

LEARNING ENGLISH PRONUNCIATION BY USING ONLINE MEDIA

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2020 M / 1442

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday,

25 August 2020

06 Muharram, 1442 H

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,


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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “**(Learning English Pronunciation By Using Online Media)**”. Greeting and praying are also presented to the Prophet Muhammad shallallahu alaihi wa sallam who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Mr. Dr. Maskur, MA, and Mr. Rahmat Yusny, M. TESOL. Who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Ms. Nidawati M.Ag, and all lecturers of English Education Department for every support. I am also grateful to the Pronunciation lecture of English Department where I conducted the research.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved mother, Herawati, and my late father and also to my younger siblings, Zahara Soleha and Gaza Al-Gafari, and to my friends from the Theater Rongsokan, Kopi Jono, and my unitmate. for the great kindness, endless love, and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. My appreciation is addressed to all my batch mates as well. I

would also like to present my deep thanks to all my crazy and outstanding “friend in need” Akmal, Vonna, Amel, Rahil, Eka, Anas, Muksal, Haikal, Abrar, Hairi, Firdaus, Ariska, Fajar, Mardani, Wilda, M Boy, Gobek, Hamas, Hasan, Pak Haji, Daniel, M Bue, Cecek, fajrin. I proudly thank you for all the encouragement and may Allah bless you forever.

Finally, I wish this thesis can give valuable and useful information to the readers. For all critics and suggestion, I sincerely appreciate them and will accept all of them.

Banda Aceh, August 1st 2020

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ABSTRACT

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Major : Department of English Language Education
Thesis working title : Learning English Pronunciation by Using Online Media
Main Supervisor : Dr. Maskur, MA
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Keywords : Online Media; Intelligible; English Teaching; Pronunciation; Perception

This study investigates how an English teacher at SMP-IT Al-Fityan Aceh implement YouTube videos as online media for teaching English pronunciation. Three research questions were formulated. As such, the purpose of this study was to know whether the YouTube videos can be a reliable source or material in learning English pronunciation, to understand how does the implementation of YouTube videos in teaching English pronunciation, and to know the advantages and problems Faced during the implementation of YouTube Videos for Teaching Pronunciation based on teachers' perception. This study applied a qualitative research design through observation and interview sessions with the selected teacher at SMP-IT Al-Fityan School Aceh. Finally, the result of this study shows that the sources used by the teacher on YouTube are engVid channels. the students are more enthusiastic in learning pronunciation by using selected YouTube videos. The teacher develops several phases in using the engVid channel for designing English pronunciation activity, which are the preparation phase, the implementation phase, the repetition phase, and the conclusion phase. Furthermore, the advantages of using YouTube media are can be access largely, authentic examples of pronunciation, and to attract student's attention. The challenges facing the teacher nowadays is social distancing during the COVID 19 pandemic, where the teacher is unable to meet the students directly, and in some way, the teachers will be overwhelmed and unsupported to do their jobs well.

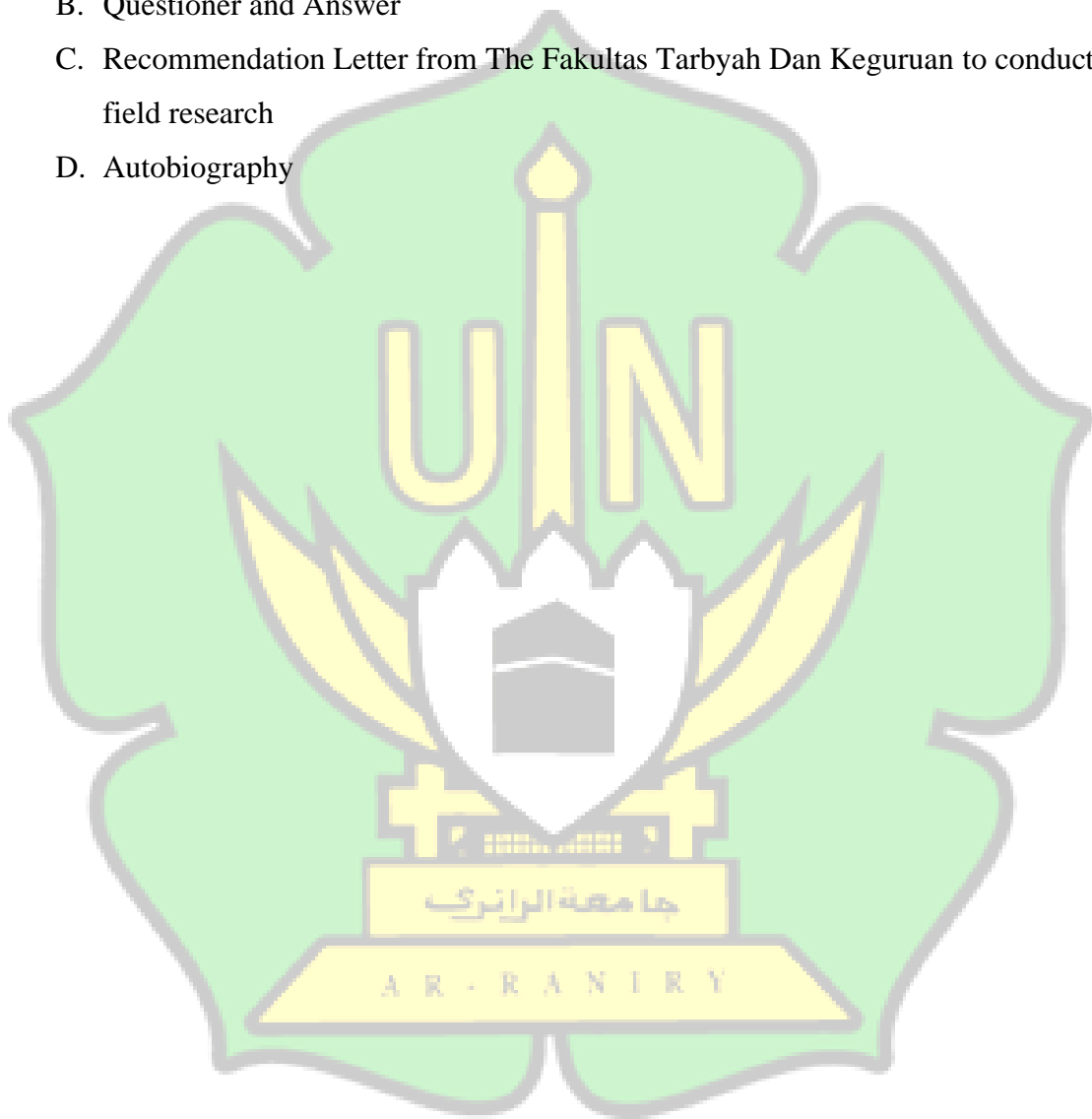
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CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

Nowadays, the use of English learning videos reveals that technology has been integrated into English language teaching. When a teacher uses the video, it can facilitate the students to be more interested in learning activities because they can receive different learning experiences effectively. Harmer (2006, as cited in Hadijah, 2016) explained that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross-cultural understanding, develop their creativity, and increase their motivation in learning. However, in this advanced technology era, the teachers have to face some challenges in utilizing the video in the classrooms.

