THE USE OF CONVERSATIONAL VIDEOS AND WHATSAPP VOICE NOTE MESSAGES IN IMPROVING STUDENTS' PRONUNCIATION

a final project

submitted in partial fulfillment of the requirements

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by

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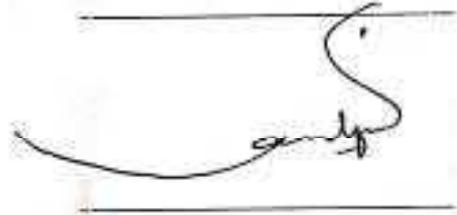   NIP. 196202211989012001

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DECLARATION OF ORIGINALITY

I, Nur Azim Uluwi Achmad hereby declare that this final project entitled The Used of Conversational Videos and *WhatsApp* Voice Note Messages in Improving 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

I will accept whatever sanction if it is found out there is any violation against the convention of scientific writing.

Semarang, July 2019

Nur Azim Uluwi Achmad

MOTTO AND DEDICATION

"Never forget what you are. The rest of the world will not. Wear it like armor,

and it can never be used to hurt you."

-Tyrion Lannister (a character from Game of Thrones)

"You yourself have to change first, or nothing will change for you!"

-Hideaki Sorachi (creator of Gintama)

"The sun is gone, but I have a light."

-Kurt Cobain (vocalist and guitar player of Nirvana)

This final project is dedicated to:

My beloved parents

My little brother and sister

My best friends

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Further, I would like to express my gratitude especially to Dr. Djoko Sutopo, M.Si for his guidance, immense knowledge, encouraging comments, valuable criticism, and useful suggestions in completing my final project. My sincere thank also go to all the lecturers of English Department of Universitas Negeri Semarang for all the enormous guidance and lecture during my study.

The last but not least, I would also like to express my gratitude to my beloved parents for always caring, loving, praying and supporting me through the journey of my life and I also thank my friends for the valuable time to share, for being such great partners in studying, for being great listeners when I need someone to talk to, and for always be there for me.

ABSTRACT

Azim Uluwi Achmad, Nur. 2019. *The Use of Conversational Videos and WhatsApp Voice Note Messages in Improving Students' Pronunciation*. Final Project. English Department. S1 Degree of English Education. Advisor: Dr. Djoko Sutopo, M. Si.

Keywords: conversational videos, pronunciation, *WhatsApp* voice note messages.

The objectives of the study are to explain whether the use of conversational videos and *WhatsApp* voice note messages improves students' pronunciation, and to explain the students' response toward the application of the use of conversational videos and *WhatsApp* voice note messages in improving their pronunciation.

This study is a quasi experimental research using quantitative data. The quantitative data were collected through tests and questionnaire. The subject of this study is the eighth grade students of SMP Negeri 1 Weleri in the Academic Year of 2018/2019. There are two groups in this study, VIII C as the control group and VIII E as the experimental group, in each group there are 32 students. The researcher conducted pre-test, treatments, and the post-test in obtaining the data. In the treatment activity, the students in experimental group were taught by using conversational videos, and the students in control group were taught by using conventional method. Conversational videos were used as media to help students to understand how to pronounce some words and *WhatsApp* voice note messages were used as media to help students to practice pronouncing some words. Meanwhile, the conventional method was using mp3 audio files.

The result of this study shows that the mean score of experimental group pre-test is 44.75, and the control group is 44.83. After both groups received the treatments, the mean score of both groups increased. The mean score of experimental group post-test is 74.14, and the control group is 61.19. After conducting the study, the researcher found that there was significant difference of the score between the students who were taught by using conversational videos and *WhatsApp* voice note messages, and the students who were taught by using conventional method. In addition, the analysis of the questionnaire shows that 89% of the students agree that the use of conversational videos and *WhatsApp* voice note messages could improve their pronunciation.

Finally, based on the result of the test score and questionnaire, the researcher concludes that the use of conversational videos and *WhatsApp* voice note messages is effective enough to improve students' pronunciation. In addition, conversational videos and *WhatsApp* voice note messages really gives a good contribution to improve students' pronunciation, besides it also changes the students' learning behavior to be better.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, definition of key terms and outline of the research report.

1.1 Background of the Study

Pronunciation is an important aspect in every language. It is because pronunciation directly affects learners' communicative competence as well as their performance. Good pronunciation can improve self-confidence of the learners and positively affect estimations of a speaker's credibility and ability; it also creates good impression to listeners. Meanwhile, poor pronunciation can restrict people to social interaction. In addition, poor pronunciation may cause misunderstanding in communication. There are so many cases that show us about this issue. For example, when you talk about your favorite meal you say that your favorite meal is "soup". However, instead of saying [su:p] you pronounce [soup]. Small error like this creates big misunderstanding. That is why pronunciation is crucial in learning oral English. (Saputri, Dzurroh, 2015)

All students of educational program of Universitas Negeri Semarang have to do Teaching Internship or *Praktik Pengalaman Lapangan* (*PPL*) in

the seventh semester as a training to be professional teachers. As one of educational program students, the researcher had done *PPL* for three months in a public junior high school. The researcher got many experiences and knowledge through *PPL* activities. The researcher could understand what students' difficulties were in learning English, especially the difficulties of 8th grade students in pronunciation. This case also happened at a school where the researcher observed to be the place of the study would be held, SMPN 1 Weleri. The researcher found that most of the students were still unable to pronounce some words correctly. For instance, they pronounced the word *question* /kwestʃən/ as /kweʃən/ which was incorrect, and the word *take* /teɪk/ as *tech* /tek/ which was not only incorrect but also had a different meaning.

In this era, where technologies have been very advanced, everything can be done easier. In education, teacher is able to use many kinds of media in teaching. Media help the teacher in delivering material and help the students to understand the material given in the teaching and learning process, so that the teaching and learning process become more interesting, effective and efficient. They are social media, pictures, songs, videos, real objects, film, and environment. In this research, one of the media that would be used by the researcher was video. Videos are considered effective because they show the language in the real context that help the students understand the material easily. By using videos the students do not only hear but also watch people speak. It means that the students could hear how the speakers pronounce the each word and also watch them moving their lips to pronounce

it. The researcher believed that video was the right medium to enhance students' interest in English learning, especially in learning pronunciation.

