

**TEACHERS' PERCEPTIONS OF USING YOUTUBE VIDEOS  
IN IMPROVING STUDENTS' PRONUNCIATION SKILLS  
AT A SENIOR HIGH SCHOOL**

**UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



**By:**

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2023**

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**2023**

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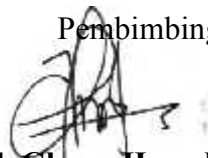
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Wassalamu'alaikum Wr.Wb.

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## **MOTTO**

*“Sometimes you need a moment to not think about your future. Rest your mind and realize that Allah has arranged all your affairs.”*

**( Gus Dur )**

*“Even though it's slow to be fast, but an achievement is not obtained by how fast or slow it is, but how much he keeps going until he finally gets it.*

*Enjoy the process, Until finally you can.”*

**( M. Sodri Almakarim )**

## ABSTRAK

*Di era globalisasi ini, guru harus mempertimbangkan media yang paling efektif dan tepat untuk digunakan dalam pembelajaran bahasa Inggris. Keterampilan pengucapan merupakan salah satu unsur pelatihan bahasa yang sangat penting dan salah satu kebutuhan utama kompetensi pembelajar. Peneliti menggunakan video sebagai media pengajaran untuk mengajar bahasa Inggris, termasuk keterampilan pengucapan. Video YouTube digunakan peneliti sebagai salah satu media internet dalam penelitian ini. Studi ini melihat bagaimana persepsi guru tentang video YouTube dapat digunakan untuk membantu siswa sekolah menengah meningkatkan kemampuan pengucapan mereka. Metode yang digunakan dalam penelitian ini adalah observasi langsung dan wawancara langsung dengan tiga guru bahasa Inggris di SMA di Kabupaten Pekalongan yang menggunakan video YouTube sebagai media pembelajaran bahasa Inggris. Temuan penelitian menunjukkan bahwa guru memiliki perspektif positif dalam menggunakan YouTube. Guru merasa terbantu dalam proses pembelajaran pengucapan. Selain itu, guru mengalami kendala dalam menggunakan YouTube untuk keperluan pembelajaran, salah satunya adalah sedikit kesulitan dalam memilih video yang sesuai dengan materi ajar.*

**Kata kunci:** *Perspektif guru, YouTube, Keterampilan pengucapan*



## ABSTRACT

*In this globalization era, teachers must consider the most effective and appropriate media to use in learning English. Pronunciation skills are one of the most significant elements of language training and one of the main needs of learners' competency. Researcher use video as a teaching medium to teach English, including pronunciation skills. YouTube videos used by researchers as one of the internet media in this study. This study look at how teachers' perceptions of YouTube videos can be used to help middle school students improve their pronunciation skills. The method used in this research was direct observation and direct interviews with three English Teachers at a senior high school in Pekalongan Regency who use YouTube videos as a medium for learning English. The study's findings indicate that teachers have a positive perspectiion on using YouTube. Teachers find it helpul in the process of learning pronunciation. Aside from that, teachers had problems when utilizing YouTube for learning purposes, one of which was a little difficulty in selecting videos that suit the teaching materials.*

**Keywords:** *Teachers Perception, YouTube, Pronunciation Skills*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the current era of globalization, information and communication technology is experiencing very rapid development, including in the field of education in the use of learning media (Apriwahyuni, 2021). According to Daryanto (2016) media in learning is media that is used as a tool and material for learning activities and functions to makes it easier to explain or visualize material that is difficult to understand if you only use verbal speech.

The role of technology in the field of education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process (Raja & Nagasubramani, 2018). Education is essential in corporate and academic settings. In either case, the use of technology can help students understand and retain concepts better.

Mahmud, Halim and Hidayahni (2021) on their study said that facts in the field show that students or students learning English still find difficulties in using English. Thus, with the development of technology in the field of education, teachers must upgrade their teaching methods as they develop for learning to improve because students require an effective medium or tool to assist them in completing the learning process (Saraswati et.al, 2021).

According Akrim (2018), the teacher must create creative and innovative learning media that students can use to deliver the subject's message. Having

the right learning media can increase interaction between teachers and students, allowing students to stay engaged in the lesson.

In line with the opinion above, there are so many ways can be applied by educator and learner in learning and teaching process using social media site. There are many social media sites that can be used in English classes. Moreover, in this era there are so many cheap Smartphones are facilitated so it easy for educator and learner to get the smartphone to access social media sites 2 so long as they have adequate access to the internet. Certainly, they can use these technologies easily.

Many types of technology can be used as learning tools including learning English, one of which is social media. In recent years, social media sites such as Facebook, Instagram and YouTube have become rather popular around the world. Many people become an active user of these sites. Social media site is one of kind of the technologies that people use to share or exchange everything such as information, ideas, photos, or videos.

One of the examples is in the study conducted by Meina and Baron (2019). The study examines the effectiveness of media use social media, namely Facebook, to improve students' abilities in writing descriptive English. From the results of data analysis in this study it was found that Facebook provides positive impact on English writing ability as a whole and specifically for the process of learning to write descriptive.

Apart from Facebook, Instagram can also be one of the supporting media in the process of learning English. Following are some of the effectiveness of

using Instagram as a medium for learning English mentioned by Martarini, Yulianti and Sastaparamitha (2021), (1) students become more motivated and happy in participating in learning (2) improving students' writing skills in English especially in procedure text, (3) this learning contributes increase student motivation towards learning English, (4) This learning can increase students' vigilance in doing assignments.

