

**VISUAL MEDIA APPLICATION IN TEACHING SPEAKING
SKILL: AN EXPLORATORY STUDY ON ACCENT
PRONUNCIATION AMONG SIXTH-GRADE STUDENTS AT
BAN MARUEBO-OK SCHOOL 199, NARATHIWAT,
THAILAND**

THESIS



Written by:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program



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To fulfill the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
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Day: Tuesday
Date: 10th of June, 2025


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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

Say, "Read in the name of your Lord who created!." (QS. Al-‘Alaq: 1)*



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* Al-Qur,,an application, Arabic and English translation, version 1.22.
<https://archive.org/details/TheNobleQuranHilaliMuhsinKhan>

DEDICATION

I dedicate this thesis to:

1. Myself, who has survived until now, who always tries and does my best, who complains a little for many things so that I can complete this thesis with pride.
2. My beloved mother, a great woman whom I always call “*Umi*” who is full of love. Every prayer and worry that always makes me feel like the luckiest child in this world. Her enthusiasm in terms of education that was able to make me survive until the end of this task.
3. My beloved father, who I often call “*Abah*”, a man who always taught me about how to be a strong and resilient woman in running the rigors of life.
4. My extended family, who have always been my reason to keep going and make them proud. A spirit machine that never dies.
5. Friends in arms who I am always proud of, who have accompanied all my joys and sorrows while working on this final project, hopefully we can all succeed together.
6. All the members of Seventeen, who have accompanied and motivated me through their A masterpiece in sound of music, and gave me positive energy.
7. Finally, all parties that I cannot mention here, who have helped a lot in completing this thesis, thank you very much.

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Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, taufik and guidance so that the author can successfully complete the thesis entitled: "Visual Media Application in Teaching Speaking Skill: An Exploratory Study on Accent Pronunciation Among Sixth-Grade Students at Ban Maruebo-Ok School 199, Narathiwat, Thailand" which is one of the requirements to fulfill the bachelor's degree. Shalawat and salam may remain devoted to our great Prophet Muhammad SAW, shalawat and salam may remain devoted to him who has led us from darkness to bright light, especially for the future and bright world civilization.

Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

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6. All lecturers in English Education Program who had given me precious knowledge and experience during the entire of the semester.
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8. Nareesa Saleh as the English teacher at Ban Maruebo-ok School 199, Narathiwat Thailand who has assisted me to complete this research.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researcher and readers in the teaching-learning process, particularly in the vocabulary.

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Jember, May 30th 2025

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ABSTRACT

Faisatul Jannah, 2025: *Visual Media Application in Teaching Speaking Skill: An Exploratory Study on Accent Pronunciation Among Sixth-Grade Student at Ban Maruebo-ok School, Narathiwat, Thailand*

Keywords: Speaking Skill, Visual Media, Accent Pronunciation

Speaking is an interactive and dynamic process that requires not only linguistic knowledge but also the ability to use that knowledge in real-time communication. For non-native English learners, mastering speaking skills, including pronunciation and accent, is often challenging due to differences in phonetic systems between their native language and the target language. One of the strategies that teachers use to overcome students' difficulties in speaking English is by implementing speaking skills learning through visual media applications using accent pronunciation.

The research focus forms as follows: 1) How is the teacher implement Visual Media in teaching Speaking Skill through Smart TV on accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand? 2) How is the evaluation of Visual Media Applications in teaching Speaking Skill through Smart TV with accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?. The objectives of this study are: 1) To examine how teacher implement visual media through Smart TVs to teach speaking skills with a focus on accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand. 2) To evaluate the effectiveness of visual media applications through Smart TVs in improving speaking skills with accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

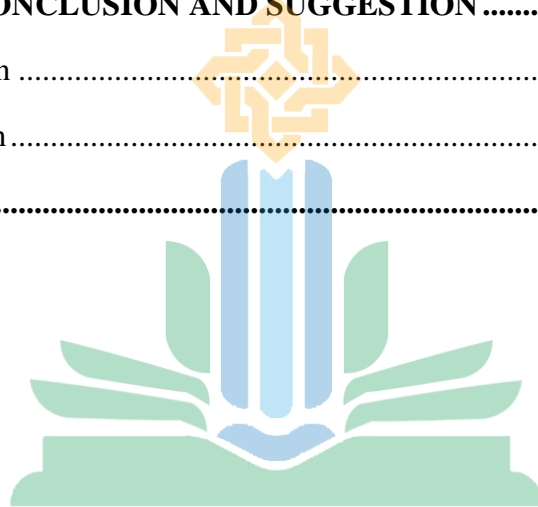
This research conducted among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand, employed a qualitative descriptive approach. For data analysis, the study utilized the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The validity of the data was rigorously tested through triangulation of sources and techniques.

The study's process involved examining the implementation of visual media applications in speaking skill lessons through Smart TV, focusing on accent pronunciation. Subsequently, evaluations were conducted to assess the impact. The results indicated two key findings: 1) The implementation of visual media applications for speaking skills instruction, specifically through Smart TVs with accent pronunciation, significantly increased students' interest in learning and their focus on the displayed content. 2) Evaluations, conducted via both formative and summative assessments, revealed a notable increase in students' confidence, enabling them to speak English more fluently with improved accent pronunciation.

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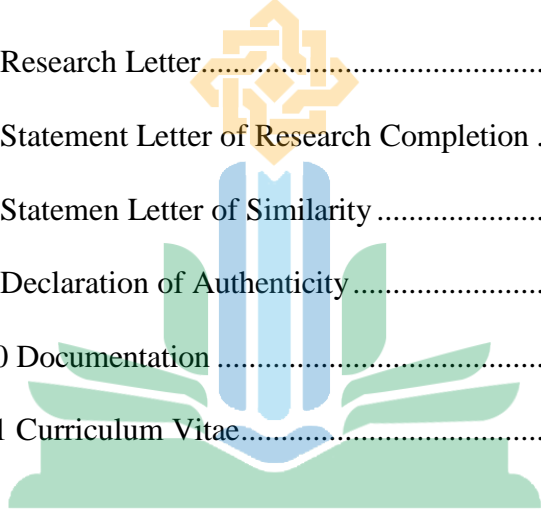
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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

A. Research Background

Speaking is an interactive and dynamic process that requires not only linguistic knowledge but also the ability to use that knowledge in real-time communication. For language learners, developing speaking skills involves mastering various components, including vocabulary, grammar, pronunciation, fluency, and intonation. Speaking also a fundamental language skill that plays a crucial role in communication, particularly in language learning. It involves the ability to articulate sounds, words, and sentences accurately and fluently, while also conveying meaning effectively. For non-native English learners, mastering speaking skills, including pronunciation and accent, is often challenging due to differences in phonetic systems between their native language and the target language (English).

Pronunciation, in particular, is a critical aspect of speaking, as it directly impacts intelligibility and communication effectiveness ¹Among these,

¹ Derwing, Tracey M., and Murray J. Munro. "Second Language Accent and Pronunciation Teaching: A Research-Based Approach." *TESOL Quarterly*, vol. 39, no. 3, 2005, pp. 379–97. *JSTOR*, <https://doi.org/10.2307/3588486>. Accessed 22 Feb. 2025.

pronunciation is particularly challenging, as it requires learners to produce sounds and rhythms that may not exist in their native language. Mispronunciations or heavy accents can hinder communication, making it difficult for listeners to understand the speaker. This is especially true for young learners, such as sixth-grade students, who are still in the early stages of language acquisition and may lack the cognitive and phonetic awareness needed to self-correct pronunciation errors. To address these challenges, educators have increasingly turned to innovative teaching methods, including the use of visual media.

In this context, the Quranic verse, Surat Al-Ahzab (33:70): "O you who believe! Fear Allah and speak the truth," offers a profound perspective. While this verse primarily emphasizes honesty and straightforwardness in speech, its essence extends to the act of clear articulation. Speaking "to the point" implicitly supports the idea of avoiding ambiguity through precise language and clear delivery. This directly aligns with the importance of good pronunciation and fluency, as these elements ensure that the speaker's message can be understood without confusion or misinterpretation. Just as clarity is essential in conveying the truth, so too is it important in effective oral communication, especially when bridging language differences.

Learning pronunciation for primary school children in countries with strong maternal accents require a structured and interactive approach, starting with the introduction of basic phonetics and phonology as well as sound exercises focused on specific difficulties. The use of interactive multimedia

such as Macromedia Flash, which combines text, animation, sound and video, is very effective in increasing students' interest and understanding, especially by introducing letters and syllables gradually through varied materials and interactive games.² Through the audio features of the multimedia, students can mimic correct pronunciation, strengthen intonation, and significantly improve their pronunciation skills.

In the context of Thailand, English is taught as a foreign language, and students often struggle with pronunciation due to the influence of their native language, Thai, which has a distinct phonetic system. Pre-research has shown that Thai learners frequently face difficulties with English consonant clusters, vowel sounds, and stress patterns.³ These challenges are particularly pronounced among younger learners, such as sixth-grade students, who are still developing their linguistic and cognitive abilities.

Thailand stands out in Southeast Asian history as the only country that has never been colonized by Western powers. This unique position has significantly influenced the development and adoption of English in the country. Although English is recognized as an important language for global engagement and has been integrated into educational policies, there are several factors that affect its proficiency, especially in pronunciation. Thai learners generally face challenges in English pronunciation such as limited

² Nadhifatul Aulia, "Teacher's Strategies In Teaching Pronunciation For Primary School Students Using Songs On Cocomelon Youtube Channel," 2023.

³ Attapol Khamkhien, "Teaching Speaking and English Speaking Test," *English Language Teaching* 3, no. 1 (2010): 184, <http://www.ccsenet.org/journal/index.php/elt/article/view/5253/4351>.

opportunities for speaking practice, both inside and outside the classroom, hindering students' ability to perfect their pronunciation skills.⁴ During observation at Ban Maruebo-ok School in Narathiwat province; Which is the southernmost province of the country of Thailand, researchers found that the area was a remote region and had two native languages such as Thai and Malay. The presence of two native language is caused by the conflict in southern Thailand, where most of its people are of the Malay race. When students enter the kindergarten, they begin to teach Thai which is the official language of the country. Then, upon entering elementary school, students were required to follow three language lessons such as Malay, Thai, and English. This factor can be a challenge for students to focus on their English studies because they remain confused about the national language. This also causes English studies in southern Thailand to lack attention. The researcher also found problems in the school under study with students' confidence in pronunciation. In the sixth grade precisely at Ban Maruebo-ok school, student unconfident about their pronunciation so they choose to use body language or use their mother tongue as a last resort to communicate with their teachers or classmates. Then teachers often use local dialects or the Thai language during English instruction, which can impede students' exposure to correct pronunciation models. This lack of emphasis on pronunciation can lead to a cycle of poor speaking habits that persist throughout students' language learning journeys. This is also in the line

⁴ M S Sa-e-dee, "English Pronunciation Problems of Thai Students in Semarang," *Walisongo University Semarang*, 2020, <https://core.ac.uk/download/pdf/483880444.pdf>.

that many Thai students feel uncomfortable or anxious when speaking English due to their pronunciation difficulties. This anxiety can inhibit participation and limit practice opportunities, thus further adding to their challenges.⁵

In addition, societal attitudes towards accents can affect students' confidence; while some instructors may be tolerant of Thai accents, others may prioritize native-like pronunciation over effective communication.⁶ The researcher found another factor that is also a challenge to students' confidence in English pronunciation is that when students interact with native speakers, some Thai students express a negative attitude towards their own Thai accent. they consider their English accent to be inaccurate compared to native English accents. This can lead to a lack of confidence and a desire to achieve pronunciation similar to native speakers. Furthermore, research has shown that visual media significantly enhance learning outcomes for students with lower proficiency levels, making them an effective resource for addressing the specific needs of Thai learners struggling with English.⁷

The integration of visual media in the current era has gained prominence and had a significant impact on the growth of the education sector, especially with the advent of technologies such as Smart TV. Smart TV is a progression from traditional television that allows users to connect to the

⁵ M Chema and others, 'Thai Students' Difficulties in Mastering English Speaking at Mattayom 5 Darunsatwithaya School', *Journal on Education*, 05.03 (2023), pp. 5650–60

⁶ Varisa Osatananda and Parichart Salarat, "The Tolerance of English Instructors towards the Thai-Accented English and Grammatical Errors," *Indonesian Journal of Applied Linguistics* 9, no. 3 (2020): 685–94, <https://doi.org/10.17509/ijal.v9i3.23219>.

⁷ , Rustan and Nur Asik, "The Effectiveness of Using Visual Aids Integrated Communicative Language Teaching Method in Improving the Students' Speaking Ability At the Second Grade of Sman 1 Pinrang," *ETERNAL (English, Teaching, Learning and Research Journal)* 2, no. 2 (2016): 167–82, <https://doi.org/10.24252/eternal.v22.2016.a7>.

internet and enjoy various platforms. As learning progresses, Smart TVs allow teachers to bring technology directly into the classroom and make learning more engaging and interactive for students.⁸

In many countries, the adoption of visual media tools like Smart TVs has revolutionized the educational landscape. For instance, studies have shown that integrating Smart TVs into classrooms significantly improves the quality of education by providing access to diverse digital resources such as videos, interactive applications, and educational content.⁹ This technology not only enrich the material presented by teachers but also facilitates a deeper understanding of complex concepts through engaging visualizations. The dynamic nature of Smart TVs allowed for a more interactive learning environment, which is crucial for capturing students' attention and motivating them to participate actively in their education. Moreover, the global emphasis on visual media literacy is evident in educational policies and frameworks across various regions. Initiatives like the CLIP project in Europe aim to enhance digital capabilities within higher education by promoting critical visual literacy. Such efforts underscore the recognition that effective learning in the digital age requires educators to adapt their approaches and embrace new technologies that resonate with students' experiences outside the classroom.

⁸ Adhi Kusumastuti, Nur Afifah, and Widowati Widowati, *The Effectiveness of Visual Media in Increasing Learning Outcome of Textile Subject in SMK N 1 Jambu* (Atlantis Press SARL, 2024), https://doi.org/10.2991/978-2-38476-198-2_159.

⁹ Nur Hidayati and Umar Manshur, "INNOVATION OF LEARNING MEDIA WITH SMART TV TO INCREASE STUDENTS ' INTEREST IN LEARNING" 02, no. 02 (2024): 1232–43.

