UTILIZING YOUTUBE VIDEO AS MEDIA IN TEACHING STUDENTS' WORD STRESS PRONUNCIATION

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah pemanfaatan video YouTube dapat meningkatkan kemampuan pelafazan *word stress* dan mengidentifikasi faktor-faktor yang mempengaruhi peningkatan tersebut. Penelitian ini menggunakan metode penelitian tindakan kelas. Tujuh belas orang mahasiswa dipilih menjadi sample. Data kuantitatif berupa test dan data kualitatif berupa wawancara, observasi, dan catatan lapangan. Data kuantitatif dianalisis dengan menghitung skor tes, sedangkan data kualitatif direduksi, ditampilkan, dan disimpulkan. Hasil analisis menunjukkan pemanfaatan video dari YouTube sebagai media ajar meningkatkan kemampuan mahasiswa dalam melafazkan *word stress*. Faktor yang mempengaruhi peningkatan tersebut yaitu pemanfaatan video dari YouTube sebagai media ajar. Dengan demikian, dapat disimpulkan bahwa pemanfaatan Video YouTube dapat memberikan hasil yang positif bagi mahasiswa dalam melafazkan *word stress*.

Abstract: *The research aimed to identify how good the utilizing of YouTube video as teaching media to improve students' word stress pronunciation and explain the factors influenced it. The research used action research method. Seventeen students were taken as sample. Quantitative data were from tests, while qualititative data were from interview, observation, and field note. Quantitative data were analysed by scoring test, while qualitative data were reduced, displayed, and concluded. The result showed that the utilizing YouTube Video improved students' word stress pronunciation. The factors affecting the improvement were the utilizing of YouTube video as teaching media. It can be concluded that the utilizing of YouTube video provided a positive result in students' word stress pronunciation.*

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A. LATAR BELAKANG

English Pronunciation is considered as difficult skill to be achieved for most of Indonesia's students. Pronunciation is hardly adopted by students due to several reasons. First, issue from role model (Abbas and Fathira 2020) which most of the teachers as well as lecturers are also non-native speakers. Second, the lecturers tent to use traditional way and conventional teaching. Third, lecturers are unable to choose the appropriate method and media. Since the problem rooted from the lecturers as the role model, so it is necessary to find an appropriate method or media to assist the lecturer in teaching the subject.

Pronunciation is one subject which taught in university level. Pronunciation is defined as a set of rule in pronouncing consonants, vocal, and how words and sentences are stressed and accented (Kelly in Istiyani and Murtiningsih 2020). Stress or relative emphasis on syllable or words are pronounced by increasing volume, changing pitch, and lengthening vowel (Yangklang 2013). There is no exact rule for stressing as there some exceptions in every rule. Kreidler (2004) emphasized three stress rules based on kinds of information: syntactic, morphological, and phonological. Syntactic information covers the place of stress in words based on its part of speech. Noun and adjectives with two syllables are usually stressed in the first syllable, while verbs are stressed in the second syllable. Then, morphological information with consist of several prefixes and suffixes determine the place of stress. Words which end with suffix –tion, -ity, -sion, -cian, and -ic are stressed on the second last syllable, such as in words edu'cation, humi'dity, dis'cussion, poli'tician, and eco'nomic. The words with three syllables and ends in –y, the stress is almost always in the first syllable, such as the word 'chemistry. Next, phonological information which covers the places of stressing based on the nature of the last two syllables as it defined as the ult and penult. Ult in linguistics stand for ultima or the last syllable of the word, while penult as the next to last syllable. Since phonological fact related to morphological and syntactic fact, so the rule for vowels and consonants are different in verb, noun, and adjectives.

Learning English pronunciation is considered more effective by exampling (Rachmawati and Cahyani 2020), then drilling. It supposed the lecturers

give example of pronouncing proper English, and then the students imitate and drill it. However, the lecturers as the role model sometimes demonstrate inaccurate pronunciation. It made the teaching of pronunciation is overlook. While, for communication, the pronunciation must accurate enough to be understood. Even the main goal of teaching pronunciation is not acquire as perfect as native speaker, but at least the students are able to pronounce in eligible way (Gilakjani 2012).

