



**THE USE OF ENGLISH VIDEO TO IMPROVE STUDENTS'
PRONUNCIATION**

**(An Action Research at the Eighth Year Students of SMP
Muhammadiyah 5 Kandungan Temanggung)**

a final project
submitted in partial fulfilment of the requirements
for the degree of Sarjana Pendidikan
in English

by
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I, Nurul Hitoniah, hereby declare that this final project entitled *The Use of English Video to Improve Students' Pronunciation* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished works of others has been acknowledged in the text and a list of references is given in the bibliography.

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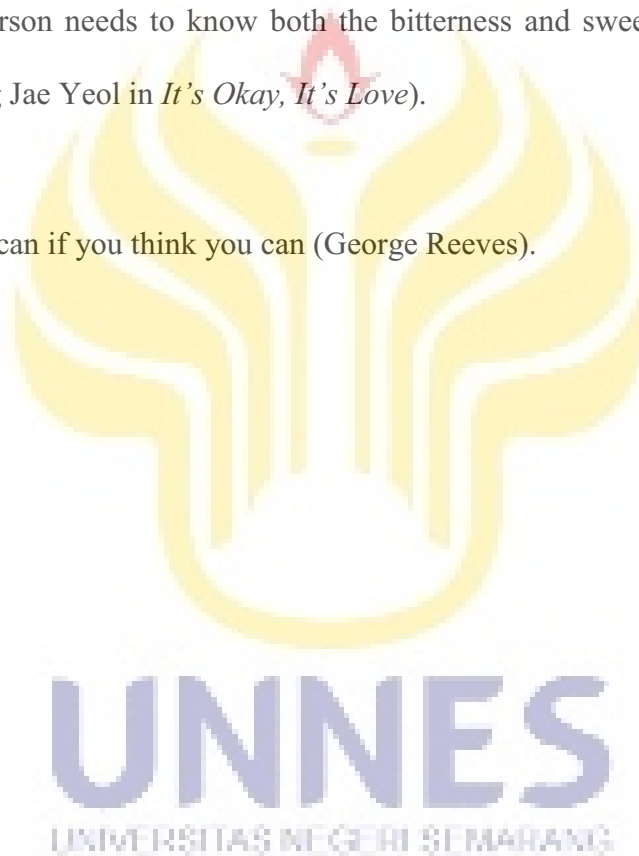
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MOTTO AND DEDICATION

- Forget about all the reasons why something may not work. You only need to find one good reason why it will (Dr. Robert Anthony).
- A person needs to know both the bitterness and sweetness in life to grow (Jang Jae Yeol in *It's Okay, It's Love*).
- You can if you think you can (George Reeves).



I would like to dedicate this final project to:

1. my beloved husband and parents who
always give me love and support,
2. my beloved sister and brother, and
3. my best friends at the English
Department 2011

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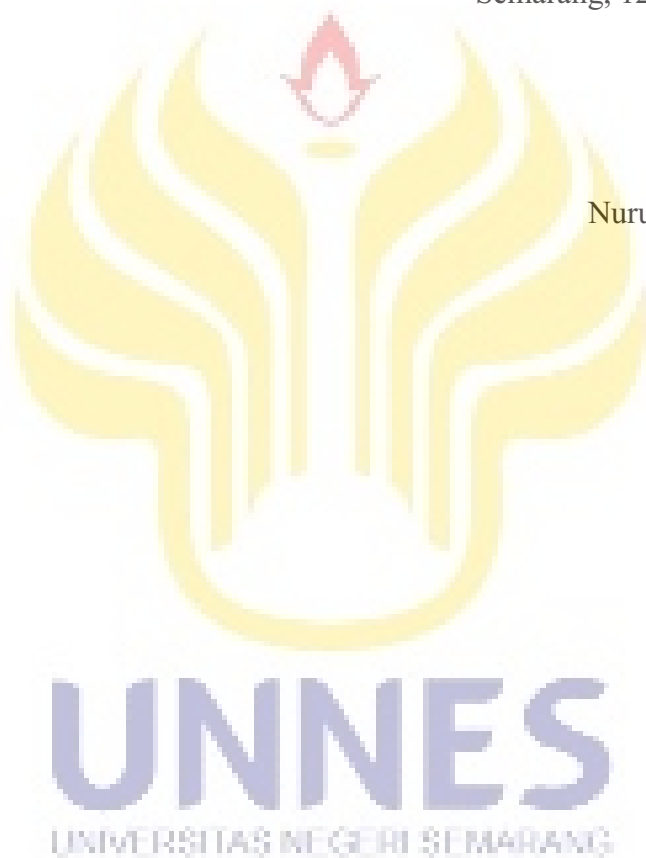
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I realize that there are many shortcomings in this research report. Thus, I will be grateful for any correction, comment, or criticism to this research report. Finally, I hope that this research report will be useful for the readers.

