# THE USE OF YOUTUBE TO FACILITATE ENGLISH PRONUNCIATION LEARNING AT SMP MUHAMMADIYAH 2 TAMAN SIDOARJO: TEACHER'S AND STUDENTS' PERCEPTIONS THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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#### **ABSTRACT**

Sasmita, Adi . (2021). The Use of YouTube to Facilitate English Pronunciation Learning at SMP Muhammadiyah 2 Taman Sidoarjo: Teacher's and Students' Perception. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel Islamic University, Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Rizka Safriyani, M.Pd

Keywords: YouTube, Videos, Facilitate, English pronunciation learning

Nowadays, YouTube has become a popular web-based video streaming service used by many people including teachers and students. YouTube videos provide interesting content for students to learn English pronunciation. Thus, this study aims to investigate the teacher's perception of using YouTube videos to facilitate students' English pronunciation learning, to investigate the students' perception of using YouTube videos to facilitate students' English pronunciation learning and to investigate the procedure of using YouTube videos to facilitate English pronunciation learning. The subjects of this study were one English teacher of SMP Muhammadiyah 2 Taman Sidoarjo and 16 eighth-grade students of 8A International Class Orientation. The data for this study was gathered using a descriptive qualitative approach that included an interview and a questionnaire. The findings of using YouTube videos indicated positive perceptions from the teacher and students during English pronunciation learning. Both the teacher and the students received the benefits of the use of YouTube videos. The teacher could help students to remember the English words, varied learning experiences to the students, and helped students to improve their English pronunciation. Meanwhile, the students could enhance their English pronunciation. In addition to the benefits, this study found the challenges in using YouTube videos in facilitating English pronunciation learning. The challenge faced by the teacher was to search for videos that are suitable to the teaching topic. Other than that, some students had challenges in the form of the inadequate internet connection, experiencing blurry and unclear videos, feeling annoyed when the YouTube videos suddenly stopped and started continuously, the duration of YouTube videos, the use of YouTube videos, the device and the content of the videos. Furthermore, the procedures of using YouTube videos to facilitate English pronunciation ability are that teacher prepared the tools, played the YouTube videos, and asked students to practice the English pronunciation. This study concludes that the use of YouTube videos to facilitate English pronunciation learning provides benefits for both teacher and students and at the same time provides challenges for the teacher and students.

#### **ABSTRAK**

Sasmita, Adi . (2021). The Use of YouTube to Facilitate English Pronunciation Learning at SMP Muhammadiyah 2 Taman Sidoarjo: Teacher's and Students' Perception. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Rizka Safriyani, M.Pd

Kata Kunci: YouTube, Video, Memfasilitasi, Pembelajaran pengucapan Bahasa Inggris

Saat ini, YouTube telah menjadi layanan streaming video berbasis web yang populer digunakan oleh banyak orang termasuk guru dan siswa. Video YouTube menyediakan konten yang menarik bagi siswa untuk belajar pengucapan bahasa Inggris. Dengan demikian, penelitian ini bertujuan untuk menyelidiki persepsi guru tentang penggunaan video YouTube untuk memfasilitasi pembelajaran pengucapan bahasa Inggris siswa, untuk menyelidiki persepsi siswa tentang penggunaan video YouTube untuk memfasilitasi pembelajaran pengucapan bahasa Inggris siswa, dan menyelidiki prosedur menggunakan video YouTube untuk memfasilitasi pembelajaran pengucapan bahasa Inggris. Seorang guru Bahasa Inggris SMP Muhammadiyah 2 Taman Sidoarjo dan 16 siswa kelas VIII Orientasi Kelas Internasional 8A adalah subjek dari penelitian ini. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan wawancara dan kuesioner sebagai teknik pengumpulan data. Hasil penelitian ini menunjukkan bahwa penggunaan video YouTube dalam memfasilitasi pembelajaran pengucapan bahasa Inggris mendapat respon positif dari guru dan siswa. Baik guru maupun siswa mendapat manfaat dari penggunaan video YouTube. Guru dapat membantu siswa untuk mengingat kata-kata bahasa Inggris, memberikan pengalaman yang berbeda kepada siswa dan membantu siswa untuk meningkatkan pengucapan bahasa Inggris mereka. Sementara itu, para siswa dapat meningkatkan pengucapan bahasa Inggris mereka. Selain manfaat, penelitian ini menemukan tantangan dalam menggunakan video YouTube dalam memfasilitasi pembelajaran pengucapan bahasa Inggris. Tantangan yang dihadapi guru adalah mencari video yang sesuai dengan topik pembelajaran. Selain itu, siswa memiliki tantangan berupa koneksi internet yang kurang memadai, mengalami video yang buram dan tidak jelas, merasa terganggu saat video youtube tiba-tiba berhenti dan mulai terus menerus, durasi video youtube, penggunaan video youtube, perangkat dan konten video.. Selanjutnya, prosedur penggunaan video YouTube untuk memfasilitasi kemampuan adalah guru menyiapkan alat, memutar video youtube, dan meminta siswa berlatih pengucapan bahasa Inggris Penelitian ini menyimpulkan bahwa penggunaan video YouTube untuk memfasilitasi pembelajaran pengucapan bahasa Inggris memberikan manfaat bagi guru maupun siswa dan sekaligus memberikan tantangan bagi guru dan siswa.

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# LIST OF ABBREVIATION

CCAR Classroom Collaboration Action Research

**OER** Open Educational Resources

ICO International Class Orientation

EFL English as Foreign Language

**PPT** PowerPoint

ELT English Language Teaching



#### **CHAPTER I**

#### INTRODUCTION

The first chapter examines the justification of the reason for conducting this study, the research problems, and its objectives. In addition, it presents the importance of the study, its context and boundaries, and even the definitions of terms.

# A. Research Background

Nowadays, YouTube has become a popular web-based video streaming service used by many people. YouTube is a platform that provides many videos. According to Kelsey, YouTube allows people to upload their videos, produce a suitable tag of the video, write a caption for the video, write a comment in videos, seek the video, produce a video, provide many sources of information, and so on¹. Additionally, YouTube videos are one of the media that facilitate knowledge and information in learning. YouTube videos have become limelight since YouTube provides complete and beneficial information in learning for the teacher, the students, and so on. In facilitating learning, YouTube videos are useful in establishing English pronunciation ability since YouTube videos offer much information. Then, one of the learning media that is advantageous and recommended for English teaching and learning is YouTube videos. According to Watkin, using YouTube videos beyond the class or in the

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<sup>&</sup>lt;sup>1</sup> Hanan Gamal and Mohamed Ebedy, "Using Songs in YouTube to Enhance EFL Students' Pronunciation," *Semantic Scholar* 60 (2015).

classroom can assist students in learning English that covers listening, speaking, and pronunciation areas<sup>2</sup>. In addition, according to Wayan's statement, he explained that YouTube video builds improvement in pronunciation and develops ideas when using YouTube video<sup>3</sup>. Thus, YouTube facilitates students learning the English language in many areas, particularly in pronunciation anywhere, and anytime access YouTube.

Moreover, pronunciation ability is considered as an aspect to establish other skills, such as speaking skills. Therefore, pronunciation is crucial in establishing speaking skills to use the language in daily activity, any purposes, and factual context. According to Luoma, pronunciation is the standard and criterion of speaking that deals with pitch volume, intonation, sounds, speed pausing, and stress in words<sup>4</sup>. It shows that pronunciation gives a powerful way of determining the standard of speaking to be understood and used. According to Fraser, someone who speaks with correct pronunciation easy to comprehends the message although there is a small error in speaking sub-skills, for instance, vocabulary, grammar, and pragmatic, in contrast with someone who has poor pronunciation, it will

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<sup>&</sup>lt;sup>2</sup> Abdul Khaliq R Nasution, "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text," *Universitas Lancang Kuning, Pekanbaru, Utamax Journal* 1, no. 1 (2019): 29–33.

<sup>&</sup>lt;sup>3</sup> I Wayan Sastra Gunada, "Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill," no. June (2018).

<sup>&</sup>lt;sup>4</sup> Syamsudin, "Communication Strategies in Speaking Skill of EFL Learners," *Department of English Language and Letters, Faculty of Humanities, State Islamic University "Maulana Malik Ibrahim" of Malang, Indonesia* 7, no. 2 (2015): 1–16.

lead to miss understanding<sup>5</sup>. Hence, using correct pronunciation is needed to use the English language accurately and effectively.

In the practice of learning English pronunciation, learning this ability is a challenging thing because it is caused by many factors. The first language or native language is the cause of a common problem in English pronunciation. Supported by Brown's statement, he said that the most difficulties in pronunciation are native language as the main difficulty that affects pronunciation<sup>6</sup>. According to Nunan, in terms of pronunciation, the effect of the first language appears to be much greater<sup>7</sup>. Thus, the first language will cause students to face trouble in the pronunciation of certain words in which students cannot understand, produce or express the correct sound when they speak. Then, according to Nunan, at the classroom level, endeavors to teach English pronunciation have often tended to result in practices ranging from moderately eccentric to freakish such as practices that combine students' physical movements and gestures to communicate the language<sup>8</sup>. Other than that, according to Samsi's statement, people often talk rather than write, many teachers who teach English focus on reading activities, writing activities, grammar practices, overlook how to pronounce a correct word, how it affects speaking, and other abilities<sup>9</sup>.

<sup>&</sup>lt;sup>5</sup> Parlindungan Pardede, "Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach," *JET (Journal of English Teaching)* 4, no. 3 (2018): 143.

<sup>&</sup>lt;sup>6</sup> Dwi Warry Octaviana, "English Pronunciation Errors By Sundanese Speakers," *Sustainability* (Switzerland) (2019).

<sup>&</sup>lt;sup>7</sup> David Nunan, "Language Teaching Methodology: A Textbook for Teachers," 1991.

<sup>&</sup>lt;sup>8</sup> Ibid.

<sup>&</sup>lt;sup>9</sup> Samsi Rijal and Nurdiana Arifah, "Teaching Productive Skill Through Vark," *Jurnal Pemikiran Penelitian Pendidikan dan Sains* 5, no. 1 (2017).

Other than that, according to Gilakjani and Sabouri's statement, learning English pronunciation is overlooked in many EFL teaching and learning classrooms because pronunciation is an additional activity<sup>10</sup>. In addition, According to J. Harmer, many teachers have a limited attempt to give and teach English pronunciation and give little attention to it<sup>11</sup>. Thus, many students have difficulty pronouncing words because for some reasons the first language influences the pronunciation, focuses on textbook exercises and giving eccentric to bizarre practices, and overlooked pronunciation ability. Then, students hesitate to use their English speaking skills since they have a problem with pronunciation ability.

Further, there were previous studies that used YouTube videos toward the pronunciation ability area. First, two previous studies focused on improving students' pronunciation ability using a mixed-method. A study by Mulyani and Dewi Sartika about students' English pronunciation proficiency using YouTube<sup>12</sup>. The aim of their study was to discover the students' pronunciation ability before using YouTube video and after using YouTube video. Their result showed that there was an improvement from the pre-test to the post-test. Meanwhile, the other mixed-method study was conducted by Asri Purnamasari discussed how YouTube can be

<sup>&</sup>lt;sup>10</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "Why Is English Pronunciation Ignored by EFL Teachers in Their Classes?," *International Journal of English Linguistics* 6, no. 6 (2016): 195.

<sup>&</sup>lt;sup>11</sup> Jeremy Harmer, The Practice of English Language Teaching Fourth Edition, Cambridge: Pearson Longman, 2007.

<sup>&</sup>lt;sup>12</sup> Mulyani and and Dewi Sartika, "Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media," *Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media* 6, no. 2 (2019): 248–257.

used to enhance pronunciation in collaborative learning<sup>13</sup>. Her study sought to seek the ELF students' perception about the use of YouTube video to improve pronunciation in blended learning. The result of the study was a YouTube video that improves the English pronunciation ability in blended learning.

Second, three previous studies focused on using YouTube video to enhance pronunciation ability using experimental research. A study by Danu Herjuantoro and Syaifuddin L. Darmawan discussed about the influence watching YouTube video to the students' pronunciation ability<sup>14</sup>. Their research sought to ascertain the impact of using YouTube videos toward pronunciation ability. Their findings revealed that watching YouTube videos had a massive influence on pronunciation ability. Then, a study by Fibria Cahyani and Rina Rachmawati used experimental research. Their study discussed on use of YouTube clips in enhancing pronunciation skills of non-English division learners<sup>15</sup>. Their research aimed to determine the impact of YouTube videos on non-English division learners. The result of their study showed that YouTube can affect pronunciation of non-English major students. In addition, an experimental study by Musrafidin focused on using video to improve pronunciation ability<sup>16</sup>. His study

<sup>&</sup>lt;sup>13</sup> A Purnamasari, "What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment," *JET (Journal of English Teaching)* (2018): 205–215.

<sup>&</sup>lt;sup>14</sup> Danu Herjuantoro and Syaifudin Latif Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability" 1, no. 2 (2018): 1–12.

<sup>&</sup>lt;sup>15</sup> Rina Rachmawati and Fibria Cahyani, "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (2020): 83–95.

Musrafidin Simanullang, "The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training

attempted to know whether or not the use of video can significantly affect pronunciation. His study found that using an application video can significantly affect pronunciation accuracy of the students.

Third, a collaborative classroom action research by Eka Istiyani and Sri Murtiningsih focused on improving students' pronunciation through English with Lucy's YouTube video<sup>17</sup>. Their study aimed to improve the pronunciation of students. The result of their study was the use of Lucy's YouTube video can improve students' pronunciation. Furthermore, the six previous studies above focused on YouTube in improving pronunciation ability using students as the participants and as the research data.

Nowadays, there are six previous studies in the areas of YouTube videos toward pronunciation ability researched by researchers. The earlier studies focused on using YouTube videos to enhance students' pronunciation ability. Then, the previous studies used a mixed-method conducted by Mulyani and Dewi Sartika<sup>18</sup>, Asri Purnamasari<sup>19</sup>. Besides, an experimental study by Danu Herjuantoro and Syaifuddin L. Darmawan<sup>20</sup>, Fibria Cahyani and Rina Rachmawati<sup>21</sup>, and Musrafidin<sup>22</sup>. Whereupon, a

and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/," International Journal of English Literature and Social Sciences 3, no. 6 (2018): 1000–1007.

<sup>&</sup>lt;sup>17</sup> Eka Istiyani and Sri Murtiningsih, "Improving The Students' English Pronunciation Through English With Lucy Youtube Video," *Dialektika: Jurnal Pendidikan Bahasa Inggris* 8, no. 1 (2020): 69-79.

<sup>18</sup> Mulyani and and Sartika, "Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media."

<sup>&</sup>lt;sup>19</sup> Purnamasari, "What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment."

Herjuantoro and Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability."

<sup>&</sup>lt;sup>21</sup> Rachmawati and Cahyani, "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills."

CCAR by Eka Istiyani and Sri Murtiningsi<sup>23</sup>. In addition, most of the studies conducted tests for the research, and other studies focused on improving pronunciation ability using YouTube. Other than that, previous studies focused on obtaining students' information as to their research data rather than teacher's information. Then, previous studies don't have any data in a single method in descriptive qualitative method because the past studies only work in mixed-methods, experimental, and CCAR. Then, the previous studies focused on improving pronunciation ability using YouTube videos rather than the procedure using YouTube videos to facilitate the English pronunciation learning area. Moreover, based upon the phenomenon in this research, the researcher chooses the location because one teacher used YouTube videos in facilitating English pronunciation learning to the one class of eighth-grade students. Therefore, the location is a suitable location for this study. Thus, this study aims to investigate the teacher's and students' perception of the use of YouTube videos to facilitate English pronunciation learning and the procedure of using YouTube videos in facilitating English pronunciation learning. Moreover, this study uses a descriptive qualitative method that was not used in previous studies. As a result, this study investigates the teacher's and students' perception of the use of YouTube videos to facilitate English

<sup>&</sup>lt;sup>22</sup> Simanullang, "The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/."

<sup>&</sup>lt;sup>23</sup> Istiyani and Murtiningsih, "Improving The Students' English Pronunciation Through Nglish With Lucy Youtube Video."

pronunciation learning and the procedure of using YouTube videos in facilitating English pronunciation learning.

#### **B.** Research Question

Based on the study's background in the previous section, the problem was formulated as follow:

- 1. What are the teacher's perceptions of the use of YouTube videos to facilitate students' English pronunciation learning?
- 2. What are the students' perceptions of the use of YouTube videos to facilitate students' English pronunciation learning?
- 3. How does the teacher use YouTube videos to facilitate students' English pronunciation learning?

# C. Objective of the Study

From the background and the research question, the objectives of this study are:

- 1. To investigate the teacher's perception of the use of YouTube videos to facilitate students' English pronunciation learning.
- 2. To investigate the students' perceptions of the use of YouTube videos to facilitate students' English pronunciation learning.
- To describe the procedure of using YouTube videos to facilitate
   English pronunciation learning.

## **D.** Significance of the Study

The findings from this study are expected to benefit teachers, students, and researchers.

- This study can be an inspiration and reference for the teacher to
  use YouTube videos in English pronunciation teaching and
  learning in online and offline learning. Then, it can inform the
  development of English pronunciation, the benefits and the
  challenges of using YouTube in English pronunciation learning.
   Thus it hopes that other teachers can maximize the potential,
  minimize and overcome the unexpected thing and something
  lacking using YouTube videos to facilitate English pronunciation
  learning.
- 2. For future researchers, this study can be a reference in research since this research can confirm the other researchers' study related to the context of using YouTube videos toward English pronunciation learning. Then, this study can affirm the other theories associated with this area of using YouTube toward English pronunciation ability. Besides, this study can extend the use of YouTube in facilitating English pronunciation learning theory.