This shift is particularly relevant in language acquisition, where visual media can improve comprehension and retention. Utilizing technology such as Smart TVs can enhance learning experiences by providing access to authentic English-speaking contexts through videos and interactive content. Smart TVs offer unique advantages for language acquisition by providing access to diverse educational content that can be tailored to learners' needs. For example, teachers can utilize video clips featuring native speakers to model correct pronunciation and intonation. This exposure can help students develop a better hearing for pronunciation nuances and practice speaking.¹⁰

English proficiency is still a challenge for students, especially in terms of speaking skills and accent pronunciation. This research aim to explore how Smart TV can facilitate better learning outcomes in these areas. In Thailand specifically, the struggle with English proficiency is compounded by factors such as limited speaking practice opportunities and insufficient exposure to native accents. These challenges highlight the need for innovative teaching methods that can bridge the gap between theoretical knowledge and practical application. By utilizing Smart TVs as a tool for interactive learning, educators can present language concepts in visually stimulating ways that resonate with students' experiences. This approach not only aids comprehension but also

¹⁰ Mark Warschauer and Deborah Healey, "Computers and Language Learning: An Overview," *Language Teaching* 31, no. 2 (1998): 57–71, <https://doi.org/10.1017/S0261444800012970>.

encourages active participation, which is essential for developing speaking skills especially in accent pronunciation.¹¹

Several studies have examined the use of visual media application in English learning. Researchers highlighted one of the main studies used as a reference, Nur Hidayati's study evaluated the use of Smart TV at Madrasah Aliyah Darul Hasan, finding that it enhanced engagement, interaction, and understanding of complex materials through videos, animations, and graphics. Teachers benefited from efficient material delivery, though challenges like teacher training and device maintenance were noted. Vindy Nita Yusofi explored students' perceptions of Smart TV in improving passive speaking skills, such as "asking and giving instructions," among eighth-grade students. The findings showed positive student responses, with Smart TV making learning meaningfully. Riska Febriani Sofian's research focused on a teacher's use of projectors and PowerPoint in teaching English at an elementary school. The teacher's preparation, including setting up the projector and creating presentations, effectively enhanced the learning experience, highlighting the importance of visual aids in education. The previous research by Nur Hidayati, Vindy Nita Yusofi, and Riska Febriani Sofian highlights the effectiveness of visual media, such as Smart TV, projectors, and PowerPoint, in enhancing the teaching and learning process, particularly in making lessons more engaging and interactive. All three studies employ a qualitative approach, using methods

¹¹ Andy Kirkpatrick, "English as an Asian Lingua Franca: The 'Lingua Franca Approach' and Implications for Language Education Policy," *Jelf* 1, no. 1 (2012): 121–39, <https://doi.org/10.1515/jelf-2012-0006>.

like observation, interviews, and questionnaires, and consistently report that visual media increases student enthusiasm, participation, and understanding of complex materials. While Nur Hidayati's study focused on the overall impact of Smart TV at the high school level and identifies challenges like teacher training and device maintenance, Vindy Nita Yusofi's research specifically target passive speaking skills in middle school students, emphasizing positive student perceptions. Riska Febriani Sofian's study, conducted at the elementary level, highlights teacher preparation and the use of projectors and PowerPoint.

From some of the previous studies above, researcher revealed that integrating visual media, such as Smart TV, into teaching speaking skills with a focus on accent pronunciation could be a transformative approach for Thai students. The use of visual aids, combined with interactive and immersive features like videos, animations, and phonetic charts can demonstrate correct pronunciation and intonation patterns while also tackling linguistics barriers. However, successful implementation requires ongoing teacher training, curriculum integration, and institutional support to optimize the use of this technology. By leveraging Smart TV's capabilities, educators can create a dynamic and accessible learning environment that not only improves pronunciation but also boosts students' confidence and engagement in speaking English. This approach holds significant promise for enhancing English language education in Thailand, particularly in underserved areas.¹²

¹² Latar Belakang Penelitian, 'Observation', 2023

In conclusion, accent pronunciation issues among Thai speakers learning English stem from significant phonological differences between the two languages, compounded by educational practices and social factors. The exploration of how Smart TVs can facilitate better learning outcomes in language acquisition is timely and relevant. By leveraging visual media to create engaging educational experiences, educators can help students overcome challenges associated with English proficiency.

Based on the above background, the researcher offers an English pronunciation teaching strategy using visual media application through smart tv that can be implemented in the classroom, especially the sixth grade at Ban Mruebo-ok School Narathiwat, Thailand. This strategy is expected to help students in English pronunciation correctly, so the researcher conducted a study with the title: *'Visual Media Application In Teaching Speaking Skill Through Smart Tv: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199 Narathiwat, Thailand'*. The purpose of this study is to find out how the implementation of visual media application through smart tv in retention of students' English pronunciation at Ban Meruebo-ok school in Narathiwat, Thailand.

B. Research Question

1. How is the teacher implement Visual Media in teaching Speaking Skill through Smart TV on accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?

2. How is the evaluation of Visual Media Applications in teaching Speaking Skill through Smart TV with accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?

C. Research Objective

1. To examine how teachers implement visual media through Smart TVs to teach speaking skills with a focus on accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.
2. To evaluate the effectiveness of visual media applications through Smart TVs in improving speaking skills with accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

D. Research Significance

The researcher aims that this study can provide benefits for the English teaching and learning process, especially in teaching pronunciation. This research has theoretical and practical significance.

1. Theoretical Significance.

This research can contribute to the field of language acquisition by providing insight into the effectiveness of using Smart TV as a strategy for teaching pronunciation to children in the beginner's class. this research can contribute to the development of language teaching methodologies and language teaching materials for young learners. This research can enrich and increase knowledge about strategies in the teaching and learning process, especially in teaching pronunciation through Smart TV at students' sixth-grade of Ban Maruebo-ok School 199 Narathiwat, Thailand.

2. Practical Significance

Practically, the data presentation of this research will be useful for:

a. English department

This research can give preference about applying smart tv in teaching speaking skill, especially in teaching pronunciation for students' sixth-grade.

b. Thai English teacher

This research can provide the English teacher an alternative strategy in teaching learning process, especially in teaching pronunciation through Smart TV for students' sixth-grade.

c. Students

This study is designed to provide a true depiction for pupils, such as being catering to diverse learning styles, term of engagement, pronunciation improvement, fostering collaboration, and providing realistic language contexts through Smart TVs as a valuable tool for improving English proficiency among young learners.

d. Next Researcher

This study can be added as a reference to the same theme, which is applying smart tv in teaching speaking skill, especially in teaching pronunciation for students' sixth-grade.

E. Definition of Keyterms

1. Speaking Skill

Speaking skills are the ability to communicate orally using coherent language, precise pronunciation, and grammar appropriate to the context. This skill involve composing meaningful dialog, adjusting tone for clarity, and using vocabulary effectively, which often requires fluency practice and interactive engagement. These skills also include fluency, vocabulary use and pronunciation, which require practice composing dialog, adjusting tone and engaging the listener. In language learning, these skills are often assessed through presentations, debates and interactive exercises to measure students' proficiency in real-world communication.

2. Visual Media

Visual media refers to communication that uses images, graphics, animations, and videos to convey messages. The study of this field, known as visual communication, examines how these visual elements influence human understanding, behavior, and culture. It combines principles of visual literacy, semiotics (the study of signs), visual rhetoric (persuasion through visuals), visual culture, cultural studies, and media criticism to analyze how visuals create meaning and impact audiences. In educational settings, visual tools are invaluable because they simplify complex ideas, aid memory recall, and boost student engagement by offering concrete

examples of abstract concepts¹³. This includes various formats like diagrams, slides, infographics, and digital projections, which bridge the gap between theoretical knowledge and real-world application¹⁴. By engaging students visually, these media merge creativity with technology, appearing in forms such as photography, film, television, graphic design, and social media content. Smart TVs, in particular, are internet-connected televisions with built-in interactive applications. Unlike traditional TVs, they support on-demand content, various apps, and networked media playback, often powered by platforms like Android TV or Roku. In classrooms, Smart TVs are utilized to display educational content, stream virtual lessons, and host interactive learning platforms. Their ability to support apps, screen sharing, and on-demand resources allows teachers to efficiently present diverse multimedia materials, including videos and digital textbooks¹⁵. The large screen ensures content is visible to all students, and features like USB connectivity make content delivery straightforward.

3. Accent Pronunciation

Accent pronunciation refers to variations in speech patterns shaped by geographical, social, or linguistic background. While pronunciation focuses on correct sound production, accent involves broader traits such as

¹³ Dzakiah Dzakiah, "Visual Media In English Teaching and Learning," *Proceeding of International Conference on Islamic and Interdisciplinary Studies (ICIIS)* 1 (2022): 564–68.

¹⁴ Riska Febriany Sofian and Anita Anggraeni, "An Analysis the Use of Visual Media in Teaching English To Young Learners," *PROJECT (Professional Journal of English Education)* 4, no. 4 (2021): 622, <https://doi.org/10.22460/project.v4i4.p622-627>.

¹⁵ Vindy Nita Yusovi, Enok Purwanti, and MTsN Gresik, "Study About Student'S Perception Toward the Use of Smart Tv in Learning Speaking on the Material Giving and Asking of Instructions," *PANYONARA: Journal of English Education* 5, no. 1 (2023): 64–72, <https://doi.org/10.19105/panyonara.v5i1.7284>.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

A. Previous Research

1. The first previous research was conducted by Nur Hidayati and Umar Manshur (2024) with the title “Innovation of Learning Media with Smart TV to Increase Students' Interest in Learning” explored the use of Smart TV as an innovative learning medium to increase students' interest in learning at Madrasah Aliyah Darul Hasan in Sentul Gading, Probolinggo, East Java, Indonesia. The research employed a qualitative descriptive approach, utilizing case study methods to deeply analyse the implementation of Smart TV in the classroom. Data were collected through interviews, observations, and documentation, involving teachers, students, and the school principal as respondents. The study aimed to evaluate the impact of Smart TV on the teaching and learning process, particularly in an area with limited access to modern technology. The findings revealed that Smart TV significantly enhanced the learning experience by providing interactive and visual content, such as videos, animations, and digital quizzes, which made complex concepts easier to understand. Students showed increased motivation and participation, while teachers were able to deliver materials more creatively and efficiently. However, the study also identified

challenges, including the need for teacher training to optimize the use of Smart TV and regular maintenance of the devices. The research concluded that Smart TV has the potential to improve the quality of education, especially in technology-limited environments, and recommended closer integration with the curriculum, ongoing teacher training, and student mentoring to maximize its benefits. This study contributes to the growing body of research on technology-based learning media and highlights the importance of interactive and visual approaches in modern education

2. The second previous research was conducted by Yusovi, Muhtarom, and Purwanti (2023) with the title “Study About Student’s Perception Toward The Use of Smart TV in Learning Speaking on The Material Giving and Asking of Instructions”, explored the use of Smart TV as a medium for teaching speaking skills, specifically focusing on the material of asking and giving instructions among eighth-grade students at MTsN Gresik, Indonesia. The research employed a descriptive qualitative design to investigate students' perceptions of using Smart TV in the classroom. Data were collected through questionnaires, interviews, and observations of students' performance during speaking activities. The findings revealed that the majority of students (68.4%) found learning with Smart TV to be enjoyable and engaging, as it provided visual and auditory stimuli that made the learning process more lively and meaningful. Additionally, 73.6% of students reported increased confidence and reduced anxiety when speaking English, as the Smart TV allowed them to observe and imitate native

speakers through videos and animations. However, the study also identified challenges, such as students becoming bored with monotonous or lengthy videos and issues with internet connectivity. Despite these limitations, the research concluded that Smart TV is an effective tool for enhancing speaking skills, as it motivates students and creates a more interactive learning environment. This study is relevant to the current research as it highlights the potential of visual and audio-visual media in improving speaking skills, particularly in the context of young learners. However, the current research expands on this by focusing on accent pronunciation and exploring the use of more diverse visual media tools, such as videos and animations, to address specific pronunciation challenges among sixth-grade students in Narathiwat, Thailand.

3. A study was conducted by Riska Febriany Sofian and Anita Anggraeni (2022) with the title “An Analysis The Use of Visual Media in Teaching English to Young Learners”, which analyzed the use of visual media, specifically PowerPoint and projectors, in teaching English to sixth-grade students at an elementary school in Cimahi, Indonesia. This research aimed to describe the teacher's preparation in using instructional media and how the teacher utilized the media in the classroom. The study employed a qualitative descriptive method, with data collected through classroom observations and teacher interviews. The results showed that visual media, such as PowerPoint slides, were effective in capturing students' attention and making learning materials more engaging. However, the study also identified several challenges, such as unstable electricity and limited school facilities, which hindered the consistent use of visual media. Despite these

challenges, the study demonstrated the potential of visual media in enhancing the teaching and learning process, especially for young learners who benefit from multisensory learning experiences. These findings are relevant to the current research, which focuses on the use of visual media to improve accent pronunciation in English among sixth-grade students at a rural school in Narathiwat, Thailand. However, this study expands on previous findings by exploring the use of more diverse visual media tools, such as videos and animations, to address pronunciation challenges. Additionally, this research aims to provide practical solutions to the challenges identified in previous studies, such as limited resources and unstable electricity, by proposing more affordable and accessible visual media tools. Thus, this study not only builds on previous findings but also contributes new insights in the context of teaching English in rural areas.

4. This research, titled "Developing English Pronunciation through Animation and YouTube Videos" by Muayyed J. Juma (2021), serves as a valuable previous study in the field of English as a Foreign Language (EFL) teaching, particularly focusing on the use of multimedia tools to enhance pronunciation skills among Iraqi-Arabic learners. The study employed a case study approach, involving 44 second-year female students from the English Department at Al-Iraqia University, who were divided into an experimental group and a control group. The experimental group was taught using multimedia tools, including animated graphics and YouTube videos, while the control group followed traditional teaching methods without multimedia. The research process included a pretest to assess the students' initial pronunciation skills, followed by a three-month course on articulatory

phonetics. After the course, the experimental group received a three-hour lecture using interactive lab tools, while the control group was taught using traditional methods. A posttest was conducted to evaluate the effectiveness of the multimedia approach. The results showed that the experimental group outperformed the control group, with an average posttest score of 62.31% compared to 47.09% for the control group. The study highlighted the cognitive benefits of using multimedia, such as improved comprehension, motivation, and retention of pronunciation skills, while also acknowledging potential challenges like cognitive overload. This research contributes to the understanding of how multimedia tools can be effectively integrated into EFL classrooms to enhance pronunciation learning, particularly in non-native English-speaking contexts.

