IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH CONVERSATIONAL VIDEOS

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Abstract

This research aimed to investigate how the conversational videos improved the students' pronunciation on the ninth-grade students of SMPN 5 Pontianak in academic year 2018/2019. The research was conducted through Classroom Action Research in three cycles. The researcher used observation and photograph taking as the techniques of collecting data. The researcher elaborated the result of observation checklist, field note, and students' assessment as tools of collecting data in order to get the research findings. The finding of this research is that conversational videos could improve students' rhythm, stress, and intonation on pronunciation through, first is reading the transcript of videos, second is listening to the videos, third is repeating the dialogue, and last is practicing in front of the class. The improvement of students' pronunciation based on the first cycle was 36% categorized poor, the second cycle was 66% categorized good, and the last cycle was 79% categorized excellent. The students could emphasize how to pronounce words with rhythm, stress, and intonation correctly and they were also enthusiastic in practicing the conversation. The students also looked confident in performing their conversation in front of the class. As a conclusion, the problems that students faced could be solved through conversational videos.

Key words: Classroom Action Research, Conversational Videos, Pronunciation

INTRODUCTION

Pronunciation is one part of speaking that students on Junior High School should master it, as prepared them to face the global era to communicate in English. Pronunciation is one of important aspects in English. According to Tajeda (2004) states that pronunciation is not the most important aspects of foreign language learning it needs to be acknowledge that without adequate of intelligible pronunciation we would not be able to get our messages across when interacting with others in the foreign language. Based on the 2013 curriculum requirements students are expected to be able to speak English properly. Therefore, in this research, the researcher used conversational videos to help the students improved their pronunciation and also the students can pronounce words with stress, rhythm, and intonation correctly.

However, the problems are most of the students grade IX C SMPN 5 Pontianak do not have confident in speaking because they do not know how to pronounce words. This condition made them prefer to be silent when teaching and learning process in the classroom. Certainly, speaking and pronunciation are related each other. So, the students should pronounce words with rhythm, stress, and intonation correctly in order to make them more confidents to speak in English.

Referring to the problems stated above, the researcher offers an alternative solution media that can build students' interest and brave to speak and participate in the teaching and

learning process. Conversational videos as the media is one of the solutions to this problem.

Conversational video means that contain spoken interaction between two or more people with authentic situation in which the language is used. By using this kind of video, the students were the opportunity to see all the aspects of spoken interaction like gestures, stress, intonation, figure, motion, and sound based on the context in which the language is used. One of the most important aspects of created the conversational videos is to include the elements that help promote student engagement. Conversational videos provided figures related to the process of conversation with real people and real setting so that the students can see and listen to the communication between the people in video which resembles real communication process in the real world. It also provided natural spoken interaction with correct pronunciation, rhythm, stress and intonation by native speakers.

Those benefits could facilitate the students to produced good English. In this research, the researcher had focused on some aspects in pronunciation. Those are rhythm, stress, and intonation aspects. Considering the reasons explained above, the researcher assume that conversational videos are considered to be a solution to improve students' pronunciation. According to Cutcheon and Wycoff (1994, p.94) said that conversations are small talks you have with friends, clerks, and postal workers. A conversation would not run well when the person who is involved in the conversation cannot comprehend well what the other speaker says. According to Smaldino et al (2007) states that video is any electronic media format that employs "motion pictures" to present a message. So that conversational video means a video that consists of spoken interaction between two people or more in real situation.

As long as the researcher know, learning process used conversational video have some benefits. Those are this video is familiar for students, easily to find, and the animation of

video is interesting for learning. As conclusion, the use of video which presented conversation was an effective effort improved the students' pronunciation.

Previously, there are many researchers who conducted researcher related to the use of Videos in teaching and learning context. In a research conducted by Wahyu Choirul Huda (a students of English Department Islamic College Ponorogo, STAIN Ponorogo) with the title "*Improving the Pronunciation by using Video as the Media*" (A Classroom Action Research of Seventh Grade Students of SMPN 1 Sukomoro). The researcher found that, video as the media had a good impact to improve students' pronunciation. Then, a researcher named Mustika Ratna Pratiwi with the title "*Improving Pronunciation Ability Using Cartoon Films*" has discussed how to improve pronunciation by using cartoon films. The final result of the research is proving that cartoon films could improve the students" pronunciation ability. This research was different with the previous research that has been conducted by other researchers. The researcher conducted Classroom Action Research (CAR) as the research design, the participant is the students of class IX C of SMPN 5 Pontianak which consist of 34 students, and the media is conversational videos. In this research, the researcher was conducted four activities in improving students' pronunciation, those are reading the transcript of video, listening the video, repeating the dialog, and practicing in front of the class.

