TEACHING PRONUNCIATION THROUGH INTERNET MEDIA (YOUTUBE) AT TENTH YEAR TKJ C SMKN 2 PALOPO
(A Classroom Action Research)

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By,

EKAWATI
NIM 08.16.3.0055

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013

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Wassalamu 'Alaikum wr. wb.

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My shalawat and salam be with our prophet Muhammad SAW., who has guided us from the darkness to the lightness in this world as well as in the next world.
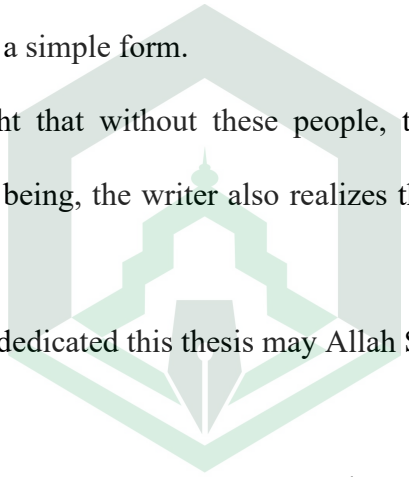
The writer realizes that she couldn't be in this thesis without helping from the others, that's why the writer would like to express her deepest thanks to:

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Finally the writer dedicated this thesis may Allah Swt, bless them. Amin.

Palopo, 8th May 2013

The Writer

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ABSTRACT

Ekawati. 2013. Teaching Pronunciatiom through Internet Media (YouTube) at Tenth Year TKJ C SMKN 2 Palopo. Thesis, English Study Program of Tarbiyah Department The State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Dr. Masruddin, S.S., M.Hum as the first consultant and Amaliah Yahya, S.E., M.Hum. as the second consultant.

Key words : Teaching Pronunciation, Internet Media (YouTube)

This thesis was focused on the teaching pronunciation through internet media (YouTube). The objectives of this research were to find out the appropriate ways to teach pronunciation through internet media (YouTube).

This research was conducted by using classroom action research method, and took place in three cycles. In each cycle, the researcher held two meetings which had four steps, they were planning, action, observation and reflection. This research was held in the class TKJ C of students at SMKN 2 Palopo which consisted of 15 students in it. The instruments of colleting data were pronunciation test and questionnaire. And the researcher collected data from the students by giving them reading test and questionnaire to be filled out. All the data was analyzed by using percentage formula.

The results of the research were: the researcher found out that there was improvement on students' ability to pronounce English words by using internet media (youtube). The appropriate ways in teaching pronunciation through internet media (youtube) such as: gave motivation and encouragement to the students about the benefit of learning pronunciation, gave the chance for all students especially the one who looked shy and not confident to watch the video more intensive by moving them in the front side of class, and offered many variety of videos by showing them how to find the link of related videos from other sources in internet.

CHAPTER I

INTRODUCTION

A. Background

Today English is a very important language. It is important because English is used in the world of technology, education, politics, commerce, and so forth. English is the most crucial communication tool, which is very dominating all aspects of communication. In addition, most countries in Asia are also using English as a second language after their national language. Such as it the Philippines, Singapore, and Malaysia. In a modern world filled with challenges and competition is super tight, everyone is advised not only have a high level of education, but also required specialized skills that we commonly call 'skill'. One of the 'skill' is most needed today English. In accordance with the above explanation, English is the global language, so people who want to develop theirselves have to master English.

Due to the development of science and technology, the need of mastering English by Indonesian people is increased. This is due to the status and position of English in the world today is more superior. English is one of the world's largest language used as the language of communication both oral and written.[1] English is still regarded as one of the must-have skills for a competitive edge in the world of academic, career, and in the world too.

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[1]http://manado,tribunnews.com/2012/06/05/pentingnya-berbahasa-inggris-di-era-globalisasi

1

English in the school is expected to run well in terms of teaching English can master all or part of what is taught. But all was not lost from the constraints, both of facilities and infrastructure as well as from students itself. This can be seen in the teaching and learning process English in the SMKN 2 Palopo, the facilities are quite adequate, but for the students, the extent of English importance is back in their own views. Because they are more likely put in priority for their subject majors and assume that learning English is much more difficult and boring. Difficulty in memorizing, speaking, and saying the words properly in English becomes a major factor they tend to dislike English. Furthermore they say that what is written in English is not the some way it is the pronunciation. For that how an attempt to eliminate the assumption that such a being English as a lesson which will be subject of interest by students in SMKN 2 Palopo.

From the above discussion of the importance of the role of English in the world, in Indonesia, and in the educational environment at the school all that is inseparable from the name of the role of the technology world. Since the era we are now able to explore the world by sitting in a chair alone, thanks to technology. And now it is possible we can improve our English skills through the development of technology in the field of internet media network. Internet provides everything needed by humans today. The Internet is a network uniting both outside and within the country. With the internet media is very helpful in increasing learning English.[2]

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[2].http://pascapbi.uad.ac.id/pentingnya-bahasa-inggris-di-indonesia. (Accessed October 15th, 2012).

But we first need to know the concepts of language teaching. Use term 'teaching' to refer to "everything that is done by the developers and teachers in order to facilitate language learning". The concept of 'teaching' is necessary for solving the underlying problems related to the development of teaching materials. The term 'teaching (including teaching)' is generally interpreted as a direct presentation of information from teacher to student.[3]

There are many things that we need to understand about the English language the first thing we must understand in learning English is the reality that English is a foreign language to the people of Indonesia. Consequently, we rarely hang out and interact with the language. As a result, our brain gets less intake (input) of English. With the stock intake is minimal, our brains tend to be difficult to process all the thought process associated with the English language. Moreover, to use the language in everyday communication.

To overcome our alienation towards the language it is to force ourselves so often chatting with the English language. Slowly but surely, our capacity will increase over time. The ability to use English is a necessity in a global era as a means of communication today. Therefore how the system implementation and use of English in everyday life and school environment.[4]

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[3].http://educasi.kompas.com/read/2012/09/04/19480161/wahminat.Belajar.Bahasa.Inggris.di.Indonesia.Meningkat.

[4] http://belajar-dan-pembelajaran.blogspot.com. (Accessed October 15th 2012).

Pronunciation is one of the English subject matter that has received less attention. In the schools and courses, we often preoccupied with enriching students with the grammatical skills. As a result, our students are very clever in answering questions related to English grammar in writing, but can not speak it fluently with foreign speakers. Some are able to speak, but because of the "pronunciation" of the less obvious causes conversation difficult to follow.

To learn pronunciation, it is the most accurate source is the native language / native speaker. It is relatively difficult for English, because English natively scattered in different parts of the world. there are differences in pronunciation, spelling, and includes dialect when speaking in English. Film, radio, and television media in English is an effective learning pronunciation. Here the author chose youTube media as a means of learning pronunciation in pronouncing the sound dental fricative [ð] and palato alveolar affricative [dʒ] because the sound mention there are still errors.[5]
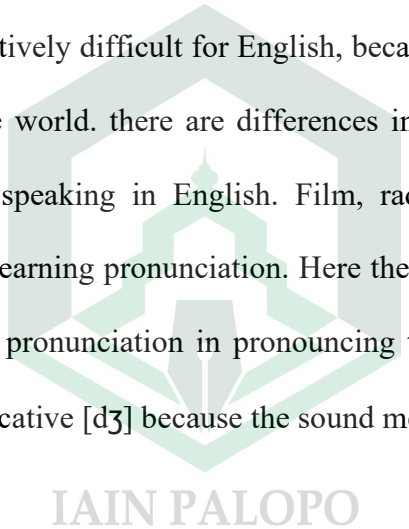
B. Problems statement

Based on background above, the researcher formulates problem statement as follow:

What is the appropriate way in teaching pronunciation by using internet media class X of TJK department at SMKN 2 Palopo?

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[5] http://www.raharjo.org/jurnal/belajar-bahasa.Inggris2.html. (Accessed October 15th, 2012)

C. *Objective of Research*

In relation to the above problem statement, the purpose of this research is :

To find out the appropriate way in teaching pronunciation in class X of TKJ departement at SMKN 2 Palopo.

D. *Significance of Research*

Teaching pronunciation is an important part of learning language. Self confidence in pronouncing words correctly enable the students to interact with native speaker pleasantly. That is why teachers need to focus in practicing pronunciation especially in English Learning. Many text books can be orientation in teaching pronunciation. And by doing research in this topic will produce more references for students and teacher in teaching and practicing pronunciation. In this study, the benefits of the research is divided into theoretical and practical benefits.

1. Theoretical benefit

a. In theory the purpose of this study is expected to improve students' English language skills in class X of TKJ department at SMKN 2 Palopo in particular and society in general. But it also can be useful for teachers in using internet media to support teaching and learning process.

2. Practical benefit

a. The result of this study is expected to be useful for students in class X of TKJ department at SMKN 2 Palopo in particular and society in general.

E. Scope of Research

This study is limited in English proficiency class X students of TKJ department at SMKN 2 Palopo the sound to mention dental fricative [ð] and palato alveolar affricate [dʒ] after seeing on youtube video playback in learning English.

IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

1. Rahayu Astrini in her paper conclude that the Internet technology provides many benefits for the efficiency of learning and for education, let us develop educational technology and use the Internet for things that are useful.[1]

2. Amalia Putri Hananta Sari in her thesis concluded that using internet as learning media gave many contribution in students' learning such us easiness to access the material in finishing task, and the students became more independent and active in learning process.[2]

3. Roisu Jaya in his thesis concluded that using internet as media in learning process was effective to help the students to understand some difficult material and improved the students' motivation to keep study by using internet which affected their achievement in the school.[3]
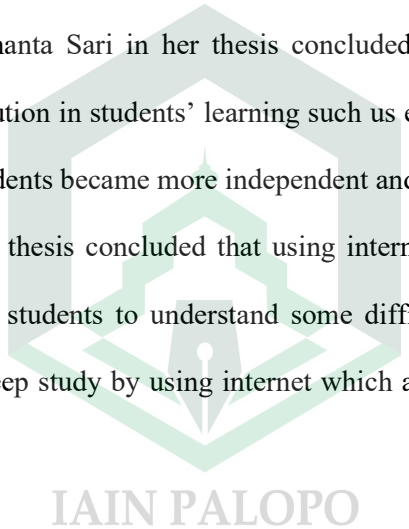
B. *The History of Internet*

Internet is a medium that really has a lot of functions in everyday life both for the internet can be interpreted as a large, wide computer networks worldwide, which

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[1] Rahayu Astrini, *Manfaat Teknologi Internet Bagi Pendidikan*, 2010, http://sirah.blog.uns.ac.id. Accessed 15/12/2012

[2] Amalia Putri Hananta Sari, *Penggunaan Internet Sebagai Sumber Belajar untuk Meningkatkan Prestasi Belajar Siswa Akselerasi Kelas XI pada Mata Pelajaran Pendidikan Agama Islam di SMAN 1 Malang*. (Malang: Universitas Islam Negeri Maulana Malik Ibrahim, 2010).

[3] Roisu Jaya, *Pemanfaatan Internet Sebagai Media Pembelajaran Di SMP Negeri 02 Malang.* (Malang: Universitas Islam Negeri Maulana Malik Ibrahim, 2010).

connects computer users from one country to another around the world, which in it there are a variety of information resources from a static to a dynamic and interactive.[4] Because this study focused on the use of youtube so let us see sense and history of youtube as follows.

