

# ANALYSIS OF STUDENTS' PROFICIENCY ON ENGLISH PRONUNCIATION USING YOUTUBE-BASED VIDEO MEDIA

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## Abstract

Pronunciation is a fundamental element in English required by students in order to succeed in speaking and writing. From preliminary studies, preliminary information was obtained that the ability of students' pronunciation in English is still low and that they often have difficulty in pronouncing vocabulary is another problem faced in schools both by students and teachers. If students cannot pronounce vocabulary clearly and precisely, it might cause misunderstandings so that it is possibly bother both written and oral communication with other speakers. Other problems are the selection of media and learning methods that are not appropriate. Based on the results of current research, English pronunciation learning through an effective media and up-to-date approach can improve students' abilities so that these problems need to be addressed. Therefore, the use of YouTube-based video media is strongly believed to improve students' pronunciation skills. Learning English with appropriate methods in order to improve students' pronunciation skills is highly needed so that teachers are expected to be able to provide enjoyable learning experiences through YouTube-based media with appropriate methods so that students' pronunciation skills improve. This study aims at providing an alternative teaching of English pronunciation skills for students in junior high school through the use of YouTube-based video media with relevant activities. This research was conducted using a mixed method approach; quantitative in the form of quasi-experimental and qualitative. Quantitative data sources from the pre-test and post-test conducted to find out whether the use of YouTube-based video media can improve the pronunciation of the eighth year students of SMP 2Mesjid Raya or not. In addition, qualitative data is also needed as a clarification of test results derived from field notes and interview. The results of the study indicate that there is a significant improvement from pre-test to post-test on students' ability in English pronunciation through the use of YouTube-based video media where the Sig or P Value is 0,000 < 0.05.

**Keywords:** *Pronunciation, Media, YouTube-based, Video, English*

## INTRODUCTION

The development of information technology using multimedia has had a positive impact on the world of education in particular. Shifting educational models, especially in learning in the classroom should follow the latest technological developments. It is time for teaching in schools to be no longer done conventionally with limited media such as blackboards, books and others but it can be instructed by utilizing multimedia technology. The use of multimedia with

the presentation of information combining audio, visual and text as well as graphic arts, is expected to improve the performance and skills of teachers in classroom learning.

Learning media is an integral component of the learning system where media is a component of learning resources containing teaching implementation material that can stimulate students to learn (Arsyad, 2011). Apart from being a source of learning, learning media can also be used

as a tool that can help the teaching-learning process and serves to clarify the meaning of the message conveyed by the teacher, so that it can achieve better and perfect learning goals (Kustandi, 2013). In addition, Nana & Rivai (2011) revealed that the learning media used can improve the teaching-learning process and learning outcomes. The use of multimedia in learning is very good because some senses function optimally as revealed by Aloraini (2012) that multimedia is one of the best educational techniques because it handles more than one senses simultaneously; sense of sight and hearing. Thus, it can be concluded that the media provides great benefits that can help teachers in the learning process in the classroom.

One of the online media that can be used as learning media is YouTube. This media presents a lot of video-based information that can be used as learning material in class, one of which is learning English. English learning using audio visual media with attractive and varied display designs, such as YouTube, can attract interest and motivate students to learn. In addition, teachers and students can easily access various learning contents such as videos on YouTube. This media can increase enthusiasm and support current students' learning styles. This is due to YouTube offering new experiences in learning with the use of up-to-date technology that will be useful for them going forward (Burke, Snyder, & Rager, 2009). In addition, YouTube is also believed to encourage students' independence in learning because students can self-study independently wherever and whenever.

In YouTube-based videos, students can see, hear and imitate the

native speaker language so that the pronunciation of the words can resemble exactly like native speaker. Regarding with the teaching of pronunciation, the vocabulary contained in the YouTube video must be in accordance with the context of the use of the original (target) language. This is in line with Broughton (2003) which states that the teaching of pronunciation must always be arranged in the context of the use of native languages in order to become proficient in understanding and speaking.

