**ABSTRACT**

**Bhakti, Hayat P. 2012.** *Video Based Phonics as A Technique for Enhancing Pronunciation in Reading Simple Pictured Descriptive Text in Sixth Grade of Elementary School.*Final Project.English Department.Faculty of Languages and Arts.Semarang State University. First advisor: Drs. Amir Sisbiyanto, M. Hum., Second Advisor: AlimSukrisno, M.A

**Keyword: Phonics, Simple Pictured Descriptive Text, Pronunciation, Elementary School.**

The objectives of this study were to find out the contribution of video based phonics in improving students’ pronunciation skill and to know whether or not there were significant differences between students taught by video based phonics and those who were not. This study was focused on students’ improvement in reading simple pictured descriptive texts.

The participants were sixth-grade students of SD Negeri 1 Tampingan academic year 2011/2012. There were 29 students involved in the research. They were divided into two groups, experimental group and control group. To determine who would join the experimental group and the control group, they were split into two halves based on the numbers found in the attendance list. As a result, the first 15 students would join the experimental group and the rest 14 students would join the control group. To check the equality of the both groups, they would be given a pre-test. The equality of the both groups was checked using F-test. They had to read a simple pictured descriptive text. Their reading would be recorded as the data of the research. After the both groups proved to be equal, they were given the treatments. The treatments were given for three meetings. At the end of the treatments, they were given a post-test to check their improvement. Then, the significant difference of the both groups was checked using t-test.

The result showed that video based phonics technique could improve pronunciation skill of the experimental group students in reading a simple pictured descriptive text. However, if it is compared with the students’ improvement found in the control group, there is no significant difference between the two groups. It was proved by the result of the t-test. The t-test result was 1.29 while the result of critical t value test is 2.05541. The comparison showed that the result of t-value is lower than critical t-value. It means that the difference was not significant. This insignificance happened due to a certain factor. It is about the video used in the research. Perhaps, it was not maximally used so that it did not make much contribution to the students’ improvement.

In line with the result above, I suggest that the next researchers should find a solution dealing with the weakness of using video based phonics, so that it can be a perfect technique to improve students’ skill in reading a text.