YouTube is the video web pages the preferred partnership crowded and that justify its users to load up, watch, and teamed up video clips. Video-video may be assessed, as well as the frequency of the video was watched and described.[5] While the beginnings of the history of YouTube. Youtube is made jointly by Chad Hurley, Steve Chen and Jawed Karim, all of which is the pioneer workers PayPal. Similar to many new IT infrastructure technology, YouTube began as an angel-funded enterprise in a small and inexpensive officials. On November 2005, Sequoia Capital, the commercial capital IT infrastructure, whitewash the U.S. $ 3.5 million, in addition to that, Roelof Botha, the financier and former Chairman of the IT infrastructure finances PayPai employees, YouTube accompany the institute director. On April 2006, Sequoia another whitewash U.S. $ 8 million in IT infrastructure that popular and has experienced rapid growth in the first few months. In the summer of 2006, YouTube became one of the web pages of the most rapid growth in the Universe Network, and placed by Alexa as the fifth most popular web pages, namely too much to overcome the growth of MySpace web page.

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[4] Tiem Pengajar KKPI,*Melakukan Koneksi ke Internet dan Bekerja Dengan Internet of SMKN 2 Palopo,*2006/2007,p.7

[5] www.complitz.com. (Accessed January 21st 2012).

In the summer of 2006, YouTube became one of the web pages of the most rapid growth in the Universe Network, and placed by Alexa as the fifth most popular web pages, namely too much to overcome the growth of MySpace web page. On October 9, 2006, YouTube announced that it was to be acquired by Google in the price of U.S. $ 1.65 milliard in stock. On November 2008, YouTube reached an agreement with MGM, Lions Gate Entertainment and CBS which allows all three are loading the IT infrastructure and design films televisyen entirely on YouTube pages, provided that included advertising, a move to compete with other video pages like Hulu, which describe the materials published by NBC, Fox, and Disney.

Since the beginning of the advent of the internet until today very much experiencing rapid growth. Here's the history of the emergence and development of the internet. Intenet history began in 1969 when the Department of Defense, U.S. Defense Advanced Research Projects Agency (DARPA) decided to conduct research on how to connect a computer to form an organic network. This research program known as the ARPANET. In 1970, more than 10 computers are successfully connected to each other so that they can communicate with each other and form a network.

In 1972, Roy Tomlinson managed to complete e-mail program that he created a year ago for the ARPANET. E-mail program is so easy that immediately became popular. In the same year, was also introduced as an icon @ important symbol that shows "at" or "on". In 1973, ARPANET computer network was developed outside the United States. Computer University College in London was the first computer that is

outside the U.S. who are members of Arpanet network. In the same year, two computer experts that Vinton Cerf and Bob Kahn presented a larger idea, which became the forerunner of the Internet thinking. This idea was presented for the first time at the University of Sussex.

The next is a historic day on March 26, 1976, when the Queen of England had sent e-mails from the Royal Signals and Radar Establishment at Malvern. A year later, already more than 100 computers on the ARPANET joined to form a network. In 1979, Tom Truscott, Jim Ellis and Steve Bellovin, created the first-named newsgroups USENET. France Telecom in 1981 created a buzz with the launch of the first television phone, where people can call each other while associated with the video link.

Because of computer networks that make up the day more, it takes a formal protocol that is recognized by all networks. In 1982 established the Transmission Control Protocol and Internet Protocol or TCP or IP that we know all. Meanwhile in Europe appear counter computer network known as Eunet, which provides computer network services in the countries of the Netherlands, Britain, Denmark and Sweden. Eunet network providing e-mail and USENET newsgroups. To homogenize the address on an existing computer network, then in 1984 introduced the domain name system, now we are familiar with DNS or Domain Name System. Computer connected to the existing network has more than 1,000 computers. In 1987 the number of computers connected to the network soared 10-fold manjadi 10,000 more.

In 1988, Jarko Oikarinen of Finland found which also introduces IRC or Internet Relay Chat. A year later, the number of interconnected computers soared 10-fold return in a year. No fewer than 100,000 computers are now forming a network. 1990 is the most historic year, when Tim Berners Lee found the program editor and browser that can roam from one computer to another computer, which form a network. The program is called www, or Worl Wide Web. In 1992, computers that are connected to form a network of computers has surpassed one million, and in the same year the term surfing the internet. In 1994, the website has grown into a 3000 page address, and the first virtual-shopping or e-retail surfaced on the internet. The world changed. In the same year founded Yahoo!, which is also well-born Netscape Navigator 1.0.[6]

C. History of YouTube

The history of YouTube began in February 2005 when three former PayPal employees activated the Internet domain name "YouTube.com" and started to create a video-sharing website on which users could upload, share, and view videos.[7] YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim, who were all early employees of PayPal. Prior to PayPal, Hurley studied design at Indiana University of Pennsylvania. Chen and Karim studied computer science together at the

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[6] http://members.tripod.com/octa_haris/internet.html. (Accessed January 21st, 2012).

[7] Jim Hopkins. *"Surprise! There's a third YouTube co-founder"*. (USA Today. Retrieved November 29, 2008).

University of Illinois at Urbana-Champaign. YouTube's early headquarters were situated above a pizzeria and Japanese restaurant in San Mateo, California.

The domain name "YouTube.com" was activated on February 14, 2005, and the website was developed over the subsequent months. The creators offered the public a preview of the site in May 2005, six months before YouTube made its official debut. Like many technology startups, YouTube was started as an angel-funded enterprise from a makeshift office in a garage. In November 2005, venture firm Sequoia Capital invested an initial $3.5 million. Additionally, Roelof Botha, partner of the firm and former CFO of PayPal, joined the YouTube board of directors. In April 2006, Sequoia and Artis Capital Management put an additional $8 million into the company, which had experienced hugely popular growth within its first few months.[8]

The first YouTube video was entitled *Me at the zoo*, and shows co-founder Jawed Karim at the San Diego Zoo. The video was uploaded on April 23, 2005, and can still be viewed on the site.

D. The Benefit of Using Internet in Education

Internet has grown rapidly and mushrooming throughout Indonesia. Probably even get to the corners of our country. No we know, the internet has played an important hand in half of our lives, for example in terms of education. Of course we thought of commercial advertising, which was often shown on

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[8] Sequoia invests 11.5 million total in YouTube, accessed July 7, 2006.

television, the Internet goes to school, which shows the village children who initially focused on book learning and teachers have easy internet network provision in their village. It is also one example of that was unwittingly internet is one important thing in our lives.

Usually the Internet is identified by negative things, as an example where the parents think the internet would disrupt the learning process of the child. Though not necessarily, a lot of things we do not get the book and the teacher can be seen by accessing the websites related to education. So, in fact the internet can not be blamed, it's just how our wisdom in using this facility.

E. The Theory of Pronunciation

No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surrounding, there are also individual peculiarities for which it is difficult or impossible to account. It is thought by many that there ought to exist a standard, and one can see from several points of view that a standard speech would have its uses. Ability to speak in a standard way might be considered advantageous by some of those whose home language is a distinctly local form of speech. A standard pronunciation would also be useful to the foreign learner of English.

1. Sounds and Letters

Sounds are heard. Letters are seen. Letters provide a means of symbolizing sounds. If they do so in a logical manner, in other words, if the essential sounds of any particular language or dialect are represented consistently is said to be phonetic.[9]

2. Classification of Sound

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are may be called "pure musical sounds" unaccompanied by any frictional noise. They are called vowels. All other articulated sounds are called consonants. Consonants include: all obstruction in the mouth, all those in which there is a narrowing of the air passage giving rise to a frictional noise and, certain sounds which are gliding.

Related to this research which is focused in consonant sounds, here below are the classifications of consonants.

Consonants may be classified: according to the organs which articulate them, and according to the manner in which the organs articulate them. If we classify them according to the organs which articulate them, we distinguish seven main classes:

a. *Labial* or lip sound which subdivided into: bi-labial namely sounds articulated by the two lips, example: p and m, and labio-dental namely sounds articulated by the lower lip against the upper teeth, example: f.

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[9] Daniel Jones, *The Pronunciation of English*. (Cambridge: Cambridge University Press, 1962), p. 11.

b. *Dental*, namely sound articulated by the tip of the tongue against the upper teeth, example: ð

c. *Alveolar*, namely sounds articulated by the tip or blade of the tongue against the teeth-ridge, example: t.

d. *Palato-alveolar*, namely sounds which have alveolar articulation together with a simultaneous raising of the main body of the tongue towards the roof of the mouth, example: ʃ.

e. *Palatal,* namely sounds articulated by the front of the tongue against the hard palate, example: j.

f. *Velar*, namely sounds articulated by the back of the tongue against the soft palate, example: k.

g. *Glottal*, namely sounds articulated in the glottis, example: h.[10]

If we classify consonants according to manner in which the organs articulate them, we distinguish eight main classes:

a. *Plosive*, formed by completely closing the air passage and suddenly removing the obstacle, so that the air escapes making an explosive sounds, example: p and d.

b. *Affricate*, resembling a plosive but with separation of the articulating organs performed less quickly, with the result that a fricative sounds is perceived during the process of separation, example: tʃ.

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[10] Daniel Jones, *The Pronunciation of English*. (Cambridge: Cambridge University Press, 1962), p. 26.

c. *Nasal*, formed by completely closing the mouth at some points, the soft palato remaining lowered so that the air is free ro pass out through the nose, example: m.

d. *Lateral*, formed an obstacle placed in the middle of the mouth, the air being free to escape at one or both side, example: l.

e. *Rolled*, formed by a rapid succession of taps of some elastic part of speech mechanism, example rolled r.

f. *Flapped*, formed like a rolled consonants but consisting of a single tap only, example flapped r.

g. *Fricative*, formed by a narrowing of the air passage at some point so that the air in escaping makes a kind of hissing sound, example: f, z, fricative r.

h. *Semi-vowel*, a gliding sound in which the speech organs start at or near a close vowel and immediately move away to some other vowel, example: w.[11]

Here below are the table of the classification of consonants sound.

| | Labial | | Dental | Al-veolar | Palato-alveolar | Palatal | Velar | Glottal |
	Bi-labial	Labio-dental						
Plosive	p b			t d			K g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Lateral				l			(l)	
Rolled				[r]				
Flapped				[r]				
Fricative		f v	θ ð	s z r	ʃ ʒ			h
Semi-vowel	w					j	(w)	

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[11] Daniel Jones, *The Pronunciation of English*. (Cambridge: Cambridge University Press, 1962),, p. 28.

3. Palato-alveolar affricate and Dental Fricative

Palato alveolar affricate and dental fricative was the focus of this research. So, the researcher include short explanations about this two sound.

a. Palato-alveolar affricate

dʒ is voiced or partially voiced palato-alveolar affricate. Example: dʒʌdʒ (*judge*), peidʒ (*page*). The articulation and lip position are similar to those of tʃ.

dʒ is fully voiced when it occurs between voiced sounds as in 'meidʒə (*major*). In other situations it is partially voiced or with many speakers, completely voiceless. These varieties are found particularly in initial and final positions as when words like dʒam (*jam*) and ɛdʒ (*edge*) are said by themselves. They also occur next to breathed consonants.

dʒ retains its affrication in all situations. For instance it is pronounced in full in ə:dʒd (*urged*). It differs in this way from the plosive consonants.

b. Dental Fricative

ð is voiced or partially voiced dental fricative. The tongue position is the same as for θ, example: ðɛn (*then*), bri:ð (*breathe*), wið (*with*), 'ʌðə (*other*). In initial and final positions the voicing is often only partial. The voicing may in fct disappear altogether in these positions, the sound is then ð, which differs from θ only in being uttered with weak breath force.