A kind of videos that can be used to teach pronunciation in order to make the students able to pronounce words well in English is conversational video. Conversational videos mean the videos that contain spoken interaction between two or more people with authentic situations in which the language is used. Since the speakers would be English native speakers, it can be used as a good model for the students to pronounce the words they said correctly. By using this kind of video, the students have the opportunity to see all the aspects of pronunciation like stress, intonation, and sound based on what the speakers said in the conversation.

Learning pronunciation needs drilling and repeating words. The researcher had thoughts about using a medium to do the drilling and came up with *WhatsApp* social media. *WhatsApp* is a mobile chat application and the most common social media that is used by everyone nowadays. It is free and easy to use, available for most phones and we could have a voice call, video call, do chatting, voice note messaging by using *WhatsApp*, also includes simple features for sharing files, photos, links and videos. Not only one-on-one text conversation feature, *WhatsApp* also has a group chat that allows us to communicate with more than 2 people in it. The researcher believed that by using *WhatsApp*, especially the voice note messaging feature, students would be able to enjoy a fun experience in learning pronunciation.

The researcher hoped that both conversational videos and *WhatsApp* voice note messages would be effective media for the teaching of pronunciation. However, it was necessary to prove the expectation in the field. That was why this study deserved to be carried out.

1.2 Reasons for Choosing the Topic

The writer chose the topic "The Use of Conversational Videos and *WhatsApp* Voice Note Messages in Improving Students' Pronunciation" based on the following reasons:

The conventional media cannot meet the needs of students' learning; a new media is required to present learning spaces for students to practice pronunciation. One of the media that could be used to solve the problem was by using conversational videos. Conversational videos were regarded as a kind of useful media to improve students' pronunciation. It was because conversational videos allowed them to see the facial expression and body language at the same time as they heard in stress, intonation, and rhythm of the language that made the students understood what the speakers said also understood how the each word was pronounced. The speakers would be English native speakers, so it would be a right model for students to learn pronunciation. Conversational videos that would be used in this research contained subtitles on it. So it was easier for students to know what word was exactly pronounced by the speakers.

In this modern era, we have the most common technology that is used by people in daily life, it is social media. *WhatsApp* is common used by people nowadays, so students would be familiar with this kind of application. The feature of voice note messaging in *WhatsApp* could be beneficial in learning pronunciation. After watching the conversational videos, the students could practice to pronounce some words that had been said in the videos by doing the drilling on each word using *WhatsApp* voice note messaging in group chat with other students. It allowed students to listen to their own pronunciation and their friends' pronunciation to know what if it was still wrong and to learn how to pronounce it right.

A good pronunciation is one of the most important aspects in speaking a foreign language. Speaking skill as the communication skill is a key to make our future success. A good pronunciation will help us to get more benefits in oral communication. The benefits are not only in terms as academic achievement but also in professional life. If we mispronounce something when we speak, our message cannot be delivered, so it will cause misunderstanding.

The researcher chose SMP Negeri 1 Weleri with the eighth grader students to conduct a study because SMP Negeri 1 Weleri was one of the most favorite schools in Kendal regency. The researcher found that even students of a favorite school were still having a problem in English learning, especially the lacks of their pronunciation. The researcher assumed that it was because most of the students were not having an English class at Primary

School, they only got English class in seventh grade for only two times a week, and also a few times to practice the English pronunciation in classroom. These phenomena motivated the researcher to find out what could be used to improve students' pronunciation.

Therefore, the aim of this study was to improve students' pronunciation by proposing conversational videos and *WhatsApp* voice note messages as the right media to be used. Thus, this result would be useful for the students and teachers in English pronunciation teaching and learning activity.

1.3 Statement of the Problems

The problems that would be discussed in this study were as follows:

1) How does the use of conversational videos affect students' improvement in pronunciation?

2) How does the use of *WhatsApp* voice note messages affect students' improvement in pronunciation?

3) How is the students' response toward the application of the use of conversational videos and *WhatsApp* voice note messages in improving their pronunciation?

1.4 Objectives of the Study

Based on the statements of the problems above, the objectives of this study were:

1) to explain whether the use of conversational videos improves students' pronunciation or not.

2) to explain whether the use of *WhatsApp* voice note messages improves students' pronunciation or not.

3) to explain the students' response toward the application of the use of conversational videos and *WhatsApp* voice note messages in improving their pronunciation.

1.5 Significance of the Study

Based on the first objective of the study, the writer would like to explain about how the use of conversational videos and *WhatsApp* voice note messages could improve students' pronunciation. Therefore, by proving that there was any improvement in students' pronunciation by the use of conversational videos and *WhatsApp* voice note messages, the researcher hoped that the study would be used as a reference for English teachers, so that they would use conversational videos and *WhatsApp* voice note messages as media in pronunciation teaching.

And then based on the last objective of the study, the writer would like to find out the use of conversational videos and *WhatsApp* voice note messages in pronunciation learning was interesting for students or not. So, by finding that it could be interesting for students in pronunciation learning, the researcher hoped that the study would help teachers in providing some media

of learning pronunciation to make students interested in learning pronunciation.

The researcher also hoped that the study could give an inspiration for the readers. The study of this research could be a good reference for the other researchers who would like to use conversational videos or *WhatsApp* voice note messages as media in teaching pronunciation.

1.6 Limitation of the Study

Based on the research questions above, the researcher would limit the discussion of improving students' pronunciation at the eighth grade of SMPN 1 Weleri. The research itself would focus to answer the research questions.

The researcher only focused on the use of conversational videos and *WhatsApp* voice note messages as media to improve students' pronunciation.

In this research, the researcher would focus on how the students pronouncing words correctly, since pronunciation played an important role in speaking. But, for scoring process, the researcher would still score the all aspect in speaking (grammar, vocabulary, pronunciation, comprehension, and fluency), because every aspect was impossible to be isolated.

1.7 Definition of Key Terms

In order to avoid misunderstanding and confusion toward the terms used in this study, the operational definition of the key terms would be presented as follows:

a. Pronunciation

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

b. Conversational

Conversational is how something is consisting relating to conversation.

c. Video

Video is visual multimedia source that combines a sequence of images to form a moving picture.

d. Conversational Video

Conversational video is a kind of video which contain spoken interaction between two or more people with authentic situations in which the language is used.

e. *WhatsApp*

WhatsApp is a freeware and cross-platform messaging and Voice over IP (VoIP) service. The application allows the sending of text messages and voice calls, as well as video calls, images and other media, documents, and user location.

