



The Use Of Reading Practice Video On Youtube Towards Students English Pronunciation At 10th Grade Of SMKN 7 Kota Sarang

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Abstract

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This research is aimed to find out any significance effect of Reading Practice Video on YouTube toward student's English pronunciation at the tenth grade of SMKN 7 Kota Sarang. This research used a quantitative research method by implementing a quasi-experimental design. The population of the research was the tenth-grade students of SMKN 7 Kota Sarang in academic year 2023/2024. It consist of 380 students. This study used sample size of 30 students from each of two classes: an experimental class and a control class. The samples were selected by cluster sampling. Pre-test was given to both classes at the first meeting and then the post-test at the last meeting. To find the effect, the post-test was provided to both classes. The higher results achieved by the experimental group, which is 88.87. This result is significantly different from the control group, which is 83.03. Based on the scores of student's pronunciation learning analysis by Independent Samples T-test. It was verified by the value of sig. (2-tailed) was $0.001 < 0.05$. It can be concluded that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. To conclude, using Reading Practice Video on YouTube has a significance effect toward student's English pronunciation at the tenth grade of SMKN 7 Kota Sarang.

Keywords: Digital, Media, Pronunciation, Reading Practice, YouTube

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INTRODUCTION

Pronunciation is the way of pronouncing words, especially the generally accepted or accepted way, and a graphic representation of the way words are pronounced, using phonetic symbols. One needs to pronounce a few words clearly enough to reach. When people are only good at grammar and vocabulary, but if they don't pronounce the words correctly, then others will not understand the word. Therefore, the way of pronunciation is very important when someone wants to transfer information and knowledge to others.

By studying pronunciation, students know how to pronounce a word correct. This is intended to make students understand how to pronounce words in a foreign language to avoid speaking or reading errors (Apriani, 2019). The importance of pronunciation in English is because the wrong pronunciation of words in English can have fatal consequences. Wrong pronunciation of a single consonant or vowel in a word can result in misinterpretation which the interlocutor will misunderstand the true meaning.

Pronunciation is one of the most important aspects in English, especially in spoken communication. Every sound, stress pattern, and intonation can convey meaning. Pronunciation is a common problem for foreign language learners such

as English. In terms of word pronunciation, many students make many mistakes (Lestari, 2019). This can be easily seen when they do verbal communication.

Pronunciation learning using YouTube videos is an innovative learning system to be developed because it has a good effect in improving student pronunciation (Alkathiri, 2019). Because by using YouTube, students will get several benefits such as, students will be more enthusiastic in learning, students know how sound better in English, delivery of material will be easier to digest. And one of the most important, by watching the material on YouTube, students can see and practice directly how to pronounce correctly. So that, the pronunciation learning process will be more interesting.

Pronunciation

Pronunciation is the production of sounds used to convey a meaning (Pourhosein Gilakjani & Sabouri, 2016). As a result, pronunciation is the speaker's way of producing sound, and it is used to convey meaning. Pronunciation of words will help people to understand the value and meaning of communication. In order to understand words and meanings when communicating, the speaker must have the correct pronunciation.

According to Forel and Puskas, as cited in (Syafrizal et al., 2022), English has 44 phonemes. They are divided into vowels and consonants. There are 20 vowels and 24 consonants. Vowels are further divided into pure vowels and diphthongs. There are 12 pure vowels and 8 diphthongs based on tongue position, sound length, round lips, nasality, and diphthongs. For consonants, there are 24 consonants based on the VMP label. VMP stands for Voicing, Place, and Manner.

Elements of Pronunciation

A broad definition of pronunciation includes both segmental and supra segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak and are therefore usually best learned as an integral part of spoken language. Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the supra segmental aspects of pronunciation may have the most effect on intelligibility for some speakers (Lasi, 2020).

1. Segmental Features

A segmental feature system is the sounds that include vowel, consonant, cluster, and diphthong. The classification is based on the differences in the S MUH functions in utterance and their ways of production. Segmental refers to the sound units which are arranged in a sequential order. Segmental features include vowel, diphthong, and consonant.

2. Supra segmental Features

Supra segmental, also called prosodic feature, in phonetic, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases, in other word features are like the style used in words or sentences. Supra segmental feature include stress, intonation, rhythm, and voice quality.

YouTube Videos

YouTube is a website that facilitates users to share their own videos, or just enjoy various video clips uploaded by various parties made by three former PayPal employees in February 2005. There are several kinds of videos that can be uploaded to this site, for example such as music video clips from certain musicians, television films, short films, educational videos, video blogs belonging to vloggers, movie trailers, video tutorials for various activities, and many more (Doloksaribu et al., 2021). Not only that, through YouTube videos, we can also learn such as learning English, grammar, pronunciation, culture, etc.

