

The Effectiveness of Using Audiovisual Media in English Pronunciation Learning

Adinda Firdaus^{1*}, Qomario¹, Agus Hasi Utama²

^{1*, 1, 2}University of Lambung Mangkurat, Indonesia

* Corresponding Author: gr3nflow3r@gmail.com

ABSTRACT

Pronunciation is a critical component of language proficiency, yet many learners struggle due to limited exposure to native pronunciation models and the continued use of traditional, lecture-based methods. This study investigates the effectiveness of audiovisual media that is YouTube in improving English pronunciation skills among students. The researchers employed a quasi-experimental design with two groups of students from Politeknik Negeri Banjarmasin: one taught using audiovisual media, YouTube ($n = 30$) and the other using conventional methods ($n = 30$). The experimental group was exposed to videos featuring native speakers and pronunciation tutorials for four meetings, while the control group relied on textbook-based instruction. Data were collected through a post-test measuring pronunciation accuracy and a perception questionnaire distributed to the experimental group. The results showed a statistically significant improvement in the experimental group's pronunciation scores compared to the control group ($t(58) = -4.031$, $p < 0.001$), indicating that audiovisual media had a positive impact. Questionnaire responses also revealed high student engagement and motivation, with over 90% of students reporting that video-based learning made English more enjoyable and effective. Students particularly noted improvements in pronunciation understanding and communication skills. However, some learners reported difficulty in following video content, suggesting a need for supportive features like subtitles or guided instruction. Overall, this study confirms that audiovisual media is a valuable tool for enhancing English pronunciation and supports its integration into language learning curricula to better meet student needs in the digital era

Keywords: audiovisual, media, English, pronunciation, learning

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INTRODUCTION

Pronunciation ability in English is one of the essential components of language skills, particularly in speaking. Mastery of good pronunciation helps individuals communicate effectively and reduces misunderstandings during interactions (Mu'in et al., 2017; Sulistyaningsih, 2024). Without proper pronunciation, the intended message in communication can be distorted, hindering the fluency of language use (Inceoglu et al., 2024).

Learning pronunciation poses a significant challenge for learners whose native language is vastly different from English, such as Indonesian (Adelia, 2024; Andini & Zaitun, 2022; Mu'in et al., 2017). Students often struggle to mimic foreign sounds not found in their everyday language, thus requiring appropriate teaching strategies to overcome these difficulties. This challenge often leads to a lack of confidence in speaking English (Hasibuan & Irzawati, 2020; Wahyuni & Afrianti, 2021), and can hinder the overall development of speaking skills.

A study conducted by the National Education Standards Agency (BSNP) in its 2022 education quality report indicates that Indonesian students' English-speaking skills remain in the low category, with pronunciation being one of the main areas of weakness (Andini & Zaitun, 2022; Inceoglu et al., 2024; Sulistiyaningsih, 2024). This situation reflects the urgent need to improve English learning methods and media, especially in the pronunciation aspect. Such improvements are crucial to ensure that students not only understand the theory of English but are also able to apply it fluently in spoken communication.

Several contributing factors include the continued use of conventional teaching methods (Kahar et al., 2023), lack of utilization of modern learning media and limited opportunities for students to hear and imitate pronunciation from native speakers (Sulistiyaningsih, 2024). This condition is exacerbated by insufficient direct pronunciation practice during classroom learning (Irfan et al., 2025). As a result, students do not receive enough stimulation and feedback needed to effectively correct their pronunciation mistakes.

Learning processes dominated by lectures and rote memorization fail to train students to actively and naturally produce English sounds. In language learning, speaking skills should ideally be developed through repeated, hands-on practice to foster automatic and natural pronunciation. Therefore, a learning approach that positions students as active participants in language production through intensive and targeted practice is essential.

If this condition continues without innovation in teaching methods and media, it will lead to a further decline in students' English speaking abilities. The impact is not only academic but also affects students' readiness to compete in a global world that demands foreign language communication skills (Masita, 2024). In the long term, this could hinder students' opportunities for international education and access to the increasingly competitive global job market (Murtiningsih & Amelia, 2023).

Ultimately, this situation can hinder the competitiveness of Indonesia's younger generation in facing the challenges of globalization, where mastery of international languages is a primary necessity (Murtiningsih & Amelia, 2023). Therefore, intervention in the form of innovative learning media is urgently needed to address this issue. One applicable solution is the use of audiovisual media, which can enhance student motivation and engagement in English learning.

