

Improving students pronunciation in speaking class through English Fairy Tales channel at relevant grade of SMAN 9 SEMARANG in the Academic Year of 2023/2024)

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ABSTRAK

Kemampuan berbicara menjadi kemampuan yang dirasa sulit dikuasai dalam mempelajari bahasa Inggris. Tak hanya karena pengucapannya yang berbeda tetapi intonasi yang kurang tepat juga dapat memicu salah tafsir bagi pendengar. Hal ini lah yang penulis temui di SMAN 9 SEMARANG tepatnya di kelas XI 10 dimana dalam proses pembelajaran narrative text mereka sering kali mengalami kesulitan dalam mengucapkan kata dan juga intonasi yang tepat, menyikapi hal tersebut penulis mencoba menerapkan pembelajaran berbasis teknologi dengan menggunakan media Youtube sebagai media untuk memudahkan mereka dalam melafalkan kata tujuannya agar kemampuan mengucapkan kata dalam bahasa Inggris dapat meningkat. Dalam memilih video Youtube, penulis memutuskan untuk menggunakan englishfairytale channel sebagai media tidak hanya karena memuat video yang interaktif tetapi dalam channel tersebut berisikan cerita dongeng yang relevan dengan materi yang diajarkan oleh penulis. Dalam mengumpulkan data penulis menggunakan test, observasi dan juga wawancara. Dimana dalam penelitian ini dibagi menjadi 2 siklus dimana pada siklus 1 terdapat beberapa tahap yaitu perencanaan, tindakan, observasi dan refleksi. Pada siklus pertama sudah terlihat peningkatan kemampuan peserta didik tetapi tidak terlalu signifikan. Hanya ada 6 siswa yang mendapat nilai di atas KKM. Dalam praktiknya masih banyak yang perlu diperbaiki, maka pada siklus II dilakukan perbaikan dari siklus I dimana pada siklus II terdapat perbedaan yang lumayan signifikan yang awalnya hanya ada 6 siswa yang di atas KKM pada siklus kedua ini terdapat menjadi 18 anak. Berdasarkan hal tersebut dapat disimpulkan bahwa penggunaan englishfairytale dalam pembelajaran narrative text memang efektif untuk meningkatkan kemampuan berbicara peserta didik

Kata kunci: Pengucapan, Text narrative, English fairytale Channel

ABSTRACT

Speaking skill becomes an ability that is considered difficult to conquer in learning English. because, it is not only considered how the word will pronounce but also with correct intonation. Improper intonation can also effect misinterpretation for listeners. This is what the author met at SMAN 9 SEMARANG, precisely in class XI 10 where in the process of learning narrative text they often have difficulty in pronouncing words and also the right intonation, responding to this, the author tries to apply technology-based learning by using youtube media as a medium to make it easier for them to pronounce their intended word so that their ability to pronounce words in English can be improved. In choosing a youtube video, the author decided to use the englishfairytale channel as a medium not only because it contains interactive videos but the channel contains fairy tales that are relevant to the material taught by the author. In collecting data, the author uses tests, observations and interviews. Where in this study is divided into 2 cycles where in cycle 1 there are several stages, namely planning, action, observation and reflection. In the first cycle, there is evidence of improved academic performance, but this is not always significant. Only six people have received the KKM. There are many things that need to be improved in practice, therefore on Siklus II, improvements are made from

Siklus I, with the difference being that on Siklus II, there is a significant increase in the number of children from 6 to 18. According to this, the use of English fairytale in narrative text learning is quite effective in increasing the ability of students to learn.

Keywords: *Pronunciation, Narrative text, English Fairytales channel*

1. INTRODUCTION

Communication is a tool to exchange information between interlocutors, not infrequently the wrong way of communication can cause misrepresentation for the recipient of the information, as well as English. English is the world language used as a means of communication for all people in the world, it is not uncommon for those who are foreign to English to have difficulty in using English as a language for communication tools.. The role of English as a global language has enormous significance. This significance stems from the fact that English serves as a means for people around the world to engage in various fields, including communication and education. In the realm of communication, English facilitates interaction between individuals from different linguistic backgrounds, allowing the exchange of information and ideas. In the field of education, English plays a role as a medium for obtaining knowledge from international sources.

In addition, based on the author's personal experience during the internship program as a prospective teacher at SMAN 9 Semarang, it was observed that a large number of students had difficulty in speaking or pronouncing English. This can be seen from the pre-test results carried out on students of class IX SMAN SEMARANG where most of them have difficulty in saying words in English, this is reinforced by the observations that the author made during class where a lot of students are still confused and also do not know how to pronounce some vocabulary in English. This is also seen when they appear to speak English, many of them are wrong in pronunciation and also intonation. It is important to note that, in accordance with the Merdeka Curriculum (Indonesian School Based Curriculum), the graduation score for English subjects in class X is set at 75.