METHOD

In this research, the writer conducted classroom action research (CAR) as the form of research. Through classroom action research, the researcher is able to describe and explain the problem that is chosen in this research. According to Stringer (2007), states that action research is a systematic to investigation that enable people to found effective solutions to problems they confront in their everyday lives. According to Kemmis and Mc Taggart (1988)

as cited Burns (1999, p.32) state that an action research occurs through a dynamic and complementary process, which consists of four essential 'moments'. Those were planning, acting, observing and reflecting.

Planning is the first step of this research. In this stage, there were several things that were prepared by the researcher. First, the researcher was communicating and discussing to the teacher how to apply the conversational videos to students. Second, the researcher and the teacher planned teaching learning activities to overcome the problem and prepare everything they needed in doing research. There were five preparations that the researcher need in doing teaching learning process. Those were preparing the lesson plan, teaching material, the field note, observation checklist, and also preparing the test item.

Acting is second step of this research. In this stage, the researcher and the teacher were conducted the teaching learning process in the classroom where the problem emerged. The teaching and learning process was done by following the lesson plan that has been prepared before. Every meeting consisted of 2x45 minutes and in this step, the researcher explained about the importance of pronunciation ability in learning English through the conversational videos and how to carry out the learning activities using this medium.

Observing is third step of this research. At this stage, the researcher has observed the implementation of the conversational videos in student's activity during the stage, by observing and looking at the test result, observation checklist and field notes. So, the teacher knows the students achievement during the class activity.

The last step of this research is reflecting. Based on the note taken, the researcher and the teacher have analyzed the data collection and reflected on the outcome. From the analyses, the researcher and teacher got some important feedback. It was very useful in re-planning the next activity. It has changed a certain action or add more action in order improved teaching learning process. The result of reflecting used to find out where the students' difficulties of students and to add cycles if needed.

The researcher conducted this research in SMP Negeri 5 Pontianak. It is located in Jl. Hasanuddin No 14 Pontianak. The number of students in this school is 693 students and 44 teachers. The sample in this research is class IX C of SMP Negeri 5 Pontianak in academic year 2018/2019 that consists of 34 students. Based on the class observation that done by the researcher as the technique of data collection, the researcher found that students of grade IX C have lack of pronunciation which make the learning goals cannot achieve easily. Therefore, the researcher chooses this class to help them in improving their pronunciation in terms the aspects of rhythm, stress, and intonation. In this researcher, not only used observation checklist, but photograph taking is also the technique of data collection.

In this research, there were four tools of data collection. Those were field notes, observation checklist, students' assessment, and camera. Field notes were aimed to note the data during observation in the research. This notes were also used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. In addition, the teacher and the researcher were able to see and take notes of students' pronunciation progress in the classroom. Observation checklist is used to check the application of the conversational videos in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which had been done. Students' assessment was used as an instrument in getting the information about the achievements of students' pronunciation ability after the conversational videos applied. It used as a measurement on students' pronunciation whether or not there would be improvement of students' pronunciation ability. And camera was

used to record the important events happened during the research in the form of pictures and videos documentation.

In this research, the data obtained from the process of data collection would be analyzed by reflecting the fact or information taken in order to know the improvement of students' pronunciation. The process of teaching and learning in every cycle could be obtained from observation checklist and field notes. While the data taken from the recording and the scoring table would be analyzed in order to know the progress of students in pronunciation. In addition, in processing the data, the researcher would be explained the condition of every cycle, and to describe the success of the teaching learning process through applying Conversational Videos as media to improve students' pronunciation ability, particularly in pronounce with rhythm, stress, and intonation. The researcher decided the score of students in terms of oral presentation in the aspects of pronunciation, those were rhythm, stress, and intonation.

FINDINGS AND DISCUSSION
Findings

This research was classroom action research (CAR) and conducted in three cycles. The researcher implemented the concept of problem based learning through role play because related with conversational videos and all the students have the same opportunities to participate the teaching and learning process in the classroom. After that, both the researcher and teacher observed the students' behavior during teaching and learning process.

