

CHAPTER I BACKGROUND

1.1 Background

English is the most commonly spoken language worldwide and serves as the primary means of communication for both native and non-native speakers. It is used as the main language in many countries and acts as a global bridge for communication. One of the important components of acquiring is accurate pronunciation. According to (Andini Putri & Zaitun, 2022) states that pronunciation is one of the most challenging aspects of learning English, mispronouncing words can lead to changes in sentence meaning. Moreover, mastering proper pronunciation accelerates the acquisition of English-speaking skills and optimizes listening and language comprehension abilities effectively. Empirically, English learners in Indonesia face challenges in mastering pronunciation, given the status of English as a foreign language. These difficulties hinder their ability to pronounce words with accuracy, fluency, and clarity comparable to native speakers.

This phenomenon is influenced by several significant factors. First, the mother tongue's strong impact is hard to completely erase. The influence of the mother tongue affects students' proficiency in pronouncing English naturally, their spoken English often reflects phonetic characteristics of their native language, resulting in accents influenced by languages such as Javanese, Torajanese, and Buginese. Second, obstacles arise in mastering the correct pronunciation of vowel and consonant (difficulty exists adapting to the phonetic system of English). Differences in vowel and consonant sounds between Indonesian and English often lead to pronunciation errors among students. For example, the letter (C) is pronounced (Ce) in Indonesia, whereas in English it is pronounced as (Si), except for certain letters such as (L, M, N, and Z). Which have the same pronunciation in both languages. Last, difficulty in pronouncing the final syllable correctly. certain suffix, such as (-es, -s, and -ed) are added in word pronunciation. However, students often fail to provide adequate vocal emphasis on specific words. Which causes these endings to be less audible in spoken communication.

This is in line with the results of observations made by the researcher during the magang 3 program. Students' pronunciation skills remain relatively low, as evidenced when they read narrative text in front of the class. There are several mispronunciations, such as in the words (island, receipt, stomach, answer etc.). In addition, students also tend not to place sufficient vocal emphasis on word endings such as -es, -s, and -ed, example in the word connected, worked, watches, fixes.etc.

Kelly (2001) states that teaching pronunciation focuses on two main components, especially in relation to developing productive skills. In terms of receptive skills, students need to recognize and distinguish differences between phonemes. Subsequently, they must apply this understanding when articulating sounds. In reality, the researcher only teaches pronunciation using a reactive teaching method. The researcher tends to respond directly to students' mistakes in class. For example, when noticing a student mispronouncing a word, the researcher immediately corrects it rather than including it in the lesson plan. On the other hand, some students struggle to understand and remember how to pronounce those words when they need to speak at another time. Additionally, the researcher continuously teaches pronunciation using drilling method without utilizing other methods or media. As a result, students become bored and less interested in learning English, especially in pronunciation for speaking. Therefore, the researcher needs to select the appropriate learning media to ensure that learning objectives can be optimally achieved. When choosing the appropriate type of media, it's important to take into account several factors such as the learning objectives, the content to be presented, the characteristics of the students, the most effective media format, the learning setting, and the resources that are available (Marpanaji, Mahali, and Putra 2018).

The development of learning media should always keep up with technological advancements, especially with the increasing use of Information and Communication Technology (ICT). Global access to knowledge is the biggest advantage of modern education. Students can access the internet, to get information from various learning resources from around the world. The internet provides a wide variety of platforms that we can access at any time. With various platforms available, it is easy for users to learn new things, one of the platforms that is being

booming in use is YouTube. Through Youtube, users can take advantage of various video content as an alternative learning medium. One example of available educational content is material on “pronunciation”, which is taught directly by native speakers using both Indonesian and English as the introduction, as seen on Youtube channels like English with Lucy and Stevenson. These videos significantly help students understand and imitate the correct pronunciation of English words, following

native speakers’ articulation. By mastering proper pronunciation, students can enhance their confidence in communicating in English. Content creators on Youtube can share their thoughts, educational materials, life experiences, and various other topics. From the data obtained at the end of 2023, Indonesia is in the fourth position of the most YouTube users in the world. One of its able to attract students to make YouTube as a means of learning, especially for those who are learning foreign languages, especially English. One concrete example is a video that teaches about "pronunciation". Video is the right media to help improve pronunciation, because videos in addition to displaying moving images also provide sounds that make it easier for listeners to imitate these sounds.