## E. Scope and Limitation of the Study

This study concentrates on the teacher's and students' perceptions of the use of YouTube videos to facilitate English pronunciation ability. Additionally, this study also concentrates on the procedure of using YouTube videos by the teacher to facilitate English pronunciation learning. This study limits the perception in terms of the improvement of students' English pronunciation ability, the benefits and the challenges of using YouTube videos to facilitate students' English pronunciation learning. This study takes place at SMP Muhammadiyah 2 Taman Sidoarjo.

In addition, this study limits the research to one English teacher who used YouTube videos to facilitate English pronunciation learning and one class of eighth-grade students who have taught using YouTube videos to facilitate English pronunciation learning. Moreover, there is only one English teacher and one class who taught using YouTube videos in English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo. This study will conduct research in 8A International Class Orientation academic year 2021/2022. The teacher uses two videos from Linguamarina YouTube channel and EFL YouTube channel. Furthermore, this research uses a qualitative data analysis technique from Creswell which consists of six stages. Those six steps are collecting, organizing, transcribing, coding, analyzing, and concluding the data<sup>24</sup>.

# F. Definition of Key Terms

To eschew misinterpretation and miscomprehension of the substance from several points in this research, the study defines several points and

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<sup>&</sup>lt;sup>24</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition, SAGE Publications*, 2014.

terms to provide the same interpretation and comprehension between the reader and the researcher.

#### 1. YouTube Videos

According to Hamid and Mulyana, YouTube videos are moving image that provides information<sup>25</sup>. YouTube videos enable the people who watch the videos to get information by watching the moving images. In this context, YouTube videos are defined as audiovisual media using the internet to facilitate English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo. In the practice of using YouTube videos to facilitate English pronunciation learning, the teacher used two YouTube channels from Linguamarina YouTube channel. The Linguamarina YouTube channel is Marina's YouTube account. The Linguamarina YouTube channel provides diverse and many language videos related English especially pronunciation learning.

#### 2. Facilitate

The process of assisting in the accomplishment of the goal is known as facilitate<sup>26</sup>. Facilitate means to make something easier by providing learning media (e.g YouTube videos). In this research, facilitation refers to giving YouTube videos as a media

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<sup>&</sup>lt;sup>25</sup> Farid Hamid U., Ahmad Mulyana, and Marissa Regina, "Motive, Meaning and Social Action of Youtube Content Creators in Indonesia," *Saudi Journal of Humanities and Social Sciences (SJHSS)* 3, no. 2 (2018): 230–239, http://scholarsmepub.com/.

<sup>&</sup>lt;sup>26</sup> Farkhi Faisol Hakim, "The Use of Telegram to Facilitate Students' Vocabulary Learning at Smp N 1 Surabaya," *UIN Sunan Ampel Surabaya* (2019): 55.

and facility to help students in learning English pronunciation.

# 3. Teacher's and Students' Perception

A teacher's perception is a teacher's opinion or mental representation regarding their professional roles that are formed by prior background knowledge and experiences, and affect their professional attitude<sup>27</sup>. Besides, the teacher's perception is a reflection in determining whether his teaching can provide benefits or even difficulties during teaching and learning activities based on what the teacher feels, hears, sees, and experiences<sup>28</sup>. According to Petegem and others, it is important to measure learning outcomes based on whether students perceive benefits or difficulties during learning and whether students perceive improvements in learning materials through students' perception<sup>29</sup>. Thus, teacher's and students' perception are the opinions of the teacher and student about something that is received through the senses during classroom activities. As a result, the perception in this study refers to both of the teacher and students. Teacher's perception in this context means the psychology of the teacher to reflect her idea and view point to think about the use of YouTube videos to facilitate English

<sup>29</sup> Ibid.

<sup>&</sup>lt;sup>27</sup> Parivash Mozafari and David Wray, "Iranian EFL Teachers' Perspectives on Their Use of ICT in Their Teaching Practices: A Multiple Case Study," *CEUR Workshop Proceedings* 1093 (2013): 57–64.

<sup>&</sup>lt;sup>28</sup> Karen Petegem et al., "Student Perception as Moderator for Student Wellbeing," *Social Indicators Research* 83, no. 3 (2007): 447–463.

pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo. Meanwhile, students' perception in this context means the psychology of the students to reflect their idea, attitude and view point to think about the use of YouTube video to facilitate pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo.

# 4. English Pronunciation

English pronunciation is the use of sound production to make a meaning in English communication<sup>30</sup>. Then, the manner a word is spoken is referred to as pronunciation. English pronunciation in this context is English language in which words are articulated and sounded by people. In this context are teachers and students at SMP Muhammadiyah 2 Taman Sidoarjo.

Further, in the practice of teaching English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo, the teacher integrated the English pronunciation teaching and learning with other English learning. During teaching English pronunciation, the teacher integrated English pronunciation learning with vocabulary learning.

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<sup>&</sup>lt;sup>30</sup> Siti Aminah, "Pronunciation: A Handbook For English Department Undergraduate Students," *Faculty of Letters and Humanities UIN Sunan Ampel Surabaya* (2014): 70–74.

#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

The chapter elaborates a review of existing literature for such topics and problems, as well as earlier studies that are relevant with this study.

#### A. Theoretical Framework

## 1. Learning Media for English Pronunciation

Learning media is a device used to convey educational materials and make it easier for students to achieve learning objectives<sup>31</sup>. The goal of learning media is to facilitate learning materials. Learning media can be used to learn English pronunciation. According to Safriyani, teaching media is vital in language teaching and can be used as a teaching tool to assist teachers in clearly explaining the materials<sup>32</sup>. As a result, teaching media are very useful for facilitating students' knowledge and understanding of learning material such as learning English pronunciation and how to pronounce English words properly and correctly. Learning media for English pronunciation is tools that can help students use their communication skills, particularly pronunciation in a factual context. There are many learning media that can be used to learn English pronunciation, such as pictures, diagrams, videos, television, and others.

<sup>&</sup>lt;sup>31</sup> E. Marpanaji, M. I. Mahali, and R. A.S. Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants," *Journal of Physics: Conference Series* 1140, no. 1 (2018).

Rizka Safriyani, "An Analysis of the English Teachers' Ability in Creating Online Teaching Media at Surabaya and Sidoarjo Islamic Senior High Schools," *Journal of English Teaching Adi Buana* 01, no. 01 (2016): 77–91.

In addition, there are various learning media used to facilitate English pronunciation learning. According to Marpanaji, Mahali, and Putra, text, audio, visual, motion, real object, and human are the six types of learning media<sup>33</sup>. First, text is a type of learning media that is used to convey learning material in written form, such as books, whiteboards, posters, and comic books. Second, audio is a device that can be listened in order to convey learning material, such as songs, podcast, voice recorder, human voice dialogue, radio, and many others. Third, visuals are tools that students can see, such as maps, pictures, diagrams in a poster, graphics, photographs of objects, and so on. Fourth, motion is a device that is used to convey learning material in the form of movement or a combination of audio-visual media such as movie, animation, YouTube videos, videotape presentations, business conferencing, television programs, and others. Fifth, the real object is learning media in three dimensions that students can touch and hold, such as foods, furniture, and other objects. Sixth, humans are media used to convey the learning media and it can be teachers and students. As stated by Safriyani, there are three types of teaching media: audio media, visual media, and audio visual media and teaching media can take the form of a textbook, a computer, an audio, a song, a movie, a podcast, a video, a picture, a newspaper, and many other things<sup>34</sup>. As a result, the various types of learning media can assist the teacher in

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<sup>&</sup>lt;sup>33</sup> Marpanaji, Mahali, and Putra, "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants."

<sup>&</sup>lt;sup>34</sup> Safriyani, "An Analysis of the English Teachers' Ability in Creating Online Teaching Media at Surabaya and Sidoarjo Islamic Senior High Schools."

providing a variety of learning experiences for the students in learning English pronunciation, allowing the students to more easily understand the materials and avoid boredom.

## 2. YouTube Videos as Learning Media for English Teaching

YouTube is a web-based video that provides many videos. YouTube enables people to watch videos, download videos, and share videos. According to Kelsey, YouTube allows people to upload videos, produce suitable tags that are relevant to the content of the video, write a description for the video, enables the people to write a comment in the videos, subscribe to favorite YouTube channel, seek other videos, watch the video by writing the title or the keyword, produce a video reaction and so on<sup>35</sup>. Hence, YouTube is a multipurpose platform that provides various functions that allow people to search their favorite video, produce their video to others, give a fascinating caption to the video, react to others' video, and so on. Thus, people can utilize YouTube to search videos according to their needs and search videos that are relevant to their interest by writing titles or keywords. People can easily upload their videos; respond to others' videos that they have watched, and many more.

Educational YouTube videos are videos that can be resources to facilitate learning. According to Martinho and Pinto, YouTube is categorized as part of open educational resources (OER) since YouTube provides video with educational resources known as educational video

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<sup>&</sup>lt;sup>35</sup> Hanan and Gamal Mohamed Ebedy Ebedy, "Using Songs in YouTube to Enhance EFL Students' Pronunciation," *Occasional Papers in the Development of English Education* 60, no. 2 (2015).

through communication and information technology<sup>36</sup>. Dantoni, Savage, and Unesco define open educational resources as digital material that provides openly and freely information and knowledge to educators, students, and people at all levels of education<sup>37</sup>. Meantime, based on Syaifudin, documents and media which are available publicly that can be used in teaching, learning, and perhaps even research are known as open educational resources<sup>38</sup>. Therefore, educational YouTube videos are suitable for teaching and learning because it's classified to open educational resources that consist of documents and media that provide materials and knowledge in the form of communication and information of technology which are freely available. Consequently, teachers and other people can utilize educational YouTube videos to facilitate learning material. Above all, educational YouTube videos provide information, knowledge, and material related to education resources that are beneficial for teachers, students, and many people.

In practical use, YouTube videos are often used to teach English. Using YouTube videos during English teaching and learning plays an essential role in assist the students comprehend the English lesson better. When teachers use YouTube videos as a medium in the learning situation, it will give a better comprehension toward students' understanding in

<sup>&</sup>lt;sup>36</sup> Mariana Martinho and Marta Pinto, "Scholars' YouTube Channels: Content Analysis of Educational Videos," *Internet Latent Corpus Journal* 2, no. 2 (2012): 76–90.

<sup>&</sup>lt;sup>37</sup> Ichda Sholikhatun Nisa, "Student's Perception Towards the Implementation of YouTube Song Video Content for Learning English Song Lyric," *University of Muhammadiyah Gresik* (2020): 60–73.

<sup>&</sup>lt;sup>38</sup> Mokhamad Syaifudin, "Open Educational Resources," *IJET* (*Indonesian Journal of English Teaching*) (2016): 1–14.

English learning. Students will readily understand English learning materials when they use YouTube videos as their media to learn. Additionally, learning through YouTube videos could be fun and interesting for teaching and learning who want to try something different than English textbooks and cassette tapes for listening. The teaching will be engaging since the videos provide interesting audiovisual and different learning experiences that the language can be heard directly by the students.

Additionally, YouTube video is fruitful to develop language skills<sup>39</sup>. YouTube video facilitates students to learn English since YouTube video provides much information to learn about English skills such as pronunciation ability and develop students' English proficiency. Moreover, YouTube video is one of the effective platforms because it sustains and promotes the teachers and the students throughout classroom teaching and learning. Consequently, students can learn many aspects of English skills through YouTube videos since it contains videos and information that can support students' needs in learning English. YouTube videos offer knowledge about English as time students explore and utilize YouTube videos to learn.

Since YouTube videos provide a lot of information, it can be used as learning sources to learn English pronunciation correctly. From YouTube videos, students can learn how to pronounce a correct word by watching

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<sup>&</sup>lt;sup>39</sup> Mahadhi Hasan et al., "The Use of Youtube Videos in Learning English Language Skills At Tertiary Level in Bangladesh," *Infrastructure University Kuala Lumpur Research Journal* 6, no. 1 (2018).

and listening to the YouTube videos. Then, students can imitate and practice the English language based on what they have watched and heard in the YouTube videos. Since the students can feel the real of English use and the way to pronounce the vocabulary directly from the native speakers in the YouTube video, its use of YouTube videos provides learners with a new and different educational learning and practice English pronunciation ability<sup>40</sup>. Ultimately, YouTube can help students to learn English pronunciation correctly by watching and listening to the YouTube videos.

# 3. YouTube Videos as Media to Teach English Pronunciation Learning

YouTube videos can be valuable sources to teach English pronunciation when the teachers use and integrate YouTube videos into the classroom teaching and learning. The teacher can incorporate YouTube videos to teach English pronunciation by implementing relevant YouTube videos to students' needs, interests, and levels of proficiency. In addition, integrating YouTube videos with educational aspects is considered as an encouragement to students to get a better acquisition of English pronunciation better because it contains supporting information about English pronunciation as a part of educational aspects used to teach and learn. Moreover, using YouTube videos to teach English pronunciation

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<sup>&</sup>lt;sup>40</sup> Mulyani and and Sartika, "Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media."

<sup>&</sup>lt;sup>41</sup> Olga V. Anisimova et al., "Integration of Internet Tools to Enhance Pronunciation Skills: Effectiveness of Educational Content on YouTube," in *Lecture Notes in Networks and Systems*, vol. 131, 2020.

refers to teaching the accuracy in saying words in the English language using YouTube videos. The students must say a word accurately based on correct English pronunciation. In this context, the teacher uses YouTube videos to facilitate English pronunciation learning.

One of the YouTube videos to facilitate English pronunciation is the Linguamarina English pronunciation video. The Linguamarina English pronunciation video shows the students how to pronounce words, phrases, and sentences correctly and slowly. Other than that, the videos show how to spell, how to use correct intonation, how to stress the word and asks the viewers to try to pronounce the word. Hence, the students can imitate and practice the English pronunciation based on what they watch through the sound, the intonation, the stress, and the spelling of the native speaker. On some occasions, the native speaker slows down and repeats the pronunciation so that the viewer can imitate and practice the pronunciation. Same as Linguamarina, the ETJ video shows the viewer how to differentiate the sound and repeat the English pronunciation<sup>42</sup>. Hence, using YouTube videos to teach English pronunciation can give students real experience pronouncing words, phrases, and sentences. Therefore, the integration of YouTube videos provides powerful impacts on English pronunciation teaching and learning that give positive outcomes.

<sup>&</sup>lt;sup>42</sup> Ibid.

Furthermore, in using YouTube videos as media to facilitate English pronunciation learning, there are procedures for using YouTube videos in English pronunciation learning. The procedure for using YouTube videos to aid English pronunciation lessons is ways or steps to use YouTube videos during English pronunciation learning. Berk mentioned there are essential procedure to use videos in the classroom, the procedures of using video in the classroom are:

- a. Select a particular YouTube video that will provide the content or to demonstrate materials, examples, and concept.
- b. Create detailed guidance or group discussions for students so students recognize what to do, perceive, and also look for. For instance, what is the purpose of the video? Make it crystal clear to the pupils. When one video is being shown in a lesson, there seems to be usually no precise instruction on what the learners know from the video or what they will do next. This subject must be well in order to assist students achieve their learning objectives.
- c. Introduce the video briefly to reaffirm the purpose. Providing information concerning what students need to follow and watch is an essential step in activating their foreknowledge and assisting them in the phase of grasping the material and information.
- d. Start and watch the video. While starting to play video, teachers must help students focus on what they are watching.

- e. Pause or stop the video at several sections or anywhere to emphasize the knowledge or rewind the video for a detailed activity. It will be effective in guiding students to comprehend what they learn.
- f. Take a moment to reflect on what was demonstrated. This activity is extremely useful for collecting information related to the students' comprehension of what they have watched.
- g. Designate a productive learning activity to allow students to engage with the video's specific questions, issues, or concepts. Last point is the most vital. The lessons will be ineffective if the educators do not make preparations for what the students and teachers will be doing during class. Teachers need to provide follow-up activities for students to participate in high-dimensional feature oral practice, such as discussion, debate, and role playing <sup>43</sup>.

In addition to the Berck, the similar steps of using videos in the whole lesson are also stated by Harmer<sup>44</sup>. The teachers may begin the sequence with a discussion on which of the following kinds of schools students might prefer to attend or send their kids to, or even why. Teachers may then check pupils' knowledge by assigning them a prediction exercise based on what they will see. The students then watch and listen to the videos. Before leaving the video, teachers can rewind and select specific

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<sup>&</sup>lt;sup>43</sup> Ronald A. Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom," *International Journal of Technology in Teaching and Learning* 7, no. 2 (2009): 1–21

<sup>&</sup>lt;sup>44</sup> Jeremy Harmer, "The Practice of English Language Teaching (3rd Edition)" (Harlow, United Kingdom: Pearson Education Limited, 2001).

uses of language to ensure the students' understanding. Following the viewing, teachers can engage students in a variety of activities such as discussing pros and cons, writing a review, role-playing, writing letters, and so forth<sup>45</sup>.

# 4. The Benefits of Using YouTube Videos in English Pronunciation Learning

The use of YouTube videos in English pronunciation learning provides various advantages. According to Harmer, there are four primary benefits toward using clips in language learning, it consist of language use, cross-cultural understanding, the power of formation, and motivation<sup>46</sup>.

- a. Seeing language in use. The essential benefit of using video is students do not only listen to the language in the video, they can see and practice it. The use of video aids students' comprehension because in the video there are expressions, gestures, and other visual clues. Thus, viewers can observe pronunciation, intonation, facial expression. In addition, all the paralinguistic features provide precious meaning guidance and assist viewers to learn the language aspects in video.
- b. Cross-cultural awareness. The video enables students to look beyond the classroom for instance the British accent, American accent, how the American speaks to certain people, how Americans

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<sup>&</sup>lt;sup>45</sup> Ibid.

