



ENHANCING STUDENTS' PRONUNCIATION THROUGH YOUTUBE CHANNEL: PRONUNCIATION WITH EMMA

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Sinta Julia Pratiwi

As-Syafi'iyah Islamic University

sintajuliap@gmail.com

Hanafi Wibowo

As-Syafi'iyah Islamic University

hanafiwibowo.fkip@uia.ac.id

Abstract: *The utilization of YouTube for teaching and learning English in this era is needed to implement. This research aims to investigate YouTube Channel: Pronunciation with Emma able to enhance students' pronunciation at SMK Bina Mandiri Bekasi. The design of this research is Classroom Action Research (CAR) and uses a quantitative descriptive method. Participants in this research were 36 students from XI TKJ F at SMK Bina Mandiri Bekasi. The result showed that teaching and learning English using YouTube Channel: Pronunciation with Emma as media is able to enhance students' pronunciation. There were significant enhancements both researcher's and the student's overall performance within the classroom. The researcher can make the class more active, and students have top notch motivation to learn good pronunciation. Based on data, there is a significant enhancement in students' mean scores in the pre-test, students' mean score is 71 there were 10 students without who the Minimum Completeness Criteria (KKM) with the percentage 27% and 26 students with a percentage 73% failed. Then, in post-test 1 score is 82 there were 24 students who reached the KKM with the percentage 66% and 12 students with the percentage 34% failed. In post-test 2 score is 86 there were 34 students without who reached the KKM with the percentage 94% and 2 students with the percentage 6% failed. Based on the result of the mean score in cycle 1 and cycle 2, there an enhancement of student's pronunciation that is 82 to 86. It can be concluded that the use of YouTube Channel: Pronunciation with Emma is believed to be successful and able to enhance students' pronunciation.*

Keywords: *YouTube, YouTube Channel: Pronunciation with Emma, English Pronunciation.*

INTRODUCTION

The outbreak of COVID19 is in each element of human pastime round the sector, inclusive; education, research, sports activities, entertainment, shipping, worship, society, meetings / exchanges, business, and politics. The education area is still one of the areas maximum hits with the aid of the outbreak of Coronavirus (Abidah et al., 2020). This pandemic has caused distance learning, a new teaching approach that has turn out to



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be a difficult scenario for each teacher, as opposed to face-to-face teaching, where traditional teaching and learning techniques have moved to online learning.

The situation in online learning could be very special from traditional learning, establishing comprehensible and clear conversation are wished in order that the students apprehend the cloth taught by way of the teachers. In fact, in face-to-face learning, teachers were able to provide direct motivation, control, and clear explanations without any problems. And the teachers should see the answer from students directly. However, when the researchers carried out this research, SMK Bina Mandiri Bekasi had already implemented face-to-face or offline learning. In reality, when learning English directly, we need to grasp loads of activities and competencies which can be listening, speaking, writing, and reading (Baker, 2013). Speaking ability is ability to organize ideas logically and systematically, pouring them into linguistic codes according to language rules using appropriate contexts and fluent and clear pronunciation. It can be concluded that speaking ability is the most important things of language in communication. And also, pronunciation is one of important components of speaking ability.

Ideally, based on syllabus of Grade 11st, students can communicate orally using correct speech or pronunciation, word stress and appropriate intonation when students' speaking. Based on the four abilities that students have, they must reach the Minimum Completeness Criteria (KKM) for English is 78. Based on preliminary research was conducted offline at SMK Bina Mandiri Bekasi on February, 2022 the students' score in pre-test is 71 and the researcher found the students have a low level of pronunciation so students find it difficult to pronounce the word and mispronounced it. One of causes of the lack of students' English pronunciation because students less motivation to check the right pronunciation and also influenced and imitate to the wrong pronunciation by influencers or content creators on social media. Based on the problems above, the role and use of technology is very much needed in the learning process in this era.

Technology and English are related to each other. Technology is an important thing in the processes of English language learning and teaching (Zahro, 2021). It is also said by (Chotimah & Handayani, 2018) technology can help increase the role of teachers in the classroom. Some technology and online platform can support both of online and offline class process.

