

Conversational Videos to Improve Students' Pronunciation for Second Grade of Junior High School

Novi Rahmawati¹, Siti Musarokah², Theresia Cicik Sophia Budiman³

¹Universitas PGRI Semarang

noviirhmaa@gmail.com

Abstract

The objectives of this study are to explain whether the use of conversational videos to improves students' pronunciation for second grade of junior high school. This study is a quasi-experimental research using quantitative data. The quantitative data were collected through tests. The subject of this study is the second-grade students of SMP Negeri 5 Jepara in the Academic Year of 2020/2021. There are two groups in this study, VIII B as the experimental group were taught by using conversational videos and VIII C as the control group were taught without using conversational videos, in each group there are 32 students. The result of this study shows that the mean score of experimental group pre-test is 70.13, and the control group is 62.66. After both groups received the different treatments, the mean post-test score of both groups increased. The mean score of experimental group post-test is 88.62, and the control group is 64.75. 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 the students who were taught without using conversational videos. The researcher suggests to use Conversational Videos as an alternative media to teach pronunciation, because conversational videos contain communication between native speakers and had lots of benefits that could take.

Keywords: conversational videos, pronunciation

Introduction

Pronunciation is identified how a word or language is verbally expressed. Yates (2002:1) also stated that pronunciation refers to the production of sounds that someone uses to make meaning. In learning English, pronunciation is one of the skills that should be mastered by the English language learners. In line with this, Novarita (2017) defines that pronunciation is the way of language to say certain words or sounds, pronunciation is the most important thing from learning languages including language skills, differences in pronunciation will affect to the result of meaning, therefore pronunciation becomes important things to be considered. Correct and good pronunciation is necessary to achieve the goal of oral communication and also to avoid misunderstanding between the speaker and listener.

According to Akyol (2013), poor communication skills can decrease students' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities. Most of the second-grade student of SMP N 5 Jepara have difficulties

in learning English, especially in pronunciation. They cannot pronounce a couple of words accurately and not confident in speaking because they do not have a clue how to pronounce correctly. Many of them actually need a good pronunciation ability. This condition causes them to be quiet during the learning process in class.

In the teaching and learning process, media help the teacher in conveying material and assist the students understanding with the material given, so the teaching and learning process will becomes more interesting, effective, and efficient. Media is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills, and attitudes (Gerlach & Ely, 1980:24).

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

1. To what extent do students' pronunciation ability without using conversational videos?
2. To what extent do students' pronunciation ability use conversational videos?
3. How is the significant difference between students' pronunciation ability without and using conversational videos?

Referring to the problem stated above, the researcher using an alternative media that can improve students' pronunciation. The media that the researcher will use is a video. Video is considered effective because it displays language in a real context that helps students understand the material easily. By utilizing video students hear as well as see individuals talking. This implies that students can hear how the speaker pronounces each word and furthermore see them moving their lips to say it. The kinds of video that will researcher use is a conversational video. Conversational Video can be used to encourage pronunciation, so students can pronounce the correct words in English. Conversational video contains spoken interaction between two or more people with authentic situation in which the language is used. By using this kind of video, the students were the opportunity to see all the aspects of spoken interaction like gesture, stress, intonation, figure, motion, and sound based on the language is used. Conversational video provides figures relate to the process of conversation with native speaker and real setting, so that the students can see and listen to the communication between the people in video which resembles real communication process in real life.

Pronunciation is the first and the most important thing that people notice during a conversation. The correct pronunciation is not only producing the right sounds but it is also helping the students to understand what they hear. Pronunciation is the most important thing when people want to learn English. People will not understand with someone who does not speak clearly. So, the accuracy of speech is important. In this research, the researcher has focus on some aspects in pronunciation. Those are rhythm, stress, and intonation aspects. Considering the reasons explain above, the researcher assume that conversational video is consider to be a solution to improve students' pronunciation. The conversational video that will be utilized in this study contains subtitles so it is simpler for students to understand what words the native speaker said.

In this research, the researcher has focus on some aspects in pronunciation. Those are rhythm, stress, and intonation aspects. Considering the reasons explain above, the researcher assume that conversational video is consider to be a solution to improve students'

pronunciation. The conversational video that will be utilized in this study contains subtitles so it is simpler for students to understand what words the native speaker said.