<sup>46</sup> Ibid.

dress, how British people talk to older people and many more and many more.

- c. The power of creation. When students try to make a video, they will learn creativity and provoke communicative use of English language.
- d. Motivation. The use of video will increase students' interest in learning language. Students are interested to learn since they can listen to the language and it gives a real experience in learning language.

# 5. The Challenges of Using YouTube Videos in English Pronunciation Teaching and Learning

In integrating YouTube videos in the classroom, the challenges might appear when using YouTube videos to facilitate English pronunciation learning because of some problems. According to Harmer, there are several problems appear when using YouTube videos in English teaching and learning, the problems of using videos in language learning are<sup>47</sup>:

a. The nothing new syndrome can have an effect on the efficiency through using YouTube clips in the classroom. It tends to happen since the teacher is unable to accommodate the teaching-learning process in a more interactive way, thus the students believe utilizing YouTube videos are just like other familiar educational activities.

<sup>&</sup>lt;sup>47</sup> Ibid.

- b. Low-quality video seems to be another factor that affects the efficiency of using video in the classroom; for instance, students may struggle to visualize how well the language will be used in actual communication contexts.
- c. Inadequate display conditions could decrease the efficacy of using YouTube clips. During using YouTube clips in class, the teacher must verify that the classroom environment allows learners to watch the videos vividly. For some cases, the video is definitely tried to bring into the school, regardless of the condition's qualifications in the class.
- d. A "stop and start" method during using YouTube clips could struggle to pique the pupils' interest in learning since the teacher is unsure how to implement the technique.
- e. The duration of the YouTube clips used during the classroom must be estimated. It won't work if the video duration is too long, and students could feel sleepy and grow bored.
- f. Technical issues may arise throughout whether it is in the preparation of the videos, when using the videos and after using the videos. The teacher and students must be aware of their connection, the device, and even the tools used in learning. Therefore, the teachers and the students must become acquainted with all the things that will be used to facilitate student learning<sup>48</sup>.

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<sup>&</sup>lt;sup>48</sup> Ibid.

Furthermore, Harmer adds the danger challenges of English language learning videos are that the videos have poor production, the inauthentic language use, the unsophisticated videos that which causes students to have difficulty understanding the videos<sup>49</sup>.

# 6. English Pronunciation

English pronunciation is a vital ability of the English language, especially in daily conversation. Pronunciation refers to the way humans enunciate words<sup>50</sup>. The way humans pronounce the words when they start to communicate it will build and produce a sound. In line with Yates, pronunciation is a production of sounds used to convey a meaning<sup>51</sup>. As a result, pronunciation is the way a speaker produces a sound, and it is utilized to convey meaning. Pronouncing the word will assist people to comprehend the value and the meaning of communication. To understand the word and meaning when communicating, the speaker should have correct pronunciation. English pronunciation is the fundamental aspect of the English language as a part of communication, and correct pronunciation is needed. The speaker should improve English pronunciation to avoid difficulty in understanding communication. Therefore, it is crucial to have correct pronunciation to understand the meaning when the speaker communicates with others.

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<sup>&</sup>lt;sup>19</sup> Ibid

<sup>&</sup>lt;sup>50</sup> Hidayatullah, M. S., "Improving Students' Pronunciation through Western Movie Media (A Classroom Action Research at 4th Semester in English Education of IAIN Sultan Amai Gorontalo)," *Journal al-Lisan* 3, no. 1 (2018): 93–111.

<sup>&</sup>lt;sup>51</sup> Pourhosein Gilakjani and Sabouri, "Why Is English Pronunciation Ignored by EFL Teachers in Their Classes?"

Further, English pronunciation consists of the production of articulation, and every sound of words, phrases, and sentences with correct stressing, spelling and intonation <sup>52</sup>. Intonation is a voice that can go down and go up in the tone of the pitch. Then, spelling is an attempt to spell letter arrangement accurately. Meanwhile, stress refers to how someone uses syllables in pronouncing words. Moreover, English pronunciation involves those aspects that people should learn to make other people understand when communicating. It lines with Hanan's statement that said pronunciation is a prior area, and someone who has correct pronunciation is more acceptable and understood even if someone makes a mistake in other language areas. Therefore, the stressing, spelling, and intonation are fundamental because they influence the sound result. Consequently, having good pronunciation is helpful in communication. Moreover, good articulation of the English language can assist people in regular interaction and intelligibility. So, pronunciation becomes a crucial part of communication because pronunciation affects the understanding of the words, phrases, and sentences spoken in daily communication.

#### 7. Teacher's and Students' Perception

Every person has unique ways of feeling and thinking about something in this life that is called perception. Perception is an interpretation of any information or output from the social environment so a human can

52 Ebedy, "Using Songs in YouTube to Enhance EFL Students' Pronunciation."

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understand the meaning<sup>53</sup>. Then, Slameto defines perception as involving information received and got in human life through human senses<sup>54</sup>. Additionally, Aryana defines perception as a process of interpreting information that humans obtain through the senses, and its information will send to the brain that humans can respond<sup>55</sup>. Thus, perception is an interpretation from the result of receiving and obtaining information through the human senses and then enters the brain to understand the meaning.

Further, the perception in this latest research is the teacher's and students' perception. A teacher's perception, as stated by Maba, is an opinion of the teacher from the information obtained through the sense concerning the academic experience affected by the feeling and belief<sup>56</sup>. According to Petegem and others, it is important to measure learning outcomes based on whether students perceive benefits or difficulties during learning and whether students perceive improvements in learning materials through students' perception<sup>57</sup>. Furthermore, the teacher's perception is a reflection in determining whether his teaching can provide benefits or even difficulties during teaching and learning activities based

<sup>53</sup> Sandra Alvarado et al., "Sensation and Perception: A Unit Lesson Plan for High School Psychology Teachers," National Standards for High School Psychology Curricula (2011): 1-46.

<sup>&</sup>lt;sup>54</sup> Septyan Wahyu Adhitama, "Persepsi Siswa Kelas Viii Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten," *Nusa* 5, no. 1 (2016): 1689–1699.

<sup>55</sup> Ony Bekti Aryana, "Persepsi Siswa Kelas Iii Dan Iv Di Sd Negeri Panginan Kecamatan Temon

Kabupaten Kulon Progo Mengenai Kesehatan Pribadi," Universitas Negeri Yogyakarta (2015).

<sup>&</sup>lt;sup>56</sup> Wayan Maba, "Teacher's Perception on the Implementation of the Assessment Process in 2013 Curriculum," International journal of social sciences and humanities 1, no. 2 (2017): 1–9.

<sup>&</sup>lt;sup>57</sup> Petegem et al., "Student Perception as Moderator for Student Wellbeing."

on what the teacher feels, hears, sees, and experiences<sup>58</sup>. Thus, teacher's and students' perception are the opinions of the teacher and student about something that is received through the senses during classroom activities. Then, perception in this context means the psychology of teacher and students to reflect their idea and viewpoint to think, see, and hear about the use of YouTube videos to facilitate English pronunciation learning. Hence, to know the teacher's and students' perception, this study focuses on teacher's and students' perception of their experience, opinion, and their feeling on using YouTube videos to facilitate English pronunciation learning. Thus, perception allows us to think about something or experience that we have known because it involves events that already happened in life.

# a. Types of Perception

There are types of perception in classifying the teacher's and students' perceptions. According to Irwanto, the kinds of perception are positive perception and negative perception<sup>59</sup>. Positive perception deals with evaluating information that interprets positively. According to Irwanto, positive perception can be seen through the response that shows agreement. Moreover, positive perception is when the teacher and students answer the interview and questionnaire positively. Positive perception occurs when someone agrees with positive

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<sup>58</sup> Ibid

<sup>&</sup>lt;sup>59</sup> Ayu Mahreda, "Students' Perception Toward Business English Elective Subject At English Language Education Department In University Of Muhammadiyah Malang," *Universitas Muhammadiyah Malang* 549 (2017): 40–42.

information such as information that shows positivity, convenience, interest, excitement, improvement, and many more. As a result, positive perception appears when someone shows agreement in positive information or statements. Moreover, in this context, if teacher and student have positive perception they agree to the positive information such as agreeing that YouTube videos give advantages in English pronunciation learning.

Meanwhile, negative perception is perception that identifies information negatively or as inappropriate for such object of been perceived<sup>60</sup>. In another statement, negative perception results from humans evaluating anything around them in a negative way. Then, in negative perception, someone will refuse and deny whatever perceived effort. Therefore, in this context, if the teacher and student have a negative perception, they will disagree with the statement in a negative way such as disagree about the advantages of using YouTube videos in English pronunciation learning. In addition, when teachers and students have a negative response, they will answer negative responses such as feeling bored, difficult to understand, feel confused, not excited, and many more.

Further, the positive and negative responses also can be seen when the teacher and students state the idea, opinion, and feeling when they answer interview questions. The negative response also can be seen

<sup>60</sup> Ibid.

when students express their thoughts or feelings in response to interview questions.

# b. The Importance of Teacher's Perception

Teacher's perception is critical in developing the betterment of English language teaching and learning. Nurhayati stated that a teacher's perception is a fundamental aspect that influences language learning to be reviewed<sup>61</sup>. Through the teacher's perception, the teaching and learning can get better since the teacher can assess their teaching model, the media being used during the teaching process, and the outcomes that students received. By that, the teacher will know the aspect that needs improvement, and the element should be maintained to achieve the lesson's goals. Hence, the teacher's perception can evaluate the procedure of using YouTube videos to facilitate English pronunciation learning and evaluate certain aspects concerned of using YouTube videos to facilitate English pronunciation learning.

# c. The Importance of Students' Perception

The students' perception is crucial in developing the betterment of English language teaching and learning. According to Cen and Hoshower, student's perception is an essential aspect to assess and measure the effectiveness of teaching and learning<sup>62</sup>. Through the student perception, the teaching and learning can be measured through

<sup>&</sup>lt;sup>61</sup> Farida Keni Nurhayati and Sri Samiati, "Teachers Perceptions Toward The Implementation Curriculum 2013" 2 (2018): 86-97.

<sup>&</sup>lt;sup>62</sup> Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation," Carfax Publishing 28, no. 1 (2003).

the students' outcomes such as by students' understanding, ideas, opinion, and many more. It aligns with Petegem's statement, student perception is substantial to ensure the teaching and learning outcome and provide a better evaluation to the teaching and learning for the teacher can see the effectiveness of teaching and learning through the students' perspective. Further, student perception is meaningful since it is crucial in developing the betterment and provides better evaluation of English language teaching and learning. Thus, in this context, the student's perception is vital since it can evaluate the procedure of the teacher in using YouTube videos facilitating English pronunciation learning and aspects of the use of YouTube videos to facilitate English pronunciation ability.

#### **B.** Previous Studies

Currently, there are six previous studies using YouTube videos toward the pronunciation ability area. The first previous study related to this research was by Asri Purnamasari<sup>64</sup>. This research focused on gaining information on the students' perception about implementing YouTube videos to increase pronunciation in blended learning activities. The research was conducted at the university level. The researcher used questionnaires as a data collection technique. The result showed that YouTube videos can improve the pronunciation of students.

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<sup>&</sup>lt;sup>63</sup> Karen Petegem et al., "Student Perception as Moderator for Student Wellbeing," *Social Indicators Research* 83, no. 3 (2007): 447–463.

<sup>&</sup>lt;sup>64</sup> Purnamasari, "What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment."

The second previous study was by Rina Rachmawati and Fibria Cahyani<sup>65</sup>. This study focused on determining whether YouTube video affects the students or not. This study used tests and observation to obtain the data. The result showed that there were positive indications that YouTube videos affect students' pronunciation skills.

The third previous study was by Musrafidin<sup>66</sup>. This research focused on knowing whether the use of video can affect the pronunciation ability of students or not. This research used an experimental research design. Other than that, there was an improvement in pronunciation ability since the post-test score was higher rather than the pre-test score. Above all, this research concluded that there were significant improvements in students' pronunciation ability.

The fourth previous study was by Danu Herjuantoro and Syaifuddin L. Darmawan<sup>67</sup>. This study focused on finding the influence of YouTube videos on students' pronunciation ability. The data collection of this study was pretest and post-test. This study revealed an improvement that can be seen from the average of students' scores in the post-test.

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<sup>&</sup>lt;sup>65</sup> Rachmawati and Cahyani, "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills."

<sup>&</sup>lt;sup>66</sup> Simanullang, "The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/."

<sup>&</sup>lt;sup>67</sup> Herjuantoro and Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability."

The fifth previous study was by Mulyani and Dewi Sartika<sup>68</sup>. This research focused on improving pronunciation by offering technology-based media in pronunciation learning to junior high school students. This study used a mixed-method research design. This study revealed that YouTube media improve students' pronunciation ability.

The sixth previous study was by Eka Istiyani and Sri Murtiningsih<sup>69</sup>. This research focuses on improving students' pronunciation ability using Lucy's YouTube Video. The method of this study was classroom action research using oral test, observation, questionnaire, and documentation. This study revealed an improvement in the students' pronunciation ability after using Lucy's YouTube video.

Furthermore, the previous studies in the area of YouTube toward English pronunciation ability focused on improving students' pronunciation ability using tests. Other than that, previous studies lack data in a single method in a descriptive qualitative method because the past studies only work in mixed-methods, experimental, and CCAR. Then, the previous studies focused on improving pronunciation ability using YouTube rather than the procedure using YouTube to facilitate English pronunciation learning.

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<sup>&</sup>lt;sup>68</sup> Mulyani and and Sartika, "Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media."

<sup>&</sup>lt;sup>69</sup> Istiyani and Murtiningsih, "Improving The Students' English Pronunciation Through Nglish With Lucy Youtube Video."

#### **CHAPTER III**

#### **METHOD**

The chapter presents some aspects of methodology. It presents the method, subject and location of the research, data and data source, data collection technique, research instrument, technique of data analysis, data validity, and research steps.

#### A. Research Design

The current research uses a descriptive qualitative research design. The qualitative research design develops a detailed and deep understanding of a phenomenon <sup>70</sup>. It shows that qualitative research design formulates to investigate a phenomenon in very depth and detailed understanding. In addition, qualitative research concentrates on comprehending the phenomenon by focusing on the perspective of the subjects <sup>71</sup>. Therefore, this research describes a deep and detailed understanding of the use of YouTube videos to facilitate English pronunciation ability by investigating teacher's and student's perception. Thus, it can describe a deep and detailed understanding of the phenomenon by seeking teacher's and student's perception.

Then, the descriptive qualitative method allows the experience, ideas, perception, activities to be thoroughly explored and comprehended. This present study uses a descriptive qualitative design since the aims of this

<sup>&</sup>lt;sup>70</sup> John W. Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, PEARSON, vol. 5, 2012.

<sup>&</sup>lt;sup>71</sup> Donald Ary et al., Introduction to Research in Education, Wadsworth Cengage Learning, Wadsworth, Cengage Learning, 2010.

study is to investigate the teacher's perception of using YouTube videos to facilitate English pronunciation learning, students' perception of the use of YouTube to facilitate English pronunciation learning, and the procedure to use YouTube videos to facilitate English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo in-depth and detailed understanding. Further, the research data will be described throughout the set of words, phrases, and sentences in order to explain the result of this study. Hence, according to the aim, the descriptive qualitative research design is suitable for this research.

### B. Research Subjects and Setting

The location of SMP Muhammadiyah 2 Taman is at Belakang Pasar Lama Street No. 135, Sepanjang, Taman, Bebekan, Sidoarjo. It investigates the teacher's perception of using YouTube videos to facilitate English pronunciation learning, students' perception of the use of YouTube videos to facilitate English pronunciation learning, and the procedure of using YouTube videos to facilitate English pronunciation learning.

Then, the subject in this research is one English teacher who used YouTube videos to facilitate English pronunciation learning. The other subjects of this research are sixteen eighth-grade students who taught by using YouTube to facilitate English pronunciation learning. The subjects of this research are chosen since in this school there is one English teacher who has used YouTube videos in English pronunciation learning and one

class of eighth-grade students that have taught using YouTube videos in English pronunciation learning. The English teacher provides information about her experience concerning the procedure when using YouTube videos to facilitate English pronunciation learning and the perception of the use of YouTube videos to facilitate English pronunciation learning. Moreover, the sixteen eighth-grade students provide information about their perceptions toward the use of YouTube videos to facilitate English pronunciation learning. Besides that, the researcher chooses the school and the subjects because it's suitable for the research criteria. The criteria in this research are a teacher who has used YouTube videos to facilitate English pronunciation learning and students who were taught using YouTube videos in English pronunciation learning. Furthermore, there is only one English teacher who has used YouTube videos to facilitate English pronunciation learning and one eighth-grade class who have taught using YouTube in English pronunciation learning. Other than that, the researcher recruited research subjects by asking them whether or not they have used YouTube videos to learn English pronunciation. Furthermore, as stated by the teacher, the teacher and a class of 16 eighth grade students have used YouTube videos in class to learn English pronunciation. As a result, the researcher recruited the teacher and students as research subjects for this study. Consequently, the teacher and students of SMP Muhammadiyah 2 Taman Sidoarjo are suitable with the criteria of the research subject and setting.

#### C. Data and Source of Data

In research, data and its sources of data are crucial since it will lead to the result of the research. However, to obtain the data, it must be relevant to the research problem of the study. Hence, referred to the research question, this research uses descriptive qualitative data. There are diverse ways for obtaining the data and determining the source of data in the research. According to Ary, descriptive qualitative data deals with words and pictures instead of statistics and numbers. It can be obtained in an interview, quotes from the document, field notes, questionnaire, and electronic communication<sup>72</sup>. As a result, the teacher's perception serves as the data for answering the first research question. The other data for answering the second research question is the students' perception. Subsequently, to answer the third research question is the procedure to use YouTube videos to facilitate English pronunciation learning.

