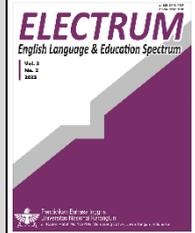




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The Use of YouTube videos to Improve Students' English Pronunciation Skills

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ABSTRACT

English pronunciation is a language skill that must be mastered well by students studying English, especially in the teaching department. Pronunciation that is less than perfect will result in misunderstandings and the meaning of the vocabulary can also be different. During the learning process in the classroom, the way of how to pronounce vocabulary is only given by the lecturer, which sometimes makes the class atmosphere less varied and students become less active. Therefore, this research discusses the effectiveness of videos on YouTube which are used as learning media during the English learning process in the classroom. This research uses a qualitative descriptive method with data in the form of the average results of students' scores in English pronunciation which are tested orally. The research results show that the use of YouTube videos is very effective in improving students' pronunciation skills because the videos displayed come from native speakers who use British and American accents. In other words, videos on YouTube can become one of effective English pronunciation learning media. The research results also showed an increase of student scores in English pronunciation and students were more enthusiastic during the learning process in the classroom.

INTRODUCTION

Humans use language in spoken and written form to express their ideas (Ananda & Mardiah) [1]. English is the most widely used language in the world for communication by both native and non-native speakers. English, is the most widely used language globally; used as the main language in many countries in the world (lingua franca), in the international economy, as a computer programming language, and so on (Crystal) [2]. English is a foreign language that is taught at all levels of education in Indonesia, whether at primary school, secondary school or university level. One of the most important things in learning English is pronunciation. As we know, the pronunciation of vocabulary in English is different from the letters that make up the vocabulary. Therefore, if there are errors in our pronunciation, it could result in a misunderstanding of the meaning of certain vocabulary.

An English teacher or prospective English teacher must be able to provide examples of pronunciation of English vocabulary properly and correctly according to the rules of pronunciation in English. Therefore, students who major in English Education must be able to pronounce English vocabulary correctly, because this will have a big influence on their next level, namely their next career path as an English teacher. If an English teacher gives an example of incorrect pronunciation, then it is the same as setting a wrong example for the rest of his life for his students. Therefore, an English teacher or instructor must be able to provide correct pronunciation of vocabulary in English, whether using a British or American accent. This is because these two accents are the ones most widely used in learning English in Indonesia.

English vocabulary pronunciation material during the classroom learning process is usually only provided by teachers or lecturers. The lecturer provides examples of vocabulary pronunciation in English, both for vowels, diphthongs and consonants, which the students then imitate the pronunciation. This way of teaching can be said to be a conventional learning method, because students only get pronunciation examples from the lecturer. This is felt to be very lacking because the lecturer who teaches this pronunciation course is also not a native English speaker and sometimes the pronunciation is still mixed with a Javanese accent, or it could be said to be the Javanese version of English. Learning activities like this also make the class less active. Students only imitate the pronunciation of the vocabulary spoken by the lecturer.

To get around the situation of a monotonous learning process like this, a lecturer can use other learning media besides his own example. One of the media that can be used in the process of learning English pronunciation is video media from YouTube. On YouTube there are lots of pronunciation videos from native English speakers which can be used as learning media to make the class atmosphere more active.

Several studies related to pronunciation learning have been carried out by several researchers, including research conducted by Lina Herlina [3] who researched the Effectiveness of Using Films in Teaching Pronunciation in Private High Schools in Sukabumi. Participants in this research were students of class X IPA 1 and X IPA 2, totaling 60 students. The research results show that the use of films in learning pronunciation is not very meaningful, but the use of films in learning activities is proven to increase students' motivation in learning English.

Further research was carried out by Musrafidin Simanullang [4] regarding the Effect of implementing videos on Students' English Pronunciation Accuracy in the Fifth Semester Students in the English Study

Program, Faculty of Teacher Training and Education, Sisingamangaraja XII Tapanuli University, Academic Year 2018/2019. This research uses an experimental design through three stages, namely Pre-test phase, Treatment, and Post-test. The results of this research are that there is a significant influence on the application of videos on students' pronunciation accuracy so that videos can be used as a medium for learning English Phonology and Pronunciation.

In line with this, other research was also carried out by Sanjadireja [5] on Subtitles in Teaching Pronunciation with Video. This research is quantitative research with a posttest only true experimental design. One group watched videos that were not subtitled, and the other group watched videos that were captioned. The results showed that watching videos alone, with or without subtitles, did not improve students' pronunciation. This suggests that teachers may have to engage in other activities such as improvement, repetition, or scaling up in teaching pronunciation rather than just watching.