Pronunciation is a part of speaking skill that is very important to make communication run well. Communication may work well if all components of the pronunciation skill are taught in an integrated manner. This is in accordance with Permendikbud No. 68 of 2013 concerning basic competencies and curriculum structure (BSNP, 2013) where pronunciation skills in the junior high school curriculum, Curriculum 2013, are taught in an integrated manner with speaking skills.

In the context of foreign language learning, mastering the target language or English sound system theoretically and practically is seen as very important (Bachman, 1990, Allen & Vallette, 1977). In this case, Gimson (1970: 1) asserts that mastering the sound system of a language is an important requirement if foreign language students want to be able to communicate verbally well in the target language. By mastering the sound system of the target language, English for Second Language (ESL) learners will have good confidence in communication verbally.

Pronunciation learning must be thorough and include all its components. According to Celce-Murcia & Olshtain

(2000), English pronunciation has the following components: (1) sounds, (2) sound linking, (3) stress, (4) intonation and (5) speech flow. In principle, in teaching English pronunciation, there are 26 letters and 44 sounds (Konar, 2011). Teaching pronunciation for ESL students should consider the level of their ability in mastering the sound system of the target language as well as the problems they might have. Its teaching and learning towards ESL learners or beginners may start with the basic materials such as pronouncing consonant and vowel sounds, and then words, phrases and short sentences by utilizing effective and interesting media.

The success of speaking skills is largely determined by how words or phrases are pronounced. Thus, pronunciation becomes a very important aspect to be sharpened continuously because if a word is pronounced incorrectly, it may cause a misunderstanding. In learning English, pronunciation must also be emphasized even though students already have good grammar and vocabulary skills. As revealed by Kelly (2001) that inaccurate phoneme production can cause misunderstandings even if students already have good grammar and vocabulary. This can be a serious problem in communication between the speaker and the listener.

Several studies related to pronunciation skills and the use of video media has been carried out. Among them are studies conducted by Ariyani, Marbun & Riyanti (2013) and Conscience & Rosyada (2015) using Classroom Action Research. The results of the study showed that the students' ability in pronunciation increased from each cycle

through the technique of loud reading. In another study with different techniques conducted by Riswanto & Haryanto (2012), the results of the study showed that the use of communicative drilling techniques could improve the pronunciation skills of students at SMA 07 Bengkulu Selatan. Furthermore, through a different approach, research conducted by Arif (2015) results show that the use of Homophones Intersperse can improve the pronunciation skills of students of X2 grade 1 Gebog Kudus.

Another study using an up-to-date approach, namely the use of audio-visual media and narrative text transcripts in improving pronunciation skills is as conducted by Shodiqin, Apriliaswati & Bunou (2015) where the results of their research revealed that audio visual and narrative text transcripts can help improve students' pronunciation. In a study conducted by Lestari (2017) with a more up-to-date approach, the results of her research showed that the videos on YouTube can be used as a medium of learning English.

So far, research related to pronunciation from year to year continues to increase and experience renewal in order to improve teaching performance. It can be assumed that a number of studies conducted related to improving students' pronunciation skills but the learning media are still conventional. It is necessary to conduct studies with a more up-to-date and effective approach in increasing students' interest and pronunciation skills, such as research through the use of audio-visual media and YouTube videos considered successful in improving students' English pronunciation skills.

Many studies have been conducted as an effort to overcome the difficulties of students in pronouncing English vocabulary, but in reality the problem in improving the ability of junior high school students in English pronunciation has not been overcome properly. Some aspects related to pronunciation problems are; the lack of pronunciation skills of students in English, the selection of instructional media and the learning methods that are less precise. Therefore, this research is expected to be able to improve students' ability in pronunciation through YouTube-based video media as well as it can give a positive contribution to English teachers in conducting the learning process in the classroom through new learning experiences that can make their students more lively and dynamic. Hence, this present study seeks to find out of how the pronunciation ability of the eighth year students of SMP 2 Mesjid Raya before and after being given the use of YouTube-based video media.

