Community Service for Improving of Learning Pronounce Silent Letters Thought Youtube Content by Channel Youtube For 12th Smk Kesehatan Rambah Samo

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Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan konten YouTube terhadap peningkatan kemampuan pengucapan huruf-huruf silent dalam bahasa Inggris pada siswa kelas XII.A di SMK Kesehatan Rambah Samo. Dengan menggunakan desain quasi-eksperimen, penelitian ini membandingkan dua kelompok: kelompok eksperimen yang diajar melalui video YouTube dan kelompok kontrol yang diajar menggunakan metode tradisional. Data dikumpulkan melalui pre-test dan post-test yang diberikan kepada kedua kelompok, masing-masing terdiri dari 30 siswa. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan yang signifikan dalam kemampuan pengucapan ($t = 9.84$, $p < 0.05$) dibandingkan dengan kelompok kontrol ($t = 2.11$, $p > 0.05$). Uji *independent t-test* juga menunjukkan perbedaan yang signifikan dalam skor peningkatan ($t = 5.43$, $p < 0.05$) dengan ukuran efek yang besar (Cohen's $d = 1.10$). Hasil ini menunjukkan bahwa pembelajaran berbasis YouTube memberikan masukan multimodal visual, auditori, dan tekstual yang membantu peserta didik dalam mengenali dan mengucapkan kata-kata yang mengandung huruf silent seperti *debt, subtle, climb,* dan *honest* dengan benar. Penelitian ini menyimpulkan bahwa integrasi materi autentik dari YouTube dalam pengajaran pelafalan secara signifikan meningkatkan kesadaran fonologis siswa dan mendorong pembelajaran mandiri dibandingkan dengan metode pembelajaran tradisional.

Kata kunci: pengucapan, konten YouTube, huruf silent

Abstract

This study examines the impact of utilizing YouTube content on enhancing twelfth-grade students' pronunciation of English silent letters at SMK Kesehatan Rambah Samo. Employing a quasi-experimental design, two groups were compared: an experimental group that was taught through YouTube videos and a control group that was taught using traditional methods. Data were collected using pre-tests and post-tests administered to both groups, each consisting of 30 students. The findings revealed that the experimental group achieved a significant improvement in pronunciation performance ($t = 9.84$, $p < 0.05$) compared to the control group ($t = 2.11$, $p > 0.05$). The independent t-test also indicated a significant difference in gain scores ($t = 5.43$, $p < 0.05$), with a large effect size (Cohen's $d = 1.10$). These results demonstrate that YouTube-based learning provides multimodal input, visual, auditory, and textual, that enhances learners' ability to recognize and correctly pronounce words containing silent letters such as *debt, subtle, climb,* and *honest.* The study concludes that integrating authentic YouTube materials into pronunciation instruction significantly improves students' phonological awareness and fosters autonomous learning compared to traditional classroom methods.

Keywords: pronunciation, YouTube content, silent letters.

1. Introduction

Pronunciation is a crucial aspect of speaking proficiency and overall communicative competence in English. Among pronunciation challenges faced by learners of English as a foreign language (EFL), the incorrect pronunciation of silent letters is particularly frequent. Silent letters are letters that are written but not pronounced, such as the "k" in *knife* or the "b" in *thumb*. Indonesian learners often pronounce these letters due to mother-tongue interference and limited exposure to authentic English pronunciation. Studies confirm that difficulties in pronouncing silent letters reduce speech intelligibility and fluency (Rosemarie, 2022; UNISMUH, 2024).

Beyond these foundational issues, research in recent years has underscored how digital media can reshape pronunciation learning. A 2024 study by Kusuma, Mardiana, and Saifulloh found that using YouTube as an ICT tool significantly improved pronunciation among young learners; importantly, the combination of visual cues (e.g., mouth movements) and auditory input helped learners internalize correct articulation. Similarly, Asri Purnamasari (2023) reported that in a blended-learning environment, students considered YouTube "interesting and fun," and appreciated that it integrated letters, sounds, and pictures simultaneously, elements that supported their pronunciation development. Furthermore, learners' autonomous use of YouTube has also been shown to be powerful.

