

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains: the background of the study, research question, the objective of the study, limitation of the problem, the benefit of the study, definition of the key terms and organization of the paper.

A. Background of Research

Most of people distinguish that English is an international language and many of countries set English as one of subject that should be learnt at school. English in Indonesia has been taught since elementary school, so teaching and learning of English language was not unusual thing. Teaching English is not only teaching how to read and do the assignment of the English textbook but also other English skills; listening, speaking, and writing. One of the English skill itself have own crucial part, including speaking skill. Speaking skill is an essential way to be successful in learning English. Brown (2001) stated that speaking is one of the important skills in language learning in the classroom. It directs us to know that students need to have speaking skill well to master English language.

For numerous students. learning English speaking skill can be difficult. It is in line with Thornburry (2006: 1) who states that students are able to either do or know several things but with any difficulties, for instance recalling the words at once, responding a difficult question, or indicating a change of topic. As the

researcher has discussed above, that one of the problem of speaking skill is pronunciation.

Pronunciation in speaking is the important component in language. It is used to help people understand easily what they are talking about and it will also make people easier to understand them. We are able to communicate without advanced grammar, but we can hardly understand the incorrect pronunciation. Wong (1987) cited in Tinh (2010) stated that even the non-native speaker's vocabulary and grammar are excellent, if their pronunciation falls below on the certain threshold level, thus they are unable to communicate effectively.

Pronunciation can also create first impression between speaker and listener. We tend to enjoy talking to those who have good pronunciation and also vice versa. Bad pronunciation may lead to communication breakdown easily. There is even an opinion in society which states that people who cannot pronounce English properly are often thought of as less literate or intelligent. For people who use English as a second language, pronunciation is one of the most difficult problems (Saylor, 2010).

The study of pronunciation has ever been conducted by Yosef Kusuma Wibawa (2012) in his paper, stated that pronunciation is the most faced problem by the student when they have speaking task, he used role play technique to improve the pronunciation. In line with Sefrina Mulyati, Verica Christania (2014) in her paper stated that using video could improve student speaking skill, especially pronunciation.

Concerning the importance of pronunciation in learning English, the research will study the use of video as one of solutions in increasing students' pronunciation.

B. Research Questions

Based on the background of research above, the researcher formulated to answer this research questions:

1. Can video increase students' pronunciation?
2. How is the implementation of the use video in increasing students' pronunciation?

C. Objectives of Research

Based on the formulated question above, the objectives of the research were:

1. To find out whether video can increase students' pronunciation or not.
2. To find out the implementation of the use video in increasing students' pronunciation.

D. Limitation of Problem

This study is focused on investigating and describing teaching pronunciation to the tenth grades students of one of vocational high schools in Cianjur. It described the implementation of the use of video in teaching speaking skill experienced by the students and teacher in the classroom.

E. Benefits

The study is expected to give some contributions to English language teaching and learning. Here are the benefits of the study:

1. The researcher will know whether or not the use of video can increase student pronunciation.
2. For the English teachers and learners, the result of this research informs that the use of video can increase students' pronunciation.
3. For Further researchers who are interested in pronunciation research, they can get basic information from the research.

F. Definition of Key Terms

a. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2000; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how

to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. (<http://area.dge.mec.pt/gramatica/whatspeakingis.htm>)

b. Pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

c. Video

According to Canning-Wilson (2000) that: "video is at best defined as the selection and sequence of messages in an audio-visual context". The teacher use video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place (Austin & Haley, 2004). Video techniques help the learners to get the information by putting them in real-life context.

G. Organization of The Research Paper

The researcher organizes this paper as follows:

Chapter I Introduction

This chapter will be a brief introduction to the area of investigation. It provides the information about background of study, research questions, and aims of the research, definition of key terms, and organization of paper.

Chapter II Review of Related Literature

This part focuses on the theories and literatures which are relevant to the present research including some views of the experts and some previous researches.