## **METHOD**

This study was designed to examine the use of YouTube-based video media to the ability to pronounce English words as well as to see students' interest of the eighth year students through YouTube-based video media in learning pronunciation. This research was conducted at SMPN 2 Mesjid Raya in Neuheun, Aceh Besar. This is a quantitative form of a true quasi experimental research design; using one experimental group, which involved pre-test, treatment and post-test. This study also applied a mixed-method approach; a combination of quantitative and qualitative. A qualitative method

approach was also applied in this study as a clarification of test results.

The preliminary surveys were conducted at the school, and field notes were also collected from the teaching process, as well as preliminary interviews with teachers were also conducted about the condition of students, problems and the process of learning English in class. From the preliminary study results, data obtained that the English language proficiency of students grade VIII SMPN 2 Mesjid Raya is still lack especially in pronunciation skills and they have difficulty in these skills as well as the selection of media and learning methods are less appropriate in the classroom.

The instruments in this study were test consisting of pre-test and post-test, semi-structured interview lists, and field notes. The list of semi-structured interviews was also used for teachers to dig deeper information about the problems of students and teachers in this study at the preliminary study stage. Field notes were used to analyze the teaching process in the preliminary study.

Pre-test and post-test were designed in an oral version. Pre-test was designed to find out and collect initial data on the abilities and knowledge of students before conducting research treatments. The post-test was also designed to test the students' increased understanding after the treatment and teaching process was carried out. Pre-test and post-test data were analyzed using SPSS 18,0 of Mann-Whitney U method to find out the significant improvement in students' ability in English pronunciation. The results from interviews and field notes as the qualitative data were also analyzed as a clarification and support of test results.

## RESULTS AND DISCUSSION

The test results were converted in the percentage after tabulated and counted based on 1 to 4 score of four aspects of

assessment including sound, stress, sound linking and intonation. The following table shows the results of the pre-test and post-test scores.

**Tabel 1. Data pre-test dan post-test**

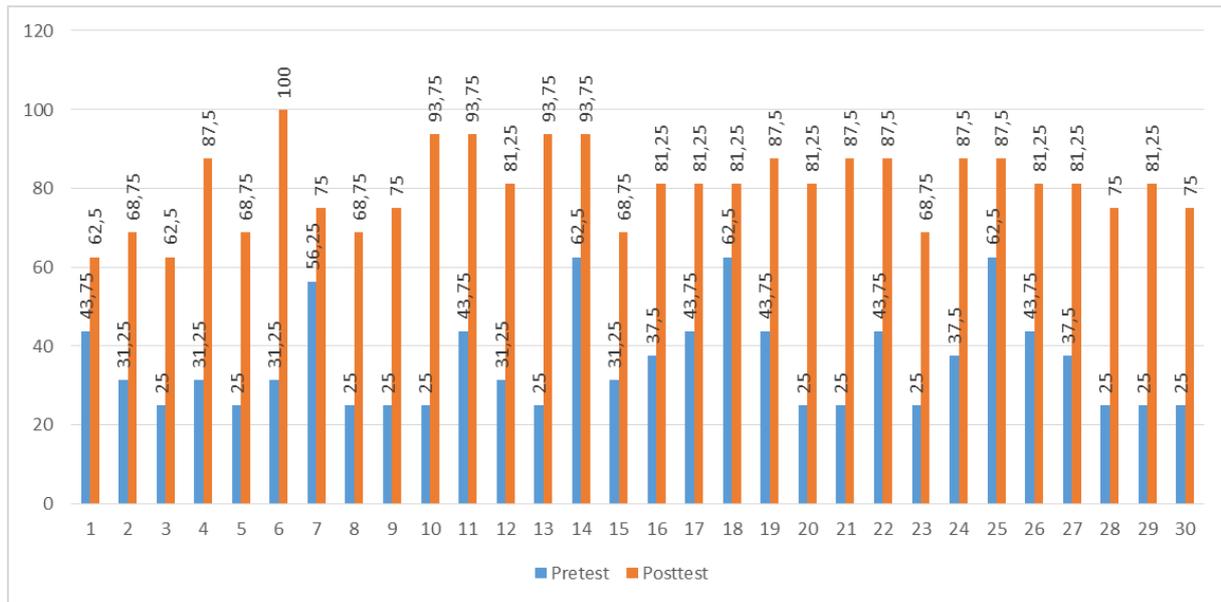
No	Participant	Score of Pre-test	Score of Post-test
1	C N	43,75	62,5
2	W C	31,25	68,75
3	Na	25	62,5
4	Z A	31,25	87,5
5	A M	25	68,75
6	R N	31,25	100
7	Z Ph	56,25	75
8	U N	25	68,75
9	N R	25	75
10	E S	25	93,75
11	N U	43,75	93,75
12	R A	31,25	81,25
13	N W	25	93,75
14	S L	62,5	93,75
15	D D	31,25	68,75
16	A D A	37,5	81,25
17	A T	43,75	81,25
18	Z A	62,5	81,25
19	N N	43,75	87,5
20	Mh	25	81,25
21	N F	25	87,5
22	A R	43,75	87,5
23	P A	25	68,75
24	R R	37,5	87,5
25	F M	62,5	87,5
26	R A	43,75	81,25
27	Nw	37,5	81,25
28	N M	25	75
29	M J	25	81,25
30	N I	25	75
<b>Mean</b>		<b>35,833</b>	<b>80,625</b>