Seeing these difficulties makes the author interested in studying further to find solutions that can be used to improve students' speaking skills. One of them is by using interactive media that is able to make students interested and can also be used as an example student in saying or reciting words.

In the current global era, technology plays an important role in people's lives and can be used in various aspects of life, one of which is in the world of education during the pandemic like today, namely the internet. The internet today has developed very rapidly, everyone can access various kinds of information that is useful for life. Teachers must also be more up to date in using learning media so that students are interested in participating in every lesson. One of the most used media is Youtube. This media provides various kinds of teaching materials, one of which is English media. Visual learning, attractive design and lots of vocabulary that are easy for students to understand especially when it comes to speaking English. Of course, Youtube videos do not by themselves become ready-to-use learning materials. However, careful planning that is in accordance with learning goals will optimize learning achievements in accordance with the learning style and interests of students as the next generation of the nation. Learning is a process in communication between students, educators and teaching materials. Communication will not run smoothly without the help of the media as a means of conveying messages.

(Barnes, Marateo, & Ferris, 2007) said that this generation known as the internet generation actually has a high orientation and learning spirit, only the way they get information is different. However, they are persistent seekers of information and consciously determine the

choice of learning model that suits them. They want a varied learning model and they also tend to get bored quickly with conventional learning models that have limited resources and models. So that it requires teachers to be more creative in

Carry out the teaching and learning process to meet their demands. The advantage of learning with video is to present an image and sound representation of an event to students in the classroom, especially currently using online classes. Youtube is one of the most popular video sharing services on the internet today (Snelson, 2011). Youtube also offers learning experiences with new technologies that will be useful when they graduate (Burke, Snyder, & Rager, 2009). In addition, Youtube also provides hundreds of thousands of videos with various topics that can be integrated in classroom learning. Youtube will also be a very extensive free video library for learners that will encourage them to become independent learners.

In addition, the selection of videos on YouTube is a challenge for the author, because we know that on YouTube there are many channels or channels that are not suitable for students to watch, therefore, the author chooses the English fairy tale channel which is used as a medium to improve students' speaking skills because in addition to the channel contains informative video content, the channel also contains a lot of stories that are in accordance with the material that the author solicits to students.

2. METHOD

The type of research used is classroom action research. This research was conducted at SMAN 9 Semarang. The subjects of this study were 36 students of grade XI 10 that consisting of 12 boys and 24 girls. The time for conducting research in the even semester of the 2023/2024 academic year.

Research activities are carried out through four stages, namely learning

planning, learning implementation, observation and reflection.

The Four Stages of Action Research in the Classroom (Lewin as referenced by Aqib, 2006:21)

1. In research, planning is a systematic sequence of acts intended to empirically assess the accuracy of the hypotheses under consideration.
2. In research, action or implementation entails the practical application of the defined plan. In this sense, all activities performed indicate the development of the research strategy.
3. Observation in research refers to the actions of observing, recording, and collecting data about a study's progress. Observation in the context of classroom action research entails gathering data on changes in learning performance.
4. Reflection comprises actions such as analysis, synthesis, interpretation, and explanation of all information gained from action execution.

Picture 1. Classroom Action Research Cycle



Gambar 1. Siklus PTK Model Kurt Lewin

The data collection techniques used are tests, observations, and interview. The test is conducted to determine the level of ability and understanding of students during learning progress. The observation used is passive participation where the researcher is not involved and only as an

independent observer. And the last is interview to know the student perspective toward the use of English fairytales channel.

Research instruments in the form of teacher observation sheets during the learning process and test instruments. Observation sheets are used by teachers in assessing student activities during learning each meeting for two cycles on narrative text material. And at the end of lesson researcher interviewed five students as a sample to know the student perception.

Calculating mean score of the students' speaking test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where, X : mean score

$\sum x$: the sum of all score

N : the total number of sample

(Sudijono, 2012: 81)

To know the percentage of the students' improvement by applying the following formula; = $\frac{X_2 - X_1}{X_1} \times 100$

P: Percentage X1: 1st Cycle X2: 2nd Cycle (Sudjana, 1992:7)

3. RESULT AND DISCUSSION

This class action research was conducted in class XI 10 SMAN Negeri 9 Semarang. The problem in this study is the low learning outcomes of students in Pronunciation, Action Research (PTK) in an effort to improve the ability Improving students pronunciation in speaking class through English Fairy Tales channel at elevent grade of SMAN 9 SEMARANG in the Academic Year of 2023/2024).

The study was conducted in two cycles. The first cycle is carried out through four stages, namely learning planning, learning implementation, observation and reflection. The second cycle is an improvement of the first cycle.