1.8 Outline of the Research Report

This study consists of five chapters. They are introduction, review of related literature, research methodology, research findings and discussion, and conclusion and suggestions.

Chapter I is introduction. This chapter presents general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, definition of key terms, and outline of the research report.

Chapter II is review of related literature. It discusses about review of previous studies, theoretical review, and theoretical framework.

Chapter III is research methodology. It discusses about the methods of the study including research design, subject of the study, sampling technique, research variables, hypotheses, type of data, role of researcher, research instruments, method of collecting the data, and method of analyzing the data.

Chapter IV is research findings and discussion. The chapter tells about the explanation of the findings of the study. It compares the findings of different result between pretest and posttest from experimental group and control group, and the discussion of research finding.

Chapter V is conclusions and suggestions. It presents the conclusion of the study from the findings and some suggestions for the readers, especially for those who are interesting in pronunciation learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories which underlie this research. The discussion of this chapter is divided into three main parts; they are review of previous studies, theoretical review, and theoretical framework. The first sub-chapter discusses the result of some previous studies in the relevant field which had been conducted so far. The previous studies that will be discussed in this study have similarities and differences that can support this study as the researcher references. The second sub-chapter provides some theories underlying this study; this section deals with the related theory of this study which ever discussed and it will be helpful in comprehending about the present study. Then, the last sub-chapter presents the theoretical framework of this study which elaborates the understanding of these general ideas.

2.1 Review of the Previous Studies

The focus of this study was improving students' pronunciation. English in Indonesia is as a foreign language. However English is one of main subjects that students learn at junior high school in Indonesia. It means the students will be taught the vocabulary items, rules or structure, sound system, and other aspect of language which are different from their mother tongue. Students will learn about vowels, consonants, and diphthongs from the foreign language that some of them are new for the students such as /æ/, /ʃ/,

and /oʊ/. And because of those, it is common for the students to have problem in learning English, especially in the pronunciation part. Some studies that concern to the same topic were used to strengthen the analysis in this study. They were described as the followings.

Studies on English pronunciation have been the concern of a number of researchers (see e.g. Moedjito, 2008; Areni, 2010; Sukrisno, 2010; Gilakjani - Ahmadi, 2011; Kusrini, 2011; Sukrisno, 2012; Zaroh, 2013; Pribadi, 2013; Hassan, 2014; Alghazo, 2015; Sukrisno, 2015; Ginting, 2016; Rini, 2016; Anggraini - Novianti - Bardadi, 2018; Huensch, 2018; Supeno, 2018). All of those studies have similarities. They have the same aim, to help realizing a better pronunciation teaching and learning. However, they have different ways to do it. Some of the researchers choose to provide insights into current teaching practices of English pronunciation by finding out factors that are affecting the learning of pronunciation. The instruments that were used in those studies were questionnaires, survey, interview, and observation, e.g.: Moedjito, 2008; Gilakjani & Ahmadi, 2011; Pribadi, 2013; Hassan, 2014; Alghazo, 2015; Huensch, 2018. Some of another researchers choose to find out the pronunciation errors and prove how exactly the words should be pronounced, e.g.: Sukrisno, 2010, 2012, 2015; Ginting, 2016. Otherwise, the rest of the researches above choose to use various media for the teaching and learning process of pronunciation, e.g.: Areni, 2010; Kusrini, 2011; Zaroh, 2013; Rini, 2016; Anggraini, Novianti, & Bardadi, 2018; Supeno, 2018. The results of those studies showed that there are a lot of factors that could make

students lack of motivation in learning Pronunciation that cause students errors in pronouncing some vowels, but the used of various media had significant benefits to help teachers to solve these problem.

Studies of pronunciation have helped teachers and students in English Language Teaching, especially in improving students' pronunciation. The most helpful to be applied in pronunciation teaching and learning process is the use of media. Teachers need to use media in the learning process of pronunciation to bring up an enthusiastic atmosphere in the classroom. And one of the most interesting media to be used in the teaching and learning process of pronunciation is videos. There are several studies on the use of video as a medium in improving students' pronunciation that have been the concern of the other researchers (see e.g. Coniam, 2000; Ahda, 2013; Permatasari, 2013; Agustina, 2014; Alanferdika, 2014; Amalia, 2014; Astarina, 2014; Kumala, 2014; Ariana, 2015; Mahatva, 2016). Those researchers concerned with the used of videos as media. In the studies from the researchers above showed that there are still many errors made by the students in pronouncing some English words and also less of motivation in the teaching and learning process of pronunciation. Most of those studies obtained quantitative data through pre and post test for the research, but there are studies that also obtained the data through questionnaires and interviews such as what have been done by Ahda (2013), Agustina (2014), Alanferdika (2014), Astarina (2014), Kumala (2014), and Mahatva (2016). The results of those studies showed that the used of videos is effective to improve students

pronunciation. Coniam (2000) stated that the video helps to know the 'attitudes' of the speakers by their gestures or body language. So it helps students to concentrate and follow easier than just audio. Agustina (2014) also stated that by using the videos, the researcher could show the students how the way native speaker speaks in English in a correct grammar and pronunciation. So it is clearly by using video as media, it could help students improving their pronunciation. Not only improve students' pronunciation, the use of videos as media could also improve students' motivation in the teaching and learning process. Kumala (2014) stated that videos grabbed the students' attention by providing the language used that could be seen and heard at once, so that their motivation was improved. Alanferdika (2014) also stated that the students were more active than before and made less noise during the lesson, and most of students showed positive behaviors toward the implementation of the video clips. Permatasari (2013) also stated that the students said that they were not bored during the teaching and learning process. They felt fun and their motivation increased after using Video. Using Video makes the students enjoy and interested in English teaching and learning activities. Therefore, they are not bored with the classroom activity.