The researcher computed the individual student's score based on the students' assessment, and then computed the students' individual and mean score. Then, the researcher elaborated the result of mean score and what was written in the field note in order to achieve the contrast in the research findings. Based on the observation and analysis of the students' score, it was found that students' pronunciation in pronouncing words has improved by using conversational videos as the media to teach pronunciation. Conversational videos solved students' problems namely in the aspects of pronunciation, those were rhythm, stress, and intonation.
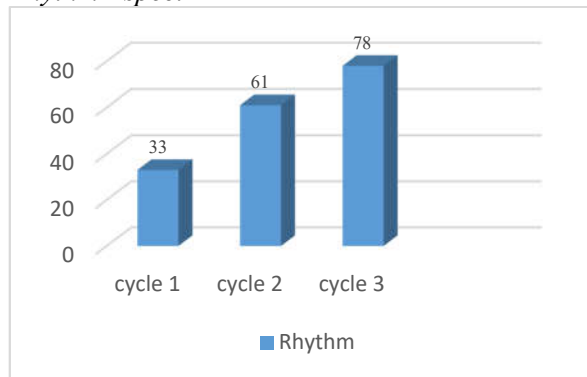
Conversational videos improved students' pronunciation ability in the aspects of rhythm by showing the videos and gave the students transcript videos. The activities to improve their rhythm reading the transcript of video, listening the video, repeating the dialogue and practicing in front of the class. For the first meeting or cycle, the researcher explained and introduced about rhythm aspect and take record of their practice. Conversational video as the teaching media for learning pronunciation in main activity. During teaching and learning process, the researcher asked students about the difficult words that they cannot pronounce well and the researcher can help them to pronounce the words correctly together with other students through repetition activity. Those activities attracted the students' attention and motivation to learn how to pronounce the words with rhythm correctly.

Conversational videos improved students' pronunciation in the aspects of stress by showing the videos and gave the students transcript videos. The activities to improve their stress reading the transcript of video, listening the video, repeating the dialogue and practicing in front of the class. For second meeting or cycle, the researcher take the record of students' practice with the same previous video in this activity. During teaching and learning process, the researcher asked students about the difficult words that they cannot pronounce well and the researcher can help them to pronounce the words correctly together with other students through repetition activity. Those activities attracted the students' attention and motivation to learn how to pronounce the words with stress correctly.

Conversational videos improved students' pronunciation in the aspects of
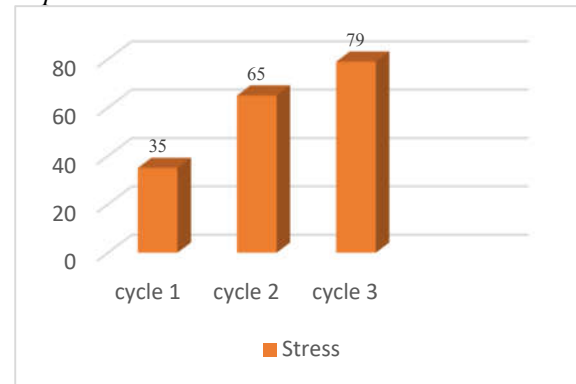
intonation by showing the videos and gave the students transcript videos. The activities to improve their intonation reading the transcript of video, listening the video, repeating the dialogue and practicing in front of the class. For last meeting or cycle, the researcher take the record of students' practice with the different previous video in this activity. During teaching and learning process, the researcher asked students about the difficult words that they cannot pronounce well and the researcher can help them to pronounce the words correctly together with other students through repetition activity. Those activities attracted the students' attention and motivation to learn how to pronounce the words with intonation correctly.
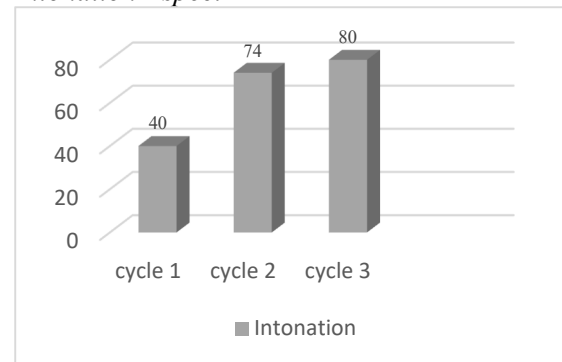
Table 1 *Students' Average Score of Rhythm Aspect*

As shown in table 1, the students' achievement for rhythm aspect from the first cycle was 33 categorized poor, then the second cycle was 61 categorized good, and for the last cycle was 78 categorized excellent. The students' result in each cycle was improved

Table 2 *Students' Average Score of Stress Aspect*

As shown in table 2, the students' achievement for stress aspect from the first cycle was 35 categorized poor, then second cycle was 65 categorized good, and the last cycle was 79 categorized excellent. The result of students in each cycle was improved.

Table 3 *Students' Average Score of Intonation Aspect*

As shown in table 3, the students' achievement for intonation aspect from the first cycle was 40 categorized poor, then the second cycle was 74 categorized good, and for the last cycle was 80 categorized excellent. The students' result in each cycle was improved

Discussion

In this part, the researcher conclude based on the data of the observation, students' score was improved from cycle to cycle. The ways of conversational videos could improve students' pronunciation on rhythm, stress, and intonation aspects were reading the transcripts on the video, then students listening to the video carefully, after that the students were asked in repeating the vocabulary based on dialogue, and finally the students practicing the conversation in front of the class with group in pairs. The result have proved that the conversational videos improved students' pronunciation. According to Sherman (2003), video is a rich source which can always be renewable. It can be seen that the students seemed their attention and responses the teacher explains the material and practice the conversation.