Chapter III Research Methodology

This section presents some findings of the research based on the data which has been collected. Moreover, this section presents research design, research subject, data collection, analytical frameworks and data analysis.

Chapter IV Findings and Discussion

This chapter provides the results of the research and the discussion of the research findings.

Chapter V Conclusions and Suggestions

This last chapter draws all the conclusion of the research and offers some suggestions for further researcher.

CHAPTER II

LITERATURE REVIEW

The whole parts of this chapter discuss all of things related to the theories of the topic discussed in the research. They consist of theoretical review including the nature of pronunciation, teaching pronunciation, video and previous study.

A. Theoretical Review

1. The Nature of Pronunciation

Pronunciation as a Part of Grammatical Competence Bachman (1990) states that language competence consists of two main competences. According to Bachman (1990), pronunciation or phonology is a part of grammatical competence. Below is the figure of language competence proposed by Bachman (1990).

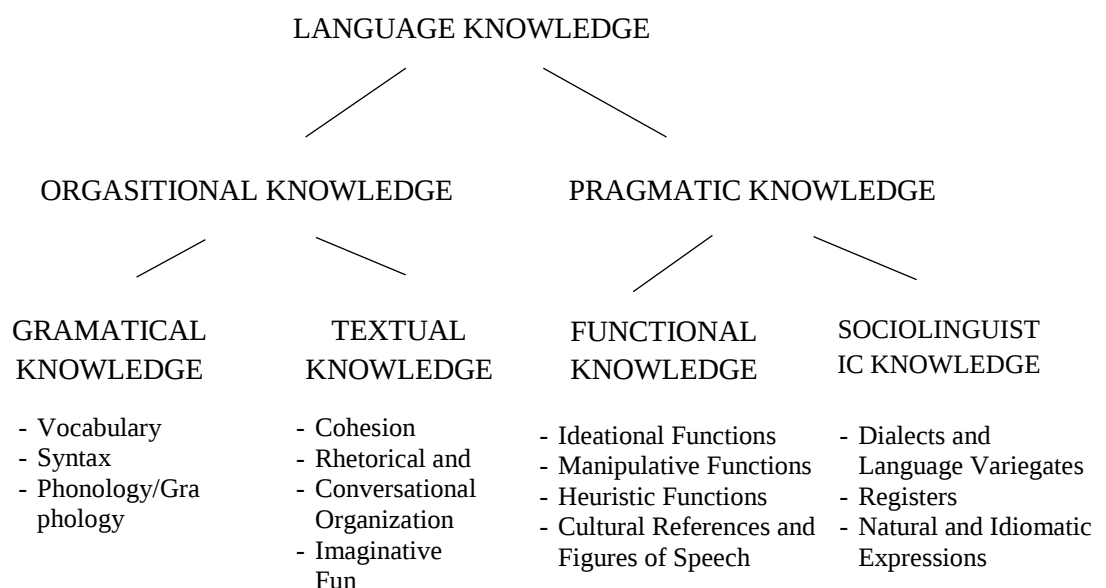


Figure 1. Areas of Language Knowledge (Source: Bachman and Palmer 1996: 68)

a. Definition of Pronunciation

There are many experts that have views what pronunciation in language teaching is. Kelly (2000:1) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features.

Meanwhile, Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.” Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

b. Pronunciation Model

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one’s nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word “grass” can be pronounced differently according to which model we use. We can

pronounce /gra:s/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly (2000:14) states “In the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP).” However, this model is not often used by teachers since they have already had their accent. As Kelly informs, RP is synonym with Queen’s English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world? The teacher’s first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000), it is possible to do that, but teachers still need to know the variation of English. Those who are well informed to variations of English will be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English.