Literature Review

Pronunciation is one of the important components of speaking. As states by Djiwandono (1996:68) speaking is integrated skill that consist four language components. These components are vocabulary, grammar, pronunciation, and the fluency of expressing ideas. In speaking English, we must have the ability of mastering the components of speaking above. Pronunciation includes pronunciation itself and it provides the basic knowledge of the sounds including the stress, syllable, rhythm, and intonation. Pronunciation is a way of pronouncing a word. Pronunciation is an important part of interpreting in order to convey goals, to communicate, as well as to create understanding between the listener and the speaker. In order to avoid misunderstanding between speaker and listener in oral communication, the ability to pronounce every word correctly is a basic and essential skill right now. Correct pronunciation requires the proper sounding of the letters and the correct placing of the stress or accent in words of more than one syllable that is in words of more than one group of letters which can be pronounce as a single sound (Witherspoon, 1943:201). When people carry out oral communication with other people, the first impression that is caught by the other person or listener is the way it is pronounced. If the pronunciation is bad, it can cause misunderstanding for some people. In addition, bad pronunciation will be a huge obstacle for them when talking to the native speakers. Gilakjani (2011) pointed out that among the reason ESL students have difficulties learning pronunciation are that they are not interest, not expose to target language often, and the teachers do not highlight the importance of pronunciation nor have the right tools to help their students learn proper pronunciation. In addition, Morley (in Keshavarz & Abu Bakar 2017) states that pronunciation clarity is a component of communication competence. Therefore, a language teacher cannot ignore the pronunciation problems spoken by foreign language learners. Language learners must always try to improve the pronunciation of the target language that they are learning.

There are many problems faced by students to study pronunciation according to Harmer (2001:250). 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.

Based on the reasons above, it takes time for foreign language learners to study and practice regularly. In order to draw attention to the importance of pronunciation, the instructor / teacher of English also needs to use the right tools to pay attention to pronunciation practice in the classroom. The point of success in learning a foreign language is influenced by the ability of the students themselves. To produce the right sound in pronouncing a foreign language, students must pay attention to the sound, identify it, and then try to imitate the sound. Ramelan (1999:5) states that “the difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language.” Further he says that “the degree of difficulty in learning is also determined by the degree of difference between the two languages.” The greater the similarity between them, the less difficult it will be for the student to learn the foreign language.

The purpose of teaching pronunciation is not to enable them to develop proficiency like native speakers but to be understood to ensure mutual understanding in English. Kelly (2000:13) pointed out that pronunciation practice in the classroom is considered very important since learner’s pronunciation errors can be a significant obstacle in the learner’s real communication supports this. Communication is a two-way process and therefore clarity depends on both the speaker and the listener. Fluent conversation is most likely when someone share or understand each other's values, experiences and cultures. Correct pronunciation requires the proper sounding of the letters and the correct placing of the stress or accent in words of more than one syllable that is in words of more than one group of letters which can be pronounced as a single sound (Witherspoon, 1943:201).

Method

This study is a quasi-experimental research with a nonequivalent control group design model. This study using quantitative data. The data were collected through tests. A quasi-experimental research is an experiment where the subject of the research is not chosen randomly because there are two groups of subjects (experiment and control group). The two groups will get different treatment. In the control group without using conversational videos. While the experimental group using conversational videos.

Nonequivalent Control Group Design Model

$$\begin{array}{ccc} 01 & X & 02 \\ \hline 03 & & 04 \end{array}$$

where,

01 = The experimental group before given treatment

02 = The experimental group after given treatment

03 = Control group before treatment

04 = Control group that was not given treatment

X = Treatment (use of conversational video)

(Sugiyono, 2010:76)

Variable of the Study

Variable was an object if study that became important points in research. There are many types of variables. Yet, in this study has two variables, they are as follows:

a. Independent Variable

Independent variable is a variable that will influence other variables. The relations or influences of this variable become main discussion. The independent variable of this study is teaching using “Conversational Video.”

b. Dependent Variable

Dependent variable is the variable that is influenced by independent variables. Students’ ability in pronunciation is the dependent variables that will be focus in this study.

