

THE IMPACT OF YOUTUBE TOWARDS STUDENTS' ENGLISH PRONUNCIATION

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Abstract

Pronunciation is an essential part of English required for student success to speak and to write. Preliminary information was obtained from preliminary studies that students' pronunciation skills in English are still weak and they often have difficulties with it. Vocabulary pronunciation is another problem faced by both students and teachers in schools. Even students cannot pronounce vocabulary clearly and accurately, this can lead to misunderstandings so that could interfere with written and oral communication other interested parties. Other problems are the choice of media and learning methods that are not to the right. Based on the results of recent English pronunciation research, learning by effective media and up-to-date approaches can enhance students' skills in this way the problems should be resolved. This is why YouTube-based video media is widely used. They are believed to improve students' pronunciation skills. Learn English with your right-hand. Methods to improve students' pronunciation skills are badly needed by teachers. They should be able to provide fun learning experiences through YouTube Media with appropriate methods to improve students' pronunciation skills. It's a study aims to provide alternative English pronunciation classes to younger High school students with YouTube-based video media with related activities. This the investigation was carried out using a mixed method; quantitative-experimental and qualitative. Quantitative data sources before and after the test was conducted to find out whether the use of YouTube-based moving image media could be improved pronunciation by 8th grade students of DCC Global School or not. Furthermore, qualitative data is also needed to explain research results from field notes, such as maintenance. The results indicate there is impact of YouTube-based video media towards students' English pronunciation.

Keyword: pronunciation, media, YouTube

Introduction

Development of information it was multimedia technology positive impact on the world of education above all. educational change Models, especially in science the

class must follow the last technological development. time for Stop teaching in schools conventionally with limited supports such like tablets, books and the like, but this one can be conveyed through multimedia Technology. Use multimedia with Presentation of information combination of sound, image and text should improve as graphics teacher performance and skills learn in class. Educational media is an essential part of the learning system Media is part of learning aids Implementation material that can encourage students to learn Except that it's the source Learning, you can also use teaching aids as a tool that can support the teaching-learning process and serves as an explanation the importance of the message he brought teacher to be more successful i excellent learning objectives (Kustandi, 2013). Using multimedia in learning is very good because certain senses function optimally as revealed by Aloraini (2012) that Multimedia is one of the best learning tools technically, because it more than supports it makes itself felt at the same time; the sense of sight and listen.

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media can increase enthusiasm and support the current learning style of the students. The reason for this is the new offer from YouTube learning experience with Cutting-edge technology that will come in handy for those who advance (Burke, Snyder, & Rager, 2009). Also, YouTube It is also meant to encourage students' academic independence because Students can study alone anywhere and anytime.

Methods

A lot of research has been done carried out as an attempt to overcome language difficulties of the student's English vocabulary, but factual skill development problem English speaking high school students the pronunciation was not passed appropriate. Some related aspects pronunciation problems are; defect pronunciation skills of the students English, educational choice means of communication and learning methods less accurate. That's why these studies exist should be able to improve student performance pronunciation of YouTube-based video media as well as these can make a positive contribution English teacher led by learning process in the classroom new learning experiences that they can bring with them make their students livelier and more dynamic. Therefore, this study aims to find as well as the ability to speak Eighth grade student of DCC Global School before and after commissioning Video support based on YouTube.

Preliminary polls have been completed conducted in school and field notes They were also picked up from education process and preliminary talks with teachers were also carried out Status and problems of the student The process of learning English in the classroom. From the preliminary results of research, the data has the English language Class VIII DCC Global School is still missing, especially in pronunciation skills and have Difficulty in these skills as well as choice of media and learning methods They are less suitable in class. The tools in this study were a test consisting of a pre-test and a post-test, semi-structured interview lists and fields Remarks. List of semi-structured interviews It was also used by teachers to dig deeper Information on student problems and the teachers of this study at the beginning study phase.

Field notes were used for this analyse the learning process Preliminary examination. Preliminary and final tests are designed in the oral version. The original test was designed for find and collect preliminary data background knowledge and skills of the students carry out research procedures. The post-test was also designed to test students' skills Better understanding after treatment and the didactic process was carried out. The data before and after the test were analysed with SPSS 18.0 by Mann-Whitney method to know what is important Improving students' skills in English pronounce. Results of the interview and field notes and qualitative data also analysed as explanation and support test results.

Result and Discussion

From the calculation, the t-Test value of using of picture series is significant because p-value is smaller than t-value. This indicated that the treatment administered by the writer has significant impact on the students' pronunciation skill. So, there is impact of YouTube towards the students' pronunciation ability of grade eight at DCC Global School, Bandar Lampung.

Table 1. Calculation Scores of Control Group

Control Group				
Subject	Pre-Test (X ₁)	Post-Test (X ₂)	X	X ²
1	55	60	5	25
2	45	40	5	25
3	60	65	5	25
4	35	55	20	400
5	50	55	5	25
6	55	60	5	25
7	60	60	0	0
8	60	60	0	0
9	50	60	10	100

10	60	60	0	0
11	60	60	0	0
12	70	75	5	25
13	70	70	0	0
14	80	80	0	0
15	45	50	5	25
16	60	65	5	25
17	55	60	5	25
18	65	65	0	0
19	50	55	5	25
20	70	70	0	0
N=20	$\sum X_1=2260$	$\sum X_2=2380$	$\sum X=125$	$\sum X^2=1125$

Table 2. Calculation Scores of Experimental Group

Experimental Group				
Subject	Pre-Test (Y ₁)	Post-Test (Y ₂)	Y	Y ²
1	80	90	10	100
2	65	75	10	100
3	60	80	20	400
4	50	90	40	1600
5	60	70	10	100
6	80	90	10	100
7	70	85	15	225
8	65	90	15	225
9	65	75	10	100
10	65	80	15	225
11	70	85	15	225
12	75	90	15	225
13	80	90	10	100
14	55	80	25	625

15	50	75	25	625
16	45	75	30	900
17	60	85	20	400
18	65	85	20	400
19	70	90	20	400
20	75	85	10	100
N=20	$\Sigma Y_1=2505$	$\Sigma Y_2=3125$	$\Sigma Y=615$	$\Sigma Y^2=10825$

The original test was designed for find and collect preliminary data background knowledge and skills of the students carry out research procedures. The data before and after the test were analysed with SPSS 18.0 by Mann-Whitney U Method to know what is important Improving students' skills in English pronounce. Results of the interview and field notes and qualitative data also analysed as explanation and support test of results. The result proves it Use of YouTube-based video media managed to improve the students' skills pronunciation skills. use YouTube-based video media out there are students a new learning experience Learning English, especially the pronunciation competencies.

Conclusion

Results of the answers conducted interviews with Semi-structured English teacher interviews on the difficulties encountered students and teachers learning English, especially speaking and pronunciation, v What were the 8 questions, that's what they were; student ability English pronunciation is weak and teaching aids that are usually used on a daily basis they are textbooks and school tips and use Multimedia in learning English is enough Rarely. In additional, methods were used in the teaching-learning processes are also general conventional. Based on field results Notes, information received that the process of Learning English is generally stationary conventional driving. Selection applied learning tools and methods monotonous, in which the teacher more frequently used conventional media e methods, so there are fewer students eager to learn English.

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