In reality, technology can deliver many online resources to learners, such as learning websites, and provide them with an excellent source of knowledge. There are also a small number of multimedia resources that can be incorporated into conventional English lessons, such as the Website of YouTube. YouTube is considered one of the online multimedia (audio-visual) content sources which can play a key role in the field of teaching and learning.

It has gained popularity among people, particularly among adults. The website will provide students with daily videos and realistic scenarios that can help them develop their understanding of English language lessons and their results.

Pronunciation teaching has seen many differences in opinions and its importance or the overall role in language teaching and how it is best taught. Some of these approaches put more emphasis on pronunciation than others. For example, if we look at the direct method of language teaching, the learners' native language is not suggested to be used in teaching. Instead, all teaching happens in the target language (Hişmanoğlu, 2006). So, the existence of pronunciation is essential for English learners.

In some way, the teachers must be creative in creating appropriate and interesting activities to help their students improve their pronunciation. Of course, they should consider the students' interest which determines whether the activities are appropriate or not which mention in the videos. Teachers should be careful in selecting material in teaching pronunciation. Furthermore, there are some reasons for using video in teaching speaking. First, the video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, the video shows the right situation

of the conversation and the right body language of the speaker to the audience. Besides, the video also improves students' cultural understanding of English.

Teaching using video technique was chosen because according to [Richards and Renandya \(2002\)](#) video is a very complicated media, which can cope with a variety of visual elements and a great range of audio experiences in addition to spoken language. Furthermore, [Harmer \(2001\)](#) states video as a teaching aid has several benefits, such as students can see the language being used, not only that but also the expression and gesture; cross-cultural awareness, through video, especially authentic video, students can see another culture being displayed in the video; the last is that motivation. Hence, the use of videos from YouTube should be considered in teaching Pronunciation in the classroom.

There are several types of research have done by the previous researcher who relates to the context of this research. Firstly, the research from [Simanullang \(2018\)](#) shows that there is a significant effect of the application of videos on the students' pronunciation accuracy. In other words, English educators eagerly improve their ways of teaching or lecturing by using videos, especially in dealing with English Phonology or Pronunciation subjects. Secondly, the research from [Mulyani and Sartika \(2019\)](#) the research proved that the use of YouTube-based video media has successfully improved

the students' pronunciation ability. The use of YouTube-based video media gives students a new learning experience in learning English especially pronunciation skills. Also, it makes the learning activity more interesting since the students can feel the real of English use and the way of how to pronounce the vocabulary directly from the native speakers in the video.

Based on the researcher experience as a student of SMP and SMA IT Al-fityan school Aceh, and other alumni's perception, some students faced the obstacles in delivering their pronunciation, such as they don't get media that explains the correct pronunciation of native speakers, they only learn pronunciation using the dictionary without anyone explaining the correct pronunciation. Even though, the students are obliged to speak English daily in that boarding school, they still get difficulties in delivering their pronunciation in English.

Several studies related to pronunciation have been carried out by previous researchers. [Hidayatullah \(2018\)](#), on the title of "improving students' pronunciation through western movie media", Four semesters of English Education at IAIN Sultan Amai Gorontalo are the focus of this study. There were 30 students The data collection instruments were observation sheet on the operation of teachers and students, and pronunciation examination, resulting in the writer noticing certain challenges facing

students in pronunciation, lack of participation of students in pronunciation learning, and appearing to be students as passive receivers. Evidently most students are unwilling to say correctly.

Moreover, [Al-Gifari \(2017\)](#) on the title analyzing students' pronunciation of word stress of EIT 7 student of Cambridge English College (CEC), This research found some misplaced stress on the part of the students, resulting in the writer finding some obstacles faced by the students in Pronunciation, there was lack of student's involvement in learning pronunciation of English department students still made mistakes in pronouncing English word or they were misplacing the stress of the word. The pronunciation is determined by many variables. These are the first language intrusion through mother tongue intervention, learner's age, learner's attitude and psychological outlook, previous speech training, and inadequate English phonology and phonetics awareness of language.

[Purnama \(2019\)](#) conducted research entitled "The Application of Tongue Twister to Improve Students' Pronunciation. The subject of this research was the students of the second grade of MTsN 1 Aceh Besar in the academic year of 2017/2018 consisting of 50 students. This study used quasi-experimental testing with the configuration of pre-test, post-test, and questionnaire. The researcher had used two methods. Testing contained pre-

test, post-test, and questionnaire. And the consequence that the writer noticed some of the difficulties that students encountered in Pronunciation, there was a shortage of grammar, spelling, vocabulary and certain internal reasons such as shyness, they also had difficulty pronouncing or recognizing the right words, such as (/aʊ/, /ə/, /æ/, /i:/, /ɑ:/, /æ/, /θ/.) ([ei], [ai], [au], [oi], [ou]). It occurred because the students did not realize how to read the phonetic alphabet and distinguish it. In addition, they use Bahasa as their first language and Atjeh as their mother tongue, so students get unintelligible pronunciations that are hard to grasp while reading or speaking English.

Mazrida (2019) on the title Improving ELF Students, Pronunciation Through Self-made Video (A study at Department of English Language Education UIN Ar-Raniry Banda Aceh), This research used a qualitative approach to examine pronunciation, tension, intonation, and connecting sound to mimic the Native Speakers audio accuracy. Many students are having difficulty understanding English and there are certain difficulties with pronunciation teaching and studying. The first element emerges from the learners themselves since some of the students have no interest in English classes. The second element emerges from beyond the learners, such as the students ' social context, circumstance, and environmental condition. The third reason is that there is a lot of terminology for the students, so they don't have a clear grasp of how to use it. The fourth factor comes from teachers,

such as the ability of teachers in handling the English teaching-learning process.

Aufa (2017) the researcher research about Using Movie to Increase Students' Pronunciation, this research is conceived because pronunciation has always been the most difficult skill faced by English Department students and the media is very helpful in enhancing their pronunciation performance, this research was carried out in UIN Ar-Raniry, during the second semester of English Department students (unit 6). 28 Unit 6 students had taken part in this study. This study adopted a quantitative method and employed pre-experimental testing architecture including pre-test and post-test design. In reality, the consequence that the writer noticed several difficulties in Pronunciation encountered by students, there was a shortage of students having difficulty speaking English because they have a ton of vocabulary because they don't know how to pronounce it.