In teaching pronunciation, lecturers were intended to use an appropriate teaching media to make the instruction meaningful and learning objective can be achieved well. learning objective, learning material, students' characteristics, and environment should be determine before choosing the media (Marpanaji, Mahali, and Putra 2018). The good lecturers will use creative, modern, and innovatif media rather than the conventional way. Utilizing the development of information and communication technology (ICT) is advisable to keep up with the students' interest.

One of learning media which integrated ICT is video. Many videos were created by influencer then uploaded to their YouTube channel. YouTube is social media platform which integrate audio and visual with various design. In English Language Teaching (ELT) field, many natives speaker made tutorial video of pronunciation, and then uploaded it to YouTube Channel. These videos benefits students as they can see, hear, then imitate the native speakers' pronunciation (Mulyani and Sartika 2019). So, it can solve the problem of inaccurate pronunciation of lecturers as the role model. Then, students can use YouTube video as a self-learning media (Rachmawati and Cahyani 2020) as it can replay for many times. Next benefit is increasing students' interest (Istiyani and Murtiningsih 2020) and make them more enthusiastics to learn (Mulyani and Sartika 2019). In addition, YouTube video also made the students more confidence to speak English in the process of teaching and learning (Abrar and Aya 2021)

Numerous researches had been conducted on the effectiveness of teaching pronunciation by using YouTube videos as media. Rachmawati and Cahyani (2020) found out if YouTube video were affected students' pronunciation skills positively. Next, Purnamasari (2018) underlined four findings in her research. First, it was revealed if the students were around with YouTube Video and they did not have any difficulties in accessing it. Second, they felt YouTube video is fun and interesting media to learn. Third, the video gave benefits as it presents the teaching materials in letter, sound, and picture in once. Fourth, they said that YouTube videos are interesting and motivating which improved their pronunciation skills. Other than that, Istiyani and Murtiningsih (2020) reported if the YouTube videos made students more active and confidence during the learning process.

Most of the researches were explored pronunciation in vowel, consonant, and intonation. However, the research were conducted in word stressing is relatively scarce. Thus, to fill the missing gap, this research was carried out to utilize YouTube videos as teaching media in teaching students' word stress pronunciation. Based on the previous explanation, the purpose of the research was to identify whether and to what extent the utilizing of YouTube video as learning media can improve students' word stress pronunciation. And also explain the factors that influence the changes in pronouncing word stress ability.

B. METODE PENELITIAN

Action research method was implemented in this research. A model illustrated as cycle of planning, action, reflection, and evaluation were designed by adopting Wallace theory as cited in Maspufah (2019). In planning, the information of students' ability in pronouncing word stress from the preliminary research was used as the consideration in designing syllabus and lesson plan. The lesson plans were designed by using some videos from YouTube as teaching media, strategy and classroom activity, observation and interview planning, and planning for the next action. In action, all were prepared in planning step implemented in classroom. Word stress pronunciation was taught by using media of some selected videos made by English native speaker. The technical steps in the classroom activity were described as the followings. First, Observation and interview conducted along the treatment action. Collaborator for the research was one of senior students. Next, reflection was made based on the result of data analysis in the observation. In this step, the quantitative and qualitative data were evaluated to see whether or not any development in students' ability in pronouncing word stress. After that, evaluation was made to find out the factors influenced the students' progress. Then, based on the evaluation, a conclusion of one cycle was drawn to decide next activity and make revision for activity. This research was conducted in one cycle and stopped as it showed an improvement at the post-test result.

The research was carried out at a private public college in Pekanbaru. The population of the research was the first semester students of 2021-2022 academic years which consist of 17 students.