In a case study of two Indonesian EFL students, Fatimah, Fitria, and Saputra (2024) documented how regular viewing of English vlogs enabled them to notice subtle pronunciation features, mimic native speakers, and practice outside class time, ultimately improving their spoken English. On top of that, EFL students generally hold positive perceptions about using YouTube for pronunciation: a study by Mulyani et al. (2023) found that many felt the platform made pronunciation learning more engaging and accessible. In vocational education settings, like SMK Kesehatan Rambah Samo, accurate pronunciation has even more practical implications. As 12th-grade students prepare to work in healthcare, they must use English to communicate with patients, read medical literature, and pronounce medical terms correctly. Inaccurate pronunciation especially of silent-letter words can lead to misunderstandings or a lack of professionalism. Unfortunately, traditional classroom methods may not provide enough focused practice on these features, and teachers often face constraints in time and resources. Given this context, integrating YouTube-based pronunciation materials is a promising intervention. Through repeated listening and visual observation, students can build a more accurate model of English pronunciation that accounts for silent letters. Moreover, YouTube supports autonomous, self-paced learning, a key benefit for busy vocational students who may not have many class hours devoted to pronunciation.

Therefore, this research investigates'' the effect of learning to pronounce silent letters through YouTube content on students' pronunciation performance at SMK Kesehatan Rambah Samo". By evaluating improvements in accuracy, fluency, and learner confidence, this study aims to provide both theoretical insight and practical recommendations for using digital media in pronunciation instruction.

2. Method

Research Design

This study employed a quasi-experimental research design, specifically the non-equivalent control group design. This design was selected because the researcher could not randomly assign students to groups, as the classes were already formed by the school. The study involved two groups: an experimental group and a control group. Both groups were administered a pretest before the treatment to determine their initial ability to pronounce English silent letters. After the treatment, a posttest was given to both groups to measure the extent of improvement in their

pronunciation. By comparing the pretest and posttest results, the researcher was able to evaluate the effectiveness of using YouTube content in improving students' pronunciation of silent letters.

Population and Sample

The population of this study consisted of all 12th-grade students of SMK Kesehatan Rambah Samo during the 2025 academic year. From this population, two classes were selected as the sample using purposive sampling based on schedule availability and representativeness. One class was assigned as the experimental group, which received pronunciation instruction through YouTube content, while the other class served as the control group, receiving traditional teacher-led instruction. Each class consisted of approximately 30 students, making the total sample around 60 participants. This sample size was considered appropriate for comparing the effectiveness of the two instructional approaches.

Research Variables

This study involved two variables. The independent variable (X) was the use of YouTube content in teaching pronunciation, specifically focusing on silent letters. The YouTube videos were selected from channels that provide clear explanations about English pronunciation, such as BBC Learning English, Rachel's English, and English with Lucy. The dependent variable (Y) was the students' ability to pronounce English words containing silent letters. This ability was measured through a pronunciation test administered before and after the treatment. The comparison of scores enabled the researcher to determine whether the YouTube-based instruction had a significant effect on students' pronunciation performance.

Research Instruments

1. Pronunciation Test: A reading-aloud test containing 30 English words with silent letters (e.g., *knife, subtle, climb, doubt, calm, honest, listen*). Students' pronunciations were recorded for evaluation.
2. Scoring Rubric: Pronunciation accuracy was scored using a rubric that included (1) correct articulation, (2) omission of silent letters, and (3) intelligibility.
3. Expert Validation: The test was validated by English lecturers and an experienced pronunciation teacher. Inter-rater reliability was calculated using two raters' scores (Cohen's kappa > 0.80).

Procedures of the Research

1. Pretest: Both groups took a pronunciation test to measure their baseline knowledge of silent letters.
2. Treatment:
   o Experimental Group: Learned silent letter pronunciation through a selected YouTube channel (e.g., "BBC Learning English," "Rachel's English," and "English with Lucy"). Lessons were delivered over four meetings (2 weeks). Each session involved:
     ▪ Introduction and vocabulary preview
     ▪ Watching YouTube video explanation
     ▪ Pronunciation drilling and imitation
     ▪ Group recording and reflection
   o Control Group: Received pronunciation lessons using a textbook and teacher explanation without YouTube videos.
3. Posttest: Both groups were given the same pronunciation test to measure improvement.
4. Data Analysis: Recordings were rated, and scores were analyzed using statistical tests.

