

## Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability

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### ABSTRACT

Pronunciation is the way a letter, word, or language is spoken. It involves how a speaker produces sounds, stress, rhythm, and intonation in speech. Some English learners have difficulty with pronunciation since English is considered to be a foreign language in Indonesia. This research aims to show that watching English native speakers' YouTube channel can improve students' pronunciation ability. The researcher applied Classroom Action Research and it needed two cycles (four meetings). The criteria of success were that the students achieve the minimum standard or average score, which was equal to or greater than 70%. The students' pretest score was 35% (very poor) and the result of the interview with the English teacher suggested that the students could not pronounce accurately since they rarely practice and never learn from native speakers. The first posttest score was 57,5% (very poor). The second posttest score was 87% (very good). It showed that the students' score was increase and achieve the minimum standard. It could be concluded that watching English native speakers' YouTube channel is an effective way to improve the students' pronunciation ability.

### INTRODUCTION

English is an international language used as a tool of communication among people and nations in this world. It is the main language of international diplomacy and organizations, global commerce, medicine, the language of air traffic control and the

majority language of academic journals. Furthermore, the most importantly for people, it is the most common language on the internet, it is used by international learners in international schools and international travelers in different native languages to communicate each other. Therefore, English becomes one of subjects in schools in many countries especially Indonesia.

English is introduced into the education curriculum in Indonesia, and it becomes one of subjects in junior high school. It is stated by *Sekretariat Negara RI* (2013) in government regulation of the Republic of Indonesia number 32, year 2013 about changes to government regulations number 19 of 2005 concerning national standards of education in chapter 77J that in Junior high school curriculum structure or another equivalent form is consisting *Bahasa* which includes English.

One of components of English is speaking which includes pronunciation that is an important thing because it helps learners to sound more natural, correct and clear so that the others could understand what they are going to say and it helps to learn to speak English more quickly and listen to English better.

According to Cambridge Dictionary, pronunciation is the way of a letter, word, and language is spoken. Gilakjani (2016) stated that Pronunciation involves how a speaker produce sounds, stress, rhythm, and intonation in speech. By repeating the sounds and correcting them when produced inaccurately is how pronunciation is learnt. When the learners start learning pronunciation, they will make new habits and cope the difficulties resulting from the first language.

In facts, many English learners get difficulty in pronunciation since English is a foreign language in Indonesia. They could not easily pronounce words accurately, fluently, and clearly as native speakers. In a school, it could be evidenced by a students' final score of reading aloud test which pronunciation score was 15,5% and fluency was 19,5% with total 35%, it means that the students' pronunciation ability is very poor. Additionally, from the result of interview the English teacher that the students' problem in speaking practice is

their pronunciation. The students' speaking is frequently unintelligible. The teacher also said that the students could not pronounce words clearly, accurately, and fluently since they are rarely practice and even never learn from native speakers. The students are less in speech production, and it might be caused by some factors such as the students never learn English directly to the native, do not have enough time to learn because they are not only student in the school, but also as student in Islamic boarding house (*Pondok Pesantren*). Furthermore, the students lazy to study because of having less interesting in learning English, less motivation, and boring learning method. It can be concluded that the students' pronunciation ability is poor and needed to be improved. And those are where this research goes from.

Harmer as cited in Ma'lah (2016) proposed some problems in pronunciation that are what students can hear, what students can say, and intonation problems.

Kelly (2001) stated that there are two things important in teaching pronunciation namely productive skills teaching and receptive skills teaching. In reception skills, the students must learn to hear the differences in phonemes. Then they must implement that knowledge when producing sound.

In reality, the teacher teaches pronunciation only by applying reactive teaching. The teacher responses to the students' errors in the classroom reactively such as when knowing a student wrong in pronouncing a word then the teacher corrects it rather than state it in lesson plan. Meanwhile some of the students have problems in understanding and remembering how to pronounce those words in another time they must speak. The teacher also teaches pronunciation by drilling technique all the time without any other methods and media, so that the students' will be bored and do not have interesting in learning English especially pronunciation in speaking.

According to CAKIR (2006), many methods and media could be used in learning and teaching process. One of them is audio-visual or video. All video materials have benefit in language learning as long

as used at the right time and place. In this research, the researcher used YouTube as a media in the teaching and learning process to improve the students' pronunciation ability, so that the students could directly learn from native speakers.

