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THE EFFECTIVENESS OF SONGS OF YOUTUBE VIDEOS IN IMPROVING PRONUNCIATION SKILL OF THE GARDE ELEVENTH STUDENTS AT SMK NEGERI 2 PALU

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ABSTRACT

The objective of this research was to prove that using Songs of YouTube Videos is effectiveness in improving pronunciation skill of the grade eleventh students at SMK Negeri 2 Palu. This research used a quasi-experimental research design. The sample of the research was 25 students from class XI BDP 1 (Bisnis Daring Pemasaran) as the experimental class and 25 students from class BDP 2 (Bisnis Daring Pemasaran) as the control class. The instruments used in this research were test, pretest and posttest. The result of the data analyzed showed that there is significant difference between the result of the pretest and posttest. The mean score of the pretest of experimental class was 45.2 while the control class was 46.8. After giving the treatment, the mean score of the experimental class in the posttest was 85.4 and the control class was 56.0. By applying 0.05 level of significance, the researcher found that the value of the t-counted (15.1) is higher than t-table (1.67). It means that the use of song of youtube videos is effective in improving pronunciation skill of the grade eleventh students at SMK Negeri 2 Palu.

***Keywords**: Improving; Pronunciation; Songs; YouTube Videos*

INTRODUCTION

Language is very important tool of communication in human life. Human use language both in oral and written from to express their ideas. Language is a random speech sound system use in interpersonal communication by a group of humans, and which is in a rather detailed group of subject, processes, and events in the human environment. At present English has became an international language. People from various countries use English to communicate. Indonesian government chooses English as a foreign language taught as school.

Yates (2002) said, Pronunciation is the way someone produces sounds that used for making a meaning involve the segmental aspect (the particular sound of language) through the stage of individual sound and suprasegmental aspects such as stress, timing, phrasing and rhtym. So, the definitions of pronunciation form the experts all say that pronunciation is the sound produced by the human voice itself, then in pronunciation, it also involves a word and a consonant sound that gives the meaning as when speaking in a regional language and also recognizes sounds and produces sounds.

As we know, the process of teaching and learning English, especially for senior high school students is in dire need of special attention. SMK Negeri 2 Palu implement an independent curriculum, but to class XI and XII still using K13 curriculum, where speaking is one of the skills of the English language that is assessed in the K13 curriculum. Therefore, speaking especially pronunciation is one of components in English skill that must be mastered.

Meanwhile, in the syllabus, students are required to use spoken, written and visual texts in English to communicate according to the situation, objectives, and use English language skills to think critically, creatively, communicatively, collaboratively and confidently in order to realize the Pancasila student profile.

From the statement above, it showed that students must be a part in solving many kinds of problem in interacting effectively. In terms of effective interaction, it is obvious that speaking with intelligible pronunciation is needed to avoid misunderstanding that makes interaction becomes ineffective.

Based on the observation at SMK Negeri 2 PALU, the researcher found the students problem in pronunciation. There are several sounds in English which do not exist in Indonesian. It makes difficult for Indonesian students to learn pronunciation, for instance fricative sounds /θ/, /ð/, /ʃ/, /ʒ/. Those sounds is be hard to pronounce.

There are many factors that cause difficulties in pronunciation English words. The major problem lies on the sound system of English and Indonesian. Some of English vowels and consonants are not find in Indonesian. When the students pronounced English words, they are influenced by their native language. They substitute the sounds which are not familiar to them and change them with nearest sounds in their native language. For instance, when the teacher says “thank”, the students tends to be pronouncing “tenk”. Native language extremely affects the students to produce English sounds.

The researcher used media to help the students improve their pronunciation to solve this problem. According Ebedy (2015), the one teaching technique that can be used by teachers to teach pronunciation is using English songs. According to Sumantri (2011), songs are a technique that can improve students' speaking skills, because songs also equipped with a lyrics feature which is used to practice English pronunciation which is stored in the brain’s memory unconsciously.

This situation creates a relaxed and enjoyable learning process, students will be well motivated to learn the correct pronunciation. From songs students can also learn many things such as new word and culture. So the researcher used English songs of YouTube videos as the media in learning pronunciation.