The research about using videos to improve students’ pronunciation in teaching learning process has been conducted by (Sulistyaningsih, R. 2024) on The Use of YouTube to Improve Students’ Pronunciation Skills of Informatic Management, STMIK Widya Pratama. He found two results, first interview results most students feel more motivated and enthusiastic, this can be seen from how they focus on the video during the learning session. Second, the average results of oral pronunciation test scores, from the results of the average scores obtained by students after taking the oral test, it can be seen that there was a significant increase in scores obtained by students after the lecturer added learning media in the form of youtube videos during the English pronunciation learning process in the classroom. The next study comes from (Hasanah, M. & Wahono, S. 2022) on Watching English Native Speakers’ YouTube Channel to Improve Students’ Pronunciation Ability of Junior High School in Jember, Indonesia, stated that watching English native speakers’ youtube is effective improve the students’ students pronunciation ability. The improvement should be shown by the result of the final score from the pretest which

was 35% to post test in cycle one two which was 57,5% and from post test in cycle one to post test in cycle two which was 87%. YouTube video makes students motivated and enthusiastic in learning, because they more focus and active on the video during the learning session. This is also supported by Andini, P. & Zaitun (2022), learning pronunciation through Youtube Videos should create an interactive and enjoyable learning environment.

From the background above, the researcher interested to choose the research, by raising the title “Effectiveness of Using Youtube Videos to Improve Students’ Pronunciation at SMAN 5 Palopo”.

1.2 Problem Statement

The problem of the study is : Is the use of Youtube video effective to improve students’ pronunciation at SMAN 5 Palopo?

1.3 Objective of the Research

To examine whether or not the use of YouTube video is effective in improving student’s pronunciation at SMAN 5 Palopo.

1.4 Significance of the Research

The significant of this research are:

1. First, for the researcher, this research is expected to be able to help researcher as a reference and for the next researcher can apply YouTube as a medium for the learning English especially pronunciation.
2. Second, for the students, to enhance students’ overall speaking and pronunciation ability, and to assess their pronunciation scores after being taught through YouTube videos.
3. Last, for the next researcher, this research is expected to serve as a new research for future studies to explore in greater depth.

1.5 The scope of this Research

Based on the existing problem, the researcher was conduct research focuses on the effectiveness of the “ Rachel English” with miss Rachel Youtube channel in improving the pronunciation of eleventh grade students at SMAN 5 Palopo .

1.6 Defenition Operasional

To prevent any confusion for the reader, this research provides some general definition:

1. Pronunciation

Pronunciation is the process of pronouncing the words, utterances or even sentence. That has a clear meaning so that the listener easily understands the meaning of the word, utterance, or even sentence. Pronunciation is very important in the process of word meaning beacuse when it is wrong to pronounce the word it will have a different meaning.

2. Videos

Video is a medium that combines moving images and sound, making the delivery of information more engaging and dynamic. In education, videos are often used to help students understand material more easily because they can both see and hear the content.

3. YouTube

YouTube is a digital platform as a place to share videos, whatching videos, and as one of the media that provides income for content creators.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is the process of producing a word that involves several organs in the mouth such as vocal cord, teeth, tongue, soft and hard palate. If we want to say a word, the organs in the mouth will automatically respond and do their job. This is also supported by Sakinah et al (2024), who said the sound producing process in pronunciation through the role of speech organs. It starts with the lungs providing airflow, the larynx controlling voiced or voiceless sounds, and then the tongue, lips, and jaw shaping the airflow through the oral cavity to produce vowels and consonants. For example in a word “top” sound /t/ the tip of the tongue touches the alveolar ridge (just behind the upper teeth) to produce the plosive sound.

Amanda Karunia et al (2023) adds that pronunciation refers to the way words are spoken in verbal communication including intonation, word stress, and rhythm of which play a role in conveying messages effectively . for example in the sentence “ i didn’t say he stole the money “, placing stress on “he” gives the different meaning than stressing “money”. The use of the intonation and stress shows the speaker’s intended meaning.

Based on the opinion above the researcher concludes pronunciation is the way we produce sounds using speech organs like the tongue, lips, and vocal cords, along with proper stress and rhythm to make speech clear and natural.

b. Elements of Pronunciation

Pronunciation consists of two main components namely segmental and suprasegmental features, which include segmental (vowels, consonants and diphthongs). While suprasegmental including stress, intonation, and juncture. are classified based on how they are produced and function in speech (Lasi,F. 2020), those are:

1) Segmental Features

Segmental features are the individual sound elements (phonemes) in speech, such as vowels and consonants. In simpler terms, segmental features are the smallest sound units in a language's sound system that can be analyzed separately and play a role in distinguish meaning. The main types of segmental features that constitute the focus of this thesis include:

a) Vowel

Vowel are defined as vocal sounds produced when air is released through the mouth and throat without any obstruction or narrowing, resulting in no friction.