Opinion on the best way to do something varies and changes over time, and the pedagogy of pronunciation is no exception. Depending on their perspective, educators may perceive the appropriate role of pronunciation is important in mastering the oral abilities of English speakers. In Addition, the implementation of the YouTube Videos for the English Language also implemented by the teacher of Al-Fityan Bilingual Schools, Aceh Besar, Aceh, Indonesia. In this case, the researcher would like to conduct the

teacher's perception of the use of YouTube videos when teaching pronunciation. The result of the research is expected to be a reference for the next research related to this research. Here writer tends to conducted research about “Learning English Pronunciation by Using Online Media.”

B. Research Questions

The research question of this study are:

1. Can YouTube video become a reliable source or material in learning English pronunciation based on teacher perception?
2. How does the implementation of using YouTube videos in teaching English pronunciation?
3. What are the advantages and challenges faced during the implementation of using YouTube videos in teaching English Pronunciation?

C. The Aim of Study

The aim of studying this research is the following.

1. To know whether the YouTube video can be a reliable source or material in learning English pronunciation based on teacher's perception.
2. To understand how does the implementation of YouTube videos in teaching English pronunciation based on teachers' perception.

3. To know the advantages and problems Faced during the implementation of YouTube Videos for Teaching Pronunciation based on the teachers' perception.

D. Significance of Study

This study is hopefully useful to understand how YouTube videos can be a reliable source for ELT, especially to learning Pronunciation. Elicit insightful feedback for the English teacher to teach pronunciation base on student's needs. Give more experience or input for the reader that English YouTube videos can be used to improve English student pronunciation. To present English YouTube videos as a source of learning English pronunciation and help students to learn English pronunciation easily.

E. Terminology

1. Media

According to [Bakri \(2011\)](#), media is derived from the word 'medium', which has meaning "middle". In Bahasa, medium means "between or interval". The meaning of media aimed at something that delivers information (massage) between message sender and receiver. The media also use it in several fields such as education. Based on [Arsyad \(2009\)](#) media in teaching is a media that brings instructional purposes of massages or information of learning. Media is a means of expressing massage and information. Furthermore, according to [Heinich \(2013\)](#), the medium is a mediator that delivers information between the sender and receiver. When the media

brings instructional messages or information that contains learning purposes, it can be called as teaching media.

2. YouTube videos

According to [Faiqah et.al \(2017\)](#), YouTube is a video sharing website create by three former Paypal employees in February 2005. This website allows users to upload, watch, and share videos. Amateur content such as video blogs, short original videos, and educational videos also exist on this site, in YouTube videos we can learn English, like grammar, pronunciation, culture, etc.

3. Pronunciation

Based on [George and Merriam \(2002\)](#) the meaning of pronunciation is the act or manner of pronouncing something. [Hornby and Cowie \(1995\)](#) say that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of the language. the pronunciation that the writer means here is the ability of student in pronouncing the words base on the difficult sound for the students by applying what the teacher on YouTube learning English pronouns the word in a British accent or American accent.

CHAPTER II

LITERATURE REVIEW

Learning pronunciation using audiovisual in English lessons can make students interested and easy in learning, using online media can overcome students' confusion in English pronunciation, students can also know how to pronounce English visually well using Youtube English learning video media, [Gunada and Wayan \(2017\)](#) stated YouTube video provides the students authentic English, so they have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then results at improvement on the other aspects of speaking namely comprehension and fluency as well as speaking skill as a whole. Besides, it is also an interesting, challenging, and stimulating media that can motivate the students to learn in a more serious way. This chapter includes the theories which are related to online media, YouTube, and pronunciation.

A. Multimedia

Multimedia is content that incorporates various types of content such as text, audio, images, animations, video, and interactive content. Multimedia contrasts with media which only use rudimentary computer displays such as text-only or conventional forms of printed or man-made content. Multimedia can be recorded and played, viewed, interacted, or accessed by computers for storing information material, such as computerized and electronic devices, but

can also be part of a live performance. Multimedia systems are the tools used to store and view multimedia content on electronic media.

1. Online Multimedia

According to [Bakri \(2011\)](#), media is derived from the word ‘medium’, which has meaning “middle”. In Bahasa, medium means “between or interval”. Press sense addresses something that transfers information (message) between the sender and recipient of messages. The media also use it in several fields such as education. Based on [Arsyad \(2009\)](#) media in teaching is a media that brings instructional purposes of messages or information of learning. Media is a way to convey knowledge and message. Furthermore, according to [Heinich \(2010\)](#), the medium is a mediator that delivers information between the sender and receiver. Whether the media offers instructional messages or knowledge with learning intent, it can be considered as a teaching media.

Online media sources can be viewed here as the ascertainment of the appropriateness of net-based media material according to set criteria. These criteria may include, e.g. the purpose of the online media source or its content in terms of relevance, accuracy, authenticity, or up-to-datedness. [Datko \(2015\)](#) stated that online media materials have potential in the field of correct pronunciation training. There exist myriads of Internet media resources such as animations, videos, auditory materials, netlists of tongue twisters, speech archives, etc., that can be used for the two key methods of practicing

pronunciation, drilling, and ear training. However, if a teacher is about to use such resources for foreign language education, she has to determine their educational value via a kind of evaluation based on set criteria such as age and proficiency, suitability, content, and purpose.

2. Learning English Pronunciation through Multimedia

The term media comes from the Latin language and is the plural of the word "Medium." Media can be interpreted literally as central, intermediate, or introductive. The medium is in this case the means to convey the message. Therefore, any form or medium used to transmit messages information to the other can be understood as simple media.

[Gagne \(1970\)](#) notes that the learning tools in the learners' setting are various types of components that can inspire students to learn. The learning media can be understood as well as anything that can be used to convey messages from the teacher to the students in order to stimulate their emotions, feelings, desires and students' attention to the learning process. According to [Djamarah and Zain \(2010\)](#), learning media can also be understood as a means, methods, techniques used in order to further streamline the communication in the learning process.

The media as a tool in the learning process is a reality that cannot be denied. Since it is the teacher who is going to help the teacher convey to the

students the essence of the lesson material that the teacher has provided. [Zain and Djamarah \(2010\)](#), teachers are aware that all students, especially teaching materials that are complicated or complex, will then find it difficult to digest and understand the lesson material without the help of the media.