Before the first cycle, researchers first conducted pre-cycle research. From the results of the pre-cycle evaluation, almost 90% said the most difficult skill to master is speaking especially in student's pronunciation

According to the results of the pre-cycle analysis, researchers must make improvements in cycle I. Cycle I is carried out How English fairytales used in the classroom. How the researcher got the valid data.

Description of cycle I data

Cycle I is carried out after the pre-cycle stage. The stages of cycle I are as follows:

a. Plan
The planning activities carried out are: Designing lesson planning based on the curriculum and arranged material of lesson planning based on the teaching of speaking. Designing the observation to observe the condition of learning process.

b. Do
Researcher presented the material. Researcher selected one of English fairytale content. The researcher played the audio two times. And,

The researcher divided students in to some groups. And each group will speak according to their part. After that The final results of the first cycle learning process are as follows:

Table 1. Results of Writing Evaluation in Learning Cycle I

No	Score	Classification	D-Test		Cycle I	
			Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	0	0
2	8.6 – 9.5	Very good	0		2	5,55%
3	7.6 – 8.5	Good	5	13,8%	8	22,2%
4	6.6 – 7.5	Fairly good	9	25%	10	27,7%
5	5.6 – 6.5	Fairly poor	15	41,6%	7	19,4%
6	4.6 – 5.5	Poor	5	13,8%	5	13,8%
7	0 – 4.5	Very poor	2	5,55%	4	11,1%
Total			36	100	36	100

The results of the analysis of the student writing evaluation table in the first cycle found from 36 students the highest score 8.7 and the lowest score 4.5. With the detail there are 2 students who get the very good category with 5,55%, 8 students who got good category with 22,2% , 27,7% with fairly good category, 19,4% with fairly poor category, 13,8% with poor category and 11,1% with the very poor category. Based on this result we can compare with the D-test that collected before the media used, we can conclude that there is improvement from the pronunciation student ability, even it is not significant and still there is thing should be improve.

- c. Reflection (See)
Based on the results from cycle I, the researcher made such an reflection about the process that already done, and the researcher did an interview with some of student and found there are some reason why it was not improve significantly after using the English fairytale channel and decided to do cycle II.

Description of cycle II data

Cycle II is an improvement from cycle I. If cycle I has not fulfilled the purpose of

this study, which is to improve the pronunciation ability of students in speaking class with narrative text material. So that the purpose of this research can be achieved. The stages of cycle II are as follows:

a. Plan

The planning activities carried out are: Designing lesson planning based on the curriculum and arranged material of lesson planning based on the teaching of speaking. Designing the observation to observe the condition of learning process.

b. Do

Researcher presented the material. Researcher selected one of English fairytale content. The researcher selected fairytales story that not to long and it is familiar by the student. The researcher played the video three times. And, The researcher divided students in to some groups. And each group will speak according to their part. After that The final results of the first cycle learning process are as follows:

Table 2. Results of Writing Evaluation in Learning Cycle II

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	0	0	0	0
2	8.6 – 9.5	Very good	0		2	5,55%	7	19,4%
3	7.6 – 8.5	Good	5	13,8%	8	22,2%	13	36,1%
4	6.6 – 7.5	Fairly good	9	25%	10	27,7%	9	25%
5	5.6 – 6.5	Fairly poor	15	41,6%	7	19,4%	6	16,66%
6	4.6 – 5.5	Poor	5	13,8%	5	13,8%	2	5,55%
7	0 – 4.5	Very poor	2	5,55%	4	11,1%	0	0
Total			36	100	36	100	36	100

The results of the analysis of the student pronunciation ability evaluation table in cycle II found that there is significant result from the cycle 1, in cycle II there is no student who got the very poor category. The highest score is 9,0 and the lowest score 5,5.

c. Reflection (See)

Based on the analysis of the results of the second cycle of pronunciation evaluation, students experienced an increase in learning outcomes. And also the researcher interviewed some student to know their perception during this process and mostly they said the channel was help them a lot to improve their pronunciation ability in speaking class.

from the start of making a well-implemented lesson plan. (2) Learning process also takes an central role which the researcher should make sure that the student follow the lesson seriously, and how to make them focus, and to know their progress. (3) Reflection is also important to know what is our lesson plan weakness, we also can involve the student to know their perception too. Based on the conclusion of the application of English fairytale channel in English language learning in improving pronunciation skills in narrative text of class XI 10 SMA Negeri 9 Semarang, it is recommended for teachers.

4. CONCLUSION

Based on the results of research on improving students' ability to Improving students pronunciation in speaking class through English Fairy Tales channel at elevant grade of SMAN 9 SEMARANG in the Academic Year of 2023/2024) can be concluded as follows: (1) The preparatory steps that have been planned to carry out the research are going according to plan,

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