

STUDENTS' PERCEPTION IN UTILIZING YOUTUBE VIDEO
AS LEARNING MEDIA IN TEACHING STRESS PRONUNCIATION

Maspufah¹, Yeni Afriyeni,²Diana Zuriati³, Gunaldi Masbiran⁴
^{1,2,3,4}STBA Persada Bunda

Email: ¹maspufah81@gmail.com, ²yenisbk123@gmail.com,
³diana.zuriati77@gmail.com, ⁴gunaldim81@gmail.com

Abstract

Keywords: Stressing is one of the most important pronunciation points in English conversation. Without correct stress, other people might be difficult to understand what the speakers' saying. However, the teachers as well as lecturers as the role model sometimes made inaccurate stressing which made the teaching of pronunciation is overlook. This research aimed to find out the students' perception in utilizing YouTube video as learning media in teaching stress pronunciation. The method of the research was descriptive qualitative. The sample was taken by using purposive sampling technique. Eighteen students from the first semester of 2022/2023 academic year from a private public college in Pekanbaru were taken as the sample. The instrument used to collect data was questionnaire from google form. The data were analyzed by using three data analysis theory. After analyzing the data, it was found that utilizing YouTube as learning media for students was entertaining and educational. It also provided clear and accurate stress pronunciation by native speaker. Beside that students got opportunity to practice stressing pronunciation while watching the video and the video itself can be rewind for many times. Thus, it can be concluded that students had a positive perception in utilizing YouTube video as learning media in teaching stress pronunciation. Regarding to the students' positive perception towards YouTube video as learning media, it is suggested that teachers as well as lecturers to utilize YouTube video as learning media not only for stressing but also other pronunciation subject.

Kata Kunci: *Stressing* merupakan salah satu poin penting dalam percakapan dalam bahasa Inggris. *Stressing* yang kurang tepat dapat mengakibatkan seseorang kesulitan memahami apa yang dikatakan lawan bicaranya. Akan tetapi, guru ataupun dosen sebagai contoh di kelas terkadang melafazkan *stressing* dengan kurang tepat, sehingga pengajaran pronunciation tersebut sia-sia. Penelitian ini bertujuan untuk mengetahui persepsi siswa

dalam pemanfaatan video youtube sebagai media pembelajaran dalam mengajarkan pelafazan stress. Penelitian ini menerapkan metode deskriptif kualitatif. Subjek penelitian ini adalah 18 orang mahasiswa semester pertama pada tahun ajaran 2022/2023 di sebuah perguruan tinggi swasta di Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner yang dibuat melalui google form. Data yang terkumpul dianalisis dengan menggunakan tiga teori analisis data. Setelah menganalisis data, ditemukan bahwa pemanfaatan youtube sebagai media pengajaran bagi siswa sangat menghibur dan mendidik. video tutorial dapat diputar ulang, dan memungkinkan siswa untuk berlatih pelafazan sambil menonton video tutorial. Selain itu, video tutorial tersebut menayangkan pelafazan stressing yang jelas dan akurat karena diucapkan oleh penutur asli. Dengan demikian dapat disimpulkan bahwa siswa memiliki persepsi positif dalam pemanfaatan video youtube sebagai media pembelajaran dalam pengajaran pelafazan *stressing*. Sehubungan dengan persepsi positif siswa terhadap pemanfaatan video youtube sebagai media pembelajaran, guru dan dosen disarankan untuk memanfaatkan video youtube sebagai media ajar tidak hanya untuk pengajaran *stressing* tetapi untuk materi pronunciation yang lain juga.

INTRODUCTION

Stressing is one of the most important pronunciation points in English conversation. Without correct stress, other people might difficult to understand what the speakers' saying. It can be happened because different stress part will give different meaning. Even the main goal of teaching pronunciation is not a native-like pronunciation, but at least students' were able to pronounce in proper way (Gilakjani 2012). Pronouncing words with the correct stress can make a big difference, especially in speaking. The pronunciation will sound clearer and more natural.

Stressing is simply defined as relative emphasize on syllable or word are pronounced by raising the volume, altering the pitch, and prolonging the vowel (Yangklang 2013). Basically, there is not exact rule for stressing because there are many exceptions for each rule. There are two levels of stressing as the basic concept of rules; words and sentence level. Kreidler (2004) summarized stress

rule from three categories; syntactic, morphological, and phonological. In words level, there were five common rules. First, two syllables noun and adjective are usually stressed in the first syllable. Second, two syllable verb and preposition are usually stressed in the second syllable. Third, three syllables verbs are usually stressed in the first syllable. Fourth, words with ending suffix --tion, -ity, -sion, -cian, and -ic are stressed in the second last syllable. Fifth, words with ending suffix -cy, -ty, and -gy are usually stressed in the third-to-last-syllables. For the fourth and the fifth rule, the syllables are counted backward. In sentence level, stressing is more flexible than in words. Stressing in sentences is made based on the speaker intention. There are two rules for the sentence stress. First, content words are stressed. It generally consists of nouns, adjectives, adverbs, and verbs except verb be is, am, and are. Second, function words are unstressed. It generally includes personal pronouns, possessive adjectives, prepositions, conjunctions, articles, and verb be.