3. English Learning media through YouTube Video

According to [Samat et al. \(2019\)](#), high access to technology and the internet as well as the popularity of social media allows people to use live streaming for personal purposes, sharing information, communication, and etc. In today's world, streaming media is widely accessed. Examples of popular streaming media, namely, Metacafe, Vimeo, Dailymotion, Twitch, Veoh, Vidio, TED, British Broadcasting Corporation (BBC), YouTube, and others. In Indonesia the most popular and accessed streaming media is YouTube.

Historically, YouTube is a video sharing website created by three former PayPal employees in February 2005. This website allows users to upload, watch, and share videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technology to display a variety of user-created / creator video content, including movie clips, TV clips, and music videos. In addition, this site can be referenced for those of them in the field of education, specifically in English teaching. [Widika \(2013\)](#)

One of these services from Google, facilitates users to upload videos and can be accessed by other users from around the world for free. You could say YouTube is the most popular video database in the internet world, or maybe even the most complete and varied. Initially, YouTube was not developed by Google, but Google acquired it and then combined it with services Another Google.

4. *Teaching English Pronunciation*

[Rebecca \(1993\)](#) argues that pronunciation is the act of producing speech sounds including vowels, articulation, formation, intonation, and inflection of accents, often with reference to the truth or acceptance of speech sounds. While, [Ur \(1996\)](#) states that pronunciation is pronouncing the correct sound, using words to express the meaning that is in accordance with the context, or adjusting the sentence to an acceptable sound.

In the [U.S. Oxford Dictionary \(2008\)](#), pronunciation is defined the way in which a language or a particular word or sound is pronounced. If a person is said to have the correct pronunciation, then in certain dialects it refers to both. Different individuals or groups can pronounce a word in different ways depending on many factors, such as the area where a person lives, the area in which a person grew up if they have a voice disorder, their education, social class, or ethnic group.

Learning pronunciation is very important. In general, pronunciation is the process of giving words the true letter sound, and correct accent and syllable count. More specifically, pronunciation means the process of creating a sound, and a way of pronouncing a word that is appropriate and understandable to the listener. With it the listener can hear clearly and do not misunderstand the idea or object communicated by the speaker.

Fraenkel (1984) argues that there are two main steps to learning how to pronounce a language, the first stage is the receptive or list stage, the receptive stage students, namely learning to distinguish significant sounds and patterns, for example listening to language, and the second, the productive or speaking stage, while in the productive or speaking stage, they learn to speak or produce what students have learned previously.

a. Types of Pronunciation

i. Intelligible Pronunciation

Rajadurai (2007), The field of pronunciation teaching and learning has never been short of controversies. Largely ignored in the grammar-translation approach, pronunciation made a comeback in the heyday of the direct method and Audiolingualism, and then it was sidelined again with the advent of the communicative approach. Not only has pronunciation as an ESL component waxed and waned in popularity according to the Language Teaching Method of the day, but it has also often been plagued by questions about whether it can

and should be taught, and if so, what the goal of pronunciation teaching should be. Moreover, debates have continued over models to be used, the aspects of pronunciation that should be focused on, the techniques that should be employed, and the manner in which pronunciation should be assessed.

Surrounded by these dilemmas, ESL teachers have often been tempted to take the path of least resistance, dismissing pronunciation as being unimportant or unteachable, paying it mere lip service as attention is diverted to more ‘essential’ or ‘tidy’ areas, dealing with it in a rather ad-hoc and unprincipled manner or, in the event that it is given sufficient emphasis in the curriculum and classroom, pronunciation is often taught with a rigid adherence to prescribed norms, which usually means native norms.

ii. World Englishes

The word “World Englishes” refers to the variations in the English language that occurs when it is used in different ways around the globe. Scholars of World Englishes describe the varieties of English used in different sociolinguistic contexts, examining their background, origin, influence, and role.

Languages are created to meet the needs of the societies which use them. Because communities include a multitude of social needs, and since those needs can vary across cultures and geographies, there are numerous English language

varieties. Which include American English, British English, Australian English, English in Canada, English in India, and so on.

Linguist [Kachru \(1965\)](#) publishes his first journal paper under the title “The Indianness in Indian English.” In the essay, he lays the theoretical groundwork for the concept of World English by explaining how English is formed in India, delineating some of its particular sociological and cultural features, and demonstrating that 'Indian English' is a special type of English that is neither an English nor an English language.

[Kachru \(1984\)](#) formally proposed the word "World Englishes" at the Conference of Teachers of English for Speakers of Other Languages, along with a global profile of English. Then he proposed the concept of the three concentric circles model. the three concepts are The inner circle, The outer/middle circle, and The expanding circle. The three concepts referred to by the crew here are the priority of the use of English in each country, the first is The Inner Circle, namely, English is used as the main language of their country, for example, such as Canada, Australia, USA, New Zealand, and Britain. then The outer/middle circle, namely English is the second language of the country, for example, Zambia, Tanzania, Sri Lanka, Kenya, Malaysia, Philippines, Pakistan, Nigeria, Singapore, Ghana, Bangladesh, and India. The third one is The expanding circle, in that country English is a foreign language, for example, such as Indonesia, Vietnam, China, Zimbabwe, South Korea,

