The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills

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Abstract

Purpose - The purpose of this study is to determine whether or not the use of YouTube videos as media affects the non-English department students' pronunciation skills.

Design/methodology/approach - This study used quantitative - experimental method with the pretest-posttest control group design. In collecting data, researchers used tests and observations as instruments. The data obtained were analyzed using a hypothetical test using a t-test. The researchers used a program computer facility called SPSS for Windows Release version 22 for the entire data computing process.

Findings - Students, applied direct pronunciation learning strategies (PLS) by imitating, practising, and saying aloud the words pronounced by YouTubers on their YouTube channel. The results showed that the use of YouTube videos as the media positively affected students' pronunciation skills. In other words, YouTube can be one of the influential English pronunciation learning media for non-English department students.

Originality/value - Coherence and cohesion are parts of academic writing that should be mastered by students in order to create a good thesis. Specifically for the students who will graduate from Higher Education.

Paper type – Research paper

Introduction

English is an international language. In Indonesia, English is also taught in tertiary level such as Universities and is a compulsory subject across study programs as an EFL classroom (Sholah 2019). The students supposed to be performed well communicatively in an EFL classroom. Lecturers have to assist them to practice the language actively (Rosalina, Setiawan, and Suhartono 2020). As far as English pronunciation is concerned, the learners have to face a lot of problems. Sound pronunciation is supposed to be a hallmark of sound education (Akram and Qureshi 2012). English lecturers mostly demonstrate inaccurate pronunciation. The teaching of pronunciation is overlooked. The pronunciation should be accurate enough to

be clearly understood, and it should enable the students to communicate in an efficient way to be intelligible.

Pronunciation learning in English is most appropriate using the method of exemplifying (imitation). Lecturers give an example of proper English pronunciation, and then students imitate it. However, the English pronunciation model sometimes feels inappropriate and not maximal because most English Lecturers in Indonesia are non-native English speakers who achieved local educational background. Such learning activities are conventional learning systems. Then this is where the role of creative, modern, and innovative learning media is needed. Good lecturers will use other modern learning media and not just do conventional teaching activities. Learning media has important roles in the teaching and learning process (Gunada 2018). The lecturer must be able to choose the right type of media so that the learning objectives can be achieved well. Some things that must be considered in determining the type of learning media include learning objectives, learning material to be delivered, student characteristics, types of media suitable for use, environments in which students take lessons, and as well as available resources (Marpanaji, Mahali, and Putra 2018). The development of learning media should always keep up with the development of the times that have become accustomed to utilizing Information and Communication Technology.

One of the most frequently accessed by Indonesians of Information and Communication Technology products is YouTube. YouTube viewers can use many video contents as the alternative learning media for their learning process. One example of video content on youtube is about "Pronunciation", which is taught directly by native speakers using Bilingual Indonesia and English as a preface, like a youtube account named Guruku Mr D and Sacha Stevenson. Those YouTube videos can significantly help both English and non-English department students understand and imitate the English words correct pronunciation, according to native speakers. By pronouncing the English words such as native speakers, it can increase students' confidence in the ability to speak English. Non-English department students, when obtaining the general course of English, will undoubtedly have difficulty in pronunciation of English vocabulary correctly and adequately according to native speakers. Although students have spent at least for six years, there is no guarantee for them to have a good ability in English (Moedjito 2016). This is because they rarely use English to communicate in learning activities or daily activities. Unlike English Study Program students who are obliged

to use English, especially when learning to teach. So they have much better English pronunciation skills.

Based on the background of the problem, the following formulation of the question arises: does the use of YouTube videos as media affect non-English department students' pronunciation skills?. The formulation of the problem was made to determine whether or not the use of YouTube videos as media affects the non-English department students' pronunciation skills.