There are many applications that support students and teachers to maximize technology, which is an application in teaching and learning process, one of them is YouTube. The use of YouTube as a famous era makes the utility of the English pronunciation learning of technique may be accomplished online among teachers and students. YouTube video featuring a native speaker is a very simple way to create a classroom appropriate and unique content for learning English (Syafiq et al., 2021).

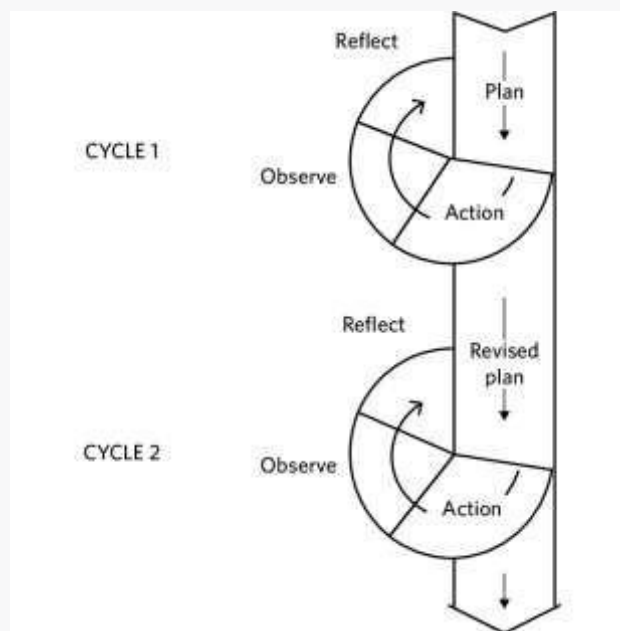
YouTube video can be used as media in teaching English pronunciation it makes students more active. On YouTube, one of the channels that the research chose is "Pronunciation with Emma". The content material in it is interesting because there is visual audio, there is interaction in the video such as native speaker giving an example of a word with the correct pronunciation and giving a clearly written phonetic symbol, then the native speaker giving a pause for the audience or students to imitate correctly. So that can easier the students to understand and imitate effectively.

METHOD

The design of this research is descriptive quantitative method because the data is provided in numerical and descriptive form. This research is Classroom Action Research (CAR), it's a kind of research the teacher does it in the classroom. This study can be provided new ways and ways to improve and increase the number of teachers professionalism that conveys the learning process and students' learning outcomes. According to Kemis and Mc. Taggart as cited in (Mitsalin & Catur Pamungkas, 2021) these cycles of classroom action research involved identify of problem (planning), collect data (acting), analyze and interpret data (observing), and

develop an action plan (reflecting). They're applied to collect both qualitative and quantitative data. The quantitative data of the research had been collected using pronunciation test to the students in order to know their enhancement. In this case, the researcher give a some word or sentences and the researcher asked the students to pronounce them by English Pronunciation with Yobimi. For descriptive, researcher observed student learning activities by providing an observation checklist to explore the utilize of YouTube Channel: Pronunciation with Emma in enhance students' pronunciation containing statements related to student activities in class. In a single study cycle, the connection among components can be discovered as follows:

Picture 2. Kemmis and Taggart procedure of CAR



From the definition of action research above, it looks like researchers conclude that action research is an action within researchers, and teachers can do it themselves colleagues who involve a group of students and teach improving the quality of the education and learning process, or the students understanding the lesson.

This classroom action research is carried out at SMK Bina Mandiri Bekasi in academic year 2022/2023 on even semester. The school is located on Jl. Bintara IX No.7, RT.001/RW.005, Bintara, Kec. Bekasi Barat, Kota Bekasi, Jawa Barat 17134. And for the time, the researcher conducted from February to July 2022. The researcher holds the research at the eleven grade of Computer Network Engineering or *Teknik Komputer Jaringan (TKJ)*. More specific at XI TKJ F at the total number of students was 36 because students' pronunciation of this class is lower and students deficient of motivated in learning pronunciation.

The researcher used the data collection are interview, observation, tests, and documentation and to analyzes data use quantitative descriptive analysis in giving information on the score of students per cycle, the percentage of students who pass the KKM score, and describes a situation objectively can be seen from observations. Method contains the type of method or type of approach used, descriptions of qualitative and / or quantitative data, data collection procedures, and data analysis procedures.

