THE EFFECT OF APPLYING ENGLISH NATIVE SPEAKER VIDEO ON THE STUDENTS’ ENGLISH PRONUNCIATION ACCURACY AT THE FIFTH SEMESTER STUDENTS AT THE ENGLISH STUDY PROGRAM OF THE TEACHER’S TRAINING AND EDUCATION FACULTY THE UNIVERSITY OF SISINGAMANGARAJA XII TAPANULI IN ACADEMIC YEAR 2018/2019

Yenni Wibowo Sitohang¹, Musrafidin Simanullang²
¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli  
Email : yennisitohang@gmail.com  
²Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli  
Email : musrafidin.res.edu@gmail.com

Abstract - This research is an Experimental research design, the problem of the research is; Does the application of videos significantly affect on the students’ pronunciation accuracy? And the objective of the study is to find out whether the application of videos significantly affect on the students’ pronunciation accuracy. The sample of this research is the fifth semester students of English Study Program Faculty of Teacher’s Training and Education The University of Sisingamangaraja XII Tapanuli (UNITA) in Academic Year 2018/2019. There were three phases in conducting the research; Pre-test phase, Treatment, and Post-test within in four weeks. The instrument used to collect the data was pronunciation accuracy with thirty questions or words to be pronounced. Based on the data gathered and its analysis, in which the mean score of pre-test is lower than the mean score of post-test or 10.23809524 < 20.76190476, in addition the t-test is higher than the table or 3.3755 > 1.684. In other words, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. As a conclusion, there is a significant effect of the application of videos on the students’ pronunciation accuracy. Finally, based on the research conclusion, the researcher would like to recommend of using videos in dealing especially with English Phonology and Pronunciation.

Keywords: English Video, Pronunciation Accuracy

CHAPTER I INTRODUCTION

In this chapter, the writer presents and discusses the points of; the background of the study, the problem of the study, the objective of the study, the scope of the study, and the significance of the study.

The Background of the Study

It is widely known that English is an international language since it has been largely spoken among foreign language speakers. Dewi (2015), Mukminin, Jackson and (1996) asserted that English was used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. Their findings indicate that the language, at present, is being articulated by not only native Speakers, but also non-native speakers. Aside from being the world language for international communication, English is used in foreign countries in major venues, like the news (Ammon,2001; Seargeant&Erling, 2011).

In Indonesia, an incredibly diverse and multicultural country, English is regarded as one of the most popular foreign languages. The 1989 Law on the Indonesian educational system gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese (Komaria, 1998). Its policy implication is that the language becomes one of the compulsory modules to be taught in secondary schools and tertiary education. In addition, English is offered as a programme study in higher education institutions in Indonesia, including in public university and non-public university. There are often learning and production problems when mother tongue (L1) differs from target language (L2). The degree of differences between a learner’s native language and the target language can lead to greater difficulty (Lightbown and Spada, 2006). In an EFL teaching context, this issue has been discussed in almost all the world’s languages (eq. Walter, Duguid in Swain & Smith (2001) The areas of characteristic problems which have been reviewed are phonology, grammar and vocabulary and these findings might help teachers to examine how these typical difficulties arise and anticipate the difficulties in their teaching contexts. Phonology is the distinctive area in which one’s native language often interferes with one’s attempt to acquire English as a foreign language.

Pronunciation is the most important skill of spoken English. Not surprisingly, pronunciation instruction plays a significant role in the teaching of English as a second language (ESL). Given that the majority of ESL learners seek to speak native-like English, the importance of teaching pronunciation cannot be emphasized too much. Obviously, it is imperative that teachers help learners of English develop the ability for the communication needs and the ability for being understood easily (Morley, 1991). However, many of English language learners (ELLs) confront difficulties in learning English pronunciation (Gilajkani, 2011). Problems in pronunciation weaken their communicative competence (Hinofotis, 1981). More severely, many of them still lack sufficient proficiency in
pronunciation even if they have learned English in an ESL course. In fact, it is understandable that an ESL student using a nonstandard variety of English might be negatively affected while acquiring English language if they are not familiar with standardized English (Charity & Mallinson, 2011). Specifically, ESL students’ “pronunciation conventions differ from those of English speakers”. Accordingly, helping ESL students learn standardized English should begin with understanding pronunciation variations that ESL students possess while acquiring English.