Purposive sampling as proposed by Cresswell (2014) was applied in taking the sample which the most relevant to the issue. The data were collected quantitatively and qualitatively. Quantitative data were collected by giving oral word stress pronunciation test. Qualitative data were collected by using interview, field note, and observation checklist. Some forms of observation and professional action in learning process were involved in this technique. Professional action in learning process involved the use of video or audio techniques, checklists or observation schedule (Wallace cited in Maspufah 2019). In this research, audio and video from zoom cloud meeting record were used as technique in collecting the data. The data can be recalled by using electronic media.

This research used quantitative and qualitative instruments. The quantitative instruments were in the form oral pronunciation tests. The indicator for the tests was the accuracy in pronouncing word stress. The students had the tests at the end of the cycle. The tests were 20 numbers which consisted of 10 numbers in words and the rest were in sentences. Students got opportunity to pronounce them twice. The qualitative instruments in the research were the form observation and interview. Observations were carried out by using field note and observation guide. The observation guide was made to observe the students' activities during the class by utilizing YouTube Video as teaching media. The collaborator used the field note to make notes some information which might occur during the process of teaching - learning. The interview was carried out based on the factors which might influence the process of teaching-learning, such as internet connection, YouTube video, teachers' skill, and assessment activities.

The utilizing of YouTube video in the research as teaching media to help the lecturers in modelling word stress pronunciation. The videos were selected which related to the topic of word stress. Moreover, the speakers were selected from native English speaker. YouTube video was used start from the second meeting. In the second meeting, students were asked to pronounce word stress of verb, noun and, adjective with two syllables. In the third meeting, students were asked to pronounce three or four syllables. In the fourth meeting, students were asked to pronounce word stress in sentences.

The quantitative and qualitative data which had been collected were analysed. The quantitative data were counting and calculating to get score. Since the tests consisted of 20 numbers, so the raw score were gained by multiplying the correct score by 5. The mean score gained by summing the students' total score then divided by the number of students. Then, it compare again with the table of ability criterion in the private public college in Pekanbaru (cited in Maspufah 2018) as the following.

Table 1. Ability Level

Score	Level
80-100	Very Good
60-79	Good
40-59	Fair
0-39	Poor

The qualitative data were analysed by adopting three data analysis theory proposed by Miles, Huberman, and Saldana (2014) which called data condensation, data display, and conclusion drawing.

C. HASIL DAN PEMBAHASAN

Finding of the research were obtained by analizing the qualitative and quantitative data to answer the research question on how good YouTube video as learning media to improve students' ability in pronouncing word stress. The research was carried out in one cycle consisted pre-test, treatment, and post-test. The four steps of action research as recommended by Wallace (in Maspufah 2019) like planning, action, observation, and reflection were implemented.

The students had pre-test by pronouncing word stress. The result showed that the students mean score was 56,76 or in fair level. It can be inferred that students' skill in pronouncing word stress needed to be improved by utilizing YouTube video as media learning. Before starting the treatment, some information about students' ability in pronouncing word stress had been gathered and used as guidance in designing syllabus and lesson plan.

The first meeting started by informing students about the research project in their class and they were chosen to be the sample. The treatment was started with discussion to explore their prior knowledge about word stress. Then, lecturer explained about word stress and basic understanding of syllable, noun, adjectives, and verb. The rule how to pronounce words stress with two syllables were explained to them. The lecturer modelled how to pronounce noun, adjective, and verb words with two syllables. The students repeated the word after her. Then, students had task to pronounced 20 words of noun, adjective, and verb words with two syllable one by one on their own. At the end of the meeting, the interview was conducted to the students.

In the second meeting, the lecturer explained how to pronounce words stress in prefixes and suffixes to the students. For this time, the lecturer introduced them video from YouTube as media in

teaching. The video were selected from native speakers. The lecturer pause and play the video in exercise part, so the students can imitate and repeat word stress by native speakers. Students imitated the word stress from the native speakers. The process of teaching-learning in the second meeting run well, even though, most of students seemed shy to imitate and repeat the native speakers' word stress. Lecturer encouraged students to keep imitating and repeating the words stress. At the end of the meeting, students were asked to pronounce 20 word stresses with three or four syllables with prefixes and suffixes. Then, interview was conducted to the students.