There are some reasons why this research used the media. First, the students sometimes want to know how to say English words by the English people. Other students probably do not believe what the teacher said. Second, the students become bored and uninterested in the material when the teacher presents the material in the class.

To make the atmosphere in learning more interesting for the students, the researcher thinks that using English songs from YouTube can improve the pronunciation of these students because most of them are still unfamiliar with the English fricative sounds.

According to Putri (2021), the use of English songs is believed to be able to overcome students' pronunciation problems especially sounds like pronunciation of vowels /i/, /e/, /æ/, /ə/, /ʌ/, /u/, /o/ as in words: 'head' [hed], 'feel' [fi:l], 'hide' [haɪd], ‘duct’ [dʌkt], ‘cat’ [kæt] ‘back’ [bæk] this words is an

English word that is often mispronounced. Than according to Asaria (2011), teaching pronunciation to the eighth year students trough English songs can improve their pronunciation especially on teaching the consonant sounds not existing in Indonesian language. The consonant are /θ/, /ð/, /ʃ/, /ʒ/. In the result of this his shows that using songs can improve the students pronunciation.

Given the above statement, this research aimed to prove the effectiveness of using songs of YouTube Videos in improving pronunciation skill of the grade eleventh students at SMK Negeri 2 PALU. Hence, experimental research is conducted to meet this aim.

The research objective is to prove whether or not the implementation of songs of YouTube videos in teaching English pronunciation is improve the pronunciation skill of the eleventh grade students of SMK Negeri 2 PALU

The scope of this research is focused on consonant sound, especially fricative sounds: /θ/,/ð/,/ʃ/ and /ʒ/. Those sounds are not find in Indonesia language. /ʃ/ sound occurs Indonesia like, *syukur,* and *syarat.* But, the students usually pronounce it /s/ instead /ʃ/. So this research used English songs from YouTube videos which are equipped with lyrics containing these four consonant sounds /θ/, /ð/, /ʃ/, /ʒ/.

METHOD

This research employed a quantitative research approach. According to Sukmadinata (2008), quantitative research on philosophical positivism is either studied quantitatively or objectively conducted using numbers, statistics, and controlled experiments. It's a phenomenon.

The type of research used is a quasi-experimental design research. Sugiyono (2018), defines an experimental research as one that is used to research the effects of one treatment on another under specific controlled conditions. The way to find out is to compare one or more experimental groups receiving treatment with a control group receiving no treatment.

In this research, the researcher used two class groups: an experimental class group, and a control class group. The researcher designated Class XI BDP (Bisnis Daring Pemasaran) 1 as the experimental class and Class XI BDP (Bisnis Daring Pemasaran) 2 as the control class. Both experimental and control class received pre-test and post-test, but the experimental class received the treatment while the control class did not. the research design used formula proposed by Arikunto (2006:312) as follows:

Table 3.1 Step of Test

Group	Pre-test	Treatment	Post-test
A (XI BDP 1)	O^1	X	O^2
B (XI BDP 2)	O^3	-	O^4

Where:

A	: Experiment Class
B	: Control Class
O^1 and O^3	: pre-test
X	: treatment
O^2 and O^4	: post-test

The population of this research was taken from the grade eleventh students of SMKN 2 PALU who had three classes and there were two classes observed, namely classes XI BDP 1 and XI BDP 2. The list of the classes and total number of the students in each class can be seen in the following table.

Table 3.2 Population

	BDP Class
Class XI BDP 1	25
Class XI BDP 2	25
Class XI BDP 3	30
Total	80

A sample is a portion of a population that has certain characteristics or conditions to be measured. The researcher limited the population to make it easier to conducted research. In sampling this research, the researcher took samples of two classes from the research population.

The sampling carried out in this research used a target sampling technique. The targeted sampling method is a type of non-probability sampling technique where the researcher specifically selects individuals from the population who possess particular characteristics or knowledge can provide insight on research question. The way researcher used target sampling in this research is the researcher divides the population into several groups or according to the division of each class, then the researcher selects two groups directly to be used as samples. As a research example, the researcher chose class XI students at SMK Negeri 2 PALU.

RESULT AND DISCUSSION

1. Result of the Pretest

The researcher tested both experimental class and control class, before and after treatment. The researcher conducted pre-test to know the students' prior knowledge in pronunciation four consonant sounds. After administering six treatments, the researcher provided post-test to know students progress.