The problems at the place where the researcher conducted this research are not much different from the problems faced by other campuses in learning English. The problem that arises during the process of learning English in class is the problem of inaccurate pronunciation of the vocabulary spoken by students. This is because students are less enthusiastic during the learning process in class. Examples of appropriate vocabulary pronunciation are only given by lecturers when delivering material and students only imitate the pronunciation of the vocabulary. Many students immediately forget when asked to recite the vocabulary words after a few minutes of explaining the material. This problem is not very good if it is left like that considering that the students are students majoring in English Education who will later become prospective teachers who will educate their students at school. Because we need to know that incorrect pronunciation of vocabulary will result in errors in understanding the meaning which can also result in discontinuity of the utterance being spoken.

From the descriptions above, researchers are interested in conducting research on how to improve students' pronunciation of vocabulary in English through video media so that the learning atmosphere in the classroom becomes more interesting and not boring because there are a variety of learning media used by lecturers in providing pronunciation material. This research simply adds media during the learning process in the classroom. The teaching techniques used by lecturers remain the same, only adding learning media. The use of video as a learning medium is also intended to increase student motivation when receiving material in class and make the class atmosphere more active. The videos used are videos from native English speakers with British and American accent pronunciation. This is because these two accents are the ones most widely used in English which are applied in the education system in Indonesia.

REVIEW OF RELATED LITERATURE

A. Pronunciation

Clarity of pronunciation is one of the problems in mastering a second or foreign language for learners. In the context of learning English in Indonesia, clarity of pronunciation may be a problem for learners. English pronunciation is the pronunciation of words in English which is based on the pronunciation procedures in the Oxford Dictionary or Longman Dictionary. Pronunciation is also referred to as a technique or procedure for

pronouncing an English word like a native speaker. Pronunciation is one of the elements in English that must be mastered. According to Yuzawa [6], Pronunciation is basic and includes things that should be understood and comprehended by anyone who will or is in the process of learning English communicatively. In other words, mastery of pronunciation includes the phonological system and the ability to produce sounds so that the meaning can be understood by the listener.

In general, pronunciation can be interpreted as the production of important sounds in two senses. First, sounds are important because they are used as part of a particular language code. Second, sound is important because it is used to achieve meaning in the context of use (Dalton & Seidlhofer) [7]. Pronunciation is not an easy thing. Pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in spoken language. We may judge someone by the way they speak, so a person with poor pronunciation may be considered incompetent, uneducated, or lacking of knowledge (Kelly) [8].

As everybody knows, English is not the same as Indonesian. The two languages are different in terms of pronunciation, writing, intonation, and so on. Differences in pronunciation between the two languages are also visible in pronouncing vowels, consonants and diphthongs. The aspects contained in pronunciation skills are accuracy, fluency, intonation, and stress. In learning pronunciation, there are several things that are important to pay attention to, including: pronouncing the alphabet correctly, pronouncing vowels, consonants and diphthongs correctly and also using the correct stress and intonation. According to Ali Mustadi [9], the aspects assessed in pronunciation are fluency of spelling and pronunciation, accuracy of spelling pronunciation, stressing, and intonation.

From the definition above, it can be concluded that pronunciation is a way of speaking that is generally accepted and understood using language sounds, correct stress, rhythm and intonation. Without correct pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated or lacking knowledge.

B. Video YouTube

Learning media is not something new that is used in learning pronunciation. It's just that many English lecturers still use the drilling and imitating system to train students to pronounce English pronunciation correctly. One of the media that can be used in the pronunciation learning process is video. The video in question can be a recording or a combination of moving images. Videos are suitable for practicing pronunciation because apart from showing recordings or moving images, they also provide sound. The combination of sound and image will attract the attention of the audience. Video media can improve four aspects of pronunciation, namely: accuracy, fluency, intonation, and stressing.

Unlike books, video media can help students practice stress and intonation and improve fluency. Videos that present examples of pronunciation from native speakers can give students the opportunity to see how to pronounce it correctly, so that over time the aspect of fluency in their pronunciation will increase.

