The Effect of Videos Towards Students' Pronunciation Ability at The Tenth Grade SMAN 1 X Koto

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Abstrak

Penelitian ini dilakukan karena sebagian besar siswa masih mengalami kesulitan dalam berbicara, khususnya dalam pengucapan. Guru menggunakan metode yang sama karena hampir semua siswa mengalami kesulitan mengidentifikasi dan mengucapkan bunyi yang sama dengan arti yang berbeda. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui bagaimana video mempengaruhi kemampuan pengucapan siswa di tingkat kelas sepuluh SMAN 1 X KOTO. Penelitian ini menggunakan desain eksperimen semu. Dalam penelitian ini, ada dua kelas yang digunakan: eksperimen dan kontrol. Siswa kelas X SMAN 1 X KOTO mewakili populasi. Sampel penelitian ini adalah 32 siswa dari kelompok eksperimen dan 25 siswa dari kelompok kontrol. Metode uji-t diterapkan untuk menguji proses pengumpulan data. Dari hasil tersebut diketahui bahwa t hitung (3,281) lebih besar dibandingkan dengan t tabel (1,960). Kemudian t-hitung (-17,761). Terakhir, nilai rata-rata kelas eksperimen lebih besar dibandingkan kelas kontrol (33,62). Oleh karena itu, dapat dikatakan bahwa menonton video untuk mempelajari cara mengucapkan kata-kata membantu pengucapan siswa.

Kata kunci : *Kemampuan Pengucapan, Video*

Abstract

This research was carried out since most of students still had difficulties with speaking, particularly with pronunciation. The teacher used the same method because almost all of students had difficulties identifying and pronouncing the same sound with different meanings. Therefore, the purpose of this research was to determine how videos affected students' ability to pronounce at the tenth grade level of SMAN 1 X KOTO. This research used a quasi-experimental design. In this research, there were two classes used: experimental and control. Tenth-grade SMAN 1 X KOTO students represented the population. 32 students from the experimental group and 25 from the control group formed the research's sample. A t-test method was applied to examine the data collection process. It was determined from the results that the t-calculated (3,281) was higher than the t-table (1,960). Then the t-calculated (-17,761). Finally, the experiment class's mean score was greater than the control class's

(33,62). Therefore, it can be said that watching videos to learn how to pronounce words helps students' pronunciation.

Keyword : *Pronunciation Ability, Videos*

INTRODUCTION

The students should be able to speak English and understand the context of the contents. Besides that, while the students try to speak up they can learn how to pronounce some words in the English language into a sentence correctly. Pronunciation is learned by repeating the word and correcting them when the pronunciation is incorrect. Pronunciation is the act of how pronouncing words referring to the production of sounds, the position of the accent, and the intonation. Pronunciation is very important for students to be able to speak correctly.

However, in senior high school, the students learned English in integrated and they did not learn pronunciation separately. Pronunciation is also an aspect of speaking that is so difficult to acquire for students and it takes a long time to develop pronunciation ability. They can speak but the students can not pronounce some words correctly. Many problems that come from students were caused by mispronouncing words also intonation. The listener can understand the speaker, despite their grammatical errors, if they use correct pronunciation. Common mistakes come from students who learn the English language as a foreign language, for example, in Indonesia. It happened because of several reasons such as; first, the differences between their mother tongue and English language pronunciation. Another reason students mispronounce words is because of learning media that do not even suit their students' learning styles.

The use of appropriate media is very important to the success of pronunciation teaching and the learning process. In this digital era, some media can be useful for students to learn besides books, such as pictures, games, audio, video, etc. But, in this research, the researcher used videos in teaching and learning pronunciation. The simplest definition of video is the set of communications in a context that is both audio and visual(Canning,2000).

Videos provide visual stimulation just like the environment and this can lead to and generate predictions, speculation, and opportunities to activate background schemes when viewing a visual scene that is re-enacted. It can be said that language found in videos can help foreign learners understand stress patterns. Videos allow students to view body rhythm and speech rhythm in second language discourse through the use of authentic language and speech speed in various situations. Videos allow contextualization instructions will be offered. In addition, videos can stimulate and motivate student interest. Using visuals as a whole can help students to predict information, infer ideas and analyze the world brought into the classroom through the use of video instructions. In teaching or exams, situational videos can help increase clarity and give meaning to auditory texts; they can make a strong connection between the material studied and its practical application in a test situation; videos can act as a stimulus or catalyst to help integrate the material or language aspect; videos can help manipulate language and at the same time open to various interpretations.

