

The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube

Putri Andini ^{1*}, Zaitun ²

^{1,2}, Universitas Muhammadiyah Jakarta, Indonesia

* 014putriandini@gmail.com

Abstract

Pronunciation is fundamental and includes what anyone who wants to communicate or is in the process of communicating learning English should understand. One way to practice pronunciation is to use YouTube. YouTube is a good audiovisual combination for pronunciation practice because it not only shows recordings or videos, but also provides sound. One of the content creators who explained the pronunciation material was a YouTuber running the English With Lucy channel. This study uses a qualitative method. The study specifically targeted high school students who studied remotely online to practice their pronunciation skills. In collecting the data, this study used several tools: testing and observation. This results of data analysis is in form statements responden. Learning English pronunciation requires hands-on work with the right model, such as a native speaker. So, using YouTube training videos with native speakers as a resource, you can learn English pronunciation very easily.

Keywords: *Pronunciation, Audiovisual, YouTube, English Content*

Introduction

The most appropriate way to learn pronunciation in English is to imitate. The teacher gives an example of correct English pronunciation, and then the student imitates. However, providing pronunciation examples may be perceived as inappropriate and suboptimal. This is because most Indonesian English teachers do not speak English as their mother tongue. Such learning activities are traditional learning systems. Second, the role of creative, modern and innovative learning media is needed here.

Pronunciation is one of the most difficult parts of learning English. Mispronunciation can change the meaning of a sentence. Therefore, teaching common words can be used to teach new vocabulary such as names and pronunciation of pictures. Pronunciation is an important form of learning in English lessons. The Oxford Dictionary explains that pronunciation is a language, a word, and a way of speaking sounds. As mentioned earlier, "pronunciation is the way a language or a particular word or sound is spoken." The scope of pronunciation lessons includes three topics: (1) sound, (2) rhythm and intonation, and (3) intonation (Chan, 2018).

Pronunciation can be very important when someone says a word that has a different meaning than what it actually means. Therefore, it is very important for native speakers to learn and master pronunciation skills correctly. Of course, we use media and teaching methods to help students understand. The use of modern technology media like YouTube can stimulate teaching and learning and increase student interest and motivation. Videos are great for pronunciation practice because they provide sound in addition to playing recordings or movies. The combination of sound and image will attract the attention of the public.

<https://doi.org/10.30605/jsqp.5.2.2022.1542>

Videos that present examples of pronunciation from native speakers are able to give students the opportunity to listen to the correct pronunciation, so that over time the fluency aspect in pronunciation will increase. One of the technical media you can use to support learning is YouTube. YouTube can be used by a variety of groups, from teenagers and children to adults. Kabooha & Elyas (2018) explain that video can be used as a teaching tool to make student learning more focused, which can be found on YouTube. It is believed that YouTube's media can provide something to see and hear. The learning process can also encourage students to learn and provide new experiences.

YouTube is often used as a place to share, provide, and show appreciation to Internet users around the world. For example, in YouTube videos, viewers can not only watch and enjoy the videos presented, but also use them as teaching materials, one of which is pronunciation tutorials. Students can watch several videos from native English-speaking content creators that provide examples of correct pronunciation, intonation, and intonation. One of the famous content creators is English With Lucy. Lucy offers a variety of English materials, one of which is pronunciation.

Method

A qualitative study design was used to explore the data analysis in this study. Qualitative research design is used to implement data in terms of words, not numbers (Bogdan & Biklen, 2016). According to Creswell (2008) in Raco (2018) defines qualitative research methods as an approach or search to explore and understand a central phenomenon. To understand the central phenomenon, the researcher interviewed the research participants or participants by asking general and rather broad questions. Information is then collected in the form of words or text. The collection of information is then analyzed. From the results of the analysis, the researcher then describes it with the studies of other scientists made previously. The final results of qualitative research are stated in the form of a written report.

The subjects of this study are high school students and online distance learning. They were chosen as the audience because they used YouTube as a medium to learn pronunciation. This means that the objects were selected on purpose. Researchers use creativity-based selection to identify research topics. Creativity-based selection is based on the assumption that the subject is an agent in the proposed research topic (Muhadjir, 2011). Researchers also use a reasoning technique, which is a technique for retrieving data based on the existence of considerations that focus on certain goals (Arikunto, 2014).