Moreover, the study videos on YouTube could be used as give-and-take study in the lecture room along with for pupils themselves throughout on-line or otherwise offline introductions (Kabooaha & Elyas, 2018). Therefore, pupils are possibly assumed to maximize the usage of YouTube for study much possible.

The Procedure of Using Reading Practice Video on YouTube

There are procedures for using reading practice videos on YouTube in learning English pronunciation. Following are the steps for using reading practice videos on YouTube when learning English pronunciation:

- a. Look for the English Academy Language YouTube channel on YouTube that will provide content or demonstrate materials, examples, and concepts. Then select one of the contents, namely reading practice to improve your pronunciation in English.
- b. Create detailed guides or group discussions for students so that students identify what to do, feel, and also look for. For example, what is the purpose of the video in order to help students achieve their learning goals? When a video is shown in a lesson, there is usually no precise instruction as to what students know from the video or what they are going to do next.
- c. Introduce the video briefly to reiterate its purpose. Providing information about what students need to follow and pay attention to is an important step in activating their pre-knowledge and helping them in the material and information capture phase.
- d. Start and watch the video. When starting to play a video, teachers should help students focus on what they are watching.
- e. After watching, take a moment to reflect on what was demonstrated. This activity is very useful for gathering information related to students understanding of what they have watched.
- f. Set up productive learning activities to allow students to engage with the video's specific questions, problems, or concepts. The last point is the most vital. Learning will be ineffective if educators do not prepare for what students and teachers will do while in class. Teachers need to provide follow-up activities for students to participate in high-dimensional feature oral exercises, such as discussions, debates, and role plays.

RESEARCH METHOD

The researcher employed a quantitative approach, specifically a quasi-experimental design. This study used a quasi-experimental strategy because its goal is to ascertain how one variable affects another. Quantitative research, particularly

surveying and experimental, is built on existing hypotheses. The premise of the empirical paradigm is maintained in quantitative research (John W Creswell, 2013).

Table 1: Research Design Framework

Groups	Pretest	Treatment	Posttest
Experiments	O ¹	X (Using Reading Practice Video on YouTube)	O ²
Control	O ³	O	O ⁴

Notes:

O1 = mean pretest experimental group

O2 = mean posttest experimental group

O3 = mean pretest control group

O4 = mean posttest control group

X = Doing treatment (using reading practice video on YouTube)

O = Did not receive a treatment

This study involved two classes: an experimental class and a control class. The two classes received different treatments, but both took a pre and post-test. The control class did not receive a treatment, while the experimental class used reading practice video on YouTube (X).

Population is an object/subject that has quality and certain characteristics defined by the researcher to be studied and then the conclusion is drawn (Sugiyono, *Statistika untuk Penelitian*, 2011). Population on This research is class 10th. SMKN 7 Kota Serang. The number of population subjects is 380 students (XA, XB, XC, XD, XE, XF, XG, XH, XI, and XJ).

Sample is part of the number and characteristics possessed by population (Sugiyono, *Statistika untuk Penelitian*, 2011). The sample of this research is class XA consisted of 30 students in the experimental class and class XB 30 students in the control class. The sampling technique used in this study is a cluster sampling. By random sampling the researcher used wheels of random picker took the sample to determine the two selected classes from the tenth grade population, and the result is class XA consisted of 30 students in the experimental class and class XB in the control class.

Because this test was a pronunciation test, the researcher conducted an oral in the pre-test to know the students' pronunciation ability based on the test development bellow which sourced from (Curriculum Merdeka):

Table 2: The Test Development (Pre-Test)

Basic Competence	Indicator	Evaluation	Activity
a. Students have been able to independently analyze text structure and linguistic elements.	Identify structure and linguistic elements exposition text and make video reading exposition text.	Oral Test	a. The researcher asked students "Do you know what is exposition text" and "Do you know the structure and linguistic elements"

<p>b. Students have been able to present oral exposition text.</p>			<p>b. The teacher explains about the exposition text, structure, and linguistic elements of the exposition text</p> <p>c. The teacher gives examples of exposition text and how to present an oral exposition text</p> <p>d. Students are asked to analyze the structure and linguistic elements of the exposition text</p> <p>e. The teacher gives a assignments to each student to do an initial test (Pre-Test)</p> <p>f. The teacher explains instructions regarding what students should do</p> <p>g. Students make video recordings reading exposition text</p> <p>h. Students submit assignments on google classroom</p>
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The researcher gave a post-test at the last meeting after treatment. This post-test given to both the control and experimental classes. Not much different from the previous pre-test, the researcher conducted an oral in the pre-test to know the students' pronunciation ability based on the test development bellow which sourced from (Curriculum Merdeka):

Table 3: The Test Development (Post-Test)