Teaching pronunciation, especially stressing, is considered more effective by giving example (Rachmawati and Cahyani 2020), then students mimicked it. However, the teachers as well as lecturers as the role model sometimes made inaccurate stressing which made the teaching of pronunciation is overlook. Meanwhile, for communication, words and sentences stress must accurate enough to be understood. It might be happened because most of the teachers as well as lecturers were also non-native speaker who certified from local educational background. They have inadequate minimal exposure of English sounds as they rarely contact with native speaker (Purnamasari 2018)

Utilizing YouTube video in teaching pronunciation had been believed contribute many benefits for both lecturers and students. As a social media platform, YouTube integrated audio and visual with various design. Many native speakers who work in English Language Teaching (ELT) field created pronunciation tutorial videos, and then they loaded to their YouTube channels. Students can learn from these videos by hearing, seeing, and then mimicking the pronunciation of the native speakers (Mulyani and Sartika 2019). It can be an alternative to overcome the inaccurate stressing and other pronunciation from the

role model. Due of YouTube videos' ability to be replayed numerous times, students can use them as self-learning resources. Furthermore, it was able to increase students' interest (Istiyani and Murtiningsih 2020) as well as their motivation to. The students gained more confidence to speak English in class (Abrar and Aya 2021)

There were numerous research had been conducted about the effectiveness of YouTube in teaching pronunciation. Rachmawati and Cahyani (2020) investigated if YouTube videos had a significant impact on students' pronunciation abilities. Next, Purnamasari (2018) highlighted four research findings. First, it was found out if students had access to YouTube videos and they did not have any problems to access it. Second, they believed that watching YouTube videos was entertaining and educational. Third, the video provided advantages since it combines the presentation of the instructional elements in letter, sound, and picture. Fourth, they claimed that YouTube videos are enlightening and inspiring, which helped them with their pronunciation. In addition, Istiyani and Murtiningsih (2020) investigated whether YouTube videos increased student engagement and self-assurance in the classroom. Most of the research on pronunciation was focused on consonants, vowels, and intonation. However, the research which investigated on stressing was relatively rare. Thus, to fulfil the missing gap, this research was conducted to describe the students' perception in utilizing YouTube video as learning media in teaching stress pronunciation. Based on the previous description, the aimed of the research was to find out the students' perception in utilizing YouTube video as learning media in teaching stress pronunciation.

METHOD

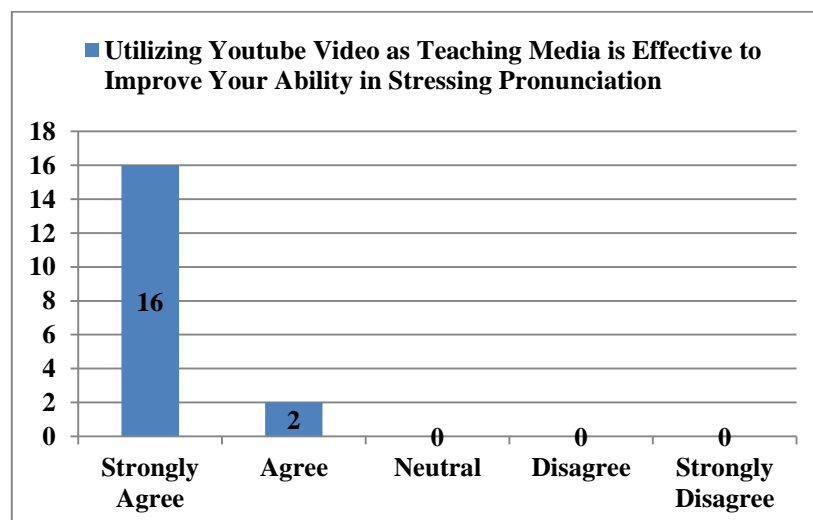
This research was carried out by implementing descriptive qualitative method. This research was held in a private public college in Pekanbaru. The population was the first semester students of 2022-2023 academic year of a private public college in Pekanbaru. The sample was taken by adopting purposive sampling technique as proposed by Cresswell (2014). Eighteen students from the

first semester students were taken as samples. Online interview was conducted to collect the data. The google form used to create the questionnaire. The questionnaire were in both optional and open question. The question no 1 and 2 were optional while question no 3, 4, and 5 were open question to get explanation from the prior question or even stand by itself. The questionnaires were designed to find out students' perception in utilizing youtube video as learning media in teaching stress pronunciation, such as students' understanding on the video, their ability improvement, the benefit, and difficulties in utilizing youtube video. The qualitative data were analysed by adopting three data analysis theory proposed by Miles, Huberman, and Saldana (2014) which called data condensation, data display, and conclusion drawing.