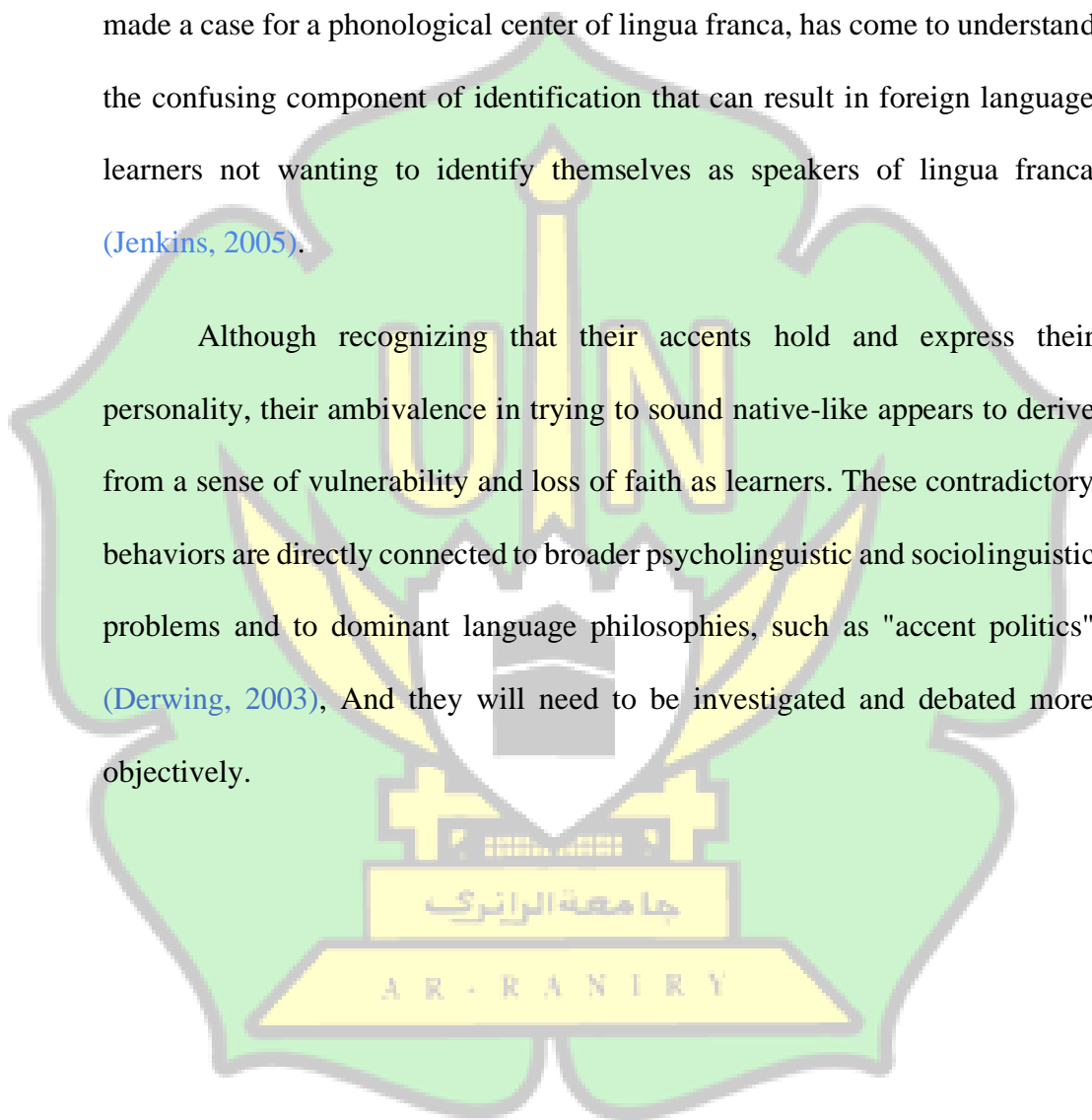
Saudi Arabia, Nepal, Israel, Korea, Taiwan, Egypt, Japan, Russia, Brazil, and others.

According to [Rajadurai \(2007\)](#) for acknowledging the development of English lingua franca and professing respect for international standards, many ESL and EFL classrooms keep teaching pronunciation in strict accordance with conventional native-speaker styles, motivated in part by the convenience of written materials that come with accompanying audio-aids. However, this has given rise to a very strange situation, especially noticeable in the Outer Circle schools, [Kachru \(1985\)](#), where almost no one in the community, and definitely no one in the school, not even the educator, speaks as the recorded voice heard on those imported tapes and CDs played in schools. However, there is this tacit belief that the reified native accent on these recordings is the perfect pronunciation and that something that falls short is somewhat faulty and requires correction.

[Rajadurai \(2007\)](#) firmly believes that L2 consumers should have the right and independence to select their models of choice. After all, [Timmis' \(2002\)](#) survey among teachers and learners in 14 countries found that there is an implicit preference for native-speaker pronunciation norms despite the use of English in foreign contexts. While Timmins are conservative in pointing out that "the native speaker can be a fascinating point of reference without becoming an object of deference" ([2005, p. 124](#)).

One of many scholars like [Rajadurai \(2005\)](#) has argued that for the need to look past the spouse's interests of non - native English speakers, to decipher fundamental motivations and emotions. For example, [Jenkins \(2000\)](#), who made a case for a phonological center of lingua franca, has come to understand the confusing component of identification that can result in foreign language learners not wanting to identify themselves as speakers of lingua franca ([Jenkins, 2005](#)).

Although recognizing that their accents hold and express their personality, their ambivalence in trying to sound native-like appears to derive from a sense of vulnerability and loss of faith as learners. These contradictory behaviors are directly connected to broader psycholinguistic and sociolinguistic problems and to dominant language philosophies, such as "accent politics" ([Derwing, 2003](#)), And they will need to be investigated and debated more objectively.



CHAPTER III

METHODOLOGY

A. Research Design

This research applied qualitative research design. Based on [Creswell, et.al \(2006\)](#), qualitative research explores the phenomenon by participants' views. The researcher applied qualitative research design to enrich the data by getting the point of view from each participant about the research problems through an interview session. [Bolderston \(2012\)](#) asserted that the interview expresses the participant's perceptions of the situation based on their point of view. Random sampling used by the researcher to get participants. In this research, the participant is a teacher of Al Fityan Bilingual school which is located in Jl. M. Taher Lr. Perumahan Damai Lestari, Reuloh, Kec, Ingin Jaya, district of Aceh Besar, Aceh, Indonesia. The researcher applied open-ended questions and also applied the unstructured response for the participants. To analyze the data, the researcher gave code and made a phrase or called focus coding. Besides, the researcher should interpret or make a sentence based on focus coding.

Next, the researcher divided focus coding and interpretation into the same group belonging to the same field. On the other hand, the researcher made a categorized table to put the same facts from the grouping step. The last step was the narration. The researcher changed the categorized table into a paragraph that had the participant's

statement, followed by a supporting quotation from other researchers or experts. The last, the researcher makes a conclusion of the participant's view of the research result.

B. Research Sites and Participant

a. Research Sites

In this section, the researcher described the location and object of the study. In an effort to get the data for this thesis, the study was conducted at SMP IT Al-fityan School Aceh. The following below was brief information of SMP IT Al-fityan School Aceh

1. The School

SMP IT Al-fityan School Aceh is a school located in Gampong Reuloh, Aceh Besar. Since it has been established until now, SMA IT Al-fityan School Aceh has been led by the best principles under their leadership and the best efforts have brought SMA IT Al-fityan School Aceh to achieve good progress and development. Now, IT Al-fityan School Aceh High School has been led by Miss Intan

2. The Facilities

SMP IT Al-fityan School Aceh has many facilities to support the learning process. Facilities are very important for students and teachers. They may be used for the needs of students and teachers.

b. Research Participant

The research participant in this research is Teacher that chosen by the school administration that teaching English Lesson in SMP-IT Al-Fityan School Aceh, with the Anonymous name RM

C. Data Collection Method

[Tanzeh \(2011\)](#) defined that data collecting is a systematic and standardized procedure to gain the necessary data. The data collection method was a proper and effective method that could be used by the researcher. By using a data collection method, the researchers could have their participants fill out an instrument of performing a behavior designed to measure their responses ([Christensen, Johnson and Turner 2019](#)).