(1) Short Vowels in English

English has many different vowel sounds, but this discussion will focus on short vowels. These short vowels are represented by the letters I, E, V, Q, and U. Short vowels are simply sounds with relatively brief duration, as will be explained further, vowel lenght can very depending on the context in which they are used. Here are examples of english short vowel , along with words that contain :

/ɪ/ (example words : “sit”, “fish”, “bit”, and “milk”. Mouth is more closed, tongue forward and slightly raised).

/æ/ (example words : “cat”, “man”, “ hat”, and “ bat”. Open your mouth wide, with the tongue slightly forward and low).

/ɛ / (example words : “ bed”, “red”,” pen”, and “ net”.mouth is moderately open, tongue raised slightly toward the front).

/ɑ/ (example words : “hot”, “dog”, “log”, and “ cot”. Mouth forms around shape but not wide open, tongue stays in the middle).

/ʌ/ (example words : “ cup”,” luck”, “ mud”, and “ sun”. Slightly open mouth, tongue stays in the lower-middle position).

(2) Long Vowel in English

Long vowels are vowel sounds that are pronounced the same as the name of the vowel letters themselves (A, I, U, E, O). These sounds are usually held longer and are clearer than short vowels. Examples of long vowels :

A (/ei/) example word: make, cake, rain, day, and train. Explanation (the letter “a” is pronounced /ei/ like the “ay” in cake.

I (/ai/) example words: kite, time, ride, ice, and light. Explanation (the letter “i” is

pronounced /ai/, like the “i” in time.

U (/ju/ or /u/) example words: cute, flute, music, june, and unicorn. Explanation (the letter “u” can be pronounced /ju/ (as in cute) or /u/ (as in flute).

E (/i/) example words: see, tree, green, meet, and feet. Explanation (the letter “e” is pronounced /i/, like the “ee” in see

O (/ou/) example words: go, home, boat, nose, and stone. Explanation (the letter “o” is pronounced /ou/, like the “o” in go.

b) Diphthongs

Muhayyang & Sakkir (2023) explain to understand the variation or changes in sounds, diphthongs as compound vowels sounds consist of combinations of two vowel elements, the first and second, which must follow specific rules closely to avoid incorrect or inaccurate pronunciation. These rules include: (1) position, referring to the placement of a vowel element before or after another vowel, (2) spelling forms, spelling plays a key role in determining sounds variation or change, and (3) stress or the length of the sound, whether a word is pronounced with short or long vowels, with various exceptions included. Furthermore, when the vowel appears as the first element, while the second vowel element must still be pronounced clearly. Therefore, a diphthong is produced in a single breath, where the first vowel sound is not separated from the second, but both are pronounced together in a unified manner with one breath. According to Smith, 2015, as cited in Wangi & Lestari (2020) a diphthong is two different vowels pronounced in sequence within one utterance.

Robin (1980:75) classified vowel sounds into two elements. The first elements include the vowels /e/ , /o/, /a/, /i/, /ɛ/, /ɔ/, /ə/ , and /u/. Combinations of these first and second vowel elements produce eight diphthong sounds, namely:

- (1) /ei/ this sounds is similar to the “ey” examples they /ðei/ , play /plei/ and day /dei/.
- (2) /ou/ this sounds like “ow” or “oh” examples no /nou/ , goat /gout/ , and show /ʃou/.
- (3) /ai/ this sounds like “ eye” examples tie /tai/ , ride /raid/ and find /faɪnd/.
- (4) /au/ this sounds like “ow” examples house /haus/ , shout /ʃaut/ , and loud /laud/.
- (5) /ɔi/ this sounds like “oy” examples toy /tɔi/ , voice /voɪs/ , and join /dʒɔɪn/.

(6) /iə/ examples idea /aɪdiə/ , theatre /θiətə/ , and real /riəl/.

(7) /ɛə/ examples care /kɛə/ , share /ʃɛə/ , and bear /bɛə/.

(8) /uə/ this sounds like “oo-uh” examples tour /tuə/ , cure /kjʊə/ , and sure /ʃʊə/.

c) Consonants

A consonant is a speech sound that occurs when the airflow from the lungs is obstructed in some way by the articulators (such as the tongue, teeth, or lips) during its production. Unlike vowels, which are produced with a relatively open tract, consonants involve a narrowing or complete closure at some point in the vocal tract. This is also supported by Protoc (2021) who said a consonant is a speech sound produced by partially or completely blocking the airflow in the vocal tract. Unlike vowels, which are produced with a relatively open vocal tract, consonants involve interaction between articulatory organs such as the tongue, teeth, and lips.

Consonants are classified based on : First place of articulation, the location in the vocal tract where the sound is produced, “bilabial, alveolar, velar”. Second manner of articulation , how the airflow is obstructed,”plosive, nasal, fricative”. Third voicing , whether the vocal cords vibrate during sound production “voiced or voiceless”. Examples in English.