The source of data is certain subjects of the research from whom the information can be gathered. The data source comes from teachers and students. The researcher selected one teacher and 16 eighth-grade students by purposive sampling. Purposive sampling is choosing the people deliberately who can provide best information about the phenomenon<sup>73</sup>. The criteria for purposive sampling are a teacher who has used YouTube videos to facilitate English pronunciation learning and students who have

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<sup>&</sup>lt;sup>72</sup> Ibid.

<sup>&</sup>lt;sup>73</sup> John W Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, PEARSON: University of Nebraska, 2012.

taught using YouTube videos in their English pronunciation ability learning. The data to answer the first research question is one English teacher. Meanwhile the data for the second research question is 16 eighthgrade students. To strengthen the data of the second research question, the researcher interviews the five eighth-grade students from 16 eighth-grade students by selecting them using purposive sampling. The five eighthgrade students are chosen since they can give the best information regarding the phenomenon and the five selected students are students who get the best grades and are most active in class activities. Moreover, the data for the third research question is one English teacher and five eighthgrade students. The five eighth-grade students will strengthen the data for the third research question since the five eighth-grade students are most active and get higher scores in classroom activities.

# D. Data Collection Technique

To collect data for this study, two types of data collection techniques are used: an interview and a questionnaire.

Table 3.1 Data Collection Technique

No	Research	<b>Data Collection</b>	Source of Data	Data
	Question	Technique		
1	What are the	Interview	One English	Teacher's
	teacher's		teacher	perception
	perceptions of			
	the use of			
	YouTube videos			
	to facilitate			
	students'			
	English			
	pronunciation			

	learning?			
2	What are the	1. Questionnaire	1. 16 eighth-	Students'
	students'	2. Interview	grade students	Perceptions
	perceptions of		2. Five eighth-	
	the use of		grade students	
	YouTube videos		to strengthen	
	to facilitate		the data	
	students'			
	English			
	pronunciation			
	learning?			
3	How does the	Interview	1. One English	The
	teacher use		teacher	procedure
	YouTube videos		2. Five eighth-	of using
	to facilitate	/ -	grade students to	YouTube
	students'		strengthen the	videos to
	English	*2*	data	facilitate
	pronunciation	4 h		English
	learning?			pronunciati
				on learning

Based on the table above, first, the researcher used interview to obtain the answer of the first research question by interviewing the teacher about teacher's perception of the use of YouTube videos to facilitate English pronunciation learning. Second, the researcher used questionnaire to collect the answer of the second research question by spread the Google Form questionnaire to the 16 eighth-grade students. The researcher also used interview to strengthen the data of second research question by interviewing five eighth-grade students of 16 eighth-grade students using purposeful sampling. The five eighth-grade students were selected since they can strengthen the information and give the best information regarding the students' perceptions of using YouTube videos to facilitate English pronunciation learning. In choosing the five eighth-grade students,

the English teacher helped the researcher to choose the students that can provide the best information since the five students are the most active students and have higher scores in English pronunciation learning using YouTube videos. Thus, the five eighth-grade students could complement the information that is needed by the researcher. Further, the researcher used interviews to collect the answer of the third research question about the procedure of using YouTube in facilitating English pronunciation learning by interviewing one English teacher. In addition, the researcher also interviewed the five eighth-grade students of 16 eighth-grade students to strengthen the answer of the third research question. The five eighth-grade students were chosen based on the most active students in class and have higher scores during English pronunciation learning using YouTube videos thus they can help to strengthen the data of the third research question.

This research used semi-structured interviews. The semi-structured interview is flexible since it gives the interviewer chances to investigate the information deeply and avoid misunderstanding<sup>74</sup>. Therefore, through semi-structured interviews, this research can gain more data, comprehensive range data, and deep data when something can be asked more during the interview. Further, the researcher conducted a focus group interview with the five eighth-grade students. Based on Creswell's explanation, focus group interview is the procedure of obtaining

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<sup>&</sup>lt;sup>74</sup> Lawrench Manion & Keith Morrison Louis Cohen, *Research Methods in Education*, *Routledge*, vol. 63, 2007.

information through interviews with a set of people, generally, four between six, where it is used to obtain a clear understanding of several participants and obtain an opinion from particular individuals<sup>75</sup>. It is effective when the researcher has limited time to obtain the information

Additionally, the researcher used Google Form questionnaire. According to Creswell, a questionnaire is helpful to investigate the vital information to the participant of the research<sup>76</sup>. In this context, the questionnaire will investigate students' perception of using YouTube to facilitate English pronunciation learning. The questionnaire will be used to obtain the data of the second research question by distributing links of Google Form questionnaires to 16 eighth-grade students of SMP Muhammadiyah 2 Taman Sidoarjo. The 16 eighth-grade students will give information about the perception of the use of YouTube to facilitate English pronunciation learning.

Then, students fill the questionnaire when they are at school, but they can fill at home if the situation and condition to come to school is restricted because of the regulation from the school. The limit to fill and submit the questionnaire is one day or 24 hours. The limit is only one day to avoid negligence to fill and submit the questionnaire.

#### E. Research Instruments

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<sup>&</sup>lt;sup>75</sup> Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.

<sup>&</sup>lt;sup>76</sup> Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition, SAGE Publications.

The interview guidelines with an audio recorder and Google Form questionnaire checklist were used as instruments in this study. The interview guidelines and the Google Form questionnaires reflect the research questions that consist of items about teacher's perception (the benefits and the challenges of using YouTube to facilitate English pronunciation learning, the students' perception (the development of students' English pronunciation ability, the benefits, and the challenges of using YouTube in facilitating English pronunciation learning), and the procedure of using YouTube to facilitate English pronunciation learning.

#### 1. Interview Guideline

This study uses an interview guideline to obtain the answer for the first, second, and third research questions. The researcher interviews one English teacher about the teacher's perception of using YouTube to facilitate English pronunciation learning and the procedure using YouTube to facilitate English pronunciation learning. Then, the researcher also interviews the five eighth-grade students about students' perception of the use of YouTube to facilitate English pronunciation learning and the procedure of using YouTube to facilitate English pronunciation learning. The five eighth-grade students are chosen based on the students who can best inform and strengthen the phenomenon completely that are suitable with the research questions. The criteria in selecting five eighth grade students for interviews were students who got the highest scores and were most

actively involved in learning English pronunciation using YouTube videos so that they could provide information about the phenomenon of using YouTube videos in English pronunciation learning needed by researcher. In the process of selecting the students, the teacher helps the researcher to choose the students who can best enlighten the phenomenon. According to Creswell, subject selection in qualitative research methods is purposeful, and participants are chosen who really can best tell the research question and fully comprehend the phenomenon<sup>77</sup>. Furthermore, Creswell mentioned that the size of the sample is not predetermined in the qualitative study and the representatives could be evaluated based on their role, perspective, experience, and diversity<sup>78</sup>. Hence, the researcher chooses the five eighth-grade students who provided the best and complete information and can represent the students regarding the research questions and consider their experience in English pronunciation learning using YouTube videos. Other than that, the five students are students who have the best performance during English pronunciation learning. As a result, the interview guideline for five eighth-grade students will be used to strengthen the data for the second research question about the student's perception of the use of YouTube videos to facilitate English pronunciation learning and reinforce the data for

<sup>8</sup> Ibid.

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<sup>&</sup>lt;sup>77</sup> Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.

the third research question about the procedure of using YouTube videos to facilitate English pronunciation learning.

The interview guideline for the teacher consists of six questions and it is adapted from Harmer's theory<sup>79</sup> and Berk's theory<sup>80</sup>. It consists of questions about the teacher's perception (the benefit and the challenges of using YouTube videos to facilitate English pronunciation learning) and the procedure in using YouTube videos to facilitate English pronunciation learning. Meanwhile, the interview guideline for students consists of six questions which are adopted from Berk's theory. It consists of the students' perception (the students' English pronunciation development, the benefits and the challenges of using YouTube videos to facilitate English pronunciation learning). (See appendix 1 for the guideline).

# 2. Google Form Questionnaire Checklist

The researcher distributes Google Form questionnaire checklists to solve the second research question about students' perception of the use of YouTube to facilitate English pronunciation learning. The researcher distributes the Google Form questionnaire checklist to 16 eighth-grade students of SMP Muhammadiyah 2 Taman Sidoarjo about the student's perception of the use of YouTube to facilitate English pronunciation learning. The questionnaire consists of five

<sup>80</sup> Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom."

<sup>&</sup>lt;sup>79</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

answer choices. The five answer choices are "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree" which students choose that are suitable to their perception. The data of the questionnaire will be explained in the form of a qualitative descriptive method.

The online questionnaire checklist consists of 14 statements that students must fill based on their perception. It discusses students' English pronunciation development, the benefits and challenges of using YouTube videos to facilitate English pronunciation learning. The questionnaire statements are adopted from Harmer's theory, which can be found in his book "The Practice of English Language Teaching (3rd Edition)". (See appendix 2 for the guideline)

Ultimately, the interview guideline and questionnaire guideline will be distributed to the teacher and the students. Subsequently, the interview and questionnaire results will be described narratively in a qualitative descriptive method.

## F. Data Analysis Technique

Following the collection of data, the next step is to analyze the data using Creswell's theory descriptively. As stated by Creswell, there are six steps to analyze the data in qualitative research<sup>81</sup>.

## 1. Interview

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<sup>&</sup>lt;sup>81</sup> Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition, SAGE Publications.

The first step is collecting the data. The data was gathered through an audio recorder in face-to-face mode with the teacher and five eighthgrade students. The researcher interviews the teacher on the first day and the second day with the five eighth-grade students.

The following step is organizing the data. The researcher classifies the data by the type of data source obtained, such as data source from the teacher and the students. In this stage, the researcher separates and classifies the data sources, which are data from the English teacher and the data from eighth-grade students. Then, the third step is transcribing. The researcher interprets the interview audio into written form.

The fourth step is coding the data. In this stage, coding the data refers to categorizing the data based on the labeling categories such as the procedure of using YouTube to facilitate English pronunciation ability (both the teacher's and the students' explanation), the teacher's perception (the benefits and the challenges of using YouTube to facilitate English pronunciation learning), and the students' perception (the development of English pronunciation, the benefits and the challenges of using YouTube to facilitate English pronunciation learning). During this stage, the researcher categorized the data into several categories related to the teacher's and students' response such as:

"I have a problem to look for videos that match the material, because there is material that has a lot of sources on YouTube but there is also material with very few sources on YouTube" as the teacher's perception in the form of the teacher's challenges of using YouTube videos.

The fifth step is analyzing the data that have been categorized based on its label. In this stage, the researcher explaining in detail the categories in form of a description into the finding and a discussion of the procedure using YouTube videos to facilitate English pronunciation ability, the teacher's and students' perception of using YouTube videos to facilitate English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo.

The sixth step is concluding the result. In this stage, the researcher concludes the findings in the form of a description of the procedure of using YouTube videos to facilitate English pronunciation learning and the teacher's and students' perception of using YouTube video to facilitate English pronunciation learning.

#### 2. Questionnaire

The first step is collecting the data. In this stage, the data was collected through an online questionnaire checklist with the twenty students of eight grade students. Students fill the online questionnaire on the second day of collecting the data.

The second step is organizing. The researcher classifies the students' perception since the source of the data is from students. Besides, in this stage, the research combines the result of students' interview with the questionnaire since this data has the same data

source and strengthens the questionnaire about students' perception. The third step is transcribing the data. During this stage, the researcher transcribes the questionnaire using Google Forms chart calculation to transcribe the data.

The fourth step is coding. In this stage, the researcher categorizes the data based on the theme or on the labeling categories of students' perception, such as the English pronunciation development, the benefits, and challenges of using YouTube videos to facilitate English pronunciation learning.

The fifth step is to analyze the data that was categorized based on its label. In this stage, the researcher explains in detail the categories in the form of a description of the finding and a discussion of students' perception of the use of YouTube videos to facilitate English pronunciation learning.

The sixth step is concluding. In this stage, the researcher concludes in form descriptive of the students' perception of using YouTube videos to facilitate English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo.

# G. Data Validity

Validity is a crucial thing in the research area. Validity leads to the accuracy and validity of the data that have been obtained in the research. Hence, validity is needed as a requirement for the study. Then, triangulation is used to validate the data. Triangulation is a method of gathering

information from various data collection techniques<sup>82</sup>. Moreover, in strengthening and checking the validity of information, the researcher uses triangulation using an interview and questionnaire. Other than that, the researcher also conducts member checking to confirm the data. According to Creswell, member checking is a procedure in which the interviewer asks questions one or more study participants to verify the accuracy of the consideration<sup>83</sup>. Such a check entails returning the findings to participants and starting to ask them (in written form or in an interview) more about the study's validity. Participants are asked about many elements of the research, like whether characterization is comprehensive and credible, whether the ideas are correct enough to be included in, and whether the perceptions are honest and good representation. Further, the researcher conducts a semi-structured interview and a close-ended questionnaire.

## H. Research Stages

There are several stages in conducting this study from the very first until the result of the study.

- The first stage is to design the research itself, including determining the research background, gap and formulating the research question, literature review, and method.
- The second stage is asking permission from the school. In this research is SMP Muhammadiyah 2 Taman Sidoarjo.

<sup>82</sup> Anne Burns, "Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge.," *Language Teaching Research* 15, no. 2 (2010).

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<sup>&</sup>lt;sup>83</sup> John W. Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Oualitative Research, PEARSON, vol. 5, 2012.

- 3. The third stage is collecting the data. After the researcher got permission from the school, then the researcher conducts data collection using an interview and questionnaire.
- 4. The fourth stage is analyzing the data. After obtaining the data, the researcher analyzes the data, puts the result into theory, and makes it into a conclusion.



#### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

The fourth chapter seeks to present the research findings and discussions of the research. The findings of the study are the teacher's and the students' perception of the use of YouTube videos to facilitate students' English pronunciation learning, and the procedure to use YouTube videos to facilitate students' English pronunciation learning. Then, the discussion part elaborates the result of the findings into theory and relevant previous studies to this research.

# A. Research Findings

This section described the finding predicated on the study's research questions. The first research question concerns the teacher's perception of using YouTube videos in facilitating English pronunciation learning that contained the aspects of the benefits and the challenges of using YouTube videos in facilitating English pronunciation learning. As stated by Petegem and others that the teacher's perception is a reflection in determining whether his teaching can successfully provide benefits or even difficulties during teaching and learning activities based on what the teacher feels, hears, sees, and experiences<sup>84</sup>. Subsequently, the teacher's perception in terms of benefits and challenges of using YouTube videos in English pronunciation learning are explained in the next section. The data was obtained through interviews with a single English teacher. The second research question involves the students' perception of the use of YouTube

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<sup>&</sup>lt;sup>84</sup> Petegem et al., "Student Perception as Moderator for Student Wellbeing."

videos in facilitating English pronunciation learning that contained the aspects of the students' English pronunciation improvement, the benefits, and the challenges of using YouTube videos in facilitating English pronunciation learning. The data was obtained through a Google Form questionnaire with 16 eighth-grade students of 8A International Class Orientation and an interview with five eighth-grade students of 8A International Class Orientation. The third research question discusses the procedure of using YouTube videos in facilitating English pronunciation learning using the data obtained through an interview with one English teacher. The findings of this study explained descriptively in the following section:

# 1. The Teacher's Perception of The Use of YouTube Videos to Facilitate Students' English Pronunciation Learning

The explanation in this part helps the reader to comprehend the research based on the results of the teacher interview. The teacher's interview provided the information needed to answer the first research question. The two questions about the teacher's perception are divided into two aspects in the interview section. The two aspects are the benefits and the challenges of using YouTube videos in facilitating students' pronunciation learning.

a. The benefits of using YouTube videos in facilitating Students'
 English Pronunciation Learning

According to the teacher interview, the researcher found that there were benefits when using YouTube videos to facilitate English pronunciation learning. The benefits of using YouTube videos in facilitating English pronunciation argued by the English teacher are outlined in the table 4.1 below.

Table 4.1 The benefits of using YouTube videos in facilitating English pronunciation learning

	The benefits of using	Help students remember the words
7	YouTube videos in facilitating	
		Help students get various learning
1	English pronunciation	experiences
		Help students improve their English
		pronunciation

Based on table 4.1 above, the first benefit of using YouTube videos in facilitating English pronunciation is to help students to remember the word. According with teacher interview, she stated that:

"Definitely, it makes students remember first with the words in the video".

From the videos that are shown in the class, it can help students to remember the words and students can remember how to pronounce the words correctly according to what they have seen and learned in the videos.

The second benefit of using YouTube videos in facilitating English pronunciation is to varied learning experiences. Based on the interview, the teacher stated as follow:

"Definitely, it makes students remember first with the words in the video and give something different. Even though the audio and video are about pronunciation, I made a good visual PowerPoint. Sometimes when listening, the children might get bored but when they see the graphics, they like it. It makes students enjoy it more. Then, it also can help students to learn the pronunciation better".

When students watch the video, they are not only presented with videos but they are served with videos that are placed in PowerPoint.

The PowerPoint is created by the teacher to be as attractive as possible as then students will not become bored and enjoy watching videos.

This experience will give a different impression to students. In addition, using YouTube videos in English pronunciation learning is also different from conventional teaching where learning only relies on books. Therefore, the use of video in learning English pronunciation makes a different impression for students.

The third benefit of using YouTube videos in facilitating English pronunciation is to help students to learn English pronunciation better.