To address these challenges, a more innovative learning approach is required, such as the use of audiovisual media. This media can present pronunciation learning in a more engaging and realistic way by displaying accurate pronunciation models from native speakers (Andini & Zaitun, 2022; Azaria & Burhayani, 2024; Saed et al., 2021). With audiovisual media, students can more easily understand sound differences, intonation, and rhythm in English contextually and practically.

Audiovisual media, such as educational videos, short films, and recordings of native speakers, offer a more realistic, engaging, and contextual learning experience (Concesal & Roslaini, 2024; Lestari et al., 2021; Ostiz-Blanco et al., 2021; Sulistiyaningsih, 2024). By integrating both audio and visual aspects, this media activates more senses in the learning process, thereby improving students' understanding and retention of pronunciation material. Additionally, it creates a more interactive and enjoyable learning environment, encouraging active student participation (Concesal & Roslaini, 2024).

The audiovisual-based approach allows students not only to see how words are pronounced but also to hear the correct intonation, word stress, and speech rhythm, effectively improving their pronunciation skills (Tikulimbong et al., 2024). This makes learning more meaningful and gives students the opportunity to independently correct their pronunciation through observation and imitation. The approach also helps students better identify sound differences in the language being learned, thereby enhancing their understanding of its phonological aspects.

Based on this background, this research focuses on examining the effectiveness of using audiovisual media in English pronunciation learning. The study will use a quantitative approach, providing treatment to an experimental group and comparing the results with a control group using conventional teaching methods. This approach is expected to yield valid and reliable data on the impact of audiovisual media use on students' pronunciation improvement. The results are

anticipated to contribute to the development of more effective English teaching methods tailored to current students' needs.

In line with this background, the research question is: 1. Is there any significant difference in pronunciation ability between the class taught using audiovisual media and the class that is not taught using audiovisual media? 2. How do the students taught using audiovisual media perceived the English learning especially in their pronunciation ability?

Correspondingly, the aim of this study is to determine the effectiveness of audiovisual media in enhancing students' pronunciation skills, offering a more innovative learning strategy to support the development of students' speaking competence in the globalization era.

METHOD

This study employed a quasi-experimental design to examine the effectiveness of using audiovisual media in English pronunciation learning. Specifically, the research utilized a non-equivalent control group design, where two existing classes are assigned as the experimental and control groups without random assignment (Creswell & Creswell, 2018). This method is chosen due to the practical constraints of educational settings, where randomization is often not feasible.

In this design, both groups—experimental and control—undergo a post-test after the treatment phase for four meetings in English course to measure the outcomes. The experimental group received pronunciation instruction using audiovisual media, that are videos from YouTube featuring native speakers, pronunciation tutorials, and interactive visual-audio exercises. Meanwhile, the control group is taught using conventional methods, typically involving lectures, textbook readings, and teacher modeling without multimedia support.

The effectiveness of the intervention was assessed by comparing the post-test scores of both groups. The post-test consists of pronunciation tasks designed to evaluate accuracy, intonation, and fluency. The data collected is then analyzed statistically to determine whether there is a significant difference in pronunciation performance between the two groups.

This quasi-experimental approach allows the researchers to observe the causal effect of the audiovisual media intervention on students' pronunciation abilities, despite the absence of random group assignment. It also maintains ecological validity by conducting the study in a real classroom environment, making the findings more applicable to actual teaching practices.

The population of this study is all students of Politeknik Negeri Banjarmasin in odd semester of academic year 2024/2025. Meanwhile, the samples are 30 students from Class 2A of Mining Engineering of Politeknik Negeri Banjarmasin students as experimental group and 30 students from Class 2C of Mining Engineering students as control group. These classes were selected randomly from four classes enrolled in English course.

The researchers used a post-test for both the experimental group and control group, and a questionnaire distributed through Google Form for experimental group only. These instruments were aimed to obtain the data needed in this study to answer the research questions.

The data obtained in this study was tabulated and analyzed using SPSS version 26 that is independent sample t-test to answer research question 1 and descriptive statistics to answer research question 2.

FINDINGS AND DISCUSSION

Findings

The students in both experimental and control groups finished answering the post-test and the data was analyzed. The results are given in Table 1 and Table 2.

Table 1. Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	30	77.7667	4.15794	0.75913
Group	30	81.4667	2.82517	0.51580

Experimental
Group

Table 2. Results of the Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Post- test	Equal variances assumed	0.459	0.501	-4.031	58	0.000	-3.70000	0.91779	-	5.53715	1.86285
	Equal variances not assumed			-4.031	51.072	0.000	-3.70000	0.91779	-	5.54248	1.85752

It is seen in Table 2 that the data in these two groups are homogeneous with the $p\text{-value} = 0.459 > 0.05$. The mean difference of the groups is -3.70 (with a 95% confidence interval from -5.53 to -1.86) confirms that students in the experimental group significantly outperformed those in the control group in their pronunciation test scores., and the standard deviation difference is 0.917. Levene's Test for Equality of Variances yielded a **p-value of 0.501**, indicating that the assumption of equal variances was met.