YouTube is one of the most popular media that is used by people in their daily life to watch videos posted by the creators over the world from many types of background. While YouTube can serve a business platform, many people also simply visit YouTube for teaching purpose or learning process. YouTube designed the course for YouTube creators, teachers, businessmen to advertise their products, organizations, and anyone who wants to teach or share knowledge on a topic and entertains other people. Program in educational on YouTube takes on many shapes, forms and personalities, which means there is something for almost every learner globally, such as language learning especially for English as an International language that is used by most people in different countries in the world.

According to Sari (2019), YouTube is one of social media that can be employed and accessed by people to facilitate their language learning. The YouTube creators in this whole world can talking about their opinions, education, life, news, and others.

### ***Language Teaching and Learning Media***

Criticos as cited in Hikmah (2019) defined media as an instrument to transform information from a resource to receiver. While learning media can be defined as media that used in teaching and learning process. Media in teaching and learning process could be defined as graphic and photographic, electronic tools that used to record, process, and reconstruct the visual and verbal information.

Based on Hikmah (2019), there are three media's types in the teaching and learning process as follows.

1) Visual Media

(a) Pictures

Pictures in teaching and learning media can be used to teach and increase the students' vocabulary, speaking and writing.

(b) Board

Board is used to write down certain points of the teachers' explanation and the lesson.

(c) Textbook

Textbook in teaching and learning process is as an individual learning tool, teachers' handbook to teach in the class, a tool that can support the students in choosing the relevant learning methods, and a tool that can increase or improve the teacher ability and skills in organizing the lesson materials.

(d) Newspaper and Magazines

Newspapers and magazines contain actual and warm reading materials and the interesting recent data. The students also can learn how to write interesting articles, can enrich vocabulary and improve critical reading and discussion skills.

(e) Comics

With comics, the students can learn and have new vocabularies and phrases that are used daily conversations and find the elements of the story and characterization.

(f) Literary works

Studying literature can motivate students, learn about many backgrounds of cultural and acquisition in language, increase the students' participation in language learning and interpretive ability, and of course educate students overall.

(g) Computer

Computer in learning language can be used as a processor of words where the students can read and type or write a text especially material that designed for English.

(h) Augmented reality media

Augmented reality is used to improve visualize abstract forms for understanding or structuring an object model. It enables the students to increase the vocabulary and comprehension reading.

2) Audio Media

(a) Tape recorder

Tape recorder is used for play many textbook tapes, people speaking and singing's tapes. The students can use it to record their own speaking as practice and checking their pronunciation, intonation, accent, etc.

(b) Radio

Radio is suitable for teaching language and music since it can make the students focus on the words, sentences, or music.

(c) Compact Disk (CD)

Teacher can use CD in the class since it is simple and practical, has clear sound, the capability is good, and the maintenance is also easy. It can be used in listening activity.

3) Audio Visual Media

(a) Film

The students are usually more interested and enthusiastic with visually presented reality as like film. Films can be developed using materials made by teachers.

(b) Television

Television programs are important to help language learners' ability such as vocabulary, pronunciation and accents.

(c) YouTube

YouTube is one of social media that can be employed and accessed by people to facilitate their language learning. The YouTube creators in this whole world can talking about their opinions, education, life, news, and others. In language learning, the students can access the native speakers' YouTube as media in learning. They can learn how to

pronounce certain words or produce sounds, how to speak like native, improve their vocabulary, and others.

Bastos & Ramos in their result of research as cited in Sari (2019) asserted that the students are more interested in the teaching and learning process that use video consisting sound, animation, and graphic. It is more interesting than worksheets, textbooks, slides, and others. In addition, YouTube can change the way of educational system works by stimulating participation of students. The teacher can find many professional videos especially that relates to English created by the experts or native speakers. It can facilitate the process of learning by reducing students' cognitive loads. In YouTube, the media is chosen intelligently and learning a language can be fun, more effective and easier.