YouTube is defined as a digital media (video) site that can be downloaded, uploaded and shared throughout the country (Baskoro) [10]. YouTube is a social media site that is frequently used and phenomenal among the public. People use YouTube to view the latest news, search for information, even for entertainment

such as watching films, listening to songs or watching various tutorials. According to Sianipar [11] YouTube is a database containing video content that is popular on social media and provides a variety of very helpful information. YouTube has a function for searching for video information or viewing videos directly. YouTube was designed as a video sharing site which is very popular, especially among the younger generation and even YouTube as a site for sharing information in the current digital era. Most of the younger generation uses YouTube in their daily lives.

YouTube is often used as a place to share, provide information and give appreciation to internet users all over the world. In YouTube videos, for example, viewers are not only entertained by the videos presented, but can also be used as a learning medium, one of which is a pronunciation learning video. Students can watch several videos made by content creators who are native English speakers where they provide examples of correct pronunciation, emphasis and intonation. From that point, they can learn to imitate and practice correctly according to what has been demonstrated by native English speakers in YouTube videos.

METHODOLOGY

This type of research uses qualitative descriptive research. According to Sugiyono [12] Descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting them with other variables. Descriptive research is research intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report. (Arikunto) [13]. Descriptive research, namely if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and things (Arikunto) [13]. Descriptive research is research that is intended to collect information regarding the status of an existing symptom, namely the condition of the symptom according to what it is at the time the research is carried out without the intention of making general conclusions or generalizations. (Hikmawati) [14].

The use of descriptive methods in this research is to describe the increase in students' pronunciation abilities when the learning process in the classroom uses YouTube videos as a pronunciation learning medium. This research examines how much influence YouTube videos have as a medium for learning pronunciation in the classroom. The population used was 31 students from the English Education department who took the English Pronunciation course.

The data in this research was obtained using interview and observation techniques. Interviews were conducted with students after following the video learning process. Observations were made during the English learning process in the classroom. As stated by Sahir [15] Qualitative research must be supported by extensive knowledge from the researcher, because the researcher interviews the research object directly. Observations are also carried out to obtain accurate data. As stated by Sugiyono [12] that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

The data in this research are the results of interviews, observations, and the average scores obtained by students during the learning process with videos used by teachers during the learning process in class to support the research results obtained.

The data in this research is in the form of student scores. Data analysis was carried out using statistics. Descriptive statistics were chosen to provide an overview of the improvement in students' pronunciation abilities after participating in learning using video media. The simple statistical formula that will be used is the average student score obtained through the oral test. The average is used to get a general picture of the pronunciation scores of all students.

FINDINGS AND DISCUSSION

FINDINGS

A. Observation Results

During the process of learning English pronunciation in class, the lecturer uses the drilling method. The application of the drilling method is carried out in stages, namely the lecturer pronounces certain vocabulary which the students then imitate together. After the drilling process together, the next stage is for the lecturer to test each student to pronounce the vocabulary that has been said together previously. At this stage a problem arises, namely that almost the majority of students experience difficulties in the sense of experiencing errors in pronunciation of the vocabulary. The mistakes made by these students continue in the subsequent learning process. This is of course not very good, considering that the students are students majoring in English education who of course in the future will become teachers who teach their students.

At the next stage the lecturer adds other media to the pronunciation learning process. The media used is YouTube videos. The YouTube videos used are of course YouTube videos that come from native speakers. The YouTube videos that are often used by lecturers are YouTube videos from the English with Lucy channel. This channel is very good for learning pronunciation because the content creator Lucy is an English teacher.

During the learning process in class, apart from the lecturer playing the video on the projector screen displayed in front of the class, the lecturer also doesn't forget to share the video link with the students. This aims to ensure that students can continue to play the video and continue to repeat the pronunciation of each vocabulary spoken in the video. Of course, this activity is very well received by students because during the learning process they can hear and see directly the pronunciation of vocabulary spoken by native English speakers.

B. Interview Results

Regarding student responses to YouTube videos used in learning, it can be concluded that student responses were very good. Most students feel more motivated and enthusiastic. This can be seen from how they focus on the video during the learning session. At that time the students continued to watch, repeating the words and expressions pronounced in the video.

C. The Average Results of Oral Pronunciation Test Scores

During the English pronunciation learning process, the lecturer gives several oral tests to each student to pronounce certain vocabulary. This oral test is of course carried out before the lecturer gives pronunciation

drilling, after the lecturer gives pronunciation drilling, and after the lecturer adds YouTube video media as a learning medium.

The average score obtained by 31 students who took the English pronunciation oral test can be seen in the following description.