(1) /p/ : voiceless bilabial plosive

(2) /b/ : voiced bilabial plosive

(3) /s/ : voiceless alveolar fricative

(4) /m/ : voiced bilabial nasal.

2) Supra-segmental features

Suprasegmental features are elements in speech that cover more than one sound or phoneme. These elements involve aspects such as volume, pitch, pauses between words or phrases, and the length of pronunciation. These features play an important role in language to differentiate meaning, emotional expression, and the intention of an utterance (Sharma 2021). The main types of suprasegmental features that constitute the focus of this thesis include:

a) Stress

According to Sharma (2021) stress is an extra force used in pronouncing a syllable. It is the degree of loudness, tenseness, sonority, and muscular energy used

while pronouncing a particular syllable. This is also supported by Underhill (2005) who said that word stress refers to the emphasis or accent placed on a specific syllable within a word. The stressed syllable is typically louder, longer, and has a different pitch. In words with two syllables, one syllable receives the main stress while the other remains unstressed. For words with three or more syllables, in addition to the primary stress, there is also a secondary stress, which is less prominent. Therefore, word stress can be categorized into three levels: primary stress, secondary stress, and unstressed.

b) Intonation

Intonation is the variation in pitch that occurs in our voice as we speak. It plays a crucial role in expressing our thoughts and helps us interpret the thoughts of others. Although we are highly attuned to intonation, we often perceive it without being consciously aware of it (Lasi 2020). Tolibovna (2023) adds in spoken language, intonation plays a vital role, and native speakers use it to express the intended meaning of effect. It is often described as the “melody of speech” and is analyzed based on variations in pitch. In addition to helping us understand meaning, intonation also provides clues about the speaker’s attitude or how they feel about what they are saying. when we listen to someone speaking, the way they say things can clearly convey their attitude. We can tell whether a person is interested, bored, or even lying, and so on (Lasi 2020).

(1) You’re coming with us? (Rising intonation) = tentative question

(2) You’re coming with us. (Falling intonation) = command

From the explanation above, it can be concluded that, in pronunciation there are two elements, namely vowels and consonants. vowels and consonants are very important in the aspect (pronunciation) because they are the main foundation of forming words and meanings in a language. Consonant or vowel differences can change the meaning of a word completely e.g. /bit/ vs beat (vowel difference /I/ vs /i:/).

In an effort to improve students' pronunciation, audiovisual-based learning media such as YouTube has significant potential. The use of videos allows students to access authentic pronunciation by native speakers as well as observe visual and auditory aspects simultaneously, which has been shown to improve students'

phonological awareness and pronunciation skills (Putri & Sari, 2020).

c. Teaching Pronunciation

Teaching pronunciation in English is a crucial component of language learning as accurate pronunciation greatly influences comprehension in spoken communication. Lubis & Ismah (2022), states that teaching pronunciation is not an easy task, especially for second-language learners who are familiar with the sounds system of English with the advancement of technology of education, audio visual media has become of effective tool to address those challenges. Through such media, student's can not only hear correct pronunciation from native speakers but also observe articulatory movements directly. Therefore, the use of audio visual media can provide a more contextual and immersive learning experience in teaching pronunciation.

YouTube media should not be the only focus researchers must also act as role models for their students. Otherwise, students may adopt incorrect pronunciation, resulting in the repetition of errors. It is essential for the researcher to model accurate sounds and speech production to ensure that students fully comprehend the proper articulation of pronunciation.

According Salsabila et al (2025) pronunciation is the way of producing words in English that involves correctly articulating sounds, intonation, stress, and rhythm so that the message conveyed can be clearly understood by the listener. Proper pronunciation is very important is very important to avoid misunderstanding and to facilitate smooth communication in various social and professional context. This is approach provides framework that makes it easier for students to grasp the meaning of spoken language and convey messages clearly in oral communication.

In addition, this is also explained by Sultanzade & Yariweva (2024), that teaching pronunciation focuses on helping learners produce sounds that convey the correct meaning in spoken language. It is an important component of speaking skills, as clear pronunciation is incorrect, it can lead confusion or misunderstanding. For example, if someone says "cap" instead of "cup" while ordering a drink at a cafe, the waiter might give them something different from what they intended. Such mistakes often occur among Indonesian learners due to the influence of their native language and limited exposure to native-like pronunciation

in daily life.