FINDING AND DISCUSSION

In this section, discussion was offered based on the question given to students about their perception in utilizing YouTube video as learning media in teaching stress pronunciation. The followings were description of the students' response which gathered from google form.

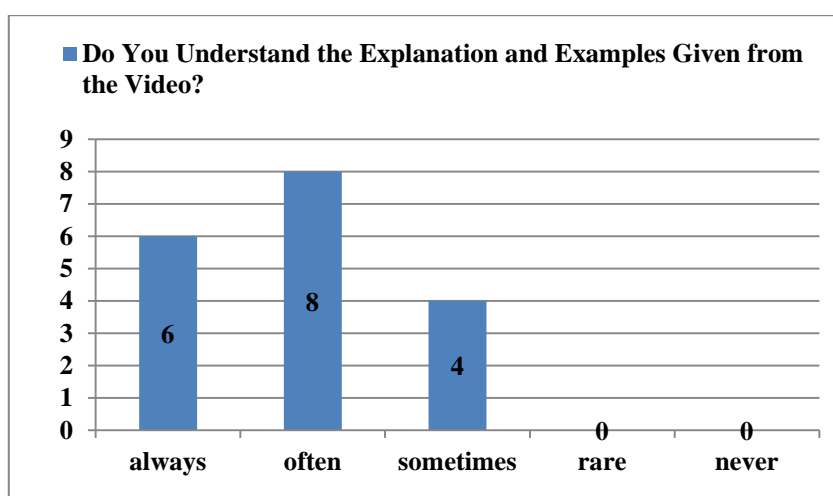
Graph 1. YouTube is an Effective Learning media



Graph1 was the result of the question whether utilizing YouTube video as learning media is effective to improve students' ability in stressing pronunciation. Based on the Graph 1, it can be seen that 16 or 89% students were strongly agree if utilizing YouTube video as learning media is effective to improve their ability in stressing pronunciation. Then 2 or 11% students also agreed if YouTube video is effective to improve their ability in stressing pronunciation. None students chose option "neutral", "disagree", and "strongly disagree" it meant that all of students agreed if YouTube video as learning media was effective to improve students' ability in teaching stressing pronunciation. This finding was in line with the previous research conducted by Rachmawati and Cahyani (2020).

Then, the responses of the second question were depicted in the following Graph.

Graph 2. Students' Understanding on YouTube Video Explanation



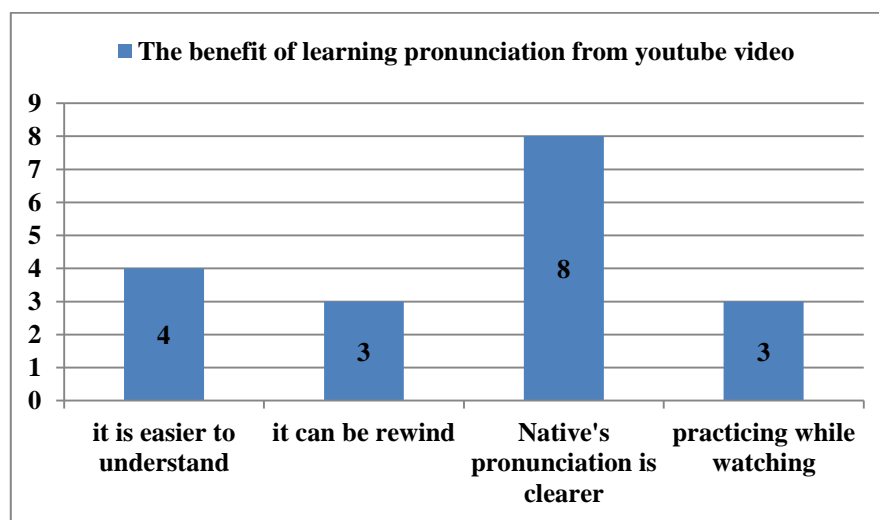
Graph 2 was the students' response about their understanding with the explanation and example given by native speaker in YouTube video. From the Graph, it was found out that 6 or 33% students chose "always", 8 or 44% students chose "often", and 4 or 22% chose "simetimes". Meanwhile, none students chose "rare" and "never". It meant that most of students understood what the native speakers explained in their tutorial video.

