

IMPROVING THE STUDENTS' ENGLISH PRONUNCIATION THROUGH ENGLISH WITH LUCY YOUTUBE VIDEO

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Abstract

The aim of the research is to improve the students' pronunciation through *English with Lucy* YouTube Video. The subject of the research is 32 students at the eleventh grade of social science of MA Ma'arif NU 1 Cilongok academic year 2019/2020. The writers use classroom action research based on Kemmis and Mc. Taggart concept as research design. The writers conduct the research in two cycles consists of planning, action, observation and reflection in each cycle. The writers use oral test, observation, questionnaire and documentation as technique of data collection. The

students' pronunciation is improved through the implementation of *English with Lucy* YouTube Video. The result of the students mean score in pre- test is 69 and the result of students mean score in post-test is 75. It means that the classroom action research is success. The result of students' mean score of post-test shows the improvement, in which it reaches out the score 70 as the KKM of English lesson. The result of questionnaire shows that 86% students enjoy the learning process using *English with Lucy* YouTube Video. The students become more active and confidence during the learning process. According to the teachers, *English with Lucy* YouTube Video can be used as media in teaching English pronunciation.

Keywords: Pronunciation, English with Lucy YouTube Video

A. Introduction

Indonesia is the country where English positioned as a foreign language. In this case, the students who need or want to speak English well have to be aware that pronunciation is important. Many students will need to speak and understand English in real life to communicate with both English native speakers and non-native speakers. Even if the students' grammar and vocabulary are good, if their pronunciation is bad, they might fail in communication.

Based on interview with the English teacher on May, 5th 2019 in MA Ma'arif NU 1 Cilongok, especially at the eleventh grade of social science, most students face problems in learning English such as lack of vocabulary, poor grammar, poor pronunciation, and low motivation. Based on pre-observation on May, 5th 2019 the writers find some

students still pronounce the wrong pronunciation of the simple words, for example through /əru:/ as /trough/, listening /'lɪs(ə)nɪŋ/ as /'lɪst(ə)nɪŋg/, written /'rɪt(ə)n/ as /wraiten/. The students have low motivation in learning English especially for practicing daily English in the English classroom. The students' lack of pronunciation can be found easily when they make dialog practices or when they answer questions from the teacher. The students tend to have low motivation towards learning English particularly speaking activity due to their limited vocabulary. To improve the students' interest in English, the school strives to carry out extra-curricular activities by forming an English club under the guidance of an English teacher. In this case, school tries to improve English skills by applying 'English Day' once a week, but that activity cannot be carried out optimally. The teachers use media in teaching English such as power point, picture, watching video and film to make the students feel enthusiastic in the teaching learning process.

Youtube is not an educational video sharing site, but in its development, it launches a special service for education that is YouTube education website at www.youtube.com/edu in 2009. Youtube can be a source of learning and learning media that needs of the digital generation. Youtube can increase interest and support learning styles of the digital generation. Youtube also offers learning experiences with new technology that will be useful (Burke, Snyder, & Rager, 2009).

The use of YouTube as a social media does not escape its role to be used in education. There are lots of YouTube channels about education that are more informative and interesting. The advantages of

using YouTube as audio-visual media is easier to understand in the learning process because it involves human part, namely the sight and hearing. That is the reason why watching YouTube help the students better in learning process.

Lucy Bella Earl is a YouTuber, although she is relatively well known in Britain, she teaches English through “*English with Lucy*” YouTube channel which was started by Lucy in January 2016. Since then the YouTube channel has amassed almost 2.3 million subscribers and consist of 185 videos. With audiences from South America, Indonesia and India, *English with Lucy* videos vary from lessons about grammar to vocabulary, pronunciation and even British culture.

Based on the problems faced by students in low pronunciation, the writers use *English with Lucy* as media to improve students’ pronunciation. Therefore, the writers conduct a research with title “Improving The Students’ Pronunciation Through *English with Lucy* Youtube Video” (a classroom action research at the eleventh grade of social science of MA Ma’arif NU 1 Cilongok in the academic year 2019/2020)

B. Literature Review

Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that the intelligible pronunciation is one of the necessary components of oral communication.