The study focused on learning pronunciation using YouTube videos as media. The YouTube videos used in this research activity are created directly by native speakers such as Guruku Mr D and Sacha Stevenson's YouTube accounts uploaded on the www.youtube.com channel. Then those videos are tested to non-English department students. This study was expected to help the development of learning media, especially in English general courses. In other words, English lecturers in Indonesia are expected to switch from conventional methods to modern methods. Researchers hypothesized the study as follows:

Ha: There is a positive influence on using YouTube videos as media in improving non-English department students' pronunciation skills.

Ho: There is no positive influence on using YouTube videos as media in improving non-English department students' pronunciation skills.

English pronunciation uses the pronunciation procedures in the Oxford Dictionary or Longman Dictionary. Pronunciation is a technique or method for reciting an English word such as a native speaker. Pronunciation is one of the English elements that English speakers must master. According to Yuzawa (Yuzawa 2007), pronunciation is a foundation and includes things that should be understood by anyone who will or is in the process of learning English communicatively. In other words, pronunciation mastery has the phonology system and the ability to produce sounds so that the listener can understand their meaning. According to Ali Mustadi (Mustadi 2012), the aspects assessed in pronunciation are fluency of spelling and pronunciation, the accuracy of spelling pronunciation, stressing, and intonation.

Pronunciation can be very vital if someone recites a word that has a different meaning than what is intended. Therefore, it is necessary to learn and master pronunciation skills correctly, according to native speakers. It is using media and learning methods that can make it easier for students in their understanding. Burns and Claire suggest some principles in

pronunciation learning. First, study pronunciation from the earliest level. It means that understanding the correct use of phonemes, consonant letters, vowels, intonation, and word emphasis must be mastered first. Second, test students using a word with the correct pronunciation in a simple conversation. Selection of exciting topics that can stimulate students in communicating using English with the correct pronunciation. The fourth is to focus on practising and imitating English pronunciation and using it in the broader conversation. The fifth, beware of some pronunciation that is almost the same as its meaning (Burns, A.; Claire 2003). For example, in the pronunciation of the words "flower" and "flour". Both words have different writings and meanings but have almost the same pronunciation. English speakers are not only able to understand the pronunciation of an English word correctly, but they should also be able to understand the use of intonation and emphasis on pronunciation skills as well.

The use of the Oxford dictionary is also still often found in pronunciation learning (Handayani 2017). Such activities are not entirely considered wrong to allow for mispronunciation or errors in word pronunciation when studied without proper guidance. As for this study, researchers tend to point to the definition of learning media described by Oemar Hamalik because the scope of his understanding tends to be broader. Oemar Hamalik (Hamalik 1994) states that the learning media is not determined as a tool only but is also part of techniques and methods that can include definitions from other educational experts on the procedures of teaching and students' learning strategies. Many types of learning media can be used in the world of education, especially in learning activities. There are six types of learning media, namely: Visual Media, Audio Media, Silent Projection Media, Motion Projection Media and Audio Visual, Multimedia, and Objects (Siswoyo 2011). In this study, the researchers used audiovisual as a learning media in the pronunciation teaching-learning process. YouTube videos are the product of audiovisual media.

The primary role of the media is to introduce messages. By understanding that there are many types of learning media, students can utilize some learning media which are suitable for their learning strategies. Although over time, it develops into an entertainment, relaxation (a distraction from social tension), as a means of expression of opinions, ideas, and ideas, helping in overcoming the limitations of space and time, as well as being a means of education for the community. Not only education in social life but also able to be an effective means of learning. Many educational practitioners have used media as a means of learning for many years (Prihastuti, Wahyuni, and Ramadhani 2018). Good responses and results tend to be

obtained when an educational practitioner can combine media and the world of education to become an epic learning medium. Media can attract students' interest, bring a positive attitude and make the teaching-learning run well (Zuana 2018).

There are many forms of media as a means of learning. For example, there are already some schools that apply the use of BSE (Electronic School Books), where electronic books can be used not only in the classroom but even wherever and whenever students want to learn. Examples of other media use can be through the website page, commonly referred to as "web media". Web media is the merging of internet and website usage as a means of learning to get optimal learning results (Aggarwal 2014). There is no denying that as the era progresses, more sophisticated types of learning media such as websites can be used to achieve the ultimate goal of learning optimally. One example of a familiar form of web media is YouTube.