Technology has developed rapidly in education field. Of course, teachers can use the technology development, such as television, radio, computer, as a media to teach English. Interest in the use of film and television for teaching at all levels increased throughout the 1950s and 1960s (British Universities Film and Video Council, 1995: 79). In contrast, English teachers in Indonesia tend to use conventional methods during their teaching. They just teach their students in a particular way. The students just sit down and listen to the teacher’s explanation without any competence achieved. The educational technology is a technology applied to the teaching and learning process. AVAs is the common term used for teaching aids that bring media other than speech into the learning equation. Moore states that:

For example, overhead projectors, slide projectors, recorder, or text-based presentation.

Teacher can use techniques and practice materials. Listen and imitate: A technique used in Direct Method in which students listen to a teacher provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders (Celce-Murcia, 1996: 8). Celce-Murcia (1996: 314) also states that video is a powerful medium – more so than its audio counterpart due to the visual element. Elliot, Kratchwill, Littlefield, and Travers (1998: 491) states that AVAs are the use of technology to present information in several different formats (e.g., visual, auditory), usually supplementing a teacher-or text-based presentation. For example, overhead projectors, slide projectors, television, and video players. Poole (1998: 224) states that Audio Visual Aids are the common term used for teaching aids that bring media other than speech into the learning equation. Moore states that: Classroom audio visual equipment today is lighter, more energy efficient, and easier to operate than in the past. Video and television are similar in that they both portray moving images, along with sounds, and in that these sounds may be either natural or contrived and tailored to desired situation. Additionally, as instructional tools, both provide a teacher the opportunities for presenting, describing, and clarifying information, ideas, and concepts; for teaching a skill; for condensing or expanding time; and for affecting attitudes (1999: 162). By using AVAs, the students will be more interested in learning pronunciation, because they can see as well as hear what is being said. Besides, video is much easier to understand because it includes the speakers’ facial expressions and gestures. It is in accordance with what Gower, Phillips, and Walters (1995: 75) state that the visual element is attractive and commands the attention better than audio alone.

Besides teaching the students by using video is more attractive, the researcher is also certain that it will also makes the students easier to learn specifically English pronunciation. In this research will firstly download and select some videos from ‘youtube’ related to the material such as under these URL:

- https://www.youtube.com/watch?v=DSPBy1m4dB8
- https://www.youtube.com/watch?v=TY8hxSicBM&ibitreload=10
- https://www.youtube.com/watch?v=niLKNo1TGAL
- https://www.youtube.com/watch?v=GdldTJkRkE
- https://www.youtube.com/watch?v=ShareiDZmcI
- https://www.youtube.com/watch?v=IkVdksS4aM
- etc

Based on the discussion presented, the researcher is interested in conducting a research entitled THE EFFECT OF APPLYING ENGLISH NATIVE SPEAKER VIDEO ON THE STUDENTS’ ENGLISH PRONUNCIATION ACCURACY AT THE FIFTH SEMESTER STUDENTS AT THE ENGLISH STUDY PROGRAM OF THE TEACHER’S TRAINING AND EDUCATION FACULTY THE UNIVERSITY OF SISINGAMANGARAJA XII TAPANULI IN ACADEMIC YEAR 2018/2019.

The Research Problem
In relation to the background of the study, the research problem of this study is formulated as follows; Does the application of videos significantly affect on the students’ pronunciation accuracy?

The Objective of the Study
Related to the problem of the study, the objective of this study is to find out whether the application of videos significantly affect on the students’ pronunciation accuracy.