F. Significance of Internet (YouTube) Media in Teaching Pronunciation

As described above will be understanding the internet, now we'll see how far the role of the Internet to increase students' pronunciation. Practice with Pronunciation Using English is a stress-timed language and, as such, good pronunciation depends a lot on the ability to accent the correct words and successfully use intonation to make sure you are understood. Simply put, spoken English stress the principal elements in a sentence - content words - and quickly glides over the less important words - function words. Nouns, principal verbs, adjectives and adverbs are all content words. Pronouns, articles, auxiliary verbs, prepositions, conjunctions are function words and are pronounced quickly moving towards the more important words. This quality of quickly gliding over less important words is also known as 'connected speech'. For more information on the basics of the stress-timed nature of English.[12] Use of youTube media we can immediately see and hear how the pronunciation of each word correctly. Because of errors in English pronunciation is usually caused by the pronunciation of the word that the writing is different from the pronunciation of such sounds:

(i:) replaced with sound (I).

example:

Seat /si:t/ be read Sit/ SIt/

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[12] http://esl.about.com/od/speakingenglish/a/a_stressinto.htm. (Accessed January 21st 2012)

eat /i:t/ be read it/ It [13]

As we know in English are divided into several classifications. Among them is the noun, verb, adverb, adjective, and so forth. And has a variety of different sounds. many benefits we can get from the use of internet media, especially in improving pronunciation youTube students. In general there are many benefits to be gained if the person has access to the internet. Here's some of what is available on the internet: 1. Information to private life: health, recreation, hobby, personal development, spiritual, social. 2. Information to professional life / work: science, technology, trade, stocks, commodities, business news, professional associations, business associations, various communication forums. So also for the world of internet education is one means the place where the actors get a variety of science education and more information or to be developed as a curriculum or instructional material in lecture. Internet for learning can function as a learning resource that contains reference data and facts to learn . Data and facts that can always be updated, so young she does not talk but can also be displayed over and over again without significant additional cost. Therefore, the internet, more able to 'satisfy' the curiosity of students as well as cheaper.[14]

In addition to the above-mentioned use of the Internet for education, among others:

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[13] Muhammad, Yusdi. *Mahir Mengucapkan kata dalam bahasa Inggris*, (Tangerang: Cet.1, PT. Inspirita Publishing, 2010)., p.21

[14] http://sagytarisal.blogdetik.com/2009/09/27/manfaat-internet-bagi-dunia. (Accessed January 21st 2012)

a. As interpersonal and mass media;

b. Are interactive,

c. Allows communication freely.[15]

Based on the above, it can be said that the internet is not a substitute for the education system. Internet presence is more supplementary or complementary. Here are some benefits of using information technology in education: Flow of information flowing every time with no limit of time and place,

    1) Ease of getting a complete resource,

    2) Activities to increase student learning,

    3) capacity was increased,

    4) The standardization of learning,

    5) Improve learning outcomes both quantity and quality. Benefits of the Internet in the hope to facilitate and launch education in Indonesia.[16]
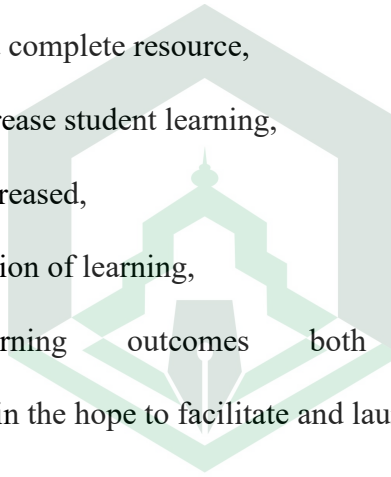
G. Steps in Using Internet as Learning Media.

In using internet as learning source media, there are some steps that can be done, they are:

    1. Planning

a. Determine the aim of internet usage.

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[16]http://yudipurnawan.wordpress.com/2007/11/17/manfaat-internet-sebagai-media-pendidikan/. (Accessed January 21st 2012).

b. Determine the main step in using internet as source of learning media.

c. Prepare the students before using internet as learning media.

    2. Execution

44a.   Trying some steps in using internet in order to the students can follow it easily, especially in English learning process.

b. Make sure that the position of the students are covered by internet or hotspot network that is provided by the school, or by using portable modem.

c. Turn on the computer or laptop, or another facility such as hand phone that are completed with internet access.

d. Connecting to the internet by clicking internet explorer or modzilla firefox on the desktop.

e. After connected to the internet, we can open some site by linking the web address such as:

    - www.wikipedia.org
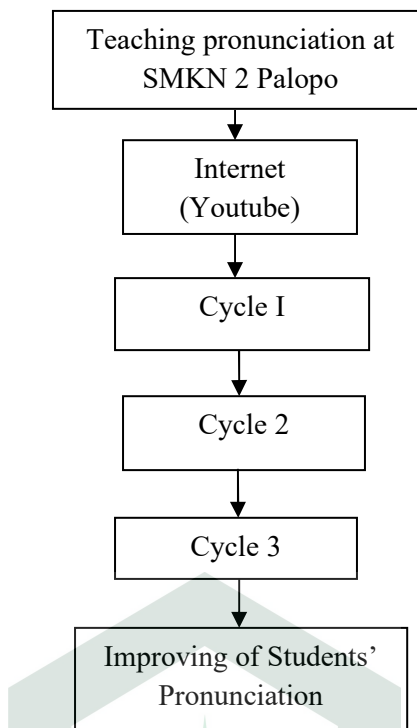
    - www.google.com

    - www.youtube.com[17]

H. Conceptual Framework

The theoretical framework of this research is presented below :

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[17] Amron Muzaki, *Teknologi Informasi dan Komunikasi untuk SMA/MA kelas XI*. (Surakarta: Widyaduta, 2007). p. 16.