In the third meeting, lecturer explained about phonological fact in word stressing. The lecturer also explained about ult and penult. Furthermore students were asked to identify some words which have free vowel at the last syllable and in the last two syllables. Then, the lecturer play video about word stress in verb, adjective, and noun. The students imitated the practice availabe in the video and drilled it. Overall, the learning process run well and the students were more confident to use the words the got from the video into their conversation during the class. To get students' response and opinion in their teaching learning activities, the interview was conducted. For this time, several question related to the factors which might affecting the teaching and learning process. Then, students had task to pronounced 20 words of noun, adjective, and verb words with two syllable one by one on their own. At the end of the meeting, the interview was conducted to the students.

In the fourth meeting, lecturer paid attention to the students' words stress. The lecturer played the video from YouTube which explained from words stress with two syllables in noun, adjective, verb, 3 or more syllables, and word stress with prefix and suffix. Again, they imitated the native speaker from the video and drilled it for several times. Then, the lecturer gave them task which consist of 20 word stress in words with various syllables and in sentences. At the end of the class they had post-test

The post-test was conducted after the fourth meeting. Every test was consisted 20 numbers which consist of some words and sentences. The test was conducted online by a recorded of zoom meeting. Students were invited in the meeting one by one to avoid imitating from other students. The student was given around two minutes to see the words and sentences before pronouncing it. The lecturer scored the oral pronunciation test directly.

After the post-test, the students' score were calculating and tabulating to get the raw score. Next, the raw score was compared with specification of level ability table. Then, the students' ability was classified based on their level. The students' ability in post-test can be seen in the following figure.
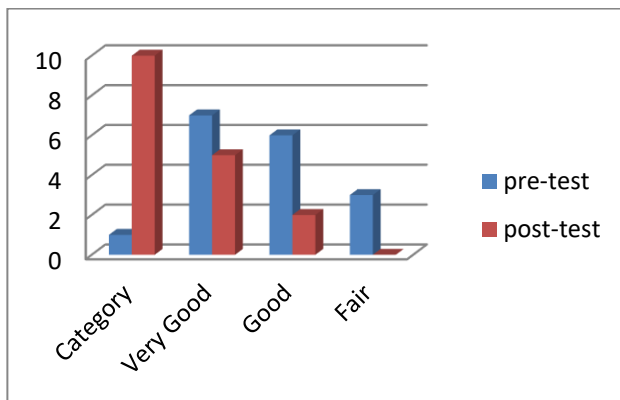

Figure 1. Students' Ability in Post-Test.

From the figure, it can be seen that ten students or 59% were in very good level, five students or 29% were in good level, two students or 11% were in fair level, and none students in poor level. There was a significant increase in the post-test result compared to the pre-test result. In pre-test, only one student or 6% was in very good level, seven students or 41% were in good level, six students or 35% were in fair level, and three students or 18% were in poor level. The following figure was the result of pre-test.
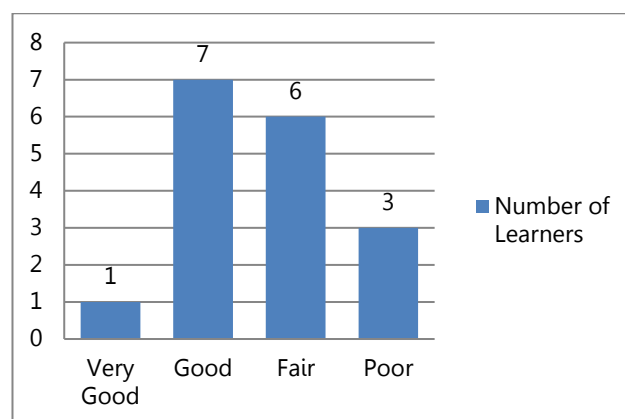

Figure 2. Students' Ability in Pre-test.