According to Marina(2019) pronunciation can be easily learned through video. They are given two pieces of information directly. From the audio as well as the visuals that appear in the video. It is beneficial to the students, they can hear what the speaker says as well as the speaker's lips movement(Marina,2019). Students will be more interested in learning correct pronunciation if they can see as well as hear what is being said. Furthermore, because the video includes the speakers' facial expressions and gestures, it is more easily understood. In line with Lusi, using video as a media it's good for their stimulation in pronunciation and communication.

Nowadays, everyone of every age can access everything that can not be seen directly, people can watch it on video. The teacher can share the material by using video and the students can access and comprehend the material individually after school, or the teacher can download the video. This is quite useful for the students' pronunciation development.

Based on preliminary research at SMA N 1 X KOTO, the researcher had done class observation on October,4 and 11,2021, the problem that the researcher found when the teacher asked the students to speak up, was that they did not know how to pronounce words correctly. Then, in the teaching process, the teacher did not use any media besides books and text, which makes the class not conducive.

On October 26, 2021, the researcher had an interview with the English teacher. According to the teacher, students' speaking abilities especially in pronunciation decreased after the pandemic. The students had difficulties distinguishing the pronunciation of the word. The teacher used several ways to improve the student's pronunciation ability, such as providing students with text and dialogue, then asking them to speak up or tell stories. But, based on observation in the class it is not interesting for students. The teacher did not use any media such as video to make the students interested and enjoy the learning. In fact that videos are more enjoyable among students.

Based on the problems above, it was necessary to improve the quality of teaching pronunciation by using video. The researcher wants to help the students to overcome the problem by using video. According to Marina(2019) by using video the students will be more interested in learning pronunciation because they can see as well as hear what is being said. Besides, the video is much easier to understand because it includes the speakers' facial expressions and gestures. It means that the teacher can teach pronunciation with some media besides a book, such as using video in the classroom. the research promotes video to develop students' pronunciation ability. Thus, this research discussed The Effect of Videos Towards Students' Pronunciation Ability at The Tenth Grade SMA N 1 X KOTO.

METHOD

The design of this research was quasi-experimental research. According to Creswell(2012), quasi-experiments contain group assignments but not random group assignments. This is because the experimenter cannot construct a group for the experiment artificially. Both of groups are given a pretest, each group is provided with a different treatment, and both groups are given a posttest at the end of the research. The treatment's effect was determined by comparing the post-test scores. This research aimed to find out the

effect of using videos on students' pronunciation ability, to get the significant effect by comparing the pre-test and post-test of both of the classes.

There were 172 students in the population and 70 students which were involved as the sample. The sample in the experimental class (X1) was 35 students and the sample in the control class (X3) was 34 students. But there were only 57 students involved in both pre-test and post-test (32 students in the experimental class and 25 students in the control class). It was because some students did not come to school on the day of the test for several reasons. So the researcher only took the data from students who were joined for both tests. The experimental class was taught using pronunciation videos, whereas the control class was not taught using pronunciation videos.This research used a test as the instrument. The data for this study were collected using oral test. For the pre-test and pos-test, students was given twenty sentences for pre-test and pos-test and the students asked to pronounce the sentences. While the researcher recorded the students' pronunciation and the researcher was given the score for the pronunciation. A good test must be both valid and reliable. The researcher used both content validity and expert validity in this research.

The validity and reliability of the test were determined by the researcher. The calculation of the validity was used content validity was used for the instrument in the test by comparing the instrument of the content with the teaching material. The researcher conducted content validity previous to administering the test in this research. The researcher examined the instrumentation with the experts, who were English Department lecturers. The homogeneity test result indicates that the test of fifth classes had a significant value higher that alpha (0,080> 0,05). In this research, reliability testing was conducted using raters or experts known as agreements between raters (inter-rater reliability). Inter-rater reliability (IRR) will provide an overview in the form of a score about the amount to which the expert or rater agreed. This study involved two experts in this study using the Cohen Kappa agreement coefficient. The value was 0,079 its mean the result of the reliability test using Kappa is good. the instrument was reliable for this research.

Furthermore , the t-test was used to analyzed this research. . According to Arikunto, the t-test is used to analyze data in experimental research. For all of hypothesis, the researcher used paired sample t-test and one sample t-test. Test paired sample t-test is used to determine whether there were differences in the average of two samples.The one-sample t-test is a statistical hypothesis test used to determine whether an unknown population mean is different from a specific value.

