p>16. Why do you believe integrating multimedia resources can enhance students' interest in learning Pronunciation?</p>

7	Providing feedback and corrective guidance	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>17. How do you provide feedback to students on their pronunciation during lessons?</p> <p>18. What strategies do you use to identify and address specific pronunciation errors or areas for improvement?</p> <p>19. Why do you believe Providing feedback and corrective guidance can enhance students' interest in learning Pronunciation?</p>
8	Creating communicative activities	Combining audio, visual, and interactive elements can enhance students' understanding and engagement with pronunciation, such as using videos with subtitles, audio recordings with transcripts, or online pronunciation tutorials.	<p>20. How do you design communicative activities that specifically target pronunciation development?</p> <p>21. Why do you believe Creating communicative activities can enhance students' interest in learning Pronunciation?</p>
9	Encouraging self-study	Teachers can recommend online resources, mobile apps, or pronunciation software that students can use independently to	22. What strategies do you use to motivate students to engage in self-study for pronunciation improvement?

		practice pronunciation outside the classroom.	23. Why do you believe Encouraging self-study can enhance students' interest in learning Pronunciation?
10	Monitoring and assessing progress	Teachers can recommend online resources, mobile apps, or pronunciation software that students can use independently to practice pronunciation outside the classroom.	24. Do you monitor and assess students' progress in pronunciation throughout the course or semester? 25. How do you monitor and assess students' progress in pronunciation throughout the course or semester? 26. Why do you believe Monitoring and assessing progress can enhance students' interest in learning Pronunciation?

The implementation of Strategy used by the teacher in using media in learning to enhance students' interest in teaching vocabulary

No	Strategies	Checklist Items	Yes	No
1	Engaging and Relevant Content	1. Select relevant vocabulary words based on students' level and interests. 2. Incorporate current and culturally diverse content that captures students' attention.		

2	Visual and Audio Stimuli	3. Use multimedia resources such as videos, images, and audio clips to present vocabulary. 4. Ensure visuals and audio are clear, engaging, and of high quality		
3	Gamification	5. Incorporate gamified elements to make learning vocabulary interactive and enjoyable.		
4	Interactive Activities	6. Include interactive activities that engage students with the vocabulary words.		
5	Authentic Materials	7. Incorporate authentic materials like news articles, podcasts, or interviews.		
6	Multimedia Presentations	8. Utilize multimedia presentations combining text, visuals, and audio for comprehensive explanations.		
7	Peer Collaboration	9. Promote collaborative learning through pair work or group activities.		
8	Personalization and Choice	10. Promote collaborative learning through pair work or group activities.		
9	Real-Life Application	11. Connect vocabulary learning to real-life situations and encourage practical application.		
10	Continuous Feedback and Recognition	12. Provide ongoing feedback to students on their vocabulary learning progress.		

		13. Recognize and celebrate students' achievements and improvements in vocabulary learning.		
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The implementation of Strategy used by the teacher in using media in learning to enhance students' interest in teaching vocabulary

No	Strategies	Checklist Items	Yes	No
1	Selecting appropriate media	1. Choose media resources suitable for teaching pronunciation, aligned with students' proficiency level. 2. Ensure media covers relevant pronunciation features.		
2	Providing visual cues	1. Utilize diagrams, charts, or animations to support understanding of correct pronunciation. 2. Incorporate visual representations of mouth and tongue positions for accurate sound production.		
3	Incorporating authentic materials	3. Include authentic materials like songs, dialogues, or speeches for exposure to natural pronunciation.		
4	Utilizing repetition and imitation	4. Encourage repetition and imitation of target sounds, words, and sentences.		
5	Using audiovisual exercises	5. Provide exercises combining auditory and visual elements for reinforcing correct pronunciation		
6	Integrating multimedia resources	6. Utilize pronunciation apps, online tutorials,		

		or interactive websites for targeted practice.		
7	Providing feedback and corrective guidance	7. Offer timely feedback and corrective guidance on pronunciation errors.		
8	Creating communicative activities	8. Design activities that require correct pronunciation in authentic contexts.		
9	Encouraging self-study	9. Provide resources and recommendations for independent practice and exploration of pronunciation.		
10	Monitoring and assessing progress	10. Regularly assess students' pronunciation progress through formative and summative assessments.		

12
 Narasumber
 Ibu. Mumi Arda

STRATEGI YANG DIGUNAKAN OLEH GURU DALAM MENGGUNAKAN MEDIA DALAM MENGAJAR KOSA KATA

1. Apakah Anda memilih sumber media yang menarik dan relevan untuk mengajar kosa kata?

Ya

2. Bagaimana Anda memilih sumber media yang menarik dan relevan untuk mengajarkan kosa kata?

Menggunakan media seperti gambar, internet

3. Mengapa Anda yakin Konten yang Menarik dan Relevan dapat meningkatkan minat siswa dalam mempelajari kosa kata?

Karna dengan
 biar tidak monoton

4. Apakah Anda memasukkan rangsangan visual dan audio untuk meningkatkan pembelajaran kosa kata dalam pengajaran Anda?

Ya

5. Bagaimana Anda memasukkan rangsangan visual dan audio untuk meningkatkan pembelajaran kosa kata dalam pengajaran Anda?

