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USING ENGLISH VIDEOS FROM INSTAGRAM TO INCREASE STUDENTS' PRONUNCIATION SKILL AT THE EIGHTH GRADE OF SMPN 33 MAKASSAR

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<p>Article Info</p> <p>Received: April24, 2021 Revised: May23, 2021 Accepted: June4, 2021 Published: June 20, 2021</p> <p>Keywords: Pronunciation, Instagram, English Videos</p>	<p>Abstract</p> <p>This research was conducted to find out whether Instagram can increase the students' Pronunciation skill. The research was obtained at the eighth-grade students of SMPN 33 Makassar. Using Quasi Experimental by taking 2 classes as samples and each class including 28 students. So, the total number of all samples are 56 students. This research found that Instagram videos can increase the students' Pronunciation skill. The improvement can be seen by mean score of Pre-test in Experimental class was 44.64 and mean score of Post-test was 66.43. Meanwhile, mean score of Pre-test in Controlled class was 47.50 and mean score of Post-test was 42.50. This research Hypothesis concluded that H_a was accepted and H_o was refused showed by the T-test value was greater than the T-table ($6.461 > 1.703$), it means that using Instagram videos can increase the students' English Pronunciation skill.</p>
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INTRODUCTION

Social media is an internet media platform that people use the most in this digital era. Social media giving more space for those who want to share their expression in oral, written, and of course media forms which provides security settings for the users. Social media is a familiar thing for any circle, especially for teenagers and adults. Most teenage students have their own Social Media accounts to connect themselves to others. According to (Tezci and Icen, 2018), Students needs on social media mostly tends to be activities such as sharing document, information, or opinion, and entertainment.

One of familiar Social Media platform that we often encourage is Instagram which is used by most High school students because of it is adequate features that are suitable for them to keep connected with others. A hundred kinds of Instagram content people can access, not

only focusing on lifestyle and entertainment, but also developed for education, but the reality is that only a few students who use Instagram for educational purposes, and the rest are interested to do self-entertainment such as *take a selfie*. It has been said that “The advantages of using Social Media for educational purposes are far ranging” (Sivakummar, 2020). The various educational content on Instagram from Science, medical, language learning, and others can be found on it. In language learning, English is the most language learning that people look for. As we know that English is a language that is commonly used in any abroad.

Every language has a similar major skill (Reading, Writing, Speaking, and Listening), and every skill has common rules that cannot be neglected for language learners such as Speaking skill that cannot be learned without focusing on it is component for Grammar, Vocabulary, and Pronunciation. Pronunciation is the most difficult part, because when the learners start learning it, they need to adapt the new habits from their mother language especially people from country where English is still a foreign language. “Pronunciation is the production of a sound system which doesn’t interfere with communication either from the speakers’ or the listeners’ viewpoint” (Paulstone & Burder, 1976) in (Gilakjani and Branch, 2016). The reality is that most non-English students may still feel difficult to speak in English because they are still at the lowest ability to describe it with words and low confidence because they lack of vocabulary, afraid of using poor Grammar, incorrect pronunciation in front of people. Rajadurai (2006) in (Shak et al., 2016) stated that having low pronunciation could be the obstacle in communication. Unable to use clear pronunciation will cause the conversation become in confusion.

LITERATURE REVIEW

Kammer (2021), in his research entitled “Improving Students’ Vocabulary through BBC’s Video in Instagram at Junior High School”. By taking three times of classroom action cycles. The data result of the research revealed that BBC’s Video used on Instagram as a media of teaching English can improve the students’ vocabulary mastery.

Soviyah (2018), in her thesis titled “Instagram use to enhance ability in writing descriptive texts”. This study using Experimental research to investigate the effectiveness of Instagram usage on students’ performance in writing Descriptive texts. Based on the data that was collected quantitatively, revealed that there is significant difference on students’ writing score those who has been taught by using Instagram and who are not.

Agustin and Ayu (2021), in their journal entitled “The Impact of Using Instagram for Increasing Vocabulary and Listening Skill”. Based on th data revealed that Instagram is obviously can affect the Listening skill and increasing the students’ vocabulary mastering.