For supporting the response of students' understanding on youtube video explanation and example, they said that they always understood with the explanation because the native speakers in the video demonstrated clear and

accurate pronunciation not only on the topic of stressing but also in the whole explanation. This was supported by the result of research conducted by Andini and Zaitun (2023) The other students said that they sometimes understand, but they still need English subtitle to catch what words which they missed.

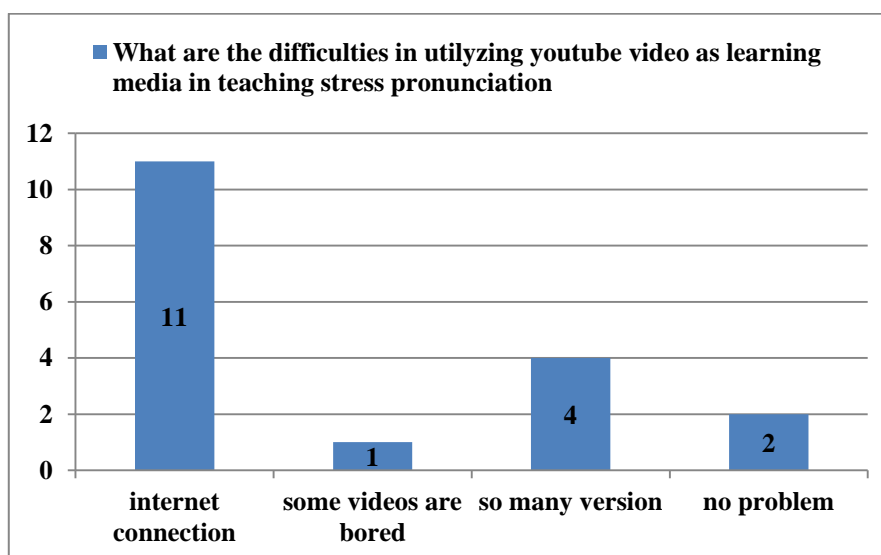
Next, the students' response in the fourth question can be seen in the following Graph;

Graph 3. The Benefit of Utilizing YouTube Video as Learning Media



The fourth questions were open question. The question was the benefit of utilizing YouTube video as media teaching in teaching stress pronunciation. The students' responses were varying, but it tent to refer to the four major groups as depicted in Graph 3. There were 4 or 22 % students said that learning stress pronunciation by utilizing YouTube video is easier to understand than the conventional teaching method as it was more entertaining and educational (Purnamasari 2018). This response was inline with prior research conducted by Purnamasari (2018). Then, 3 or 17% students said that video from YouTube is rewindable which benefit them to rewatch it. It was supported by the research result by Istiyani and Murtiningsih (2020) Next, 8 or 44% students asserted that utilizing YouTube video gave them benefit by watching native speaker directly whose pronunciation is clearer and more accurate (Andini and Zaitun 2023). And then, 3 or 17 % students said that by watching YouTube video, they can directly practice by mimicking the stress pronunciation (Mulyani and Sartika 2019).

Graph 4. The Difficulties of Utilizing YouTube as Learning Media



The Graph was the result of the students' response on the question about the difficulties of YouTube as learning media in teaching stress pronunciation. The students' responses were also varying, but it tent to refer to four major groups response as depicted in the Graph. Most of students about 11 or 61% students complained about unstable internet connection which made the video sometimes buffering and skip for a second. Moreover, the video sometimes freeze but the voice was played. Then, 1 or 6% student said that some videos were long and seemed to be bored. Next, 4 or 22 % said that there were so many versions of stressing video, whereas every version mostly offered different theory. Lastly, 2 or 11% students said that they did not have any problem in utilizing youtube video as learning media in teaching stressing pronunciation. From the response it can be inferred that the difficulties of utilizing youtube video as learning media majority caused by the internet connection. It means that students were still have positive perception with youtube video as media learning as they mostly complained with the internet connection.

CONCLUSION

Based on the findings in the previous section, students understood the video well as it is created by native speaker who had clear and accurate pronunciation not only on the stressing, but also in the whole explanation. Then, they also said

that youtube gave them benefit such as entertaining and educational, offering possibility to practice stressing by mimicking the native speaker while watching the video, and the video can be rewound for many times. Next, they did not find any difficulty in utilizing youtube, except the internet connection. Furthermore, they said that their ability in stressing pronunciation were improved. So, it can be concluded that students had positive perception in utilizing youtube video as learning media in teaching stressing pronunciation.

Regarding to the students' positive perception towards YouTube video as learning media, it is suggested that teachers as well as lecturers to utilize YouTube video as learning media not only for stressing but also other pronunciation subject. The result of the research hopefully useful for other reseacher who want to conduct a further research about pronunciation,

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