5. A study was conducted by Roki Kurniadi (2020) with the title “Learning English Pronunciation by Using Online Media” explored the use of YouTube videos as an online medium for teaching English pronunciation at SMP-IT Al-Fityan School in Aceh, Indonesia. The research employed a qualitative design, focusing on the teacher's perception of using YouTube videos to enhance students' pronunciation skills. Data were collected through interviews and observations with an English teacher at the school. The study aimed to determine whether YouTube videos could serve as a reliable source for teaching pronunciation, how they were implemented in the classroom, and the advantages and challenges associated with their use. The findings revealed that YouTube videos, particularly from the Eng-Vid

channel, were effective in improving students' pronunciation by providing authentic examples of native speaker pronunciation, visual demonstrations of mouth and lip movements, and engaging content that captured students' attention. The teacher implemented the videos in four phases: preparation, implementation, repetition, and conclusion. The preparation phase involved selecting appropriate materials and tools such as projectors and paper. During the implementation phase, the teacher paused the videos to ask students to repeat pronunciations and predict dialogues. The repetition phase focused on replaying difficult sections to reinforce learning, while the conclusion phase involved students sharing their understanding of the video content. The study highlighted several advantages of using YouTube videos, including their accessibility, authenticity, and ability to make learning interactive. However, challenges were also identified, particularly during the COVID-19 pandemic, where social distancing limited direct interaction between teachers and students. The teacher had to rely on online platforms like WhatsApp and Zoom to share video links and monitor students' progress, which required additional effort to maintain engagement and ensure effective learning. This research contributes to the growing body of literature on technology-enhanced language learning and provides insights into the practical application of YouTube videos in teaching pronunciation, especially in contexts with limited access to traditional classroom settings.

Table 2.1
Previous Research

No.	Research Title	Similarities	Differences
1.	Nur Hidayati and Umar Manshur in 2023, entitled "Innovation of Learning Media with Smart TV to Increase Students' Interest in Learning"	<ul style="list-style-type: none"> Both studies used the same approach, a qualitative approach. Both of the study use of Visual Media as an innovative learning 	<ul style="list-style-type: none"> The previous study examined Smart TV as a general learning medium to increase interest in learning, while the current study explored visual media application through Smart TV in teaching speaking skills, focusing on accent pronunciation. The previous research conducted in a Madrasah Aliyah Darul Hasan, Probolinggo, East Java, Indonesia.
2.	Yusovi, Muhtarom, and Purwanti in 2023, entitled "Study About Student's Perception Toward The Use of Smart TV in Learning Speaking on The Material Giving and Asking of Instructions"	<ul style="list-style-type: none"> Both studies used the same approach, a qualitative approach. Both of the study use of Visual Media as an innovative learning 	<ul style="list-style-type: none"> The previous study explored students' perceptions of Smart TV for learning speaking skills (asking and giving instructions), while the current study explored Smart TV for teaching speaking skills, specific aspect on accent pronunciation. The previous research conducted at MTsN Gresik. Indonesia
3.	Riska Febriany Sofian and Anita Anggraeni in 2022, entitled "An Analysis The Use of Visual Media in	<ul style="list-style-type: none"> Both studies used the same approach, a qualitative approach. Both of the study use of Visual Media as 	<ul style="list-style-type: none"> The previous study analyze general use of visual media (PowerPoint and projectors) in

	Teaching English to Young Learners”,	an innovative learning	<p>teaching English to young learners, while the current study explored visual media application through Smart TV for teaching speaking skills, focusing on accent pronunciation.</p> <ul style="list-style-type: none"> • The previous research conducted at Elementary school in Cimahi, Indonesia.
4.	Muayyed J. Juma in 2021, entitled "Developing English Pronunciation through Animation and YouTube Videos"	<ul style="list-style-type: none"> • Both of the study use of Visual Media as an innovative learning 	<ul style="list-style-type: none"> • The previous study used the case-study quantitative approach while the current study used descriptive qualitative. • The previous study Investigate the effectiveness of multimedia tools (animation and YouTube videos) for pronunciation, while the current study explored visual media application through Smart TV for teaching speaking skills, spesific aspect on accent pronunciation • The previous research conducted in Al-Iraqia University, Iraq.
5.	Roki Kurniadi in 2020, entitled “Learning English	<ul style="list-style-type: none"> • Both studies used the same approach, a qualitative approach. 	<ul style="list-style-type: none"> • The previous study explored the use of YouTube videos for teaching English

	Pronunciation by Using Online Media”	<ul style="list-style-type: none"> Both of the study use of Visual Media as an innovative learning 	<p>pronunciation, while the current study explore visual media application through Smart TV for teaching speaking skills, focusing on accent pronunciation</p> <ul style="list-style-type: none"> The previous research conducted in SMP-IT Al-Fityan School in Aceh, Indonesia.
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B. Theoretical Framework

1. Speaking Skill

Teaching speaking skills is a multifaceted process that involves various theoretical principles, practical strategies, and pedagogical approaches aimed at helping learners develop the ability to communicate effectively in a target language. Teaching speaking skills requires an integrated approach that combines theoretical insights from communicative competence, interaction, output, sociocultural learning, and task-based instruction. By addressing both fluency and accuracy, lowering the affective filter, and leveraging technology, educators can create effective speaking activities that promote language development. The basic concept of sociolinguistics and language teaching is communicative competence, which was introduced by Dell Hymes in 1972. This concept redefines linguistic competence by emphasising the ability to use language well in various social contexts. Hymes developed this idea in response to the distinction Noam Chomsky made between competence, which is knowledge

of the rules of language, and performance, which is actual language use, as language use includes more than just structural knowledge.

a. Element of Speaking Skill

According to Douglas Brown there are five essential elements that are widely recognized as important components in the development of speaking skills.¹

1) Pronunciation

This refers to the way in which sounds are produced when speaking. Good pronunciation helps ensure that speech is clear and understandable to the listener. Pronunciation includes the correct articulation of each sound (phoneme) and the use of suprasegmental features such as intonation, stress, and rhythm.

2) Grammar

Grammar involves the rules that govern how to combine several words into a sentence. Accurate grammar allows speakers to construct correct and meaningful sentences. Errors in grammar can sometimes hinder communication, but minor errors don't always hinder comprehension.

3) Vocabulary

Vocabulary is the set of words that a speaker knows and uses.

A rich vocabulary allows speakers to express their thoughts,

¹ H Douglas Brown, "Techniques, Textbooks, and Materials," *TEACHING by PRINCIPLES: AN INTERACTIVE APPROACH TO LANGUAGE PEDAGOGY*, 1994, 223.

opinions and feelings more precisely and effectively. A limited vocabulary leads to a narrow communication space, while an extensive vocabulary allows for greater flexibility and clarity.

4) Fluency

Fluency is the ability to speak fluently and easily, without unnecessary pauses or hesitation. It reflects how well a speaker can maintain the flow of a conversation, even if minor errors occur. Fluency is often associated with the speed and rhythm of speech, as well as the ability to produce language spontaneously.

5) Comprehension

Comprehension refers to the ability to understand spoken language and respond appropriately. It is essential for effective two-way communication, as speakers must express themselves and understand others. Good comprehension allows the speaker to follow the conversation, respond to questions, and engage in discussion.

b. Activities of Speaking Skill

1) Imitative

This type focuses on the ability to repeat or imitate words, phrases or sentences. The emphasis is on accurate pronunciation and sound production, which is often practiced through drills. Such as students imitating sounds modeled by the teacher.

2) Intensive

Intensive speaking involves the production of short bursts of spoken language, focusing on specific phonological or grammatical aspects. Activities can include reading aloud in front of classmates, completing a dialog, or responding to a request, often in pairs with peers or small groups.

3) Responsive

Responsive speaking requires students to answer questions or comments in short, meaningful conversations. This includes greetings, simple questions and short answers on basic material, and quick interactions.

c. Steps in Teaching Speaking Skill

1) Pre-Speaking Activities

Pre-Speaking activities serve the crucial purpose of preparing students and activating their background knowledge before they engage in the main task of speaking. These activities are designed to set the stage by helping students connect what they already know to the new topic being discussed. Commonly used techniques are giving opinions related to the topic being discussed, either using pictures, questions, or short texts to stimulate students' thinking, and using schema activation to bridge prior knowledge with the upcoming speaking context. The main goal of this phase is to encourage students to generate ideas freely and without fear of

evaluation, so as to increase their motivation and deepen their understanding of the communicative task they are about to undertake.

2) While-Speaking Activities

While-speaking activities are at the heart of speaking instruction, as they engage students in actual speaking practice. The purpose here is to immerse learners in interactive situations where they must use language to solve communicative problems or complete specific tasks. Techniques that are often used include role plays, where students act out different characters or situations, problem-solving tasks that require collaboration, socialization or communication games that make speaking fun and dynamic, and information gap activities in which students must exchange missing information to complete a task. The overarching goal is to provide opportunities for students to practice speaking fluently and meaningfully in interactive or task-based contexts, thereby enhancing their communicative competence.

3) Post-Speaking Activities

Post-speaking activities are designed to help students reflect on and improve their speaking performance after the main task has been completed. The purpose of these activities is to provide constructive feedback, consolidate learning and encourage self-evaluation. Techniques include feedback sessions where peers or

teachers provide comments and suggestions, discussions about the language used and the effectiveness of communication, and revisiting or repeating tasks with a view to making improvements. The aim is to support students in developing integrated communicative skills by fostering an environment where they can assess their own progress and identify areas for further development.

d. Evaluations In Teaching Speaking Skill

1) Formative Assessment

The main purpose of formative assessment in speaking is to provide continuous evaluation throughout the learning process. This type of assessment is informal and ongoing, allowing teachers to closely monitor students' speaking development and provide constructive feedback. Formative assessment helps identify individual students' strengths and weaknesses, thus allowing teachers and students to focus on areas that need improvement. These assessments encourage students to self-correct and strive to achieve better performance. Common examples of formative assessment in speaking include class discussions, role plays, peer feedback, and teacher observation. The importance of formative assessment lies in its ability to support learning by guiding instructional decisions and motivating students to improve their speaking fluency and accuracy over time.

2) Summative Assessment

Summative assessment has the purpose of evaluating students' overall speaking proficiency or achievement at the end of a learning period, such as a course or unit. Unlike formative assessments, summative assessments are formal, often graded, and designed to measure the cumulative knowledge and skills acquired by students. Examples of summative assessments in speaking include oral exams, presentations, and standardized speaking tests. These assessments provide a final judgment of each learner's speaking ability, which can inform important decisions such as awarding grades or granting certification. The importance of summative assessment lies in its role as a benchmark of achievement, which provides a clear picture of what students have accomplished and how well they met the learning objectives.

2. Accent Pronunciation

Accent Pronunciation refers to the way a speaker produces the sounds, stress, rhythm and intonation of a language, which is influenced by mother tongue (L1), regional background or exposure to other languages. Accent can affect how easily a speaker is understood (intelligibility) and how their speech is understood by others. Accent pronunciation is a key aspect of speaking skills in second language acquisition (SLA) and is often the focus of language teaching and learning.

a. Phonetic and Phonological Features

Phonetics and phonology are essential components to understanding pronunciation, especially in the context of accent and language learning. Phonetics focuses on the physical production and perception of speech sounds, studying how vocal organs such as the tongue, lips and teeth interact to create different phonemes. For example, learners of English may have difficulty with the sound /θ/ (as in the word “think”) if the sound does not exist in their native language, as the pronunciation of this sound requires placing the tongue between the teeth - a feature not present in many languages. whereas phonology examines how these sounds function within a given language system, including stress patterns, rhythm, and intonation. Accent pronunciation involves phonetic articulation and phonological patterns, which can differ significantly across languages. Ladefoged and Johnson explain that understanding these features is crucial to teaching pronunciation effectively, as it helps students develop accuracy in producing individual sounds and fluency in using prosodic features such as stress and intonation.²

b. Segmental And Suprasegmental Features

Segmental and suprasegmental features are fundamental aspects of pronunciation that contribute to intelligibility and natural-sounding speech. Segmental features focus on individual sounds, such as vowels

² Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. 7th ed., Cengage Learning, 2015.

and consonants, which are the building blocks of speech. These include phonemes such as /p/, /b/, or /θ/, and correct articulation is essential for clear communication. For example, English learners often struggle with sounds that don't exist in their native language, such as the /θ/ sound in the word “think”. On the other hand, suprasegmental features go beyond individual sounds and include elements such as stress, rhythm, intonation, tone and pitch. These features act on syllables, words, or phrases and play an important role in conveying meaning, mood, and grammatical relationships. For example, stress patterns can distinguish between nouns and verbs in English (e.g., “record” as a noun versus “record” as a verb), while intonation can signal whether a sentence is a question or a statement. Suprasegmentals also contribute to speech rhythm, which helps listeners process spoken language more effectively. Both segmental and suprasegmental features are essential for effective communication. While segmental ensure intelligibility at the sound level, suprasegmentals provide the prosodic framework necessary for natural and meaningful speech.

c. Influence of L1

The influence of a speaker's native language (L1) on second language (L2) accent is a well-established phenomenon in linguistics. This influence is explained by theories such as the Contrastive Analysis Hypothesis (CAH) and the Speech Learning Model (SLM). Contrastive Analysis Hypothesis (CAH) proposed by Lado, suggests that learners'

pronunciation errors are affected by differences between their native language (L1) and the target language (L2).³ For example, if a sound exists in L2 but not in L1, learners may find it difficult to produce it accurately. This theory highlights the importance of comparing L1 and L2 phonological systems to predict and overcome pronunciation difficulties. Learning Model (SLM), proposed by Flege, extends this by suggesting that L2 pronunciation is shaped by how similar or different L2 sounds are perceived in relation to L1 categories. According to SLM, learners may assimilate new sounds into existing L1 categories or create new phonetic categories for different L2 sounds, depending on factors such as age of acquisition and exposure.⁴

d. Intelligibility and comprehensibility

Intelligibility and comprehensibility are two important dimensions in second language (L2) pronunciation that focus on how well a speaker's message is understood by the listener. According to Munro and Derwing, intelligibility refers to the extent to which listeners can correctly understand the content of the speaker's message, while comprehensibility relates to the perceived ease or difficulty in understanding the speech.⁵ These dimensions are distinct but

³ Lado, Robert. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press, 1957.

⁴ Flege, James E. "Second Language Speech Learning: Theory, Findings, and Problems." *Speech Perception and Linguistic Experience: Issues in Cross-Language Research*, edited by Winifred Strange, York Press, 1995, pp. 233–277.

⁵ and Murray J. Munro. Derwing, Tracey M., "Second Language Accent and Pronunciation Teaching: A Research-Based Approach," *TESOL Quarterly* 39, no. 3 (2005): 379–97.

interconnected, as speech can be understandable without being fully comprehensible and vice versa. Munro and Derwing's research show that having a foreign accent does not necessarily hinder intelligibility or ease of comprehension, thus challenging the traditional goal of achieving native-like pronunciation. Instead, they argue that the main focus in teaching L2 pronunciation should shift towards ensuring intelligible and comprehensible speech rather than eliminating accents completely. This perspective aligns with the practical goal of effective communication, where listeners can understand the speaker's message without undue effort, despite the presence of an accent. Their findings have influenced modern approaches to pronunciation pedagogy, which emphasize fluency, prosody and intelligibility over accent reduction.

3. Visual Media

a. Definition of Visual Media

Visual media, as a theoretical framework, refers to the study and analysis of visual communication mediums—such as images, films, television, photography, and digital media—and their role in shaping human perception, behavior, and culture. It emphasizes the integration of visual literacy, semiotics, visual rhetoric, cultural studies, and media criticism to understand how visual elements convey meaning and influence audiences.