By comparing the students' ability level of pre-test and post-test, it was found out if the amount of students in very good level increased sharply from one student into ten students. Next, students in good level decreased from seven into five students. Then, the students who were in fair level decreased from six into two students. Next, the students who were in poor category decreased from three into none students. The decreasing amount students in a level because they moved to a higher level. The comparison of total students and the level obtained in pre-test and post-test can be seen in the following figure:

Figure 3. The comparison Between Students' Ability in Pre-test and Post-test.

The students' mean score in every meeting was increase. In the first meeting, they got 59,12, then 59,12 in the second meeting. In the third meeting they got 70,59, and in the fourth meeting was 75,88. Meanwhile, the result of the post test was 77,65. The students' meanscore in pronouncing of word stress can be seen in the following figure:
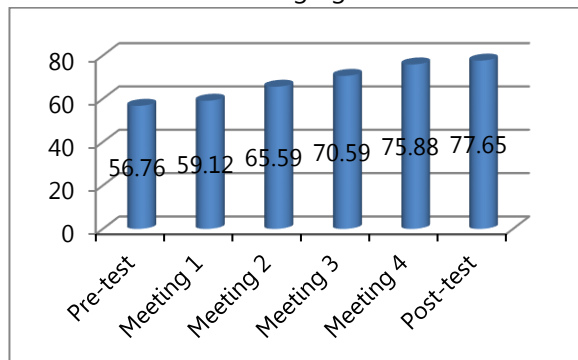
Figure 4. The Students' Mean Score.

From the figure it can be seen if there was significant improvement of mean score from the pre-test which gain 56,76 to the post test which had 77,65. The index of improvement was about 20,89 points. From the result, it can be inferred that utilizing YouTube video as media in teaching students' word stress pronunciation improved students' ability from fair into good level.

From the interview, it was reported there were some factors which affecting the improvement. One of them was by using YouTube video as learning media. They were able to learn again after the class as they can rewatch the video in YouTube as self learning media (Rachmawati and Cahyani 2020). They felt the video from YouTube were interesting which made them more enthusiastics in learning (Mulyani and Sartika 2019). They also said that they can imitate native speaker in pronouncing the word stress which gave them accent, too. By imitating the native speakers in the YouTube video, they were getting confidence to speak English during the class (Abrar and Aya 2021).

From the data were gathered from observation, checklist, and field note, it can be inferred that all the students were around with YouTube and they did not any problem to use it (Purnamasari 2018). However, some of the students complained when they need more stable internet connection to watch it. Moreover, the students said that they need internet quota whenever they want to watch YouTube video at home as self-learning media, because some videos could not be downloaded and watch offline. The interaction in teaching-learning process ran well. Students were more active and confidence during the class (Istiyani and Murtiningsih 2020).

Based on the findings from post-test, interview, observation, and checklist, it can be concluded that the utilizing of YouTube as a media in teaching was able to improve the first semester students to pronounce word stress in a good level with the mean score 77,65. Based on the result, the research was stopped and it was not continou in the second cycle. This result was in line with the previous research conducted by Istiyani and Murtiningsih (2020), Purnamasari (2018), and Rachmawati and Cahyani (2020).

D. SIMPULAN DAN SARAN

This research aimed to identify whether and to what extend the utilizing of YouTube video as media in teaching students' word stress pronunciation and also explain the factors that influence the changes in pronouncing word stress ability. Based on the finding in the previous section, it can be concluded that the utilizing of YouTube as media in teaching improved students' word stress pronunciation. Their mean score improved from "fair" into "good" level. The factors affecting the improvement was the utilizing of YouTube as teaching media.

Since YouTube video is very useful for improving students' word stress pronunciation, it is suggested to lecturers as well as teachers to utilize YouTube video in their class. Then, the result of this research hopefully could be useful for other researchers who want to conduct a further research.

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