OVERCOMING STUDENTS' PROBLEMS IN PRONOUNCING PAST TENSE VERBS BY MEANS OF YOUTUBE VIDEO
(A Mixed-method Study at a Junior High School in Ciamis)

Junjun Ahmad Santosa
(zoen.olsen@gmail.com)
English Education Program FKIP Galuh University Indonesia

Iskhak Said
(iskhakunigal@gmail.com)
English Education Program FKIP Galuh University Indonesia

Aa Surahmat
(andesva76@gmail.com)
English Education Program FKIP Galuh University Indonesia

ABSTRACT

This study was aimed to discover whether teaching by using Youtube videos could overcome students' problem in pronuncing past tense verbs and to discover the students' perceptions on the use of Youtube video as teaching media. This study mixed-method study involved the eight grade students of junior high school in Ciamis Year 2017/2018 at which the sample was 27 students of experimental group and 27 for control group. Pre-test and post-test were employed to collect the quantitative data and close-ended questionnaires to collect the qualitative data. The findings indicated that t-observed was 2.344 with degree of freedom 52 and level of significance 0.05 with two tailed test t-table (2.021). It implied that t-observed was higher than t-table (2.344 > 2.021) resulting in rejecting Null hypothesis. It means that there were significant differences on the students' pronunciation achievement who were taught before using YouTube video and after using YouTube video. Also, students have positive perceptions toward the use of Youtube video as teaching media to overcome their problem in pronouncing past tense verbs such as feeling more intellegent, interested and effective in learning speaking especially pronunciation. This study suggested that Youtube video as media can be applied in other level of students.

Keywords: *Pronunciation, Past Tense, Youtube Videos*

INTRODUCTION

The learning of pronunciation and spelling provides students the opportunity to improve their English accuracy and fluency. According to Chongning (2009, p. 39), "a high priority should be taken as a consideration for the speaker to master sounds and pronunciation of English language". One of the reasons is, as suggested by Morley (1991, p. 4), that as an essential component of a good competence in communication is resulted from Intelligible pronunciation. Yuniarti (2009, p. 2) claims that pronunciation describes how a particular speech sounds in the mouth, and pronunciation which stresses more on the way of sounds are produced by the listener. Pronunciation is imperative in English since mispronunciations lead to hearer's misunderstanding towards the meaning of utterance. Thus, pronunciation is clearly a central factor contributing to people success in understanding the meaning of utterance. Binturki (2008, p. 2) reported that:

> "**Majority of English language learners have an ambition to master native-like english mastery. In fact, they still possess a considerable number of errors in using the language. The errors may cover spelling and vocabulary errors, pronunciation, intonation, rythm, and other voice quality matters**".

The aforementioned statement creates the problems faced by some of the eight grade students in Ciamis. Many students admitted that pronunciation is a tough part of learning English. It is shown by their score in oral test which focus on pronunciation. To overcome the condition, the use of online media teaching as a tool might become a good solution in teaching and learning process. One of the tools which is valuable for learning is YouTube technology that leads to a growing interest on research focusing on the involvement and encouragement of YouTube video clips integration in education.

According to Kindarto (2008 p. 3), YouTube is a portal website that serves video sharing so that the students can watch the video, for example, in teaching speaking. YouTube videos contain many interesting video. The video also contain the way of learning speaking that increases the students' speaking skill and the better class condition. It has been common that the students, as teenagers, like watching film and browsing internet. By using YouTube as a media, the students can learn speaking that helps them improving their pronunciation skill. Meanwhile, Mayer (2001) said that the use of videos is very effective in particular for courses introduction because it can accommodate difficult concepts and attract the weak or special students interest as well

as those who has the learning style of visual. Therefore, Youtube can be used as Source Material to Overcome Problem in Pronouncing Past Tense Verbs.

As a multidimensional resource, YouTube provides the viewers assorted videos in all area of knowledge and everyone can assess it without difficulty. Despite the fact that videos on YouTube has a limited duration in lengths, it is appropriate for the restricted classroom`s time. Balcikanli (2011, p. 94) assumes that YouTube might be beneficial to build students` interests and needs that can be used in their real life language through authentic discourse provision. Meanwhile, Jalaluddin (2016) claims that YouTube has large amounts of online resources that is very valuable for teaching the skill of speaking in EFL classroom.

Apart from its advantages and disadvantages, an instructor also should be aware of the pros and cons of employing YouTube videos. The teacher should prepare a special instruction for the students in order that they can use YouTube appropriately. There is nobody denying the beneficial values of using online resources in English teaching and learning. Thousands of English videos in a very short form are available on YouTube that can be utilized for teaching and learning process of English language. It can be employed in an assorted way leading to teaching and learning which is very effective. In short, YouTube is very beneficial not only to improve the skill of speaking and listening but also to teach the skill of reading and writing.