However, the students' problem in pronouncing words were no courage to speak and not confident because they were afraid of making mistakes. They prefer to be silent or waited for the teacher to call them. They are lack of pronunciation so they do not know how to pronounce words correctly. In addition, most of the students were still pronounce confidently. Therefore, they still have problems when pronounce words.

Based on the first cycle, the students' score was 36% categorized poor. It showed that most of the students were still extremely difficult to pronounce words. One of the problem the students' behavior, which are the students at the back always talking even though the teacher already worn them, the students also noisy. So, the teacher gave them more attention to make their score would improve. On the second cycle the students' score was 66% categorized good. Students' score improved from their score on the previous cycle. It showed that the achievement of students' assessment were better than previous assessment. The students' problems were the students' behavior, which are some of the students still talk and make a noisy sound while practicing together.

Although, the students' problem in pronouncing words better than before. On the last cycle students' score was 79% categorized excellent. The students' ability in pronouncing words improved and the mistakes have been minimized.

The conversational videos helped students to overcome their problem in pronouncing English words. The design of task which was suitable with students' level. The conversational videos provided an opportunity to students to be able confident and brave when speaking in English because of their good pronunciation.

On the first until the last cycle, the students' score based on the rhythm aspect was categorized into 33 poor, 61 good, 78 excellent. It showed that the students were improved their rhythm in doing conversation. The students' score based on stress aspect was categorized into 35 poor, 65 good, 79 excellent. It showed that the achievement of students' stress were better than before. And the last, the students' score based on intonation aspect was categorized into 40 poor, 74 good, and 80 excellent. The students' ability in pronouncing English words improved and the mistake have been minimized.

In addition, there were some limitations of using conversational videos to improve students' pronunciation. The duration of the videos is quite short, but still good for students in learning. Second, the students getting bored when the teacher would spend a long time to explain the material. Third, the students might be noisy when the researcher record other students in doing conversation.

In conclusion, the research finding of the classroom action research were satisfying. The students' pronunciation in using conversational videos improved by implementing the medium. The researcher used some solutions to minimize the limitations of using conversational videos to improve students' pronunciation. The researcher used easy ways which was not heavy for students such as the students may practice in

the classroom, but with lower voice. The researcher and the teacher gave the example to practice in front of the class.

CONCLUSION AND SUGGESTION
Conclusion

From the discussion in the previous chapter, it could be seen concluded that students' pronunciation ability in IX C of SMPN 5 Pontianak in academic year 2018/2019 improved through conversational videos. Based on data in field notes and observation checklists, the used of conversational videos as the medium in teaching pronunciation was able to make the students active and more confident in speaking English. In this research, the students have carried out several activities to improve their rhythm, stress, and intonation in conversation. Those activities that improved students' pronunciation through conversational videos were reading the transcripts on the video, then students listening to the video carefully, after that the students were asked in repeating the pronunciation based on dialogue, and finally the students practicing the conversation in front of the class with group in pairs. It could be seen from recorded the activity in doing role play by the first until the last cycle. In the first cycle, almost of the students' got confuse how to pronounce words, and also they were getting the lowest score. In the second cycle the teacher decided used the same title of the material "Making a Phone Call" to give the students and practice more and the result improved than the previous cycle. The last cycle, the students practiced the conversation on title "Visiting a Friend". Almost the students pronounced the rhythm, stress, and intonation correctly. The whole score of students has improved and achieved the standard score Curriculum of English subject. Thus, the conversational videos could help the students to improve and increased their rhythm, stress, and intonation aspects in pronunciation. In this research, the researcher and the teacher decided used three cycle. The conversational videos helped the students'

interest in learning activity. Their attention sometimes focus to the material that given by the teacher, because of the display on the videos.

Suggestion

Based on the facts found, the researcher would like to give some suggestions as to English teacher to apply Conversational Videos as the media in teaching pronunciation. In using Conversational Videos as a teaching media, the teacher need to consider that the conversational videos are safe and fun for the students learning activity to improve their pronunciation, the teacher should monitor the students while they discuss or practice how to pronounce well with their friends, so the students was not annoying their friend each other, the teacher and the researcher must prepared well the speaker and the projector before teaching the students, so the time is not lost useless, the teacher should divide the students based on their level of achievement because the students did the discussion well when there is a student with higher level in a group or a pair.

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