However, Kelly states that RP is still the target for Pronunciation, because of its traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

c. Factors Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age

Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4) Innate phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learner’s willing to improve their pronunciation. Teachers can assist learners toward these factors.

d. Criteria for Good Pronunciation

There is a good quotation from Celce Murcia (2006) that can make us realize the importance of pronunciation teaching in a language classroom. The quotation is taken from an undergraduate student in an ESL pronunciation course. He says “I feel that I am judged by my way of talking English. In other classes, teacher often treats me as inferior or academic disability because of my muttering English.”

Someone's way of talking will be judged by other persons. It seems that we need to know how our way of speaking can easily be recognized by people to whom we talk

So, in terms of how our speaking can be understood by people, there are some criteria. These criteria are taken from goals of pronunciation teaching that will be discussed later. First, our way of speech should be intelligible (Morley, 1999). People must have an accent from their first language and they do not need to be native-like speaker in speaking. By accent that we possess, people can identify us.

However, we need to realize that our accent should not be distracting when we speak. We need to know rules in speaking so that people can understand what we actually mean. Secondly, when we speak we need to know the function or condition when we have conversation within the specific communicative situations. Knowing the discourse, we can use appropriate pronunciation features. Dalton and Seidlhofer (1994: 52) as cited in Celce Murcia (2006) list six important communicative abilities related to pronunciation:

- 1) Prominence: how to make salient the important points we make
- 2) Topic management: how to signal and recognize where one topic ends and another begins
- 3) Information status: how to mark what we assume to be shared knowledge as opposed to something new
- 4) Turn-taking: when to speak and when to be silent, how (not) yield the floor to somebody else\

- 5) Social meanings and roles: how to position ourselves vis-a-vis our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness
 - 6) Degree of involvement: how to convey our attitudes, emotions, etc.
- Goodwin as cited in Celce Murcia (2006) adds that good pronunciation learners should also know how to employ pauses, pitch movement and stress.

e. Problems in Pronunciation

In our country, English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. According to Arini (2009), there are two common mistakes that a learner makes. First, they fail to make long vowels or diphthongs when it is followed by voiced consonants. Secondly, they fail to shorten long vowels or diphthongs when it is followed by voiceless consonants.

She adds that there are other problems or difficulties related to pronunciation. One of them is hearing problem. People have different hearing ability. It affects people to make mistakes when pronouncing words. O'Connor (1998: 1) gives a good illustration related to how important our ears are. He says: "Language starts with the ear. When a baby starts to talk, he does it by hearing the sounds his mother makes and imitating them.

If a baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak." So, does English. If one cannot listen to English

pronunciation well, he cannot produce it well too. Kelly (2000: 8) makes a brief and clear explanation related to difficulties may be faced by individual learners.

They are:

- 1) The learner's first language may have a one to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learner.
- 6) The learners may have problems related to learning English pronunciation.

However, we as teacher need to offer help to overcome their problems.

The solution to the problems will be discussed later.

2. Teaching Using Media

a. Definition of Media

In the teaching and learning process, teachers use media to maintain the process. Brinton. (1991) defines that media are physical tools used to convey message to the learners and give them learning encouragement It helps teachers to deliver

materials in the class. It also helps children to build concepts about something learned. It can also motivate the students to learn in many ways. It is important to use the media to create fun atmosphere in the class.

b. Kinds of Media for Teaching Speaking

There are three kinds of teaching media that suitable for teaching speaking; audio, visual, and audio-visual media according to Brinton (2001).

1) Audio media

Audio media refer to media which deliver messages in an audible form. In this case, the messages are delivered through sounds. Audio media that are commonly used in English teaching are audiotapes, cassettes, CDs, etc.

2) Visual media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. Wright (1976:194) also says that a visual aid is anything which can be seen while the language is spoken. Types of commonly used visual media are pictures, flashcards, flannel boards, puppets and soon.

3) Audio-visual media

Audio-visual media combine the two kinds of media. It basically cannot only be seen but also heard. Films and video recordings are examples of audio-visual media.