The Scope of the Study
English sounds is generally divided into vowels and consonants, but they are also classified into some terms such as, voice, voiceless, nasal, plosive, approximant, etc. however, this study is scoped into dental fricative sounds teaching by applying videos.

The Significance of the Study
This study is expected to be useful for:
1. The students/ English learners
2. They realize that technology is beneficial in learning, since nowadays abundant material

ojis-unita.com
of teaching and learning can be easily found in internet, so, they can use it for self-granted in improving their learning especially their English pronunciation.

2. The English teachers, lecturers, and instructors
   Teaching English pronunciation especially for those who are non-native speakers of English is challenging. Therefore, the use of technology especially video available in internet is useful and helpful to be applied.

3. Other researchers
   This study will be useful as a reference in conducting other research relating to English pronunciation and videos application.

Research Hypothesis
- Ho (Null Hypothesis): There is no significant effect of the application videos on the students' pronunciation accuracy.
- Ha (Alternative Hypothesis): There is no significant effect of the application videos on the students' pronunciation accuracy.

CHAPTER II
REVIEW OF RELATED LITERATURE

Phonetic and Phonology
There are two fields or sub-disciplines in linguistics concerned with pronunciation and sound, namely phonetics and phonology. Both of them describe and analyse speech from a different perspective.

Phonetic
Phoneticians strive to find ways of describing and analysing the sounds humans use in language in an objective way. Three different areas of phonetics can be distinguished: articulatory phonetics, acoustic phonetics and auditory phonetics. Articulatopbonetics analyses which organs and muscles are used by speakers to produce speech. Acoustic phonetics is concerned with the physical properties of speech sounds as they travel in the air between a speaker's mouth and a listener's ear. Auditory phonetics focuses on the effect those sounds have when they reach the listener's ear and brain. Phonetics is thus a linguistic field that draws heavily on other scientific disciplines including anatomy, physiology, neurology and physics. The beginnings of articulatory phonetics can be traced back to the very detailed descriptions of the pronunciation of Sanskrit, which were made by Indian scholars several centuries BC.

Questions that phoneticians investigate include: Which speech organs are involved in the production of a particular speech sound or a particular pitch movement, and how do they work together? Which physical properties (i.e. frequency, amplitude) do different speech sounds or pitch movements have? Which body parts are involved in the perception of speech sounds, of pitch and of stress? The methods of investigation in phonetics have profited from many technological advances. Phoneticians can make use of the sophisticated methods developed in medicine for observing the activity of the speech organs, muscles and the brain during speech production and perception. Direct observation and measurement of nearly all speech organs involved in speech production and speech perception are possible, and computer software enables the exact measurement of the acoustic properties of all aspects of speech.

Phonology
While phonetics deals with the production, properties and perception of the speech sounds of human languages, phonology is concerned with how these speech sounds form patterns in a particular language. Phonologists investigate, for example, which function a sound has in a language and which sounds can be combined - follow each other - and which cannot. Phonology can be divided into two areas: segmental and suprasegmental phonology. While segmental phonology deals with speech sounds, suprasegmental phonology is concerned with larger units such as syllables, words and intonation phrases. The study of phonology began as early as in the third century BC with the Ancient Greek grammarians describing the sound patterns of Greek and Latin in Europe and scholars in India describing the phonology of Sanskrit.

The first descriptions of the sounds of English were published by John Hart (An Orthographie; 1569) and William Bullok (Booke at large; 1580), who were concerned with the divergence of spelling and pronunciation in 16th century English. Charles Butler's The English Grammar, published in 1634, probably contains the first descriptions of stress patterns of English words.