Many studies of the use of video as media have helped teachers and students in English Language Teaching, especially in improving students' pronunciation. However, there is a technology that has been common to be used in daily activities, mobile phones. Mobile phones offer various applications. The most favorite mobile phones application nowadays is social

media. Studies on the use of social media as a medium in English Language Teaching have been the concern of a number of researchers (see e.g. Church - Oliveira, 2013; Man, 2014; Yudanika, 2013; El-Sulukiyyah, 2016; Guler, 2016; Han - Keskin, 2016; Mistar - Embi, 2016; Alshammari - Parkes - Adlington, 2017; Indah, 2017; Aharony - Zion, 2018). Those researchers concerned with the used of social media as media. According to Aharony & Zion (2018), *WhatsApp* is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and groups at no charge. And also, the number of users in the application has reached one billion, meaning that one in seven people worldwide actively uses this application. That makes *WhatsApp* is one of the most favorite communication tools in the world. *WhatsApp* and SMS are absolutely different. Church & Oliveira (2013) talked about how *WhatsApp* allows you to send and receive images, video, audio and location-based messages to individuals or groups of friends. That is why *WhatsApp* more than just a communication tool and has possibilities to be used as media in ELT. Mistar & Embi (2016) stated that *WhatsApp* could improve students' confidence in using the language, active in the language activities and really help them in learning the language better. This exploratory study has demonstrated how *WhatsApp* can be a good tool for consciousness-raising since it supports multiple media sharing to illustrate and explain the words (Man, 2014). Specifically, *WhatsApp* is a very helpful tool in pronunciation teaching and learning activity according to some of the researchers above. El-Sulukiyyah

(2016) used audio/voice note to text. It means that the writer and the students sent or resents voice note and answered it by text or do it oppositely. The result was successful because studying pronunciation especially studying pronouncing voiced consonant sounds was interesting by using the features of *WhatsApp* and having small groups work. It also happened in the studies conducted by Yudanika (2013), Han & Keskin (2016), and Indah (2017) that the use of *WhatsApp* voice note gave students a chance to listen to their voice-recordings themselves and have their recordings evaluated by an audience, thus enabling them to self-evaluate by questioning their mistakes. By recording their own voice, having their recordings assessed and revising their pronunciation daily, the students' pronunciation accuracy had improved as they made fewer mispronunciations each time they performed speaking practice and made fewer errors as they had recognized the correct pronunciations.

From the studies mentioned above, we know that there are several studies have been conducted that is concerned about how to improve students' pronunciation by using various media such as videos and social media. However, the use of conversational videos and *WhatsApp* together in improving students' pronunciation has not been working out before. That is why it encourages the researcher to conduct a study about improving students' pronunciation by using conversational videos and *WhatsApp* voice note messages. In this study, the researcher will find whether conversational

videos and *WhatsApp* voice note messages could improve the 8th grade students of SMPN 1 Weleri or not.

2.2 Theoretical Review

This second section will discuss several theories related to the topic. They are pronunciation, media, videos, *WhatsApp*, and experimental research.

2.2.1 General Concept of Pronunciation

In this point, the writer gives a review about the general concept of pronunciation. It consists of the definition of pronunciation, pronunciation problems, pronunciation features and teaching pronunciation.

2.2.1.1 Definition of Pronunciation

According to Hornby (1995, p.928) on Oxford Dictionary, pronunciation is the way in which a language is spoken.

According to Dalton and Seidholfer (1994, p.3), pronunciation is the production of significant sounds in two senses. First, sound is significant because it is used as part of a code of a particular language. Therefore, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking.

Celce-Murcia (1996) also said that pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.

Meanwhile, Yates (2002, p.1) stated that pronunciation refers to the production of sounds to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Based on the definitions above, we can conclude that pronunciation is the way words, even sentences in various languages spoken. Each language has its own ways to pronounce its words. However it has the same purposes to communicate, to create understandings between human beings through producing and receiving the sounds of speech.

2.2.1.2 Pronunciation Problems

Since English is a foreign language in Indonesia, students often face problems in learning English especially in spoken English language. According to Harmer (2001, p.250), there are many problems faced by students to study pronunciation. They are as follows:

1) What students can hear

    Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different

first languages have problems with different sounds.

2) What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

3) The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

There are six reasons for pronunciation problems according to Ramelan (2003). They are as follows:

1) Transfer of linguistics habits,

2) Different elements between target language and native language,

3) Different distributions for the same sounds

4) The same sounds between native language and target language, but allophonic in TL,

5) Similar sounds between native language and target language with slightly different quality, and

6) The same sounds between native language and target language when occurring in cluster.

Based on the reasons above, it needs a certain period of time for foreign language learners to learn and practice regularly. And also, the success in learning a foreign language is influenced by the students'

ability itself. The learners should pay attention to the sound, identify them, and then try to imitate those sounds to produce proper sounds in pronouncing foreign language. That is why it is not an easy thing to do. Ramelan (2003, p.4-5) stated "Since he has had his old habit of speaking his first language, his effort to learn the new language will meet with strong opposition from his old established habits". It shows that actually the learners are able to produce new sounds, but the learners are going to face some difficulties because of the old habits from their first language. They may fail to identify the sounds, and then they fail to imitate or produce the sounds. And that will cause them fail to pronounce it correctly.

2.2.1.3 Pronunciation Features

According to Ramelan (2003, p.22), when a speaker produces an utterance, there are two speech features that can be distinguished:

1) Segmental features, or just segmentals which refer to sound unit arranged in a segmental order; and

2) Suprasegmental features, or just suprasegmentals which refer to such features as stress, pitch, length, intonation, and other features that always accompany that production of segmentals.

In this research, the main feature of pronunciation which will be discussed is the segmental one. The segmental feature has three kinds of aspects; they are pure vowels, diphthongs, and consonants as shown below.