3. Using Video in Teaching Speaking

a. Definition of video

Video tape system presenting motion pictures are gradually developed during 1970's and were gradually standardized on a new format. One of the formats is compact disc. It is known as a laser data storage device on which audio, video or textual material can be stored. Video is something switched on and left to present language without teacher's intervention. There are many things can be discussed from it in various ways. Video can be aid in the teaching learning process. Cooper (1991:11) stated that "video is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.

Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

According to Harmer (2001), a video is not only a great aid to see language-in use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross-cultural understanding. They will see how typical British 'body language' is when inviting someone out or how

Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

Video is medium of communication which contains some information. The information is in the form of pictures, images, and action. All of them can be discussed in the classroom. Brown et al (1997) stated that videocassette and videotape records and players are becoming standard school resources.

b. Types of Videos

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

1) Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

2) Real-world video

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to

make their choice based on how engaging and comprehensible the extract is likely to be.

3) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

c. Reasons Using Video

Video has been used as teaching media by the educators many years ago, Lever-Duffy and McDonald (2008) state that it is a challenge for educators using video in teaching learning process. It means the teacher should design an interesting task related to video. It can be boring situation while the students are watching motion video. The students can lose their focus because there is no participation during watching it (Harmer, 2001:287). Therefore, Harmer explains that before showing video, the teacher can start by the discussion and check their vocabulary. Then when the students watch and listen to the video, they will have a general understanding of what they are watching(ibid).

There are some reasons why video can give different atmosphere to the students' learning experience. Harmer (2001:282) elaborates some reasons in using video in language learning below.

1) Seeing language-in-use

The students not only listen to the language used by the speakers but also see the use of it. Video shows the speakers use expression, gesture, and other visual clues when they are talking. So, they can see the speakers' intention and their facial expression are matched(ibid).

2) Cross cultural awareness

The students see many things outside their classroom through video, for example, kinds of food people eat in other countries, various outfits they wear, and how Americans speak to waiters or typical British 'body language' when inviting someone out(ibid).

3) Motivation

When the teacher gives assignment as shown in video, most students are interested in doing this. Since they can see and listen to the language used, their interest increased (ibid).

In addition, Lever-Duffy and McDonald (2011:308) also state some reasons in using video in teaching and learning. They are “video can appear to alter both time and space as it captures events” and video has the potential to shift the viewers’ location as well as the time they experience”.

d. Implementation of Video in Teaching

Watching video will be a passive activity and the teacher is to make sure the students will have great experience during their learning by watching video (Lever Duffy and McDonald, 2008:311). Therefore, before the lessons begins the teacher should test the video in the classroom. According to Lever-Duffy and McDonald

(ibid), the teacher can take some steps in the implementing video in instruction. First, the teacher should test sound volume and the quality, arrange the seating, and also adjust the lighting in the classroom in order the students can watch the video clearly. Besides, Thornbury (2006:42) suggests that the teacher can ask the students to work in a small group. If the students get lost of their focus when the teacher shows the video or explains the material, the students can ask the content of the video to their friends. Working in a group work also allows the students to discuss the task that they asked to do. To know the students' understanding, the teacher can control each group then ask them to practice in front of the class (ibid).

The next step is preparing the students for viewing by reviewing the concepts and discussing the objectives and the key point of video. Other steps for making students active are by doing the following things. The teacher has the students discuss the content of video or role play they have just watched.

e. Using Video in Teaching Pronunciation

Video is an important aid in the language classroom. It helps the teacher to motivate, assess his/her students and to improve their speaking skill. Harmer (2001) mentioned a number of teaching techniques which can be used in video-based lessons.

- 1) Previewing activities.** In this stage, the teacher makes the students relate their background knowledge to the video will he viewed, stimulate interest in the topic, and less their fear of unfamiliar vocabulary(ibid).