According to the interview, the teacher stated that:

"Then, it also help students to learn the pronunciation better". When the students watch the videos, they learn the English pronunciation in real experience through the native speaker in the YouTube videos. They can practice pronouncing English words by imitating what the native speakers say in the videos. Besides, the

students can learn the stress, the spelling, the gestures, the accuracy in pronouncing words, and even the accent.

Above all, it is logical to argue that the benefits of using YouTube videos in English pronunciation learning were to help students to remember the words, remember how to pronounce the words, and give a different learning experience that's more real to the students.

The challenges of using YouTube videos in facilitating students'
 English pronunciation learning

In terms of the benefits, there are also challenges of using YouTube videos in facilitating students' English pronunciation learning. The following is a detailed elaboration of the challenges associated with using YouTube videos in facilitating students' English pronunciation learning.

Depending on the interview, the researcher found that there was a challenge of using YouTube videos in facilitating English pronunciation learning. The challenge of using YouTube videos in facilitating English pronunciation is to search for the videos that are suitable for the material. As stated in the interview section, the teacher argued as follow:

"The challenge is research or look for videos that match the material because there is a material that has a lot of sources on YouTube but there is also material with very few sources on YouTube". (The teacher)

Teachers find it difficult to search videos that match the material such as the material used for learning pronunciation. This is because there are many sources of material or videos on YouTube. Besides, the very few video sources on YouTube are also an obstacle for teachers. Therefore, the teacher feels confused to choose the video source that fits the material.

Based on analysis of interview results, it is reasonable to infer that the teacher has one challenge to look for the videos since there are many video sources on YouTube and sometimes there are very few video sources on YouTube that suit the material.

# 2. The Students' Perception of the Use of YouTube Videos to Facilitate English Pronunciation Learning

The explanation of this section helps the reader to comprehend this research according to the result of the Google Form questionnaire and students interview. The data of this result was obtained through the Google Form questionnaire. In the Google Form questionnaire, the 16 eighthgrade students of 8A International Class Orientation filled the Google Form questionnaire based on their perception. Following the completion of the questionnaire, the five eighth-grade students were interviewed by the researcher.

Based on the Google Form questionnaire and interview, the researcher classified three aspects of students' perception of using YouTube videos to facilitate English pronunciation learning. According to Petegem and others, it is important to measure learning outcomes based on whether students perceive benefits or difficulties during learning and whether

students perceive improvements in learning materials through students' perception<sup>85</sup>. Consequently, the three aspects of students' perception in this study are the improvement of students' English pronunciation ability through the use of YouTube videos in facilitating students' English pronunciation learning, the benefits of using YouTube videos to facilitate English pronunciation learning, and the challenges of using YouTube videos to facilitate English pronunciation learning. The students' perception of using YouTube videos in facilitating English pronunciation learning in three aspects will be elaborated in the following section:

a. YouTube videos could improve students' English pronunciation ability, including intonation, articulation, stress, and spelling.

After students use YouTube videos in English pronunciation learning, the students have improvements in several aspects of English pronunciation ability. Those aspects are explained in the following section:

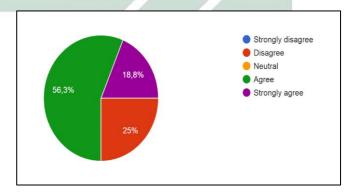


Figure 4.1 My Intonation in pronouncing English is getting better after learning through YouTube videos

<sup>85</sup> Ibid.

According to the response obtained from the Google Form questionnaire, figure 4.1 shows that nine students (56,3%) strongly agree that their intonation in pronouncing English is getting better after learning through YouTube videos, three students (18,8%) agree that their intonation in pronouncing English is getting better after learning through YouTube videos. However, four students (25%) disagree that their intonation in pronouncing English is getting better after learning through the use of YouTube videos. Then, the excerpt of student interview below supported this finding:

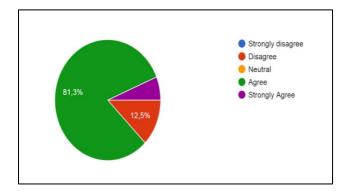
"After learning English pronunciation from YouTube, my intonation gets better". (Student 1)

"My intonation in English gets better". (Student 2, 3, 4, and 5)

It can be concluded that most of the students' intonation of 8A

International Class Orientation in pronouncing English gets better after learning through YouTube videos.

Since learning through YouTube videos can make students intonation in pronouncing English better, using YouTube videos also make their production of English sound better. It can be seen in figure 4.2 in the following section.



## Figure 4.2 My production of English sound (articulation, every sound of words, phrases, and sentences) is getting better after learning through YouTube videos

Based on the response obtained from the Google Form questionnaire, figure 4.2 shows that one student (6,3%) strongly agree that the production of English sound (articulation, every sound of words, phrases, and sentences) is getting better after learning through YouTube videos and 13 students (81, 3%) agree that their production of English sound (articulation, every sound of words, phrases, and sentences) is getting better after learning through YouTube videos. Nevertheless, two students (12,5%) disagree that their production of English sound (articulation, every sound of words, phrases, and sentences) is getting better after learning through YouTube videos. The following is the excerpt from the students interview: Based on the interview, students 1 and student 2 argued that

"The knowledge of the pronunciation and pronunciation of the word is increasing". (Student 1 and 2)

"Just like student 1 and student 2 that my pronunciation knowledge has increased and I am getting better at pronouncing words". (Student 3)

While student 4 and student 5 argued the same answer as students 1, 2, and 3. In conclusion, most of the 8A International Class Orientation students' production of English sound in pronouncing English gets better.

Because learning through YouTube videos can make students produce English sound (articulation, every sound of words, phrases, and sentences) in pronouncing English better, using YouTube videos

also makes their stress in pronouncing English better. The detailed explanation will be explained as shown in figure 4.3 below:

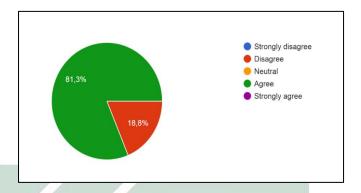


Figure 4.3 My stress in pronouncing English is getting better after learning through YouTube videos

Based on the response obtained from the Google Form questionnaire, figure 4.3 shows that 13 students (81,3%) agree that their stress in pronouncing English is getting better after learning through YouTube videos. Meanwhile, three students (18,8) disagree that their stress in pronouncing English is getting better after learning through YouTube videos. According to the interview, student 1 stated that

"My stress in pronouncing words gets better after learning through YouTube".

While the remaining four students stated the same answer as student 1, their stress in pronouncing English words got better than before. As a result, it concluded that most of the 8A International Class Orientation students' stress in pronouncing English gets better.

Besides, learning through YouTube can make students stress in pronouncing English better, learning through YouTube videos also

make their spelling in pronouncing English better. It is depicted in the following figure 4.4:

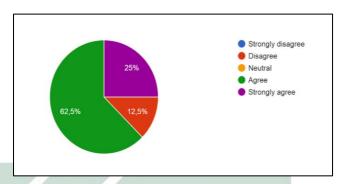


Figure 4.4 My spelling in pronouncing English is getting better after learning through YouTube videos.

Based on the response obtained from the Google Form questionnaire, figure 4.4 shows that four students (25,%) strongly agree that their spelling in pronouncing English is getting better after learning through YouTube videos, 10 students (62,5%) agree that their spelling in pronouncing English is getting better after learning through YouTube videos. Nonetheless, two students (12,5%) disagree that their spelling in pronouncing English is getting better after learning through YouTube videos. Then, based on the interview, student 3 argued as follow:

"I know more English words, spelling and everything is better too. YouTube makes it easy for me to learn English because the teacher chooses videos with slow pronunciation and spelling so it is easy to understand".

The students can learn English pronunciation easily, especially spelling since the teacher provides videos with slow pronunciation. Meanwhile, the other four students had the same answer as student 3. It is deduced that most of the 8A International Class Orientation students' spelling in pronouncing English gets better.

Since learning through YouTube videos can make students' spelling in pronouncing English better, they have learned about English pronunciation like a native speaker. Figure 4.5 provides an illustration of this:

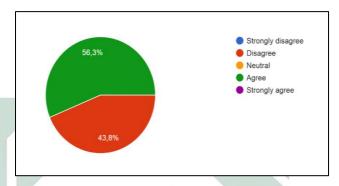


Figure 4.5 My English pronunciation is like a native speaker after learning through YouTube videos.

According to the response obtained from the Google Form questionnaire, figure 4.5 shows that nine students (56,3%) agree that their English pronunciation is like a native speaker after learning through YouTube videos. Meanwhile, seven students (43, 8%) disagree that their English pronunciation is like a native speaker after learning through YouTube videos. From the result, it was inferred that the bulk of the students agree that the eighth-grade students of 8A International Class Orientation in learning through YouTube videos make their English pronunciation sound like a native speaker.

When students learn English pronunciation through YouTube videos, it means they can also get knowledge about English pronunciation. As shown by the figure 4.6 below:

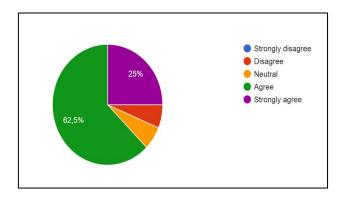


Figure 4.6 My knowledge of English pronunciation is getting better after learning through YouTube videos

Based on the response obtained from the Google Form questionnaire, figure 4.6 shows that four students (25%) strongly agree that their knowledge of English pronunciation is getting better after learning through YouTube videos, 10 students (62,5%) agree that their knowledge of English pronunciation is getting better after learning through YouTube videos, and one student (6,3%) neutrals that his knowledge of English pronunciation is getting better after learning through YouTube videos. In addition, one student (6,3%) disagrees that his knowledge of English pronunciation is getting better after learning through YouTube videos. According to the interview, student 3 stated that

"My pronunciation knowledge has increased so that I get better at pronouncing English words".

In addition, another four students stated the same answer as student 3. As a result, most of the eighth-grade students of 8A International Class Orientation agree that their knowledge of English pronunciation is getting better after learning through YouTube videos.

As time went by, learning English pronunciation through YouTube videos not only made knowledge of English pronunciation better, but

also it can improve English pronunciation. Figure 4.7 demonstrates this:

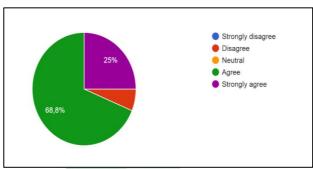


Figure 4.7 My English pronunciation has improved after learning through YouTube videos

Depending on the outcomes of the Google Form questionnaire,

figure 4.7 shows that four students (25%) strongly agree that their English pronunciation has improved after learning through YouTube videos and 11 students (68,8%) agree that their English pronunciation has improved after learning through YouTube videos. However, one student (6,3%) disagrees that his English pronunciation has improved after learning through YouTube videos. As stated in the interview, student 4 argued that

"Learning from YouTube videos can help in improving my pronunciation".

Ultimately, most of the eighth-grade students of 8A International Class Orientation agree that English pronunciation has improved after learning through YouTube videos.

b. YouTube videos could benefit students in learning English pronunciation ability, including motivation, excitement, interest, learning various accents, and body language.

Using YouTube videos in facilitating English pronunciation learning offers benefits. More benefits of YouTube videos in facilitating English pronunciation learning are addressed as follows:

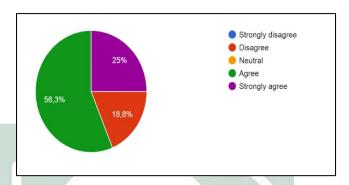


Figure 4.8 I get motivated to learn English pronunciation when using YouTube videos

According to the response obtained from the Google Form questionnaire, figure 4.8 shows that four students (25%) strongly agree that they get motivated to learn English pronunciation when using YouTube videos, nine students (56,3%) agree that they get motivated to learn English pronunciation when using YouTube videos, and three students (18,8%) disagree they get motivated to learn English pronunciation when using YouTube videos. Correspondingly, most of the eighth-grade students of 8A International Class Orientation agree that they get motivated to learn English pronunciation when using YouTube videos.

Furthermore, the students not only get motivated in learning English through YouTube videos as well the students feel excited when the teacher uses YouTube videos to facilitate English pronunciation ability during learning. It is depicted in figure 4.9 below

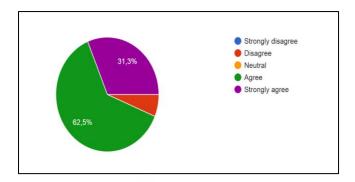


Figure 4.9 I feel excited when the teacher uses YouTube videos to facilitate English pronunciation learning

According to the response obtained from the Google Form questionnaire, the figure 4.9 shows that five students (31,3%) strongly agree that they feel excited when the teacher uses YouTube videos to facilitate English pronunciation learning, 10 students (62,5%) agree that feel excited when the teacher uses YouTube videos to facilitate English pronunciation learning, and one student (6,3%) disagree that he feels excited when the teacher uses YouTube videos to facilitate English pronunciation learning. Then, it can be concluded that most eighth-grade students of 8A International Class Orientation agree that they feel excited when the teacher uses YouTube videos to facilitate English pronunciation learning.

Moreover, the students not only feel excited when the teacher uses YouTube videos to facilitate English pronunciation learning, but also the students feel their interest in learning English pronunciation increases when using YouTube videos. It is visualized in figure 4.10 below:

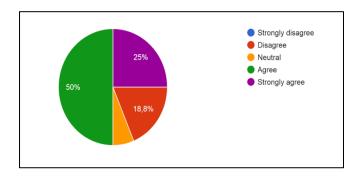


Figure 4.10 I feel my interest in learning English pronunciation increases when using YouTube videos

According to the response obtained from the Google Form questionnaire, figure 4.10 shows that four students (25%) strongly agree that their interest in learning English pronunciation increases when using YouTube videos, eight students (50%) agree that their interest in learning English pronunciation increases when using YouTube videos, and one student (6,3%) neutrals that his interest in learning English pronunciation increases when using YouTube videos. Additionally, three students (18,8%) disagree that their interest in learning English pronunciation increases when using YouTube videos. Additionally, the following excerpt supported this finding:

Thus, students' interest in learning English pronunciation increases because learning through YouTube videos is clear, easy to listen to, and easy to understand. Ultimately, most of the eighth-grade students of 8A International Class Orientation agree that their interest in

<sup>&</sup>quot;I'm more interested in learning pronunciation using YouTube because it's easier". (Student 1)

<sup>&</sup>quot;Same as student 1, I just like YouTube, it's better than the others. Using YouTube is also easy". (Student 2)

<sup>&</sup>quot;Same as students 1 and 2, I just enjoy it because it's easy to *understand*". (Student 3)

<sup>&</sup>quot;Same as other students, I enjoy it since it is easy to understand, clear, and easy to listen". (Student 4 and student 5)

learning English pronunciation increases when using YouTube videos.

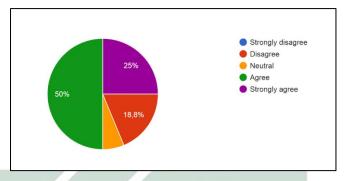


Figure 4.11 I can learn various accents of English pronunciation when using YouTube videos

According to the response obtained from the Google Form questionnaire, figure 4.11 shows that four students (25%) strongly agree that they can learn various accents of English pronunciation when using YouTube videos, eight students (50%) agree that they can learn various accents of English pronunciation when using YouTube videos, and one student (6,3%) neutrals that he can learn various accents of English pronunciation when using YouTube videos. Besides, three students (18,8%) disagree that they can learn various accents of English pronunciation when using YouTube videos. The conclusion is most of the eighth-grade students of 8A International Class Orientation agree that they can learn various accents of English pronunciation when using YouTube videos.

Further, the students not only can learn the various accents in learning English through YouTube videos, but they can also learn the body language used by native speakers to pronounce a word. It can be seen in figure 4.12 in the following section:

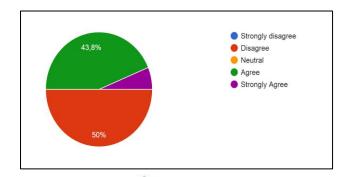


Figure 4.12 I can learn the body language used by native speakers to pronounce a word

According to the response congregated from the Google Form questionnaire, figure 4.12 shows that one student (6,3%) strongly agree that he can learn the body language used by native speakers to pronounce a word, seven students (43,8%) agree that they can learn the body language used by native speakers to pronounce a word, and eight students (50%) disagree that they can learn the body language used by native speakers to pronounce a word. Based on the interview, student 3 argued that

"Using YouTube is easy to understand, then I can learn his body gestures, which from the tone of the dialogue, I can understand his expression because what Miss/Teacher E is showing is the slow video".

The students can learn the body language used by the speaker in YouTube videos and learn the tone of the dialogue in the video. In conclusion, half of the eighth-grade students of 8A International Class Orientation agree that they can learn the body language used by native speakers to pronounce a word, and half of eighth-grade students of 8A International Class Orientation disagree that they can learn the body language used by native speakers to pronounce a word.

Additionally, the students not only can learn the body language used by native speakers to pronounce a word, but they also can learn more English pronunciation when using YouTube videos. It can be seen in figure 4.13 below:

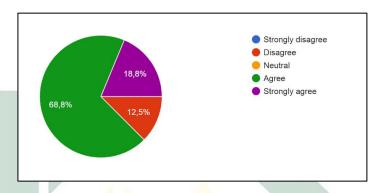


Figure 4.13 I can learn more English pronunciation through YouTube videos Based on the response collected from the Google Form questionnaire, figure 4.13 shows that three students (18,8%) strongly agree that they can learn more English pronunciation, 11 students (68,8%) agree that they can learn more English pronunciation through YouTube videos, and two students (12,5%%) disagree that they can learn more English pronunciation through YouTube videos.