1) Semiotics and Representation

Semiotics, the study of signs and symbols, is an important framework for understanding how meanings are constructed and communicated through visual media. Semiotics explores the relationship between signs and their meanings such as images, colours and typography. It also provides insight into how cultural ideologies are conveyed and reinforced. Saussure had introduced the dyadic model of the sign, which consists of a signifier (such as an image or word) and a signified (such as the concept represented). He emphasised that the relationship between the two is arbitrary and follows cultural conventions.⁶ For example, an image of a white rose may be interpreted as sacred and pure because of general societal consensus, rather than because of the inherent qualities of the white rose itself. According to Charles Sanders Peirce, Peirce expanded semiotics by including three types of signs namely icons, indices, and symbols. He introduced the concept of interpretant, which emphasises that the meaning of a sign is not fixed, but is dynamic and context-dependent.⁷ Visual semiotics analyses how meaning is produced through images by deconstructing their components. Semiotic analysis provides tools to decode messages in diverse

⁶ Dewantu Dewanti, "Semiotic Analysis of Ferdinand De Saussure's Structuralism on 'Energen Green Bean' Advertisement," *SSRN Electronic Journal*, 2023, <https://doi.org/10.2139/ssrn.4487450>.

⁷ Wikipedia contributors. "Visual semiotics." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 25 Nov. 2024. Web. 3 Mar. 2025.

contexts-advertising, art, and fashion, which can be applied to learning through smart TV. Semiotic analysis can also reveal how visual communication operates within a cultural framework to shape perceptions and ideologies.

2) Visual Rhetoric

Visual rhetoric is the study of how visual elements communicate and persuade, often in combination with text. Visual rhetoric emphasises the role of images, typography, layout and other design elements in shaping meaning and influencing audiences. According to Aristotle who defined it as the ability to observe diverse cases with available persuasion, with its rhetorical appeals; ethos (credibility), pathos (emotional appeal), and logos (logic). According to Kenneth Burke who expanded rhetoric by including the concept of identification, where persuasion occurs when the audience sees themselves reflected in a message or image. According to Sonja Foss who developed a framework for analysing visual rhetoric by focusing on three dimensions: Nature of the artifact, Function of the artifact, and Evaluation. Visual rhetoric often creates identification through shared cultural symbols that resonate with audiences. Rhetoric is widely used in visual media to analyse how visuals persuade audiences.⁸

⁸ Wikipedia contributors. "Visual rhetoric." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 6 Dec. 2024. Web. 3 Mar. 2025.

3) Media Ecology

Media ecology examines how media environments influence human perception, behavior, and social structures. According to Marshall McLuhan who argued that media acts as an extension of the human senses, fundamentally altering the way people perceive and interact with their world.⁹ It views media as ecosystems that shape and are shaped by cultural, technological, and communicative practices. Recording to Neil Postman, who sees the media landscape as a liberating force that reshapes social mores and standards.¹⁰ Media are not neutral; they actively shape human perception, values, and behaviors. According to Walter Ong, who examined the shift from oral to written culture and shown how communication technology alters cultural behaviors and consciousness.¹¹ Media ecology examines both the structure of these environments and their impact on individuals and societies. The principles of media ecology above are very relevant in analyzing the shift from print media to digital visual media platforms such as YouTube, TikTok, and other media platforms that encourage new forms of creativity and self-expression.

⁹ Octavio Islas and Juan David Bernal, "Media Ecology: A Complex and Systemic Metadiscipline," *Philosophies* 1, no. 3 (2016): 190–98, <https://doi.org/10.3390/philosophies1030190>.

¹⁰ Małgorzata Laskowska and Krzysztof Marcyński, "Media Ecology – (Un)Necessary Research Perspective in Communication and Media Studies," *Mediatization Studies* 3 (2019): 53, <https://doi.org/10.17951/ms.2019.3.53-68>.

¹¹ Wikipedia contributors. "Media ecology." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 21 Jan. 2025. Web. 3 Mar. 2025.

4) Cultural Studies and Ideology

Cultural studies analyze how visual media reflect and shape cultural norms, values and power dynamics, emphasising the role of ideology in maintaining or challenging societal structures. It examines how media culture influences identity, behaviour and perceptions of social hierarchy. According to Stuart Hall who presents several models that can be interpreted by the public regarding how media texts are created, including Dominant; hegemonic Reading, Negotiated Reading, and Oppositional Reading. This model highlights the active role of audiences in interpreting media messages based on cultural and social context. According to Antonio Gramsci, Gramsci introduced the concept of hegemony, which refers to the ideological domination of a ruling class over other classes through cultural institutions such as the media. The media perpetuates hegemony by normalising dominant ideologies, making them seem natural and inevitable rather than constructed. Louis Althusser explains how institutions such as media, education, and religion propagate ideologies that maintain social order. Media culture also plays a role in cultural identity formation. It provides symbols and narratives that individuals use to construct their identities. For example, representations of race,

ethnicity or sexuality in film and television influence how people perceive themselves and others.¹²

5) Visual Culture and Aesthetics

Visual culture and aesthetics explore the interplay between visual media, cultural contexts, and aesthetic values. This field examines how visual artifacts-art, photography, film, advertising, and more-reflect and shape societal norms, ideologies, and collective identities. According to W.J.T. Mitchell in "Picture Theory", who examined the relationship between images, texts, and their cultural meanings. Mitchell introduced the idea that images are not passive but "active agents" in shaping social realities. Visual culture studies must consider how images function as forms of communication and tools of power. According to Susan Sontag in "On Photography", who critiqued how photography shapes perceptions of reality. She argued that photographs are not neutral but are laden with ideological meanings. By analyzing visual culture through these lenses, scholars uncover how visual media shapes collective identities while reflecting broader societal structures and ideologies.¹³

¹² Douglas Kellner, "A Cultural Studies Approach to Media: Theory," *Cultural Studies, Multiculturalism and Media Culture*, 2010, 7–19, <https://pages.gseis.ucla.edu/faculty/kellner/papers/SAGEcs.htm>.

¹³ Wikipedia contributors. "Aesthetics." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 5 Feb. 2025. Web. 4 Mar. 2025.

b. Type of Content

Integrating visual media into learning content is a powerful approach to enhance comprehension, engagement, and retention. This framework draws on theories from educational psychology, multimedia learning, and cognitive load theory to explain how visual media can be effectively integrated into teaching and learning processes. When integrating visual media into learning content, it is essential to align the type of visual media with the theoretical framework and learning objectives. Below are the types of visual media commonly used in learning content integration, categorized based on their purpose and application within a theoretical framework:

1) Statistic Visual Media

Static visual media includes various types of visuals-such as pictures, infographics, diagrams, flow charts, posters, and charts-that are fixed and do not involve movement or animation. In an educational setting, this media serves as a powerful tool to enhance comprehension, memory retention and engagement. For example, drawings and photographs provide concrete representations of abstract concepts or real-world examples, creating a sense of realism that makes abstract ideas more tangible. This is in line with Paivio's Dual Coding Theory, which suggests that pairing verbal information with visual cues can improve recall and comprehension by activating

both verbal and non-verbal processing channels.¹⁴ Similarly, infographics simplify complex information and present it in an attractive format, condensing large amounts of data into easily digestible visual summaries. This approach supports Sweller's Theory of Cognitive Load by organising information into manageable chunks to avoid overwhelming learners.¹⁵ For example, an infographic summarising the steps of creating a narrative text allows students to understand the process more effectively than a lengthy text explanation.

2) Dynamic Visual Media

Dynamic visual media, which include videos, animations and slideshows/presentations, offer engaging ways to explain complex ideas or processes in education. Dynamic visual media, which include videos, animations and slideshows/presentations, offer engaging ways to explain complex ideas or processes in education, enhance learning by catering to different learning styles and improve information retention.¹⁶ These tools align with Mayer's Multimedia Learning Theory, which states that individuals learn more effectively from words and images than from words alone. Learning media technologies, including video and social media,

¹⁴ Paivio, Allan. *Mental Representations: A Dual Coding Approach*. Oxford University Press, 1986.

¹⁵ Sweller, John. "Cognitive Load During Problem Solving: Effects on Learning." *Cognitive Science*, vol. 12, no. 2, 1988, pp. 257–285.

¹⁶ Port Harcourt, "A Meta-Analysis On Audio-Visuals In Educational Enhancement And Teaching In Secondary Schools" 12, no. 3 (2024): 26–31, <https://doi.org/10.5281/zenodo.13379027>.

support the quality of education and the development of intellectual skills. The first is Video, which can present recorded or animated content such as video tutorials or documentaries, changing the media landscape and blending the roles of content creator, citizen journalist and influencer. The second is Animation, using frame-by-frame moving visuals that effectively explain complex ideas, such as illustrating people in social interaction using English conversation; a participatory visual method that can engage learners and offer insights for educational actors. The third is Slideshows and presentations, a series of slides that combine text, images, and graphics, conveying information and encouraging visual literacy by teaching students to interpret and create visual representations. Smart TV matches Dynamic Visual Media as it displays moving content such as videos, animations and slideshows that help students learn better. This allows teachers to use interactive and multimedia tools, making lessons more interesting and easier to understand. Smart TVs support different learning styles by combining images, sound and movement, which helps students remember information for longer. This makes learning more fun and effective, in keeping with the idea that people learn best from words and images together.

3) Creative Visual Media

Creative visual media play an important role in education by offering engaging and interactive ways to explain concepts and

organize ideas. These media are based on Constructivist Learning Theory Bruner, which emphasizes the importance of learners actively constructing their own understanding and knowledge through experiences and stories.¹⁷ Creative visual media include comics, cartoons, mind maps and concept maps. Comics and cartoons are very effective for explaining concepts or telling stories in an engaging narrative format. By using humor and relatable characters, comics simplify complex ideas and make them more accessible to students. This narrative approach fosters an emotional connection with the content, thus promoting deeper understanding. Similarly, mind maps and concept maps are powerful visual tools for organizing ideas and showing how concepts relate to each other. These maps help learners represent their thinking visually, making the connections between pieces of information clearer. By organizing information visually, these tools reinforce a constructivist approach to learning by helping students make meaningful connections between ideas. Overall, creative visual media not only increases engagement, but also supports critical thinking and understanding by encouraging students to actively participate in their learning process through visual storytelling and organization.

¹⁷ Bruner, Jerome S. *Toward a Theory of Instruction*. Harvard University Press, 1966.

CHAPTER III

RESEARCH METHOD

This present research method is examined in this chapter, which included the research approach and design, research location, research participants, data collection method, data analysis techniques, data validity and research procedure are all included in the present chapter's summary if the research methodology employed in this study

A. Research Approach and Design

This research uses a qualitative research design. According to John W. Creswell qualitative research is a method used to explore and understand the meaning given by individuals or groups to social or human phenomena.¹ Qualitative research often uses data collection techniques such as in-depth interviews, participatory observation and document analysis to gain rich and diverse perspectives.

The researcher used a case study which is used as a research design to achieve research objectives. the purpose of this case study is to explore deep phenomena related to the characteristics of a particular population or location. The case study in this study focused on a case that occur at the research site and is related to the application of visual media in teaching speaking skills through Smart TV using Accent Pronunciation, whose meaning and process are not in the form of numbers but in the form of descriptive; written or spoken

¹ Christian T. K.-H. Stadtländer, "Qualitative, Quantitative, and Mixed-Methods Research," *Microbe Magazine* 4, no. 11 (2009): 485–485, <https://doi.org/10.1128/microbe.4.485.1>.

words from certain informants. which can provide a systematic and accurate description of symptoms, facts, or events. Thus, qualitative research emphasized the importance of context, individual meaning, and the complexity of social problems in understanding the phenomenon being studied.

Since the research focused on events that take place in a society that is emotionally invested with powerful expressions, goals, and wants, the researcher chose to employ qualitative methods for this study. Because the case study research design was appropriate and pertinent for the current investigation, the researcher ultimately decided on a case study research strategy. The researcher then conducted an in-depth investigation to describe visual media application in teaching Speaking Skill: an exploratory study on accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand

B. Research Location

The researcher chose Ban Maruebo-ok School 199, Narathiwat, Thailand, as the research location for this study. Since this research includes research through interviews and observations, the determination of the research location is very important for the success in finding research data. First, this school location is very suitable for using the application of visual media through Smart TV in the teaching and learning process, especially in teaching speaking skills, and needs to be researched thoroughly. Secondly, this school location is in accordance with the title of the research being conducted, as evidenced by the initial investigation. Third, this school location helped

elaborate the findings of the research focus, such as scientifically examining the objectives, materials, steps, and evaluation of the learning process of sixth grade students at Ban Maruebo-ok School. Fourth, the application of visual media through Smart TV assisted teachers in teaching speaking skills with the condition of students using accent pronunciation.

C. Research Subject

Research subject refer to the individuals, groups, or phenomena being studied to explore their experiences, perceptions, behaviors, or meanings within a specific context. These subjects are central to qualitative inquiry as they provided the data needed to understand complex social or cultural phenomena through methods such as interviews, observations, and document analysis

Basically, research subjects are participants who provided data sources related to the focus of research accompanied by volunteers and data collection methods. Informants or participants used in this study include:

1. The English Teacher at sixth-grade students at Ban Maruebo-ok School

199.

In addition to conducting observations and interviews, the English teacher was also chosen to be the subject of this study. With the aim of obtaining data related to Visual Media Application in teaching Speaking Skill through Smart TV on accent pronunciation. The selection of teachers as research subjects is based on the consideration that teachers are direct

practitioners who understand the characteristics of students and the dynamics of learning in the classroom.

2. The Students' of sixth-grade at Ban Maruebo-ok School 199

The second subject was taken at sixth-grade students at Ban Maruebo-ok School 199. The selection of sixth grade students as research subjects is based on the fact that students are at the stage of starting to develop the basics of English language learning which is likely to be a provision at the next school level. This is also supported by several English teachers at Ban Maruebo-ok School 199 because the teacher applied Visual Media Application in teaching Speaking Skill through Smart TV on accent pronunciation to sixth-grade students.

D. Data Collection

In qualitative research, data collection is to collect rich and precise data that can be used to investigate and understand certain events or circumstances. data collection included collecting information through various methods such as interviews, observation, and document analysis. The data collection techniques which were utilized in this current research included:

1. Interview

According to Creswell, interview in qualitative research as a primary data collection method that involves asking participants open-ended questions to explore their experiences and perspectives in depth. Researchers can conduct interviews in a variety of formats, including structured, semi-structured and unstructured interviews. Structured

interviews involve a pre-planned set of questions that are asked in the same order to each participant. Semi-structured interviews have a more flexible structure to deepen information from respondents and allow for following new leads that emerge through follow-up questions or probing. Unstructured interviews are more open-ended, allowing participants to openly express their feelings or viewpoints through naturally occurring conversations. There are four categories of qualitative interviews: Face-to-face interviews, Focus group interviews, Telephone interviews, Online interviews.²

In this study, the researcher used semi-structured interviews as the main method of data collection. The questions were asked in a natural way to allow the participants to elaborate their perspectives freely and comfortably during the interview. The researcher also conducted face-to-face interviews with English teacher and focus group interviews with five children, two boys and three girls, who are sixth grade students at Ban Maruebo-ok School.