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┌─────────────────────────┐
│  Teaching pronunciation at │
│      SMKN 2 Palopo       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Internet          │
│       (Youtube)          │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Cycle I           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Cycle 2           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Cycle 3           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Improving of Students'  │
│      Pronunciation       │
└─────────────────────────┘
```

The aim of the research is improving the student's pronunciation through media internet (youTube), especially for dental fricative [ð] and palato alveolar affricate [dʒ]. Most students assume that English is difficult and boring subject, that is why they are not interested to learn it.

So, the researcher tries to use internet (youtube) as media to teach the pronunciation to the students. The researcher chooses this media because it has audio and visual aspects to be viewed from the students which can affect the students' interest.

The research is conducted in three cycle to see the level of students' improvement. Each cycle consists of planning, action, observation and reflection. Output of the process that expected is the improvement of students' pronunciation after using internet (youtube) as media.

CHAPTER III

METHOD OF RESEARCH

A . *Method of Research*

In this study using CAR (classroom action research) to discover whether the use of internet media in pronunciation improvement in students' class X SMKN 2 Palopo. CAR following terms according to some experts; Kemmis, action research is a form of reflective and collective research conducted by researchers in social situations to improve their social practices of reasoning. According to Hasley, quoted by Cohen action research is an intervention in the real world as well as examination of the effects arising from these interventions.

Stephen Kemmis, action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development.[1]

Burns which states that action research is the application of a variety of facts involving the collaboration and cooperation of the research practitioners. The opinion

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[1] H. M. Djunaidi Ghony, *Penelitian Tindakan* Kelas . (Malang: UIN-Malang, 2008), p.7.

further by Elliott, action research is the study of the social situation with a view to improving the quality of the action through the process of diagnosis, planning, implementation, monitoring, and study the effect caused. Based on the conclusions in etymology, CAR can be interpreted as a process of assessment of learning problems in the classroom through self-reflection in order to perform the planned action in real situations as well as analyzing each of the foregoing effect.[2]

There are several significant payoffs for teachers who carry out action research investigations in their classrooms. In the first place, the research is centered on real problems, puzzles, or challenges teacher face in their daily work. It can therefore carry immediate benefits and tangible improvements to practice. Secondly, it can lead teachers to see connections between 'mainstream' theory and research and their own practice. Third, by increasing the teacher's control over and active involvement in his or her immediate professional context, it can empower the teacher.[3]
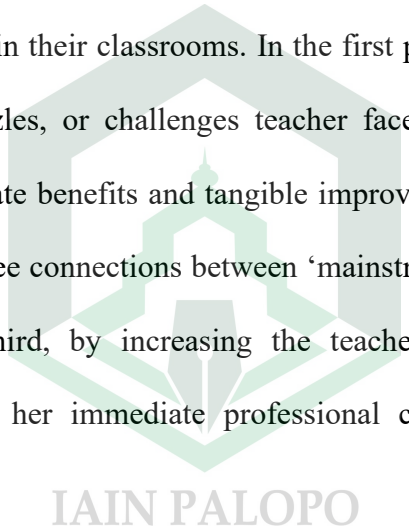
The researcher conducts *Classroom Action Research* (CAR). It is a research conducted by the teacher who wants to make their students mastering the materials. The main purpose of *Classroom Action Research* is to identify and to solve the students' problem in the class.

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[2] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Baduose Media, 2010), p. 24.

[3] *Ibid*. p.228.

B. Location and Subject Research.

1. Research subjects

The subjects in this study were grade students X SMKN 2 Palopo academic year 2012/2013.

2. Time / Duration

This research was conducted for 3 weeks, from 6th January 2013 until 27th January 2013

3. Location

Study sites was held at SMKN 2 Palopo, Jl. Meranti Palopo.

C. Instrument of Collecting Data

In this research, the writer used some instruments to collect data that are :

1. Pronunciation test that consisted of:

a. Word list

Word list is form arranged of the letter that in be found letter when we produce will heard sound / dental fricative [ð] and palato alveolar affricative [dʒ].

b. Sentences

Sentence is a group of words where in some words contain sound dental fricative [ð] and palato alveolar affricative [dʒ].

c. Reading test

Reading task is composed of several words and sentences that arranged be a short reading that used to see the extent to which students in the pronunciation ability mention that there are words in the passage correctly.

2. Recording

Recorder is an instrument which is used to record the students production sound of dental fricative [ð] and palato alveolar affricative [dʒ].

3. Youtube video

Internet media is form instrument that help to research to whil video through youTube. YouTube is the video web pages the preferred partnership crowded and that justify its users to load up, watch, and teamed up video clips. Video-video may be assessed, as well as the frequency of the video was watched and described.[4] While the beginnings of the history of YouTube.
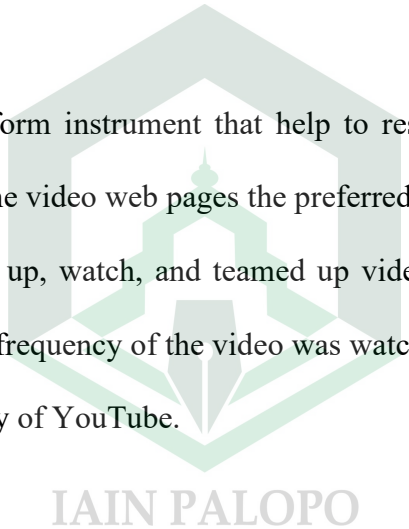
D. Technique of Collection Data

In this research, the researcher collected data by doing some technique below, they were:

1. Reading test: was used to measure the students' pronunciation by reading word lists, sentences, and passage

2. Questionnaire was used to find out the students' perceive and interest in using youtube to learn pronunciation.

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[4] www.complitz.com. (Accessed January 21st 2012)

3. Interview was used to obtain data from the students and teacher related to the important information for the research.

4. Observation was used to view the real condition and situation in the school and classroom while the researcher did this study.

E. Procedure of Collecting Data

.   1. Pronouncing Test

This test measured the student's pronunciation in produce words in right sound. Their pronunciation wild be recorded by using handphone.

2. Reading Test

The data were about the student's ability to read test correctly. The data were acquired by distributing some test, that are word list, sentence list, and reading task.

.   3. Questionnaire

In questionnaire were talking about responds from the teacher and the students about effect of soft skill application in learning process. The questionnaires consist of 5 questions, and every question has five choices to answer it.

F. Procedures of Research

This study is planned to be implemented in three cycles. Each cycle consists of planning, implementation, observation, and reflection.

1. Planning consists of the following activities:

a. Arrange lesson plan

b. Preparation of the learning scenario

2. Implementation (action) consists of the activities.

a. Implementation of the learning program as scheduled.

b.   The process of learning to apply the internet media.

c.   Students are directed to begin to open the internet site youtube.

d.   students are directed to search for videos in English to practice their pronunciation.

e.   after which the students are shown and played what was discussed in the video and how the correct pronunciation.

f.   students are given the opportunity to listen to every word uttered by the speaker.

g.   The teacher gives an example with say words in the video with the correct pronunciation.

h.   The teacher gives the students a question about the pronunciation of learning situations.

i.   The teacher writes a few words written on the whiteboard.

j. The teacher asked the students one by one to eexpress.

k. Teachers make observations about the learning process.

l. The teacher evaluates students' pronunciation

3. Observation (observing)

The researcher look at the learning process and assess the results of tests, so the result is known, on the basis of these results are used to plan follow-up in the next cycle.

4. Reflection

That concludes the implementation of the activity cycle.

G. *Technique of Data Analysis*

The data was collected from questionnaire and observation sheet. The data was analyzed in qualitative and quantitative method. The data for descriptive qualitative analysis came from the result of observation in learning process. Questionnaire and observation was used as data quantitative analysis in formulated in percentage.

The formula is:

$$PC = \frac{\sum P}{\sum I}$$
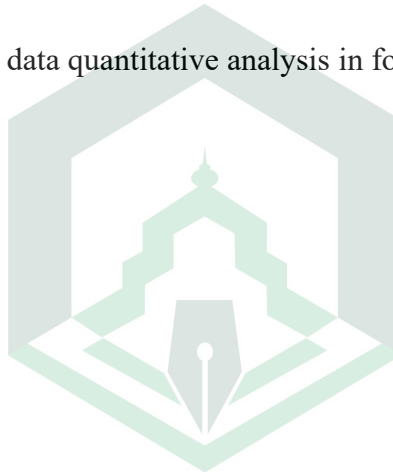
Where,

PC = percentage
$\sum$P = score of a student
$\sum$ I = total score

The interpretation of students' achievement based on the following table:

Score (%)	Category
81% - 100%	Very High
61% - 80%	High
41% - 60%	Enough
21% - 40%	Low
0% - 20%	Very Low

Table 1.[5]

H. Schedule Research

Schedule of research can be seen in the following table:

No	Types of Activity	Time/week							
		1	2	3	4	5	6	7	8
1	Preperation								