As Simatupang M. State that : The difficulties of pronunciation are : At the initial stage of learning spoken English, students typically confront five distinct categories of pronunciation challenges, outline as follows :

- (1) A student's mother language may have relationship between sounds or spelling
- (2) Learners may be familiar first with English sounds related to the new sounds spelling relationship while he is learning English.
- (3) There may be some of their mother language sounds that english do not have
- (4) There may be some of English sounds which their mother language does not have
- (5) The English stress and intonation patterns may be strange and confusing to the learners of English.

In conclusion, it can be inferred that, pronunciation challenges in English stem from five key factors: inconsistent sound-spelling patterns, unfamiliar English sounds, interference from the learner's native language, difficulty with stress and intonation, and lack of phonetic training or exposure. Addressing this issues requires targeted teaching strategies and the use of audio-visual media to improve learners' ability to produce sounds that convey clear meaning.

2. YouTube Videos

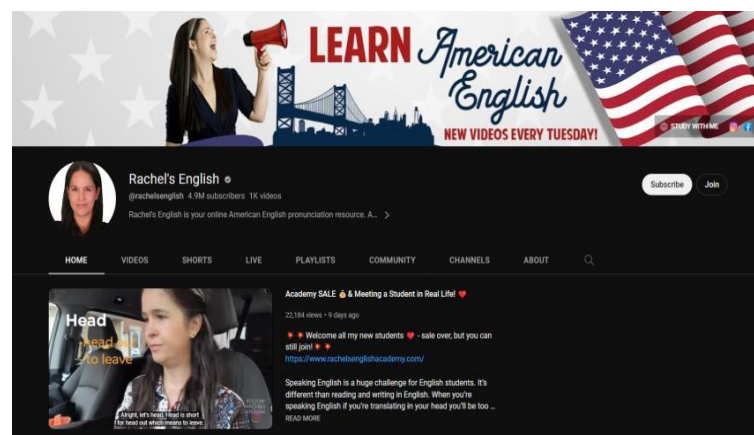
a. Definition of YouTube Videos

Students can enhance their knowledge and skills more effectively because audio- visual media such as films and videos help clarify understanding, without being limited by time and pplace. Youtube is a video-sharing site that not only provides entertainment but also plays an important role as a learning tool for student's studying foreign languages. By using various educational channels, native-language videos, and subtitle features, learners can practice learning skills, improve pronunciation and expand their vocabulary.

Youtube also offers students the opportunity to be exposed to real-life language use through various content such as vlogs, interviews, and documentaries. This helps them understand cultural aspects and recognize informal or colloquial expression. In addition, thanks to it's flexible acces, learners can study anytime at their on pace, making the language learning process more engaging and tailored to

individual needs.

Youtube videos are videos share by content creators with various duration from short videos to long videos. The video is shared on one of digital platforms YouTube and can be accessed by all YouTube users in the world. Another explanation about definition of YouTube videos from Chih Mei Wang at all (2021) They said YouTube is the world's most popular video platform , which not only provides entertainment videos, but also allows many professional or amateur researchers to upload teaching videos for users to learn specific skills. Giammarrusco (2021) also give him statement, he said YouTube videos are videos that contain various kinds of important information that occurs in the world such as crime information videos and various other events. In this era most people use cameras to record every event and also their life experiences then shared to YouTube and will become public consumption.



Picture 1. The Example of Learning Videos Source : Youtube Rachels' English

The researcher concludes youtube videos is a visual and audio content that is uploaded and shared through the Youtube platform, a video-sharing website owned by google. This content can conclude various types, such as vlogs, tutorials, music videos, educational videos, game streaming, and product reviews.

b. Advantages and Disadvantages of Youtube Videos

Youtube has several advantages, including: The first, we can access youtube at any time without time limit and region restrictions. The second, Youtube present up to date information so that we don't miss the news that is being discussed, the third we can interact with each other from various regions through live broadcast

media, the fourth, Youtube videos have variety of types one of which is a video tutorial, the fifth, there is a complete selection of material explanation so that we can choose the material that we will learn, and the last but not least, we can repeat the video if we don't understand the material explained. Apart from the advantages, of course youtube also has disadvantages. Youtube's disadvantages include : Firstly, to access youtube we need an internet network, if not we can't access the videos, secondly, we are free to upload videos, even though the videos are less educational but can be uploaded on youtube. Thirdly, sometimes there are still students who open other videos outside of learning videos, for that need more supervision when students are asked to access Youtube. Fourthly, sometimes the resolution of the image displayed is less clear so that we are less satisfied with the videos watched. And the lastly, there is a lot of insident viewing, so that it becomes dangerous viewing material for those who are still underage.