Table 2.1 Phonetic Symbols

Sounds Classification	Symbols		Examples	
	Ramelan's	CALD's	Words	Transcription (CALD's)
Pure Vowels	[i:]	[i:]	sea	/si:/
	[ɪ]	[ɪ]	give	/gɪv/
	[ɛ]	[e]	bed	/bed/
	[æ]	[æ]	ankle	/ˈæŋkl/
	[ə]	[ə]	ago	/əˈgəʊ/
	[ə:]	[ɜ:]	learn	/lɜ:n/
	[ʌ]	[ʌ]	uptight	/ʌp'taɪt/
	[a:]	[ɑ:]	part	/pɑ:t/
	[ʊ]	[ʊ]	book	/bʊk/
	[u:]	[u:]	tattoo	/tæ'tu:/
	[ɔ]	[ɒ]	want	/wɒnt/
	[ɔ:]	[ɔ:]	important	/ɪm'pɔ:tənt/
Diphthongs	[aɪ]	[aɪ]	right	/raɪt/
	[au]	[au]	around	/ ə'raʊnd/
	[ɔɪ]	[ɔɪ]	boy	/bɔɪ/
	[eɪ]	[eɪ]	straight	/ˈstreɪt/
	[ou]	[əʊ]	know	/nəʊ/
	[ɪə]	[ɪə]	idiot	/ˈɪdɪət/
	[uə]	[uə]	tour	/tʊə/
	[ɛə]	[eə]	bear	/beə/
	[ɔə]	[ɔə]	core	/kɔə/
Consonants	[p]	[p]	people	/ˈpi:pl/
	[b]	[b]	big	/ˈbɪg/
	[m]	[m]	map	/mɑ:p/
	[w]	[w]	weird	/ˈwɪrd/
	[f]	[f]	fashion	/ˈfæʃn/
	[v]	[v]	very	/ˈveri/
	[θ]	[θ]	thought	/ˈθɑ:t/
	[ð]	[ð]	together	/təˈgeðə/
	[t]	[t]	twelve	/ˈtwelv/
	[s]	[s]	settle	/setl/
	[d]	[d]	done	/dʌn/
	[z]	[z]	zebra	/ˈzebrə/
	[r]	[r]	right	/raɪt/
	[tʃ]	[tʃ]	chat	/tʃæt/
	[dʒ]	[dʒ]	jewelry	/ˈdʒu:əlri/
	[ʃ]	[ʃ]	ship	/ʃɪp/
	[ʒ]	[ʒ]	usually	/ˈju:ʒuəli/
	[n]	[n]	necklace	/ˈnekləs/

[l]	[l]	let	/let/
[y]	[j]	uniform	/ˈjuːnɪfɔːm/
[k]	[k]	crazy	/ˈkreɪzɪ/
[g]	[g]	gate	/ɡeɪt/
[ŋ]	[ŋ]	long	/lɒŋ/
[h]	[h]	handy	/hændi/

However, in this research, the symbols that are used are based on Cambridge Advanced Learner Dictionary (CALD) 3rd Edition 2008 because CALD can easily be installed in a laptop.

2.2.1.4 Teaching Pronunciation

Students should be taught English not only in written form, but also in spoken form in mastering English. The main point in speaking is pronunciation. Therefore, pronunciation is important to be considered. The ability of pronunciation will affect the students' performance in communication. Students will be able to communicate without causing misunderstanding by pronouncing words correctly, so that they can be more confident when speak in English. That is why teaching pronunciation is important. However, teaching pronunciation is not an easy thing to do; especially teaching English as a foreign language.

According to Kelly (2000, p.16), there are some strategies in pronunciation teaching:

1) Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students

achieve better pronunciation of language items, and help them remember new item.

Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally use prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

2) Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

a) Back chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length.

Students' mistake in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

......would've told.

.......if I'd seen him.

b) Front chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually adding to its length.

Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him...

I would've...

I would've told him…

3) Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items into the sentence being dealt with, as follow:

Teacher: it's in the corner

Student 1: it's in the corner

Teacher: it's on the table

Student 2: it's on the table.

4) Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter "Q" and a big letter "A" written on cards. Teachers will

invite students to question each other and respond in turn across the class.

Student 1: have you ever been to Paris?

Student 4: yes. I have.

Student 5: have you ever been to New York?

Student 2: no I haven't.

5) Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice rising and falling of their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

2.2.2 General Concept of Media

In this point, the writer gives a review about the general concept of media. It consists of the definition, function, and types of media.

2.2.2.1 Definition of Media

The word "media" is the plural form of the word "medium". It is derived from Latin word "medium" which means "between" in English.

According to Gerlach and Ely (1980, p.24), a medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes.

Brown (1977, p.23) stated that media are tools or physical things used by the teacher to facilitate the instructions.

According to Romiszowski (1981, p.339), media are defined as the carries of messages, from some transmitting source (which may be a human being or an inanimate object), to the receiver of the message (which in our case is the learner). These carries of information interact with the learner through his senses.

In addition, Murcia (2001, p.461) also stated that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.

Based on the definitions above, we can conclude that media are means that used to deliver or convey message. Furthermore, teaching media are means that used to convey or deliver message that should be delivered in the teaching process. Teaching media are used to motivate students, review the material and many others.

2.2.2.2 Function of Media

Derek Rowntree in Rohani (1997, p.7) explained that Educational Media have some functions:

 1) Motivate students to study

2) Review what students have learnt

3) Give a stimulus to study

4) Activate students' responses

5) Give a feedback soon

Murcia (2001, p.46) also states the functions of using media in the language classroom, they are:

1) Media serve as an important motivator in the language teaching process.

2) Media create a contextualized situation within which language items are presented and practiced.

3) Media can lend authenticity to the classroom situation, reinforcing students the direct relation between the language in the classroom and the outside world.

4) Media provide us a way of addressing the needs of both visual and auditory learners.

5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.

6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them to process information more readily.

That is why media not only help the students in understanding the material, but also help the teachers in preparing and delivering the material. The teaching and learning process will be more interesting and the teaching material will be meaningful by using media.

2.2.2.3 Types of Media

According to Kemp (1985, p.36-40) says that media can be classified into eight broad groups, in order to increase technical sophistication. These groups are:

1) Printed media

A number of material prepared on paper, may serve in instructional or informational purpose. They are classified as printed media and consist of three groups: learning aids like guide sheet, training material like handout, informational material like brochures, newsletters, and annual report.

2) Display media

Most display media are designed to be used by an instructor as information, which is presented in front of small class or audience. This category includes chalkboard, flip chart, cloth board and also bulletin.

3) Overhead transparencies

Transparencies are popular form of instructional media. The use of large transparencies is supported by the development of small, lightweight, efficient overhead projectors combined with simple techniques for preparing transparencies and by the dramatic effectiveness of medium.

4) Audio tape recording

Audio materials are an economical way to provide certain type or international or instructional content.

5) Slide series and film strips

Slides are form of projected media, which are easy to prepare. They frequently serve as the starting effort in a media production program.