Basic Competence	Indicator	Evaluation	Activity
<p>a. Students have been able to independently</p>	<p>Identify structure and linguistic</p>		<p>a. The teacher invites students to watch, listen, and listen to</p>

analyze text structure and linguistic elements. b. Students have been able to present oral exposition text.	elements exposition text and make video reading exposition text.	Oral Test	"reading practice videos (improve your pronunciation in English)" (Experiment Class) b. The teacher gives a assignments to each student to do an initial test (Post-Test) c. The teacher explains instructions regarding what students should do d. Students make video recordings reading exposition text e. Students submit assignments on google classroom
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After the data were collected, the researcher analyzed the data with validity test, reliability test, normality test, homogeneity test, and hypothesis test. The validity tests were analyzed with content validity, where the instrument was valid if it included a proper sample of the structure that was relevant to the purpose of the test, especially the students' speaking skill. It explained about how well the test estimates the topic and the learning results accomplished during the course.

In this study, the researcher used inter-rater reliability. As stated by (Krippendorff & Hayes, 2007), "Inter-rater reliability is the degree of agreement among raters. The two raters were analyzed the students' pronunciation score in this research were: the researcher and the English teacher of tenth grade students in SMKN 7 Kota Serang. The scores from two raters calculated to find out the two rates analyzed the students' pronunciation in pre-test and post-test. There are statistical techniques to estimate inter-rater reliability that can be used, namely the Kappa coefficient from Cohen. Cohen's kappa is used to express the agreement between two raters in a single number to measure the students' pronunciation score. The interpretation value of Kappa (McHugh, 2012):

Table 4: Value of Kappa

Kappa Statistic	Strength of Agreement
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good
0.81-1.00	Very Good

The researcher calculates reliability using SPSS 26 programs. Then, the normality and homogeneity test were measured to know whether the data were normally distributed or not, and the data were homogeneous or not. Furthermore, to know whether the hypothesis was accepted or rejected, the researcher analyzed the data with Independent Samples T-test. After the calculation/analysis from the t-test result was found, the researcher can conclude whether there was significant or not in using reading practice video on Youtube toward students' pronunciation in the tenth grade of SMKN 7 Kota Serang. The hypothesis was as follows:

1. Null hypothesis (H_0) = There is no significant effect of reading practice video on YouTube towards student's English pronunciation in the tenth grade of SMKN 7 Kota Serang
2. Alternative hypothesis (H_a) = There is significant effect of reading practice video on YouTube is effective towards student's English pronunciation in the tenth grade of SMKN 7 Kota Serang

RESULTS AND DISCUSSION

The research was carried out by collecting pre-test results from both the control group and the experimental group. Then, 30 students in the experimental class were given treatment in the form of reading practice videos on YouTube to help their learning, while students in the control class were not given treatment. Data collecting resumed following to get post-test results for the control and experimental classes.

The data analysis in this study was performed to verify the validity of the research's hypothesis. Computer software, specifically SPSS version 26, was utilized to analyze the data in this study. To evaluate learning gains, the researcher first compared pre-test and post-test results from the experimental and control classes. The importance of the gap in performance between the t est and control classes was then assessed by the researcher to see if the results supported further investigation. Students accomplishments were described here:

Table 5: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	35	75	62.13	9.142
Post-Test Experiment	30	77	98	88.87	6.129
Pre-Test Control	30	33	77	58.97	12.794
Post-Test Control	30	75	95	83.03	6.403
Valid N (list wise)	30				

The table above showed that the average pre-test and post-test scores in both classes. In the experimental class, the average pre-test score was 62.13, and the post-test showed improvement with average score was 88.87. The gap between the

average score of pre-tests with post-test in the experiment class was 26,74. Moreover, the minimum score in pre-test experimental class was 35, while in post-test 77. Besides, the maximum score of pre-test was 75, while in post-test was 98.

Furthermore, the control class average pre-test score was 58.97. The post-test showed improvement, with an average score of 83.03 points, the gap between the score of pre-test and post-test was 24.06. Additionally, the minimum score of pretest in control class was 33, while in post-test 75. Then, the maximum score of pretest was 77, whereas in post-test was 95. This indicates that after receiving the treatment, the result of student's post-test in the experimental class is higher than the control class.

This research used the content validity. The validity means that test measures what it intends to measure, (Roni & Morris, 2020). The three validity styles were content validity, construct validity, and criterion-related validity. In this research, researcher made validity sheet then compared it to Curriculum Merdeka of the tenth grade of senior high school. The researcher asked for help from the English teacher to analyze whether the content of the test was valid or not. Thus, the validity did not need a trial or statistic analytic.