In the long tradition of phonology many different ideas about language have influenced the methods of phonological analysis. In the later 19th century, for instance, it was popular to treat language as an organism that evolves and dies, modelled on the then revolutionary ideas of Charles Darwin on living organisms. Many German linguists working at that time investigated the evolution of languages, proposed language family trees and provided the first descriptions of sound changes in Indo-European languages. This approach, which was further developed by Ferdinand de Saussure (1857-1913) at the beginning of the 20th century, assumes that language is a system that can be described and analysed by the elements or units it consists of (such as speech sounds) and rules that apply to them (such as rules of sound order). Phonologists working in this framework strive to find units of sound structure and sets of rules that describe patterns and regularities of these units in a particular language. For example, when looking at vowels in unstressed syllables in English, one finds that they have different quality than vowels in stressed syllables - the technical term for this is that they are reduced. It is possible to describe this vowel reduction as a rule that applies when a syllable is unstressed in English. In another tradition in phonology, focus is put on the mental representation of knowledge of sounds and sound patterns by speakers. It is
assumed that different speakers have the same 'mental idea' of a sound although they might produce and hear this sound in different forms.

When it compares the articulation of the /p/ in pot with the /p/ in spot and in top with the methods of phonetic analysis, we will find that they differ distinctly in their articulation andacoustic properties: for the /p/ in pot, there is a short but clearly audible burst of air after the speaker opened his or her lips which does not occur in the /p/ in spot. For the /p/ in top, speakers might not even open their lips and there might be an accompanying stoppage of the airstream in the throat. However, when you ask speakers about those /p/s, they are usually not aware that they produce or perceive different sounds. This leads phonologists to claim that speakers have just one mental representation (i.e. knowledge stored in the memory) of the speech sound /p/.

Different notation symbols are used in order to differentiate between speech sounds that form part of the speakers' knowledge and speech sounds that are actually produced and can be measured and perceived. The slashes / indicate that a speaker's knowledge or mental representation is referred to; this is what phonology deals with.

The Nature of Video as Teaching Media

The Definition of Video

Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. The students can watch the acts and hear the language in the video. They can catch the materials in the video clearly. Video can be a powerful educational and motivation tool in the teaching and learning process. Video is an audio visual medium that can be used to distribute messages from sender to receiver so that it can facilitate learners to study certain materials. Video is an electronic storage of moving images. He adds that any electronic media format that employs —motion pictures to present a message can be referred to as video. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help make students feel more realistic.

The Benefits of Using Video

Videos can have a strong effect on the mind and senses. There are some benefits of teaching English using video. They are as follows:

a. Learners enjoy language learning with the video. One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video make the teaching learning process more various. The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching learning process in the classroom.

b. Video is an effective way of studying body language. Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.

c. Learners gain confidence through repetition. Learners love to hear stories again and again and the same goes for video. By watching a video several times learners can learn by absorption and imitation. Raimes (1997: 8) states that video can draw the attention of the students (attention), come up the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive), and help the students who have less achievements in lesson orally (compensatory).

The Disadvantages of Using Video

According to American Hospital Association, the disadvantages of the video are:

1. Relatively expensive. Reduplication film or video in general way cost money and take time.

2. There is video that not appropriate with purpose and requirement of learning or material

Teaching Pronunciation Using Video

In the process of teaching and learning in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher will use video as teaching media to teach English pronunciation.

Duffy (2008: 124) states that video learning should not be passive. There are some guidelines relating to the specific use of video to promote active viewing and maximize learning.

a. Segment

Allow your students to watch the video in short segments.

b. Notes

Video are ideal for developing note taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion/brainstorming session.

c. Pause

Use the —pause feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

d. Sound off

For video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

e. Preview

ojis-unita.com
Each video carefully to determine its suitability for the lesson’s objectives and students’ learning outcomes.

f. Integrate
The video includes into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing: to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic.

g. Cut
It is often unnecessary and time consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

h. Focus
Give the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program’s content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students —on task and direct the learning experience to the lesson’s objectives. Be sure and follow up during and after viewing the tape.

i. After
When students have viewed the video consider, what interested them? What didn’t they understand? How can you relate the program to their experiences and feelings?