### ***The Benefits of Using Native Speakers' YouTube Channel in Teaching***

According to Yulianti as cited in Amir proposed the benefits of using video in teaching as follows:

- 1) Students can stop, fast-forward replay, and rewind the video until they understand the content since video is an essential medium.
- 2) Students can interest and enjoy the learning process since the video creates an attractive enjoyable learning environment.
- 3) Students can learn from the experts or native speakers without leaving the school.
- 4) Support students in understanding the material when they see the teachers demonstrate the material through the video.

## **METHODS**

This research was conducted in a Junior High School in Jember, Indonesia. The research design selected was action research. While the type of this action research was Classroom Action Research since the researcher goes to overcome the students' pronunciation problem. This kind of research is used by teachers or

researchers to increase or improve the teaching and learning process quality and effectiveness.

The model of action research that would be applied in this research is a model by Jean and Jack in Putra (2019). There are four steps in that model; planning, acting, observing, and reflecting. The steps could be illustrated as follow:

**Figure 1**  
**Model of Classroom Action Research**



Based on the model of action above the researcher conducted the steps as follows: 1) Preliminary study, the researcher gained the data by conducting pretest to measure the students' pronunciation ability through reading aloud and observing the English teaching and learning process. 2) Planning, the researcher arranged the teaching strategy (audio-visual method), determined the material (Invitation) and media (native speakers' YouTube channel), designed lesson plan and defined the scoring and criteria of success (the students achieve the minimum standard with students' average score of oral tests equal to or greater than 70%). 3) Acting, the researcher showed the native speakers' YouTube channel in the beginning of lesson to enhance the students' interest in learning process. The researcher conducted the research twice a week since English is given twice a week in this school. 4) Observing, in that step was doing observation in acting step. The collaborator observed the action, done the checklist and field notes to collect the data of students' participation in learning process, while the researcher recorded the students' oral test, and interviewed the students. 5) Reflecting, the researcher analyzed and evaluated the data from the students' oral test score and participation and matched with the criteria of success. This step



determined whether the action successful or not and need the second cycle or not.

The researcher used Underhill's four-point scale for pronunciation and fluency as cited in Perwira (2011) to score the students' oral test, then obtained the final score from formula as follows:

$$P = \frac{S}{M} \times 100$$

*P* = The students' pronunciation ability's percentage  
*S* = Students' scores' total points

The percentages divided into five categories based on Gronlund's criterion as cited in Perwira (2011).

**Table 1. criteria of success**

Criteria of Success		
95-100%	It is outstanding	A
85-94%	It is very good	B
75-84%	It is satisfactory	C
65-74%	It is poor	D
Below 65%	It is very poor	E

And the researcher used the Oxford learner's pocket dictionary belongs to Bull (2015) to determine the correct and accurate pronunciation.

This research was conducted through two cycles which each cycle consists of two meeting. The researcher used test with printed text from the English textbook given by the teacher as the instrument, observation with observation checklist, field notes and interview as the instruments, documentation with recordings, video, and photo as the instruments, and interview with guide of interview and handphone to record the interview process as the instruments to collect the data. The researcher checked validity of the material by asking the teacher whether the material appropriate or not with the material in the book that would be taught and curriculum applied in

the school and test by using content validity before applied to the students.

### ***Criteria in Selecting YouTube Channel***

Yoshida (2018) proposed some criteria in selecting the best tools to help classroom teachers as follows:

- 1) Appropriate with the learning objectives. The tools can help the teachers in accomplishing the specific teaching tasks and the students to improve their pronunciation ability.
- 2) The quality and accuracy. The tool provides the accurate information and appropriate with sound principles of phonology and pedagogy.
- 3) Practically of use. The tools must be easy to be learnt and used, and it can work reliably and do as the claims.
- 4) Cost. The tools are free or inexpensive, and already available since particularly in times of budget cuts and tight resources.

### ***Implementation of YouTube Channel in Teaching Pronunciation***

The main role of teacher is showing the proper native speakers' YouTube which is relevant to the learning purpose. According to Muhsin (2018), there are four principles which can be used in the class.

- 1) The students are exposed to the native speakers' YouTube channel with the native speaker and recommended in the same age.
- 2) The native speakers' YouTube channel topic used should be relevant to the students' life in order to avoid the gap between students' disorientation and reality.
- 3) The teachers can compare the main s native speakers' YouTube channel and the other one, such as show English native speakers' YouTube channel and Indonesians' YouTube channel which use English to make understand the students which native speakers' YouTube channel they should learn to practice.
- 4) The teacher gives extend learning with native speakers' YouTube.