2) Viewing activities. These are viewing of the video activities which make them focus on important aspects such as factual information, plot development, or the language used in a particular situation (Stempleski 1990, cited in Richards and Renandya, 2002:367). Harmer 2001:286-287), on the other hand, elaborates video teaching techniques into two kinds: viewing techniques and listening (and mixed) techniques. It can be used in the viewing activities. The explanations are elaborated below:

a) Viewing techniques

In these techniques, the students' curiosity is awakened. The prediction activities will make students have some expectations about the video.

(1) Fast forward. The teacher presses the play button and then fast forwards the video so that the sequence plays silently and in fast speed which takes only a few minutes. After that, the teacher can ask students what the video was about or they can guess what the people are saying (ibid)

(2) Silent viewing (for language). The teacher plays the video at normal speed but without sound. The students have to guess what the people are saying. Then, the teacher can play the video with sound so the students can check whether what they guessed is correct or not (ibid)

(3) Silent viewing (for music). The teacher shows the sequence without sound and asks the students to say what kind of music they would put behind it. When the sequence is playing with the sound, the students can check whether their choice is the same as the director or not (ibid).

- (4) Freeze frame. The teacher can freeze or pause the video in any sequence.

This can be used to ask the students what they think will happen next or what the character will say next(ibid).

- (5) Partial viewing. The teacher covers a half of the screen to make the students curious. While the students are thinking what are happening in the video, the teacher can remove the covers slowly to reveal the sequence of the video(ibid)

b) Listening (and mixed) techniques

- (1) Pictureless listening (language). The teacher covers the screen and let the students listen to the speakers. The students have to guess, for example where the speakers are taking place, who the speakers are, what they think the speakers look like(ibid).

- (2) Pictureless listening (music). When the students are listening to music, they have to say what kind of scene it might be and where it is taking place (ibid).

- (3) Pictureless listening(sound effect. The students can tell what is happening in the scene without dialogue, for example the sound of the lighting of the gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in(ibid).

- (4) Picture or speech. The teacher can divide the students into two groups. One group is watching the video and the other is facing back. The group who watches video has to tell what are happening with the students who cannot watch. It makes them practice their speaking ability. On the other

and, the group who cannot watch has to listen the story and try to understand about the video. This makes them practice their listening ability. The teacher then can ask the group to change the round (ibid).

3) Postviewing activities. In this stage, the students practice some particular language point in the video. There are many postviewing activities that can be done, for example discussion, role-play, writing activities, debate, or related reading (Stempleski 1990, cited in Richards and Renandya, 2002:367).

As video is the motion picture, it has some benefits, as stated earlier, LK can be used in teaching speaking. Dobson (2005: R1) states that the teacher can use motion pictures to teach pronunciation, vocabulary, and grammatical structures, which have one of advantages in presenting a realistic image of the culture correlated to the language. In addition, the motion, sound, and color from the film make the culture more interesting and exciting to be viewed. Dobson (ibid) suggests some procedures and techniques to use motion picture in the instruction. (ibid) Less films in LK teaching speaking; however, it can be adapted to be used in teaching speaking by using video. The descriptions are below:

- a) Previewing the videos. The teacher can choose the video which is appropriate for the age, interests, and English proficiency level of the students; and understand the content of the video so that the teacher can prepare the class for showing.
- b) Try to arrange the class setting the room should be darkened and the seats should be arranged in order all the students can see the screen.

- c) Prepare the students for the video. The teacher can stimulate the students' interest, discuss the background, think about grammar and vocabulary difficulties, tell what is to be found, and give some questions: the students after watching the video. Let the students write any informalities in the video which is being shown.
- d) While the video is being shown, the teacher can show the whole video, turn off the sound to let the students only focus on the visual image, or give them dialogue or narration according to the video (Dobson 2005:81). This technique is same as Harmer(2001) who suggests for viewing or listening(mixed) technique.
- e) The teacher can ask the questions after the students have watched the video. After that, the teacher can discuss the content of the video with the students or ask them to make small groups to discuss what they have just viewed(Dobson, 2005:81).
- f) The teacher can show the video again after the discussion or in the next meeting(Dobson, 2005:81)

B. Previous Study

In addition, the research by Donal Sepdo Rajagukguk (2012) conveys that video presentation can make students' speaking appropriacy improved. Additionally, the result of his research suggests that "the use of video is advisable for the English teacher to develop enjoyable situation in TL process, so that students eager to participate in the TL process" (Donal Sepdo Rajagukguk, 2012).