Semarang, 12 March 2016

Nurul Hitoniah



ABSTRACT

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Key Words: *English Video, Pronunciation, Action Research*

This final project is concerned with the use of English Video toward the students' pronunciation. The objective of this study is to improve the students' pronunciation by using English Video.

This study used action research design. There were two cycles of action in this study. This research started with an initial pre-test and ended with a final post-test. In each cycle there were a pre-test, treatment, and post-test. The tests were used to collect the quantitative data. Meanwhile, observation checklist and questionnaire were used to gather the qualitative data. Twenty three students of class VIII D of SMP Muhammadiyah 5 Kandungan Temanggung were chosen as the subjects of this study.

Based on the data analysis, there was a significant improvement of the students' achievement after the implementation of English Video. This improvement was proved by the comparison between the result of Initial Pre-test and Final Post-test. This improvement was also supported by the results of observation checklists and questionnaire. Based on the observation checklists, the students' attendance and engagement in Cycle 2 was better than their attendance and engagement in Cycle 1. Moreover, the result of questionnaire showed that the students gave positive perception towards the use of English Video.

With regard to the above results, it can be concluded that the use of English Video successfully improves the students' pronunciation. Therefore, the use of English Video in the teaching pronunciation is recommended.

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CHAPTER I

INTRODUCTION

This chapter consists of the backgrounds to the study, reasons for choosig the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Backgrounds to the Study

Based on the my experience during the teaching practice or *Praktik Pengalaman Lapangan* (PPL) from August to October 2014, School-Based Curriculum (KTSP) was used in teaching English. Before I did classroom activity, the teacher asked me to observe the curriculum. I found that students were supposed to master four skills; listening, speaking, reading, and writing.

In fact, the teacher faced obstacles in implementing the curriculum. The obstacles of this implementation were in designing a good lesson plan and teaching materials as well as determining time allocation. The English lesson was given four periods in each week and last for forty minutes in every period. Consequently, the English teacher could not cover all those skills. She gave priority to teach reading which focused on deepening grammar and vocabulary competence. In general, speaking was ignored while pronunciation was a sub-skill of speaking. She taught pronunciation without any designed lesson plan and without time allocation. When pronunciation problems came up from the students, the teacher corrected them. The

way of teaching pronunciation like this was called conventional method. She did not use interesting media to attract the students.

What made thing become worse was that the students' motivation was low. In order to know the cause of attitude, I asked some questions to them. They answered that the teacher seldom gave models to pronounce English words. She also did not encourage them to speak English outside the classroom and did not provide them with assignments. This condition made the students uninterested in learning pronunciation. That was why the students faced problems in pronunciation.

In brief, the background I faced in teaching and learning activity in PPL posed two problems. These were the teaching technique used by the teacher and the students' motivation. In an effort to solve those problems, I would like to conduct a research in SMP Muhammadiyah 5 Kandungan. In this research, I used media in order to help students learn pronunciation more easily.

1.2 Reasons for Choosing the Topic

I chose the media because media such as movies and video lyrics can easily be used in teaching pronunciation. There are two reasons for choosing media. First, the media can support students to learn pronunciation through visual and sounds. Second, teacher can stop, start and rewind to repeat it for several times where necessary. To pay special attention to particular point in the programme it is possible to run the video in slow motion.

In this research, I chose the English video as media. By using the English video, the students take advantage of using this media to know the meaning of

visual image such as facial expression, gesture, and detail setting. The visual object can enhance motivation. The visualization gives a good model of pronunciation which can be listened and repeated. Therefore, students would like to pronounce English words. At the end of the research, students will have ability in pronunciation.

