

Student's Perspective on Pronunciation Using YouTube during Covid-19 Pandemic

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ABSTRACT

Pronunciation is one of the English language components that play an important role in creating effective communication. The symbol of sounds is expressed by the arrangement of words (vocabulary) and structures of the sentence (grammar). Besides, pronunciation stands up as an aspect of setting the system of sounds so that the production of vocabulary and grammar are used correctly in oral communication. This study discusses students' perspectives on the pronunciation of using YouTube during the COVID-19 pandemic. The type of research is descriptive quantitative research. The population in this study was fifth-semester English education students at A class Cokroaminoto Palopo University. The data collection techniques used questionnaire distribution by Google form. The purpose of this study was to determine students' perspectives of the learning process in phonetics and phonology courses by using YouTube as the learning media. The results of this research indicate that students' perspectives on pronunciation using YouTube during the COVID-19 pandemic were positive responses. It is supported by students' answers where the average percentage of strongly agree in positive response is 34% and agree in positive response is 50%.

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1. Introduction

English is a tool for communicating orally and in writing. The meaning of communicating is meant to understand and express information, thoughts, and feelings, and develop science, technology, and culture by using language. The ability to communicate in a complete sense is the ability to discourse (Yassi et al., 2023; Nur at al., 2023; Rahman & Weda, 2018). English is the official language of many commonwealth countries and is widely understood and used. English is spoken in more countries in the world than any other language and compared to any other language except Chinese, it is also spoken by more people (Junaidi et al., 2020; Anggawira et al., 2021; Machmoed et al., 2023; Sahib, 2007). English is a Germanic language that was first spoken in England in the Early Middle Ages and is today the most commonly spoken language worldwide.

Technology plays a very important role in today's society and can be used in various aspects of life. For example, today's society tends to use technology in activities and looking for job information, completing jobs, and even looking for information via the internet. The internet has grown rapidly, through the media of the internet, everyone can access a variety of information that is useful for the development of each individual (Szymkowiak et al., 2021; Al-Obaydi et al., 2022; Junaidi et al., 2020). Various information on the internet can be used for teaching materials and teaching materials via the Internet in general are more up-to-date, so many students are interested in reading and accessing it his. The emergence of the COVID-19 pandemic has made changes to the learning system from face-to-face methods to online teaching (Zhao & Watterston, 2021; Sukmawaty et al., 2022).

The current phenomenon requires teachers to be more creative in carrying out the teaching and learning process to meet their demands. Advances in technology, especially the internet, have been in line with the demands of this internet generation so that its integration will be by the learning method so that the learning process and learning outcomes will be optimal (Amin et al., 2022; Qin et al., 2020; Wollschlaeger et al., 2017). With the change in the teaching system which obliges students to learn online using smartphones monotonous teaching methods tend to bore students, which makes them more interested in opening online applications such as Instagram, Facebook, Twitter, or other media. One of the learning media in question is YouTube.

This media presents various kinds of teaching materials, one of which is English language learning media. Learning in the form of visuals and attractive designs is very easy to download. Students will very easily absorb the information provided by teachers if presented with interesting pictures and visuals. YouTube can be used as learning media for courses that are considered difficult for students, one of which is English Phonetics and Phonology. This course is a compulsory subject that must be taken in the study program English language education. The YouTube application is one of the favorite applications for students, apart from being a lot of entertainment content there is also educational content that can be used in the learning process which is considered easier to understand.

According to Cholisah et al., (2021) pronunciation is one of the English language components that play an important role in creating effective communication. Since pronunciation becomes the power factor in determining the success of communication, EFL students should be encouraged to practice their pronunciation abilities as fluently and accurately as possible (Tsunemoto & McDonough, 2020). In dealing with this issue, creating the success of oral communication, the pronunciation aspect becomes the crucial one to consider. The EFL teachers should be aware of this issue by identifying the methods for teaching pronunciation to EFL students (Pardede, 2018; Jahara, & Abdelrady, 2021). It is expected that students may correctly pronounce English words to support comprehensible communication. Human communication is arranged mainly through sounds.