2. Observation

The observation procedure in qualitative research involves several important steps that must be followed to ensure effective and valid data collection. First, the researcher needed to clearly formulate the purpose of the observation, including the specific phenomenon or behavior to be

² Avdhesh Jha, "Qualitative and Quantitative Research Design," *Social Research Methodology*, 2023, <https://doi.org/10.4324/9781032624860-9>.

observed. Second, the researcher must choose the right location and context to conduct the observation, ensuring that the environment is relevant to the research topic. The researcher must also decide whether to use a participatory observation approach, where the researcher is directly involved in the activity being observed, or non-participatory observation, where the researcher only observes without getting involved. Third, the researcher should prepare data collection tools, such as field notes, audio or video recordings, and other instruments needed to document the findings. During the observation process, the researcher should carefully record all relevant details, including the context, interactions, and behaviors of the participants. Once the observation is complete, the researcher then analyzes the data collected to identify patterns, themes, and meanings that emerge from the observations. This process allows the researcher to gain deep insight into the phenomenon under study and develop a better understanding of the social context that influences individual or group behavior.

3. Document Review

Document review is a data collection method in qualitative research that involved analyzing documents relevant to the research topic. These documents reported, noted, archived, or other written materials that provided additional information about the phenomenon under study. Through document analysis, researchers can gain deeper insights and a broader context regarding the research subject.

Researcher collect documents, including written, physical, and visual objects, such as public documents or private documents, during the research process. In this study, the researcher needed some documents as follows:

- a. Program Profile of Ban Maruebo-ok School 199 Narathiwat
- b. Goal, concept, vision and mission of Ban Maruebo-ok School 199 Narathiwat
- c. Data of six-grade students of Ban Maruebo-ok School 199 Narathiwat
- d. Student Photographs, Observations, and Interviews.
- e. Learning module

E. Data Analysis Technique

Data analysis technique refers to a systematic process of organizing, interpreting, and analyzing data from various sources, such as interviews, observations, and documentation. The goal is to understand the social phenomena that have been studied and produce knowledge that can be implemented. In qualitative research, data can be analyzed in three steps such as data mining, data presentation and conclusion drawing and verification. This included reviewing and analyzing a lot of data from various sources, such as field notes, interview transcripts, audio recordings, video recordings, and documents, and forming and validating conclusions.³

³ Asiva Noor Rachmayani, *Introduction to Qualitative Research Methods* (canada: John Wiley & Sons, Inc., Hoboken, New Jersey., 2015).

1. Data Condensation

Data condensation refer to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in written field notes, interview transcripts, or other qualitative materials. The aim is to refine the data so that it become more manageable and analytically meaningful, without losing its richness or essence. From the data collected, the researcher summarized the findings from the data collection and condenses the summary results and then continued with the data display. Therefore, the researcher condensed the data by re-reading the interview and observation reports because it can make it easier for researchers to categorize various things related to the research focus.

2. Data Display

Data display refers to an organized and arranged collection of information that allows researcher to draw conclusions and take action. It is a visual or textual representation of the data that makes patterns, themes, relationships, and trends easier to see and interpret. In this process, data presentation is carried out so that the information obtained can be seen more clearly and in detail. for example, the data is related to the teaching and learning process between teachers and students, so researcher group the data according to the research objectives. Thus, the data presented facilitated researcher in drawing relevant conclusions or recommendations in accordance with the findings of the analysis process.

3. Conclusion Drawing and Verification

Conclusion Drawing and Verification is Interpreting the displayed data to generate insights, explanations, and theoretical understandings, while rigorously testing and validating these conclusions through continuous checking, triangulation, and consideration of alternative evidence. In this stage, researchers try to connect the data that has been collected with theory or previous research and relevant new data, to strengthen the conclusions obtained.

F. Validity Data

Validity in qualitative research refers to the accuracy and trustworthiness of the findings-how well the research results represent the true meaning and reality of the phenomenon under study.

1. Source Triangulation

This technique is defined as checking data from different sources with the same method. The aim is to test the credibility of the data by comparing information from different sources to ensure the consistency and accuracy of the data. Thus, the first and second sources were compared by the researcher to obtain valid data. For example, interviewing sixth grade English teachers and sixth grade students then comparing the two interviews to get valid results.

2. Triangulation Technique

This technique is defined as checking the authenticity of data by comparing the same data sources with different methods. The aim is to test

the credibility of the data in a more diverse way to get more valid and comprehensive results. researchers can combine several such as data from observations, interviews, and document reviews. Then recheck the same information with different techniques and compare the results to see if the data provides the same conclusion.

G. Research procedure

The research methodology, which includes preparatory research, design development, current research, and report presentation, centers on the researcher's research summary strategy. Based on the above research methodology, this study consists of three stages to be completed by the researcher on the research procedure form:

1. Pre-field Stage

a. Developing research design

The researcher made several designs after considering factors affecting the research such as research title, research rationale, research focus, objectives, benefits, subjects, and research methods.

b. Choosing research fields

A researcher must first choose a research field before carrying out a study. researcher chose Ban Maruebo-ok School 199 Narathiwat, Thailand as the field to be studied.

c. Processing of permits

Before carrying out the research, the researcher took care of the licensing first by taking a permission letter through the university

website. then the researcher visited the research location to get permission and began to carry out the research process in accordance with the procedure.

d. Assessing state of the field

After obtaining permission, researchers began to conduct in-depth field research and evaluation to better understand the past of the object of research. This is done to facilitate data collection for researchers.

e. Prepare research equipment

Before going into the field, researcher organize the equipment needed for research, starting from notebooks, paper, and so on.

2. Field research stage

The next stage is conducting research. At this stage, researchers obtain the necessary data through various approaches, including observation, interviews, and documentation. Activities that will be carried out in this stage include:

a. Drawing up a research plan

Researchers chose several things when drafting the design such as; research title, research reasons, research focus, research objectives, research benefits, research objects, and methods used.

b. Data processing

Data processing is taken from the results of data collection with the aim of facilitating data analysis.

c. Data analysis

After collecting data, researcher used qualitative analysis techniques to examine all the data that had been collected by presenting an overview of the data received during data collection-the results of the analysis shown in the data exposure and research findings.

3. Post field stage

After researcher collected data from observations, interviews, and document reviews, the miles Huberman and Saldana model was used to analyze the data. Then the data was detailed in the form of a report and consulted with the supervisor. Furthermore, the making of research results in the form of a thesis in accordance with applicable provisions and requirements. This was done in accordance with university policy in terms of writing. After all is done, the research is tested and revised for the last time.

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Research Object Description

The object of this research was carried out in Ban Maruebo-ok School 199, which located in Maruebo Subdistrict No.5, Cho-Ai Rong District, Narathiwat Province, Thailand.¹

a. Data of Teachers and Staff

The following part, researcher noted the structure of teachers and staff at Ban Mruebo-ok School 2023-2024 Academi Year.

Table 4.1
Data Teachers and Staff at Ban Maruebo-ok School 199

No	Teacher and Staff	Man	Woman	Total
1.	Teacher	6	25	31
2.	Administration	-	2	2
3.	Canteen Guard	3	-	3
4.	Driver	2	-	2
Total				38

b. Data of Students

In the following section, the researcher recorded the number of students at Ban Maruebo-ok School for the academic year 2023-2024. Meanwhile, there are 203 students (male), and 347 students (female).

¹ "Document Review," 2023.

Table 4.2
Data of Students at Ban Maruebo-ok School 199

No	Name of Class	Total
1.	Kindergarten	137
2.	Class 1	68
3.	Class 2	69
4.	Class 3	70
5.	Class 4	71
6.	Class 5	67
7.	Class 6	68

Next, the researcher recorded the names of the sixth-grade section one students consisting of 31 students.

Table 4.3
Data of Sixt-Grade Student Section One

No.	Name of Students	Male/Female
1.	Rahmadhayat Bula	Male
2.	Saffan Mahayading	Male
3.	Sulfi Beraheng	Female
4.	Fahmee Sa-it	Male
5.	Mahammad Badri Semae	Male
6.	Muhammad Saifu Beraheng	Male
7.	Alfaruk Binsaleah	Male
8.	Alan Saerusoh	Male
9.	Salva Tayoh	Female
10.	Silwane Deramae	Female
11.	Sorihah Salah	Female
12.	Tasneem Salaeh	Female
13.	Wildan Chehae	Female
14.	Asmat Hayiwamae	Female
15.	Asmah Che-ngoh	Female
16.	Saniyah Salaeh	Female
17.	Siti Nursafareeh Cheha	Female
18.	Busrin Useng	Male
19.	Fadina Prasomsin	Female
20.	Nurfasila Awaekachi	Female
21.	Asinee Su	Female
22.	Nur-umaeroh Tahea	Female
23.	Nasreenda Samae	Female
24.	Siti Aminoh Suyu	Female
25.	Wanfauwas Waeyusoh	Female

26.	Mukminee Chenae	Female
27.	Supriyah Dereh	Female
28.	Nikasmawatee Niksoh	Female
29.	Nurfityan Yusoh	Female
30.	Nur-ainee Chema	Female
31.	Abdul Rahman Kachi	Male

B. Data Presentation and Analysis

In general, the strategies and processes shown in this Chapter were used to develop data descriptions and conclusions, which were then incorporated into the data display and analysis. The data descriptions in this study are organized into categories based on the research topic. Each study must present data with data collection strategies that have been determined by the researcher, namely interview techniques, observation, and document review. Presentation of data is carried out as evidence that researcher have carried out research by observing and assessing the state of the research target directly, researchers also conducted interviews with several different informants to obtain data and various supporting documents.

Once data collection was complete, the data was analyzed. The results of the interviews were supported by the results of observations and some documents needed in the research, so that related data were obtained such as objectives, materials, steps, and evaluation of Implementation of Visual Media through Smart TVs in teaching Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand. As follows:

1. The Implementation of Visual Media through Smart TVs in teaching Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

The process of implementing or applying a plan, policy, idea, or program into real action so that the predetermined goals can be achieved is called Implementation. In the implementation of learning, it includes how teachers deliver materials, use learning methods and media, and manage the classroom to achieve the learning objectives that have been set.

Based on the results of observations made on August 15, 2023 in Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand. During the observation, the researcher found that the implementation of learning was carried out by the teacher displaying the material to be taught on Smart TV. The material is in the form of image, audio or video content that has been selected by the teacher from online platforms or from the learning module itself. Based on classroom observations, the teacher implemented visual media through Smart TV effectively to support students' speaking skill development. At the beginning of the lesson, the teacher displayed pictures and animated videos related to material "Ready to Travel", such as famous places in the world. Students appeared curious and attentive when the images were shown. The teacher asked simple warm-up questions such as students' knowledge of the place and whether they have visited it or not to activate students'

background knowledge During the lesson, the teacher introduced target vocabulary such as; going to, holiday, with my family and sentence patterns such as; Where are you going and I am going to Bangkok. Students repeated the sentences together and imitated pronunciation shown in the media. Students then worked in pairs to practice speaking about different destinations using short role-play dialogs. This task encouraged students to speak more freely and express their ideas, showing responsive speaking skills. The teacher monitored and guided the activity while also modeling pronunciation when necessary. A class speaking chain followed, where each student took turns asking and answering questions. In the final activity, students gave short individual presentations in front of class such as introduce their self and talk about the place they want to visit. The researcher found that through Smart TV visual media, students look enthusiastic to listen and imitate the sound of English pronunciation on the material displayed. The teacher can replay the audio or video two to three times so that students become more fluent in imitating English pronunciation. The researcher also found that the teacher uses a headworn-microphone connected to a portable loudspeaker which can make it easier for students to hear more clearly the teacher's pronunciation in explaining difficult ones by using accent pronunciation.²

² “Observation” (Thailand, 2023).

The implementation of the use of Visual Media through Smart TV in teaching Speaking Skills according to English teachers for sixth grade students at Ban Maruebo-ok School are:

“In implementing Visual Media through Smart TV in teaching speaking skills I need to select some content in the form of images, audio, animated videos and others sourced from online platforms as teaching materials that will be delivered according to the material topics in the teaching module. For example, on Ready to Travel material, I will look for content such as pictures or animated videos related to the material. First, I showed pictures of travel places like New York, Paris, Roma, and others, then asked students simple questions such as 'Do you know this place?' or 'Have you ever traveled?' This helped them get interested and ready to speak. Then, I taught some travel vocabulary like 'going to', 'holiday', and 'with my family'. I also taught sentence patterns like 'Where are you going?' and 'I am going to Bangkok'. Next, students listen attentively and imitate clear pronunciation sounds through the material displayed on Smart TV. Then, they practiced speaking in pairs with different places and reasons for traveling, such as 'Bali - going to the beach'. After that, we had a class speaking chain where each student asked and answered questions one by one. In the last part, the students gave a short presentation such as 'Hello, my name is Nareesa. I'm going to Bangkok. I want to holiday with my family. I observe and listen to check their speech, pronunciation, and confidence. Usually, I will replay the content two to three times so that they can understand better. If students have difficulty with some of the words they encounter, then I will model the correct pronunciation and easily imitated by students with their pronunciation accents.”

Miss Nareesa also added that:

“Using Smart TV in learning can increase students' interest in learning and make them more focused on the screen displayed. In the implementation, I also use a Headworn-microphone connected to a portable speaker to make it easier for students to listen clearly to what I am modeling, specifically in pronunciation when learning English speaking skills.”³

³ Nareesa Saleh, “Interviewed by Faisatul Jannah” (Thailand, 2023).

Those above was strengthened in Asmat's statement, she confirmed that:

*"While learning speaking skills, Miss Nareesa explained the material displayed on the Smart TV screen while giving examples of dialog according to the material being taught. First, she shows places like New York and Paris. Then she asks, "Do you know this place?" We answer together. She teaches us word. She teaches us how to say, "Where are you going?" and "I am going to Bangkok." We listen and repeat the words. We practice speaking with our friends. I say, "Where are you going?" My friend says, "I am going to Bali." We also speak in a circle. One student asks, the next one answers. At the end, we spoke in front of the class and told our friends where we were going. After that, we read the dialog together while taking turns with Miss Nareesa."*⁴

Shinee as student also added that:

*"If we feel less fluent in speaking, Miss Nareesa will repeat the video examples so that we are more fluent and confident. When the speaking lesson took place, I was a student who lacked confidence when speaking English, but the material presented on smart TV content interested me so I wanted to try to start speaking English. While explaining the material, Miss Nareesa often repeats vocabulary that is considered difficult to pronounce by us, so that we become more fluent in pronunciation using our accent pronunciation."*⁵

In addition, related to the focus group interview by Dayat, he added that:

*"By using the headworn-microphone, students can listen to Miss Nareesa's explanation clearly. Especially when modeling the pronunciation of difficult words, the headworn-microphone really helped us imitate difficult vocabularies with clear pronunciation using accent pronunciation."*⁶

⁴ Asmat, "Focus Group Interview toward Sixth-Grade Students" (Thailand, 2023).