Bisa melalui film dan nyany

6. Mengapa Anda percaya Stimulus Visual dan Audio dapat meningkatkan minat siswa dalam mempelajari kosa kata?

7. Apakah Anda memasukkan teknik atau elemen gamifikasi ke dalam pengajaran kosa kata Anda?

Kalau Materi Tergantung Materi. situasi, waktu

8. Bagaimana Anda memasukkan teknik atau elemen gamifikasi ke dalam pengajaran kosa kata Anda?

9. Mengapa Anda yakin Gamifikasi dapat meningkatkan minat siswa dalam mempelajari kosa kata?

10. Apakah Anda memasukkan aktivitas interaktif ke dalam pengajaran kosa kata untuk melibatkan siswa secara aktif?

melibatkan siswa secara aktif

12. Mengapa Anda yakin Kegiatan Interaktif dapat meningkatkan minat siswa dalam mempelajari kosa kata?

karna ada rangsangan / memacu siswa

13. Apakah Anda memasukkan bahan autentik ke dalam pengajaran kosa kata untuk menyediakan konteks bahasa kehidupan nyata bagi siswa?

Iya - -

14. Bagaimana Anda memasukkan materi otentik ke dalam pengajaran kosa kata Anda untuk memberikan konteks bahasa kehidupan nyata bagi siswa?

Media Youtube . Reading text lingkungan seperti banjir

15. Mengapa Anda yakin bahwa Authentic Materials dapat meningkatkan minat siswa dalam mempelajari kosa kata?

karna zaman sekarang

16. Apakah Anda memasukkan presentasi multimedia ke dalam pengajaran kosa kata Anda untuk meningkatkan pengalaman belajar siswa?

Iya

17. Bagaimana Anda memasukkan presentasi multimedia ke dalam pengajaran kosa kata Anda untuk meningkatkan pengalaman belajar siswa?

Menggunakan

18. Mengapa Anda yakin Multimedia Presentations dapat meningkatkan minat siswa dalam mempelajari kosa kata?

membuat video

19. Apakah Anda mendorong kolaborasi teman sebaya dalam kegiatan pembelajaran kosa kata?

Saling Kolaborasi Reading text

20. Bagaimana Anda mendorong kolaborasi teman sebaya dalam kegiatan pembelajaran kosa kata?

21. Mengapa Anda percaya bahwa Kolaborasi Teman Sebaya dapat meningkatkan minat siswa dalam mempelajari kosa kata?

Belum

22. Apakah Anda menggabungkan personalisasi dan pilihan dalam pengajaran kosa kata agar lebih bermakna dan relevan bagi masing-masing siswa?

23. Bagaimana Anda memasukkan personalisasi dan pilihan dalam pengajaran kosa kata agar lebih bermakna dan relevan bagi masing-masing siswa?

24. Mengapa Anda yakin Personalisasi dan Pilihan dapat meningkatkan minat siswa dalam mempelajari kosa kata? 25. Apakah Anda menghubungkan kosakata yang diajarkan di kelas dengan aplikasi dan konteks kehidupan nyata?

26. Bagaimana Anda menghubungkan kosa kata yang diajarkan di kelas dengan aplikasi dan konteks kehidupan nyata?

dengan komunikasi dengan teman-teman tertentu

27. Mengapa Anda yakin Aplikasi Kehidupan Nyata dapat meningkatkan minat siswa dalam mempelajari kosa kata?

Karna dengan adanya percakapan langsung mudah

28. Apakah Anda memberikan umpan balik terus menerus kepada siswa selama pengajaran kosakata untuk mendukung kemajuan belajar mereka?

Berdasar situasi semacam

29. Bagaimana Anda memberikan umpan balik terus menerus kepada siswa selama pengajaran kosa kata untuk mendukung kemajuan belajar mereka?

30. Mengapa Anda yakin Umpan Balik dan Pengakuan Berkelanjutan dapat meningkatkan minat siswa dalam mempelajari kosa kata?

STRATEGI YANG DIGUNAKAN OLEH GURU DALAM MENGGUNAKAN MEDIA DALAM MENGAJAR PENGUCAPAN

1. Bagaimana Anda menentukan sumber daya media mana yang akan digunakan untuk mengajar pelafalan?

Menggunakan media youtube, listening film.