Based on the results of the Mean obtained, the pre-test score is 35.8, while the post-test score is 80.6. It can be concluded that there was a significant increase in results after the treatment was

given using YouTube-based video media where the post-test score was higher than the pre-test score.

The following is a chart of the data based on the table 1 above:

**Figure 1. Pre-test and post-test comparison result**



Based on the illustration of chart above, the results obtained at the post-test are higher than the results obtained at the pre-test. This means that the results obtained are highly significant since there

was an improvement in students' learning outcomes after being given treatment.

The following are the result data tables based on normality and homogeneity test:

**Table 2. Test of Normality**

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	1	.211	30	.001	.810	30	.000
	2	.159	30	.053	.951	30	.181

Based on the normality test result, the value of p value (Sig) Group 1 (pre-test) is  $0.001 < \alpha 0.05$  which means the data are not normally distributed. While the value of p value (Sig) Group 2 (post-test) is  $0.053 > \alpha 0.05$  which means the data are normally distributed. Because there are groups whose data are not normally distributed, the t-test (parametric test) could not be applied in

this study. It is necessary to transform the data so that normality assumptions can be met. However, after transforming the data using "ln", "exponent", and "log10", the assumption of normality remains unfulfilled. Therefore, researcher conducted data analysis not using non-parametric tests, namely the Mann-Whitney U method.

**Table 3. Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	2.027	1	58	.160
	Based on Median	.902	1	58	.346
	Based on Median and with adjusted df	.902	1	51.027	.347
	Based on trimmed mean	1.770	1	58	.189

The Levene test is recommended in this study because it can be used to test the homogeneity of variance in data that are not normally distributed. The value of the Levene test is shown in the *Based on Mean Value* line, with a Sig (p value) of 0.160>

0.05 which means that the variance of the two groups is similar or what is called homogeneous. Then, the second assumption of homogeneity has been fulfilled.