In collecting the data, the researchers in this study used several tools: testing and observation. The tests mentioned in this study are in the form of pre-test and post-test. The test was conducted in the experimental group and the control group. The pre-test was run before the test and control groups were processed. Post-study was performed after both the test and control groups were treated. The test uses pronunciation rubrics that are included in the Achievement Rating category. The test had previously passed the validity and reliability test, with expert or expert judgment, before being given to the subject for the purpose of declaring the device valid. Previously repeated repairs or corrections are also performed until the instrument actually meets the requirements and is feasible.

Results and Discussion

Burns and Seidlhofer (2013) propose some principles for learning pronunciation. First, learn pronunciation from the beginning. This means that, in the first place, you need to master the correct usage of phonemes, consonants, vowels, intonations, and word stress. Next, test the students on how to use correctly pronounced words in simple conversations. Choose a topic that encourages students to communicate in English with the correct pronunciation. Then, we will focus on practicing and imitating English pronunciation, and using it in a broader conversational context. You need to pay attention to some pronunciations. Its pronunciation is about the same as, or even the same as, the meaning that is not really the case. For example, the pronunciation of the words "plain" and "plane". The two words have different spellings and meanings, but their pronunciation is about the same. Second, understanding intonation is also important, and emphasis on pronunciation skills needs to be properly taken into account. The role of learning media is indeed not far from a simple definition of learning media itself which means as a tool or facility in supporting learning activities.

According to Ali Mustadi (2013) in Rachmawati & Cahyani (2021), the aspects assessed in pronunciation are fluency of spelling and pronunciation, accuracy of spelling pronunciation, stressing, and intonation. Aspects contained in the pronunciation skill are accuracy, fluency, intonation, and stressing (Rachmawati & Cahyani, 2021) In learning pronunciation, there are several important things to pay attention to, including: pronouncing the alphabet correctly, pronouncing vowels, consonants, and diphthongs correctly and must also be accompanied by the correct stress and intonation.

Unlike books, videos featured on YouTube.com can help students practice their accent and intonation and improve their fluency (Rahmawati & Cahyani, 2020). Videos showing examples of native speaker pronunciation will give students the opportunity to hear the correct pronunciation method, which will increase the fluency aspect of pronunciation over time. In the world of education, YouTube has become a new media of choice apart from other media used in the education system that already existed and were accepted by policy makers in education. YouTube, which was originally only used as a social media for sharing videos that were used as a source of entertainment or boredom cream, has now turned into a new tool for the world of education where YouTube, which has a variety of video uploaded by users, can be used as a source, material and educational media. Learning that can be used by anyone, be it educators, students, school staff and even parents can use YouTube as an alternative media in finding and helping find the resources needed (Itiarani, 2019). YouTube videos can be used as an encouraging, motivating medium and medium for the publication of student work. Of course, if the use of YouTube turns out to be beneficial, it will also have a positive impact on the audience. The use of YouTube videos has always been regarded as an attractive learning medium in the educational world, especially in higher education institutions in Indonesia.

YouTube can be an alternative media in learning that is very much needed at this time. YouTube can be used to stimulate the thoughts, feelings, attention and abilities of students so that it can encourage the learning process. YouTube is a challenge for educators to be more creative and innovative in presenting learning materials as well as for students. YouTube can provide additional material and analysis processes as well as an in-depth understanding of the material from the many contents of the same material presented on YouTube from various narrators and video creators.

Videos can improve all four aspects of pronunciation: accuracy, fluency, intonation, and intonation. Damar (2014) found that most pronunciation books provide a short and limited context for practicing hypersegmentation features, so in the movie, longer speeches will allow students to practice stress and intonation. It also explains that using passages is also beneficial. As a result, the video provides an opportunity to learn about the various accents, slang, undertones, accents, accents and dialects used by native speakers, providing endless opportunities for educational activity. Reliable training to develop fluency in language.

Based on the results of Puspitasari's research (2014) learning through sound associations, one of which is using YouTube, can improve students' pronunciation with the percentage of completeness from 37% to 84%. Before test the average score of students was 61.47. Then after test 1 there was an increase in the average score of students to 68.21 and the average value of students to 79.79 in test 2.