Moreover, the researcher analyzed the reliability of tests with SPSS 26 Program, which the reliability results as follows:

Table 6: Result of Reliability Test

	Pre-test	Post-Test
Experimental Class	0.86 Agreement	.145 Agreement
Control Class	.143 Agreement	.106 Agreement

From the agreement of inter-rater reliability table, it can be concluded that the students' score between pre-test and posttest were reliable. The agreement of inter-rater reliability above showed that the data were stable and consistent. If data were regularly distributed, the normality test determined it. The researcher analyzed the data using graphics. Prior to and after the test, the graph showed experimental and control group scores. Normality may explain the experimental and control groups' pre- and posttest distributions. This researcher was examined using SPSS and Kolmogorov Smirnov:

Table 7: Result of Normality Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result of Learning Pronunciation	Pre Test Experiment	.156	30	.059	.923	30	.033
	Post Test Experiment	.144	30	.116	.927	30	.040
	Pre Test Control	.120	30	.200*	.938	30	.079
	Post Test Control	.182	30	.012	.910	30	.015
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the explanation above, it could be concluded that the test was normally distributed because all of the normality test were higher than 0.05. Using data from both the pre- and post-test, the homogeneity test can determine whether or not the quality of the control and experimental classes were similar. Finding out whether or not the research sample was homogenous required determining whether or not the sample originated from the same situation. This research utilized statistical computation with the help of SPSS (Statistical Package for the Social Science) by Levene Statistic to check for homogeneity as follows:

Table 8: Homogeneity (Pre-Test)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	4.053	1	58	.049
	Based on Median	3.869	1	58	.054
	Based on Median and with adjusted df	3.869	1	57.145	.054
	Based on trimmed mean	4.134	1	58	.047

Table 9: Homogeneity (Post-Test)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	1.084	1	58	.302
	Based on Median	.850	1	58	.360
	Based on Median and with adjusted df	.850	1	57.347	.361
	Based on trimmed mean	1.080	1	58	.303

From the table above, the homogeneity of the pre-test was 0.049. As the sig. value is more significant than 0.05, the pre-test data was homogeneous. Then, the homogeneity if the post-test was 0.302. As the sig. value is more significant than 0.05, and it means that the data of the post-test was homogeneous. Independent Samples T-test used in this study because, considering the research formulation, the researcher wanted to determine and measure the Significant effect of using Reading Practice Video on YouTube (Variable X) on students' English pronunciation (Variable Y).

Table 10: Independent Samples T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	ig.	T	df	ig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	1.084	.302	3.605	58	.001	5.83333	1.61830	2.59396	9.07271

	Equal variances not assumed			3.605	57.890	.001	5.83333	1.61830	2.59383	9.07284
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The result of student's post-test from both groups are presented on above, it shown the value of Sig (2-tailed) = 0.001. Moreover, the result of Sig. (2-tailed) $0.001 < 0.005$. Thus, the Alternative Hypothesis is accepted, and Null Hypothesis is rejected. It means that there is a significant effect of using Reading Practice Video on YouTube toward student's English pronunciation at the tenth grade of SMKN 7 Kota Serang.

CONCLUSION

This Research shows that using Reading Practice Video on YouTube has a significance effect toward student's English pronunciation. The higher results achieved by the experimental group, which is 88.87. This result is significantly different from the control group, which is 83.03. From the data analysis it showed that the value of Sig. (2-tailed) was 0.001, which is lower than 0.005. Then, based on the basic rules of Independent Sample T-test $0.001 < 0.005$, it means that alternative hypothesis was accepted. To conclude, using Reading Practice Video on YouTube has a significance effect toward student's English pronunciation at the tenth grade of SMKN 7 Kota Serang.

SUGGESTION

The success of the teaching-learning process depends not only on the lesson plan but also on how teachers and students can collaborate to achieve the learning goal, even if some techniques are used in the learning process. Considering the effect of using Reading Practice Video on YouTube toward student's English pronunciation, the researcher would like to give some suggestion especially to teachers, students, and other researcher as follow:

For the teacher, in order to increase students' interesting coming to class, teachers must be more inventive when coming up with teaching and learning activities. The exercise taught to make it easier for learners to participate in the learning process. In order to prevent students from becoming disinterested and to increase their enthusiasm for continuing their education, teachers should incorporate media into the teaching and learning process. Can aid students in comprehending, learning, and memorization of material. Additionally, the instructor must use enrichment to vary how the material is applied.

For Students, the process of teaching and learning must involve students more actively. They must become fluent in English. English is a crucial language for communication, especially when it comes to pronunciation. Students who learn English will be able to grow more broadly and find it simpler to delve into the realm of education. Therefore, it is anticipated that using YouTube videos in the classroom, particularly Reading Practice Video on YouTube, will encourage students to participate more actively and enthusiastically. Additionally, it is intended that students will do better academically and find learning English to be more entertaining by incorporating YouTube videos.

For the further researcher, the result of this study can be used as a reference or basic information to do further investigation, and can be applied to this strategy

on learning teaching in the class.

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