From those literature reviews, the

METHODS

The design of this research is by using Quasi Experimental research with experimental and controlled group. According to (Sugiyono, 2013) The selected group in Quasi Experimental research cannot be chosen randomly. Both groups will be given Pre-test to find out their prior knowledge and it is stability before conducting the treatment. In the end after the students receive some treatments, the post-test will be given to them as the final result of the research. Therefore, the Pre-test and Post-test are applied for both group on the same day and the data will be collected quantitatively.

During the treatment in Experimental class, the researcher will give material about Homophone by definition on the first and second day, demonstrate the Homophone vocabularies by showing students some Instagram videos about Homophone on the third and fourth day, reviewing material about Homophone on fifth day and the Post-test was conducted on the last day . The researcher will use one of features on Instagram by using Quiz on Instagram story as an additional activity. In Controlled class, the researcher only use activity such as reading text without concerning their Pronunciation skill. As a source, the researcher only using package book that is commonly used by the English teacher at school.

RESULT AND DISCUSSION

This part consists of student’s classification criteria, students’ mean score, and the comparation result of Test between Experimental and Controlled class.

Students’ classification Pre-test score in Experimental class

Table 1 Classification of frequency and percentage result of students’ Pronunciation of Homophone in Experimental class (Pre-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	
2.	Very Good	86-95	-	

3.	Good	76-85	-	
4.	Fairly Good	66-75	-	
5.	Fair	56-65	5	17.86%
6.	Poor	36-55	18	64.28%
7.	Very Poor	0-35	5	17.86%
TOTAL			28	100%

Table 1 above showed that from 28 students, none of them got into Excellent, Very Good, Good, or Fairly Good level. There were 5 students (17.86%) were classified into Fair level, 18 students (64.28%) were classified into Poor level, and 5 students (17.86%) were classified into Very Poor level.

Students' classification Post-test scores in Experimental class

Table 2 Classification of frequency and percentage result of students' Pronunciation of Homophone in Experimental class (Post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	
2.	Very Good	86-95	3	10.71%
3.	Good	76-85	4	14.30%
4.	Fairly Good	66-75	8	28.57%
5.	Fair	56-65	7	25%
6.	Poor	36-55	6	21.42%
7.	Very Poor	0-35	-	
TOTAL			28	100%

Table 2 above from 28 students, none of them got into *Excellent* or *Very Poor* level. There were 3 students (10.71%) were classified into *Very Good* level, 4 students (14.30%) were classified into *good* level, 8 students (28.57%) were classified into *Fairly Good* level, 7 students (25%) were classified into *Fair* level, and 6 students (21.42%) were classified into *Poor* level.

Students' classification Pre-test score in Controlled class

Table 3 Classification of frequency and percentage result of students' Pronunciation of Homophone in Controlled class (Pre-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	
2.	Very Good	86-95	-	
3.	Good	76-85	-	
4.	Fairly Good	66-75	1	3.57%
5.	Fair	56-65	7	25%
6.	Poor	36-55	15	53.57%
7.	Very Poor	0-35	5	17.86%
TOTAL			28	100%

Table 3 above showed that none of students were classified into *Excellent*, *Very Good*, or *Good*. There was 1 student (3.57%) classified into *Fairly Good* level, 7 students (25%) were classified into *Fair* level, 15 students (53.57%) were classified into *Poor* level, and 5 students (17.86%) were classified into *Very Poor* level

Students' classification Post-test score in Controlled class

Table 4 Classification of frequency and percentage result of students' Pronunciation of Homophone in Controlled class (Post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	
2.	Very Good	86-95	-	
3.	Good	76-85	-	
4.	Fairly Good	66-75	2	7.15%
5.	Fair	56-65	3	10.71%
6.	Poor	36-55	16	57.14%
7.	Very Poor	0-35	7	25%
TOTAL			28	100%

Table 4 above showed that none of students was classified into *Excellent*, *Very Good*, *Good* level. There were 2 students (7.15%) were classified into *Fairly Good* level, 3 students (10.71%) were classified into *Fair* level, 16 students (57.14%) were classified into *Poor* level, and 7 students (25%) were classified into *Very Poor* level

Students' mean score result

Table 5 Students' mean score result in Experimental class

Pre-test	Post-test	Improvement
44.64	66.43	21.79

The table 5 above revealed that the mean score acquired in Pre-test was 44.64, while the Post-test mean score was 66.43. Therefore, the improvement change between the Pre-test and Post-test was 21.79 and it can be concluded that there was significant upsurge of Post-test and Pre-test mean score.