The subject of this study is the second-grade students of SMP Negeri 5 Jepara in the Academic Year of 2020/2021. The numbers of the students in second-grade is 128 students. The samples of this study are Class VIII B as the experimental group and class VIII C as the control group, in each group there are 32 students.

This research conducted the pre-test, treatments, and post-test in obtaining the data. Before conducting the test, the researcher tells the students what they are going to do. Students will be given a word list containing twenty words and must pronounce it one by one. To collect the results of students' pronunciation, they must be recorded on their phones. Then the researcher will check their pronunciation ability through the record. For the treatment process, the experimental group receive treatment using conversational video. Students are given conversational videos containing pronunciations by native speakers to interact and familiarize themselves with their accents. Meanwhile the control group without using conversational videos.

The pre-test in this research already done by the control group first and experimental group after that in the first meeting at May 31th, 2021. In the pre-test, the students of both groups were asked to read the list of word that was prepared by the researcher. The lists are contained twenty words. Those twenty words that would be used in the treatment and post-test too. The students read the words one by one and record it through their phones. The treatments for control and experimental groups were conducted after the pre-test. Both of groups consisted of 32 students. The researcher conducted the treatments for control and experimental group in second meeting at June 2th, 2021. The researcher explained about the treatment activities in the control group without using conversational videos and experimental group using conversational videos. The post-test in this research was done in the last meeting. The post-test of the both groups was conducted in the second meeting at June 2th, 2021. In the post-test, the students should read some words. The material of the post-test is the same with the pre-test material. It aims to know the students’ improvement in pronunciation after getting treatment.

The technique for analyzing the data, the researcher using statistical calculation to scoring the pre-test and post-test. To know the data of both groups normally distributed and homogeneous, the researcher using normality and homogeneity test. Meanwhile, to hypothesis testing of this study, the researcher using independent samples test.

Finding and Discussion

Findings

1. Students' Pronunciation Ability Without Using Conversational Videos

a. Pre-test of Control Group

The mean achieved by the students is 62.66 and the standard deviation is 3.414. The detail of descriptive statistic will be explained below as follows:

Table 1: Descriptive Statistic of Pre-test Control Group

	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Control Pre-Test	32	56	71	62.66	.603	3.414
Valid N (listwise)	32					

From the descriptive statistic of the data pre-test control group above, the lowest score of the students is 56, and the highest score is 71.

b. Post-test of Control Group

The post-test mean score for control group was 64.75, and the standard deviation was 3.976. The detail of descriptive statistic will be explained below as follows:

Table 2: Descriptive Statistic of Post-test Control Group

	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic

Control		32	57	73	64.75	.703	3.976
Post-Test							
Valid	N	32					
(listwise)							

From the descriptive statistic of the data post-test control group above, the lowest score of the students is 57, and the highest score is 73.

2. Students' Pronunciation Ability Using Conversational Videos

a. Pre-test of Experimental Group

The mean achieved by the students is 70.13 and the standard deviation is 3.480.

The detail of descriptive statistic explained below as follows:

Table 3: Descriptive Statistic of Pre-test Experimental Group

	N	Minimum	Maximum	Mean		Std. Deviation
				Statistic	Std. Error	
Experiment	32	63	76	70.13	.615	3.480
Pre-test						
Valid	N	32				
(listwise)						

From the descriptive statistic of the data pre-test experimental group above, the lowest score of the students is 63, and the highest score is 76.

b. Post-test of Experimental Group

The post-test mean score of the experimental group is 88.62, it is considered as good ability students. The standard deviation is 4.910. The detail of descriptive statistic will be explained below as follows:

Table 4: Descriptive Statistic of Post-test Experimental Group

	N	Minimum	Maximum	Mean		Std. Deviation
				Statistic	Std. Error	

	N	Minimum	Maximum	Mean		Std.
		Statistic	Statistic	Statistic	Statistic	Std. Error
Experiment Post-Test	32	79	98	88.62	.868	4.910
Valid N (listwise)	32					

From the descriptive statistic of the data post-test experimental group above, the lowest score of the students is 79, and the highest score is 98.