The form of information technology that can be used as media learning is named e-learning (Hartanto 2016). The latest trend in e-learning today is computers and other portable media in accessing learning materials to support the learning process. It can increase flexibility in teaching and learning activities. The expansion of information and communication technology has led to online formats becoming increasingly practical and as an inexpensive tool for education (Molinillo et al. 2018). One example of using information and communication technology is audiovisual media used to learn English Pronunciation. The video in question can be a recording or a combination of moving images. Video is suitable for practicing pronunciation because, in addition to displaying recordings or moving images also provides sound. The combination of sound and image will catch the attention of the audience. Video can improve all four aspects of pronunciation: accuracy, fluency, intonation, and stress. Ebru Atak Damar explains:

"Through films, using longer pieces of discourse to allow students to practice stress and intonation is also beneficial, since most pronunciation books provide short, limited contexts, for practising the suprasegmental features. As a consequence, videos provide an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects and they offer endless opportunities for pedagogically sound activities for developing fluency". (Damar 2014)

Unlike books, videos can help students practice stress, intonation, and improve fluency. Videos that present examples of pronunciation from native speakers can allow

students to listen to how the pronunciation is correct so that over time aspects of fluency in the pronunciation will increase. Although a number of different interactive multimedia or audiovisual media used in learning new languages, it is still considered a very difficult process in learning a new language, particularly for adult learners (Lonsdale 2011).

YouTube is a vast resource for educational content (Saurabh and Gautam 2019). YouTube is often used as a sharing event, providing information, and giving internet users appreciation worldwide. On YouTube pages, for example, viewers are not only entertained by the videos presented, but also able to serve as a learning medium (Akbar 2018). Students can see some videos created by content creators of which they are English native speakers. They provide a proper understanding of pronunciation, stressing, and intonation through video. That's where viewers (in this case, students) can learn to do imitations and practice appropriately according to what the English native speaker exemplifies on YouTube videos.

State of The Arts and Distinguish

This study is the development of several studies that had been published before. Some previous studies have not proven specific forms of learning media that can effectively be used in English pronunciation learning. Renda Lestari from STKIP Muhammadiyah Muara Bungo, in her article published at the Seminar Nasional Kedua Pendidikan Berkemajuan dan Menggembirakan in 2016 with the number of ISBN. 978-602-361-102-7 created a research article titled *Penggunaan YouTube Sebagai Media Pembelajaran Bahasa Inggris*. The study's purpose was to determine the extent of YouTube use as a learning media in English courses. The study results proved that YouTube videos are capable of being used as one of the learning media. (Lestari 2013).

Nafisah Endahati of PGRI University Yogyakarta conducted another study similar to Renda Lestari. Nafisah research was published in repository.upy.ac.id 2014 with the title "*Peningkatan Kemampuan Pronunciation Mahasiswa Kelompok A1 Semester I Program Studi Pendidikan Bahasa Inggris FKIP UPY TA 2013/2014 Melalui Pendekatan Audiolingual*". The results of this study showed that using an audio-lingual approach in pronunciation drill techniques is proven to improve pronunciation skills in English. These results can be seen by student increasing ability to recite all aspects of sound in English, parts of syllable emphasis in vocabulary, and understanding the use of intonation, namely rising intonation and falling intonation in spoken sentences (Endahati 2014). Therefore, this study is different from

previous studies because researchers want to prove that one alternative web-based learning media such as YouTube can be an effective solution for English pronunciation learning.

Methodology

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This study used quantitative - experimental method with the pretest-posttest control group design. The first step was to decide who becomes the control group and the experiment group. Then the researchers gave the same pretest to both groups. After that, the experiment group was given treatment using YouTube videos as the media, and the control group was given treatment using conventional media. Then the posttest was given to both groups.