⁵ Silwanee, "Focus Group Interview toward Sixth-Grade Students" (Thailand, 2023).

⁶ Dayat, "Focus Group Interview toward Sixth-Grade Students" (Thailand, 2023).

Based on the results of the interview, in implementing Visual Media through Smart TV in learning speaking skills with pronunciation accents, teachers first select content or material either sourced from online platforms or learning modules that are in accordance with the topic of material to be taught, for example in topic Ready to Travel. The steps include showing relevant pictures or videos, asking simple guiding questions to activate students' interest and having students imitate pronunciation from the media shown. Students then engage in interactive speaking activities such as pair practice, speaking chains, and short presentations. When learning takes place, students can listen attentively and imitate clear pronunciation sounds through the material displayed on Smart TV. Teacher repeats the material two to three times so that students can understand well. Students also said that using Smart TV can increase their interest in learning and make them more focused. Teachers also use a headworn-microphone connected to a portable loudspeaker that can make it easier for students to listen to the teacher's pronunciation clearly according to their accent pronunciation when they encounter difficulties in native pronunciation.

This is also supported by the learning module in topic section 2 page 235 on "ready to Travel". the teacher included clear learning objectives focused on speaking performance, such as responding to questions, expressing travel plans, and using simple sentence structures. The plan outlined pre-speaking, while-speaking, and post-speaking activities involving pictures, videos, and dialog practice displayed on Smart TV. Such

as a short dialog about travel combined with text and pictures to attract students' enthusiasm in learning. The teacher gives an example of the correct pronunciation then followed by the students in turn. This is done repeatedly along with playing back the audio or video until students are more fluent in speaking English. By using a headworn-microphone, students can hear clearly the pronunciation that the teacher conveys. if students find difficult vocabulary in native pronunciation, the teacher will give examples using pronunciation accents to make it easier for students to imitate.⁷

Data from observations, interviews and document reviews show the results of the implementation of Visual Media in teaching Speaking Skills with Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand, as follows: *First*, the teacher selects content in the form of images, audio, or animated videos from online platforms or the learning module. The content is adjusted to match the topic being taught, such as Ready to Travel, and is displayed through Smart TV. *Second*, Students listen attentively to the material shown on the Smart TV. They imitate the pronunciation heard from the videos or audio content. The teacher teaches target vocabulary and sentence patterns and encourages students to repeat them for better fluency. *Third*, students practice speaking by taking turns reading dialogs with the teacher and classmates. They work in pairs and also join in class-wide speaking chains. If students struggle with native pronunciation, the teacher gives pronunciation examples based on

⁷ "Teaching Modul," in *Teacher Handbook MASTER BC 1-6* (Thailand, 2023), 230.

accent pronunciation to help them. The teacher replays the audio or video content 2–3 times to help students understand and pronounce words correctly. Students gain confidence and fluency through repetition and guided modeling. *Fourth*, the teacher uses a headworn-microphone connected to a portable loudspeaker to make it easier for students to hear more clearly what the teacher says, such as listening to difficult pronunciation using accent pronunciation.

2. The Evaluation of Visual Media through Smart TVs in improving Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

The collection, evaluation, and interpretation of information systems in order to determine whether or not learning purpose have been reached.

The results of observations carried out on August 29, 2023 in Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand. When the observation took place, the researcher found that the evaluation was carried out after completing one material. The teacher asked basic questions to determine the students' progress and understanding of the material that had been studied. The researcher also found that the teacher also paid attention to students in learning English pronunciation through conversations with their peers or short presentations in front of the class. The researcher found that students began to be interested in learning through Smart TV which displays content such as

learning pronunciation through conversations displayed through pictures and animated videos. At the end of the lesson, students were more active and more confident in speaking English using their accent pronunciation.⁸

Conducted with the interview, Miss Nareesa, the English instructor for students' sixth-grade, indicated that the evaluation for teaching speaking skill through Smart TV was:

“In evaluating students, I usually do it before the lesson ends. I give them a task by conducting a formative assessment in the form of a conversation with a table mate. Then before ending the class, I will ask students again about the material that has been conveyed, for example asking them to explain the material they have understood in English using accent pronunciation so that they are more confident. Furthermore, in summative assessment, I give worksheets in the form of pictures containing famous places in the world then students narrate in front of the class in turn. The worksheet will be displayed on the Smart TV screen to make it easier for students to listen to the task. I also use some animated videos to provide easy audio examples of pronunciation for students at the end of the assessment for mutual evaluation. By the end of the lesson, students are more active and more fluent in speaking English. They started to be confident in their English pronunciation using their accent.”⁹

Those above was strengthened in Silwanee's statement, she confirmed that:

“Before the lesson ended, teacher Nareesa gave us a basic question about the previous material and we tried to answer in English using the pronunciation that we understood. We also practiced conversations with our peers to improve our fluency in English. During the summative exam, we were given the task of telling the story of famous place like twin towers with the reason why we want to go there through pictures displayed on the Smart TV and we took turns coming forward.”¹⁰

⁸ “Observation.”

⁹ Saleh, “Interviewed by Faisatul Jannah.”

¹⁰ Silwanee, “Focus Group Interview toward Sixth-Grade Students.”

In addition, related to the focus group interview by Saffan, he added that:

“When students are expressing their opinions or answers in English, Teacher Nareesa always re-corrects students' incorrect pronunciation by playing animated videos on Smart TV that provide examples of accent pronunciation that are easily imitated by students. I feel more interested in speaking English by listening to and imitating the audio of the animated videos shown on the Smart TV. In the end, I became more confident in pronouncing English using the accent that I usually use.”¹¹

Based on the interview results, Miss Nareesa uses formative and summative assessments to evaluate students. Through conversations with peers and short presentations after the material can help students' development in speaking English. With the help of animated pictures and videos, students get a chance to practice speaking and practice pronunciation. Teachers also encourage students to speak with their own accent to be more comfortable and not afraid of being wrong. In this way, students become more active, more fluent and more confident when speaking English at the end of the lesson. Based on the interviews with the students, it can be concluded that the evaluation is in accordance with what Miss Nareesa said. Students feel more interested in speaking English by imitating the audio from the animated video displayed on Smart TV and are more active in answering basic questions from the teacher. Students are also

¹¹ Dayat, “Focus Group Interview toward Sixth-Grade Students.”

more confident in pronouncing English using accents comfortably and without fear of being wrong.

This is also supported by the teaching module in the topic 1 section on page 235 which explains the evaluation carried out, namely students dialogue with their peers about the material on the topic using English as the example given by the teacher. Then students can answer basic questions from the teacher about the topic individually or in groups. In topic 2 page 235 in the learning module, students can present their personal experience of travel individually when the teacher conducts summative assessment.¹²

Data from interviews, observations and document reviews show that the results of the evaluation of Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand, namely: *First*, formative evaluation is conducted by the teacher to students by asking basic questions about the material that has been learned to determine students' understanding and development. Students answer as much as they can using English and the teacher pays attention to the pronunciation of the students, so that students are more fluent in English pronunciation. *Second*, formative evaluation is done by asking students to talk with their peers to share their opinions about the material that has been learned using English. This causes students to be more comfortable and confident in speaking English using their accent pronunciation. *Third*, summative evaluation is conducted by the

¹² "Teaching Modul."

teacher to students at the end of the learning material by assessing the individual presentation of each student. Students present the tasks given by the teacher in front of the class through Smart TV. This makes students more fluent in speaking English in front of people.

Table 4.4
Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	How is the teacher implement Visual Media in teaching Speaking Skill through Smart TV on accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?	Data from interviews, observations, and document reviews show the results of the implementation of Visual Media in teaching Speaking Skills with Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand, as follows: First, the teacher selected content in the form of images, audio, or animated videos from online platforms or the learning module. The content was adjusted to match the topic being taught, such as Ready to Travel, and was displayed through Smart TV. Second, Students listened attentively to the material shown on the Smart TV. They imitated the pronunciation heard from the videos or audio content. The teacher taught target vocabulary and sentence patterns and encouraged students to repeat them for better fluency. Third, students practiced speaking by taking turns reading dialogs with the teacher and classmates. They worked in pairs and also joined in class-wide speaking chains. If students struggled with native pronunciation, the teacher gave

		<p>pronunciation examples based on accent pronunciation to help them. The teacher replayed the audio or video content 2–3 times to help students understand and pronounce words correctly. Students gained confidence and fluency through repetition and guided modeling. Fourth, the teacher used a headworn-microphone connected to a portable loudspeaker to make it easier for students to hear more clearly what the teacher said, such as listening to difficult pronunciation using accent pronunciation.</p>
2	<p>How is the evaluation of Visual Media Applications in teaching Speaking Skill through Smart TV with accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?</p>	<p>Data from interviews, observations and document reviews show that the results of the evaluation of Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199, Narathiwat, Thailand, namely: First, formative evaluation was conducted by the teacher to students by asking basic questions about the material that had been learned to determine students' understanding and development. Students answered as much as they could using English and the teacher paid attention to the pronunciation of the students, so that students were more fluent in English pronunciation. Second, formative evaluation was done by asking students to talk with their peers to share their opinions about the material that had been learned</p>

		<p>using English. This caused students to be more comfortable and confident in speaking English using their accent pronunciation. Third, summative evaluation was conducted by the teacher to students at the end of the learning material by assessing the individual presentation of each student. Students presented the tasks given by the teacher in front of the class through Smart TV. This made students more fluent in speaking English in front of people.</p>
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C. Discussion

This stage reflects the researcher's comprehension of the relationship between categories and dimensions, the placement of current findings in respect to previous discoveries, and the interpretation and explanation of field findings. Researcher investigated the steps, Activities, and evaluation of Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban-Maruebo-ok School 199 Narathiwat, Thailand in this study.

1. The Implementation of Visual Media through Smart TVs in teaching Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

Based on the findings of observations, interviews and document reviews show that the results of the Implementation of Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand, namely:

First, the teacher selects content in the form of images, audio, or animated videos from online platforms or the learning module. The content is adjusted to match the topic being taught, such as Ready to Travel, and is displayed through Smart TV. *Second*, Students listen attentively to the material shown on the Smart TV. They imitate the pronunciation heard from the videos or audio content. The teacher teaches target vocabulary and sentence patterns and encourages students to repeat them for better fluency. *Third*, students practice speaking by taking turns reading dialogs with the teacher and classmates. They work in pairs and also join in class-wide speaking chains. If students struggle with native pronunciation, the teacher gives pronunciation examples based on accent pronunciation to help them. The teacher replays the audio or video content 2–3 times to help students understand and pronounce words correctly. Students gain confidence and fluency through repetition and guided modeling. *Fourth*, the teacher uses a headworn-microphone connected to a portable loudspeaker to make it easier for students to hear more clearly what the teacher says, such as listening to difficult pronunciation using accent pronunciation.

Regarding the findings above, there are four steps in implementation of Visual Media through Smart TVs in teaching Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at in class: the teacher selects content in the form of images, audio, or animated videos from online platforms or the learning module. The content is adjusted to match the topic being taught, such as Ready to Travel, and is displayed through Smart TV.

This activity is relevant with Mayer's Multimedia Learning Theory, which states that individuals learn more effectively from words and images than from words alone. Learning media technologies, including video and social media, support the quality of education and the development of intellectual skills.¹³ For examples video animation, which can present recorded or animated content such as using frame-by-frame moving visuals that effectively explain complex ideas, such as illustrating people in social interaction using English conversation; a participatory visual method that can engage learners and offer insights for educational actors. The second, Students listen attentively to the material shown on the Smart TV. They imitate the pronunciation heard from the videos or audio content. The teacher teaches target vocabulary and sentence patterns and encourages students to repeat them for better fluency. This activity is aligned to Bronw's statement that there are several activities of speaking skill such as, imitative, intensive and responsive. The third, students practice speaking by taking turns reading dialogs with the teacher and classmates. They work in pairs and also join in class-wide speaking chains. If students struggle with native pronunciation, the teacher gives pronunciation examples based on accent pronunciation to help them. The teacher replays the audio or video content 2–3 times to help students understand and pronounce words correctly. Students gain confidence and fluency through repetition and guided

¹³ Harcourt, "A Meta-Analysis On Audio-Visuals In Educational Enhancement And Teaching In Secondary Schools."

modeling. This steps also in line with Brown, that steps in teaching speaking there are pre-speaking, while-speaking, and post-speaking activities.¹⁴ The fourth, the teacher uses a headworn-microphone connected to a portable loudspeaker to make it easier for students to hear more clearly what the teacher says, such as listening to difficult pronunciation using accent pronunciation. This is in line with Lado, who states that learners' pronunciation errors are influenced by the differences between their native language (L1) and the target language (L2).¹⁵ For example, if a sound exists in their mother tongue but not in foreign language, learners may struggle to produce the sound accurately. This theory highlights the importance of comparing the two phonological systems to predict and overcome difficulties in the pronunciation of English as a foreign language.

The conclusion regarding the findings related to the implementation of visual media through Smart Tv in teaching speaking skills with a focus on accent pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand follows the existing theory of learning steps.

¹⁴ Brown, "Techniques, Textbooks, and Materials."

¹⁵ Jonathan. Leather, "Second-Language Pronunciation Learning and Teaching," *Language Teaching* 16, No. 3, 1983, 198–219,

2. The Evaluation of Visual Media through Smart TVs in improving Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand.

The final stage of Application Visual Media through Smart TVs to teach Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand is evaluation. The practice of assessing the extent to which objectives have been achieved after the teaching-learning process is referred to as teaching assessment. Assessment is often used to evaluate students after the teaching-learning process. This evaluation consists of ideas, feedback, and comments.

Based on the findings of observations, interviews, and document review, the evaluation of Application Visual Media through Smart TVs to teach Speaking Skills with a focus on Accent Pronunciation among sixth-grade students at Ban Maruebo-ok School 199, Narathiwat, Thailand uses *First*, formative evaluation is conducted by the teacher to students by asking basic questions about the material that has been learned to determine students' understanding and development. Students answer as much as they can using English and the teacher pays attention to the pronunciation of the students, so that students are more fluent in English pronunciation. *Second*, formative evaluation is done by asking students to talk with their peers to share their opinions about the material that has been learned using English. This causes students to be more comfortable and confident in speaking

English using their accent pronunciation. *Third*, summative evaluation is conducted by the teacher to students at the end of the learning material by assessing the individual presentation of each student. Students present the tasks given by the teacher in front of the class through Smart TV. This makes students more fluent in speaking English in front of people.