RESULTS

- Preliminary Research

The researcher started this research by presenting preliminary research conducted on 24th February 2022. As preliminary data, the researcher inquired Ms. Nur as collaborator at XI TKJ F about the students' pronunciation, classroom situations and learning strategy through interview. The data showed that some students' English pronunciation in class XI TKF is lacking because students' less motivation to check the right pronunciation and Ms. Nur as teacher at the time the English class started used Indonesian so that students could more easily be understood. The influence that comes outside the learning process is the influence of social media where there are several influencers who use sentences or English words that are not appropriate so that students imitate the wrong pronunciation which they think is correct.

The researcher carried out pre-test to get the students' score in pronunciation. The assessment is obtained from collaborator and researcher. It can be shown in table 1 below:

Table 1. Data on Student Learning Outcomes in Preliminary Research

	Number of Student	Percentage	KKM Score	Mean Score
Number of students ≥ 78	10	27%	78	71
Number of students ≤ 78	26	73%		

Based on the table, the students' mean score in pre-test is 71 and it can be seen that there were only 10 students (27%) of the 36 students in this class passed the standard score, but 26 students (73%) of the 36 students did not pass. Therefore, the students' pronunciation needed to be enhanced. Teachers also need new strategies by using technology maximally in teaching English pronunciation because pronunciation is one of component speaking that should be mastered by the students at XI TKJ F. In this research, the researcher used YouTube channel: Pronunciation with Emma was expected to be able to enhanced the students' pronunciation.

- The Result of Cycle 1

Based on the data analysis of learning outcomes in cycle 1, the data obtained as in table 2:

Table 2. Data on Student Learning Outcomes in Cycle 1

	Number of Student	Percentage	KKM Score	Mean Score
Number of students ≥ 78	24	66%	78	82
Number of students ≤ 78	12	34%		

Based on the table it can be sum up, the students' mean score in post-test cycle 1 is 82 and there were 24 students (66%) of the 36 students in this class passed the KKM score, but 12 students (34%) of the 36 students did not pass the KKM score. There was an enhance in the percentage in post-test 1 compared to the pre-test. But students who exceed the KKM have not reached more than 75%, therefore this cycle has not been successful.

Based on the result, researcher found any problems or weakness of this cycle 1 such as; (a) most of students still think that English pronunciation is trivial things, therefore students imitate the example of word by laughing, (b) there are students who are silent because they embarrassed to speak, its proven that the lack of student motivation in enhance pronunciation, (3) researcher missed in guidance and control all of students so that there was no feedback between students and researcher. Absolutely, the use of YouTube Channel; Pronunciation with Emma needs

to be proven again in the next cycle, whether it able to improve students' pronunciation or not.

- The Result of Cycle 2

Based on the data analysis of learning outcomes in cycle 2, the data obtained as in table 3:

Table 3. Data on Student Learning Outcomes in Cycle 2

	Number of Student	Percentage	KKM Score	Mean Score
Number of students ≥ 78	34	94%	78	86
Number of students ≤ 78	2	6%		

Based on the table it can be conclude, the students' mean score in post-test cycle 2 is 86 and there were 34 students (94%) of the 36 students in this class passed the KKM score, but 2 students (6%) of the 36 students did not pass or failed. Certainly, students who exceed the KKM have reached more than 75%, therefore this cycle has been successful.

Based on the result in cycle II, the researcher noticed that students enjoyed teaching and learning process. The student has been actively involved during the teaching and learning process, there were no students laughing and most of students active in responding and imitating English pronunciation enthusiastically without being shy. Researcher also can manage the class properly. Students' participation and attention from the begin to the end of the lesson became better than the first cycle. Because the second cycle has proven that the use or utilize of YouTube Channel:

Pronunciation with Emma is able to enhance students' pronunciation, researcher did not conduct next cycle.