Table 4.1
The Students Score of Pre-test of Experimental Group

No.	Initials	Maximum Score	Obtained Score	Standard Score
1.	AP	20	9	45
2.	ANS	20	10	50
3.	AAM	20	10	50
4.	AN	20	11	55
5.	ACF	20	11	55
6.	AS	20	11	55
7.	ATS	20	12	60
8.	BMA	20	8	40
9.	CMF	20	10	50
10.	CA	20	8	40
11.	DD	20	9	45
12.	FA	20	10	50
13.	HR	20	11	55
14.	IS	20	7	35
15.	MAF	20	7	35
16.	MFB	20	9	45
17.	MA	20	7	35
18.	NMA	20	11	55
19.	NA	20	6	30
20.	PA	20	8	40
21.	RA	20	8	40
22.	RA	20	10	50
23.	SNA	20	7	35
24.	SAR	20	8	40
25.	VDI	20	8	40
Total		**500**	**226**	**1130**

Based on the table 4.1 after counting the data, the researcher found the result of mean score of the pre-test score in experimental group. To find out the mean score of the experimental group in pre-test, the researcher used the formula as follows:

$$M = \frac{\sum X}{N} = \frac{1130}{25} = 45.2$$

So, the mean of Experimental group is 45.2, where the mean score of 45.2 indicates that students' knowledge of consonant sounds is still low.

Table 4.2
The Students Score of Pre-test of Control Group

No.	Initial	Maximum Score	Obtained Score	Standard Score
1.	AJ	20	10	50
2.	AI	20	10	50
3.	ARAA	20	7	35
4.	AA	20	8	40
5.	AR	20	10	50
6.	AS	20	9	45
7.	ASH	20	8	40
8.	CTP	20	10	50
9.	CA	20	11	55
10.	DMN	20	12	60
11.	FRN	20	11	55
12.	FKP	20	10	50
13.	FDU	20	9	45
14.	FS	20	10	50
15.	HA	20	8	40
16.	IA	20	10	50
17.	IR	20	6	30
18.	JPT	20	8	40
19.	MFSF	20	10	50
20.	MAA	20	10	50
21.	MAB	20	10	50
22.	MD	20	9	45
23.	MR	20	10	50
24.	NRD	20	10	50
25.	PMS	20	8	40
	Total	**500**	**234**	**1170**

Based on the table 4.2 after counting the data, the researcher found the result of mean score of the pre-test score in control group. To find out the mean score of the control group in pre-test, the researcher used the formula as follows:

$$M = \frac{\sum X}{N} = \frac{1170}{25} = 46.8$$

So, the mean score of control group is 46.8, where the mean score of 46.8 indicates that students' knowledge of consonant sounds is still low.

After computing the result of both groups, the researcher found the difference of mean score between experimental and control group. Where score of experimental group was 45.2 and score of control group was 46.8. So, the different was only about 1.6 scores, it means that, the level of knowledge of both groups is almost equal before given the treatment.

2. Result of the Posttets

After doing the treatment of the experimental group, the researcher gave the post-test for both groups. The post-test aimed to find out the students improvement after gating the treatments. The researcher used the same formula to calculated the students score on the post-test of experimental and control group. The result of the post-test can be seen in the table 4.3 and 4.4

Table 4.3
The Students Score of Post-test of Experimental Group

No.	Initials	Maximum Score	Obtained Score	Standard Score
1.	AP	20	17	85
2.	ANS	20	18	90
3.	AAM	20	15	75
4.	AN	20	18	90
5.	ACF	20	18	90
6.	AS	20	18	90
7.	ATS	20	16	80
8.	BMA	20	17	85
9.	CMF	20	16	80
10.	CA	20	18	90
11.	DD	20	17	85
12.	FA	20	18	90
13.	HR	20	18	90
14.	IS	20	15	75
15.	MAFA	20	16	80
16.	MFBS	20	17	85
17.	MA	20	18	90
18.	NMA	20	18	90
19.	NA	20	17	85
20.	PA	20	17	85
21.	RA	20	18	90
22.	RA	20	15	75
23.	SNA	20	16	80
24.	SAR	20	18	90
25.	VDI	20	18	90
Total		**500**	**427**	**2135**

Based on the table 4.3 after counting the data, the researcher found the result of mean score of the post-test score in experimental group. To find out the mean score of the experimental group in post-test, the researcher used the formula as follow:

$$M = \frac{\sum X}{N} = \frac{2135}{25} = 85.4$$

So, the mean score of experimental group is 85.4, where the mean score of 85.4 shows an increase after receiving treatment.