Table 6 Students' mean score result in Controlled class

Pre-test	Post-test	Improvement
47.50	42.50	5

The table 6 above revealed that the mean score acquired in Pre-test was 47.50, while the Post-test mean score was 42.50. Therefore, the improvement change between the Pre-test and Post-test was 5 and it can be concluded that there was no significant upsurge of Post-test and Pre-test mean score, the score was decreased instead.

Table 7 Students' mean score and standard deviation in Experimental and Controlled class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Expeeriment	28	20	60	44.64	10.709
Post-test Experiment	28	40	90	66.43	13.393
Pre-test Control	28	20	70	47.50	12.057
Post-test Control	28	10	70	42.50	14.305
Valid N (listwise)	28				

The datas were collected by research instrument then calculated by using SPSS, given

that this research used quantitative method to collect and interpret data. Using Instagram as a treatment was prioritized in Experimental class, so Instagram video was not used in Controlled class instead of using conventional learning. The researcher used oral (speaking) activities during treatment to guide the students' Pronunciation skill by asking them to mention the example of Homophone then practice it. Here the researcher utilizes Quiz (one of features on Instagram) to make the students' activities on Instagram more interactive.

Paired Sample t-test

Table 8 Paired sample t-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
0.0	Pair 1 Pre-test Experiment - Post-test Experiment	-21.786	12.781	2.415	-26.742	-16.830	-9.019	27	.000
ave	Pair 2 Pre-test Control - Post-test Control	5.000	12.019	2.271	.340	9.660	2.201	27	.036

Independent Sample t-test

Table 9 Independent Sample T-test

		Independent Samples Test									
		Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Post-test result	Equal variances assumed	.001	.972	6.461	54	.000	23.92857	3.70325	16.50399	31.35315	
	Equal variances not assumed			6.461	53.767	.000	23.92857	3.70325	16.50326	31.35389	

Table 9 Independent Sample t-test above showed on the output *Equal variances assumed*, Sig. (2-tailed) showed the value $0.000 < 0.05$ (*smaller than 0.05*) and it can be concluded that there was significant difference of study result (*Post-test*) between Experimental class (*Class 8.G*) and Controlled Class (*Class 8.B*)

Hypothesis Conclusion

The T-test value was higher than the T-table showed by the table 4.10 distribution of t-test and t-table above. The conclusion is that there was significant difference between T-test

and T-table ($6.461 > 1.703$), which means the T-test was greater than the T-table. The result also can be seen by the statistical analysis (T-test) that there was significant difference between Experimental class who used Instagram videos to increase their pronunciation skill in Homophone and Controlled class who did not use Instagram videos at all.

Table 10 Distribution of T-test and T-table value in Post-test

Variable	T-test	T-table
Study result (Post-test)	6.461	1.703

Imam Machali (2015) stated that in the decision of criteria testing, if the T-test value was higher than or as well as the T-table, then the H_a was accepted and H_o was refused. Otherwise, if the T-test value was smaller than or as well as the T-table, then the H_a was refused and H_o was accepted. As it stated that on the previous line that the T-test value was greater than the T-table ($6.461 > 1.703$), it is indicated that the H_a was accepted and H_o was refused.

CONCLUSION

The use of Instagram videos to increase students' Pronunciation skill is highly recommended. Students in Experimental class really enjoyed the Pronunciation learning by watching English videos from Instagram, because the videos they watched were created by English native speaker then the Quiz was fun to use because students need to guess the exact answer for some vocabularies about Homophone. Not only train their Pronunciation in Homophone, but the researcher also helped students in Experimental class to feel confident in Pronouncing some English vocabularies in front of their friends by telling them about the awareness that in learning Pronunciation, student needs process to pronounce vocabularies correctly. The studying achievement result between Experimental and Controlled class was significantly different. It can be seen by the students' post-test mean score in Experimental class got 66.43 while in Controlled class got 42.50. it means that the achievement in Experimental class was higher than the Controlled class.

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