	The concept of arranging Implementation	×							
	arrange the instruments		x						
2	implementation								
	Cycle I			x					
	Cycle II				x				
	Cycle III					x			
3	Restructuring Report						×		
	The concept of compiling report							×	
	Complete the draft report								×

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[5]Ridwan, Skala Pengukuran Variabel-Variabel Penelitian, (Bandung:Alfabeta, 2009),p.10

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

1. The First Condition of Classroom

Before did the research, the researcher interviewed the English teacher of Class X of TKJ and asked some questions that related to the learning and the situation in the classroom while learning process. From the interviewing the teacher, the researcher got some information about the students' interest toward ting English language material. The students seemed not interest and not active when the teacher explain the material. They felt that English is a difficult subject, especially in speaking by pronouncing words or sentences in English. That was why their average score in English subject was low, because they could not understand well how to pronounce English words and furthermore they are not interested to learn more difficult material.

2. First Cycle

a. Planning

Before entering the classroom, the researcher had prepared all requirement for research such as: lesson plan and reading tests. All the steps in action had been presented in lesson plan.

The lesson plan consist of all the steps and instruments in teaching process, namely: the material about pronunciation related to sound dental fricative [ð] and

palato alveolar affricative [dʒ], the step of teaching process from the opening until closing, the source of material and measurement criteria.

The researcher also prepared the reading test in cycle 1 that was some sentences which consisted of particular pronunciation. The sentences would read by the students for evaluation.

b. Action

In cycle 1, the researcher conducted two meetings. In the meeting 1, the researcher gave material to the students about pronunciation especially about particular sound that were dental fricative [ð] and palato alveolar affricative [dʒ]. The researcher also gave the practice of pronunciation from some words and asked to the students to follow it.

The researcher gave the students practice about how to pronounce particular word. After that the researcher gave the chance and opportunity to the students to repeat and practice the words by their self. The researcher observed how the students pronounce it and transcribed it as evaluation to be observed.

In the meeting 2, the researcher announce which one of them who were better in pronounce the previous words in meeting 1. The researcher also gave the short material and correct pronunciation to the students by giving them sound record from those words to be listened, so that they could understand and know how to pronounce that words correctly.

In the last of meeting, the researcher introduced to the students the examples of video in youtube which consisted of some pronunciations. While watching video the researcher asked the students to follow and imitate the pronunciation, and the researcher interupted the students when they did mistakes. By looking the video, the students could see the detail how word is produce by positioning mouth and tongue at the right position.

c. Observing

After held the action, the researcher did observation, and the result as follows:

1. In the cycle 1, the situation in the class was still not organized. The students were still crowded and making loud noisy. The researcher had to tell them many times for being quiet.

2. Most of them were still shy and did not cooperative to repeat the pronunciation that had been given by the researcher.

3. The male students still dominated the class by being active and cooperative when the researcher told them to repeat the pronunciation, whereas mostly the female students refused to practice the pronunciation because they were shy and not confident to do it.

4. Most of the students still produced sound incorrectly, because they were never learn about pronunciation before. This table below showed the result of students' pronunciation for sound [ð] in cycle 1.

Target sound /ð/ in wordlist task

Resp No	Father /'faðər/	Mother /'mʌðər/	Weather /'weðər/	Together /tə'geðər/	There / /ðær/
1	fʌdr	mʌdð	weder	tʊgede	der
2	fʌðr	modð	weter	tʊgeder	deð
3	fʌdr	mʌdð	wede∂	tʊgede	der
4	fʌdr	mʌdð	weter	tʊgede	der
5	fʌdr	mʌdð	weder	tʊgede	deð
6	fʌdr	mʌdr	weder	tʊgede	der
7	fʌtr	mʌdð	weder	tʊgede	der
8	fʌdð	mʌdð	weder	tʊgede	der
9	fʌdð	mʌdð	wedeð	tʊgede	der
10	fʌdr	mʌdr	weter	tʊgeder	der
11	fʌdr	mʌdr	weter	tʊgeder	der
12	fʌdð	mʌdr	weder	tʊgeder	der
13	fʌdð	mʌdð	weder	tʊgeder	der
14	fʌdr	mʌdð	wedeð	tʊgeder	der
15	fʌtr	mʌdr	weder	tʊgeder	der

Based on the table above, it can be viewed that the pronunciation of [ð] word lists were substituted in to [d] and [t]. From the table above, almost all of students still substituted [ð] in to [d] and [t] and only a few of students could pronounce [ð] well. The researcher believed that all the words above were familiar and not difficult for the students, but in fact many of them still did not understand the meaning, especially "weather". Beside that, almost all of students still could not pronounce those words correctly.

While the table below was the result of the students' pronunciation for sound [dʒ] in cycle 1.

Target sound /dʒ / in word list task

Resp No	Major /'meidʒər/	Engineer /'endʒə'nir/	Giant /'dʒaiənt/	Age /eidʒ/	Joke /dʒowk/
1	mɑdʒoð	endʒenIr	giɑn	æge	dʒok
2	mædʒor	endʒiner	dʒian	ædʒe	dʒok
3	madʒor	endʒiner	dʒian	adʒe	dʒok
4	madʒer	endʒineð	dʒian	æge	dʒuk
5	mædʒor	endʒiner	dʒəint	æge	dʒok
6	mædʒor	endʒiner	giant	æge	dʒok
7	mædʒoð	endʒenIr	gent	ædʒe	dʒok
8	madʒer	endʒiner	dʒiʌnt	æge	dʒok
9	madʒer	endʒenir	dʒian	æge	dʒek
10	mædʒor	endʒenið	gent	ædʒe	dʒok
11	madʒor	endʒenIr	dʒian	ædʒe	dʒok
12	madʒor	endʒenið	dʒian	ædʒe	dʒok
13	madʒor	endʒineð	gent	ædʒe	dʒok
14	mædʒor	endʒiner	giant	æge	dʒek
15	mædʒor	endʒiner	gent	æge	dʒok

In **[dʒ]** sound, most of the students could recognize and pronounce the sound well. From the table above 80% of the students could pronounce the [dʒ] sound in to the right way, even though there were still mistakes of vowel pronunciation. From the word list above, "giant" was the most frequent one which is mispronounced. It seem that the students could recognize and pronounce well directly the words with "j" letter, because it has the same pronunciation with pronunciation in Indonesian, while for the "g" letter for example "engineer" and "giant", the students can not recognize it and substituted it in to "g".

5. Evaluation on students' pronunciation showed that the students' mastery on pronunciation were very poor. The mean score was only 31,33.

Table 1. The Students' Mean Score fore Reading Test in Cycle 1

No.	The Students	Score
1	001	30
2	002	40
3	003	30
4	004	20
5	005	30
6	006	30
7	007	40
8	008	30
9	009	10
10	010	40
11	011	40
12	012	40
13	013	40
14	014	20
15	015	30
	Total	470
	Mean Score	31.33
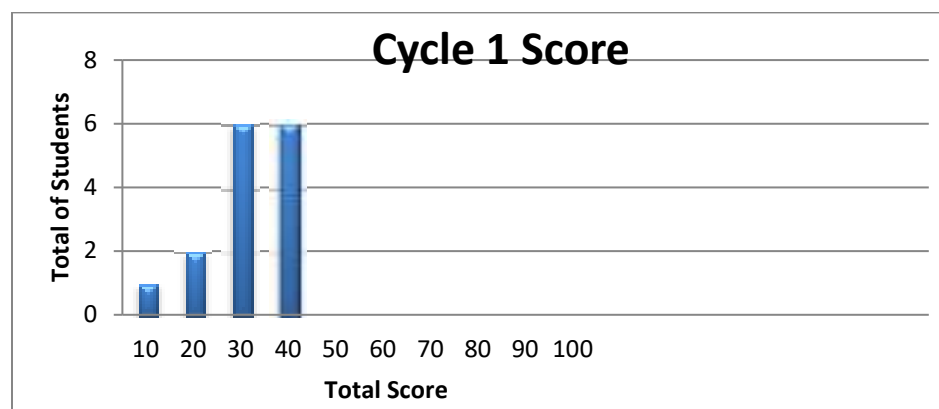
The table above showed that the students' score in cycle 1 was still very low and indicated that the students' pronunciation was still poor. The highest score was only 40 and the lowest score was 100. One student got score 10, two students got score 20, six students got score 30, and six students got score 40.

6. The result of observation on students' activities during the teaching and learning process. It can be seen in the table below:
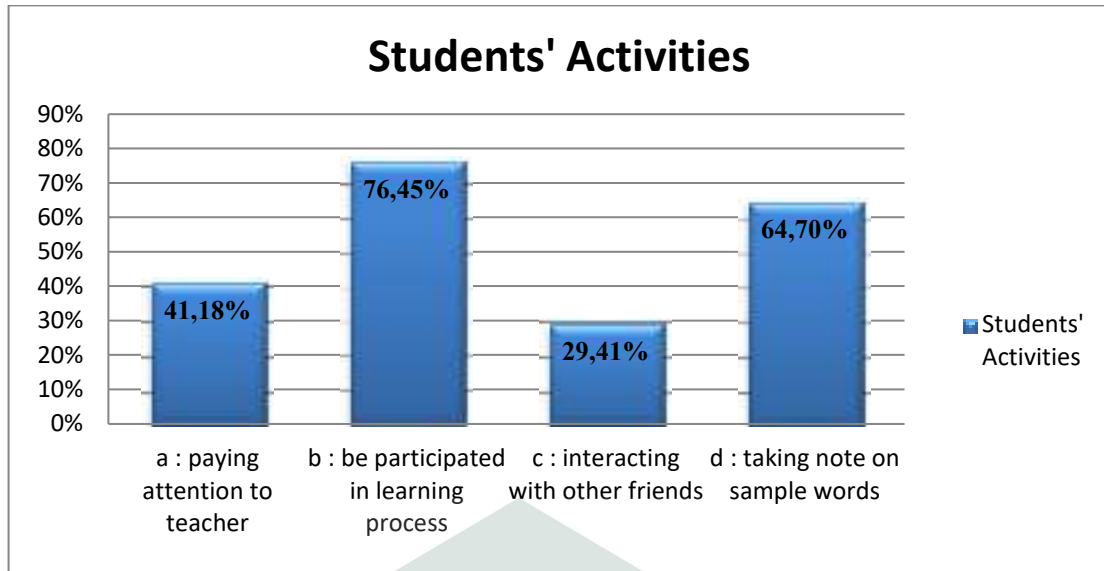
Table 1.1
The result of observation on students' activities Cycle 1

No	Code	Indicators			
		a	b	c	d
1	001				
2	001				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
	Total	7	13	5	11
	Percentage (%)	41,18 %	76,45 %	29,41 %	64,70 %

Ket.:
a = paying attention on teacher's explanation about pronunciation
b = be participated in learning process by asking question or perceiving.
c = doing interaction with friends related to the subject of material
d = taking note the words that was learned to be pronounced

Students' Activities

a : paying attention to teacher — 41,18%
b : be participated in learning process — 76,45%
c : interacting with other friends — 29,41%
d : taking note on sample words — 64,70%

d. Reflection

In the cycle 1, the researcher took note some weakness, such as:

1) The classroom was still very crowded, so the learning process can not be maximal, the researcher had to warn the students many times in order to they could decrease the noisy.

2) The students were still unfamiliar with the way in pronouncing the word lists, they were used to pronounce that words in usual way without have to concern of the right pronunciation.

3) The male students still more dominate the learning process than female students, because of the total number of male students were more than female students.

4) Most of the students were still refuse to repeat the pronunciation from the teacher, because they were shy and not confident.

5) Most of the students were still poor in pronouncing the words correctly.

In order to improve the result in the first cycle, then the second cycle was planned as follows:

1) The researcher gave more practice to the students about the correct pronunciation of some particular words.