## **RESULTS AND DISCUSSION**

The students' pronunciation ability is poor and needed to be improved and the teacher teaches pronunciation only by applying reactive teaching which responds to the students' errors in the classroom reactively such as when knowing a student wrong in pronouncing a word then the teacher corrects it rather than state it in lesson plan. Meanwhile some of the students have problems in understanding and remembering how to pronounce those words in another time they must speak. The teacher also teaches pronunciation by drilling technique all the time without any other methods and media, so that the students' will be bored and do not have interesting in learning English especially pronunciation in speaking. Therefore, the researcher applied a different method in teaching pronunciation which is using YouTube.

In this research there are two cycles which each cycle consists of two meetings, the researcher would like to explain the results in each cycle.

### **1. Cycle One**

The post test was conducted to measure and know the improvement of the students' pronunciation ability. They asked to read about a conversation text contained of 120-130 words. Each student spent about 1 minutes 30 seconds to 2 minutes 10 seconds. The result of post test in cycle one showed 28% for pronunciation and 29,5% for fluency, it is 57,5% in total. The score percentage was categorized based on Gronlund's criterion. It showed that the students' pronunciation ability was still poor and not achieve the minimum standard with students' average score of oral test equal to or greater than 70%. Therefore, the second cycle was necessary to be conducted.

In observation, based on the observation checklist there are four aspects that should be achieved in the research. In cycle one, the students still fulfilled two aspects, it still needed to achieve aspect of the increasing of students' satisfaction in learning process and performance quality. While based on the fieldnotes in

the first meeting, there was two notes given by the collaborator: 1) Some of students seemed confuse and did not understand the material. 2) The students seemed enthusiastic and interested to YouTube. And in the second meeting, the students were more familiar with English words or sound.

The reflection was based on the result findings of cycle one, some steps of the teaching and learning process in cycle one were needed to be revised to maximize and improve the students' pronunciation ability. The first is in preparation, the researcher needs to be more careful in selecting native speakers' YouTube channel. Notice words' difficulties was needed to avoid students' confusion in pronunciation. Additionally, the researcher must select native speakers' YouTube channel that more casual or informal to make the students enjoy the lesson. The second is in pre-teaching or set-induction, thing needed is the warmer greeting and more small talk by asking their condition or their favorite English YouTuber and YouTube channel to the students to create a nice atmosphere. The last is in the drilling step, the students need a longer time to practice pronunciation. They also need phonemic transcription to get full picture of how to pronounce certain words. It could be done by writing the transcription on the board or the printed transcription of YouTube. Based on the results above, it was needed the second cycle to solve the problems in cycle one.

## 2. Cycle Two

The post test was conducted to measure and know the improvement of the students' pronunciation ability. It was conducted at the last 45 minutes of the second meeting. They asked to read about a conversation text contained of 120-130 words. Each student spent about 1 minutes 30 seconds to 2 minutes 10 seconds. The final score of the post test in cycle one showed 45% for pronunciation and 42% for fluency, it is 87% in total. The score percentage was categorized based on Gronlund's criterion. It showed that the students' pronunciation ability has very good and has achieved the criteria of success or the minimum

standard with students' average score of oral tests equal to or greater than 70%. Therefore, the action or cycle was stopped.

As the result of observation in cycle two, the observation checklist showed that the students had achieved the four aspects which are: 1) The increasing of frequency/quality of students question in teaching and learning process. 2) The increasing of students' satisfaction in learning process. 3) The increasing of students' interest of learning. 4) The increasing of students' performance quality. While based on the fieldnotes in the first meeting, there was two notes given by the collaborator: 1) The students seemed more enjoy the learning process. 2) The students were more active in asking how to pronounce certain words. And in the second meeting, the students' result test was satisfied and achieved the minimum standard score.

The interview was done after the post test in the second meeting of cycle two. It was group interview in order to reduce the time consuming. The students were asked about what do they think about watching English native speakers' YouTube channel as learning media, do they have more interest in learning English and like it and do the media help them to learn more content and improve their pronunciation ability. The researcher called 4 to 5 students as a group to be interviewed and asked all questions to each student one by one.