The average score of the oral exam before giving drilling from the lecturer obtained by 31 students was 67.3871. The average student score after being given pronunciation examples (drilling) from the lecturer was 73.8065. And the average score obtained by students after using YouTube video media during the learning process in class is 76.3225. The calculation of the value can be seen in the information below:

$$\bar{x} = \frac{\sum x}{N}$$

explanation:

\bar{x} = average score

$\sum x$ = total amount of score

N = number of students

The average score of students before the lecturer gives examples of drilling vocabulary pronunciation is

$$\bar{x} = \frac{2089}{31}$$

$$\bar{x} = 67,3871$$

Average student score after being given pronunciation examples (drilling) from the lecturer

$$\bar{x} = \frac{2288}{31}$$

$$\bar{x} = 73,8065$$

Average student score after using YouTube video media during the learning process

$$\bar{x} = \frac{2366}{31}$$

$$\bar{x} = 76,3225$$

From the results of the average scores obtained by students after taking the oral test, it can be seen that there was a significant increase in scores obtained by students after the lecturer added learning media in the form of YouTube videos during the English pronunciation learning process in the classroom. It can be concluded that YouTube videos used as learning media are able to improve students' pronunciation skills in English because the videos presented are videos from native speakers, thereby increasing students' motivation to learn to imitate pronunciation that matches the original.

DISCUSSIONS

From the research results obtained by the researcher, it can be seen that there are several advantages obtained, including the use of Youtube video as learning media can increase students' learning motivation, especially in terms of learning English pronunciation. This is in line with research conducted by Musrafidin

Simanullang [4] which uses video as a learning medium for the English Phonology and Pronunciation course because the videos used during the learning process are videos from native English speakers. In this study, the researcher also used original videos from native English speakers so that the students are more familiar with the original pronunciation of native speakers, not just the pronunciation of the lecturer because usually the pronunciation of lecturer tends to have a regional language accent, in this case is Javanese style, which can result in a decrease in the original pronunciation of English vocabulary. During the learning process using Youtube videos, the students feel more enthusiastic about practicing the pronunciation of English vocabulary so that the vocabulary is pronounced as it should be.

The results of this research which uses YouTube videos as a medium in learning pronunciation to improve students' pronunciation skills in English are also in line with research conducted by Syahira [16] on the Use of Youtube Videos as a Speaking Teaching Media to Improve the Speaking Ability of English Language Students at STKIP Muhammadiyah Manokwari. In a study conducted by Syahira [16] who used learning media in the form of YouTube videos to improve students' speaking skills, the results showed that students' pronunciation skills increased by 66%, which of course affects students' speaking skills which are getting better because speaking skills must also be balanced with the ability to pronounce appropriate vocabulary.

The results of this study are not in line with the research conducted by Lina Herlina [3] which uses film as learning media to improve students' pronunciation skills. The results of the study conducted by Lina Herlina [3] stated that the use of film as learning media in pronunciation learning is not significant. From the data analysis conducted, the results showed that teaching pronunciation using films did not provide significant differences compared to conventional English teaching. Although the pre-test and post-test scores of the experimental and control classes showed slightly different results, the difference was not enough to achieve what was expected at the beginning of the hypothesis, namely that there was a significant difference between students' learning achievement in improving pronunciation taught using films, because the results of the increase in the significance level only showed an increase of 0.173. This is because the duration of the film used as a learning medium takes a long time, so that students understand the contents of the film better than remembering the pronunciation of vocabulary. While in this study, the duration of the Youtube video used as a learning medium tends to be short. It only takes about 15 minutes or even less than 15 minutes for 1 pronunciation video so that the learning duration will not be used up just to watch the video, but also used to practice the pronunciation of vocabulary that has been seen from the video. This can be seen from the average value obtained by students in this study which tended to increase after the lecturer used YouTube videos as a medium for learning English pronunciation.

CONCLUSION

Good and correct English pronunciation skills are important in the English learning process, especially for students majoring in English Education. This is because it has a big influence on their future career path because they are prospective English teachers. In the process of learning English, lecturers should provide examples of pronunciation of vocabulary in English that are in accordance with linguistic rules in English.

This means that a teacher or lecturer is expected to be able to provide examples of vocabulary pronunciation to students correctly. Apart from pronunciation examples given by lecturers or teachers, another medium that can be used to deliver pronunciation material is video. Using videos from YouTube can increase motivation and make the class atmosphere more active because students get examples of pronunciation from native speakers, even if only through videos. This research is still far from perfect; therefore, the researcher suggests that future researchers can use other media to increase student activity and students' ability to pronounce English vocabulary.

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