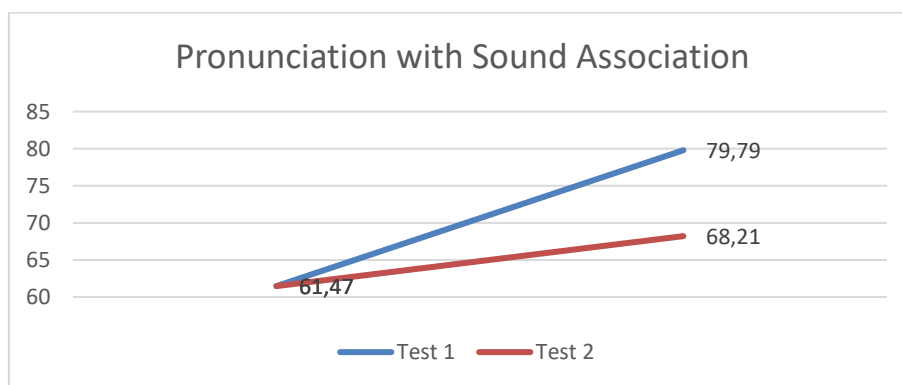


Figure 1. Pronunciation with Sound Association

Therefore, this study uses a pre-test control group design that divides subjects into two different groups, an experimental group and a control group, to determine the effect of using YouTube videos on improving pronunciation skills in high school students. The purpose is that. After pre-testing, the treatment of the two groups was different. The experimental group was treated with YouTube video, and the control group was treated with conventional learning. Kustandi and Bambang (2011) state that video is a suitable medium for training learners to use their vocal organs. According to this statement, the video not only displays recordings and videos, but also provides audio, making it suitable for pronunciation practice. The combination of sound and video attracts the attention of the audience. A YouTube video showed that 4,444 high school students increased their pronunciation after treatment (Rahmawati & Cahyani, 2020).

Table 1. Score Difference of Control Group and Experimental Group

| Resources | Control Group | Experimental Group |
|------------|---------------|--------------------|
| Pre-test | 43,54 | 38,96 |
| Post-test | 67,08 | 79,79 |
| Gain Score | 23,54 | 40,48 |

In Table 1, The pre-test score in the control group was 43.54 Then after being tested in conventional learning method, the post-test score was 67.08 (55%). Meanwhile, the pre-test score of the experimental group which was previously only 38.96 became 79.79 after doing the post-test. this can prove that using YouTube videos is more significant than using conventional learning method. It is proven that the learning videos on YouTube are better when used as a pronunciation learning method (Rachmawati & Cahyani, 2021).

While in the results of research on the use of YouTube facilities as a learning media by Sasmita (2001) concluded three research results as follows: 1) first, the teacher's perception of the use of YouTube videos to facilitate students' English pronunciation learning has a positive perception; 2) second, the students' perception of the use of YouTube videos to facilitate students' English pronunciation learning also has positive perceptions. 3) third, the procedure of using YouTube videos in facilitating English pronunciation learning. The teacher classified the lesson into pre-activity, while-activity, and post-activity. Putrawansyah (2020) in his reaserch also found that the students' speaking skill was improved (28.85%) from the mean score 3.97 in pre-test to be 5.12 in post-test. It was supported by the mean score post-test of students' speaking skill was higher than pre-test. The score of the students' post-test was higher than the mean score of the students' pre-test. Based on the result and the discussion of the findings previously, the researcher concludes that YouTube video was affective to improve the students' speaking skill in term of vocabulary and pronunciation.

In terms of effectiveness, practicing English pronunciation on YouTube has several advantages, including better and more accurate pronunciation of native speakers because content creator English With Lucy is a native speaker from the UK. Also, with easy access to YouTube, you have more time to study tutorials. Because you don't have to go out a lot, you have more time and opportunities to explore topics or materials you get from your YouTube content. You can also spend time developing your English skills by exploring more information online. With the help of the Internet, we can collect as much information as we need. You may also find additional or auxiliary exercises to further develop your English language skills. However, practicing English pronunciation through YouTube also has some drawbacks. One of them is concentration when studying at home. This often happens due to both internal and external factors. Internal factors usually occur in ourselves or around us and can be problematic in and of itself. Because we offer online English lessons from home, you will be easily distracted by those with us at home. Also, when learning pronunciation, it takes concentration and composure to listen clearly.