The symbol of sounds is expressed by the arrangement of words (vocabulary) and structures of the sentence (grammar). Besides, pronunciation stands up as an aspect of setting the system of sounds so that the production of vocabulary and grammar are used correctly in oral communication. The EFL teachers should be aware of this issue by prioritizing the order of phonological features in pronunciation instruction. Since the study of phonological features leads students to imitate their teachers in the early stages of the language learning process, it is obvious that the teachers themselves should be accurate and clear in determining what approach or methods of teaching should be selected for their students. Arimilli et al., (2016:110-111) describe that there are nine possible methods of teaching pronunciation that EFL teachers can carry out as a reference to be taught based on students' needs. They are a naturalistic method, phonetic transcription method, minimal pair drills method, sentence drills or contextualized minimal pairs, visual reinforcement, vowel shifts and stress shifts drills, tongue twisters, reading aloud, and recordings. Some of these methods are conventional ways; some of them use technological devices (Gilakjani et al., 2019). Based on some explanations above, the researcher is interested in conducting a research entitled "Students' Perspective in Pronunciation Using YouTube during the Covid-19 Pandemic".

Some researchers have done research related to YouTube as a learning media to increase ability in pronunciation. Research has also been put into this research.

The first important study is by Lestari (2017) entitled *The Use of YouTube as A Learning Media English*. She found that videos on YouTube can be classified into two types. First, videos in the form of lectures or lectures can be used as sources to learn English. In addition to other English videos such as videos, interviews can be used as a source of data on language variations. Research also shows that students have a positive perception of the use of YouTube in English class

The second important study was conducted by Aulia (2020) entitled *English Pronunciation Practices: From Tongue Twisters to YouTube Channel*. This research aimed to investigate the students who were given 26 tongue twisters consisting of 24 English consonant sounds to pronounce four times for each of them. The result showed that tongue twisters for sounds /p/, /f/, /v/, /ð/, and /z/ were difficult enough for them due to the interference of their mother tongue which commonly missed these sounds. Besides that, the highest percentage of students who got a score of 60-69 on their YouTube channel video indicates that they still need more practice.

Another research conducted by Karisa et al., (2019) entitled *Phonological Analysis of Dental Sounds on Rie McClenny" S "How I Got Hired at BuzzFeed" Video* their found that mispronounced Words with Dental Sounds and Their Patterns From "How I Got Hired At BuzzFeed" video by Rie McClenny which was observed, 18 mispronounced words with dental sounds were found. There are two phonological processes found in Rie,,s pronunciation which is sound substitution and elision. Rie McClenny" 's pronunciation on the "How I Got Hired at BuzzFeed" video, McClenny pronounces several words differently from the dictionary pronunciation. The words are listed in the tables and 13 compared with the transcription from the Oxford Dictionary (see Table 1). In the video, there are changes from consonant /ð/ to /d/ in the words this, then, the that, they, them, there, those, and changed to /z/ in the word another. The consonants /θ/ are changed to /t/ in the word something, thought, think, and thing. It is also changed to /s/ in the word three and anything. /θ/ is deleted in the word months.

The difference between the research above and this research is in the object of research and the research procedure. The object of this research is students at Cokroaminoto Palopo University and the research procedure that this research used is delivering the questionnaire via Google Form.

2. Methodology

The research is descriptive quantitative research that is used to describe the result of using YouTube to find out students' perspectives on pronunciation the fifth-semester English students at Cokroaminoto Palopo University. The total number of populations was 49 students from A class. The total number of samples was 49 students from A class. The researcher used the saturation sampling technique on the students who learn phonetics and phonology. Saturation sampling is a technique used when the number of subpopulations is small, generally not more than 100. The instrument in this research was a closed-ended question technique. This technique consisted of one learning media and a questionnaire using Google Forms to see the students' perspectives on pronunciation.