2) The researcher gave motivation to the students especially to them who were not confident and shy to practice the pronunciation.

3) The researcher gave more intensive guidance by showing the sound record and some video from youtube about how the right pronunciation is.

4) Gave to the students rewards to them who can pronounce the words and sentences correctly.

3. Cycle 2

a. Planning

In the cycle 2 the researcher had planned some plan to repair the weakness and to improve the result in cycle 1. The researcher also prepared lesson plan as guidelines to teach some pronunciation material. Same with cycle 1, the lesson plan in cycle 2 consisted of pronunciation material, the procedure of some steps from opening, activity and closing, and the measurement of criteria.

The researcher prepared some sentences to be read by the students for reading test and some videos from youtube that would show how to pronounce the words correctly that was used in the middle of learning process in order to improve the students 'interest to study more about pronunciation.

b. Action

The action step in cycle 2 was held in two meeting, same like the cycle 1. The difference is, the researcher use some video from youtube to show the students the right pronunciation of some words or sentences.

In the firs meeting, the researcher gave material about the related sound dental fricative [ð] and palato alveolar affricative [dʒ], how to produce it, and showed them the example of video that produced sound dental fricative [ð] and palato alveolar affricative [dʒ]. The teacher asked them to follow and imitate the pronunciation while they were watching the video so they can practice it directly.

After watching video, the researcher had the students to repeat all the words in video. Through this steps, the students had to remember and memorize the right pronunciation that they listened. The researcher gave rewards for the students who could pronounce words correctly. And for the students who did mistakes the researcher gave them more initiative and intensive teaching by repeating the playing of video until they could follow and imitate it correctly.

In the second meeting, the researcher gave the test to the student in order to find out their improvement after watching video.

The researcher gave some sentences to the students to be read. The researcher did not guide the students anymore in order to know if they save in their memory all the pronunciation of words that they heard before.

c. Observation

1). After watching video, the students seemed not shy any more, they can practice the pronunciation directly while watching the video. The researcher could see that all students were stimulated to produce words when they were watching the video. How ever it did not affect the test result significantly.

The table below showed the result of the students' pronunciation test in cycle 2.

Target sound [ð] in sentence task

Resp No	The /ðie/	Those /ðowz/	Their /ðer/	These /ðiez/	Then /ðen/
1	de	ðos	deir	dIs	den
2	de	dos	der	di:s	den
3	de	dos	der	this	den
4	de	dos	dear	dis	den
5	de	dos	der	dis	den
6	de	dus	deir	dis	den
7	de	dous	deir	dis	den
8	de	dos	deir	dis	den
9	de	dos	their	dis	den
10	de	dos	der	dis	den
11	ði	dos	deir	dis	ðen
12	di	dos	dear	dis	den
13	de	dos	deir	dis	den
14	de	dos	der	dis	den
15	di	dos	deir	dis	den

All the word list above are familiar for the students, because they are article and pronoun that are always used in sentence. But, almost students could not

differentiate well the [ð] with [d] sound in these words. 95,5% of the students substituted the [ð] sound in to [d]. The lack of knowledge and pronunciation teaching in English lesson made them thought that these mispronunciation as the usual thing. Even though they have already known all the meaning of that words, it does not give contribution for them to pronounce it in right way.

Target sound [dʒ] in sentence task

Resp No	Village /'vilidʒ /	Passengers /'pæsəndʒər/	Joke /dʒowk/	Large /lardʒ/	Cage /keidʒ/
1	vilidʒ	pesendʒer	dʒok	large	kedʒ
2	vilidʒ	passandʒer	dʒuk	larg	kag
3	viledʒ	pasangger	dʒok	lerg	cag
4	vilidʒ	passandʒer	dʒuk	larg	keg
5	vileg	passandʒer	dʒok	larg	keg
6	viledʒ	passandʒer	dʒok	larg	cedʒ
7	vilidʒ	pesəndʒer	dʒok	larg	ceg
8	viledʒ	pasəndʒer	dʒok	lendʒer	cedʒ
9	vilidʒ	pasengger	dʒek	lairdʒ	cedʒ
10	vilidʒ	pasengger	dʒok	larg	sedʒ
11	viladʒ	pasengger	dʒok	lardʒ	keg
12	vilidʒ	pesəndʒer	dʒok	larg	kedʒ
13	vilig	pasəndʒer	dʒek	leger	ceg
14	vilidʒ	pasəndʒer	dʒek	lerg	cedʒ
15	vilidʒ	passandʒer	dʒok	leirg	cedʒ

The table above showed the pronunciation of [dʒ]sound from the students. There were 66.7% of the students could pronounce the [dʒ] sound in to the right pronunciation, and the 33,3% of the students substituted that sound in to [g]. The students assume that all the words above were difficult, because they were not

familiar and it was rare for them to see and read that words. But the researcher believed that "g" letter in some words had influence their pronunciation, for example: village, passenger, large, and cage. It indicates that the students are lack of pronunciation teaching and they do not explore their ability to read and see more English literature such as reading book or watching movie.

2) Evaluation on students' pronunciation showed that the students' mastery on right pronunciation was little increased. The mean score was only 33,33.

Table 2. The Students' Mean Score for Pronouncing Test in Cycle 2

| No.	Students	Score
1	001	50
2	002	30
3	003	20
4	004	30
5	005	20
6	006	40
7	007	30
8	008	40
9	009	30
10	010	30
11	011	50
12	012	40
13	013	20
14	014	40
15	015	30
	Total	500
	Mean Score	33.33

Cycle 2 Score
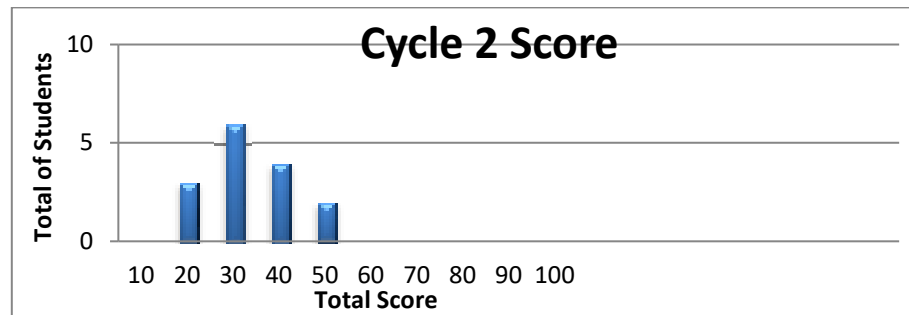
The table above shows that the highest score was 50 and the lowest score is 20. 3 student who got score of 20, 6 students who got score of 30, 4 students got score 40, and 2 students who got score of 20. It indicated there was no significant improvement of students' achievement in learning pronunciation.

3) The result of observation on students' activities during the teaching and learning process. It can be seen in the table below:

Table 2.1
The result of observation on students' activities Cycle 2

No	Code	Indicators			
		a	b	c	d
1	001				
2	001				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
	Total	14	17	12	14
	Percentage (%)	82,35 %	100 %	70,58 %	82,35 %

Students' Activities
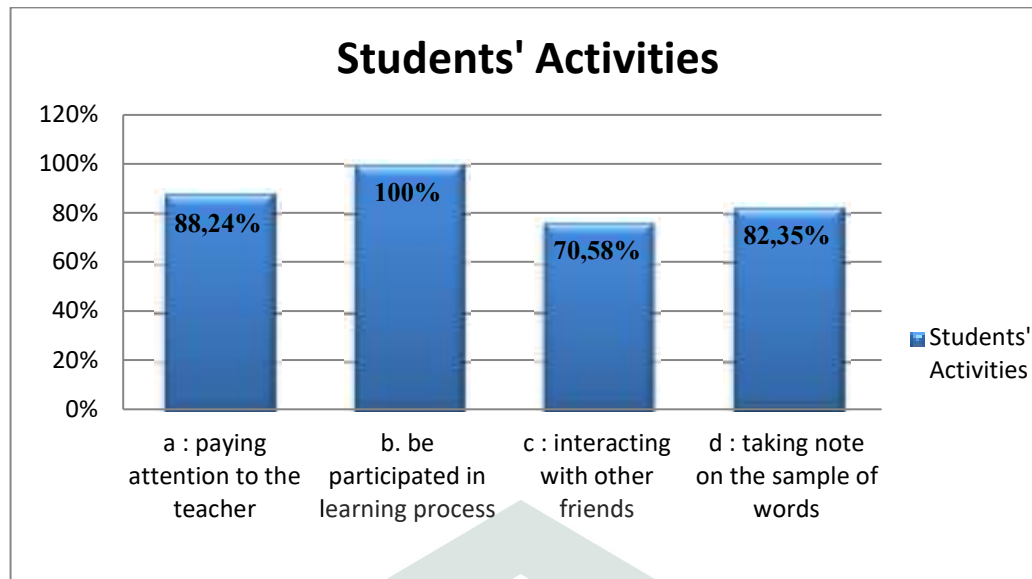
a. Reflecting

Based on the result of the observation and score the researcher needed to do reflection to know weakness action in second cycle they are:

1) Most of the students were more active during the action. The students were very enthusiastic in learning pronunciation by watching youTube video on the internet. Their participation reached the ideal percentage namely 85,29 %.

2) Both of male and female students were not shy anymore and confident to repeat the pronunciation from the video.

3) The ideal mean score have not achieve, in the first cycle was 31,33 then in the second cycle was 33,33.

It means that there is no significant improvement of in cycle 2 even though based on result the participation observation made by observer the activities of the students were active and enthusiastic in learning by using internet (youtube) media.

4. Cycle 3

a. Planning

In cycle 3, the researcher had to repair the result and weakness in the cycle 2. But, the researcher found out that teaching pronunciation by using internet media in cycle 2 did not improve the students' ability in high score. So, in cycle 3, the researcher planed to give an intensive pronunciation teaching. The researcher provided some other video from youtube and from other source such as the VCD of pronunciation teaching as media to improve the students' ability in learning pronunciation.

b. Action

In cycle 3 the researcher held two meeting. In the first meeting the researcher gave a pronunciation teaching and practice intensively. And in second meeting the researcher gave some practice and test to find out the students' improvement.

The researcher thought and gave attention to the students one by one. They also watched the video carefully. In the first meeting, all the students got a handout which consisted of some word list that would be listened in video. So, the students could see the words and listened the right pronunciation in the same time.

The researcher also gave longer opportunity for the students to improve their pronunciation by listening their pronunciation one by one. So the researcher could correct their wrong pronunciation directly.

c. Observation

After giving an intensive teaching and tried to find out the students'
improvement through reading test, the researcher could see that there was a
significant improvement from the students' ability in pronouncing word by word.

The researcher also found out that the students did not do many mistakes
anymore after they were given many important techniques in cycle 3. And here below
the students' target sound in cycle 3

Target sound /ð/ in wordlist task

Resp No	Father /'faðər/	Mother /'mʌðər/	Weather /'weðər/	Together /tə'geðər/	They /ðei/
1	fʌdr	mʌdð	wiðer	tʊgede	ðey
2	fʌðr	moðð	wiðer	tʊgeder	ðei
3	fʌdr	mʌdð	wiðeð	tʊgede	dei
4	fʌðr	mʌðð	witer	tʊgede	ðei