Table 4.4
The Students Score of Post-test of Control Group

No.	Initial	Maximum Score	Obtained Score	Standard Score
1.	AJ	20	13	65
2.	AI	20	13	65
3.	ARAA	20	14	70
4.	AA	20	10	50
5.	AR	20	11	55
6.	AS	20	12	60
7.	ASH	20	10	50
8.	CTP	20	14	70
9.	CA	20	12	60
10.	DMN	20	15	75
11.	FRN	20	13	65

12.	FKP	20	14	70
13.	FDU	20	11	55
14.	FS	20	13	65
15.	HA	20	10	50
16.	IA	20	12	60
17.	IR	20	9	45
18.	JPT	20	13	65
19.	MFSF	20	12	60
20.	MAA	20	12	60
21.	MAB	20	13	65
22.	MD	20	14	70
23.	MR	20	12	60
24.	NRD	20	13	65
25.	PMS	20	11	55
	Total	**500**	**306**	**1530**

Based on the table 4.4 after counting the data, the researcher found the result of mean score of the post-test score in control group. To find out the mean score of the control group in post-test, the researcher used the formula as follow:

$$M = \frac{\sum X}{N} = \frac{1530}{25} = 61.2$$

So, the mean score of control group is 61.2, where the control group had an increase but it was not significant. Therefore, the mean scores of the experimental group and control group were 85.4 and 61.2, respectively. When the result was compared to the mean score on pre-test 45.2 and 46.8, it was found the result of post-test the experimental group after giving the treatment improve significantly different with the control group, the computation the data difference.

3. Result of the Deviation

The researcher continued counting the mean score deviation and square deviation. The result of deviation and square deviation in experimental class proved that there was progress significance of students score. The researcher calculated the square deviation presented the following tables 4.5 and 4.6.

Table 4.5
Deviation and Squared Deviation of the Experimental Group

No.	Initials	Students Score		Deviation	Square Deviation
		Pre-test	Post-test		
1.	AP	45	85	45	2.025
2.	ANS	50	90	40	1.600
3.	AAM	50	75	25	625
4.	AN	55	90	35	1.225
5.	ACF	55	90	35	1.225
6.	AS	55	90	35	1.225
7.	ATS	60	80	20	400
8.	BMA	40	85	45	2.025
9.	CMF	50	80	30	900
10.	CA	40	90	50	2.500
11.	DD	45	85	40	1.600
12.	FA	50	90	40	1.600
13.	HR	55	90	35	1.225
14.	IS	35	75	40	1.600
15.	MAFA	35	80	45	2.025
16.	MFBS	45	85	40	1.600
17.	MA	35	90	55	3.025

18.	NMA	55	90	35	1.225
19.	NA	30	85	55	3.025
20.	PA	40	85	45	2.025
21.	RA	40	90	50	2.500
22.	RA	50	75	25	625
23.	SNA	35	80	45	2.025
24.	SAR	40	90	50	2.500
25.	VDI	40	90	50	2.500
	Total	**1130**	**2135**	**1010**	**42.850**

Based on the table 4.5, it showed that the highest deviation of experimental class was 55 and the lowest was 20. Then, the highest of square deviation was 3.025 while the lowest square deviation was 400.

$$Mx = \frac{\sum X}{N}$$

$$Mx = \frac{1010}{25} = 40.4$$

According to the computation above, the researcher found the mean deviation of the pre-test and post test in the experimental group which is 40.4. After knowing the result and the mean deviation of pre-test and post-test in the experimental group, the researcher continued finding out the result and the mean deviation of pre-test and post-test in the control group. The result and mean deviation in the control group can be seen as follow:

Table 4.6
Deviation and Squared Deviation of the Control Group

No.	Initials	Students Score		Deviation (d)	Square Deviation (d2)
		Pre-test	Post-test		
1.	AJ	50	65	15	225
2.	AI	50	65	15	225
3.	ARAA	35	70	35	1225
4.	AA	40	50	10	100
5.	AR	50	55	5	25
6.	AS	45	60	15	225
7.	ASH	40	50	10	100
8.	CTP	50	70	20	400
9.	CA	55	60	5	25
10.	DMN	60	75	15	225
11.	FRN	55	65	10	100
12.	FKP	50	70	20	400
13.	FDU	45	55	10	100
14.	FS	50	65	15	225
15.	HA	40	50	10	100
16.	IA	50	60	10	100
17.	IR	30	45	15	225
18.	JPT	40	65	25	25
19.	MFSF	50	60	10	100
20.	MAA	50	60	10	100
21.	MAB	50	65	15	225
22.	MD	45	70	25	225
23.	MR	50	60	10	100
24.	NRD	50	65	15	225
25.	PMS	40	55	15	225
	Total	**1170**	**1530**	**360**	**5250**

Based on table 4.6 it showed that the highest deviation of control class was 20 and the lowest is 5. Then, the highest of square deviation was 400 while the lowest square deviation was 25.

$$My = \frac{\sum y}{N}$$
$$My = \frac{360}{25} = 14.4$$

By looking at the computation above, the researcher found the mean deviation of the pre-test and post-test in the control group which was 14.4.

After finding the deviation and square deviation of the both groups, the researcher counted the sum of square deviation score in both experimental and control group which are presented as following:

a) The sum of square deviation of experimental group:

$$\sum x2 = \sum x^2 - \frac{(\sum X)^2}{N}$$
$$\sum x2 = 42850 - \frac{(1010)^2}{25}$$
$$\sum x2 = 42850 - \frac{(1.020.100)}{25}$$
$$\sum x2 = 42850 - 40804$$
$$\sum x2 = 2046$$

b) The sum of square deviation of control group:

$$\sum y2 = \sum y^2 - \frac{(\sum y)^2}{N}$$
$$\sum y2 = 5250 - \frac{(360)^2}{25}$$
$$\sum y2 = 5250 - \frac{129.600}{25}$$
$$\sum y2 = 5250 - 5184$$
$$\sum y2 = 66$$

To know the difference between the experimental group and control group, the researcher used t-counted formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$
$$t = \frac{40.4 - 14.4}{\sqrt{\left(\frac{2046 + 66}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$
$$t = \frac{26.0}{\sqrt{\left(\frac{2.112}{48}\right)\left(\frac{2}{25}\right)}}$$
$$t = \frac{26.0}{\sqrt{(44.0)(0,08)}}$$
$$t = \frac{26.0}{\sqrt{(3.52)}}$$
$$t = \frac{26.0}{1.87}$$
$$t = 13.8$$

t counted is: 13.8

4. Testing Hypothesis

To prove that the hypothesis of the research was accepted or rejected, the researcher needed to find out the critical t-table by using 0.05 level of significance. Additionally, the degree of freedom (df) of this was 48. The researcher applied interpolation formula. The researcher showed the calculation as follows.

$$\frac{a}{b}\ x\ c$$

Where:

a. = the subtraction of the degree of freedom obtained from the students number in simple and degree of freedom whose figure precedes right before the df obtained on the table of critical values of students distribution;

b. = is the subtraction of two degree of freedom whose precedes and some after the degree of freedom on the table of critical values of the students distribution;

c. = the subtraction of values of degree in *b.*

Degree of freedom = $N_x + N_y - 2$
= 25 + 25 – 2
= 48

The degree of freedom was 48 which is between 40 and 50 on the t- distribution table. The researcher counted the values of *a, b,* and *c* as show below.

Where

a = 48 - 40 = 8
b = 50 – 40 = 10
c = 40 → 1.684
= 50 →1.676
c = 1.684 – 1.676
c = 0.008

The value of *a, b,* and *c* are interest into interpolation formula as follows:

$\frac{a}{b}\ x\ c = \frac{8}{10}$ x 0.008
= 0.0064

DF (48) = 1.684 – 0.0064
= 1.681
T-table = 1.68

By looking at the value above, it means that the hypothesis is accepted for the reason that the $t_{counted}$ (13.8) was much higher that the t_{table} (1.67). To concluded, using English Songs from YouTube Videos is effective in teaching pronunciation.