In collecting the data, the students have to answer the questionnaire from Google Forms. The procedure was conducted by the researcher explaining the questionnaire for about 5 minutes, then the researcher distributed the questionnaire to the English students and the English students did the questionnaire test for about 30 minutes. Data were then analyzed statically to find the result.

3. Result and Discussion

In analyzing the data, the researcher used descriptive analysis qualitatively. The questionnaire was distributed to the 49 students of the English Education Study Program at Cokroaminoto Palopo University. The first step of calculating data in this research was giving code the students' answers from every answer, then analyzing them qualitatively to answer the research questions that related to the English students' perspective of pronunciation at Cokroaminoto Palopo University.

Based on the findings, the researcher presents the discussion of the data. This section presents the result of data analysis. It aims to find out the students' perspective on pronunciation using YouTube during the pandemic of lesson study in the teaching practice of English for Phonetics and Phonology at Cokroamonoto Palopo University.

3.1. Percentage Mean of Students Perspective in Pronunciation Using YouTube during Covid-19 Pandemic

Table 1. The Average Percentage of Students' Response

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	16	34%
2	Agree	4	25	50%
3	Neutral	3	7	14%
4	Disagree	2	1	2%
5	Strongly Disagree	1	0	0%
Total			49	100%

From the table above, it can be summed up that the average percentage of positive questionnaires from 49 students, 50% of students answered Agree (S). 34% of students answer Strongly Agree (SS). And 14% of students answered Neutral (N) of the statement and 2% answered Disagree (TS). It can be classified that there are 98% of students answer as positively answer.

3.2. Analysis of Students' Questionnaire

a) Question No 1

Table 2. I can easily understand the pronunciation of dental consonants using YouTube

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	16	28.6%
2	Agree	4	31	63.3%

3	Neutral	3	4	8.2%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 2 shows that there are 49 responses from the sample. Of 49 students, 63.3% students answered that they Agree (S) about easily understanding the pronunciation of dental consonants using YouTube. 28.5% of students answer Strongly Agree (SS) about the statement. 8.2% of students answered Neutral (N). It can be classified that All of the students' answers in Table 2 are classified that there are 91.8% of students answered as positive answers.

b) Question No 2

Table 3. I like it when the lecturer gives material using YouTube

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	12	24.5%
2	Agree	4	22	44.9%
3	Neutral	3	14	28.6%
4	Disagree	2	1	2%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 3 shows that from 49 students, 44.9% of students answered Agree (S) with the way the lecturer provides material using YouTube. 24.5% of students answer that the way the lecturer provides material using YouTube is Strongly Agree (SS). 28.6% of students answered Neutral (N) of the statement and the rest answered Disagree (TS). It can be classified that there are 69.4% of students' answers in Table 3 as positive answers and 30.6% of students' answer is classified as negative answer.

c) Question No 3

Table 4. I don't have trouble pronouncing dental consonants before watching YouTube

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	9	18.4%
2	Agree	4	27	55.1%
3	Neutral	3	9	18.4%
4	Disagree	2	4	8.2%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 4 shows that 55.1% of students answered that they Agree (S) have trouble with dental consonant pronunciation before watching YouTube, 18.4% of students answered that Strongly Agree about that statement, 18.4% of students answered Neutral (N), and 8.2% students answer Disagree (TS). It can be classified that there are 73.5% of students gave positive answers.

d) Question No 4

Table 5. During the phonetic and phonology lectures, I arrived on time

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	27	55.1%

2	Agree	4	16	32.7%
3	Neutral	3	6	12.2%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 5 shows that 55.1% of students answered Strongly Agree (SS) that they arrived on time in phonetic and phonology lectures, and 32.7% of students answered Agree (S) about that statement. And 12.2% answered Neutral (N). It can be classified that 87.8% of students' answers as positive.