Non-English department students of IKIP Widya Darma, who get an English course for the 2019/2020 school year, were the population in this study. Then the sample was selected using a random sampling technique using the lottery to be then decided by the experiment group and the control group as a sample. The sample for the experiment group was 24 students, and the control group was also 24 students.

In collecting data, researchers used several instruments in this study, namely: tests and observations. The tests referred to in this study were pretest and posttest. Tests were conducted to experiment groups and control groups. Pretests were performed before the experiment group, and the control group got treatment. After treatment was given to both the experimental group and the control group, posttest was carried out. The test used the pronunciation assessment rubric because it was part of the performance test category. The test had previously been tested for its validity and reliability levels and expert judges before being given to the research subjects. The purpose of the validity and reliability test was for the instrument to be declared valid and reliable. Repeated revisions were made until the measuring instrument was deemed qualified and feasible. Pretest and posttest assessments used the following pronunciation scoring rubric:

Scoring Rubric for Pronunciation		
Aspect	Score	Description
Pronunciation	5	The pronunciation is perfect. The words are easy to understand and have the native speaker's accent.
	4	The words are easy to understand with a certain accent. Clearly understandable.
	3	The words are easy to understand with a particular accent. Understandable.
	2	Unclear pronunciation. The words are difficult to understand.

	1	The words are very difficult to understand. The pronunciation is incomprehensible.
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Table 1: Pronunciation Assessment Rubric

Checklist observations were done by looking directly and thoroughly at what was being researched. The Observer observed every detail of the non-English department students' activities while using YouTube videos in learning pronunciation. Then fill in the prepared checklist observations. Descriptive and statistical analyses were used in data analysis techniques. The data obtained results were then tested using a hypothesis test where the hypothesis test used a t-test. The t-test itself was used in showing how much influence a variable causes in describing a bound variable. But before the t-test was carried out, the prerequisite test of the analysis is first carried out; in this study were the normality test and the homogeneity test. The researchers used a program computer facility called SPSS (statistical product and service solution) for Windows Release version 22 for the entire data computing process.

Findings and Discussion

The pretest and posttest results of non-English department students' pronunciation are important data in this study. Before performing the t-test calculation, it is necessary to know the distribution of data, whether it is normal or not. Therefore, the researchers must carry out the normality tests to the students' pretest and posttest scores. If the data has a normal distribution means it also has a normal distribution. It means the data is meaningfully able to represent the population. Data is said to be normal when probability (sig.) > 0,05. Activities in normality testing in this study used the Kolmogorov Smirnov test type through SPSS program version 22. This study's normality test results were: pretest and posttest for normally distributed groups with sig values. 0,138 and 0,067, respectively. So is pretest and posttest in a normally distributed experiment group with a sig. 0,270 and 0,290, respectively. When it has been declared to have a normal distribution, the next step is to carry out the Homogeneity Test.

The implementation of the homogeneity test in this study used Test Homogeneity of Variances using SPSS version 22. Both groups can be declared homogeneous if the significance > 0,05. The results obtained from the homogeneity test in this study are: sig. Value for the pretest control group and the experiment group is 0,443, which means homogeneous.

Similarly, posttest control groups and experiment groups are also homogeneous with sig. values 0,580.

The t-test was used to perform hypothetical tests. The t-test results of both groups proved that the Zero Hypothesis (H_0) was accepted to reject the Alternative Hypothesis (H_a). The t-score can see it was 1,271 and the t-table was 2,0129 with df 46 and the sig. (2-tailed) is 0,210. Thus it can be said that there was no positive influence on the improvement of non-English department students' pronunciation skills before treatment was given.

The t-test results of the posttest proved that hypothesis zero (H_0) was rejected, which means that the Alternative Hypothesis (H_a) was accepted. It proved that there was a positive influence on the use of YouTube videos on improving the non-English department students' pronunciation skills after been given treatment. The posttest hypothesis test results can be seen as follows: the t-score was 5,779, the t-table was 2,0129, the df 46 and the sig. (2-tailed) was 0,000.