5	fʌdr	mʌdð	wiðer	tʊgede	deð
6	fʌdr	mʌðr	wiðer	tʊgede	ðei
7	fʌðr	mʌðð	witer	tʊgede	dei
8	fʌðð	mʌðð	weder	tʊgeder	ðei
9	fʌðð	mʌdð	weðe	tʊgede	der
10	fʌðr	mʌðr	weter	tʊgeder	ðei
11	fʌdr	mʌdr	weter	tʊgeder	der
12	fʌdð	mʌðr	weðer	tʊgeder	ðei
13	fʌðð	mʌðð	weder	tʊgeder	ðei
14	fʌðr	mʌðð	wede	tʊgeder	ðei
15	fʌðr	mʌðr	weðer	tʊgeder	der

The researcher used some word list in cycle 1 and 2 in cycle 3. The researcher
needed to be focus on the specific sound that was implemented in the some words

that had been practiced and pronounced by the students. And from the table above can be viewed that 48% of students could pronounce sound [ð] correctly, and 47% of students still substituted it in sound [d], and 5% of students still substituted it in sound [t].

Target sound [dʒ] in wordlist task

| Resp No	Major /'meidʒər/	Engineer /'endʒə'nir/	Joke /dʒowk/	Age /eidʒ /	Village /'vilidʒ/
1	mɑdʒo∂	endʒiner	dʒok	ædʒe	vilidʒ
2	mædʒor	endʒiner	dʒok	ædʒe	vilidʒ
3	medʒor	endʒiner	dʒok	adʒe	viledʒ
4	madʒer	endʒine∂	dʒuk	æge	viledʒ
5	mædʒor	endʒiner	dʒok	æge	viledʒ
6	mædʒor	endʒiner	dʒok	edʒe	viledʒ
7	mayor	endʒenIr	dʒok	æge	vilidʒ
8	mayor	endʒiner	dʒok	æks	vilidʒ
9	madʒer	endʒenir	dʒok	æge	vilidʒ
10	mædʒor	endʒeni∂	dʒok	ædʒe	vilidʒ
11	madʒor	endʒenIr	dʒok	ædʒe	viladʒ
12	madʒor	endʒeni∂	dʒok	ædʒe	vilidʒ
13	madʒor	endʒine∂	dʒok	ædʒe	vilig
14	mædʒor	endʒiner	dʒok	æge	vilidʒ
15	mædʒor	endʒiner	dʒok	æge	vilidʒ

The table above showed the pronunciation of [dʒ]sound from the students. There were 87% of students could pronounce the sound [dʒ] correctly, and there were 9% of students still substituted it in to sound [g], and there were 4% of students substituted it in to sound [j]. It can be viewed that in cycle 3, most of the students

could pronounce sound [dʒ] correctly, it means that there was improvement of students' ability in pronunciation sound [dʒ].

2) Evaluation on students' pronunciation showed that the students' mastery on right pronunciation was improved significantly. The mean score was 66,00.

Table 2. The Students' Mean Score for Pronouncing Test in Cycle 3

No.	Students	Score
1	001	70
2	002	75
3	003	55
4	004	60
5	005	55
6	006	85
7	007	60
8	008	60
9	009	65
10	010	75
11	011	60
12	012	75
13	013	60
14	014	65
15	015	70
	Total	990
	Mean Score	66.00
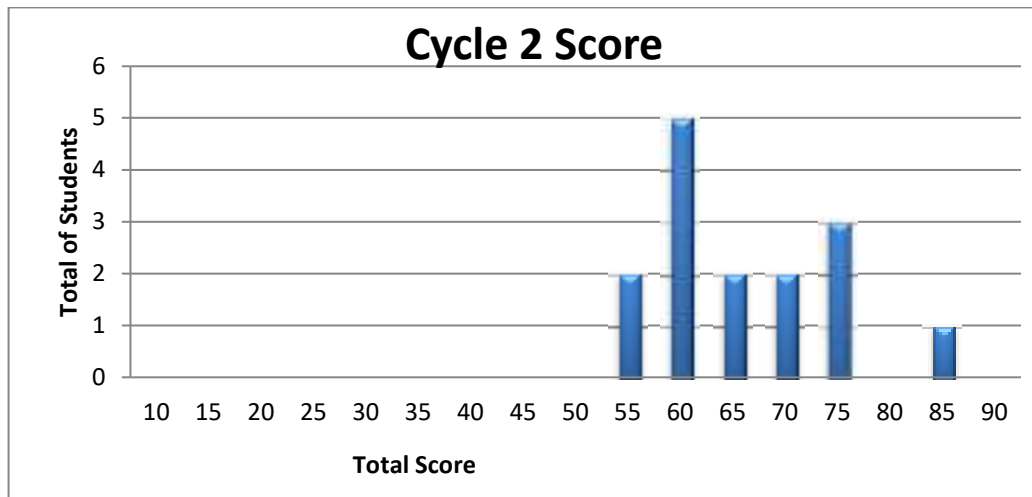
The table above shows that the highest score was 85 and the lowest score is 55. 2 student who got score of 55, 5 students who got score of 60, 2 students got score 65, 2 students who got score of 70, 3 students who got score 75, and 1 student who got score 85. It showed there was a significant improvement in cycle 3 from the students' mean score, even though the score still in low area but the improvement in this research can be viewed clearly.

d. Reflection

The researcher concludes the best ways in teaching pronunciation by using youTube video are:

1) Gave more practice to the students about the correct pronunciation of some particular words.

2) Gave motivation to the students especially to them who were not confident and shy to practice the pronunciation.

3) Gave more intensive guidance by showing the sound record and some video from youtube about how the right pronunciation is.

4) Gave to the students some approbations for them who can pronounce the words and sentences correctly.

5) Showing to the students how to get link to see other variety of youtube video which is related to the pronunciation teaching.

From the result showed the increasing of students' achievement in pronouncing English words correctly. And the table below showed the students' improvement in percentage:

No.	Cycle	Mean Score	Percentage
1	Cycle 1	31,33	-
2	Cycle 2	33,33	6%
3	Cycle 3	66,00	98%
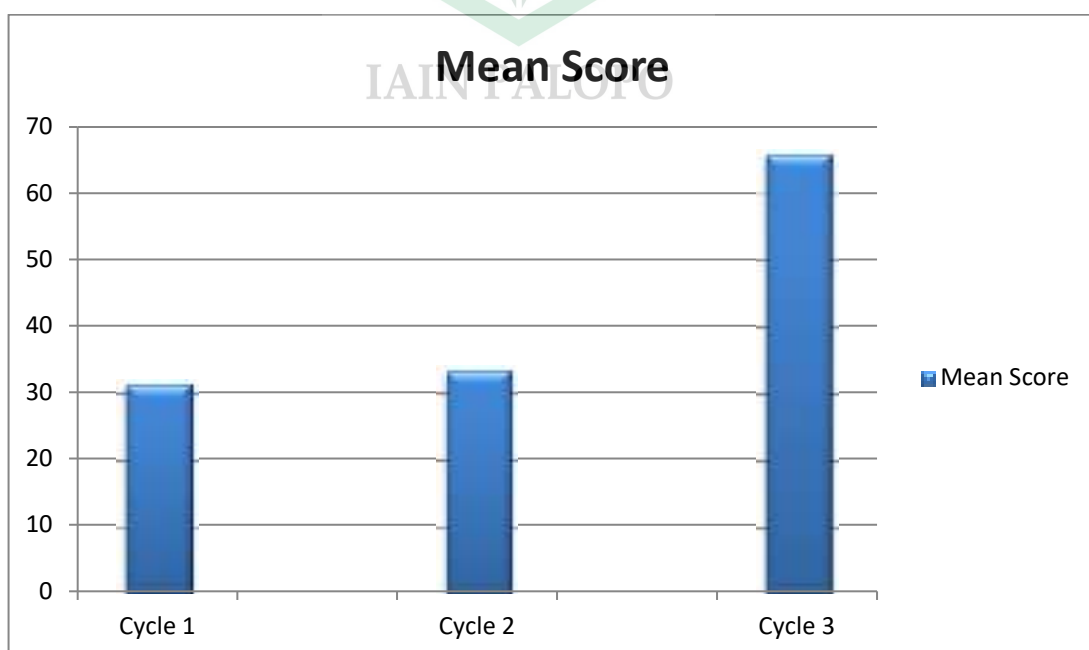
From the table above showed the improvement of students' pronunciation was improved as 6% in cycle 2 and 98% in cycle 3. Even though the result above was not high score but the researcher believed that teaching pronunciation by using internet (youtube) media is one alternative method that can be applied in different grade of students who have basic knowledge about pronunciation.

5. The result of Students' Questionnaire

The researcher used questionnaire to get more data about the students' interest and perception in using video to study pronunciation. And the results are follows:

Table 3
The result of students' perception of using video from questionnaire

Questionnaire	Strongly Agree (SA)	Agree (A)	Uncertain (A)	Disagree (A)	Strongly Disagree (SDA)
1	8	7	-	-	-
2	7	6	2	-	-
3	10	5	-	-	-
4	11	3	1	-	-
5	9	6	-	-	-

These following tables are the detail descriptions or explanation of the data that were used to know the students' interest and perception about using youtube video as media in learning pronunciation.

Table 4
Learning pronunciation through internet media (youtube video) make the feel
more interest.

Classification	Frequency	Percentage (%)
Strongly Agree	8	53,33 %
Agree	7	46,67 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	36	100%

The result of the table 2 above indicates most of the students gave positive response of using youtube video made them feel more interest in learning pronunciation. There were 8 (53,33%) chose strongly agree, there were 7 (46,67%) chose agree, and none of students chose uncertain, disagree, or strongly disagree. It means that by using youtube video the students feels more interest to learn about pronunciation.

Table 5
Internet (youtube video) helping the students to maximize their ability in
pronunciation

Classification	Frequency	Percentage (%)
Strongly Agree	7	46,67% %
Agree	6	40 %
Uncertain	2	13,33%
Disagree	-	-
Strongly Disagree	-	-
Total	15	100%

The result of the table 3 above indicates most of the students also gave positive response that internet media (youtube video) can help to maximize their ability in pronunciation. There were 7 (46,67%) students chose strongly agree, there were 6 (40%) students chose agree, there were 2 students chose uncertain, and none of students chose, disagree, or strongly disagree. It means that through internet media (youtuve video), the students can maximize their ability in pronunciation.

Table 6
The students feel easier to learn pronunciation through internet media (youtube video)

Classification	Frequency	Percentage (%)
Strongly Agree	10	66,67 %
Agree	5	33,33 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	15	100%

The result of the table 4 above indicates most of the students agree that it was easier to learn pronunciation through internet media (youtube video). There were 10 (66,67%) students chose strongly agree, and there were 5 (33,33%) students chose agree, and none of students chose uncertain, disagree, or strongly disagree. It means that students feel easier to learn pronunciation through internet media (youtube video).

Table 7
The students think that they get benefits after learning pronunciation through media internet (youtube video).

Classification	Frequency	Percentage (%)
Strongly Agree	11	73,33 %
Agree	3	20 %
Uncertain	1	6,67%
Disagree	-	-
Strongly Disagree	-	-
Total	15	100%

From the result of the table 5 above can be shown that most of the students strongly agree if they got other benefits after learning pronunciation through internet media (youtube video), they can explore more experience in using video related to learn pronunciation. There were 11 (73,33%) students chose strongly agree, and there were 3 (20%) students chose agree, there was 1 (6,67%) students chose uncertain, and none of students chose disagree, or strongly disagree. It means that by using youtube video, the students could get other benefits related to explore their ability in pronunciation.

Table 8
The students want to develop their ability in pronunciation through internet media (youtube video)

Classification	Frequency	Percentage (%)
Strongly Agree	9	60 %
Agree	6	40 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	15	100%

The result of the table 6 above indicates if most of the students stated if they wanted to develop their ability in pronunciation through using internet media (youtube video). There were 9 (60%) students chose strongly agree, and there were 6 (40%) students chose agree, and none of students chose uncertain, and none of students chose disagree and strongly disagree. It means that all the students stated if they want to develop their ability in pronunciation through internet (youtube video).

Basically, the students of tenth class in SMK 2 Palopo showed positive interest which is indicated by the positive inputs and attitude toward the using youtube video in learning pronunciation. And it was described in every item of questionnaire before.

B. Discussion

Based on the result of the previous findings, it can be discussed that:

1. The Result of Research

a. The Cycle 1

In the cycle 1, most of the students were still shy and not comfortable to learn about pronunciation. From the interview with the students, they said if learning pronunciation was something new for them. They used to learn English in usual way without pay attention on the right pronunciation. In this cycle also, the researcher could see that the male students more dominated the learning process than female students. It was caused of the number of male students were more than female