6) Multi- image presentation

Combination of visual materials can be effective when they are used for specific purpose.

7) Video recording and motion picture films

Video and film are both 'media and motion'. They should be considered to be used whenever motion is inherent in a subject, or when it is necessary to communicate and understand an instructional media for relating one idea to another.

8) Computer based instruction

Computer based instruction refers to any application of computer to present information, to tutor a learner, to provide practice for

developing skill, to stimulate a process which is being studied, and to manipulate data to solve the problems.

Meanwhile, Gerlach and Elly (1980) categorized the types of media to five general categories. Those media are:

1) Picture

   This category consists of photographs of any objects or events, which may be larger or smaller than the object or event it represents.

2) Audio Recording

   Audio Recording is a recording made on a magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual event or soundtrack.

3) Motion Picture

   A motion picture is a moving image in colour or black and white produced from live action or from graphic representation.

4) TV

   TV category here includes all types of Audio Video Electronic distribution system, which eventually appeared on TV monitor.

5) Real things, simulation and model

   Real things, simulation and model including people, events, objects, and demonstration of real things as constructed with other media, are not substituted for the actual object or events.

Those are some variations of media. Based on various types of media above, we can choose the type of media based on the materials, the students, and the condition of the classroom.

2.2.3 Video as Media

In this point, the writer gives a review about the general concept of video. It consists of the definition of video and the advantages of using video in language learning. In this section, the writer also includes the general concept of conversational video which is will be used as media in this study.

2.2.3.1 Definition of Video

According to Cambridge Advanced Learner's Dictionary Third Edition, video is a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television.

Richard and Renandya (2002, p.364) stated that video is an extremely dense of medium, one that incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

Meanwhile, Harmer (2001, p.283) said that video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.

2.2.3.2 Advantages of Using Video in Language Learning

According to Harmer (2001, p.282), there are some advantages of using video in language learning. Those are as follows:

1) Seeing language-in-use

One of the main advantages of video is that students do not just hear the language but they can see it too. By using video, the students can see the gestures, expressions, and other visual clues which convey general meaning. Video can provide real models for the students.

2) Cross-cultural awareness

Video uniquely allows students a look at situations for beyond their classrooms. For example, by using video the students can see how British or American invite someone, how they speak to the waiters, what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When the students use video cameras themselves they are given the potential to create something memorable and enjoyable.

4) Motivation

Video can increase students' interest and motivation through its interesting moving pictures.

Similar to Harmer, according to Berk (2009), video has more advantages as follows:

1) Grab students' attention

2) Focus the students' concentration

3) Generate interest in class

4) Create a sense of anticipation

5) Energize or relax students for learning exercise

6) Draw on students' imagination

7) Improve attitudes toward content and learning

8) Build a connection with other students and instructor

9) Increase memory of content

10) Increase understanding

11) Foster creativity

12) Stimulate the flow of ideas

13) Foster deeper learning

14) Provide an opportunity for freedom of expression

15) Serve as a vehicle for collaboration

16) Inspire and motivate students

17) Make learning fun

18) Set an appropriate mood or tone

19) Decrease anxiety and tension on scary topics

20) Create memorable visual images

In addition, Brewster (2002, p.204) also stated that the use of videos has some benefits for young learners. They are:

1) Psychological Aspects

Video adds variety in the teaching and learning process so the students find it fun stimulating, and highly motivating.

2) Linguistic Aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication, such as language forms, nonverbal codes, negotiation of meanings, and interaction.

3) Cognitive Aspect

Video can improve the students' curiosity and provide up-to-date information. It will maximize the students' abilities to infer from context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

4) Cultural Aspect

Video enables the students to see the world beyond the classroom and improve their cultural awareness. It helps bringing the cultural gap by providing background cultural information.

2.2.3.3 Conversational video

According to Kumala (2014, p.24), conversation refers to a spoken interaction like an exchange of thought or information between two or more people.

Cutcheon and Wycoff (1994, p.94) also stated that conversations are small talks you have with friends, clerks, and postal workers. A conversation will not run well when the person who is involved in the conversation cannot comprehend well what the other speaker says.

Based on the definitions of videos in the previous section, we can conclude that conversational video is a video that shows spoken interactions between two or more people such as small talks between friends, clerks, and postal workers which aims to share thoughts or information each other.

2.2.4 *WhatsApp as media*

In this point, the writer gives a review about the general concept of *WhatsApp*. It consists of the definition of *WhatsApp* and advantages of using *WhatsApp* in language learning.

2.2.4.1 Definition of *WhatsApp*

WhatsApp is basically a social media application on mobile phones. According to Kaplan & Michael (2010, p.61), social media is defined as a group of Internet-based applications that build on the ideological of Web 2.0 technologies and that allows the creation and exchanging of user-generated content. It is a computer-mediated tool that allows people to create, share, or exchange information, ideas, images, and videos in virtual communication and networking.

Kietzmann & Kristopher (2011, p.241-251) also said that social media depends on mobile and web-based technologies to create highly interactive platform through which individuals and communities sharing, create, discuss, and modify user-generated content. They introduced substantial changes into the communication between individuals, communities, organizations, and companies.

According to Aharony & Zion (2018, p.5-6), *WhatsApp* is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and groups. As of July 2017, the number of daily active users in the application has reached one billion, meaning that one in seven people worldwide actively uses this application everyday to stay in touch with their family and friends (*WhatsApp* blog, 2017).

Indah (2017, p.133) also said that *WhatsApp* is one of the chat tool provided by instant messaging service that uses internet for communication. In addition to text messages, users can exchange image, audio, video, web links or files.

2.2.4.2 Advantages of Using *WhatsApp* in Language Learning

As we know, *WhatsApp* is part of a mobile phone's application and it is one of the most popular communication platform in the 21st century as it sends real-time messages and faster knowledge resources. *WhatsApp* is a famous application, and it is used by a billion people around the world, including our students. This application can be only accessible with the existence of the internet connection. Fogg (2010) stated that as the Internet has been widely used, students were exposed to various communication tools like social network sites and application for a Smartphone. In other words, we can find knowledge everywhere, anytime and in various formats. It is easier now to get and share within

communities. And also, it is able to create the possibility of learning at any time and any place.