In interviewing data in qualitative research, the author of a structured interview is with information from the views of the parties involved in the research question. In addition, structured interviews provide clear performance for the interviewer and can provide reliable and comparable qualitative data. Interviews also give participants the freedom to express their views in their own views. Interviews will be given to English teachers of SMP-IT Al-Fityan school Aceh by asking directly about their perceptions about Learning English Pronunciation using the online media YouTube. After the

interview is conducted, the researcher will transcribe the answers from the participants to gain more familiarity and insight into the data collected. The research results obtained are valid and accurate based on interviews. The researcher only took one teacher as a participant for this interview in order to support the primary data. The interview participant was Miss RM who was chosen by the researcher based on the choice of school administration which led to the research findings.

Here, the researcher also uses guided interviews in this phase. This will get more information about the challenges faced by teachers in implementing online media in learning English pronunciation by interviewing teachers. During the Covid-19 pandemic, interviews were conducted via WhatsApp. Interviews will comfortably provide an overview of what teachers really think of their perceptions because interviews are more flexible for participants.

To record data, researchers used the WhatsApp application, namely using the Voice Note feature, so that participants can answer questions when they are not busy, and also avoid electronic failures and interruptions in the voice recording process; and to ensure that all voices can be heard clearly. In addition, the researcher asked the speakers to answer questions in Indonesian. because Indonesian will help respondents to answer interview questions more freely.

D. Methods of Data Analysis

The data collected using interviews were analyzed qualitatively using [Miles and Huberman \(1995\)](#). The techniques of analyzing data: data reduction, data display, and conclusion drawing. Data reduction is a process of sharpening, classifying, directing, removing, and organizing the data in such a way to take a final data conclusion. The data were displayed as organized information descriptively in order to draw the data conclusion. In concluding the data, the researcher used the result of the analyzed data to answer the research problem of the study. The results were described based on the teachers' statements about Learning English Pronunciation by Using YouTube Videos at SMP-IT Al-Fityan School Aceh.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

This chapter consists of two sections, namely findings and discussion. The findings of the research deal with the result of data analysis about learning English pronunciation by using online media. Whereas, further explanation is presented in the discussion section. After the interview section is done by the researcher, there are several results that can be concluded as follows.

1. YouTube as Source for Learning Pronunciation

Most students got interested when the material can be related to the media and the users of YouTube as a resource was reliable. It contained a lot of ways, theories, and practices related to the material as well. For instance, students felt more excited when they can learn how to express the words from the native speaker through this YouTube. During the observation, the researcher found that students very enjoyed the learning process. They almost got everything they needed such as voice, picture, visualize, and so on.

In this research, the researcher also interviewed an English teacher. Based on the interview with the English teacher with the anonymous name, RM. the researcher concluded that the teacher had some responses related to YouTube as a source or

material for teaching students. First, based on the teacher's YouTube videos can be good media because it will provide learners with a good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. Here, the students not only listen to the words but also watch an example with the real context of pronunciation in videos.

Secondly, the source on YouTube that often by the participant teacher for their teacher to teach their students is Engvid.com Channel. It is one of the English learning channels that provided about 1592 video lessons free by experienced native-speaker teachers. The channel also provides online classes that cover English Teaching in line with pronunciation. Not only the topic of pronunciation but also mention about grammar, vocabulary, IELTS, TOEFL, and more. Every educator teaches the audience in fun ways. Therefore, the students will easily catch the message which was transferred by the online teacher.

Last, the teacher found the link of the YouTube channel from the participant's friend when the teacher was in her study of a master's degree. She/he suggested the Engvid.com from YouTube because most of the learners know how access from YouTube and the students are familiar with it is easy to find the application on their smartphone and laptop for watching videos.

2. The Implementation of YouTube video in the classroom

Based on the interview with participant RM, she explains that when using video in the classroom, there are some techniques that can be used by the teacher for YouTube video implementation. First, the preparation phase. In this section, the teacher provides some supporting tools to view the YouTube video such as a projector, paper for students, and other stuff that would help their students obtain the lesson from English YouTube videos. Moreover, the teacher must check the material which is related to teaching and appropriate to be watched by learners based on their ages. Before playing the videos, the teacher should write some key questions on the board related to the video, so the students get an overview of the content of the video. The students may take note during watching the video and after that, they should answer the questions orally. For a detailed understanding of the learners, the students can be given guidance then let them watch and listen for specific information needed.

Second, the implementation phase. During the implementation, sometimes the teacher should press the pause button. then the students were asked to repeat what the teacher pronounced in the YouTube video. Then the teacher continues the video with the video sound on mute, students were asked to predict what the actor was saying in the video in a loud voice. And teacher asking about the students' response, any other questions related to pronunciation on English YouTube videos.

The third, repetition phase. This phase is one of the phases when repetition can be a necessary way for communicative production exercises. Through this technique, the teacher replays the difficult point of the video and asks the students to do repetition individually or in chorus. After the students have a clear understanding of that difficult point they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the pronunciation situation on playing videos.

The fourth, conclusion phase. To implement this technique, the teacher can instruct half of the students to go out of the classroom for a few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watches the video with the pictures off. Finally, they come back to share their ideas about what the video is about.

3. Teaching English Pronunciation with YouTube video

From the interview results, regarding the teaching pronunciation by English YouTube videos, the interview pointed to some ways in which the YouTube videos are useful in enhancing students' pronunciation. One most favorable feature of YouTube is the video of a native speaker demonstrating the pronunciation of the sounds and words. Evidently, the ability of the English YouTube videos to demonstrate clearly how sounds are made through the videos' visual display of lip and mouth movements

are appreciated by the students and proved to be a feature that is highly desirable. Having the video of a person pronouncing the sounds and words, helped to make clear to the students how the sounds are voiced and how these sounds are realized when incorporated in words. As a result, the students are able to imitate these movements and produce the sounds accordingly.

Furthermore, related to assessing pronunciation progress, the teacher must provide the information about the progresses made by the teacher's learners. The teacher explained that assessment is started before and after the lesson is given. Before giving the lesson the participant gives some test by presenting some random difficult word to be pronounced by the students by checking intonation, syllable, spelling, and fluency. After the students earned the test, the teacher plays some videos related to the pronunciation of tested words or sentences. Furthermore, the teacher makes sentences which include the pronounced word. The last, the teacher checks the differences after they watched the videos by conversation or writing how to pronounce the words at the end of the teaching.