The study of speaking skill also has been conducted by Veronica Christamia (2014), the research shows that the use of some media to support the teaching and learning process could make students more enthusiastic and interested in learning English. Also, the media could help to explain the material more communicatively.

A research of Canning-Wilson (2000) shows that the students understand the meaning vocabulary because video presents the image contextualized. The result of the research recommends that “Visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues” (Canning-Wilson, 2000).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study. It consists of research design, research method, population and sample, instruments, data collection and analysis.

A. Research Design

The research was conducted by using the qualitative research design. Qualitative research is a method which focuses on involving an interpretive naturalist approach to its subject matter (Denzin and Lincoln, 1994). In qualitative research design, the descriptive method was used because the researcher gave detail on the collected data from the setting where the participants problem emerges through observing activities and interviewing (Creswell, 2009).

Qualitative research in the form of case study was applied in this research to describe the use of video in increasing students' pronunciation for vocational high school students and the responses to it. Qualitative research supports or modifies existing findings in the literature (Creswell, 1998). Moreover, it is a qualitative case study because it is varying in terms of ethnography in that the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, process, individual) based on extensive data collection (Creswell, 2007).

B. Research Method

Classroom Action Research (CAR) is the research method which is done in order to solve the problems and make improvement of the teaching learning process in classroom. The main focus of CAR is the teaching learning process in the classroom, while the main purpose of CAR is to investigate the major problems in classroom and how to solve those problems. The teacher and others involved in the schools make by their own decisions about what to do in order to improve their teaching learning process (Fraenkel and Wallen: 2007).

CAR tends to a qualitative research such observing and recording events and behavior (Nunan, 1992; Mckernan, 1996: cited in Burns, 1999). It draws the data which relate to what happened in teaching learning process and the students' 30 behaviors. Besides that, the behavior of the teacher also can be observed in order to make the improvement of the way of teaching.

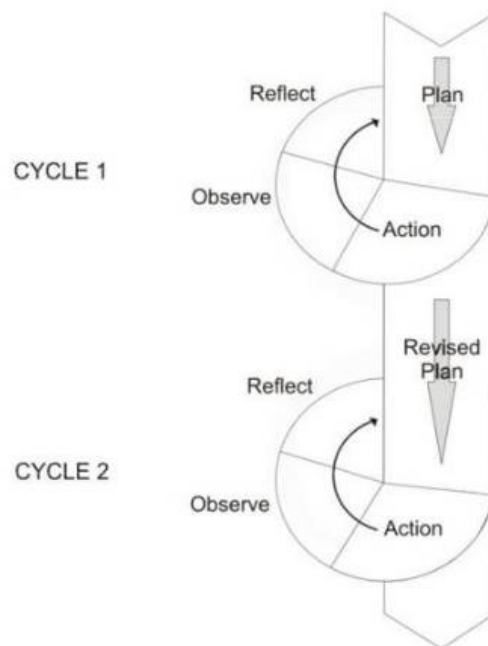
Thus, participatory action research or collaborative action is chosen in this study. Participatory action research was done in the collaborative and cooperative ways between researchers and participants (Burns, 1994, cited in Burns, 1999: Fraenkel and Wallen, 2007).

In this study, the researcher got involved in the teaching learning process as the teacher who presented materials to the students. Therefore, the teacher became the observer who observed the activity in the classroom. The observer took notes to describe what was seen and heard. They also shared about the strength and weaknesses during the teaching process. Besides, the observer gave

advice to the researcher in order to improve teaching and learning process in the next cycle.