According to Kukulska-Hulme, Norris, & Donohue (2015), *WhatsApp* has suitable features:

1) The application allows users to create group chats

2) The application allows users to record voice messages

3) The application allows users to send/receive photos, videos, audio files among other things

4) While the application requires the use of the Internet, nothing is posted online thus all messages remain private, visible only to the members of the group (which will include only the students from a class).

El-Sulukiyyah (2016, p.91-92) also said that there are some ways to use *WhatsApp* in English classes:

1) Text by Text Way

In this way, students can learn about reading and writing even grammar or vocabulary automatically, without feeling boring and stuck. Students can type a sentence from reading text in their book, leave one word and give underscore (_), then send it to their friend, that student has to answer it and send it back. The other idea to use this way is students to look through their book and find a sentence, they have to choose the sentence and type it, but make a mistake

from spelling, grammatical order or vocabulary, after that they can send it to their friends, the receiver must answer and send it back.

2) Voice to Text Way

It is used to gain students to practice their pronunciation. First, they can send their voice by dictating some words to their friends. The other students who receive the voice notes have to answer by typing the words their friends have dictated.

The second way, Students can send some words by text messaging and ask their friends "how do you pronounce ...", the friends have to answer it by sending their voice notes, it must be interested to practice the pronunciation by *WhatsApp*.

3) Video Way

Students can record their presentation of a chosen topic, and send the videos to their friends. After that, they can discuss it in the real class. It reduces students' shyness in presenting and having class discussion because they have already downloaded their friends presentation and knowing each other weakness. Beside that it can minimize the presentation duration, and can directly have effective class discussion.

4) Text to Picture to Video Way

Students can type a feeling (example: angry, sad, happy) to their friend, then must be answered by photos where the friend comprehend the feeling illustration, after that ask "How is your

feeling?", the friend must answer it by recording a video and tell about the feeling they feel. It is fun to share our feeling by using pictures and videos. Teachers can get involved in this learning way. Students will be more confident to speak and enrich their vocabulary of some adjectives related to feelings.

5) Text to Emoji Way

We can have games from this way. We can have Emoji Race, where students work in pairs, one student sends the emoji name and another student sends the emoji picture, it has done as race. It can be added by having Emoji Stories where students can type and send their stories using emoji. So, beside their type the whole story using text, they can attach and add emoji in the story.

2.2.5 Experimental Research

In this point, the writer gives a review about the general concept of experimental research. It consists of the definition of experimental research and the types of experimental research.

2.2.5.1 Definition of Experimental Research

Christensen (2001, p.23) stated that experimental research is a research that attempts to identify the cause and effect relationship. In other word, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

Arikunto (2002, p.272) also stated that experimental research has a purpose to investigate whether there is an effect on 'something' that is treated as the subject of the research. Comparing one or more experimental groups which get a treatment with one or more control groups which get no treatment is the way to conduct experimental research.

Based on the definitions above, we can conclude that experimental research is a research which has aims to find the cause and effect relation. The implementation of this research is done by comparing one or more experimental groups (which get a treatment) to one or more control groups (which do not get any treatment).

2.2.5.2 Types of Experimental Research

There are three types of experimental research according to Best (1981, p.81). Those are pre-experimental research, quasi-experimental research, and true experimental research. The explanations are as follows:

1) Pre-experimental research is experimental research where there is no control group as a comparison.

2) Quasi-experimental research is experiment that the subject of the research is not chosen randomly because there are two groups of subjects (experiment and control group).

3) True-experimental research is the experiment that there is a control group used as a comparison and both groups will be given the pre-test and post-test.

In this study, the writer chose to use quasi-experimental research. It is because in quasi-experimental research there are two groups of subjects in this study and the researcher is able to choose the subject not randomly.

2.3 Theoretical Framework

Theoretical framework is a series of researcher's thought from the beginning to the end of the study. Using this theoretical framework, the researcher tried to find a study. The main reason for the researcher to conduct this research was the importance of teaching pronunciation in English. Teachers should be able to provide an appropriate technique and media to help them in delivering the material effectively in teaching pronunciation. Because of that, the researcher used drilling technique which was combined with conversational videos and *WhatsApp* voice note messages to teach pronunciation to the students.

Because the aim of this research was to improve the students' pronunciation by using conversational videos and *WhatsApp* voice note messages, the researcher tried to do a quasi-experimental research using conversational videos and *WhatsApp* voice note messages as media to improve students' skill in pronunciation. A Quasi-experimental research was

used to conduct this study that used two groups. They would be treated as the experimental and control group.

In this study, both two groups were given pre-test and post-test. The pre-test, treatment, and post-test were given to the experimental and control groups. The pre-test was conducted before giving the treatment and the post-test was conducted after giving the treatment. In the experimental group was taught by using conversational videos and *WhatsApp* voice note messages. The control group was taught without conversational videos and *WhatsApp* voice note messages. The theoretical framework was designed as shown below:

Figure 2.1 Flow Chart of the Research Design
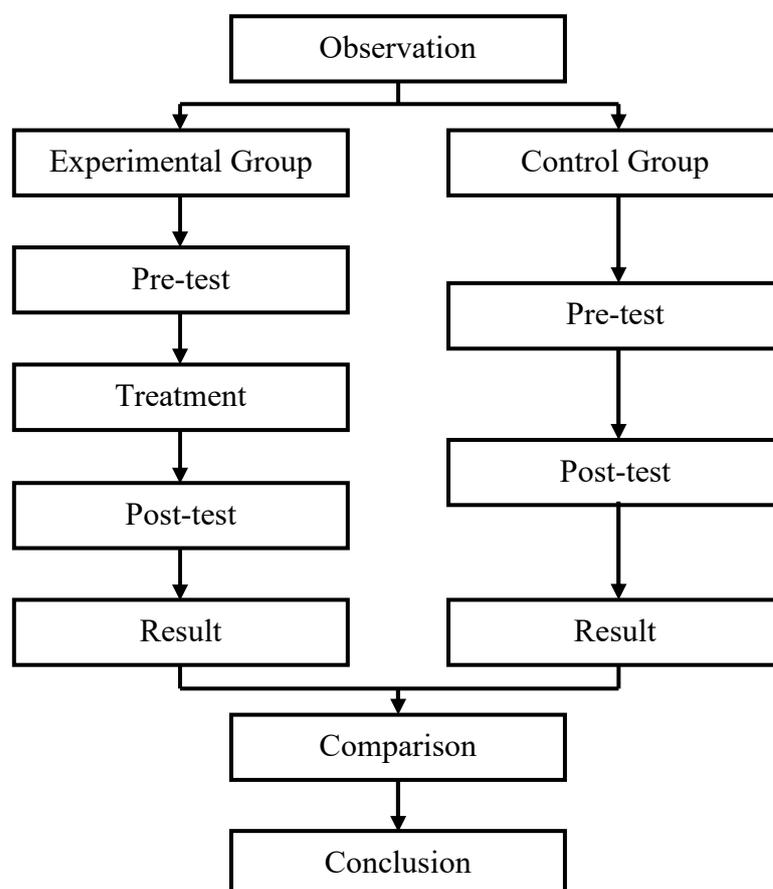
The effectiveness of the treatment was shown by the differences between the result of pre-and test post-test in the experimental group compared to the differences between the result of pre-and test post-test in the control group. If the result of experimental group was better than control group, we could conclude that there was significant improvement of the students' skill in pronunciation by using a treatment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the results and some recommendations that would be useful for the readers are showed. There are two points in this chapter, conclusions and suggestions. The first part is conclusions, they tell about the conclusion of the findings result. The second part is suggestions. This part is about the researcher's suggestions for English teacher and students after conducting this study.