Meanwhile, the students in experimental class responses are tabulated in Table 3.

Table 3. Results of the Questionnaire Distributed in Experimental Group

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Video media makes my English learning more enjoyable.	63.3%	30%	3.3%	3.3%
2.	Video media is more effective for my English learning, especially for learning how words are pronounced in English.	56.7%	40%	0%	3.3%
3.	I can understand the pronunciation of English words more easily when using videos.	46.7%	43.3%	10%	0%
4.	Understanding how to pronounce words	50%	43.3%	6.7%	0%

	in English is easier when using videos.				
5.	Compared to regular audio recordings, learning with videos helps me more in understanding English pronunciation.	50%	43.3%	6.7%	0%
6.	Doing pronunciation assignments in English becomes more interesting after learning English through videos.	46.7%	50%	3.3%	0%
7.	I gain a better understanding of pronunciation and expressions used in daily life after learning English through videos.	53.3%	36.7%	10%	0%
8.	My understanding of English communication in various situations has improved after learning using videos.	53.3%	46.7%	0%	0%
9.	I prefer to learn English word pronunciation using videos.	46.7%	43.3%	6.7%	3.3%
10.	In my opinion, learning English using videos is difficult to understand.	23.3%	23.3%	3.3%	50%

1. Media video membuat pembelajaran Bahasa Inggris saya lebih menyenangkan.

30 jawaban

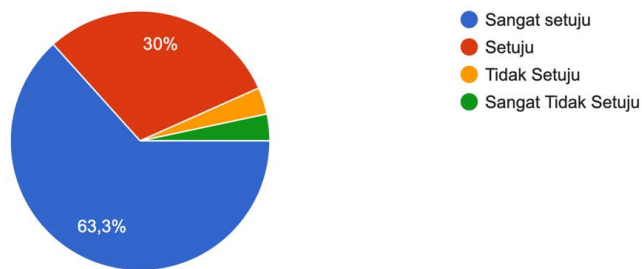


Figure 1. Questionnaire evidence number 1

2. Media video lebih tepat guna untuk pembelajaran Bahasa Inggris saya khususnya pada cara/ contoh pengucapan kata dalam bahasa Inggris.

30 jawaban

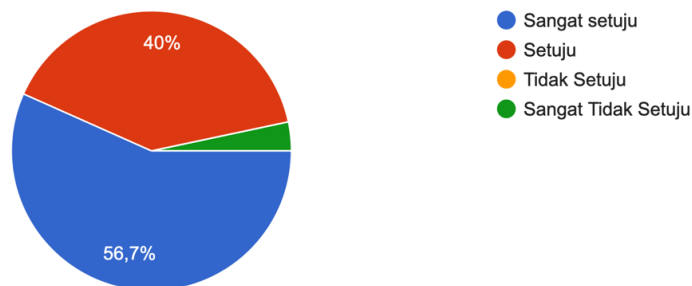


Figure 2. Questionnaire evidence number 2

3. Saya dapat memahami pengucapan kata dalam bahasa Inggris dengan lebih mudah ketika menggunakan video.

30 jawaban

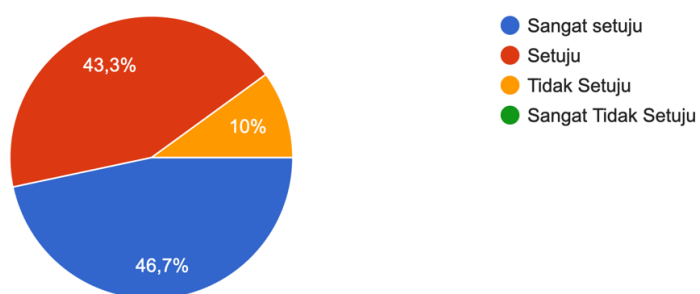


Figure 3. Questionnaire evidence number 3

4. Memahami cara mengucapkan kata dalam Bahasa Inggris lebih mudah dengan menggunakan video.

30 jawaban

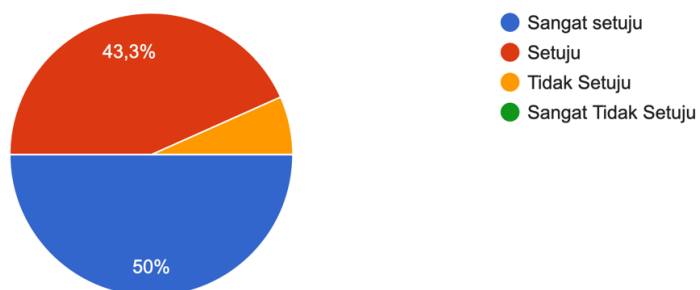


Figure 4. Questionnaire evidence number 4

5. Dibanding rekaman audio biasa, pembelajaran dengan menggunakan video lebih membantu saya untuk memahami pengucapan dalam Bahasa Inggris.