According to Kemmis and Mc Taggart (1988, cited in Burns, 2010:88), action research consists of cycles, where in each cycle there are four basic steps; planning, action, observation, and reflection. The model of action research is illustrated in the figure below:

Cyclical AR model based on Kemmis and McTaggart (1988)



Adapted from Kemmis and McTaggart (1988) cited in Burns, 2010

The explanations of each stage are elaborated below:

1. Planning

Planning is a stage of analysis the problem and then creating a plan to make the improvements in teaching learning process (Kemmis and McTaggart, 1988 cited

in Burns, 2010:8). The researcher also thinks about the possibility of the improvements in the study by implementing the strategies.

2. Action

In this point, there are a series of actions in applying the arranged plan. The teaching strategies are implemented to achieve the target improvement. It is in line with Kemmis and McTaggart (1988, cited in Burns 2010) who state that the plan is “a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time”.

3. Observation

This phase requires the researcher to observe a series of actions in the classroom. It is a data collection technique that all classroom activities are recorded. The data gained are treated as reference in the reflection stage.

4. Reflection

In this stage, the results of the action stage are explained, evaluated, and then concluded to see the further improvements of the teaching learning process. The action researcher may stop the cycle if the target has been achieved.

(Adapted from Kemmis & McTaggart, 1988 11–14, cited in Burns, 2010:8)

C. Population and Sample

The study was conducted in one of vocational high school in Cianjur. There are some motives in selecting this school for this research. The first one is that this vocational high school is one of the best and favorite schools in Cianjur. The

second one is this school has a lot of departments where the researcher could be easily choosing to be the research subject. The third one is this vocational high school has been an international standard pioneering school (RSBI) for about five years. Most teachers have used English in the teaching learning process. It makes the students have to be active in speaking English. The last one is this school has media in supporting the teaching learning process, such as: LCD projector, two computers, and loud speakers in each class. The media made it easier for the researcher in conducting the research in this school since the researcher needed the computer, loud speakers, and LCD projector to show the video in the classroom in order to get all students watch the video.

The participants of the study were an English teacher in this school and one class of the tenth graders. The reason for conducting this research in the tenth grade of vocational high school students was that it would be better if an appropriate technique in teaching speaking skill was applied in tenth grade, in hope they could improve the technique well.

D. Instruments

In this research, the researcher uses two kind of instruments, there are test, observation and interview. Here are the explanations.

a) Test

A test or examination (informally, exam or evaluation) is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). A test may be administered

verbally on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills.

b) Observation

Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40). Other authors define observation within the broader context of ethnography or the narrower one of participation observation.

What is consistent in the definitions, however, is the need to study and understand people within their natural environment. Spradley wrote that participation observation “leads to an ethnographic description” (1980, p. vi). He defined ethnography as the “work of describing a culture” with the central aim of understanding “another way of life from the native point of view”. Chatman defined ethnography as a method that allows the researcher to get an insider’s view through observation and participation “in social settings that reveal reality as lived by members of those settings” (1992:3). Becker and Geer defined participant observation as either a covert or overt activity “in which the observer participates in the daily life of the people under study observing things that happen, listening to what is said, and questioning people, over some length of time” (1970:133). To observe people in their natural settings, there are a variety of roles researchers can adopt. The roles and how they have changed over time are described below. Where possible, examples of LIS studies are included.

c) Interview

Interview can be referred as conversations between two or more people where the interviewer asks questions to the interviewee to obtain information. McNamara (1999) stated that Interviews are important tool used to depict the story behind the interviewee experiences.

E. Data Collection Techniques and Analysis

1. Data Collection

There were three techniques in collecting the data in this study; test, observation and interview. The instruments used in collecting the data are described below.

a. Test

The researcher will apply the pretest and posttest. The test will be a reference to know the achievement of the students.