1. Type of Pronunciation

a. English Vowels

According to Indriani (2001: 12), there are 12 cardinal vowels in English such as /i: - tea/, /ɜ: - bird/, /u: - food/, /ɪ - sit/, /ə - ago/, /ʊ - foot/, /e - pen/, /ɑ: - art/, /ɔ: - war/.

b. English Consonant

According to Kelly (2000: 47) consonants can be described in terms the place of articulation and the manner of articulation. Place of articulation consists of bilabial, labiodental, dental, alveolar, palate-alveolar, palatal, velar, glottal. Manner of articulation consist of plosive, affricative, fricative, nasal, lateral, approximant.

c. Gliding Vowels or Diphthongs

According to Indiani (2001: 13) there are 9 diphthongs such as /aɪ - like/, /əɪ - day/, /ɔɪ - boy/, /ɪə - hear/, /ʊə - doer/, /ɛə - care/, /ɔə - more/, /aʊ - down/, /əʊ - show/.

d. Word Stress

Correct words stress patterns are essential for the learners' production and perception of English (Kenworthy, 1987: 28).

e. Syllables

Every English word consists of at least one syllable, and many words have two, three, four, or more syllables. The syllables is a unit that is hard to define with scientific rigor but fairly easy to recognize (Charles, 2004: 68).

f. Intonation

Intonation is the way we imply meaning, attitude or intention by raising or lowering the pitch of our voice in varying degrees. Intonation is to a large extent, a hidden part of language: we are rarely consciously aware of it when we speak (Fitzpatrick, Frank, 1995: 45).

2. Teaching Pronunciation

Teaching pronunciation in a high school is very essential. Teacher should give certain attention in teaching pronunciation and decide the area of sounds that become the basic need for students.

3. English with Lucy

English with Lucy is one of the YouTube channels that provides a variety of interesting English learning videos. The videos displayed are English with Lucy, Vocabulary, British Expressions, Just for fun, English Grammar, Bussiness English, English Speaking Skills, The English with Lucy Business English Course, English Listening Practice, British English Pronunciation, English for Children, Collabs, Storytimes, Review Videos, Vlogs, Interviews, and Lucy talking in Spanish.

C. Method of Investigation

The writers use quantitative method. The source of data in this study is 32 students at the eleventh grade of social science of MA Ma'arif NU 1 Cilongok. The data are taken from oral test for students in pre-test and post-test, observation, and documentation. In this study the writers use planning, action, observation, reflection, and revised plan. After collecting the data, the writers analyzed the data used formula to analyze the mean score of students' pretest and post-test, questionnaire percentage to analyze the questionnaire and test improvement. This classroom action research uses Kemmis and Mc. Taggart concept through fourth essential moments such as planning, acting, observing, reflecting, and revising plan.

D. Findings and Discussion

The writers present the findings and interpretation of the research entitled “Improving the students’ English pronunciation through *English with Lucy* YouTube Video” (a classroom action research at the eleventh grade students’ of MA Ma’arif NU 1 Cilongok academic year 2019/2020).

This research uses classroom action research at the eleventh grade students of social science of MA Ma’arif NU 1 Cilongok academic year 2019/202 based on Kemmis and Mc. Taggart concept namely planning, action, observation, reflection and revised plan. The research conducts in two cycles. The first cycle consists of four meetings. The first meeting is about Phonetic Symbols, the second is English Vowel and consonant, the third is diphthong, the fourth is stress. The second cycle consists of two meetings, the first meeting is about syllables and the second is intonation. Based on the result of each cycle, it can be describes that the result of the students’ English pronunciation test is improved in each test. The mean score of the students in pre-test is 69, and the mean score of the student in post-test is 75 reach out the point 70 as the KKM of English lesson. From the result of questionnaire, the writers finds that the first question gets 30 students who is answer *yes* is 94%, 6 students who answer *no* 28%. For the second questions gets 72% based on 23 students who answer *yes*, 9 students who is answer *no* 28%. The third questions gets 30 students who answer *yes* is 94% students answer *yes* and 2 students who answer *no* is 6%. The fourth question gets 31 students who answer *yes* is 97% and 1 students who answer *no* is 3%. The fifth questions gets 24 students who answer *yes*, and 8 students who answer *no* is

25%. Through *English with Lucy* YouTube Video the students' English pronunciation can increase the students' motivation in learning English especially pronunciation.

E. Conclusion

The aim of this research is to improve students' pronunciation. The research finding shows the improvement in each cycle by comparing the condition before and after implementation of *English with Lucy* YouTube Video.

Kenworthy (1987: 28) states that the main goal of pronunciation for the learners is that pronunciation can be comfortably intelligible. It means that the conversation between the speaker and the listener can be comfortable. It is not the condition where the speaker and the listener understand each other.

Before the actions, the students do not know how to pronounce the words correctly. Most students are not confident to speak in English even though in English classroom. They are afraid of making mistake in speaking English. The use of the second video helps the students understand the material because the student knew their mistakes in pre-test and fix their answers through the second video. The content of the second video consists of familiar words, it means that the student know the meaning in each words. It makes the students become enthusiastic in answering the question from the writers.

The improvement is shown from the students' attitude during the activities. The students are more active and relax. It is totally different from their attitude in the first meeting. In cycle 2, the students feel enthusiast and enjoy joining English

pronunciation teaching through *English with Lucy* YouTube Video. Students enjoy practicing the dialogue using the correct sounds and intonation. The classroom situation is alive, active, fun and interesting.

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