Furthermore, evaluation as a component of the teaching plan that is used to assess pupils can be divided into two types:¹⁶

a. Formative assessment

Formative assessment is concerned with measuring students' abilities as part of a process. Formative assessment helps identify individual students' strengths and weaknesses, thus allowing teachers and students to focus on areas that need improvement. These assessments encourage students to self-correct and strive to achieve better performance. Common examples of formative assessment in speaking include class discussions, peer and teacher feedback, and teacher observation.

b. Summative assessment

Summative assessment is concerned with measuring the product. These assessments provide a final judgment of each learner's speaking ability, which can inform important decisions such as awarding grades or granting certification. Summative assessments are formal, often graded, and designed to measure the cumulative knowledge and skills

¹⁶ Brown, "Techniques, Textbooks, and Materials."

acquired by students. Examples of summative assessments in speaking include oral exams, presentations, and standardized speaking tests.

It can be concluded from the data and hypotheses mentioned above that both are consistent. Teachers and students benefit from the examination of teaching speaking skills with accent pronunciation through Smart TV. Knowing the extent to which the objectives have been achieved when teaching speaking skills with accent pronunciation through Smart TV can help teachers in enhancing the fluency of students' speaking skills using accent pronunciation through the materials that have been learned through Smart TV. At the same time, by implementing the teaching of accent pronunciation speaking skills, students can enhance their confidence in speaking English in public.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter concludes with a brief explanation based on Chapter IV and provides the following suggestions:

1. The Implementation of Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand, namely: *First*, the teacher selects content in the form of images, audio, or animated videos from online platforms or the learning module. The content is adjusted to match the topic being taught, such as Ready to Travel, and is displayed through Smart TV. *Second*, Students listen attentively to the material shown on the Smart TV. They imitate the pronunciation heard from the videos or audio content. The teacher teaches target vocabulary and sentence patterns and encourages students to repeat them for better fluency. *Third*, students practice speaking by taking turns reading dialogs with the teacher and classmates. They work in pairs and also join in class-wide speaking chains. If students struggle with native pronunciation, the teacher gives pronunciation examples based on accent pronunciation to help them. The teacher replays the audio or video content 2–3 times to help students understand and pronounce words correctly. Students gain confidence and fluency through repetition and guided modeling. *Fourth*, the teacher uses a headworn-microphone connected to a portable loudspeaker to make it easier for students to hear

more clearly what the teacher says, such as listening to difficult pronunciation using accent pronunciation. The implementation of visual media application in speaking skill through Smart TV with accent pronunciation can increase students' interest in learning and more focused on the screen displayed.

2. The evaluation of Application Visual Media in teaching Speaking Skill with Accent Pronunciation among sixth-grade students' at Ban Maruebo-ok School 199 Narathiwat, Thailand, namely: *First*, formative evaluation is conducted by the teacher to students by asking basic questions about the material that has been learned to determine students' understanding and development. Students answer as much as they can using English and the teacher pays attention to the pronunciation of the students. *Second*, formative evaluation is done by asking students to talk with their peers to share their opinions about the material that has been learned using English. *Third*, summative evaluation is conducted by the teacher to students at the end of the learning material by assessing the individual presentation of each student. This makes students more fluent in speaking English in front of people. The evaluations conducted through formative and summative assessments that show an increase in students' confidence to be more fluent in speaking English using accent pronunciation.

B. Suggestion

After conducting research at Ban Maruebo-ok School 199, Narathiwat, Thailand, the researcher would like to provide some recommendations in this section for:

1. Teachers

Teachers should reduce the use of mother tongue during learning and be more consistent in using English so that students get used to the English language environment.

2. Future Researchers

The researcher suggests that future researchers dig deeper into this case to identify new shortcomings, advantages, and uniqueness in the same problem and differentiate between current and previous research.



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Appendix 1

MATRIX

Title	Variables	Indicators	Data Resources	Research Method	RQ
VISUAL MEDIA APPLICATION IN TEACHING SPEAKING SKILL: AN EXPLORATORY STUDY ON ACCENT PRONUNCIATION AMONG SIXTH-GRADE STUDENTS AT BAN MARUEBO-OK SCHOOL 199, NARATHIWAT, THAILAND	<ol style="list-style-type: none"> Visual Media Application Through Smart TV Teaching Speaking Skill with Accent Pronunciation 	<ol style="list-style-type: none"> The definition of visual media Type of content Engagement features The element of teaching speaking skill The steps of teaching speaking skill The evaluation of teaching speaking skill 	<p>Primary</p> <ol style="list-style-type: none"> Semi-structured interviews Teachers' observation Focus Group Discussion <p>Secondary</p> <ol style="list-style-type: none"> Classroom interaction data Lesson Plans Educational Smart—TV content Document review 	<p>Research Approach : Qualitative Research</p> <p>Data Collection :</p> <ol style="list-style-type: none"> Classroom Observation Semi-structured Interview Document review <p>Data Analysis :</p> <ol style="list-style-type: none"> Data condensation Data display Drawing and verifying conclusions Validation of the data: Triangulation techniques 	<ol style="list-style-type: none"> How is the teacher implement Visual Media in teaching Speaking Skill through Smart TV on accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand? How is the evaluation of Visual Media Applications in teaching Speaking Skill through Smart TV in teaching Speaking Skills with accent pronunciation among sixth-Grade students' at Ban Maruebo-ok School 199, Narathiwat Thailand?

Appendix 2

Research Instrument

A. Observation Instrument

1. Geographic condition of Ban Maruebo-ok School 199 Narathiwat, Thailand
2. Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand

B. Interview Instrument

1. How to implement Visual Media in teaching Speaking Skill through Smart TV on accent pronunciation among sixth-grade students'?
2. How to evaluate the student when you teaching English through Smart TV?
3. How the student's result of their speaking skill after learning English through Smart TV?

C. Document Review Instrument

1. Profile of Ban Maruebo-ok School 199 Narathiwat, Thailand
2. Goal, concept, vision and mission of Ban Maruebo-ok School 199 Narathiwat, Thailand
3. The data of sixth-grade students
4. The Teaching Module.

Appendix 3



PREFACE

Academic Affairs Operation Manual

Core Concept of Academic Administration

Academic work is a core mission of educational institutions. The National Education Act B.E. 2542 (1999) and its Amendment (No. 2) B.E. 2545 (2002) aim to decentralize administrative power to educational institutions as much as possible. The intention is for schools to operate independently, flexibly, and swiftly, aligning with the needs of learners, schools, communities, and localities. This includes participation from all stakeholders, which is a key factor in strengthening school management capabilities. It enables the development of curricula, learning processes, assessment and evaluation, as well as support factors that improve student, community, and local quality effectively and efficiently.

Objectives

1. To enable academic administration to be independent, flexible, quick, and responsive to the needs of students, schools, communities, and localities.
2. To ensure that school administration and educational management meet standards and quality, aligning with internal quality assurance systems and evaluations for self-development and external assessment.
3. To enable schools to develop curricula and learning processes, including learning support factors that meet the needs of students, communities, and localities, with a learner-centered approach for quality and efficiency.
4. To promote cooperation in improving the quality of education among schools, individuals, families, organizations, agencies, and other institutions.

Scope of Responsibilities

1. Curriculum and learning process development
2. Registration, assessment, and evaluation

3. Management of learning subject groups and learner development activities
4. Promotion of quality education management
5. Promotion of educational media, innovations, and technologies
6. Development of libraries and learning resources
7. Creation of curriculum and instructional network development

Academic Affairs Tasks

1. Academic administration
2. Curriculum and instruction
3. Learning subject groups and learner development activities
4. Student registration
5. Student assessment
6. Media center and learning resources
7. ICT center
8. Library
9. Guidance counseling
10. Educational quality assurance
11. Educational research and development
12. Supervision and educational services





A. Profile of Ban Maruebo-ok School 199 Narathiwat, Thailand

- 1) Nama : Ban Maruebo-ok School Mitraphap 199
- 2) Address : Maruebo Subdistrict No.5
- 3) Zip Code : 96130
- 4) Subdistrict : Maruebo
- 5) Districts : Cho Ai-Rong
- 6) Province : Narathiwat
- 7) Country : Thailand
- 8) Educational level : Kindergarten and Elementary School

B. Goal, Concept, Vision, and Mission of School

- 1) Goal of School
 - a. To become an education center that provides quality education standards to the local community.
 - b. To make Ban Maruebo-ok Mitraphap 199 a landmark of quality education and a lifelong learning center for the community.
 - c. To provide equal and quality education to all students.
 - d. Produce graduates who have knowledge, morals and life skills.
 - e. Improving institutional capacity and the quality of education services.
 - f. Increase community participation in education development.

2) Concept of School

The school as a model of learning from science, supporting sustainable community living, developing life and work skills based on the Islamic way of life.

3) Vision

To become an educational institution that has management and management of education according to international standards, to produce graduates who are knowledgeable, have Islamic morals, and are able to live based on the Islamic way of life in the context of the present and the future.

4) Mission

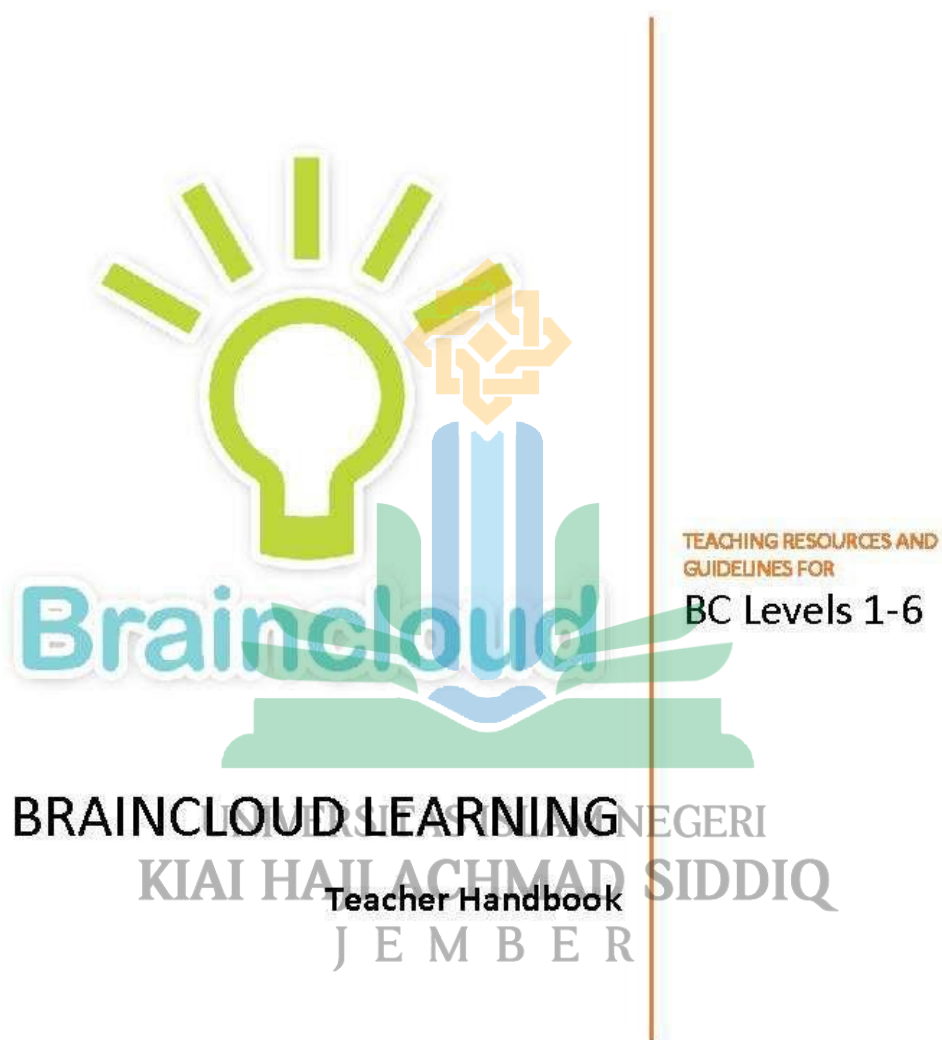
a. Provide quality and equitable education services, based on national education standards and principles.

b. Improving the quality of education through teacher development and learning systems.

c. Promote the Islamic way of life and preservation of local culture.

d. Enhance collaboration with local communities and organizations.

e. Develop students' life and career skills according to community needs.



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Topic 2: Ready to Travel

Key Vocabulary: countries and culture, landmarks, passport, book tickets

Target Language:

- Where are you going?
- I go to Paris
- Did you book tickets?
- Don't forget to report on landmarks

Objective:

To introduce Students to important travel-related terms and to practice reading and discussing rules.

In-class activity:

1. Pre-Speaking Activities (Preparation)

Objective: Build background knowledge and activate vocabulary.

Activities:

- Warm-up (5 mins): Show pictures of famous travel destinations (e.g., New York, Paris, Tokyo). Ask:

“Do you know this place?”

“Have you ever traveled before?”

- Vocabulary Introduction (10 mins): Teach key vocabulary:
 - going to [place]
 - take a holiday
 - with my family / friends
 - Introduce sentence structures:

“Where are you going?”

“I am going to ____.”

“What are you doing there?”

“I want to ____.”

2. While-Speaking Activities (Practice)

Objective: Practice using the target language in structured and semi-structured speaking tasks.

Activities:

- Listen and Repeat (5 mins): Play a recording or read the sample dialog. Students repeat each sentence after the teacher with correct pronunciation.
- Role-play Practice (10 mins): Pair students and give them short role-play cards with different destinations and reasons for traveling.

Example cards:

- “Bangkok – visit my grandparents”
- “Bali – go to the beach”
- “New York – take a holiday with my family”

Students practice the dialog in pairs:

A: Where are you going?

B: I am going to Bali.

A: What are you doing there?

B: I want to go to the beach.

- Class Speaking Chain (5 mins): One student asks another, and that student answers, then asks the next student, continuing the chain.

3. Post-Speaking Activities (Production/Extension)

Objective: Encourage free speaking and personal expression.

Activities:

- Mini Presentation (10 mins): Each student makes a short presentation using the dialog pattern:

“Hello, my name is _____. I am going to _____. I want to _____.”

- Draw and Share (5–10 mins): Students draw their dream travel destination and describe it using the speaking structure.

In-class assessment:

Observe students during role-play and presentations for:

- Accuracy in using sentence structures
- Pronunciation
- Confidence and fluency

MEETING 1

ไปทั่วโลกกันเถอะ

Let's travel around the world!



Activity 1

➤ DIALOG 1

A: WHERE ARE YOU GOING?

B: I AM GOING TO NEW YORK

A: WHAT ARE YOU DOING THERE?

B: I WANT TO TAKE A HOLIDAY WITH MY FAMILY

➤ Vocabulary

Travel : การท่องเที่ยว

Plane : เครื่องบิน

Sea : ทะเล

Mountain : ภูเขา

Shopping : ช้อปปิ้ง

Journey : การเดินทาง

Family : ครอบครัว

Friend : เพื่อน

- Look at the picture below and match it with the dialogue!