students. All of this condition made the result of students' score in cycle 1 was still very low, that was 51,33.

b. The Cycle 2

The researcher did some repair and improvement toward the weakness and low result in cycle 1. The researcher gave some motivation and explanation to the students why they had to learn about pronunciation. The researcher also realized the students were still not familiar with the learning of pronunciation. So, the researcher used some videos and showed it to the students about the right way in pronouncing words or sentences in English. The researcher could see if the students were very interested in this way. They could even practice many words by their self by watching and mimic the person in the video. But the lack of pronouncing knowledge and good basic in English made the result especially in mean score was not improved very well. There was only 6% improvement of students' mean score which mean that the success of criteria was not achieved. But, in the other side, the student interest and participation in learning pronunciation by using internet media was increased in cycle 2. It means that the students enjoy the lesson and it is possible for them to learn and explore more by their self.[1]

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[1] William Littlewood. T. *Foreign and Second Language Learning.* (London: Cambridge University Press, 1984). p. 56.

c. Cycle 3

In cycle 3 the researcher had to repair the result and score of the students. The researcher had to improve the students' ability in some techniques. The researcher decided to give intensive teaching for each student by dividing some wordlist and passage to the students to be learned and practiced frequently. The researcher also took note on students' mistakes and gave attention to the students who seemed still had low pronunciation by teaching them one by one. The mean score in cycle 3 was 66,00 and it was a significant improvement, remember that they had low score in cycle 1 and cycle 2.

2. The Result of Pronunciation Test
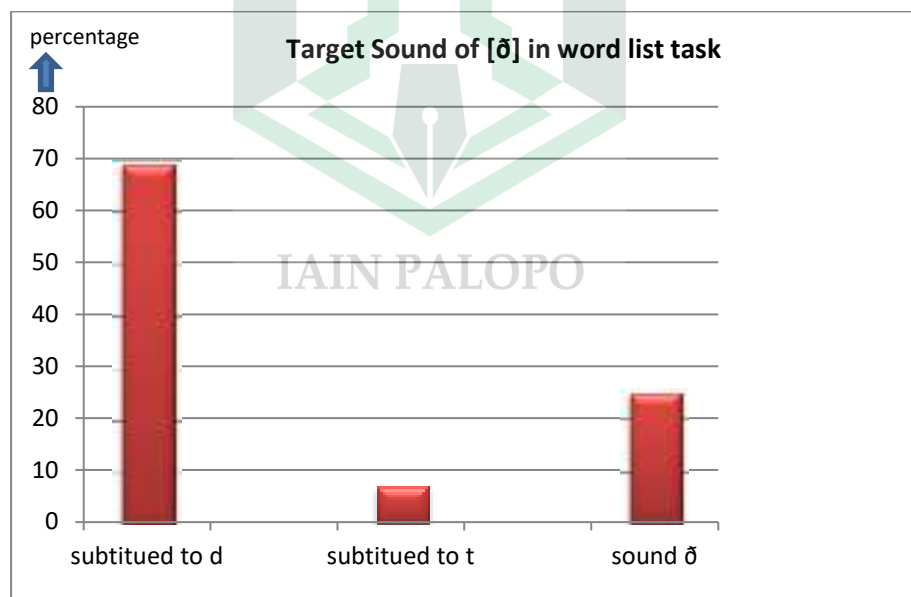
The chart above was the result of pronunciation test of the students for wordlist task. From the chart above can be viewed that most of the students still substituted sound [ð] in to other sound. 69% of the students substituted sound [ð] in

to sound [d], 7% of the students substituted it in to sound [t], and only 25% of students could pronounce it correctly.

The researcher could find out that most of the students were still affected by the local pronunciation, where there was no sound [ð] in Indonesian language, so they were getting trouble and felt difficult to pronounce it correctly. [2]

However, the researcher tried to introduce that sound by using video and some of the students could improve their pronunciation better.
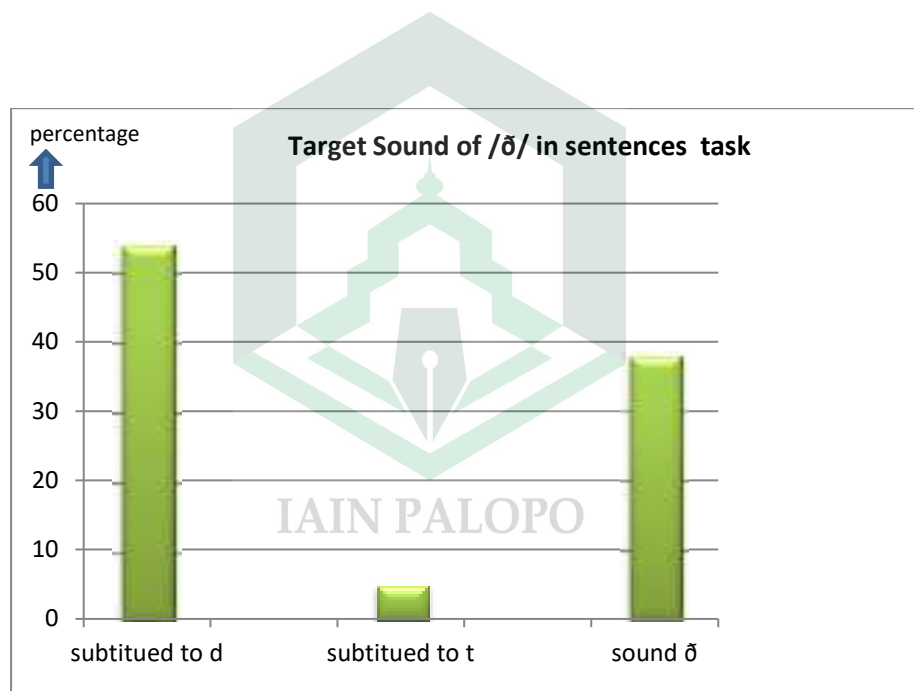
The chart above showed the result of students' pronunciation by doing sentences task. The researcher found out that the students felt more difficult to

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[2] *Ibid.*, p. 56.

pronounce words in sentence formation. They felt nervous and hard to arrange all the words in to a correct pronunciation because they were rare to practice it. [3]

In sentences task most of the students still substituted sound [ð] in to other sound. 54% of the students still substituted it in to sound [d], and 5 % of the students substituted it in to sound [t], only 38% of the students could pronounce sound [ð] correctly.
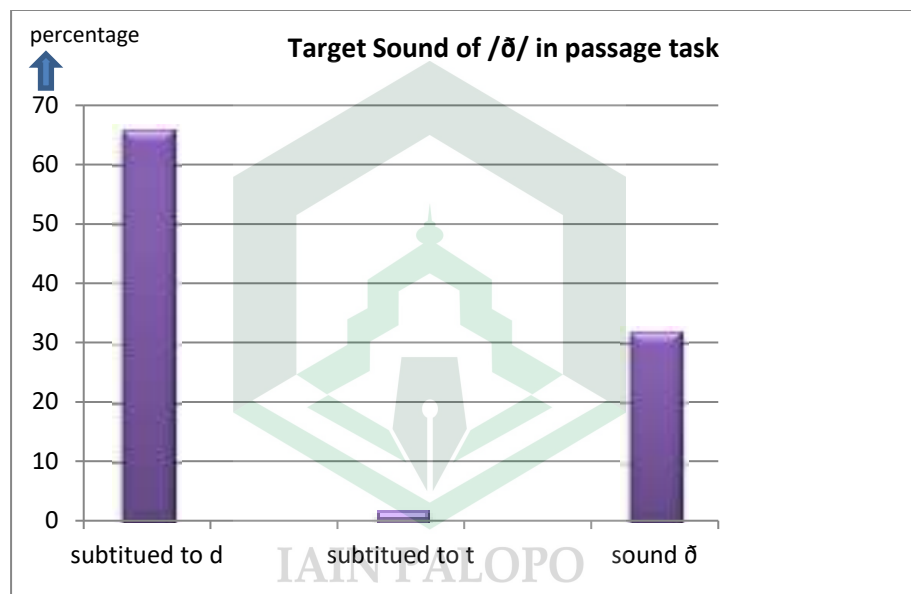
The chart above was the result of the students' test in passage task. In chart above can be viewed that the percentage of the students who substituted sound [ð] in to other sound was still in high level. 66% of the students still substituted sound [ð] in to sound [d], 2% of the students still substituted it in to sound [t], and there were 32% of the students could pronounce it correctly.

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[3] Kellerman and Michael Sharwood. *Cross Lisnguistic Influence in Second Language Acquisition*. (New York: Pergamon Press). p. 78.

In passage task, the researcher used simple words that could be understood by the students easily. The researcher also made more time for the students to practice reading passage to reduce their nervous feeling. But the lack of pronunciation teaching in the classroom made their result could not reach the high level.
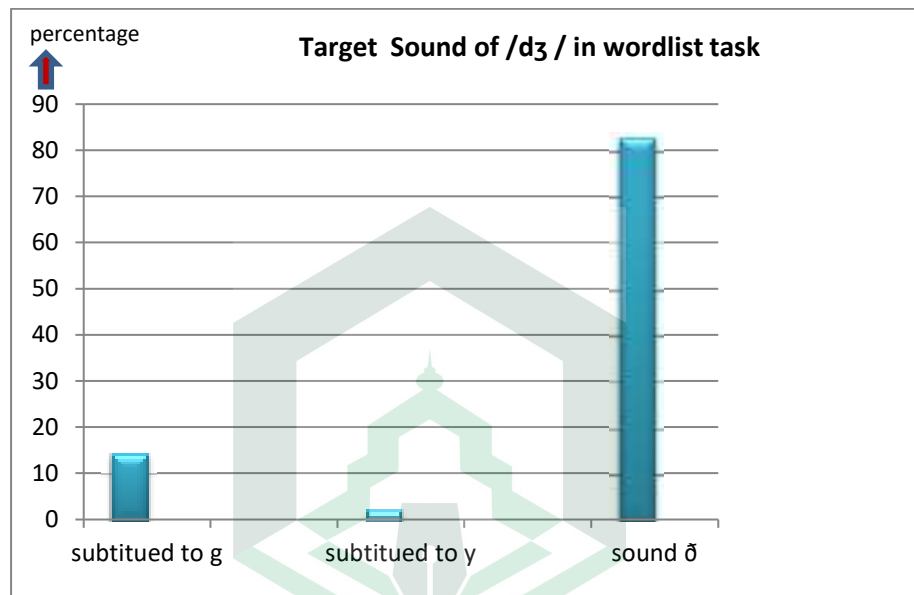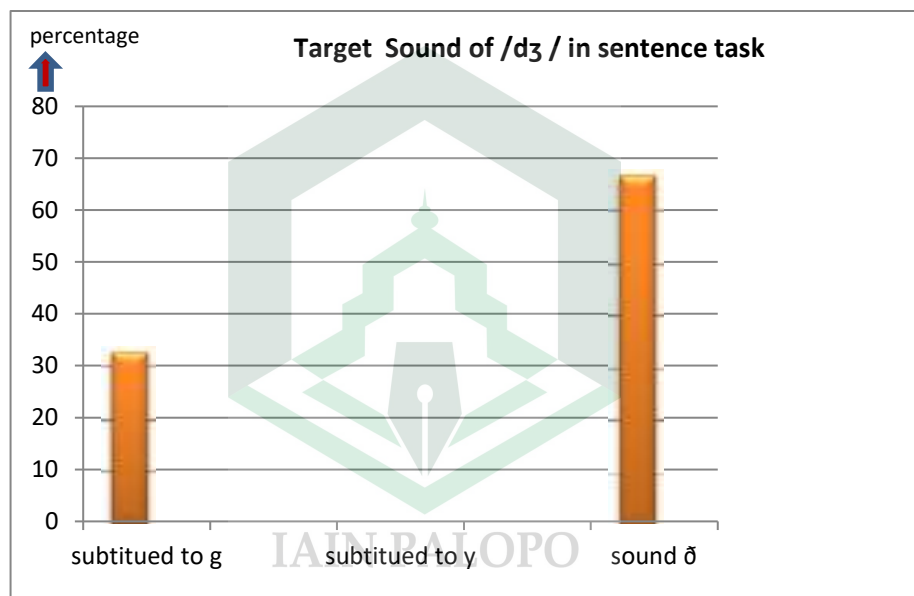

The chart above showed the result of the students test in wordlist task. Different with sound other sound, this sound present the better performance of the students' task. In sound [dʒ] the students were more confident and did not get difficult in pronouncing words.

There were 15% of students substituted it in to sound [g], and there were 3% of the students substituted it in to sound [y]. The good result was, there were 83% of students could pronounce sound [dʒ] in right way.

The students assume that the way to pronounce sound [dʒ] in English had no significant difference with the way in pronouncing sound [dʒ] in Indonesian. Some words had the same way to pronounce in English and Indonesian. But, after watching the video and accepted the material in pronouncing sound [dʒ] the students finally understood how to pronounce it. That was why the chart above could perform the good result of students' pronunciation in sound [**dʒ**].[4]


The chart above was the students' test result in sentence task. There was no significant difference with students' result in wordlist task. There were 33% of the students still substituted sound [**dʒ**] in to sound [g] and 67% students could pronounce the sound [**dʒ**] correctly.

The researcher believed that after receiving material about the way in pronouncing sound [**dʒ**], the students were more confident and could understand that

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[4] Robert Lado. *Language Teaching*. (New Delhi: Tata McGraw Hill, 1977). p. 2.

sound [**dʒ**] in English was translated as sound [j] in Indonesian. And the students stated that it was easier for them to pronounce sound [**dʒ**] because there was no many kinds of substitution in this sound.
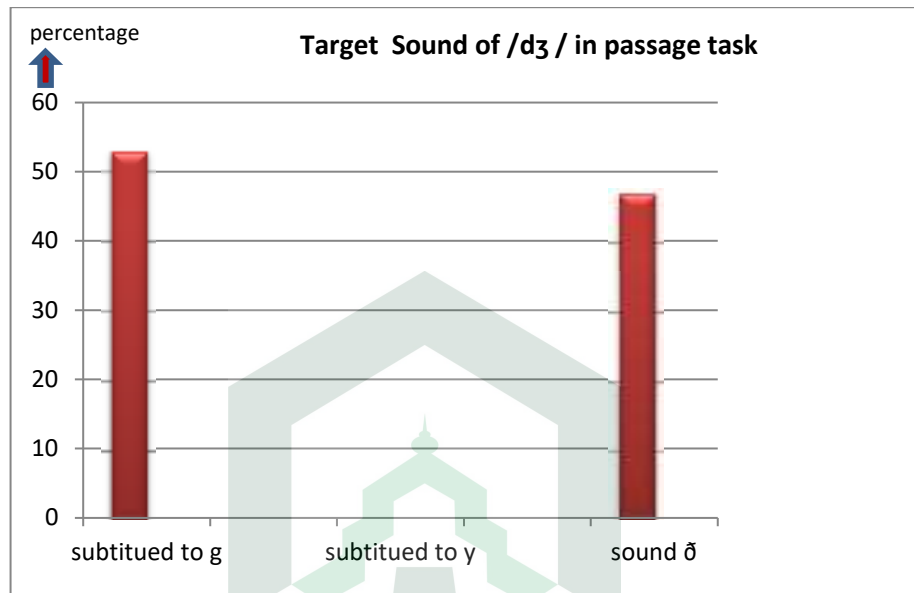
The chart above showed the students' performance in passage task. In this test, the students seemed get some difficult to control themselves in making mistakes. The students always gave the same reason when they face the passage task. They felt more difficult when they had to read many words at the same time, while they have to be focus on word with particular sound.

In the chart above, there were 53% of the students still substituted sound [**dʒ**] in to sound [g], and there were 47% of the students could pronounce sound [**dʒ**] correctly.

From all of the result in charts above, the researcher could conclude that the students still could improve their ability by giving them more opportunity to explore

the material and video. And the researcher believed that this method still could be developed as the alternative way in teaching pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

After finishing the research, the researcher concludes some important result in teaching pronunciation by using youtube video in tenth class of SMK 2 Palopo as follows:

1. The appropriate way in teaching pronunciation by using youtube video are: motivating and encouraging to the students about the benefit of learning pronunciation, giving the practice for all students especially the one who looked shy and not confident to watch the video more intensive by moving them in the front side of class, offering many variety of videos by show them how to find the link of related videos from other sources in internet, asking the students to practice and imitating the pronunciation while watching video, giving rewards to the students who can pronounce the English words correctly.

2. The students show a great enthusiasm during the researcher showed them some videos from youtube during teaching pronunciation.

3. Using youtube video in teaching pronunciation is effective to improve the students ability and mastery in pronouncing the words or sentences in English correctly. It can be proved from the result of students' mean score between cycle 1 and cycle 2, where occurred the increasing of their mean score even though it was a

low improvement. And in cycle 3, the students' mean score was improved well and it can be viewed from the percentage that reached 98%.

B. *Suggestion*

1. Teaching pronunciation by using internet media (youtube videos) is one of a good way to be applied in the classroom to improve students' mastery in good pronunciation. An English teacher should be more creative in giving an appropriate strategy to the students which can make them more relax and enjoy getting the material and also the teacher should make the classroom situation to be fun.

2. To achieve the goal of teaching, the teacher may adapt between material and strategy that teacher apply in the classroom.

3. The teacher also could explore and developed the usage of video related to the teaching English in other material, such as learning speaking and listening.
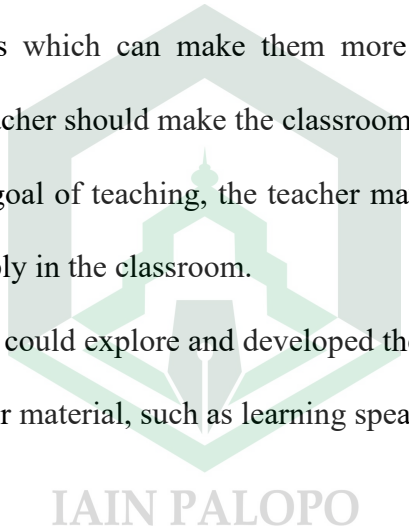
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