1.3 Statements of the Problem

Based on the background, the problems will be stated as follows:

- 1.3.1 Do the subjects face problems in pronouncing English words? If they do;
- 1.3.2 To what extent can the use of English video help the subject improve their pronunciation?
- 1.3.3 To what extent can the use of English video enhance the subjects' attitude toward pronunciation?

1.4 Objectives of the Study

Based on the problems above, the purpose of this study are as follows:

- 1.4.1 to prove whether or not the subjects face problems in pronouncing English words.
- 1.4.2 to find out to what extent of English video can help the subjects to improve their pronunciation.
- 1.4.3 to find out to what extent of English video can enhance the subjects' attitude.

1.5 Significance of the Study

The result of the study will be useful in several ways:

(1) For teachers

The result of the study will give good input for the English teacher in that school and other schools. Besides, teachers can broaden their knowledge of how to attract students to learn pronunciation.

(2) For students

It is expected that students will recognize their problems and they have a way to solve those problems by themselves.

(3) For writer

Hopefully, the result of this research can be a provision for the writer to be a professional teacher in the future.

1.6 Limitation of the Study

There are many media sources such as internet, news stories, music, videos, etc. In this study, the use of media was limited to the use of English video to teach pronunciation. The media presents audiovisual which can be watched and listened. Meanwhile, teaching pronunciation is focused on the pronunciation of English words which are selected from the video.

1.7 Outline of the Study

This final project consists of five chapters that are:

Chapter I is introduction which consists of the backgrounds to the study, reasons for choosing topic, statements of the problem, objectives, significances, limitation, and outline of the study.

Chapter II is review of related literature. This chapter provides review of the previous study and review of the theoretical background.

Chapter III. It describes method of investigation. The chapter consists of subject of the study, object of the study, research data, procedures of data collection, research instruments, methods of analyzing data, and criterion of assessment.

Chapter IV consists of two parts. The first part presents the data analysis of the research. Meanwhile, the second part offers the research finding.

Chapter V presents the conclusion of the research. Some suggestions are also offered based on the result of the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sub-chapters. The first sub-chapter discusses the results of some studies which are relevant to the field. The second sub-chapter provides some theories concerning this study.

2.1 Review of the Previous Studies

As outlined in the previous chapter, my investigation is about the use of English video. There were some previous studies about the use of video. One of the studies was conducted by Isiaka (2007), on rural children at Lagos State, Nigeria. He investigated about the effectiveness of video as an instructional medium in teaching. The result showed that the use of video significantly impact to the students. The students' mean score of the post test was higher (44%) than that of the pre-test (36.75%).

The next research was conducted by Pratiwi (2010), on the Eighth Grade Students of SMPN 1 Kaliwiro, Wonosobo. After giving the treatment to the students, she found that there was a significant improvement in the students' pronunciation ability. It was proved by the students' score of the pre-test and their score of the post-test. The students got 44.3 in the pre-test and 80.6 in the post test.

Umetsu (2011) also worked on the study related to the use of video as a teaching strategy. He gave a treatment by using Flip Video cameras to create videos of culinary demonstration. Then, those videos were shared by the students via YouTube. The result clearly revealed that the students got a better score in the Final

Post-test (88%) than their the Initial Pre-test (62%). It means that their achievement increased 26% from the Initial Pre-test to the Final Post-test.

The other research was investigated by Akerele (2012), on undergraduates students at Adeyemi College, Nigeria. He demonstrated that video helped to raise students' performance. The students' mean score of the Pre-test was 55.66. Meanwhile, their mean score of the Post-test was 70.32. This score was positively influenced by the video and was in line with the findings of Isiaka (2007) who claimed that the use of video boosts students' achievement.

Moreover, a study conducted by Wang (2015), on English students at Dongbei University, China. He gave the treatment by using video movies and soap operas. These videos contain a large information about social and cultural background. This method clearly could help the students to improve their comprehensive linguistic competence and cultural awareness. Therefore, the students pronunciation was better than their pronunciation before they got the treatment.