One of the goals of teaching English in high schools, according to Afriza (2018), is to help students improve their communication skills, both verbal and written so that they can reach an informational level. The concept of pronunciation has become the context for practical methods of communicative competence. ESL/EFL students can speak and express themselves in English without being influenced by their mother tongue, which is the teacher's job when teaching pronunciation.

Students in the speaking class should also be explained how to speak effectively. Pronunciation, grammatical structures, proficiency, and understanding are the various parts of English-speaking skills that must be taught and learned in English-speaking classes. However, in English class, the teacher frequently ignores teaching speaking (Herjuantoro Darmawan, 2018).

The Oxford Dictionary is still used frequently in speech learning (Handayani 2017). Allowing for incorrect pronunciation or errors in the pronunciation of words when studying despite adequate direction is not entirely unacceptable (Rachmawati & Cahyani, 2020). The ability or approach to reciting an English word in the manner of a native speaker is referred to as



pronunciation. When a person states a term that has additional meaning beyond what is intended, pronunciation is crucial. As a result, native speakers advise students to practice and master proper pronunciation. Students can gain a better understanding through the use of media and educational methods.

However, because most English Lecturers in Indonesia are non-native English speakers with a local educational background, the English pronunciation model feels unsuitable and not optimal at times. Such learning exercises are typical of traditional learning approaches. This is where creative, modern, and innovative learning media come into play.

According to Gilakjani (2016) (in Lasi, 2020), one of the most important aspects of language training and one of the primary needs of learners' competency is intelligible pronunciation. While proper pronunciation promotes learning, poor pronunciation creates major obstacles to teaching languages. A teacher must constantly encourage students to speak English when teaching pronunciation by offering them dialogue practice and ensuring that the students understand the dialogue's messages. Another solution to the problem described above is to have a video.

Sriyati (2016) mentions that the use of YouTube enhance students' interest to study English easier. In that research, the researcher found that YouTube was an authentic material in teaching the four skills in English mastery. YouTube is a video platform that allows its users essential freedoms in expressing and sharing information. YouTube is likely to provide significant

benefits that helps students in improving students' English abilities when learning English.

Several students at senior high school in Pekalongan Regency told me that one of their English teachers used a projector to show interesting videos while teaching. Learning according to these students, has become less boring and more interactive. The explanation is based on the student's perceived perception. The researcher was then interested in the teacher's perspective on using YouTube videos as a learning medium to help and support students improve their English skills, particularly their pronunciation skill.

## **1.2 Formulation of the Problem**

This study provides one research question. The researcher explores:

What are teachers' perceptions of using YouTube videos in improving students' pronunciation skills at senior high school?

## **1.3 Operational Definitions**

To avoid misunderstandings about the terms used in this study, the researcher provides the following definitions:

### **1.3.1 Teachers' Perception**

Petegem (2007) stated in his study that the teacher's perception is an assessment of whether his teaching might offer benefits or even challenges during learning and instruction based on what the teacher appears, sees, hears, and experiences.

### 1.3.2 YouTube

YouTube is one of the significant internet-based resources for language learning. YouTube is a famous site that allows the users to upload videos, to share videos with other users, and to comment on the videos posted (Binmahboob, 2020).

### 1.3.3 Pronunciation Skills

Pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby, 1987). Yates and Zelinski in Hasan (2014) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak.

## 1.4 Aims of the Study

The purpose of this study was to investigate teachers' perceptions of using YouTube videos as a medium that helps improve students' pronunciation skills in senior high schools.

## 1.5 Significances of the Study

The significances of study will be useful for:

**1.5.1 Theoretical Use :** This study contribute to appraisal devices Martin and White's theory and support theories related to the teachers' perceptions.

**1.5.2 Empirical Use :** This study will provide empirical insights into English teachers' perceptions of using YouTube

videos as learning media that help to improve students' pronunciation skills at senior high school.

**1.5.3 Practical Use** : This study informs readers about English teachers' perceptions of using YouTube videos as learning media that help improve their students' pronunciation skills at senior high school.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Summary of Finding

Based on the above conversation, it can be concluded that the teacher's impression of the use of YouTube videos to improve students' pronunciation skills at senior high school is favorable. This study found that YouTube videos can be a medium for English teaching and learning. Thus, YouTube videos can help students more precisely follow the speaker's instructions. Beside, YouTube videos help teachers in providing a variety of learning experiences and increasing students motivation. Thus, YouTube videos can support teachers in facilitating students learning of English pronunciation.

There are also difficulties that English teachers confront while using YouTube videos to help students' English pronunciation learning. The teacher has the difficulties to search suitable videos that are appropriate to the material and control students during learning.

#### 5.2 Recommendation

##### 5.2.1 Teachers

According to the study's findings, the teacher used YouTube videos to assist students in learning English pronunciation. As a result, additional teachers can teach English pronunciation to their students using Tiktok, Pinterest, digital comics, and other appropriate digital media. As a result, because the media used is diverse, it can pique

students' interest in an English learning classroom activity. In addition, by using YouTube videos, the other teacher can encourage creativity in the learning activities.

#### 5.2.2 Future researchers

The purpose of this research was to look into both teachers' and students' perspectives on utilizing YouTube videos to help with English pronunciation learning, as well as the technique for using YouTube videos to help with English pronunciation learning. As a result, it is proposed that future researchers consider alternate digital media to improve English pronunciation learning if they intend to pursue the same topics or difficulties as this study. If it is offered in other schools, researchers can look into how English pronunciation is taught in both normal and foreign classrooms. Other English abilities outside of pronunciation could be studied in the future.

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