Based on the interview, the students stated as follow:

Another two students also have the same statement as students 1 and

2. By using YouTube videos, students can learn English pronunciation easily and they can learn English pronunciation correctly. It can be deduced that most eighth-grade students of 8A

<sup>&</sup>quot;It's very helpful because I usually learn pronunciation using YouTube because it's easier and easier to reach". (Student 1)

<sup>&</sup>quot;Just like student 1, YouTube helps in learning pronunciation correctly". (Student 2)

<sup>&</sup>quot;Using YouTube makes it easier for me to learn pronunciation". (Student 5)

International Class Orientation agree that they can learn more English pronunciation through YouTube videos.

As time goes by students learn English pronunciation through YouTube videos, however this does not deny the possibility of students improving their English pronunciation through YouTube videos. Hence, it was illustrated in the figure 4.14 below:

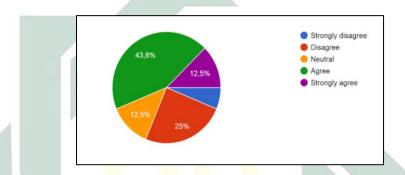


Figure 4.14 I have an improvement in English pronunciation after using YouTube videos

According to the data collected from the Google Form questionnaire, figure 4.14 above shows that two students (12,5%) strongly agree that they have an improvement in English pronunciation after using YouTube videos, seven students (43,8%) agree that they have an improvement in English pronunciation after using YouTube videos, and two students (12,5%) neutral that they have an improvement in English pronunciation after using YouTube videos. Nonetheless, one student (6,3%) strongly disagrees that he has an improvement in English pronunciation after using YouTube videos and four students (25%) disagree that they have an improvement in English pronunciation after using YouTube videos. According to the interview, student 4 mentioned as follow:

"Learning from YouTube videos can help me in improving my pronunciation".

Thus, it can be concluded that most eighth-grade students of 8A International Class Orientation have an improvement in English pronunciation after using YouTube videos.

a. YouTube videos could challenge students in learning English pronunciation ability, including inadequate internet connection, blurry and unclear videos, feeling annoyed when the YouTube videos suddenly stopped and started continuously, the duration of YouTube videos, the use of YouTube videos, the device and the content of the videos.

In addition to the benefits, there are also several challenges of using YouTube videos in facilitating English pronunciation learning.

The following is a detailed explanation of the challenges associated with using YouTube videos in facilitating English pronunciation learning.

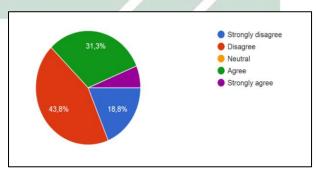


Figure 4.15 I have inadequate internet connection while watching YouTube videos in English pronunciation learning

From the response gathered from the Google Form questionnaire, figure 4.15 above shows that one student (6,3%) strongly agrees that he has inadequate internet connection while

watching YouTube videos, five students (31,3%) agree that they have inadequate internet connection while watching YouTube videos. Additionally, three students (18,8%) strongly disagree that they have inadequate internet connection while watching YouTube videos and seven students (43,8%) disagree that they have inadequate internet connection while watching YouTube videos. Based on the interview, student 2, student 3, and student 4 argued as follow:

"Sometimes the connection is unstable".

In conclusion, few students agree that they have an inadequate internet connection. However, most eighth-grade students of 8A International Class Orientation disagree that they have inadequate internet connection while watching YouTube videos.

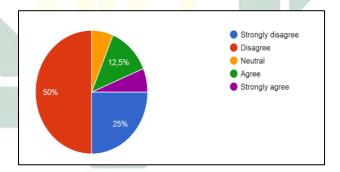


Figure 4.16 I experience blurry and unclear videos when using YouTube videos in English pronunciation learning

According to the response obtained from the Google Form questionnaire, figure 4.16 above shows that one student (6,3%) strongly agree that she experience blurry and unclear videos when using YouTube videos, two students (12,5%) agree that they experience blurry and unclear videos when using YouTube videos and one student neutral that he experiences blurry and unclear videos

when using YouTube videos. Meanwhile, four students (25%) strongly disagree that they experience blurry and unclear videos when using YouTube videos and eight students (50%) disagree that they experience blurry and unclear videos when using YouTube videos. It can be concluded that most eighth-grade students of 8A International Class Orientation disagree that they experience blurry and unclear videos when using YouTube videos.

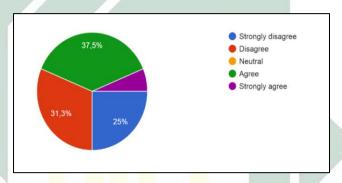


Figure 4.17 I feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher

Based on the response obtained from the Google Form questionnaire, figure 4.17 above shows that one student (6,3%) strongly agree that she feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher, six students (37,5%) agree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher. Other than that, 4 students (25%) strongly disagree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher and five students (31,3%) disagree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher. It can be concluded that few students of 8A

International Class Orientation agree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher. On the other hand, most eighth-grade students of 8A International Class Orientation disagree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher.

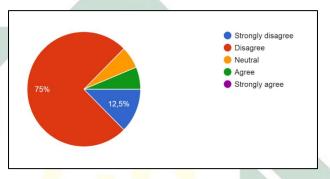


Figure 4.18 I think the duration of YouTube videos in English pronunciation learning is too long

Based on the response obtained from the Google Form questionnaire, figure 4.18 above shows that one student (6,3%) strongly agrees that YouTube videos duration is too long, and one student (6,3%) is neutral that YouTube videos duration is too long. Further, two students (12,5%) strongly disagree that YouTube videos duration is too long and 12 students (75%) disagree that YouTube videos duration is too long. It can be concluded that only a few students agree that they feel the duration of YouTube videos is too long. Comparatively, most eighth-grade students of 8A International Class Orientation disagree that YouTube videos duration is too long.

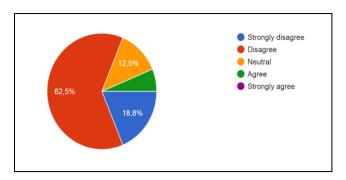
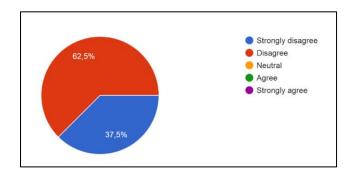


Figure 4.19 I think YouTube videos used in English pronunciation learning in class is boring

According to the response obtained from the Google Form questionnaire, figure 4.19 shows that one student (6,3%) agrees that YouTube videos used in English pronunciation learning in class are boring and two students (12,5%) are neutral that YouTube videos used in English pronunciation learning in class are boring. Moreover, three students (18,8%) strongly disagree that YouTube videos used in English pronunciation learning in class are boring and 10 students (62,5%) disagree that YouTube videos used in English pronunciation learning in class are boring. This can be revealed that three students agree that YouTube videos used in English pronunciation in class are boring. However, most eighth-grade students of 8A International Class Orientation disagree that YouTube videos used in English pronunciation learning in class are boring.



### Figure 4.20 I think the learning activities through the use of YouTube videos are not interesting

Based on the response obtained from the Google Form questionnaire, figure 4.20 shows that six students (37,5%) strongly disagree that learning activities through the use of YouTube videos are not interesting and 10 students (62,5%) disagree that learning activities through the use of YouTube videos are not interesting. In addition, nobody expresses strongly agree, agree, or neutral. As a result, it indicates that all of the eighth-grade students of 8A International Class Orientation disagree that the learning activities through the use of YouTube videos are not interesting.

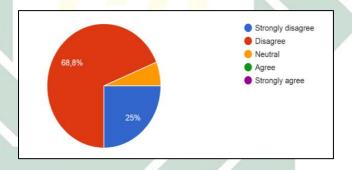


Figure 4.21 I think the machine (smartphone, computer, or laptop) used in English pronunciation learning does not work well

Based on the response obtained from the Google Form questionnaire, figure 4.21 shows that one student (6,3%) is neutral that the machine (smartphone, computer, or laptop) used in English pronunciation learning does not work well. Whereas four students (25%) strongly disagree that the machine (smartphone, computer, or laptop) used in English pronunciation learning does not work well and 11 students (68,8%) don't think that the machine (smartphone, computer, or laptop) used in English pronunciation learning does not

work well. In conclusion, most eighth-grade students of 8A International Class Orientation disagree that the machine (smartphone, computer, or laptop) used in English pronunciation learning does not work well.

Furthermore, the students have other challenges dealing with the content of the YouTube videos.

"Usually the voice is a bit unclear, so it's hard to hear". (Student 1)

Consequently, students struggle to comprehend the native speaker's voice in the video because the voice is not clear and too fast.

## 3. The Procedure of Using YouTube Videos to Facilitate Students' English Pronunciation Learning

The explanation in this section helps the reader to comprehend this research depending on the results of the teacher and students interview. According to the English teacher's interview of SMP Muhammadiyah 2 Taman Sidoarjo, the English teachers used YouTube videos to facilitate English pronunciation learning integrated with English vocabulary learning.

"The integration must be combined because the pronunciation refers to a single word and the single word refers to the vocabulary. Because vocabulary must also be taught to students, besides students memorizing Indonesian and English words, they must also be able to pronounce and spell them well. So, I used pronunciation videos to complete the vocabulary material". (The teacher)

<sup>&</sup>quot;Same, that is sometimes the connection is unstable and the voice is sometimes difficult to understand". (Student 3)

<sup>&</sup>quot;Usually the voice or way of speaking in the video is a bit too fast and a bit unclear". (Student 5)

Ultimately, the use of YouTube videos in facilitating English pronunciation learning can be integrated with other English learning such as vocabulary. During the English pronunciation learning, the teacher used YouTube videos, a laptop or computer, an LCD projector, PowerPoint, and a speaker.

"Because the pronunciation requires audio, so I need to use speakers, a computer or laptop, LCD projector, Power Point, and the video too". (The teacher)

In addition to the student interview, the excerpt below supported this finding:

"Teacher used a laptop, speaker, videos, handphone, and PPT". (Student 3)

Additionally, the other four students stated the same answer as student 3.

Further, the teacher facilitates English pronunciation in the aspect of intonation, spelling, stress, and the accuracy of pronouncing English words. In interview section, the English teacher stated as follow:

"It's more into intonation and spelling for junior high school students, sometimes there's also stress, so sometimes there are some homophones like how to tell the difference, so I finally explained it to the stress. Then I also teach the accuracy of pronunciation in pronouncing a word".

It was confirmed by the students in the interview section that stated as

follow:

The English pronunciation learning using YouTube videos not only teaches one aspect but all aspects of English pronunciation are studied by the students. The students can learn how to sound the English words, how to spell the words, how to stress the words, and how to use the correct

<sup>&</sup>quot;All of the pronunciation aspects are studied". (Student 4)

<sup>&</sup>quot;From how to pronounce it and how to spell it and also the intonation can be imitated too". (Student 1 and student 2)

intonation of the words. Moreover, the teacher used videos from Linguamarina and ESL YouTube channels. Based on the interview, the teacher stated as follow:

"Ok, the first one is Linguamarina and the second one is ESL. This video is the one I use most often and dominantly. I chose it because the content is better, the content is suitable for the material".

Those YouTube channels are chosen since the videos in the channels are suitable with the materials. Below is the sample of YouTube videos by Linguamarina:



Figure 4.22 Example of YouTube videos by Linguamarina

Moreover, according to the English teacher's interview, the teacher stated as follow:

"Before teaching in the classroom, I determined the material and then compiled the material with the YouTube videos".

Thus, during the teacher's preparations before the day of teaching, the teacher determined the materials and also the YouTube videos that will be used in the classroom.

According to the result of teacher interview about the procedure of using YouTube videos in English pronunciation learning, the use of YouTube videos is integrated by the English teacher in the main activity or while activity. First, the teacher prepared the tools to use in English

pronunciation learning such as a laptop, LCD projector, YouTube videos, and PPT. Second, the teacher instructed the students to observe and listen to the Linguamarina YouTube videos. At this time, the teacher informed to the students that there are native speakers on YouTube videos who pronounce the English vocabulary. Then, the teacher instructed the students to pay attention to how native English speakers pronounced English words. Third, the teacher played YouTube videos of native English speakers pronouncing English words, and the students carefully watched the videos. The teacher then replayed the videos for the students to become more familiar with the English pronunciation. At this time, the teacher stopped, continued and repeated the videos. Additionally, based on the interview, the students confirmed that

"After that, we watch the video. When watching a video for a while it also stops and pauses".

While watching the videos, the teacher also stopped the videos then continued and repeated the videos. At this time, the students imitate the English pronunciation by practicing the sound, the intonation, the stress, and the spelling of English vocabulary based on the YouTube videos that they have learned. Several examples of the words are pale, vomit, bungalow, itinerary, order, wild-caught fish, cutlery, and corkscrew. Students pronounce the words based on what they have watched and learned in the YouTube videos (e.g pale, vomit, bungalow, itinerary, order, wild-caught fish, cutlery, and corkscrew). Besides, the teacher chose

students randomly to practice the English pronunciation. It was supported by the students in during interview section that

"After watching the video, students are given the practice of pronounce a few words according to the video we have seen".

Above all, the teacher not only provides YouTube videos for students to watch in order to learn proper English pronunciation, but the teacher also instructs students to pay attention to what native speakers say in the YouTube videos. The teacher also plays YouTube videos several times for students to understand English pronunciation and become more familiar with the English words they are learning. Furthermore, the teacher asked students to practice English pronunciation based on what they had seen and learned from YouTube videos, such as how to pronounce words like pale, vomit, bungalow, and many others.

#### **B.** Research Discussion

This section discusses the findings based on the theories written in literature review and previous studies that are relevant to the present study. As a consequence, the researcher will interpret each finding in accordance with the research questions by correlating it to the theories.

# 1. The Teacher's Perception of the Use of YouTube videos to Facilitate Students' English pronunciation Learning

Regarding the findings of the teacher's perception of using YouTube videos in facilitating English pronunciation learning, the finding showed that the English teacher gets benefits and challenge from using YouTube videos in English pronunciation learning.

- a. The benefits of using YouTube videos in facilitating Students'
   English Pronunciation Learning
  - YouTube videos help the teacher to assist students to remember the English words.

First, by using YouTube videos in facilitating English pronunciation learning, the teacher is able to assist students to remember the English words by listening and watching the videos. When using YouTube videos, students experience the process of hearing sounds and seeing visuals. It makes students easier to memorize and recall words and how words were pronounced. YouTube videos are considered as more easily comprehensible because the video images are more easily understood than just the material in written form and oral in the school setting<sup>86</sup>. Therefore, it will be more helpful for students to remember words and remember how to pronounce the words because the videos combine interesting sound and visual that helps students to learn and get familiar with the words they are learning. The process of remembering the words and its pronunciation is easier when it is in the form of audiovisual because the students can learn it in factual context in terms of how language is used or to be spoken. Hence, the students can learn English pronunciation directly by hearing the native

Haryo Kusumo Aji, Fanny Hendro, and Aryo Putro, "Youtube As A Learning Medium (Communication Student Perceptions of Using Youtube Channels as an Alternative Medium of Learning in the Digital Age)" (2018): 276–283.

speaker's pronunciation. When using YouTube videos, the students can pause and replay the videos if it is needed to measure the clarity of pronunciation. Other than that, students can slow down the motion so that they can hear the sound clearly. In addition, the videos give students real experience to learn the words in real context by watching the spoken words from the native speaker. So that learning using YouTube videos can help students to remember the words and its pronunciation.

2) YouTube videos help the teacher provide various learning experiences for students.

Second, learning through YouTube videos varied learning experiences for the students to learn the English pronunciation. The students not only watch the videos but they can hear directly the correct English pronunciation by the native speaker. By that, students can imitate the pronunciation spoken by native speakers in YouTube videos. At the same time, the students can practice at once after they see the pronunciation videos. Learning through YouTube videos could be fun and interesting for teaching and learning who want to try something different than English textbooks and cassette tapes for listening<sup>87</sup>. Consequently, using YouTube videos in English pronunciation learning varied learning experiences since the

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<sup>87</sup> Ismail Cakir, "The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom," *The Turkish Online Journal of Educational technology (TOJET)* 5 (2006): 7.

student can listen and imitate directly from the native speaker which gives real experience and something different than learning pronunciation by reading from a book.

YouTube videos help the teacher to facilitate students to learn
 English pronunciation better.

Third, the teacher can help the students to learn English pronunciation better by using YouTube videos. In the aspect of seeing language in use, that using video provides an essential benefit that is students do not only listen to the language in the video, they can see and practice it<sup>88</sup>. The teacher provides the suitable videos that are appropriate for the students and the learning material. By the videos that the teacher has provided, the students can learn the English pronunciation better. When the students watching the YouTube videos, the students can enhance their English pronunciation by demonstrating and imitating how to pronounce certain words (e.g wild-caught fish, check out, receipt, tongs, cutlery, juicer, kettle, corkscrew) stressing a word, using correct intonation, and using correct spelling according to what native speakers say or what they have learned in YouTube videos. It shows the use of YouTube videos reflecting the real English language so that the teacher can help the students to learn English pronunciation better.

88 Harmer, "The Practice of English Language Teaching (3rd Edition)."

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As stated by Harmer, there are four benefits of using videos in language learning, it consists of language in use, cross-cultural awareness, the power of creation, and motivation<sup>89</sup>. Harmer stated that the aspect of seeing language in use is that the essential benefit of using video is that students do not only listen to the language in the video, they can see and practice it 90. The use of video aids students' comprehension because in the video there are expressions, gestures, other visual clues therefore the viewers can observe pronunciation, intonation, stress, spelling, facial expression. Other than that, the motion of YouTube videos can be slowed down so that the students can hear and learn the pronunciation obviously. In addition, all the paralinguistic features provide precious meaning guidance and assist viewers to learn the language aspects in the video<sup>91</sup>. When the students learn English pronunciation through YouTube videos, they see the native speakers' gestures, tone, accent, pitch, body language, and facial expression and it's called paralinguistic features. By that, the students can learn in real how to use words or language to make a meaning. Hence, it helps the students to completely comprehend the words. As a result, the use of YouTube videos is helpful because it can help the students to remember the English words and their pronunciations, varied learning experiences,

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<sup>89</sup> Ibid.