From the explanations above, it can be concluded that the use of audiovisual in learning pronunciation has advantages and disadvantages. there are several advantages of youtube videos including flexibility, providing the latest information, and students can repeat the video if they don't understand, in addition to the advantages there are also disadvantages, namely limited access to technology and also students sometimes switch to videos outside of learning. therefore, the use of this media needs to be supported by researcher direction and supervision for optimal learning outcomes.

c. Video Problems

Video is very popular and effective medium to support language learning, including pronunciation. However, using video also comes with several challenges that can hinder the teaching and learning process. According Mustafin et al (2021) there are six problems of video when teaching pronunciation namely:

1) Limited Real-Time Interaction

For example, when a researcher assigns students to watch a YouTube pronunciation video at home, they can only watch and mimic. They can't immediately ask, "Is my pronunciation correct?" or "Why does my tongue need to be in that position?" Without real-time interaction, students tend to imitate sounds without deep understanding and may repeat mistakes without realizing it.

2) Low Student Motivation and Engagement

A video that only contains lectures or technical explanations without any interactive element often bores students. For instance, when a researcher plays a 10- minute pronunciation video without breaks or practice tasks, students become passive viewers. Some even open other apps or lose focus because they don't feel actively involved.

3) Technical Issues

One student in an online class complained that she couldn't watch the pronunciation video because it was too large to load on her phone. In another case, the video's audio was not clear due to poor recording quality, leading students to mishear /f/ as /s/. These technical issues significantly reduced the effectiveness of the video.

4) Difficulty Observing Articulatory Details

Many pronunciation videos fail to show detailed visuals of tongue or mouth movement. For example, in teaching the /ð/ sound, the tongue should touch the upper teeth. But if the camera only shows the speaker's face without a close-up, students miss these key articulation cues, making accurate imitation harder.

5) Content Not Suited to Student Level

Sometimes researchers select pronunciation videos where native speakers talk very quickly and use strong accents. For beginner students, this can be overwhelming. They struggle to recognize words and can't follow the explanation well. As a result, they just watch passively without understanding or practicing pronunciation properly.

6) Lack of Feedback and Assessment

Students who practice pronunciation using videos may feel confident that they are saying things correctly. But without immediate correction, they may continue making the same mistakes. The absence of feedback means they are unaware of what needs improvement, and errors can become ingrained habits.

Thus, it can be summarized that the use of video as a learning medium does provide flexibility but it is not free from obstacles, one of the disadvantages is the limited real-time interaction between students and researchers, so students cannot immediately ask questions or provide quick feedback.

d. Kinds of Youtube Video

YouTube has become one of the largest and most influential platforms in the digital world today. With millions of videos uploaded every day, the content available is extremely diverse, covering a wide range of themes and presentation styles. To understand the dynamics and trends on Youtube, it is important to recognize the different types of videos that are popular and frequently consumed by users. According to Fernandez (2023) there are several main categories of Youtube videos that are commonly found, reflecting the wide variety of interests and needs of viewers around the world:

1) Entertainment

Entertainment content is created to entertain the audience in a creative and fun way. examples include funny videos, daily vlogs, pranks, parodies, or short dramas. this type of content often attracts the attention of the audience

2) Educational

Educational content aims to provide new information and knowledge to the audience. It takes various forms, such as tutorials, scientific explanations, school lessons, or online courses. This content helps the audience learn new things in an easily accessible way.

3) Music

Music content includes video clips, song covers, concerts, and original music recordings. Music is one of the most watched types of content because it has universal appeal and can be enjoyed by all groups.

4) News & Politics

This content presents the latest information on current events, both local and international. In addition to news reports, there are also political and economic issue analyses, issues and discussions that help viewers understand social and government situations more deeply.

5) Lifestyle

This type of content focuses on lifestyle and daily habits. It can be beauty tips, fashion, health, travel, and even daily routines. Lifestyle usually attracts viewers who get inspiration or ideas to improve their quality of life.

6) Gaming

Sports content features matches, highlights, analysis, and news about the world

of sports. In addition, there are also videos about physical exercise and fitness tips that are interesting for fans of a healthy lifestyle.

7) Sports

Sports content features matches, highlights, analysis, and news about the world of sports. In addition, there are also videos about physical exercise and fitness tips that are interesting for fans of a healthy lifestyle. Recordings of matches, highlights, sports tutorials, or athlete performance.

Based on the discussion above, it is evident that YouTube provides several types of content that can be utilized as needed, such as education (to support learning), music (to improve vocabulary through lyrics) and various entertainment videos to reduce boredom.

e. Teaching Pronunciation Through Youtube Video

In learning pronunciation, it's important not only to hear the correct sounds but also to see how they are produced. Videos, especially on platforms like youtube, offer learners a unique chance to observe mouth and tongue movement closely, listen to slow and natural speech, and also practice repeatedly at their own pace. This visual and interactive approach helps learners grasp subtle pronunciation details that are often missed in regular classroom settings.