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Where are you going?
คุณกำลังจะไปไหน?

I am going to Bangkok
ฉันกำลังจะไปกรุงเทพ

Where are you going?
คุณกำลังจะไปไหน?

I am going to Bali
ฉันกำลังจะไปบาหลี

Where are you going?
คุณกำลังจะไปไหน?

I am going to Paris
ฉันจะไปปารีส

Where are you going?
คุณกำลังจะไปไหน?

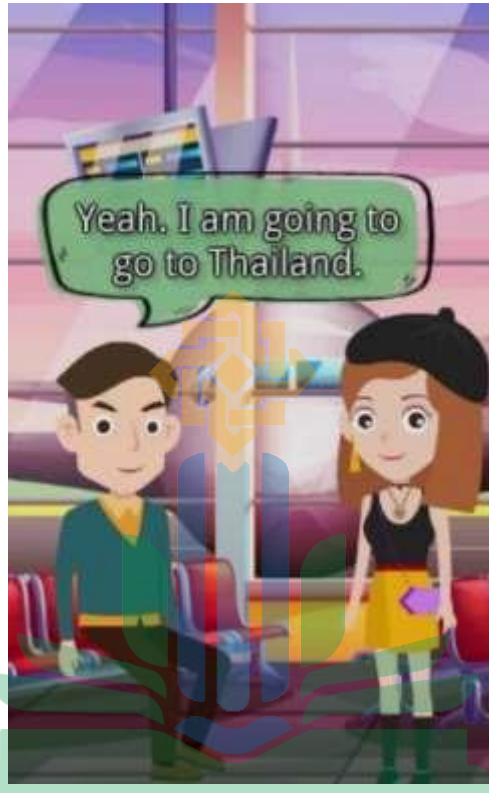
I am going to California
ฉันจะไปแคลิฟอร์เนีย

Where are you going?
คุณกำลังจะไปไหน?

I am going to Phuket
ฉันกำลังจะไปภูเก็ต

MEETING 2

- Animated video about Travel plan



<https://www.youtube.com/shorts/PyGvMp8X4kk>

- Animated video presentation about Travel experience



<https://www.youtube.com/watch?v=ePtKgkMVtOc>

Appendix 4

INTERVIEW

Interview 1: Miss Nareesa as the English teacher in sixth-grade.

A: Researcher

B: Miss Nareesa

A: Assalamualaikum Wr. Wb. Good afternoon, Miss.

B: Waalaikumsalam Wr. Wb. Good afternoon.

A: How are you today, Miss?

B: Alhamdulillah, I'm doing very well.

A: Alhamdulillah. May I ask you some questions about the sixth-grade class? It's for my research.

B: Sure, please go ahead.

A: First, how do you use visual media in teaching speaking skills through Smart TV, especially for accent pronunciation?

B: In implementing Visual Media through Smart TV in teaching speaking skills I need to select some content in the form of images, audio, animated videos and others sourced from online platforms as teaching materials that will be delivered according to the material topics in the teaching module. For example, on Ready to Travel material, I will look for content such as pictures or animated videos related to the material.

A: Next, what are the steps of teaching speaking skill through Smart TV?

B: First, I showed pictures of travel places like New York, Paris, Roma, and others, then asked students simple questions such as 'Do you know this place?' or 'Have you ever traveled?' This helped them get interested and ready to speak. Then, I taught some travel vocabulary like 'going to', 'holiday', and 'with my family'. I also taught sentence patterns like 'Where are you going?' and 'I am going to Bangkok'. Next, students listen attentively and imitate clear pronunciation sounds through the material displayed on Smart TV. Then, they practiced speaking in pairs with different places and reasons for traveling, such as 'Bali - going to the beach'. After that, we had a class speaking chain where each student asked and answered questions one by one. In the last part, the students gave a short presentation such as 'Hello, my name is Nareesa. I'm going to Bangkok. I want to holiday with my family. I observe and listen to check their speech, pronunciation, and confidence. Usually, I will replay the content two to three times so that they can understand better. If students have difficulty with some of the words they encounter, then I will model the correct pronunciation and easily imitated by students with their

pronunciation accents. Using Smart TV in learning can increase students' interest in learning and make them more focused on the screen displayed. In the implementation, I also use a Headworn-microphone connected to a portable speaker to make it easier for students to listen clearly to what I am modeling, specifically in pronunciation when learning English speaking skills.

A: That sounds helpful. So, how do you evaluate the students when you use Smart TV in class?

B: In evaluating students, I usually do it before the lesson ends. I give them a task by conducting a formative assessment in the form of a conversation with a table mate. Then before ending the class, I will ask students again about the material that has been conveyed, for example asking them to explain the material they have understood in English using accent pronunciation so that they are more confident. Furthermore, in summative assessment, I give worksheets in the form of pictures containing famous places in the world then students narrate in front of the class in turn. The worksheet will be displayed on the Smart TV screen to make it easier for students to listen to the task. I also use some animated videos to provide easy audio examples of pronunciation for students at the end of the assessment for mutual evaluation.

A: Very interesting. So, how are the students' results in speaking after learning English through Smart TV?

B: By the end of the lesson, students are more active and more fluent in speaking English. They started to be confident in their English pronunciation using their accent

A: Alright, all the questions have been answered. Thank you very much for your clear and brief answers, Miss, and also thank you for taking the time to be interviewed.

B: No problem. As long as I can help, let's support each other, especially in educating the children.

A: Got it, Miss. Thank you.

B: You're welcome.

Interview 2: Focus Group Interview

A: Researcher

B: Asmat

C: Dayat

D: Shinee

E: Silwanee

F: Saffan

A: Assalamualaikum, everyone.

B, C, D, E, F: Waalaikumsalam.

A: How is your day?

B: Alhamdulillah, I'm good.

C: I'm fine, thank you.

D: I feel happy today.

E: Alhamdulillah, everything is okay.

F: Yes, I'm doing well too.

A: I want to ask you some questions about your English class with Miss Nareesa. Is that okay?

B, C, D, E, F: Yes, it's okay.

A: Asmat, can you tell me how Miss Nareesa teaches speaking using the Smart TV?

B (Asmat): Yes. While learning speaking skills, Miss Nareesa explained the material displayed on the Smart TV screen while giving examples of dialog according to the material being taught. First, she shows places like New York and Paris. Then she asks, "Do you know this place?" We answer together. She teaches us word. She teaches us how to say, "Where are you going?" and "I am going to Bangkok." We listen and repeat the words. We practice speaking with our friends. I say, "Where are you going?" My friend says, "I am going to Bali." We also speak in a circle. One student asks, the next one answers. At the end, we spoke in front of

the class and told our friends where we were going. After that, we read the dialog together while taking turns with Miss Nareesa.

A: Thank you, Asmat. Then Shinee, what do you think about that? how do you feel when learning speaking in class?

D (Shinee): I agree. If we feel less fluent in speaking, Miss Nareesa will repeat the video examples so that we are more fluent and confident. When the speaking lesson took place, I was a student who lacked confidence when speaking English, but the material presented on smart TV content interested me so I wanted to try to start speaking English. While explaining the material, Miss Nareesa often repeats vocabulary that is considered difficult to pronounce by us, so that we become more fluent in pronunciation using our accent pronunciation.

A: That's nice. Dayat, what do you think about the microphone Miss Nareesa uses? Did it help?

C (Dayat): Yes. Miss Nareesa uses a headworn-microphone when teaching. It helps us hear her pronunciation more clearly, especially for difficult words. It's easier to imitate the correct pronunciation that way.

A: Good. Silwanee, what do you do before the class ends?

E (Silwanee): Before the lesson ended, teacher Nareesa gave us a basic question about the previous material and we tried to answer in English using the pronunciation that we understood. We also practiced conversations with our peers to improve our fluency in English. During the summative exam, we were given the task of telling the story of famous place like twin towers with the reason why we want to go there through pictures displayed on the Smart TV and we took turns coming forward.

A: Very good. Saffan, does Miss Nareesa correct every student's mispronunciation at the end of the lesson?

F (Saffan): Yes, When students are expressing their opinions or answers in English, Teacher Nareesa always re-corrects students' incorrect pronunciation by

playing animated videos on Smart TV that provide examples of accent pronunciation that are easily imitated by students. I feel more interested in speaking English by listening to and imitating the audio of the animated videos shown on the Smart TV. In the end, I became more confident in pronouncing English using the accent that I usually use

A: Thank you, everyone. Your answers are very helpful for my research.

B, C, D, E, F: You're welcome!

A: I really appreciate your time and honesty. Keep practicing and enjoy learning English, okay?

B: Thank you, we will!

C: Yes, we will try our best!

D: Thank you for the interview.

E: It was fun to share.

F: Thank you, good luck with your research!

A: Thanks a lot. See you all, and have a great day!

B, C, D, E, F: See you too!









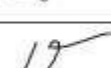



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Appendix 5

RESEACH JOURNAL'S ACTIVITIES

Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand

Academic Year 2023-2024

No.	Day/Date	Activity	Signature
1.	24 th of July, 2023	The researcher does the perliminary study by conducting interviews with English Teacher	
2.	25 th of July, 2023	The researcher confirms the research permission	
3.	1 st of August, 2023	The researcher observes Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand	
4.	7 th of August, 2023	Interview with the English teacher about strategy in teaching speaking skill by using Visual Media.	
5.	10 th of August, 2023	Interview with student of Ban Maruebo-ok School Mitrapap 199	
6.	15 th of August, 2023	The researcher observes Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand	
7.	29 th of August, 2023	The researcher observes Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand	
8.	5 th of September, 2023	Complete the research data and document review	
9.	13 th of September, 2023	Complete the research data and document review	
10.	22 th of September, 2023	The researcher ask a letter of research finishing	

Thailand, 29 September 2023

Researcher


Faisatul Hannah

The Head Master of School



Sakina Wacysuh

Appendix 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3350/In.20/3.a/PP.009/08/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Ban Maruebo-ok School Mitrapap 199, Thailand
 No.5 Maruebo Subdistrict, Cho-Ai Rong District, Narathiwat Province, Thailand, 96130.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060029
 Nama : FAISATUL JANNAH
 Semester : Semester lima
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sakina Waeyusoh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Jember, 21 July 2023
 an. Dekan,
 Wakil Dekan Bidang Akademik,


 MASHUDI

Appendix 7



SURAT KETERANGAN

TELAH MELAKSANAKAN PENELITIAN

NOMOR : STC27/2566
27/09/2023

Yang bertanda tangan di bawah ini :

Nama : Sakina Waeyusoh
Jabatan : Direktur Sekolah Ban Maruebo-ok School Mitraopap 199
Alamat : 05 Tambon Maruebo District Cho Ai-Rong Provinsi Narathiwat, Thailand.

Dengan ini menerangkan :

Nama : Faisatul Jannah
NIM : 214101060029
Jurusan : Tadris Bahasa Inggris
Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Alamat : Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates, Kab. Jember Jawa Timur 68136

UNIVERSITAS ISLAM NEGERI

Berdasarkan hal ini yang bersangkutan telah melaksanakan penelitian di Ban Maruebo-ok School Thailand dengan judul "A Visual Media Application In Teaching Speaking Skill: An Exploratory Study On Accent Pronunciation Among Sixth-Grade Students At Ban Maruebo-Ok School 199, Narathiwat, Thailand" selama 60 hari mulai hari Senin, 24 Juli 2023 sampai dengan 22 September 2023.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Thailand, 27 September 2023

Direktur Ban Mruebo-ok School

Sakina Waeyusoh

Appendix 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Faisatul Jannah

NIM : 214101020038

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Visual Media Application In Teaching Speaking Skill: An Exploratory
 Study On Accent Pronunciation Among Sixth-Grade Students At Ban
 Maruebo-Ok School 199, Narathiwat, Thailand

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor
 pengecekan bab 1-5 sebesar 10,8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 13%

BAB II = 8%

BAB III = 23%

BAB IV = 10 %

BAB V = 0%

Jember, 22 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember



(Ulfa Dina Novienda, S. Sos. I., M. Pd.)
 NIP. 198308112023212019

Appendix 9

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Faisatul Jannah
 SRN : 214101060029
 Major : Tadris Bahasa Inggris
 Faculty : Tarbitah dan Ilmu Keguruan
 Institution : UIN Kiai Haji Achmad Siddiq

Stated that the thesis untitled "Visual Media Application in Teaching Speaking Skill: An Exploratory Study on Accent Pronunciation Among Sixth-Grade Student at Ban Maruebok School 199, Narathiwat, Thailand" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.

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Jember, 30 May 2025


Faisatul Jannah
214101060029

Appendix 10**DOCUMENTATION**

- The research was conducted at Ban Maruebo-ok School 199, Narathiwat, Thailand. The documentation includes several activities held at the school, such as the morning assembly and students' outdoor gatherings which reflect the school's disciplined and vibrant environment.

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Teacher explained the material through Smart TV

- Students engaging with material presented via a Smart TV in a classroom setting, with the teacher at the front.
- A teacher explaining lesson material to students using a Smart TV, illustrating technology integration in the classroom.



- Students are actively learning from a display screen Smart TV, in a classroom, with a teacher observing. Students practicing conversational English in pairs.



Focus group Interview

- The researcher conducted a focus group interview with the students to gain deeper insights into their learning experiences. The friendly atmosphere and students' enthusiasm during the interviews contributed positively to the data collection process.



An interview conducted with an English teacher regarding smart tv learning for sixth grade students. this activity was carried out by researchers for data collection.



A group of sixth-grade students, the subjects or participants of a study, in their school uniforms

Appendix 11

CURRICULUM VITAE



1. Personal Information

- a. Name : Faisatul Jannah
- b. SRN : 214101060029
- c. Place and date of birth : Lumajang, 6th of March 2003
- d. Address : Dsn Ngambon RT/RW 004/010
Jambekumbu, Kec. Pasrujambe, Kab. Lumajang
- e. Faculty : Education and teacher Training
- f. Major : English Education Program
- g. Email : faisatuljannah@gmail.com

2. Education Background

- a. Kindergarten : RA. MUSLIMAT NU 03
- b. Elementary School : SDN JAMBEKUMBU 02
- c. Junior High School : MTs. SYARIFUDDIN
- d. Senior High School : MA. SYARIFUDDIN

3. Organization Experience

- a. General Treasure of OSIM MTs Syarifuddin (2016-2017)
- b. Crew Buletin MTs Syarifuddin (2016-2017)
- c. Arts Coordinator of Maqda PonPes Kyai Syarifuddin (2018-2021)
- d. General Secretary of HMPS TBI (2023-2024)
- e. Arts Coordinator of KOPRI PMII RFTIK (2024-2025)
- f. Member of Student Exchange Program Indonesia-Thailand I (2023)
- g. Tentor of Gema Prestasi (2024-2025)