30 jawaban

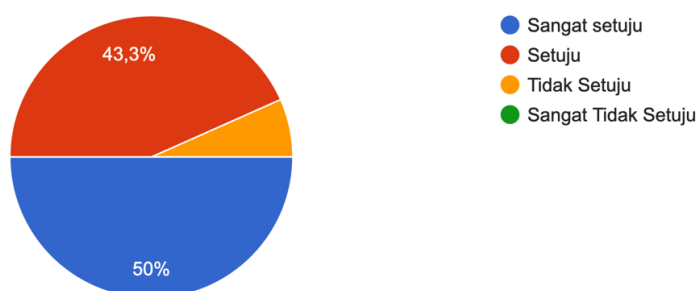


Figure 5. Questionnaire evidence number 5

6. Pengerjaan tugas pengucapan dalam bahasa Inggris menjadi lebih menarik setelah saya belajar Bahasa Inggris menggunakan video.

30 jawaban

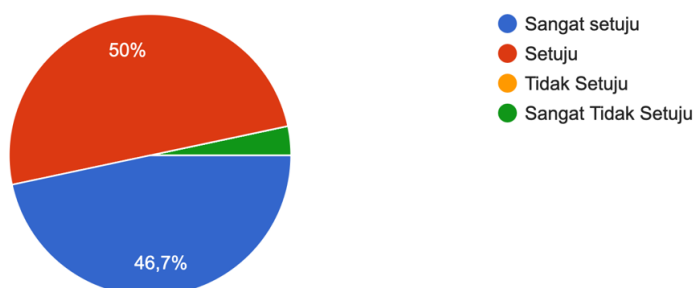


Figure 6. Questionnaire evidence number 6

7. Saya mendapatkan pemahaman lebih tentang pengucapan dan ekspresi yang digunakan dalam kehidupan sehari-hari setelah belajar Bahasa Inggris menggunakan video.