To implement this method effectively, Rachmawati, R., & Cahayani, F. (2020) states that there are five essential aspects that should be included when teaching pronunciation through video:

1) Appropriate Video Selection:

Researchers select YouTube videos featuring native English speakers with either British or American accents. The videos focus on specific aspects of pronunciation such as intonation, word stress, and vowel/consonant sounds.

2) Listening and Imitation Practice:

After watching, students are asked to re-listen to certain parts of the video that highlight the correct pronunciation. Students then imitate the pronunciation repeatedly, either individually or in groups.

3) Independent and Group Practice:

Students are given the opportunity to practice independently by watching similar videos outside of class time. Group practice sessions are facilitated

where students can give each other feedback and corrections.

4) Evaluation and Feedback:

Evaluation is done periodically through oral tests to assess the development of students' pronunciation skills. Constructive feedback is given to help students understand their mistakes and how to correct them.

5) Homework Assignment:

Students are assigned to watch relevant YouTube videos at home and record themselves imitating the pronunciation shown. The recording is uploaded to an agreed platform to be assessed by the researcher.

The above explanation states that there are five essential aspects in teaching pronunciation. the five aspects complement each other in forming an effective pronunciation learning process. with the right video selection and varied exercises, students can develop pronunciation skills more purposefully and actively.

2.2 Review of Previous Studies

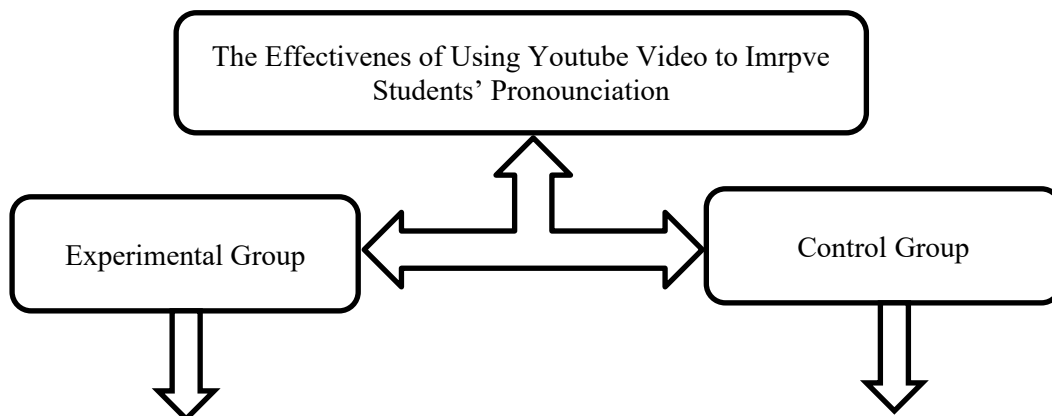
Dealing with efforts to improve pronunciation, many researchers attempted using Youtube videos to improve students' pronunciation in the learning process. There are three relevant studies that support this research, as follow:

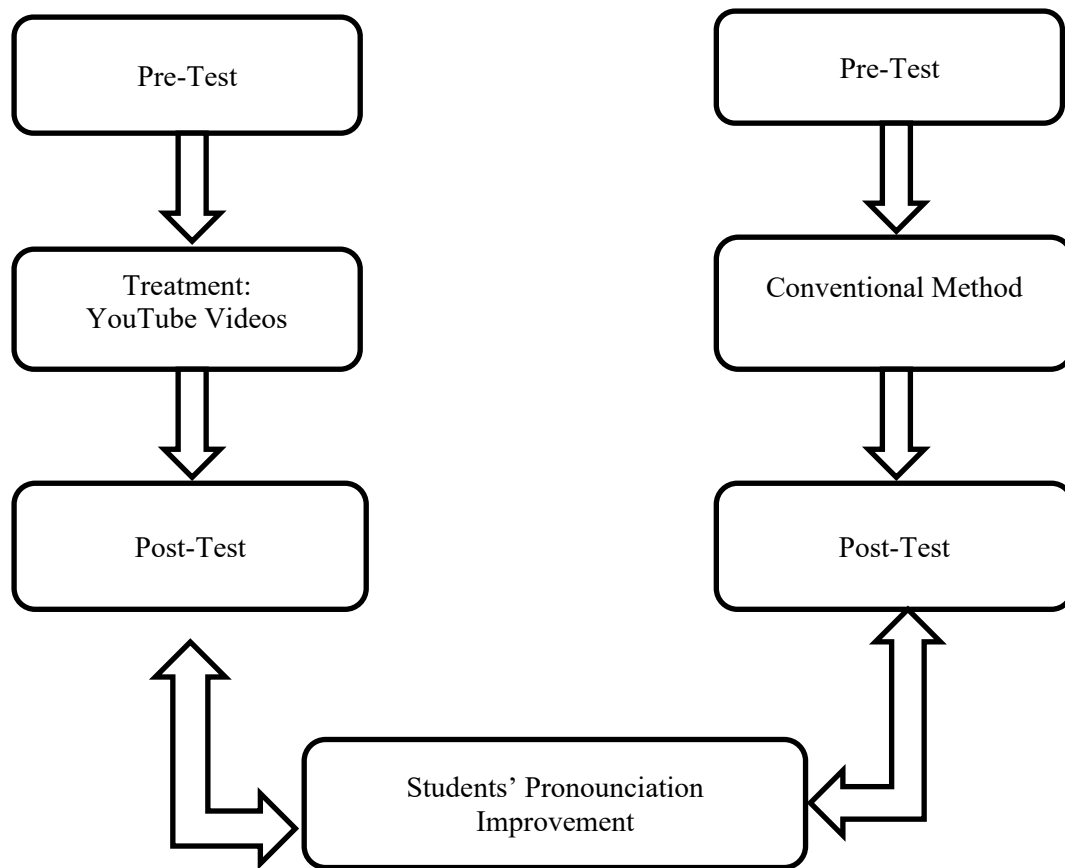
1. Maspuhah (2022), entitled “ Utilizing Youtube Video as Media in Teaching Students' Word Stress Pronunciation”. This study the researcher aims to identify how good the utilizing of YouTube video as teaching media to improve students word stress pronunciation and explain the factors influenced it. This research used action researcher method seventeen students were taken as sample. Quantitative data were from tests, while qualitative data were from interview, observation, and field note. The result showed that the utilizing YouTube video improved students' word stress pronunciation. The factors affecting the improvement were the utilizing of youtube video as teaching media. It can be concluded that the utilizing of youtube video provided a positive result in students' word stress pronunciation.
2. Rachmawati et al (2020) entitled “The Use of YouTube Videos in Improving Non- English Department Students' Pronunciation Skills”, aims to find out whether the use of YouTube videos can affect the improvement of the pronunciation skills of students who do not come from the English language

study program. The study used an experimental design with a pretest-posttest control group approach, where data was collected through tests and observations. The results showed that the use of YouTube videos had a positive effect on improving students' pronunciation skills.

3. Riski Sulistiyaningsih (2024), “entitled The Use of YouTube Videos to Improve Students' English Pronunciation Skills”, aims to assess the effectiveness of using YouTube videos in improving students' English pronunciation skills. The method used was descriptive qualitative with the research subjects being university students, and the instruments used were oral tests before and after the intervention. The results showed that there was a significant increase in pronunciation scores after the use of YouTube videos. In addition, students showed higher motivation to learn. Overall, YouTube videos proved to be an effective learning medium in improving English pronunciation skills. The equation with the research above is that both use Youtube videos as learning media in improving pronunciation in English. However, there are also differences, among others, this study uses Preexperimental quantitative methods while in previous studies using class action methods and some also use descriptive qualitative methods. not only that, there are other differences such as the use of instruments in this study in the form of pronunciation tests while previous studies used interviews and observation

2.3 Conceptual Frame Work





The conceptual framework above illustrates the design of this quasi-experimental study using the non-equivalent control group design. The diagram shows two groups: the experimental group and the control group. Both groups first take a pre test to measure their initial pronunciation ability. The experimental group the receives a treatment through learning activities using Youtube Videos, while the control group is taught using a conventional method. After the learning process, both groups take a post-test to measure their pronunciation improvement. The comparison of pre-test and post-test results from both groups is used to determine the effectiveness of using YouTube videos in improving students' pronunciation.

2.4 Hypotheses

The hypotheses of this study are formulated as follows:

- a. Null Hypothesis (Ho): the use of Youtube digital media is not effective to improve students' pronunciation.
- b. Alternative Hypothesis (Ha): the use of Youtube digital media is effective to

improve students' pronunciation.

Testing rules in general using the following formula:

- a. If $\text{sig } a < 0.05$ then (H_0 is accepted and H_a is rejected)
- b. If $\text{sig } a > 0.05$ then (H_0 is rejected and H_a is accepted)

According to the above criteria, if a significant value is lower than α ($\alpha=0.05$), it means that H_a is accepted. This is a significant difference between the students' pre-test and post-test results after they use YouTube video in the learning process. On the other hand, if significant value is higher than α ($\alpha=0.05$), it indicates that H_0 is accepted. If the value higher than 0.05, it means there is no significant difference between students test score before and after using YouTube video.