Based on the previous studies above, it can be concluded that the use of video in teaching pronunciation successfully improved the students' pronunciation ability. Therefore, in order to enrich researches about video, I chose the English video as a medium to improve students' pronunciation.

2.2 Review of the Theoretical Background

This subchapter discusses pronunciation, pronunciation features, consonants, vowels, diphthongs, definition of video, using video to teach pronunciation, action research, and steps of action research.

2.2.1 Pronunciation

Richard (in Bertha, 2000: 2) says that ‘pronunciation is the way a certain sound or sounds are produced’. This is in line with the definition of pronunciation by Hornby (1995: 928). He defines ‘pronunciation is the way in which a language or a word or sound is pronounced’ and also ‘the way a person speaks the words of language’.

Meanwhile, Yates and Zielinski (2009) state that:

Pronunciation is the production of sounds that we use to make meaning. It includes the particular sounds of a language (i.e., segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrasing, stress rhythm (i.e., suprasegmental aspects) and how the voice projected.

Based on the definitions above, it can be concluded that pronunciation is the way in which a word or sounds are produced to convey a meaning. In other words, pronunciation is about how a speaker speaks or pronounces a particular word in a language to deliver a message to a listener.

2.2.2 Pronunciation Features

Ramelan (2003: 22) states that there are two features that can be distinguished when a speaker produces an utterance. They are as follows:

1. Segmental features or just segmentals, which refer to sound units arranged in a sequential order; and
2. Suprasegmental features, or just suprasegmentals, which refer to such features as stress, pitch length, intonation, and other features that always accompany the production of segmentals.

In this research, I only focused on segmental features. Segmental features consist of three parts. According to Sahulata (1988:29-52), the three parts of

segmentals features are consonants, vowels, and diphthongs. The detailed explanation will be explained in the next subchapter.

2.2.3 Consonants

Syafei (1988: 16) explains that ‘consonants are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air.’ Based on Ramelan (2003: 100-107), consonants are classified on the basis of the following three criteria:

1. place of articulation

Based on this criterion, there are seven types of consonants. They are as follows:

- a. bilabial consonants : [p, b, m, w],
- b. labiodental consonants : [f, v],
- c. dental consonants : [θ, ð],
- d. alveolar consonants : [t, d, n, l, s, z, r],
- e. palato alveolar consonants : [ʃ, ʒ, tʃ, dʒ],
- f. palatal consonants : [y]
- g. Velar consonants : [k, g, ŋ].

2. manner of articulation

Based on the manner of articulation, there are seven types of consonants. They are as follows:

- a. plosive or stop consonants : [p, b, t, d, k, g],
- b. fricative consonants : [f, v, θ, ð, s, z, r, ʃ, ʒ],
- c. affricative consonants : [tʃ, dʒ],
- d. nasal consonants : [m, n, ŋ],

- e. lateral consonants : [l],
- f. rolled consonants : [r],
- g. semi- vowel consonants : [y, w].

3. the activity of the vocal cords

Based on this criterion, there are two types of sounds. They are as follows:

- a. voiced consonants : [b, m, w, v, ð, d, z, r, n, l, ʒ, dʒ, y, g, ŋ],
- b. voiceless consonants : [p, f, θ, t, s, ʃ, tʃ, k].

2.2.4 Vowels

Roach (1993: 10) explains that 'vowels are sounds in which there is no obstruction to flow of air as it passes from the larynx to the lips.' This is in line with Syafei (1988: 11) who defines that 'vowels are sounds which are made without any kind of closure to the escape of air through the mouth.' According to Ramelan (2003: 52-55), vowel sounds are classified on the basis of the following variables:

1. which part of the tongue is raised

There are three types of vowels based on this variable. They are as follows:

- a. front vowels : [i:, ɪ, e, æ],
- b. central vowels : [ə, ɜ],
- c. back vowels : [u:, ʊ, ɔ:, ɒ, a:, ʌ].

2. the degree of raising the tongue

There are some types of vowel sounds based on this variable. They are as follows:

- a. open vowels : [a:, ɔ],
- b. open to half open vowel : [æ],

- c. half open vowel : [ɔ:],
- d. half open to half close vowel : [ə],
- e. half close to half open vowels : [ə:, ε],
- f. half open centro back vowel : [ʌ],
- g. half close to close vowels : [ɪ, ʊ],
- h. close vowels : [u:, i:].