3. The Significance Difference Between Students' Pronunciation Ability Without and Using Conversational Videos

a. Normality Test

Table 5: Test of normality data of post-test control and experimental group

One-Sample Kolmogorov-Smirnov Test

		Experimen tal Post-Test	Control Post-Test
N		32	32
Normal Parameters ^{a,b}	Mean	88.63	64.75
	Std. Deviation	4.910	3.976
Most Extreme Differences	Absolute	.093	.139
	Positive	.067	.139
	Negative	-.093	-.121
Test Statistic		.093	.139
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.120 ^c

a. Test distribution is Normal.

b. Calculated from data.

The table above explained that the significance of the post-test experimental groups is 0.200, and the post-test of control group is 0,120. Data is normal distribution if the value of Asymp. Sig. (2-tailed > 0.05) it can be concluded that the data is normally

distributed. Both the post-test data of experimental and control group were normally distributed because the significance is higher than > 0.05 .

b. Homogeneity Test

Table 6: Test of homogeneity of variance

		Levene Statistic	df1	df2	Sig.
Post test	Based on Mean	1.139	1	62	.290
	Based on Median	.977	1	62	.327
	Based on Median and with adjusted df	.977	1	57.195	.327
	Based on trimmed mean	1.119	1	62	.294

Based on the calculation above, the significance (sig.) for the post-test of both groups is 0.290. The data is homogenous if the significance (Sig. > 0.05). The significance of the post-test showed that sig. is higher than > 0.05 , and it implied that the data is homogenous.

c. Hypothesis Testing

Table 7: Independent samples test

t-test for Equality of Means							
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Hasil	21.376	62	.000	23.875	1.117	21.642	26.108

Based on the calculation above, the significance score is 0.000 less than < 0.05 . If the sig.(2-tailed) $< (0.05)$, then there is a significant difference between the students were

taught without using conversational videos and those were taught using conversational videos.

The data calculated of T-table will be explained below as follows:

$$\text{Seeking } t - \text{table: } T - \text{table}(df) = (n_1 + n_2 - k) = 32 + 32 - 2 \\ = 62 (1.67)$$

From the calculation above, the value of independent sample t-test is 21.376 and the t-table is 1.67. It can be concluded that t-value $21.376 > t\text{-table } 1.67$, it means that there is a significant difference in post-test mean of experimental and control group. In other words, the H_0 was rejected and the H_a was accepted. The result showed that Conversational Video is more effective to improve students' pronunciation.

Discussion

This research was conducted online through a Zoom meeting and WhatsApp Group with students of each class. The population of this research is second grade students of SMP N 5 Jepara which consists of four classes, namely VIII A, VIII B, VIII C, and VIII D. The population was chosen because it has the same characteristics in terms the number of lessons hours, learning resources, and the English teachers who teaches. The sample was selected by cluster random sampling. The selected class is class VIII C as the control group and class VIII B as the experimental group. The control group used the usual learning without using conversational videos, while and the experimental group is a group whose learning used conversational video. Each class has the same number of students, there is 32 students. Then, this study results have been analyzed using statistical tests used SPSS 25 for windows. The analysis includes normality test, homogeneity test, and hypothesis testing with t-test and also t-table.

The result of this study shows that the mean score of experimental group pre-test is 70.13, and the control group is 62.66. After both groups received the different treatments, the mean post-test score of both groups increased. The mean score of experimental group post-test is 88.62, and the control group is 64.75. The other side, the result of the independent sample t-test showed that the t-value was higher more than t-table. T-value was 21.376 and t-table was 1.67. Because the t-value is $21.376 > t\text{-table } 1.67$, it can be concluded that there is significant difference between the students' pronunciation ability taught using conversational video and those who were taught without using conversational videos. In other words, H_0 was rejected and the H_a was accepted.

After conducting the study, the researcher found that there was significant difference of the score between the students who were taught without using conversational videos and those who were taught using conversational videos.. It can be concluded that the use of conversational videos is effective enough and gives a good contribution to improve students' pronunciation.