4. The Advantages and Challenges Faced During the Implementation of Using YouTube Videos in Teaching English Pronunciation

Based on the interview, the participant pointed out that there are several advantages of YouTube videos when teaching pronunciation. First, YouTube videos are very useful media that can be accessed outside and inside of the classroom. It is because YouTube video is an online-based video that can be accessed everywhere

within the area of internet connection. Second, YouTube videos provide exposure to authentic English pronunciation and offer authentic examples of everyday English pronunciation by the people. It enables the students to have access to English which is spoken by the native speakers. The last, YouTube video in the classroom greatly attracts students' attention, so it makes the classroom very interactive for language learning. It is since they find video is interesting and challenging to watch as it shows them how people behave while using the target language they are learning.

The main problem faced by the teacher nowadays is social distancing during the pandemic of COVID 19 where the teacher cannot meet the students directly and somehow, educators will be overwhelmed and unsupported to do their jobs well. This kind of condition leads the teacher to be stricter in writing good instruction that can be implemented in the students' house. Furthermore, the teacher should build a good relationship with the students' parents because they play an important role in facilitating and monitoring students' progress during social distancing.

B. Discussion

This study emphasizes the teacher's perspective on learning English pronunciation using online media. Research on the use of learning English pronunciation using YouTube gets three research questions. All questions have been answered through interviews. The first question is "Can YouTube Video Become a

reliable source or material in learning English pronunciation based on teacher perception?".

After conducting interviews and obtaining sufficient information from the teacher, the results of the study show that engVid YouTube Channels can help students improve student pronunciation, not only the topic of pronunciation but also mention about grammar, vocabulary, IELTS, TOEFL, and more. Every educator teaches the audience in fun ways. So, the students will easily catch the message which was transferred by the online teacher.

The second question is "How does the implementation of using YouTube videos in teaching English pronunciation?". Based on interviews with RM participants, she explained that when using videos in class, there are several techniques that teachers can use to implement YouTube videos. First, the preparation stage. Here, the teacher provides several supporting tools for watching YouTube videos such as projectors, paper for students, and other tools that help their students get lessons from YouTube English videos. The teacher must pay attention to the material which then takes care of and is worthy of watching by students according to their age. Before playing the video, the teacher uses several key questions on the board related to the video, so that students get an idea of the content of the video. Students can take notes while watching the video and after that, they answer the questions orally. For a detailed understanding of

learners, students can be given guidance and then allow them to pay attention and listen to specific information needed.

Second, on the implementation phase. The educator can sometimes click the Pause button during implementation. The students were asked to repeat what the teacher had said in a YouTube video. The educator then continues the video with the video voice on mute, students were asked to guess what the actor was saying in loudly in the video. And teacher inquiring about the response of students, any other questions related to pronunciation on English YouTube videos.

Third, the repetition phase. This phase is one when repetition can become a necessary means of exercising communicative production. Through this technique, the teacher repeats the difficult points from the video and asks students to do repetitions individually or in a choir. Once students have an understanding that is difficult to understand, they can look to act out as many female versions of the scene as they can remember before asking them to improvise the scene to fit their view of the pronunciation situation when playing the video.

During the Covid-19 pandemic in the present, teachers cannot apply YouTube videos directly in class, because the way of learning is different, because teachers and students communicate only through WhatsApp Group with parental monitoring, while learning to use the zoom application, and Google meet. As for the way to apply YouTube, the teacher shares the engVid YouTube video link in the student's WhatsApp

group to watch and learn how to pronounce English correctly and will practice it in the online meeting application, then the teacher writes the vocabulary in the engVid on the paperboard facing the laptop camera so students can read clearly.

The third question is “What are the advantages and challenges faced during the implementation of using YouTube videos in teaching English Pronunciation?”. Based on the interviews, participants pointed out that there are several advantages to YouTube videos when teaching pronunciation. First, YouTube videos are a very useful medium that can be accessed outside and inside the classroom. The reason is, YouTube videos are online-based videos that can be accessed anywhere within the internet connection area. Second, YouTube videos provide exposure to authentic English pronunciation and offer authentic examples of everyday English pronunciation by people. This allows students to have access to English spoken by native speakers. Lastly, YouTube videos in class really grab the attention of students, thus making the class interactive for language learning. Because they find the video interesting and challenging to watch because it shows them how people behave when using the language they do.

The main problem that teachers communicate at this time is social distancing during the COVID-19 pandemic where teachers cannot meet their students directly and somehow, educators will be overwhelmed and not supported to do their job properly. This condition makes the teacher more assertive in writing good messages that can be applied in student homes. Further, teachers who want to build good relationships with

parents of students because they play an important role in facilitating and building students during social distancing.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusions

YouTube has become one of the most popular websites that can be used by the teacher as media for teaching pronunciation. It is because the YouTube video provides the students with authentic English examples of pronunciation. The students not only listen to the pronounced word, but they also watch how to pronounce it. The sources used by the teacher in this research are Engvid.com Channel which provided YouTube. For implementing the YouTube videos in the classroom, there are some phrases that can be used by the teacher for YouTube video implementation which are the preparation phase, the implementation phase, the repetition phase, and the conclusion phase. To assess the students' progress in pronunciation through YouTube video is done by giving pre-test and post-test to them. In addition, there are several advantages and one problem when implementing YouTube videos in teaching pronunciation. The advantages are the large access of YouTube videos, authentic examples of pronunciation, and grab an attraction of students comprehensively. The main problem faced is social distancing during the pandemic of COVID 19 which led the teacher to provide good instruction and build good relations with the students' parents.

B. Recommendations

Based on the research findings, some recommendations are addressed to further researchers and teachers. Researchers need to continue other relevant research and further discussion is needed regarding the application of learning English pronunciation using online media, YouTube videos, in a more diverse context. However, this research can be used as a reference for further research. English pronunciation learning using YouTube videos can be used by English teachers as an alternative in processing pronunciation, not only YouTube, many other online video media can learn English pronunciation, namely, Metacafe, Vimeo, Dailymotion, Twitch, Veoh, Vidio, TED, British Broadcasting Corporation (BBC), YouTube and others outside teachers also use other online video media besides YouTube, to make learning video online media becomes more varied, we conclude that online media materials have a potential in the field of correct pronunciation training. There exist myriads of Internet media resources such as animations, videos, auditory materials, netlists of tongue twisters, speech archives, etc., because students need an interesting way to learn English pronunciation. Thus, they can be motivated to memorize words that will affect their English language skills.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3725/UN.08/FTK/KP.07.6/03/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, MA
2. Rahmat Yusny, M. TESOL
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Roki Kurniadi
NIM : 140203172
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Pronunciation by Using YouTube
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
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MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip



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Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6052/Un.08/FTK.1/TL.00/06/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
SMP-IT Al-fityan School Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ROKI KURNIADI / 140203172**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Perumahan Cinta Kasih Blok 3 I Barat No. 5 Ds. Tgk Meurah