Conclusion

The lesson from this study is that the use of YouTube videos has a positive effect on pronunciation improvement in high school students. YouTube is not only a source of entertainment, but can also be used as a learning source, especially when learning pronunciation in high school. What we can propose to teachers and students who are incorporating and using English teaching materials in Indonesia should be able to create an interactive and enjoyable learning environment. This English vocabulary pronunciation training is one of the efforts that can be made to improve students' English proficiency so that they do not make mistakes during class. The materials provided include all pronunciation materials, including vowels, consonants, diphthongs, and more. The use of media is increasingly needed in everyday learning. YouTube can provide useful results to users, even when it is very widely used as a learning medium. Learning English pronunciation requires hands-on practice using appropriate models such as native speakers. Therefore, using tutorial videos on YouTube with native speakers as a resource makes learning English pronunciation very easy. One of the content creators is English With Lucy, who provides clear and complete pronunciation material.

Acknowledgment

-

References

- Arikunto, S. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: *Rineka Cipta*.
- Bogdan, R. C., & Biklen, S. K. (2016). *Qualitative research for education: An introduction to theories and methods*. Uttar Pradesh.
- Burns, A., & Seidlhofer, B. (2013). Speaking and pronunciation. *In An introduction to applied linguistics* (pp. 207-224). Routledge.
- Chan, M. J. (2018). Embodied Pronunciation Learning: Research and Practice. *Catesol Journal*, 30(1), 47-68.
- Damar, E. A. (2014). Task-based video use for the improvement of English stress and intonation. *Journal of Educational and Social Research*, 4(2), 227-227.
- Itiarani. (2019). Penggunaan Video dari YouTube sebagai Media dalam Pembelajaran Pendidikan Agama Islam di Kelas VIII SMP Negeri 20 Bandar Lampung. *Skripsi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung*.
- Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72-81.
- Kustandi, C., & Sutjipto, B. (2011). Media pembelajaran manual dan digital. *Bogor: Ghalia Indonesia*, 173.
- Muhadjir, N. (2011), *Metode Penelitian*. Yogyakarta: Rake Sarasin.
- Puspitasari, H. (2014). Peningkatan Kemampuan Pronunciation (Pengucapan/ Pelafalan) pada Mata Pelajaran Bahasa Inggris Melalui Penerapan Strategi Pembelajaran Sound Association pada Siswa Kelas V Sd Negeri Sambirembe I Tahun 2013. *Skripsi Fakultas Keguruan dan Ilmu Pendidikan*. Universitas Muhammadiyah Surakarta.
- Putrawansyah, A. (2020). Efectiveness of Using Youtube Video in Improving Students' Speaking Skill Trough Asking and Answer Questions. Thesis English Education Departement Faculty of Teaching Training and Education. *Skripsi Universitas Muhammadiyah Makassar*.
- Rachmawati, R., & Cahyani, F. (2020). The Use of YouTube Videos in Improving Non-English Department Students' Pronunciation Skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83-95.
- Rachmawati, R., & Cahyani, F. (2021). Pengaruh Penggunaan Video YouTube Terhadap Peningkatan Pronunciation Skill Mahasiswa MKU Bahasa Inggris IAI Al-Khoziny Sidoarjo. *Jurnal Widyaloka IKIP Widya Darma*, 8(1).
- Raco, J. (2018). *Metode Penelitian Kualitatif: Pengertian, Karakteristik, & Jenis*. Jakarta: *PT. Grasindo*, 7.
- Sasmita, A. (2021). The Use of Youtube to Facilitate English Pronunciation Learning at SMP Muhammadiyah 2 Taman Sidoarjo: Teacher's and Students' Perceptions. Thesis English Language Education Department Faculty of Tarbiyah and Teacher Training. *Skripsi Universitas Islam Negeri Sunan Ampel Surabaya*.