FINDINGS AND DISCUSSION
Finding
The first hypothesis of this research, there was significant effect of using videos on students' pronunciation ability,as follows:

Table 1. Paired Sample Test
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTEST _EX - PRETEST _EX	4,15625	7,16672	1,26691	1,57237	6,74013	**3,281**	31	**,003**

Based on the results, the mean score of the pre-test experiment was 29,46. It was lower than the mean post-test experiment class score of 33,62. In addition data, the standard deviation of each class was obtained and examined using the t-formula to determine the value of t-calculated. It was found that t-calculated was 3,281 and t-table for degree of freedom (df) =31 with level of significant ($\propto$) 0, 05/2 (0, 025) =1,960 was lower than t-calculated. In conclusion, t-calculated>t-table(3,281>1,960) the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. As a result, it can be stated that using video had a significant effect on students' pronunciation ability.

Furthermore, in the second hypothesis, there was no significant difference of teaching by using videos and not using videos on students' pronunciation ability. it could be seen on the data below:

Table 2. One sample T-test
One-Sample Test

	Test Value = 60					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
THE_RESULT_USING_VIDEO	-17,761	31	,000	-26,37500	-29,4036	-23,3464

Furthermore, based on the data, it was shown that t-table was higher than t-calculated (1,960> -17,761) . It meant, the null hypothesis (H0) was accepted whereas the alternative hypothesis (Ha) was rejected. So that, it can be concluded that there were no significant differences in pronunciation ability between students who were taught using the videos and students who were not taught using the videos.

In the third hypothesis, it was found that the students' pronunciation ability who were taught by using video was better than students who were not taught by using video. It can be seen from the post-test score of the experimental and control class. The improvement of the mean score of the experimental class was better than the improvement of the mean score of

the control class. On the other hand, it can be seen that the mean score of the post-test of the experimental class was a little bit higher than the mean score of the control class on the post-test (33,62 > 33,48). So it can be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

Discussion

Pronunciation is the act of how pronouncing words referring to the production of sounds, the position of the accent, and the intonation. Pronunciation is very important for students to be able to speak correctly. Pronunciation is also an aspect of speaking that is so difficult to acquire for students and it takes a long time to develop pronunciation ability. They can speak but the students can not pronounce some words correctly. Many problems that come from students were caused by mispronouncing words also intonation. The listener can understand the speaker, despite their grammatical errors, if they use correct pronunciation.

Common mistakes come from students who learn the English language as a foreign language, for example, in Indonesia. It happened because of several reasons such as; first, the differences between their mother tongue and English language pronunciation. Another reason students mispronounce words is because of learning media that do not even suit their students' learning styles. in this research, the researcher used videos in teaching and learning pronunciation.

After calculating both pre-test and post-test mean scores by using a t-test, it showed that the t-calculated was higher than the t-table in the level of significance 0,025 (3,281 > 1,960). On the other hand, the students who were taught by using video were better in pronunciation rather than students who were not taught with video. It can be seen from the result gained by the experimental class.

It can be seen from the previous data, there was a significant effect of using video in learning English pronunciation. according to Marina by using video the students will be more interested in learning pronunciation because they can see as well as hear what is being said. Besides, video is much easier to understand because it includes the speakers' facial expressions and gestures Marina(2019). In other words, the learners expressed their ideas and tell everything by imitating what they have seen. Students learned from what interests them in learning English pronunciation, such as watching videos while learning. It can be concluded that there was a significant effect of using video as media in teaching pronunciation ability.

But, the researcher also found that there was no significant different between pronunciation ability of the students' pronunciation ability after using videos as a medium. It can be seen from the t-test of the second hyphothesi; T-table was 1,960. T-calculated was lower than t-table (1,960 > -17,761). It means that the second alternative hypothesis was rejected.

From this research, the researcher knows that video is a good medium for teaching English pronunciation. It can help the students to develop their pronunciation ability. The researcher explained that it was because, in the teaching and learning process, the students who taught by using video got more input while studying. They listened to the native speaker's sound while reading the subtitles. They tried to imitate the sound and tried to follow

the rate of speech of the speaker. Somehow, it was not easy for them because the pronunciation of the native speaker was different from their pronunciation. So, their mind worked harder to analyze the sound. After the video is played three times, they can imitate the pronunciation.

CONCLUSION

Based on the findings and discussion above, it was found that the use of video in teaching pronunciation was effective,that is shown on the mean post-test score, which was higher than the pre-test mean score. It shows that the video has significant effects on students' pronunciation ability. Despite this, students who are taught using videos get results that are not significantly different from those who are not. It means that there is a significant effect in the use of video on students' pronunciation abilities. but did not provide too significant differences between the experimental class and the control class that did not use video. Based on the explanation above, teaching pronunciation using video is better than not using video.

Therefore, it is hoped that this research will provide fresh information for readers as well as serve as a resource for other researchers. As there may be some gaps in this research, the researcher hopes that subsequent research on the subject, whether by the same researcher or not, will add to our understanding of teaching and learning.

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