DISCUSSION

In this part, the researcher analyzed the data and explain the research finding. There were six meetings thar the researcher had conducted in this research. The research applied true experimental research in both of class BDP 1 (experimental group) and class BDP 2 (control group). Before the researcher gave the treatment, researcher gave pre-test to both classes. It was used to know the students prior knowledge about pronunciation, especially in pronounce the fricative sounds /θ/, /ð/, /ʃ/, /ʒ/. The test consisted thirteen number and the test was about pronouncing the sound in individual word. The percentage of students who were not able to produce /θ/ 79.17%, sound /ð/ 75%, sound /ʃ/ 58.33%, and sound /ʒ/ 65.5%. The students were difficult to pronounce /θ/, /ð/ sounds. They only pronounced the English words based on th e written form of the words. For example /θ/ sound in word “think” is pronounced /ting/ instead for /θɪŋk/ and /ð/ sound in word “that” is pronounced /dad/ instead for /ðæt/. It can be analyzed that some students only replaced unfamiliar sound with the familiar sound.

In conducting this research, the researcher measured students pronunciation ability by giving oral test. The first test was pre-test. The purpose was to find out students prior ability in pronouncing the English consonant. There were two pre-tests results showed. It was the result of experimental class and control class. The result of experimental class pre-test mean score was (45.2) lower than the mean score of control class pre-test was (46.8). It could be seen that the students did wrong pronunciation. For the results of both classes in pre-test, it could be seen that the deviation of group mean score was 1.6 which was the experimental class lower than the control one but its deviation was not too big. It could be assumed that both classes had the same knowledge before the treatment done.

After doing the pre-test, the researcher did the treatment to the experimental class for six meetings. Then, the researcher continued doing the post-test to both classes. It was to know whether

the treatment was effective or not. The result of experimental class post-test showed the different result from the control class. The mean score of experimental class post-test was (85.4) where is there were 58,33% students who could not pronounce the sound /θ/, 50% for the sound /ð/, 12.5 % for the sound /ʃ/ and /ʒ/. And the mean score of control class post-test was (61.2). It could be seen that the students in experimental class were influenced by the use of English songs of YouTube, while the control one, the total score also increased but it was lower than the experimental class. For the results of both classes in post-test, it could be seen that the deviation of group mean score was 28.4 which was the experimental class having the higher score than the control group. It could be assumed that the class which was given the treatment had more improvement than the class that taught by the conventional teaching.

From all the two results of pre-test and post-test of both classes, the deviation score between the pre-test and the post-test of experimental class was 40.4. While the deviation score between the pre-test and post-test of control class was 14.4. In the experimental class, the students are enthusiastic in learning English consonant sounds but they still have little problem in differentiating the way pronounce the four sound /θ/, /ð/, /ʃ/, and /ʒ/. From all the result above, it could be concluded that the experimental class had a significance improvement from the result of pre-test to the result of post-test than in the control class. It can be said that, the used of English Songs from YouTube Videos is effective to improve the students pronunciation ability of the grade eleventh at SMK Negeri 2 Palu.

Some researchers have done their research by using the same media and the results were successful. Asaria (2011) and Putri (2021) applied English songs as media in teaching pronunciation. The result of the research showed that technique used was effective because the value of the $t_{counted}$ was higher then t_{table}.

CONCLUSION

Based on the findings of data analysis, it can be concluded that the use of Songs of YouTube Videos is effective in improving pronunciation skill. It can be proved from their achievement from pretest to posttest. After using the Songs of YouTube Videos, the students are able to pronounce the words correctly and to differentiate the consonant sounds. However, if it is compared to the class that is not taught by using Songs of YouTube videos, the students are still confused to pronounce the words. It can be seen from their achievement from pretest to posttest, there is only a bit improvement from their score. It can be said that the group that is taught using Songs of YouTube videos have greater improvement than another one. From all the result indicate that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. In other word, using Songs of YouTube videos is effective in improve the pronunciation skill of the grade eleventh students at SMK Negeri 2 Palu.

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