3. the position of the two lips

There are two types of vowel sounds based on this variable. They are as follows:

- a. rounded : [u:, ʊ, ɔ:, ɒ],
- b. unrounded : [ə:, ə, ʌ, a:, i:, ɪ, e, æ].

2.2.5 Diphthongs

Yule (1985: 41) says that 'diphthong is the combination of two vowel sounds,' and in pronouncing diphthongs 'we move from one vocalic position to another.' According to Kelly (2000: 34-36), there are eight diphthongs which they can be grouped in the following way:

1. centring diphthongs

Centring diphthongs end with a glide towards [ə]. Centring diphthongs consist of sounds [ɪə, ʊə, eə],

2. closing diphthongs

Closing diphthongs end with a glide towards [ɪ] or [ʊ]. Closing diphthongs consist of sounds [eɪ, ɔɪ, aɪ, əʊ, aʊ].

2.2.6 Definition of Video

Learning activities that are fun and entertaining to the students are a fundamental mission for all teachers in order to manage their classes. One of fun and entertaining media is video.

There are some definitions of video. Hornby (1995: 1327) states that ‘video is the process of recording, reproducing, or broadcasting films on magnetic tape.’ Another definition of video is ‘visual media source that combines a sequence of images to form a moving picture. Videos usually have audio components that correspond with the pictures being shown on the screen.’ (<http://www.businessdictionary.com/definition/video.html>).

Berk (2009: 7) states that ‘there is a wide range of video categories that can be used in the classroom. Here is a list to keep in mind: (a) drama, (b) action, (c) romantic, (d) comedy, (e) romantic comedy, (f) documentary, (g) TV programs, (h) commercials, (i) college music video, and (j) faculty or student made videos.’

Based on the references above, I choose English video of music. It belongs to the video number nine. It is easily and effectively used to teach English pronunciation.

2.2.7 Using Video to Teach Pronunciation

Teaching pronunciation in the classroom is very important because it can support successful communication. Incorrect pronunciation can lead to misunderstanding. The learners who mispronounce English words can be extremely difficult for a native speaker from another language community to understand.

Teaching pronunciation is not easy, there are some obstacles in teaching pronunciation. Kelly (2000: 13) states that ‘there are two key problems with pronunciation teaching. Firstly it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than strategically planned.’

According to Kelly, pronunciation teaching is neglected since the teachers doubt how to teach pronunciation. It is caused by their lack of knowledge of the theory of pronunciation and their practical skill in pronunciation teaching. Another reason is because they face difficulties in teaching pronunciation, so they teach grammar and lexis of certain language.

Since pronunciation is regarded as something difficult to be taught or something to be learnt, teachers should teach pronunciation to their students by using interesting and effective media.

2.2.8 Action Research

Carr and Kemmis (1986: 162) define that ‘action research is simply a form of self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practices and the situations in which the practices are carried out’. In addition, according to Wallace (1998: 4), action research is done by systematically collecting data on you everyday practice and analyzing it in order to come to some decisions about what your future practice should be.

In line with the two definitions above, Ferrance (2000) considers action research as ‘a process in which participants examine their own educational practice

systematically and carefully, using the techniques of research’. Meanwhile, Burns (1999: 30) says that ‘action research is the application of fact finding to practical problem solving in a social situation with a view to improving [sic] the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen.’

2.2.9 Steps in Action Research

In conducting action research, there are some steps which should be done by researcher. Kemmis and Taggart (in Burns, 1999: 32) state ‘action research consists of spiral cycles of four essential steps: planning, action, observation, and reflection. Burns (2010: 8) gives more detailed explanation about the steps as follows.

1. Planning

It is a phase of identifying a problem and planning a series of actions to bring the improvement.

2. Action

It is a phase of implementing the plan into action. It is a phase of collecting data systematically which is mixed with the strategies to change or improve the focused situation.

3. Observation

It is a phase of observing the effect of the action and documenting the context, actions, and opinions which is involved.

4. Reflection

It is a phase of evaluating and describing the effect of the action.

The model of action research based on Kemmis and McTaggart is illustrated in the following figure.

