



INTERNET-BASED VIDEO LESSON ON THE LEARNER'S PRONUNCIATION AT SMP GMI LOC

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ABSTRAK

Pada penelitian ini bertujuan untuk meningkatkan kemampuan pengucapan Bahasa Inggris siswa di SMP GMI LOC. Dalam penelitian, peneliti menggunakan pendekatan kuantitatif dengan satu grup pre-test dan post-test. Sample dipilih secara acak dengan berjumlah 12 siswa pada kelas 7. Uji t dilakukan untuk mengetahui keberhasilan teknik ini, dan hasil yang didapatkan yaitu nilai pada post-test lebih tinggi dibanding pre-test. Hasil belajar siswaini dapat disimpulkan bahwa dengan menggunakan video pembelajaran berbasis online dapat meningkatkan kemampuan pengucapan Bahasa Inggris siswa, media ini bisa dijadikan sebagai alternatif dalam suksesnya pembelajaran Bahasa Inggris.

Kata kunci: media pembelajaran, pengucapan, bahasa inggris, Pulau Morotai

Abstract

This study aims to determine the impact of internet-based lessons on learners' pronunciation at SMP GMI LOC. The researchers used a quantitative approach with a one-group pre-test and post-test design. The sample in this study consisted of 12 seventh-grade students who were selected randomly. In addition, the analysis was carried out using the t-test (paired sample t-test), using Windows SPSS 22. The mean value obtained in the post-test is greater than the mean value from the pre-test. This finding shows that the use of internet-based video lessons is effective in improving students' pronunciation. Thus, internet-based video lesson media can be utilized as an alternative, successful teaching method for pronunciation

Keywords: *Learning media, pronunciation, English, Morotai Island*

Introduction

Pronunciation is one of the crucial aspects in language learning since it greatly affects how well people communicate. Mastery of good and correct pronunciation allows speakers to convey their intentions clearly and can be understood by the interlocutor. Therefore, pronunciation skills need special attention in the language learning process. According Rahmania *et al* (2021) pronunciation is critical to proper communication because incorrect pronunciation inevitably leads to the recipient misinterpreting the message. Pronunciation of letter sounds in words, as well as syllable emphasis on parts of words, will frequently drastically change the words' meaning and context, irreversibly altering the meaning of the sentence being communicated. The word present is a good example of this.

Fauziah *et al* (2024) says pronunciation has regained its existence in the investigative attempts in the areas of TESOL, Sociolinguistics, and Intercultural Communication. This burgeoning growth has proven the importance of pronunciation teaching and learning, notable in this technology-based language learning era. The advance of video technology in education has been accelerated due to the wide use of portable devices, the increase in the number of Internet users and massive open online courses. Online-learning videos, due to their various positive effects, are becoming increasingly acceptable for both successful students and teachers. In addition to supporting students in learning, video-based learning has proven to be a powerful reflection tool for teachers, but also significant in the context of their professional development. Marija *et al* (2021). Yoon *et al* (2021) add that video-based online learning is becoming commonplace in higher education settings. Learning online will make it easier for both parties because the delivery of teaching materials is faster, easier, and more efficient than other methods. According to Prestiadi (2020) to identify several benefits that the videos help students improve presentation skills, and the researchers discovered that VBL technologies played a significant role in learning. Unexpectedly, 188 out of 260 students (72.3%) admitted that video-based learning made their presentation lessons more enjoyable and relaxing, the benefits of video as a learning medium in the era of 4.0 are substantial, particularly in foreign language learning, which has become a vital communication tool in this digital age.

Method

This study used a quantitative pre-experimental method with a pre-test and post-test. Vanesa *et al.* (2021), state, "pre-experimental design is pre-test measure followed by a treatment

and post-test a single group. According to Pravita sari *et all* (2024). Pre experimental design with one group pre-test and post-test was used in this study to determine whether there is any positive or negative effect.

The research sample was selected through random sampling from the student population (35), and they were given a pre-test before the online video-based learning material. According to Zou *et al.* (2020). Simple random sampling (SRS) is that each element in the target population has an equal probability of being chosen for inclusion in the data collection After the treatment is completed, they are given a final test to assess how well they met the learning objectives. The data has been analyzed by using Windows SPSS ver.22. The SPSS program is a bespoke statistical software package tailored for data analysis and statistical computation. Ismail *et al.* (2019).

Result And Discussion

This research presents a description of pronunciation, intonation, fluency, and gesture classification. A descriptive test is a type of statistical analysis used to describe the characteristics of data, such as mean, median, mode, standard deviation, and other descriptive tests help researchers understand the data they have and identify patterns or trends in the data

Tabel 1. Descriptive

Test	Std.		
	Mean	Deviation	N
Pre-test	42.33	8.732	12
Post-test	73.00	9.095	12

Based on the result above it can be seen that the average pre-test score is 42, 33, while the average post-test is 73.00, while the standard deviation of the pre-test is 8.732, and the post-test is 9.095, indicating that the variation in post-test data is slightly greater than in the pre-test.

Table 2. Normality

Result	Shapiro Wilk
Pre-test	.167
Post-test	.234

The value of the normality test statistic is used to determine whether the data is normally distributed. Additionally, the degree of freedom used in the normality test. In addition, the probability value that indicates whether the data is normally distributed. If the Sig value is > 0.05, then the data can be considered normally distributed.

Table 3 Paired sample

Pair	Mean	Std. Deviation	Sig. (2-tailed)
Pre-test and Post-test	30.667	4.638	0.00

Based on the table above, it can be seen that, there is a significant difference between pre-test and post-test scores ($P\text{-value} < 0.05$). Meanwhile, the average post-test score is higher than the average pre-test score. The findings suggest a significant increase in post-test scores relative to pre-test scores, indicating the effectiveness of the intervention and thus, the study is deemed successful.

The research has been done by previous research Prestiadi et al (2020) there was an increase in the score in the experimental class which was carried out by comparing the pre-test scores before using the instructional videos on SIPEJAR and the post-test after using the instructional videos on SIPEJAR. The increase in student scores shows that the use of effective instructional videos is used in online learning. Sabric et al (2021) add that Online-learning videos, due to their various positive effects, are becoming increasingly acceptable for both successful students and teachers. In addition to supporting students in learning, video-based learning has proven to be a powerful reflection tool for teachers, but also significant in the context of their professional development. In line with Yoon et al (2021), Video-based online learning is becoming commonplace in higher education settings. Prior studies have suggested design principles and instructional strategies to boost video-based learning.

Conclusion

Based on the author's findings, from the results of the study, it can be concluded that the use of internet-based videos can improve student's pronunciation. This is evidenced scores softer being given treatment using internet-based videos. This study shows that technology can be utilized as an effective learning tool to improve student's language skills, particularly pronunciation.

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