

ABSTRACT

This study present the issue on student's pronunciation problem especially in pronouncing word stress. This study aimed at investigating the effect of Audio Visual Aids (AVAs) in students' pronunciation and the strengths and weaknesses of Audio Visual Aids (AVAs) in teaching pronunciation. To achieve these aims, qualitative research design was employed. The data was gathered from 15 participants in foreign language classroom. A case study was implemented where the data were obtained by giving the students pronunciation test; pre-test and post-test, giving questionnaire to all students, and conducting interview to all students. The findings showed that 13 students indicated high category in a pronunciation test. The findings showed that mostly all the students tent to give positive responses toward audio vidual aids in pronunciation by providing different reasons. Then, in students' pronunciation test analysis, it was found that the students' result from pre-test and post test indicated improvement in word stress. It is suggested for the teachers to use AVAs in teaching pronunciation. They could encourage their students to be more enthusiasm in learning pronunciation through AVAs along with meaningful feedback.

Keywords: word stress, audio visual aids, pronunciation