<sup>90</sup> Ibid.

<sup>&</sup>lt;sup>91</sup> Ibid.

and provide better English pronunciation learning. It can be said that the findings of this study support the theory.

In addition to the theory, the previous study has similar findings with this present study. A study by Gracella and Nur also found that students get benefits from learning English through the YouTube application in diverse ways because YouTube works to enhance their English skills, and it is very easily accessible for almost all of the students' devices that could be used in any circumstances to assist and encourage them to understand English<sup>92</sup>. Other than that, this present study also seems appropriate with other studies by Mulyani and Sartika about an analysis of students' English pronunciation proficiency<sup>93</sup>. It was discovered that using YouTube clips has effectively enhanced students' English pronunciation proficiency, using YouTube clips provide new learning and teaching experiences, and YouTube clips make the learning attractive because students can perceive the real and correct English pronunciation. Therefore, using YouTube videos in English pronunciation learning provides benefits as the use of YouTube videos in other studies since YouTube videos offer students a rich and diverse experience by offering contextually relevant language and paralinguistic expression, to aid students in learning more English pronunciation. In conclusion, the findings of

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<sup>&</sup>lt;sup>92</sup> Jessy Gracella and Dedi Rahman Nur, "Students' Perception of English Learning through YouTube Application," *Borneo Educational Journal (Borju)* 2, no. 1 (2020): 20–35.

<sup>&</sup>lt;sup>93</sup> Mulyani and and Sartika, "Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media."

this study support the previous study and the theory as the benefits of using YouTube videos in English learning.

c. The challenges of using YouTube videos in facilitating students'
 English pronunciation learning

In addition to the benefits of using YouTube videos in English pronunciation learning, there are also the challenges faced by English teachers in using YouTube videos to facilitate students' English pronunciation learning.

1) The teacher has the challenge to search suitable videos that are appropriate to the material.

The teacher has a challenge to search the suitable videos that are suitable for the material. It is caused by many sources on YouTube that make the teacher find it confusing to choose the appropriate videos. Additionally, it is also caused by the few YouTube videos that are relevant to the material. The excerpt from the English teacher in interview section below asserted this finding:

"The challenge is to research or look for videos that match the material because there is material that has a lot of sources on YouTube but there is also material with very few sources on YouTube". (The teacher)

Hence, the teacher was confused to choose the videos that will be used for the English pronunciation teaching and learning because there are many videos that are available and sometimes there are few videos on YouTube. However, it can

be solved by applying several criteria of the videos before searching the videos to avoid the confusion and to guide the teacher to find the best and suitable videos.

Further, according to Harmer, the problems regarding the use of videos in language learning are the nothing new syndrome, low-quality video, inadequate display conditions, and the stop and start method when using YouTube clips, the duration of the YouTube clip, and technical issues. The teacher faced the challenge when she prepared the videos to use in English pronunciation learning in terms of searching for the videos that are suitable with the learning material. As mentioned by Harmer, technical issues may arise throughout whether it is in the preparation of the videos, when using the videos, and after using the videos<sup>94</sup>. In yet another study by Rahayuningsih supported this finding, it was found that in preparing the teaching, the teacher has a challenge in selecting appropriate media in the form of videos, PDF, student worksheets, and PowerPoint that are suitable with materials and students' needs<sup>95</sup>. The similar result by Tariq, Khan and Araci found that numerous YouTube authors create the very same content in various ways, which all inform the same thing, causing students and teachers to be confused about which video

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<sup>94</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>&</sup>lt;sup>95</sup> Dian Rahayuningsih, "Student Teachers' Challenges in Developing Teaching Materials During Teaching Practicum In Vocational School" 4, no. 2 (2016): 24–34.

to watch. Then, a study by Gailea, Syafrizal and Indasari found a similar finding with this present study<sup>96</sup>. It was found that the teachers deal with some problems because it is very difficult to implement the theory in choosing the learning material before they teach. These findings ensure that the teachers often face difficulty in searching the suitable material for learning materials. As a result, the finding of this current study about the challenge of using YouTube videos in facilitating English pronunciation learning faced by the English teacher supports the theory and previous study.

# 2. The Students' Perception of the Use of YouTube Videos to Facilitate Students' English Pronunciation Learning

b. YouTube videos could improve students' English pronunciation ability, including intonation, articulation, stress and spelling.

In English pronunciation learning through YouTube videos, the findings showed that students have an improvement in their English pronunciation ability. Many researchers have confirmed that the use of YouTube videos provides good impacts to the students.

 Students' intonation, students' production of English sound, students' stress, and students' spelling in pronouncing English.

<sup>&</sup>lt;sup>96</sup> Nurhaedah Gailea, Syafrizal, and Iin Indasari, "Materials Selection in Teaching English Skills for Teachers of Senior High School in Serang City," *Journal of English Language Studies (JELTS)* 1, no. 2 (2018): 1–13.

According to Harmer, the essential benefit of using video is that learners do not only listen to the language in the video, learners can observe and practice it<sup>97</sup>. The use of video aids students' comprehension because in the video there are expressions, gestures, and other visual clues. Thus, viewers can observe pronunciation, intonation, facial expression. In addition, all the paralinguistic features provide precious meaning guidance and assist viewers to learn the language aspects in the video<sup>98</sup>. The study's findings also revealed that students' English pronunciation ability has improved after using YouTube videos. This is evidenced by the questionnaire results, which can be seen in figure 4.1 about students' intonation in pronouncing English, that most of the students' intonation of 8A International Class Orientation pronouncing English gets better after learning through YouTube videos. It is also confirmed by the data from the students' interviews that students can learn the intonation better. Then, it can be seen in figure 4.2 about students' production of English sound; it showed that most of the students' production of English sound in pronouncing English gets better. It is also supported by the data from the students'

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<sup>97</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>98</sup> Ibid

interviews that students can pronounce English words better than before.

In addition, the students' English pronunciation improvement can be seen in figure 4.3 about students' stress in pronouncing English, that most of the students' stress in pronouncing English gets better. Based on students' interviews, they also argued that their stress in pronunciation gets better after learning through YouTube videos. Other than that, in figure 4.4 about students' spelling in pronouncing English, it showed that most of the students' spelling in pronouncing English gets better.

2) Students' accent of English pronunciation, students' knowledge of English pronunciation, and students' English pronunciation improvement.

Other than that, in the interview section, students also stated that their spelling has improved after learning using YouTube videos. It also can be seen in figure 4.5 about students' English pronunciation is like a native speaker, that most of the pronunciation of students is like a native speaker after learning through YouTube videos. Besides, figure 4.6 is about students' knowledge of English pronunciation. It shows that most of the eighth-grade students of 8A International Class Orientation agree that their knowledge of English

pronunciation is getting better after learning through YouTube videos. Then, it can be seen in figure 4.7 about students' English pronunciation improvement. It shows that most of the students agree that English pronunciation has improved after learning through YouTube videos. Moreover, according to the data from the interview, students argued that their knowledge of English pronunciation gets better so that their English pronunciation has improved. As stated by Harmer, the essential benefit of using video is that learners do not only listen to the language in the video, learners can observe and practice it<sup>99</sup>. The use of video aids students' comprehension because in the video there are expressions, gestures, and other visual clues. Thus, viewers can imitate the accent, the intonation and expand the knowledge about English pronunciation.

The findings above about the improvement of students' English pronunciation ability through the use of YouTube videos are supported by the previous study by Afrizal, he found that through watching YouTube videos the students can practice the English pronunciation better and students can improve their English pronunciation This study's findings are consistent with

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<sup>&</sup>lt;sup>99</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

Al Malikul Ikhwanda Putra Afrizal, "Using Video to Improve Pronunciation of The Second Years Students of FKI UIR Pekanbaru," *International Journal of Language Teaching and Education* 2, no. 1 (2018): 19–24, http://jurnal.um-palembang.ac.id/englishcommunity/index.

Herjuantoro's and Darmawan's study that found that watching YouTube pronunciation videos has a significant impact on students' pronunciation ability<sup>101</sup>. The findings of this study are also supported by the findings of Irmawati's study, in which she discovered that students seemed to have some improved performance in speaking skills, such as knowing the right pronunciation and being able to use it in their dialogue, and students are more confident because they find the proper pronunciation after watching the video 102. These findings show that the use of YouTube videos provides improvement for the students' English skills especially pronunciation ability. YouTube videos can help students' pronunciation because YouTube videos provide real examples of correct English pronunciation by native speakers. Besides, when students listen deeply and pay attention to the pronunciation of the main speaker, they will know how to pronounce it properly and correctly. The students can use the correct pronunciation by paying attention to the native speakers' sound, stress, spelling, and intonation when using YouTube videos. So, when they already know the correct pronunciation, they can imitate and practice the English pronunciation correctly according to what they listen to on YouTube videos. Hence, it can be concluded that these findings are correlated with the theory and the previous study.

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Herjuantoro and Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability."

<sup>&</sup>lt;sup>102</sup> Irmawati, "Utilizing Audio Visual Aids To Improve English Speaking Skill for the Eighth Grade Students of SMP Negeri 3 Banawa," no. 4 (2019).

c. YouTube videos could benefit students in learning English pronunciation ability, including motivation, excitement, interest, learning various accents, and body language.

Regarding the findings of this study, there are many benefits of using YouTube videos in English pronunciation learning. According to Harmer, there are some benefits of using YouTube videos in language learning, it consists of language in use, cross-cultural awareness, the power of creation, and motivation<sup>103</sup>.

 Learning more English pronunciation through YouTube videos and students' improvement in English pronunciation through YouTube videos.

As stated by Harmer, there are some benefits of using YouTube videos in language learning, it consists of language in use, cross-cultural awareness, the power of creation, and motivation<sup>104</sup>. In terms of language in use, Harmer stated that the essential benefit of using video is that students do not only listen to the language in the video, they can see and practice it<sup>105</sup>. The use of video aids students' comprehension because in the video there are expressions, gestures, and other visual clues. Thus, viewers can observe pronunciation, intonation, facial expression. The findings of this study also indicated that the

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<sup>103</sup> Ibid

<sup>105</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

students get benefits in language use. It is proven by the result of the questionnaire in figure 4.13 about learning more English pronunciation through YouTube videos, it showed that most students can learn more English pronunciation through YouTube videos. It is also strengthened by the data from the interview that YouTube videos are helpful for students to learn English pronunciation better. Next, in figure 4.14 about students' improvement in English pronunciation, it showed that most students have improvement in English pronunciation after using YouTube videos. Meanwhile, the data from students' interviews showed that learning from YouTube videos can help students to enhance their pronunciation.

Moreover, those findings are relevant with the previous study by Mulyani and Sartika, it found that through use of YouTube had also significantly improved the pupils' pronunciation abilities and it provides learners with such a new educational experience in learning English, particularly pronunciation abilities<sup>106</sup>. Then it helps make activity more enjoyable because the pupils could feel the real-world application of English as well as how to pronounce the words directly as from native English speakers inside the video. Other than that, the current study's findings are consistent with

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Mulyani and and Sartika, "Anal. Students' Profic. English Pronunciation Using YouTube-Based Video Media."

Irmawati's study in that students could really gain a deeper understanding of the learning material presented since video provides real-world examples<sup>107</sup>. Subsequently, it shows that the use of YouTube videos could indeed assist the students to comprehend English pronunciation by earning attention to the videos content that give students real world examples thus the students can enhance their English pronunciation. Ultimately, it can be stated that the result of this study reflects the theory and the previous study.

2) Learning various accents of English pronunciation and learning body language through YouTube videos.

In terms of cross-cultural awareness, Harmer stated that the video enables students to look beyond the classroom for instance the British accent, American accent, how the American speaks to certain people, how Americans dress, how British people talk to older people and many more<sup>108</sup>. It is proven by the result of the questionnaire in figure 4.11 about learning various accents of English pronunciation; it shows that most of the students agree that they can learn various accents of English pronunciation when using YouTube videos. Then, in figure 4.12 about learning the body language used by native

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<sup>107</sup> Irmawati, "Utilizing Audio Visual Aids To Improve English Speaking Skill for the Eighth Grade Students of SMP Negeri 3 Banawa."

<sup>&</sup>lt;sup>108</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

speakers to pronounce a word showed that half of students agree that they can learn the body language used by native speakers to pronounce a word. Besides, it is also confirmed by the data from the student interviews that they can learn the native speaker's facial expression and the native speaker's body gestures when pronouncing words. Other than that, the previous Cahyana study confirms those findings that learning English across YouTube clips offered students with benefits to learn much more about the English language such as the native speakers' accent, body language, facial expression, and the language is used in communication <sup>109</sup>. Other than that, it is also supported by the study of Nasution that students can effectively interpret body language or even other nonverbal, paralinguistic knowledge in a YouTube clip concerning human speech in an interactive context<sup>110</sup>. YouTube offered numerous videos with such a native English speaker that can help students acquire knowledge of the accent, sound, stress, spelling as well as pronunciation in order to accurately adapt with the native speakers. Thus it can be stated that the findings of this study are relevant to the theory and the previous studies.

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<sup>&</sup>lt;sup>109</sup> A A C Cahyana, "The Use of Youtube Video in Teaching English for Foreign Langauge At Vocational High School," *Jurnal Pendidikan Bahasa Inggris Indonesia* 8, no. 2 (2020): 1–11. 
<sup>110</sup> Nasution, "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text."

3) Students' motivation, students' excitement, and students' interest in learning English pronunciation using YouTube videos

In terms of motivation, Harmer stated that the use of video will increase students' interest in learning the English language<sup>111</sup>. Students are interested to learn since they can listen to the language and it gives a real experience in learning the English language. The current study's findings also revealed that the students get benefits in the motivation aspect. It is proven by the result of the questionnaire in figure 4.8 about students' motivation in learning English pronunciation that most of the students agree that they get motivated to learn English pronunciation when using YouTube videos. While in figure 4.9 about students' excitement of using YouTube videos, the majority of the students are ecstatic when the teacher uses YouTube videos. Hereinafter, in figure 4.10 about students' interest in learning English pronunciation, most students agree that their interest in learning English pronunciation increases when using YouTube videos. It also stated in the interview that students feel interested and enjoy using YouTube videos in learning English pronunciation.

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<sup>111</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

Furthermore, it is strengthened by the study from Nasution that YouTube can become a good educational medium because it has a great influence on students' motivation, links to learning something new, as well as many other things<sup>112</sup>. Besides, similar results were also found from the study by Istiyani and Murtiningsih<sup>113</sup>. They found that students' attitude during the activities demonstrates English pronunciation improvement. The students are enthusiastic and enjoy participating in English pronunciation lessons via the English with Lucy YouTube video. Students enjoy practicing the dialogue with proper intonation and sounds. The classroom atmosphere is vibrant, active, enjoyable, and stimulating. Similar finding also comes from a study by Almurashi, it was discovered that students feel happy and entertained because YouTube provides audio-visual<sup>114</sup>. Additionally, this current study discovered identical results as previous study like Irmawati, which discovered that using videos encourages

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 $<sup>^{112}</sup>$  Nasution, "YouTube as a Media in English Language Teaching (  $\rm ELT$  ) Context : Teaching Procedure Text."

<sup>&</sup>lt;sup>113</sup> Istiyani and Murtiningsih, "Improving The Students' English Pronunciation Through English With Lucy Youtube Video."

Almurashi Wael Abdulrahaman, "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula," *International Journal of English Language and Linguistics Research* 4, no. 3 (2016): 32–47.

students' interest and English learning motivation, particularly speaking, that can help students increase confidence<sup>115</sup>.

Such findings revealed positive attitudes since YouTube provides great audio and visuals that can engage students in learning activities. Other than that, YouTube videos offer English learners with a rich and diverse experience by offering contextually relevant language, interesting audio-visual, paralinguistic expression, and cross cultural information to aid students' comprehension, improvement, and motivation in learning English pronunciation. Consequently, the findings above support the theory and the previous study.

d. The YouTube videos could challenge students in learning English pronunciation ability, including inadequate internet connection, blurry and unclear videos, feeling annoyed when the YouTube videos suddenly stopped and started continuously, the duration of YouTube videos, the use of YouTube videos, the device and the content of the videos.

In using YouTube videos, there are found challenges faced by the students. Many researchers have confirmed that using YouTube videos in language learning can raise problematic challenges. It was strengthened by Harmer that, technical issues may arise throughout whether it is in the preparation of the videos when using the videos

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<sup>&</sup>lt;sup>115</sup> Irmawati, "Utilizing Audio Visual Aids To Improve English Speaking Skill for the Eighth Grade Students of SMP Negeri 3 Banawa."

and after using the videos<sup>116</sup>. The teacher and students must be aware of their internet connection, the device, and even the tools used in learning. Therefore, the teachers and the students must become acquainted with all the things that will be used to facilitate student learning.

1) A few students have a challenge of an inadequate internet connection when using YouTube videos.

The ongoing study's findings also indicated that the students have a challenge of an inadequate internet connection. It is proven in figure 4.15 about inadequate internet connection; it shows that few students have inadequate internet connection. On the other hand, most students did not experience internet connection problems. Other than that, in figure 4.21 about the device, it shows that most of the students disagree that the machine used in English pronunciation learning does not work well. Regarding the findings of this study, it is supported by the study from Khoiroh that students have unstable internet connections while using YouTube videos in learning English speaking skills<sup>117</sup>. A study by Cahyana found that the students had

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<sup>116</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>&</sup>lt;sup>117</sup> Shoburotin Annur Khoiroh, "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties," *RETAIN (Research on English Language Teaching in Indonesia* 09, no. 02 (2021): 202–211.

insufficient internet connection during learning activity<sup>118</sup>. In conclusion, it can be stated that the result of this present study supports the theory and the previous research.