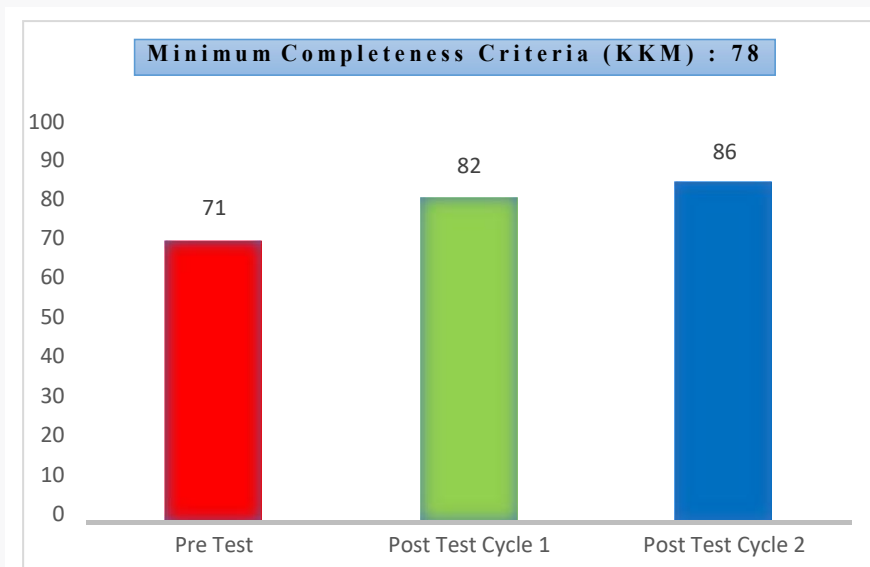
DISCUSSION

Researcher showed the result of CAR in every cycle on the table 4 and chart 1 below:

Table 4. Result of CAR

No	Test Activities	Mean	Percentage
1	Pre-test	71	27%
2	Post-test Cycle 1	82	66%
3	Post-test Cycle 2	86	94%

Chart 1. Students Enhancement in Pronunciation



Based on the result from the pre-test showed that 27% and the first cycle showed that 66% students who passed the KKM means that had not reached the indicator of success, which is more than 75%, because the problems students and researcher encountered in teaching and learning process. The problems are students less motivation, sleepy, embarrassed to speak up, and researcher did not manage the class properly. Meanwhile,

the result of from the second cycle showed that the indicator of success was more 75%, which is 94%. In addition, students are more active in cycle 2 and researcher can manage the class better than cycle before. This research did not conduct to the next cycle, because the indicator of success of this classroom action research has been achieved. It is showed that the students' pronunciation has enhanced.

It can be seen from the students' mean score in post-test 2 is 86 higher than 71 in pre-test and 82 in post-test 1, and also the success of students' motivation to learn how to pronounce English words or sentences in a manner of native speakers in a fun way.

As for the advantages of using technology in this research, which is an important thing in English teaching and learning process, that is YouTube. Students can explore or find out whatever they want to learn easily, in case of enhancing pronunciation through YouTube Channel: Pronunciation with Emma. Students get a way how to pronounce the right English words or sentences and teacher or researcher can maximize the technology to increase the role of teacher in classroom.

It can be concluded that the use of YouTube Channel: Pronunciation with Emma as media able to enhance students' pronunciation and has succeeded in becoming an alternative to solving pronunciation problems for students of class XI TKJ F based on the data and analysis that has been obtained.

CONCLUSION

This research was conducted at XI TKF F of SMK Bina Mandiri Bekasi. It was carried out from July to August 2022. The aims of this research were to investigated Pronunciation with Emma able to enhance students' pronunciation at XI TKJ F of SMK Bina Mandiri Bekasi. There was an enhance in teaching and learning process, students got new experience in enjoyed learning through YouTube Channel: Pronunciation with Emma. Moreover, students motivated to learn how to pronounce English words or sentences like native speakers.

In addition, the use of YouTube Channel: Pronunciation with Emma in cycle 1 and cycle 2 has enhanced. It can be seen from the result, there is a significant enhance in students' mean score. For the first result 71 in pre-test, then enhanced to 82 in post-test cycle 1, and more enhanced to 86 in post-test cycle 2. Based on the result of data analysis, it can be concluded that the use of YouTube Channel: Pronunciation with Emma is believed to be successful and able to enhance students' pronunciation.

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