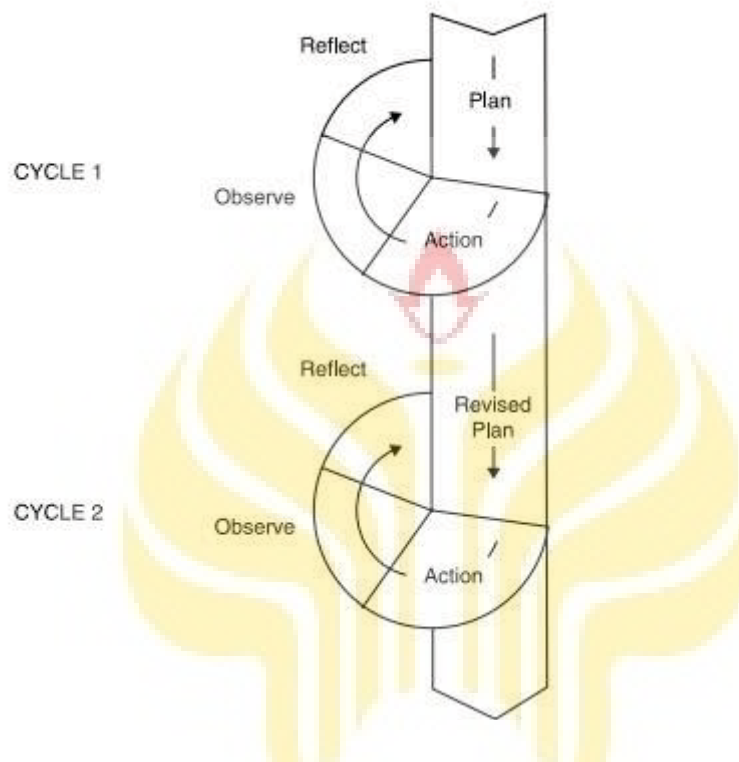


Figure 2.1 Cyclical Action Research Model based on Kemmis and McTaggart
The Action Research Planner
 (Kemmis & McTaggart, 1988)

The model of action research in the figure above was based on the expert's opinion. In this study, I modified the steps of action research. The illustration of my modified action research could be seen in Chapter III.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and those reflection, some conclusions and suggestions can be offered.

5.1 Conclusions

By referring to the results of this research, I draw three conclusions. First, the subjects of the study had difficulties in pronouncing English words before the research was conducted. It was proved by their mean score of Initial Pre-test (58.87).

Second, the use of English video can help the students to improve their ability in pronouncing English words. It was proved by the significant improvement of both classical and individual mean score. Their mean score increased from 58.87 in the IPT to 85.50 in the FPT.

Third, the students gave positive reaction towards the use of English video in pronunciation teaching and learning process. It was proved by the improvement of students' attendance and engagement. Moreover, based on the result of the questionnaire, the use of English video in pronunciation was necessary.

5.2 Suggestions

Based on the conclusions above, I offer some suggestions. First, teachers are expected to give model how to pronounce English words correctly to their students during the teaching and learning process. Second, this study is expected to be an

alternative way for teachers to teach pronunciation by using English video. Since English video make students enjoy the teaching and learning process.



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Appendix 24					
Table of Analysis of the Questionnaire					
Students' Code	Questions				
	1	2	3	4	5
S-1	1	0	0	1	1
S-2	1	0	0	1	1
S-3	1	0	0	1	1
S-4	1	1	0	1	1
S-5	1	0	0	1	1
S-6	1	0	0	1	1
S-7	1	0	0	1	1
S-8	1	1	0	1	1
S-9	1	0	0	1	1
S-10	1	1	0	1	1
S-11	1	0	0	1	1
S-12	1	0	0	1	1
S-13	1	0	0	1	1
S-14	1	0	0	1	1
S-15	1	0	0	1	1
S-16	1	0	0	1	1
S-17	1	0	0	1	1
S-18	1	0	0	1	1
S-19	1	0	0	1	1
S-20	1	0	0	1	1
S-21	1	0	0	1	1
S-22	1	0	0	1	1
S-23	1	0	0	1	1
Total 'Yes'	23	3	0	23	23
Total 'No'	0	20	23	3	5