30 jawaban

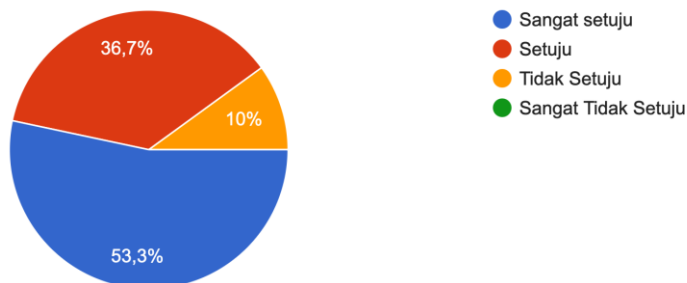


Figure 7. Questionnaire evidence number 7

8. Pemahaman komunikasi dengan Bahasa Inggris dalam berbagai situasi saya terbantu setelah belajar menggunakan video.

30 jawaban

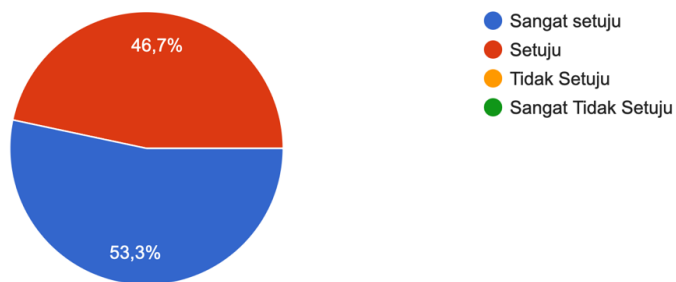


Figure 8. Questionnaire evidence number 8

9. Saya lebih suka melakukan pembelajaran pengucapan kata dalam Bahasa Inggris menggunakan video.

30 jawaban

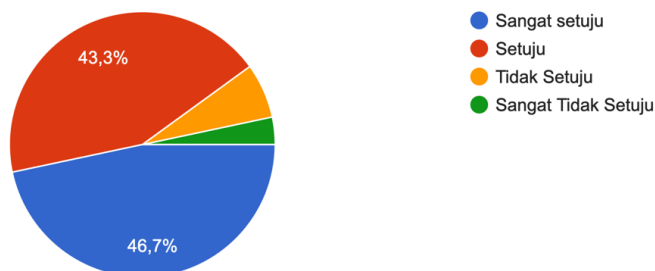


Figure 9. Questionnaire evidence number 9

10. Menurut saya, pembelajaran Bahasa Inggris menggunakan video sulit dipahami.

30 jawaban

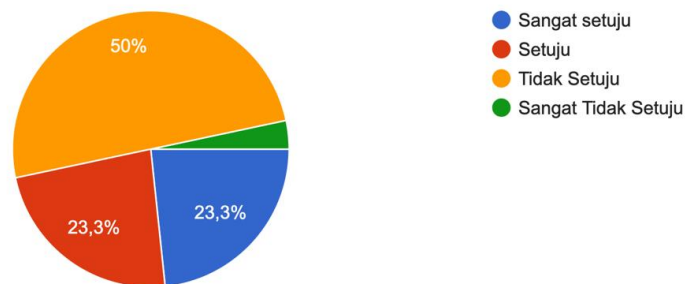


Figure 10. Questionnaire evidence number 10

Discussion

The findings strongly support the hypothesis that **audiovisual media significantly enhances students' English pronunciation ability** compared to conventional teaching methods. This aligns with the background and prior research emphasizing that **traditional lecture-based methods are insufficient** in developing students' practical pronunciation skills (Kahar et al., 2023; Irfan et al., 2025; Andini & Zaitun, 2023; Mu'in et al., 2017). Students need to see examples that can be repeated and imitated by them over time. These audiovisual media can facilitate the practice of pronunciation skills.

The statistically significant improvement seen in the experimental group indicates that **audiovisual media provides a more effective learning environment** by offering students repeated exposure to accurate pronunciation, intonation, and rhythm patterns through native speaker models. This multi-sensory learning experience appears to facilitate **better sound recognition and reproduction**, which is especially beneficial for Indonesian students who often struggle with phonemes not present in their native language (Widyahening et al., 2024; Andini & Zaitun, 2023; Galimberti et al., 2023).

The reduced standard deviation in the experimental group further suggests that audiovisual media helped **narrow performance gaps** among students, allowing both high and low achievers to benefit more uniformly. This outcome supports previous assertions that **engaging and contextual media can increase student motivation and participation** (Widiastari & Puspita, 2024), creating a more inclusive and effective learning environment (Karanjakwut & Sripicharn, 2023; Mukminatien, 2021; Terence, 2023).

Moreover, the use of audiovisual media likely addresses some of the **key issues identified in the introduction**—such as the lack of exposure to native pronunciation, insufficient practice, and reliance on rote memorization. By transforming pronunciation instruction into an active and immersive experience, audiovisual tools promote **more natural and fluent language production**, which is critical for effective communication and confidence in speaking (Elahemer & Said, 2022; Handayani & Purbani, 2018; Hasibuan & Irzawati, 2020).

Regarding the second focus of this study that how students perceived the learning using video gathered from the questions in this questionnaire, the results are divided into three categories: engagement and motivation, pronunciation and language understanding, and communication skills and learning challenges. First, items 1, 6, and 9 relate to engagement and motivation on how video media affects students' enjoyment, interest,

and preferences in learning. There is a very high level of student engagement and motivation when learning English through video media (Fuertes et al., 2023; Gray & Diloreto, 2016; Suppasetsee et al., 2023; Terence, 2023). Over 90% of students reported that video makes learning more enjoyable, interesting, and preferred over other methods.

CONCLUSION

In conclusion, the results affirm that **audiovisual media is a powerful tool** for improving English pronunciation among junior high school students in Indonesia. Given the country's ongoing struggle with low English speaking proficiency, integrating such media into the curriculum could be a **strategic step forward** in enhancing students' language skills and preparing them for global communication challenges. While video media clearly aids communication skill development, some students face comprehension challenges, indicating a need for supportive tools like subtitles, slowed playback, or teacher-guided sessions. Across all categories, students show a strong preference and positive response to video-based learning, especially in pronunciation and motivation. Also, some students struggle with understanding video content, suggesting the importance of scaffolding support.

It is recommended that universities integrate audiovisual media into English pronunciation lessons to enhance students' learning outcomes. Lecturers should improve especially in effectively using these tools, and classrooms should be equipped with the necessary technology. Encouraging students to use pronunciation apps for self-practice and developing locally relevant audiovisual materials can further support learning. Additionally, creating a supportive and communicative classroom environment will boost students' confidence and engagement in speaking English.

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