Based on the previous study, this finding was similar to Agustina's finding (2014) in her study. By using the videos, students know how the way native speaker pronounce English words in a correct grammar and pronunciation. This finding also similar to Putra's finding (2019). In his study showed that the use of video was able to improve students' pronunciation. This study showed that video is useful media to enhance process of teaching and learning

pronunciation, and also grabbed the students' attention by providing the language used that could be seen and heard at once, so that the students' motivation was improved and made students more active than before. This statement is in line with Permatasari (2013) statement in her study, which stated that videos made students not bored during the process of learning pronunciation, they felt fun and their motivation increased.

Besides that, the differences between this finding and the researcher finding's above is the kinds of video as a media that the researcher uses to teach pronunciation. The researchers above using video to teach pronunciation. Meanwhile, in this study the researcher using conversational videos to teach pronunciation. Conversational videos made students more understand, because the content of conversational video provides figures relate to the process of conversation with the native speaker and real setting, so that the students can see and listen to the communication between the native speaker in this video. Students also know how each word is pronounced correctly by native speakers.

Conclusion

1. The students who taught without using conversational videos got little improvement from the mean score of the pre-test to post-test, from 62.66 to 64.75.
2. The students who taught using conversational video got the significances improvement form the mean score of the pre-test to post-test, from 70.13 to 88.62. This indicated that the experimental group got higher improvement than the control group.
3. There is a significance differences in students' pronunciation ability without using conversational videos and using conversational videos. The result showed that the score of the t-value (21.376) was higher than the t-table (1.67), and the independent samples t-test Sig (2-tailed) value was lower than < 0.05 . It can be concluded that the use of conversational videos is more effective to improving students' pronunciation ability.

Suggestions

1. For English teachers.

The teachers should give more emphasis to pronunciation. The researcher suggests to use Conversational Videos as an alternative method to teach pronunciation, because conversational videos contain communication between native speakers and had lots of benefits that could take.

2. For students.

The students should practice more in pronouncing English words, so that their pronunciation ability improved. They could use Conversational Videos in practicing. By using Conversational Videos, the students will be get used to pronouncing word accurately.

3. For the next researchers.

The next researchers could use conversational videos as a reference in conducting their researches to improve students' pronunciation, because students gave positive response and enjoyed learning using conversational video.

References

- Agustina, M. (2014). *Improving the Speaking Skills of XI Grade Students of SMA Angkasa Adisutjipto through the Use of Videos*. Universitas Negeri Yogyakarta.
- Akyol, T. (2013). A study on identifying pronunciation learning strategies of Turkish EFL learners. *Procedia - Social and Behavioral Sciences*, 70(2013), 1456 – 1462. <https://doi.org/10.1016/j.sbspro.2013.01.211>
- Djiwandono, M. S. (1996). *Tes Bahasa dalam Pengajaran*. Penerbit ITB.
- Gerlach, V. S. & Ely. D. P. (1980). *Teaching and Media: A Systematic Approach*. Prentice Hall, Inc.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).
- Harmer, J. (2001). *The Practice of English Language Teaching*. Longman.
- Kelly, G. (2000). *How to Teach Pronunciation*. Bluston Press.
- Keshavarz, M. H. & Abubakar, M. K. (2017). Pronunciation Problems of Hausa Speakers of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1). 61-72 <http://iojet.org/index.php/IOJET/article/view/152/150>
- Novarita, N. (2017). The students' ability in pronouncing centering diphthongs of the beginner level students of English Genius Course Simpang Okus. *International Journal of Language Teaching and Education*, 1(1), 16-25.
- Permatasari, D. (2013). The Use of Video as a Medium to Improve Students' Ability in Writing Narrative Texts. *English Language Teaching Forum* 2, 1- 11.
- Putra, A. M. I. (2018). Using Video to Improve Pronunciation of The Second Years Students of FKI UIR Pekanbaru. *International Journal of Language Teaching and Education*, 2(1), 19-24. <https://doi.org/10.22437/ijolte.v2i1.4519>
- Ramelan. (1999). *English Phonetics*. IKIP Semarang Press.
- Sugiyono. (2010). *Metode Penelitian Administratif*. Alfabeta.
- Witherspoon, A. M. (1943). *Common Errors in English and How to Avoid Them*. Barnes and Noble.
- Yates, Linda. (2002). *Pronunciation 1*. La Trobe.