There are several types of video categories on youtube, one of which is education. There are more than millions of videos on youtube that contain education, one of which is a video contained in Cleber Braga's channel entitled English Conversation - simple past regular. The video was taught how to pronounce past tense verbs with the dialougue. The following is the figure of YouTube video retrieved from https://www.youtube.com/watch?v=WFPJ8GpTF9 :

Figure 1. English Conversation - simple past regular

Before conducting the study, it is important to find out previous study, one of them is Benmouhoub (2015) who conducted the study entitled "YouTube Videos as Pedagogical Tools to Improve EFL Learners' Oral Fluency" has discussed how using Youtube as Pedagogical Tools to Improve EFL Learners' Oral Fluency. This research used experimental method to attain the objective and it was conducted in third year students. The result of the research concluded that there were significant changes of Youtube in pedagogical tools in improving EFL Learners' Oral fluency. In contrary, the present study is intended to employ mixed method study. Thus, this study is eager to conduct a study which purposed to find out: 1) whether or not using Youtube video overcome students' problems in pronouncing past tense verb; and 2) how the students perceive on the use of youtube video to overcome their problems in pronouncing past tense verb.

METHOD

The research methods used in this study can be said as a combination of research methods or mixed methods as suggested by Creswell (2008, p. 552) who claimed that the use of mixed methods research design involved a data collection and analysis procedure, and mixed quantitative with qualitative reseach and methods to understand problems of the research in a very small study. The type sequential explanatory was used in the present mix method because data collection of quantitative method preceded qualitative data collection in order to strengthen the primary data. In this study, the writer used a pre-test and post-test to answer the first research question and gave the closed-ended quiestionnaire to answer the second research question (Creswell, 2007, p.345). The population was all classes of eight grade students in one of junior high schools in Ciamis. Two classes were ramdomly chosen from the population of the study. The group which became experimental group were 27 students of VIII H, while the control group were 27 students of VIII G. Futhermore. To analyze pre-test and post-test, this study used t-test calculation and coding data to analyze the closed-ended questionnaire.

FINDINGS AND DISCUSSION

Analysis quantitative data

As previously mentioned, the use quantitative data was aimed to test the hypotheses. Null Hypothesis was formulated in the statement of "There is no significant difference on the students' pronunciation skill who were taught by using YouTube video and those who were not". The second hypothesis stated that "There is significant difference on the students' pronunciation skill who were taught using YouTube video and those who were not".

To calculate the data, the writer used test for two different groups. The purpose was to compare the difference between the experimental group and control group. In this study, the writer analyzed the data by using the following formula (Burns, 2000, p.3):

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\left(\Sigma X_1{}^2 - \frac{(\Sigma X_1)^2}{N_2}\right) + \left(\Sigma X_2{}^2 - \frac{(\Sigma X_2)^2}{N_2}\right)}{(N_1 - 1) + (N_2 - 1)}\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{10.592 - 4.814}{\sqrt{\frac{\left(\Sigma 3.908 - \frac{81.796}{27}\right) + \left(\Sigma 824 - \frac{16.900}{27}\right)}{(27 - 1) + (27 - 1)}\left(\frac{1}{27} + \frac{1}{27}\right)}}$$

$$t = \frac{10.592 - 4.814}{\sqrt{\frac{(\Sigma 3.908 - 3,029.48) + (\Sigma 824 - 592.92)}{(52)}\left(\frac{2}{27}\right)}}$$

$$t = \frac{10.592 - 4.814}{\sqrt{\frac{878.52 + 231.08}{(52)}\left(\frac{2}{27}\right)}}$$

$$t = \frac{10.592 - 4.814}{\sqrt{\frac{1,109.6}{(52)}(0.285)}}$$

$$t = \frac{5.778}{\sqrt{21.338}\,(0.285)}$$

$$t = \frac{5.778}{\sqrt{6.081}}$$

$$t = \frac{5.778}{2.465}$$

$$t = 2.334$$

Based on the elaborated result, t-observed was 2.344 with degree of freedom 52 and level of significance 0.05 with two tailed test t-table (2.021). It can be concluded that t-observed was higher than t-table (2.344 > 2.021). Therefore, the Null Hypothesis

(Ho) was rejected and Alternative Hypothesis (Ha) was accepted. The conclusion showed that there is significant differencece on the students' pronunciation achievement who were taught by using YouTube video and those who were not.

Analysis qualitative data

The questionnaire contained 15 statements to regarding the agreement. The following is the result of questionnaire:

Table 1The result of questionnaires

No	Statements	SA	A	D	SD
1.	The preparation of learning process is organized in a good way	`15%	70%	15%	0%
2.	The preparation of material prepare can help me learn English, especially Pronunciation.	`37%	63%	0%	0%
3.	Watching Youtube video as media for learning pronunciation can build a very interesting learning process.	`41%	37%	18%	4%
4.	Watching Youtube video as media for learning pronunciation can build a very challenging learning process.	`30%	37%	33%	0%
5.	Media Youtube assist me to have a comprehension knowledge of pronunciation.	`22%	52%	26%	0%
6.	I find Youtube as boring media.	`15%	18%	41%	26%
7.	I find Youtube as difficult media in understanding pronunciation.	`26%	59%	0%	15%
8.	Learning pronunciation using Youtube video for learning builds an unhappy feeling	`4%	15%	63%	18%
9.	I have the experience that my pronunciation is not improving although using media of Youtube video	`7%	18%	45%	30%