**Table 4. Ranks**

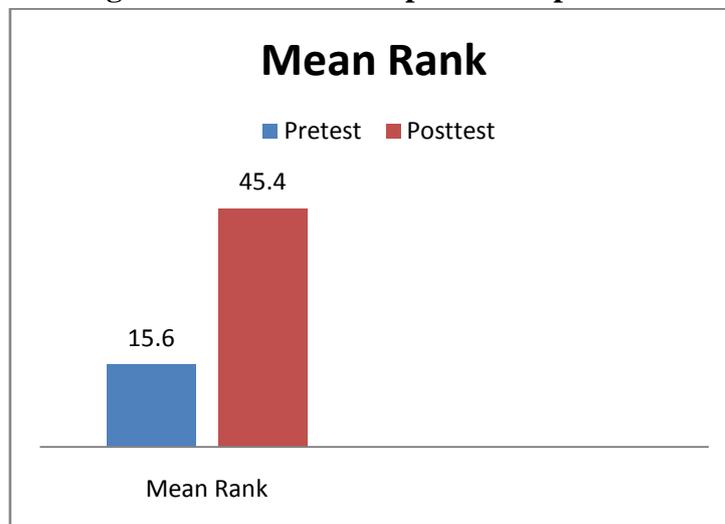
	Group	N	Mean Rank	Sum of Ranks
Value	1	30	15.60	468.00
	2	30	45.40	1362.00
	Total	60		

Based on Table 4, it shows that the Mean Rank or average rank of each group, namely in group 1 (pre-test) the average rating is 15.6 which is lower than the average rating of group 2 (post-test),

namely 45.4. This means that there are statistical differences between the two groups which are statistically significant.

The following is a chart of Mean Rank between pre-test and post-test:

**Figure 2. Mean rank of pre-test & post-test**



Based on the Figure 2, it can be concluded that there is a significant difference between the mean rank pre-test

and post-test where the mean rank at post-test is higher than the mean rank at pre-test.

**Table 5. Mann-Whitney U (Test Statistics<sup>a</sup>)**

	Value
Mann-Whitney U	3.000
Wilcoxon W	468.000
Z	-6.657
Asymp. Sig. (2-tailed)	.000

From Table 5, it is shown that Sig or P Value is 0,000. If the p value is  $<\alpha$  0.05, there is a significant difference between pre-test and post-test. Therefore, it can be concluded that H1 is accepted and H0 is rejected, where there is a significant increase in students' ability on English pronunciation through the use of YouTube-based video media.

The responses from the results of interviews which were conducted with the English teacher using semi-structured interviews about the difficulties faced by students and teacher in learning English, especially speaking and pronunciation, in which the questions consisted of 8 questions, were; the ability of students' pronunciation in English is low, and learning media that are generally used daily are textbooks and blackboards, and the use of multimedia in learning English is quite rare. In addition, the methods used in the teaching-learning process are also generally conventional. From the results of field notes, information obtained that the process of learning English is generally still conducted conventionally. The choice of media and learning methods applied is also monotonous in which the teacher more often used conventional media and methods, so that it makes students less eager to learn English.

## CONCLSIONS

From the result, it proves that the use of YouTube-based video media has successfully improved the students' pronunciation ability. The use of YouTube-based video media gives students a new learning experience in learning English especially pronunciation skill. Also, it makes the learning activity more interesting since the students can feel the real of English use and the way of how to pronounce the vocabulary directly from the native speakers in the video.

Teaching English pronunciation towards students at the initial level is focused on improving students' ability to communicate verbally with clear and understandable pronunciation. This is clear because in language learning, pronunciation skills are one of the keys to achieving communicative competence. A successful teaching and learning English pronunciation depends on how the teacher presents and develops the lesson utilizing various effective media to make the circumstances of class more lively, enthusiastic and interesting. Hence, there are some suggestions for English teachers as follow. First, teachers should enhance students' motivation in learning English by using effective, interesting and up-to-date media and

assist them in pronouncing words, phrases and sentences correctly as well as assist them to imitate the speakers in the video as natural as possible resembling the native speakers. Second, teachers need to combine and adapt the materials from the authentic sources matched with the standard of competence provided in the curriculum. Finally, teachers always give space to students to improve their speaking and pronunciation skills by using the target language extensively.

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