2) A few students have a challenge of blurry and unclear YouTube videos.

Harmer also stated that another challenge is low-quality video seems to be another factor that affects the efficiency of using video in the classroom; for instance, students may struggle to observe how to use the language in real-world communication contexts<sup>119</sup>. This also happens to the students that can be seen in figure 4.16 about blurry and unclear videos that only three students experience blurry and unclear videos. Meanwhile, most students did not experience blurry and unclear videos. However, it is supported by the study from Khoiroh that the students sometimes cannot access the videos and watch videos clearly due to the unstable connection<sup>120</sup>. Hence, the findings of this study are relevant to the theory and previous study.

3) A few students have a challenge of stop and start method when using YouTube videos.

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<sup>&</sup>lt;sup>118</sup> Cahyana, "The Use of Youtube Video in Teaching English for Foreign Language At Vocational High School."

Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>&</sup>lt;sup>120</sup> Khoiroh, "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties."

Harmer stated another challenge of using videos in language learning is the stop and start method when using YouTube clips could also struggle to pique the pupils' interest in learning since the teacher doesn't quite comprehend how to implement the technique<sup>121</sup>. In figure 4.17 about stop and start videos, this study also found that a few students feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher. On the contrary, most students disagree that they feel annoyed when the YouTube video suddenly stopped and started continuously by the teacher. According to Khoiroh's study, students become bored when vocabulary is repeated many times when using videos, and when studying alone without friends, students become bored and sleepy when watching YouTube videos<sup>122</sup>. The teacher did stop and start to repeat the English pronunciation videos, thus when it stopped and started many times some students felt annoyed. As a result, it can be stated that the result of this study supports the theory.

4) A few students have a challenge of the duration of YouTube videos.

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<sup>&</sup>lt;sup>121</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>&</sup>lt;sup>122</sup> Khoiroh, "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties."

Other than that, Harmer also argued that the other challenge is the duration of the YouTube clips 123. The duration of videos used during the classroom must be counted. It won't work if the clip is too long and students might feel sleepy, feel bored and lose faith. In the context of the duration problem, in figure 4.18 about the duration of videos, only a few students agree that they feel the duration of YouTube videos is too long. Comparatively, most students disagree that they feel the duration of YouTube videos is too long. The result of this study is consistent with other study by Slemmons and others who have discovered that students are more interested and have more positive opinions of shorter videos rather than longer videos<sup>124</sup>. From these findings, it can be stated that the duration of the videos plays an important role to maintain students' interest. However, it depends on the students themselves whether they fret about the duration of the videos or not. Hence, the result of this study supports the theory and the previous study.

5) A few students have a challenge of boring YouTube videos.

Further, the nothing innovative syndrome can affect the efficiency of using YouTube clips in the classroom as stated

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123 Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>&</sup>lt;sup>124</sup> Krista Slemmons et al., "The Impact of Video Length on Learning in a Middle-Level Flipped Science Setting: Implications for Diversity Inclusion," *Journal of Science Education and Technology* 27, no. 5 (2018): 469–479.

by Harmer<sup>125</sup>. It occurs because the teacher becomes unable to accommodate the teaching-learning process in a more interactive way, leading students to believe that the teaching and learning process using YouTube videos is similar to other familiar educational activities. Figure 4.19 about YouTube videos in use, shows that three students agree that YouTube videos used in English pronunciation in class are boring. However, most eighth-grade students of 8A International Class Orientation disagree that YouTube videos used in English pronunciation learning in class are boring. In figure 4.20 about learning activities through the use of YouTube videos, it shows that all of the students disagree that the learning activities through the use of YouTube videos are not interesting. As a consequence, the students had no difficulty with learning activities that included YouTube videos. A similar result was also found by the previous study from Khoiroh<sup>126</sup>. The study found that students become bored when vocabulary is repeated many times when using videos, and when studying alone without friends, students become bored and sleepy when watching YouTube videos. For that reason, it

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<sup>125</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

<sup>126</sup> Khoiroh, "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties."

can be stated that this current study is correlated with the previous research and theory.

6) A few students have a challenge of YouTube videos content.

Furthermore, the students stated other challenges related to the YouTube videos content. The students mentioned that sometimes it is difficult to understand the words since the native speakers speak too fast and the voice is a bit unclear. Furthermore, as stated by Harmer, the danger challenges of English language learning videos are that the videos have poor production, the inauthentic language the use. and unsophisticated videos that cause students to have difficulty understanding the videos<sup>127</sup>. The existing study's findings are also confirmed by the Saipullah's, Syahri's, and Susanti's study, in which she discovered that some students had difficulties with native speakers' pronunciation, stress, speed, rhythm, dialect, and information organization<sup>128</sup>. Moreover, this also occurs in the previous study by Khoiroh<sup>129</sup>. The finding shows that because of the speaker's difficult pronunciation, several students didn't understand the point of what they were watching. It also occurs when every speaker

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<sup>127</sup> Harmer, "The Practice of English Language Teaching (3rd Edition)."

Habib Muhar Saipullah, Indawan Syahri, and Rini Susanti, "Students' Perception on the Accents of Non-Native English Speakers in Interactive Listening and Extensive Speaking Class," *English Community Journal* (2021): 1–10, http://jurnal.umpalembang.ac.id/englishcommunity/index.

<sup>129</sup> Khoiroh, "Using YouTube for Speaking in Online Learning: EFL Students' Perception and Difficulties."

does have a different accent with varying speeds, which can make students confused when trying to follow the speaker since, as Indonesians, people have their accent. A study by Tariq, Khan, and Araci also found the similar finding that sometimes students face unclear content so that it is difficult to understand. The result of Cahyana's study also showed a similar finding with this study, that occasionally students had difficulty understanding the language used in the video and the videos was fast<sup>130</sup>. Subsequently, this recent study's findings confirmed the theory and the earlier studies.

According to the research findings mentioned in the previous paragraph regarding the students' challenges of using YouTube videos to facilitate students' English pronunciation learning, it is possible to conclude that the students face a variety of difficulties. Depending on the outcomes of the questionnaire and the interview, which were reflected in the theories and previous studies, some students have insufficient internet access, students experience blurry and unclear videos, students feel annoyed when the YouTube videos suddenly stopped and started continuously, students have a problem with the duration of the YouTube videos, YouTube videos was boring, the device was not work well and the content of the videos are sometimes hard to understand due to the native speaker's voice.

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<sup>&</sup>lt;sup>130</sup> Cahyana, "The Use of Youtube Video in Teaching English for Foreign Language At Vocational High School."

# 3. The Procedure of Using YouTube Videos to Facilitate Students' English Pronunciation Learning

Concerning the finding of the procedure of using YouTube videos in facilitating English pronunciation learning, English pronunciation learning is integrated with vocabulary learning. First, the teacher prepared the tools to use in English pronunciation learning such as a laptop, LCD projector, videos, and PPT. Second, the teacher gave instructions to students to observe and listen to the videos. According to Harmer, after initiating the learning with discussion, the teacher can ask students to watch and listen to the videos<sup>131</sup>. Consequently, those steps of watching YouTube videos are relevant to Harmer's theory. Third, while watching the videos, the teacher also stopped the videos then continued and repeated the videos. At this time, the students practiced pronouncing English words based on the YouTube videos that they have learned. Besides, the teacher also chooses students randomly to practice the pronunciation. As stated by Harmer, before leaving the video, teachers can rewind, and select out specific uses of language to ensure the students' understanding 132. It shows that the steps are correlated with the theory. It also can be seen that the teacher also stopped the videos, continued the videos and repeated the videos. At the same time, the teacher asked students to practice the English pronunciation to measure their understanding.

<sup>&</sup>lt;sup>131</sup> Ibid.

<sup>132</sup> Ibid.

Other than that, the similar procedure of using YouTube videos in this study also has similar steps with Berk's theory<sup>133</sup>. Berk stated that the procedures to use YouTube videos in English language learning consist of selecting the YouTube videos, creating specific guidelines or discussion, briefly introducing the video, playing the video, pausing or stopping the videos, setting a moment of reflection on what was demonstrated for collecting information related to the students' comprehension, assign an active learning activity. It is correlated with this study that showed the teacher prepared the tools and the YouTube videos before she taught in the classroom. Following that, the teacher asked students to watch the YouTube videos then the teacher played the YouTube videos. In the process of playing the videos, the teacher also stopped the video then continued and repeated the videos. Moreover, the teacher asked students to pronounce English words. As a result, it can be stated that the theory by Berk is relevant with the procedures of the result of this study about using YouTube videos in English pronunciation learning.

Furthermore, it is also strengthened from the previous study by Kamelia in using YouTube videos in teaching congratulation and hope materials<sup>134</sup>. Her study found that the teacher played the two YouTube videos and asked students to tell and give examples of what they have learned through the YouTube videos in the initial step. Next, the teacher

<sup>&</sup>lt;sup>133</sup> Berk, "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MtvU in the College Classroom."

Kamelia Kamelia, "Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes," *Utamax : Journal of Ultimate Research and Trends in Education* 1, no. 1 (2019): 34–38.

provided a test as a follow-up activity. Therefore, it can be said that the current study supports the previous study.

Moreover, the other previous study by Nasution has similar results with this present study<sup>135</sup>. According to his study, in the dictation stage, the teacher played the video without showing the visual several times and then the students made the procedure text. In the reconstruction stage, the teacher showed the videos with the visual and students presented the task. Hence, it can be stated that the present study supports the earlier study.

Concerning the stage of English pronunciation practice, the teacher should consider adding other activities at a glance for the students that it can be a minimal pair's activity, tongue twisters, or song. For instance, after students practice English pronunciation, they can do the minimal pairs activity such as distinguish the words (catch or cash, washing or watching) or (is that a white sheep? or is that a white ship?) at a glance. Differentiating two sounds that are really similar and recurrently confused is a widely known technique for getting students to focus on specific parts of pronunciation<sup>136</sup>. Students begin by listening to sets of words and practicing the distinctions in English sounds, such as ship and chip, wish and which, sheep and cheap, shoes and choose, and so on<sup>137</sup>. However, if the students have difficulty pronouncing and differentiating the words, the teacher instructs them to listen to YouTube videos as part of a series of

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<sup>&</sup>lt;sup>135</sup> Nasution, "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text."

<sup>136</sup> Ibid.

<sup>&</sup>lt;sup>137</sup> Ibid.

activities. According to Wong cited by Muliana that pronunciation teaching wasn't by nature tedious, but that it is perceived to be so since it has been taught in a monotonous way, and that teachers are uninteresting when they assume pronunciation teaching is tedious<sup>138</sup>. Consequently, varied English pronunciation activities in teaching English pronunciation are critical and required to avoid boredom.

Regarding the use of YouTube videos in English pronunciation learning, YouTube videos seem to play a very important role in forming students' background knowledge of English pronunciation. YouTube videos provide more real examples and experiences of learning English pronunciation by featuring native speakers in learning English pronunciation. Native speakers give examples of correct English pronunciation, proper intonation, word stress, correct spelling, and many more. According to Anisimova, integrating YouTube videos with educational aspects is considered as an encouragement to students to get a better acquisition of English pronunciation 139. The students can directly imitate English pronunciation according to what they have learned on YouTube videos. In addition, they can also practice it directly after they listen and pay attention to the pronunciation of English by native speakers. However, if students still do not clearly understand the English pronunciation, students can repeat the videos. Students can also slow down

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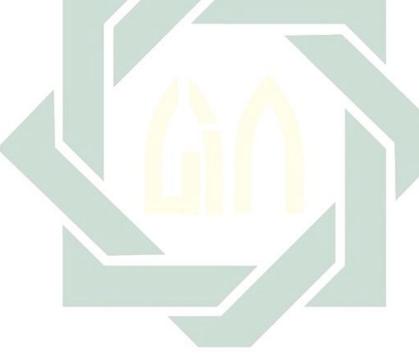
<sup>&</sup>lt;sup>138</sup> Syarifah Rahmi Muliana, "The Role of Audio Visual to Develop Students' Pronunciation (A Study at English Department of UIN Ar-Raniry)," *Ar-Raniry State Islamic University* 151, no. 2 (2018): 86.

Anisimova et al., "Integration of Internet Tools to Enhance Pronunciation Skills: Effectiveness of Educational Content on YouTube."

the motion of the videos to clarify English pronunciation. Furthermore, in the learning activities, the teacher seemed to provide following-up activities after students learned pronunciation from YouTube videos. Students make a sentence and a dialogue and role-play. It is a teacher's way to apply the knowledge that students have learned about English pronunciation to the following-up activities in the form of making sentences and playing roles. If students do not have a good basic knowledge of English pronunciation, they will have difficulty pronouncing words and role-playing. Therefore, the use of YouTube videos helps students build their background knowledge of English pronunciation. As a result, YouTube videos are suitable for use in learning English pronunciation. The use of YouTube videos is also highly recommended for students to learn English pronunciation from native speakers if they want to have a real experience learning English pronunciation from native English speakers.

All in all, the result of this study concerning the procedure of using YouTube videos in facilitating English pronunciation learning show that there are similar steps of using YouTube videos between the current study, the previous studies, and the theories and also the procedure carried out by the teacher are suitable with the achievement of learning objectives. It can be observed that in this study, previous studies, and the theory that the teacher played the videos and stopped, then repeated the videos several times. Afterward, the teacher assessed students' comprehension of what

they have learned. In addition, the teacher provided follow-up activities for students. Other than that, step by step sequentially and relate to each other. It can be proven by activities that start from the easy to the more complex such as from watching the videos until applying what the students have learned about English pronunciation into practice. As a result, students can complete all activities from beginning to end. As a result, it can be concluded that this study supports the theories and the previous studies.



## **CHAPTER 5**

### CONCLUSION AND SUGGESTION

The fifth chapter conveys the conclusion based on the result of the study in the preceding chapter and presents the suggestion for the teachers and future researchers.

#### A. Conclusion

There are three conclusions according to the findings of this study about the teacher's perception of the use of YouTube videos to facilitate students' English pronunciation learning, the students' perception of the use of YouTube videos to facilitate students' English pronunciation learning, and the procedure of using YouTube videos in facilitating English pronunciation learning.

Firstly, the teacher's perception of the use of YouTube videos to facilitate students' English pronunciation learning has a positive perception. The teacher's perception of using YouTube videos to facilitate students' English pronunciation learning is classified into two aspects. First, the benefits of using YouTube videos, the teacher can help the students to remember the English words through the use of YouTube videos, the teacher provides a different learning experience to students through the use of YouTube videos, and the teacher can help the students to improve their English pronunciation. Second, the challenge of using YouTube videos in facilitating English pronunciation learning is to search for suitable videos that are appropriate to the material.

Secondly, the students' perception of the use of YouTube videos to facilitate students' English pronunciation learning also has positive perceptions. The students' perception of using YouTube videos to facilitate students' English pronunciation learning is classified into three aspects. First, the improvement of students' English pronunciation ability through the use of YouTube videos in facilitating students' English pronunciation learning. The researcher found that most of the students have an improvement in the intonation, production of English sound, stress, spelling, the pronunciation like a native speaker, knowledge of English pronunciation, and English pronunciation. Second, the benefits of the use of YouTube videos in facilitating students' English pronunciation learning. The researcher found that most of the students get motivated, interested, can learn various accents, can learn body language, can learn more English pronunciation, and improve their English pronunciation. Third, the challenges of the use of YouTube videos in facilitating students' English pronunciation learning. The researcher found that some students have challenges in form of the inadequate internet connection, experience blurry and unclear videos, feel annoyed when the YouTube video suddenly stopped and started continuously, the YouTube videos duration, the use of YouTube videos, the device and the content of the videos.

Thirdly, the procedure of using YouTube videos in facilitating English pronunciation learning. The teacher classified the lesson into pre-activity, while-activity, and pre-activity. During the pre-activity, the teacher

welcomed students and inquired about their current situations, and talked about material that will be learned. Then, the teacher discussed the previous material. During while-activity, the teacher introduced the material. After that, the teacher informed the objectives of the lesson. Following that, the teacher prepared the tools to use in English pronunciation learning such as a laptop, LCD projector, videos, and PPT. Further, the teacher commanded students to observe and listen to the videos. The teacher also stopped the videos then continued and repeated the videos. Besides, the teacher chose students randomly to practice the pronunciation. Moreover, the teacher provided follow-up activities in the form of making a sentence, making dialogue, and role-playing. The teacher asked students to conclude the material and gave the students guesswork in the post-activity. Last, the teacher greeted students.

# **B.** Suggestion

The researcher makes suggestions to teachers and future researchers based on the findings of this study.

## 1. Teachers

This study showed that the teacher has used YouTube videos to facilitate English pronunciation learning. Therefore, the other teachers can explore other digital media that are relevant to the students such as Tiktok, Pinterest, digital comics, and many more to teach English pronunciation. Hence, it can engage the students in a classroom activity in English learning since the media used are various. Furthermore, the other teacher

can develop creativity in the learning activities after using YouTube videos.

## 2. Future researchers

This study focused on investigating the teacher's and students' perception of the use of YouTube videos to facilitate English pronunciation learning and the procedure of using YouTube videos to facilitate English pronunciation learning. Hence, if the future researcher would love to investigate the same areas or topic of this study, it would be advisable if the future researcher investigated other digital media to facilitate English pronunciation learning. The researchers can investigate the teaching of English pronunciation at regular class and international class if it is available in other schools. Moreover, future researchers can investigate other English skills besides pronunciation ability.

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