		SA	A	D	SD
10.	The media of Youtube video can build my intellegence, exactly pronunciation.	`4%	59%	37%	0%
11.	Media of Youtube video makes me comprehend the important thing to pronounce the correct words.	`48%	41%	11%	0%
12.	I don't get the benefit of learning pronunciation using the media of Youtube video.	`7%	18%	60%	15%
13.	I get the benefit of learning pronunciation using the media of Youtube video that makes me feel easy to understand the pronunciation and the benefit of Youtube.	`26%	70%	4%	0%
14.	I prefer learning pronunciation by using the media of Youtube video.	`63%	26%	11%	0%
15.	I will recommended this learning pronunciation using Youtube video as media to other students.	11%`	60%	11%	18%

Note: *SA : Strongly Agree A : Agree D : Disagree SD : Strongly Disagree.*

Dealing with the results of each statements above, the answer to the second research question is that students have positive perceptions such as they feel more intellegent, interested and effective in learning speaking especially pronunciation.

Based on the analysis of the data, the first research question is "Can using YouTube video overcome student's problems in pronouncing past tense verb?" has been answered. The research question was answered by conducting the tests, involving pre-test and post-test to collect the data to both experimental group and control group. The pre-test was administered to the students before the treatment which was conducted in the first meeting, while the post test was administered after the students finished their treatment. Both tests were done in same level of difficulty.

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation above, the mean score of experimental group was 10.592 and control group was 4.814. It means that overcoming students' problem in pronouncing past tense verbs by means of YouTube video is effective. It

was proven by the mean score of experimental group which was higher than control group. In addition, the result of data analysis showed that t-observed is 2.344 and t-table at significant level of α = 0.05 is 2.021. Thus, it can be stated that t-observed was higher than t-table (2.344 > 2.021). It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. In consequence, YouTube videos is effective in overcoming students' problem in pronouncing past tense verbs. This is in line with a previous study conducted by Benmouhoub (2015) entitled "YouTube videos as pedagogical tools to improve EFL learners' oral fluency". The finding showed that there was an improvement in the students' oral fluency. Students in the experimental group performed better in comparison with the control one.

The second research question was "How do the students perceive on the use of Youtube video to overcome their problems in pronouncing past tense verb?" To answer this question, this study administered questionnaires to twenty seven students as the respondent. Dealing with the explanation of each statements above, the answer for the second research question was that students have positive perceptions such as feeling more intellegent, interested and effective in learning speaking especially pronunciation. It is in line with Balcikanli's (2011, p. 94) theory, who claimed that YouTube videos are beneficial to build students` interests and needs in their real life language through authentic discourse provision.

CONCLUSIONS

This study concluded that overcoming students problems in pronunciation past tense verbs by means of Youtube video could be succesfull. The t-observed was higher than t-table (2.344 > 2.021). It means that there is significant difference in pronunciation achievement between students who are taught by using Youtube as media and those who are not. This study also gives the questionnaires to the student to strengthen the data. The result of questionnaires showed that the most of students feel more intellegent, interested and effective in learning speaking especially pronunciation. Based on the study, Youtube is an effective media to overcome students problems in pronuncing past tense verbs. This study suggested English teacher use Youtube as media on their teaching-learning speaking process especially pronunciation. Youtube as media can be implemented when the teacher wants to teach vocabulary, grammar, and pronunciation.

For the further research, it is suggested that Youtube as media can be applied in other level of students and others area of teaching using rcher methodology.

REFERENCES

Balcikanli, C. (2011). *Long live, YouTube: L2 stories about YouTube in language learning*. Retrieved January 20, 2015.

Benmouhoub, M. L. (2015). *YouTube Videos as Pedagogical Tools to Improve EFL Learners' Oral Fluency* (Doctoral dissertation, UNIVERSITY OF BEJAIA).

Binturki, A. T. (2008). Analysis of Pronucniation Errors of Saudi ESL Learners.

Burns, R. B.(2000). *Introduction to research methods*. London: Sage Publications.

Chongning, X. (2009). Student's feedback to their pronunciation learning. *Teaching English in China CELEA Journal*, *32*(5), 38-49.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications, Inc.

Creswell, J.W. (2007). *Qualitative inquiry research design: Choosing among five approaches*. California: Sage

Kindarto, A. (2013). *Belajar sendiri YouTube*. Jakarta: Elex Media Komputindo.

Jalaluddin, M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*, *17*, 50.

Mayer, R.(2001). Cognitive principles of multimedia learning: The role of modality and contiguity. Journal of Education Psychology.

Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL quarterly*, *25*(3), 481-520.

Yuniarti, D. A. (2009). A Study on the Pronunciation of English Vowels. Surakarta.