e) Question No 5

Table 6. YouTube makes it easy to learn pronunciation during the pandemic

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	30	61.2%
2	Agree	4	17	34.7%
3	Neutral	3	2	4.1%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 6 shows that 61.2% of students answered Strongly Agree (SS) that YouTube makes it easy to learn pronunciation during the pandemic, 34.7% of students answered Agree (S), and the rest answered Neutral (N). It can be classified that 95.9% of students' answers are positive.

f) Question No 6

Table 7. The use of YouTube as a learning media must be increased

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	18	36.7%
2	Agree	4	25	51%
3	Neutral	3	6	12.2%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 7 shows that there are 51% of students answered Agree (S) that the use of YouTube as a learning media must be increased, 36.7% of students answered Strongly Agree that the use of YouTube as a learning media must be increased and 12.2% students answer Neutral (N). It can be classified that 87.7% of students' answers are positive answers.

g) Question No 7

Table 8. It's easy for me to get learning resources using YouTube during the pandemic

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	19	38.8%
2	Agree	4	26	53.1%

3	Neutral	3	4	8.2%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 8 shows that 53.1% of students answered Agree (S) that easy to get learning resources using YouTube during a pandemic, 38.8% of students answered Strongly Agree (SS), and 8.2% of students answered Neutral (N). It can be classified that there are 91.9% of students' answers are positive answer.

h) Question No 8

Table 9. Lectures are fun with YouTube

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	16	32.7%
2	Agree	4	25	51%
3	Neutral	3	7	14.3%
4	Disagree	2	1	2%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 9 shows that 51% of students answered Agree (S) that lectures are fun with YouTube, 32.7% of students answered Strongly Agree (SS), 14,3% of students answered Neutral (N), and 2% of students answered Disagree (TS). It can be classified that there are 83.7% of students' answers are positive answers and there are 16.3% of students' answers are negative answers.

i) Question No 9

Table 10. Lecturers of Phonetic and Phonology courses often use YouTube as a medium for providing material

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	8	16.3%
2	Agree	4	27	55.1%
3	Neutral	3	14	28.6%
4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
Total			49	100%

Table 10 shows that 55.1% of students answered Agree (S) that the lecturers often use YouTube as a medium for providing material, 16.3% of students answered Strongly Agree (SS), and 28.6% of students answered Neutral (N) about that statement. It can be classified that there are 71.4% of students' answers are positive answer.

j) Question No 10

Table 11. The dental consonant pronunciation material on YouTube is very clear

No.	Categorize	Score Positive (+)	Frequency	Percentage (%)
1	Strongly Agree	5	13	26.5%
2	Agree	4	31	63.3%
3	Neutral	3	5	10.2%

4	Disagree	2	0	0%
5	Strongly Disagree	1	0	0%
		Total	49	100%

Table 11 shows that 63.3% of students answered Agree (S) that the dental consonant material on YouTube is very clear, 26.5% of students answered that the dental consonant material on YouTube is very clear, and 10.2% of students answered Neutral (N). It can be classified that there are 89.8% of students' answers are positive answer.

The research was done in an English Students A class at Cokroaminoto Palopo University, using Google Forms. It showed that many students gave positive perspectives on ten questions in the questionnaire. The statement from Tsunemoto & McDonough (2020) is also supported by the data processing result from the questionnaire given to students. It showed that the English students gave a positive perspective toward YouTube in dental consonant pronunciation at fifth-semester English education students in Cokroaminoto Palopo University.

4. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the English students give a positive perspective toward using YouTube in learning dental consonant pronunciation during the pandemic at Cokroaminoto Palopo University. It is supported by students' answers where the average percentage of strongly agree in positive response is 34% from 49 students and agree in positive response is 50%. Based on descriptive quantitative research that is used to describe the result of using YouTube to find out students' perspectives on pronunciation the fifth-semester English students at Cokroaminoto Palopo University, it can be concluded that the student's perspective on pronunciation using YouTube during covid-19 pandemic is in a positive category so that the researcher concludes students' perspective on pronunciation using YouTube during covid-19 pandemic is positive.

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