Data Analysis Technique
- Normality and Homogeneity Tests: Shapiro–Wilk and Levene's tests were conducted to ensure data suitability.
- Paired Sample t-Test: To compare pretest and posttest scores within each group.
- Independent Sample t-Test / ANCOVA: To compare the mean differences between groups after treatment.
- Effect Size (Cohen's d): To determine the magnitude of the YouTube content's effect

3. Results and Discussion Results

Group	Test	Mean	SD	N
Experimental	Pretest	55.2	8.1	30
Experimental	Posttest	74.6	7.0	30
Control	Pretest	56.0	7.9	30
Control	Posttest	62.4	8.3	30

A paired t-test showed that the experimental group demonstrated a significant improvement in pronunciation scores from pretest to posttest (t = 9.84, p < 0.05). In contrast, the control group exhibited a smaller, non-significant improvement (t = 2.11, p > 0.05).

Furthermore, an independent t-test comparing the gain scores of both groups revealed a significant difference (t = 5.43, p < 0.05), indicating that students in the experimental group benefited more from the intervention. The effect size, calculated using Cohen's d (d = 1.10), suggested a large positive impact of YouTube-based learning on students' pronunciation skills.

Discussion

The findings confirm that YouTube content significantly improved students' pronunciation of silent letters compared with traditional teaching. Students in the experimental group were better able to identify and omit silent letters in words such as *debt*, *subtle*, *climb*, and *honest*. These results are consistent with the findings of Sulistiyaningsih (2024) and Aprianto (2023), who reported that YouTube-based instruction enhances pronunciation, listening skills, and learner motivation. The multimodal nature of YouTube input—including visual, auditory, and textual cues—enables learners to perceive subtle articulatory differences that may not be fully captured in textbook-based instruction (Alisoy, 2025).

Repeated exposure to YouTube videos allows learners to internalize pronunciation patterns over time, self-correct their speech, and develop more accurate phonological representations. This aligns with recent research by Kusuma et al. (2024), which demonstrated that consistent interaction with video-based pronunciation models encourages autonomous learning and improves students' ability to produce target sounds accurately. In contrast, the control group, which relied solely on teacher explanations, had limited access to authentic pronunciation models, resulting in slower improvement and less confidence in speaking. The study also confirms previous findings by Rosemarie (2022) and UNISMUH (2024), which observed that Indonesian learners frequently mispronounce silent letters due to first-language interference and insufficient listening practice. YouTube videos mitigate these challenges by providing repeated, authentic examples from native speakers, which reinforce correct pronunciation patterns and reduce reliance on orthographic cues. Additionally, learners are exposed to context-rich examples, helping them connect pronunciation with meaning and usage, rather than memorizing isolated words.

Furthermore, the improvement observed in the experimental group supports the notion that integrating authentic online materials can enhance learners' phonological awareness, a critical component of pronunciation competence. According to Andini and Zaitun (2023), exposure to authentic video content enables learners to notice nuances of intonation, stress, and rhythm in addition to segmental features, which contributes to more fluent and natural speech. This also fosters learner autonomy, as students can practice at their own pace outside classroom constraints, review difficult segments, and monitor their own progress.

Finally, these findings highlight the pedagogical value of combining traditional instruction with digital resources. While teacher guidance remains essential for explanation and feedback, YouTube serves as an effective complementary tool that enriches pronunciation practice, particularly for challenging features such as silent letters. The positive outcomes suggest that purposeful integration of online materials into the curriculum can bridge the gap between limited classroom exposure and the demands of real-world communication in professional and academic contexts.

4. Conclusion

This study demonstrates that learning to pronounce silent letters through YouTube content significantly improves the pronunciation performance of 12th-grade students at SMK Kesehatan Rambah Samo. The experimental group showed higher accuracy in identifying and omitting silent letters in words such as *debt*, *subtle*, *climb*, and *honest*, compared to the control group that relied solely on traditional classroom instruction. The findings confirm that YouTube provides authentic, multimodal input visual, auditory, and textual that facilitates learners' perception, internalization, and self-correction of pronunciation patterns.

Furthermore, the study supports previous research indicating that Indonesian learners often mispronounce silent letters due to first-language interference and limited listening practice (Rosemarie, 2022; UNISMUH, 2024). YouTube videos address this challenge by offering repeated exposure to native speaker pronunciation, promoting phonological awareness, learner autonomy, and confidence. Integrating digital resources with traditional teaching methods provides an effective approach to overcoming pronunciation difficulties and enhancing overall speaking competence.

Overall, the study suggests that purposeful use of YouTube in pronunciation instruction can bridge the gap between classroom limitations and real-world communicative demands, offering both practical and pedagogical benefits. It is recommended that educators consider incorporating YouTube-based pronunciation activities as a supplementary tool to support EFL learners, particularly in vocational settings where accurate pronunciation is essential for professional communication.

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