The search for average or mean values for pretest and post-test in each control group and experiment group was intended to ensure no increase in scores generated by each group after treatment. We can also observe data on improving students' pronunciation skills by comparing pretest and post-test results scores in control and experiment group. It can also be seen from the gain score. Data about the results of these activities, display in the following table.

Source of the data	Control group	Experiment group
Pretest	43,54	38,96
Posttest	67,08	79,79
Gain Score	23,54	40,48

Table 2: The Average Score (Mean) of Control Group and Experiment Group

The average score (mean) of the control group and the experiment group above stated that each group's mean result of the posttest had improved. The average score for pretest in the control group initially was 43,54. Then after being treated using conventional learning, the average score was 67,08. While the average score for pretests in the experiment group initially was 38,96. Then after being treated using YouTube videos, the average score was 79,79. The control group and the experiment group experienced an increase in the average score results from pretest to posttest. It can be seen from the gain score for the control group was 23,54

and the experiment group was 40,48. It can be concluded that the non-English department students' pronunciation improved significantly.

YouTube video as learning media is considered quite effective and efficient to use. In line with Lestari's statement (Lestari 2013), which stated that YouTube could be used as a learning media for some difficult courses. In line with the statement, Ramadhani said that YouTube videos could be used as motivation and a media of students' work publication. If the viewers use YouTube well, it will have a good impact on its viewers as well (Ramadhani 2016).

The use of YouTube videos in education has always been considered attractive when used as a learning media, especially for Higher Education in Indonesia . Therefore, this study aimed to determine the influence of youTube video usage on the increased non-English department students' pronunciation skills. The pretest-posttest control group design and put the research subjects into two groups: the experiment and control groups. The two groups were given different treatments after the pretest. The experiment group was given treatment using YouTube videos and the control group was given treatment using conventional learning.

The video is the right media in practising speech organs (Kustandi and Sutjipto 2011). In line with the statement, videos are suitable for practising pronunciation skills because it shows recordings or moving images with sound. The combination of sound and image will catch the attention of the audience (Stuart 2013). This study showed that after using YouTube videos, there was an increase in the non-English department students' pronunciation skills. The pretest means before the treatments were given 38,95. Then after being given treatment by using YouTube video, the posttest mean was 79,79. It represents a very significant increase in the mean score, with the gain score was 40,48. When compared to the control group that did not get YouTube videos for the treatment, the gain score from the pretest means to the posttest mean was only 23,54. The posttest hypothesis test results also reinforced this statement that t-score 5,779 was greater than t-table 2,0129. It can also be seen from the posttest significance of Sig. (2-tailed) 0.000 was less than 0.05, which means hypothesis zero (H_0) was rejected so that the Alternative Hypothesis (H_a) was declared acceptable. Thus, it can be explained that there is a positive influence of YouTube videos on the increased non-English department students' pronunciation skills.

Conclusion

The conclusion drawn from this study is that using YouTube videos as media positively influences the increased non-English department students' pronunciation skills. The YouTube videos are chosen as a pronunciation learning media, better taught directly by English native speakers. YouTube is not only functioned as a source of entertainment but also be used as a learning media in learning English pronunciation, especially for non-English department students in the Higher Education environment.

Implications of Findings

This study offered recommendations for lecturers, and students use modern learning media. YouTube function is proved not only as a source of entertainment but also as a learning resource, especially in pronunciation learning in the Higher Education environment. Lecturers, as well as students who are studying English course, should be able to create an interactive and enjoyable learning atmosphere. The use of media is increasingly required in daily learning activities. YouTube is an alternative effective learning media in pronunciation class. If the viewers use YouTube well, it will have a good impact on its viewers as well. English learning pronunciation does require direct practice with the right model, like the original speakers or English native speakers. Therefore, English pronunciation learning becomes very easy to use learning videos on YouTube with native speakers.

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