CHAPTER III
RESEARCH METHODOLOGY

Research Design
Research in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner’s Dictionary of Current English lays down the meaning of research as “a careful investigation or inquiry specially through search for new facts in any branch of knowledge.” Redman and Morin in C.R. Kothari (2004:1) define research as a “systematized effort to gain new knowledge.” Research is an academic activity and as such the term should be used in a technical sense. Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

In this research, the researcher applied quantitative research method namely experimental research design. The main characteristics of experimental studies are: (1) active manipulation of treatment variables by the researcher, and (2) the use of random assignment of units (usually students) to each type of treatment. These characteristics constitute the essential controls exercised by a researcher to establish a causal relationship. For example, consider a situation where a researcher is interested in studying the effect of two methods of teaching multiplication of decimals on student achievement as measured by a test of multiplication of decimals. In a true experiment, the researcher selects the method of teaching to be studied, instructs two groups of teachers, (each in one of the selected methods), assigns students in a random fashion to one of the two types of classes, follows each class to see that it is following the prescribed method of instruction, and tests each student at the end of the period of instruction on a common test of multiplication of decimals.

The resulting data are then analyzed and if the difference in the average level of performance between students in the two methods of instruction differs sufficiently, one comes closer to obtaining a causal relationship than in a situation where pre-existing conditions are merely compared. Such a study is experimental in nature because the researcher was able to exercise full control over the selection of methods to be studied, the random assignment of teachers to each method of instruction, and, finally, the random assignment of students to each method of instruction.

There are some types of experimental design such as; quasi experimental design, true experimental design, etc. in this research, the researcher will use pre-experimental design, the one group pre-test post-test design. This is a simple experimental research design without involvement of a control group. In this design the experimenter takes dependent variable measures (Yb) before the independent variable (X) is manipulated and again takes its measures (Ya) afterwards: The difference if any, between the two measurements (Yb and Ya) is computed and is ascribed to the manipulation of X. The application of the design can be seen as in the table below.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Independent variable (Treatment)</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yb</td>
<td>X</td>
<td>Ya</td>
</tr>
</tbody>
</table>

Population and Sample
The population of this research is the fifth semester students of English Study Program Faculty of Teacher’s Training and Education The University of Sisingamangaraja XII TapanuliUnita. The total number of the students is 27 students.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well ascribe to the way the sample is to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected. There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others. Researcher must select/prepare a sample design which should be reliable and appropriate for his research study.
The sample of this study was all the fifth semester students of English Study Program Faculty of Teacher’s Training and Education The University of Sisingamangaraja XII TapanuliUnita. The total number of the students is 27 students, but there were only 21 students who attended the research.

In collecting the data, the researcher gave test relating to dental fricatives sound. The total of words pronouncing by the students are thirty words in which fifteen is about [θ] sound and fifteen is about the [ð] sound.

**CHAPTER IV**
**DATA AND DATA ANALYSIS**

Data
The data obtained of both pre-test and post-test is presented in the table below.

Table 4.1 The students’ score of pre-test and post-test
Based on the data above, it can be concluded that t-test is higher than t-table, $3.3755 > 1.684$. In other words, the Null Hypothesis ($H_0$) is rejected and the Alternative Hypothesis ($H_a$) is accepted.

Data Analysis

In analyzing the data, the researcher applied the paired sample t-test, in which, this research has single sample with two different data.

CHAPTER V

Conclusion

The problem of the research is; Does the application of videos significantly affect on the students’ pronunciation accuracy? And having analyzed the data by applying Microsoft Office Excel, it is concluded that there is a significant effect of the application of videos on the students’ pronunciation accuracy. Based on the data analysis, it is found out that t-test is higher than t-table, $3.3755 > 1.684$. In other words, the Null Hypothesis ($H_0$) is rejected and the Alternative Hypothesis ($H_a$) is accepted.

REFERENCES