2. Faktor apa yang Anda pertimbangkan saat memilih media berbasis audio untuk instruksi pengucapan?

Karna audi lebih menarik, bikin ngantuk, lehi

3. Mengapa Anda yakin memilih media yang tepat dapat meningkatkan minat siswa dalam mempelajari Pronunciation?

Menarik

4. Bagaimana Anda menggabungkan isyarat visual dalam instruksi pelafalan untuk mendukung pemahaman dan produksi suara siswa?

Memilih kosa kata yg sulit kemudian diulang lagi

5. Jenis alat bantu visual atau referensi apa yang Anda gunakan untuk memberikan isyarat visual selama pelajaran pelafalan?

menakain ipifocus, mempelajari interaktif, audio

6. Mengapa menurut Anda Memberikan isyarat visual dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

siswa menari atau siswa bosan

7. Bagaimana Anda mendefinisikan dan memilih materi autentik untuk pengajaran pelafalan?

8. Bisakah Anda memberikan contoh materi autentik yang telah Anda gunakan dalam pelajaran pelafalan? *speaking reading listening*

9. Mengapa Anda yakin menggabungkan materi autentik dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

lebih efektif

*Repetisi
kita
dengar sendiri*

10. Bagaimana Anda menggabungkan pengulangan dan peniruan dalam instruksi pengucapan Anda? 11. Dapatkah Anda memberikan contoh aktivitas atau latihan tertentu yang mendorong pengulangan dan peniruan untuk meningkatkan pelafalan siswa? *mengucapkan tiruan*

12. Mengapa menurut Anda pengulangan dan peniruan penting untuk mengembangkan keterampilan pengucapan?

ya bahasa diterangkan,

13. Bagaimana Anda menggabungkan latihan audiovisual dalam instruksi pengucapan Anda?

siswa melihat mendengar

14. Mengapa menurut Anda menggunakan latihan audiovisual dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

menarik, efektif

15. Bagaimana Anda mengintegrasikan sumber daya multimedia dalam instruksi pelafalan untuk meningkatkan pengalaman minat siswa?

masuk lab bahasa

16. Mengapa menurut Anda pengintegrasian sumber daya multimedia dapat meningkatkan minat siswa dalam mempelajari Pengucapan?

17. Bagaimana Anda memberikan umpan balik kepada siswa tentang pelafalan mereka selama pelajaran?

18. Strategi apa yang Anda gunakan untuk mengidentifikasi dan mengatasi kesalahan pelafalan tertentu atau area yang perlu diperbaiki?

mencoba dan mengulang metode Fry anderson dari kesalahan diperbaiki



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
 Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/378 /IP/DPMPSTP/VII/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 638/In.34/FT/PP.00.9/07/2023 tanggal 21 Juli 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Rada Opelia/ Air Dingin, 25 September 2001
 NIM : 19551046
 Pekerjaan : Mahasiswa
 Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
 Judul Proposal Penelitian : The Teacher's Strategy In Using Media At Eleventh Grade Of MAN 1 Rejang Lebong (A Case Study in Teaching English Vocabulary and Pronunciation)
 Lokasi Penelitian : MAN 1 Rejang Lebong
 Waktu Penelitian : 28 Juli 2023 s/d 21 Oktober 2023
 Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
 Pada Tanggal : 28 Juli 2023

Kepala Dinas Penanaman Modal dan Pelayanan
 Terpadu Satu Pintu
 Kabupaten Rejang Lebong




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4. Yang Bersangkutan
5. Arsip



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Nama : Rada Opelia
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Telah Melaksanakan Penelitian dalam rangka Penyusunan **Skripsi** di MAN Rejang Lebong Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong, No: 503/378/IP/DPMPSTSP/VII/2023 Tanggal 28 Juli 2023, perihal Izin Penelitian, dengan Judul **Skripsi** “ **The Teacher’s Startegy In Using Media At Eleventh Grade Of MAN Rejang Lebong (A Case Study in Teaching English Vocabulary and Pronunciation).**” Terhitung dari tanggal 28 Juli S/d 21 Oktober 2023.

Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.

Rejang Lebong, 08 Januari 2024

Kepala,



H. YUSRIJAL, M.Pd

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BIOGRAPHY



RADA OPELIA was born on September-25-2001 in Air Dingin. The writer is the second daughter and three siblings of the couple Mr. Sabandi and Mrs. Siti Amina. The writer studied elementary school at SDN 24 Lebong in 2007-2012 and continued her next level of education at SMPN 18 Lebong until in 2016 the author chose SMAN 3 Rejang Lebong, Then the Writer continued his studies at IAIN Curup with the English Study Program at the Tarbiah Faculty.

Praise be to Allah who has given the author strength, as well as motivation from parents and inspiration so that the author is able to continue studying and continue the process of completing his studies at IAIN CURUP, until finally this thesis can be completed, hopefully it can be useful for others.