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Teaching Pronunciation By Using YouTube**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Juni 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

M. Chalis, M.Ag.

Berlaku sampai : 30 Juni 2021

جامعة الرانيري

AR - RANIRY

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Learning English Pronunciation by Using Online Media

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Agustus 2020

Saya yang membuat surat pernyataan,


Roki Kurniadi



6000 ENAM RIBU RUPIAH

Interview Question

1. Does the teacher use YouTube Videos as media for increasing students' pronunciation? Please explain!
2. How does the teacher implement YouTube videos to their students? Please explain!
3. What kind of YouTube Video sources usually used by the teacher?
4. Are there any other media for supporting the students' skills in Pronunciation?
5. How does the preparation of the teacher in implementing the used media? Please explain!
6. Where does the teacher get the information that YouTube videos are applicable or effective for teaching pronunciation? Please explain!
7. What are the tools that can be used to access YouTube videos in the class? Please explain!
8. How do the students respond toward teaching the pronunciation through the YouTube videos?
9. How do the students respond toward teaching the pronunciation through YouTube videos?
10. How does the teacher observe and assess their students' ability in pronunciation? Please explain!
11. What does the differences in the students' skills after and before giving the treatment? Please explain!
12. During the pandemic of COVID-19, what do the obstacles faced by the teacher in teaching pronunciation through YouTube Videos?

Interview Question for the Research

Title: *Learning English Pronunciation by Using Online Media*

Interviewer : Roki Kurniadi

Interviewee : Miss. Ratna Maya (1st Respondent)

1. Does the teacher use YouTube Videos as media for increasing students' pronunciation? Please explain!

Answer:

"Yes, I do. I use this YouTube media, umm ... because I think this YouTube can optimize the learning process, especially in learning pronunciation. Besides that, YouTube makes it very easy for students to understand learning and provides a clearer understanding of my students to even remember it".

2. How does the teacher implement YouTube videos to their students? Please explain!

Answer:

Umm... this generally goes through several stages. First, of course, we will start with the preparation stages of the class first. Here we will make sure all the tools used for the presentation and we will also make sure the learning material is in accordance with what will be discussed. Second, we will implement it. In this stage, sometimes we will always have to pause to get their attention and ask their understanding of what they are watching. Perhaps related to their response to the spectacle and of course some questions. Umm... third, we need to do the repetition can be a necessary way to exercise communicative production. Through this technique, the teacher plays back the hard spots of the video and asks students to do individual repetitions. Finally, draw conclusions from what they watch and listen to. I'm here, instructing half of the students to go out of the classroom for a few minutes and the rest watch the video with the sound off. Then the students switched places and the second group watched the video with the picture off. Finally, they returned to share their ideas about what the video contains.

3. What kind of YouTube Video sources usually used by the teacher?

Answer:

Yes, what my friends recommend and I use is the Engvid.com channel. On this channel, online classes are available which include English lessons in accordance with pronunciation learning. Not only pronunciation topics but also mentions about grammar, vocabulary, IELTS, TOEFL, and many more. Every educator teaches the audience in a fun way. So, students will easily catch the messages transferred by the online teacher on the channel.

4. Are there any other media for supporting the students' skills in Pronunciation?

Answer:

There are many other media that can be used. However, in my opinion, YouTube is the best one to use today, in this millennial era.

5. How does the preparation of the teacher in implementing the used media? Please explain!

Answer:

I explained earlier in the first stage of its implementation.

6. Where does the teacher get the information that YouTube videos are applicable or effective for teaching pronunciation? Please explain!

Answer:

I was last suggested by a friend when I was sitting with them at S2 regarding access rather than YouTube. He said, YouTube is very easy and useful for students from my friends and they know how to access YouTube and students have the application on their smartphones and laptops to watch videos. Everything is easy, they can access it wherever they are. And I think that lately, the use of YouTube, especially in Indonesia, has been growing quite fast.

7. What are the tools that can be used to access YouTube videos in the class? Please explain!

Answer:

I think there are some tools that we should use in implementing this video for the first time such as projectors, paper for students, and other things that help their students get a good lesson from the English YouTube videos.

8. How do the students respond toward teaching the pronunciation through the YouTube videos? Please explain!

Answer:

They seem to respond well to what they watch, of course. And I personally think the videos on YouTube are useful in improving their pronunciation skills, of course. One of the most beneficial features of YouTube are videos of native speakers showing the pronunciation of voices and words. Obviously, the ability of English-language YouTube videos to clearly demonstrate how sound is made through the visual display of lip-and-mouth motion videos was appreciated by students and proved to be a highly desirable feature.

9. How do the students respond toward teaching the pronunciation through YouTube videos?

Answer:

There are many useful things that we can get from its implementation. First, YouTube videos are a very useful medium that can be accessed outside and inside the classroom. This is because YouTube videos are online-based videos that can be accessed anywhere in the area of an internet connection. Second, YouTube videos provide exposure to authentic English pronunciations and offer authentic examples of everyday English pronunciations by people. This allows students to have access to English that is spoken by native speakers. The last YouTube video in class really grabs the student's attention, making the classroom very interactive for language learning. Because they find the video interesting and challenging to watch because it shows them how people behave when using the target language they are learning.

10. How do the students respond toward teaching the pronunciation through YouTube videos? Please explain!

Answer:

In my opinion, a teacher, in this case, should provide information about the progress made by their students indeed and in this case, a teacher also explains that the assessment starts before and after the lesson is given. Before giving the lesson the participants give several tests by presenting some random difficult words that will be pronounced by the students by checking intonation, syllables, spelling, and fluency. After students get the test, the teacher plays several videos related to the pronunciation of the word or sentence being tested. In addition, the teacher makes sentences that include the spoken word. Finally, the teacher checked for differences after they watched the video over the conversation or wrote down how to pronounce the words at the end of the lesson.

11. What does the differences in the students' skills after and before giving the treatment? Please explain!

Answer:

Yeah, this is what... umm... I think by having a video of someone pronouncing sounds and words, it helps to explain to students how sounds are voiced and how these sounds are expressed when they are put into words. As a result, students are able to imitate these movements and produce sound accordingly.

12. During the pandemic of COVID-19, what do the obstacles faced by the teacher in teaching pronunciation through YouTube Videos?

Answer:

Yeah, I feel that the main problem faced by teachers today is social distancing during the COVID 19 pandemic where teachers cannot meet students directly, and somehow, educators will be overwhelmed and not supported to do their job properly. This kind of condition makes the teacher stricter in writing good instructions that can be carried out in students' homes. In addition, teachers must build good relationships with parents of students as they play an important role in facilitating and monitoring student progress during social distancing.