5.1 Conclusions

Based on the first and second goals of this study which are to explain whether the use of conversational videos and *WhatsApp* voice note messages improves students' pronunciation of the eighth grade students of SMP Negeri 1 Weleri or not, and according to the data analysis in fourth chapter, it can be concluded that the use of conversational videos and *WhatsApp* voice note messages is more effective in improving students' pronunciation than conventional method.

Firstly, it is proven by the improvement of the students' score in the pre-test and the post-test. The mean of students' score in experimental class improved from pre test to post test, from 44.75 to 74.14 while the control group improved from 44.83 to 61.19. After both of groups received different treatments, the average score of the experimental group increased 29.39 points to be 74.14 while the control group increased only 16.36 points to be

61.19. This indicated that after getting the treatments, the experimental group got higher improvement than the control group.

Secondly, there is a significance improvement of the students' achievement after they had received the treatments by using conversational videos and *WhatsApp* voice note messages. It is showed in the calculation of the t-test by using IBMM SPSS. The result showed that the score of the t-value (5.009) was higher than the t-table (1.998) for $\alpha = 5\%$ and df = 62; Sig (2 tailed) value 0.000 was lower than 0.05. Since the t-value was higher than the t-table, and Sig (2 tailed) value was lower than 0.05, it could be stated that there was a significant difference between the students' who were taught by using conversational videos and *WhatsApp* voice note messages and those who were taught by using a conventional method.

Conversational videos and *WhatsApp* voice note messages were easy to be applied in teaching pronunciation to junior high school students. By using videos the students do not only hear but also watch people speak. In addition, the use of conversational videos allows the students to get to know how the speakers pronounce the each word and also watch them moving their lips to pronounce it and the students have the opportunity to see all the aspects of pronunciation like stress, intonation, and sound based on what the speakers said in the conversation. Meanwhile, the use of *WhatsApp* allows the students to get to know better the use of technology in teaching and learning process so that they can use their social media not only for fun but also for educational purposes. *WhatsApp* voice note messages helped the students in

learning pronunciation by drilling and repeating words. *WhatsApp* allows students to listen to their own pronunciation and their friends' pronunciation to know what if it was still wrong and to learn how to pronounce it right. *WhatsApp* also makes the learning process way more fun and students will not feel bored. Therefore, it leads to a better pronunciation.

Furthermore, according to the third goal of this study which is to explain the students' response toward the application of the use of conversational videos and *WhatsApp* voice note messages in improving their pronunciation, it showed most of students gave good responses with all statements given on the questionnaire. It means that most of the students agreed that the use of conversational videos and *WhatsApp* voice note messages could help them in learning how to pronounce some English words correctly and fluently, gave them the new experience in learning pronunciation, and could increase their pronunciation ability, also they felt interested to learn pronunciation so that they wanted to learn more words using media like conversational videos and *WhatsApp* voice note messages more often.

After conducting this research the researcher found out that not only the strengths discussed above, this technique still also has weaknesses. The weaknesses of the use of conversational videos and *WhatsApp* voice note messages as media in pronunciation teaching and learning are as follows;

1) In the implementation of conversational videos as a medium in teaching pronunciation, the teacher could have problem with the students'

noise in class if she/he could not manage the class well. Furthermore, not all of the students could stay focus watching the conversational videos played.

2) Drilling on *WhatsApp* voice note messages needs time. It has to be done daily and consistently. Beside, the teacher also could have problem in persuading the students to be confident pronouncing the words via voice note messages.

5.2 Suggestions

After conducting a research entitled "The Use of Conversational Videos and WhatsApp Voice Note Messages in Improving Students' Pronunciation" (A Quasi Experimental Research on the Eighth Grade Students of SMP Negeri 1 Weleri in the Academic Year of 2018/2019), the researcher gave some suggestions.

The first suggestion is for English teachers. Pronunciation has the important role in English learning. Therefore, the teachers should give more emphasis to pronunciation. It would be good if the teachers are able to create a new breakthrough in teaching-learning pronunciation so that their students will be more motivated in learning English pronunciation. Hopefully, the study could help English teachers in providing some media of learning pronunciation such as conversational videos and *WhatsApp* voice note messages to make students interested in learning pronunciation.

The second suggestion is for students. Students are expected to improve their English especially in pronunciation because pronunciation gives

important role in English learning aspects such as listening, speaking, and reading. It would be good for students to be able to find their fun way to learn pronunciation, and using social media such as *WhatsApp* is one of the most common technologies that students could use. Hopefully, this study could help students to realize that they should use their social media appropriately because on social media there are lots of benefits that students could take, so they do not only use social media for fun but also for educational purposes.

The last suggestion is for the next researchers. Hopefully, the next researchers could use this study as a reference in conducting their researches. During the research, students gave positive response and enjoyed learning using the media. The researcher believes that it would be good for the next researcher to use conversational videos and *WhatsApp* voice note messages as media in improving students' pronunciation.

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