The answer of the first question could be concluded that the students got difficulty at first time to understand what the speakers said since they are speak quickly and fluently. But as the YouTube video played for several times the students could deal the problem and more familiar with the English words. For the second question, most of the students have more interest to learn and like English. Then for the third question, it concluded that the media help them to learn more content about English, they learn to native speakers directly so that they know how to pronounce the words correctly and how the speakers speak such as their accent and style. For the last question, all of them answered that

English native speakers' YouTube channel help them in improving their pronunciation ability.

The result of research (test) could be concisely explained in table as follow.

**Table 2. The Percentage of Students' Result Post-test I and Post-test II**

	Post-test I		Post-test II	
	Pronunciation	Fluency	Pronunciati on	Fluency
<b>Score</b>	28%	29,5%	45%	42%
<b>Total</b>	57,5%		87%	
<b>Category</b>	Very poor		Very good	

*Source: The result of post test I and post test II*

Based on table 2, it could be stated that the students' pronunciation score in each cycle was increase and achieve the minimum standard in cycle two. It could be concluded that the implementation of English native speakers' YouTube channel helped the students in improving their pronunciation ability in English.

The research question in this research is: "How can watching English native speakers' YouTube channel improve students' pronunciation ability?", in answering the question the researcher then conducted the research by implementing native speakers' YouTube channel to improve the students' pronunciation ability.

The procedure of the implementation in teaching pronunciation was integrated to the main learning. There are two things important in teaching pronunciation namely teaching of productive skills and teaching of receptive skills. In reception skills, the students must learn to hear the differences in phonemes. Then they implement that knowledge when producing sound. The teaching pronunciation or reception was conducted before and after the main learning which contains determining the invitation sentence and translation. The researcher played the native speakers' YouTube channel for several time to be watched and heard by the students. In this step, the students memorized

the sound that speakers in the YouTube video. Then, the practice or production was done after the main learning. In this step, the researcher did drilling, chaining and presented the phonemic transcription by wrote on the board to give the students the pronunciation full picture.

In selecting the YouTube channel, there are four criteria that researchers must know proposed by Yoshida (2018). The first is appropriateness to learning objectives, it means the tool can support the teacher in accomplishing specific teaching tasks and help students reach their pronunciation goals. The second is quality and accuracy, the tool provides accurate information in keeping with sound principles of phonology and pedagogy. The third is practically of use, it means that the tool must be easy to learn and use, and it can work reliably and do what it claims to do. And the last is cost, the tool is free, inexpensive, or already available since particularly in times of budget cuts and tight resources.

Additionally, since the media would be given to, used and learnt by the students, the YouTube channel must relate with the students' material and appropriate with the curriculum of the school. The teacher should not select the YouTube channel which only liked by her, while the students do not like. The native speakers' YouTube should be interesting and liked by the teacher and students.

The students played a reactive role to respond the input. They watched while listening to the model given by the teacher in form of audio-visual or directly read by the teacher by drilling and chaining, responded to the speakers in video by imitating the speakers accurately and practicing in form reading aloud.

While the teachers' role was central and active. The teacher prepared and showed the native speakers' YouTube channel as the model of English, did drilling and chaining, gave the phonemic transcription, monitored and gave feedback to their pronunciation. Additionally, the teacher had to be careful and

creative in varying drilling and chaining and selecting the native speakers' YouTube channel.

In teaching pronunciation, the teacher must not rely on the native speakers' YouTube as model but must be a good model on how to pronounce English words correctly for the students. The teacher also should often use English in the class to make the students more familiar with English sound.

In cycle one, there is an improvement of the students' pronunciation ability even just a little bit. In cycle two, the final score of the post test is also increased.

## **CONCLUSION**

Based on the findings and discussion of the research, it could be concluded that watching English native speakers' YouTube is effective improve the students' pronunciation ability. The improvement could be shown by the result of the final score from the pretest which was 35% to post test in cycle one which was 57,5% and from post test in cycle one to post test in cycle two which was 87%. The final score in cycle two had achieved the minimum standard with students' average score of oral tests equal to or greater than 70%.



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