1) Pretest

The form of the pretest will use the roleplay method, the researcher will give a text that should be learnt and played by the students without any help of the researcher. The aim of pretest is to know the pure of the students' pronunciation before treatment by using video.

2) Post Test

The posttest will be applied after treatment by using video. The form of posttest will use the roleplay method. The aim of posttest is to know the result of the students' pronunciation after treatment by using video.

b. Observation

One of a basis in action research is observation (Burns, 1999:80). The observation was conducted to get the information about teaching learning activities. As proposed by Burns (ibid), the observation allows “the researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur”.

c. Interview

An interview, in this study, was conducted to get deeper information about students’ responses towards the use of video in teaching speaking skill. The researcher conducted formal interview in to the teacher as well as to tenth grade students who low, middle, and high achiever. The students were interviewed one by one to make them not be nervous while answering the questions. The type of interview that was chosen was semi-structured interview. As stated by Burns (1999:120), in the semi-structured interview, there are a number of questions which were prepared or set in mind as the alternative. When the interview is being conducted, the questions are not delivered in the fixed order. It makes the interviewees free in answering the questions. On the other hand, the researcher still can get the information which is needed.

2. Data Analysis

The data from test, observation, and interviews were collected then analyzed qualitatively. The data from test were used to know the students’ achievement, the data from observation were used to describe the activities in the classroom during teaching learning process in the implementation of the use of video in

teaching speaking skill. The data were reported narratively containing descriptions of practice, explanations for practice, and an articulation of the theory of practice (Miff and Whitehead, 2006:192). The data from interview were analyzed by transcribing the conversations into written texts and then interpreting the data to answer the research question (Seidman, 2006:128).

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and the discussion of the data gained during conducting the study which is based on the data collection technique; test, observation and interviews. All data were analyzed to answer the research questions “Can video increase students’ pronunciation?” and “How is the implementation of the use video in increasing students’ pronunciation?”.

A. Findings

1. The Use of Video in Increasing Pronunciation

a. Based on Test

Before conducting the cycle one and cycle two, the researcher conducted the pre-test in pre-cycle to find out the pure of the students’ pronunciation. It resulted that almost of students had a lot of mistakes in pronouncing 180 words in the text, the higher students only got 140 words and the lower students got 102 words. In the pre-test, it shown that all of students could not pronounce the word “living”, “sofa”, “carpet”, “lamp”, “dining”, “knives”, “glasses”, “bottle”, “vase”, “arranged”, “warm”, “quite”, “wardrobe”, “shelf”, “gas-cooker”, “an”, “oven”, “cupboard”, “sink”, and “fridge”.

In the pretest, the students pronounce the word “Living” became “*liping*” which was it should be , the word “sofa” became “*sopa*” which was it should be /'səʊfə/, the word “lamp” became “*lampe*” which was it should be /ləmp/, the word “dining” became “*dining*” which was it should be /ˈdaɪnɪn/, the word

“knives” became “knips” which was it should be /narvz/, the word “glasses” became “glese” which was it should be gla:ses, the word “bottle” became “botel” which was it should be /'bɑ:tl/, the word “vase” became “pase” which was it should be /veis/, the word “arranged” became “arranget” which was it should be /ə'remdʒ/, the word “warm” became “werrm” which was it should be /wɔ:rm/, the word “quite” became “kuit” which was it should be /kwart/, the word wardrobe became “wardrab” which was it should be /'wɔ:rdroʊb/, the word “shelf” became “shelef” which was it should be /ʃelf/, the word “gas-cooker” became “gas-koker” which was it should be /gæs/- /'kʊkər ən/, the word “an” became “an” which was it should be /'ʌvn/, the word “cupboard” became “kupbor” which was it should be /'kʌbɔ:rd/, the word “sink” became “sing” which was it should be /sɪŋk/, and the word “fridge” became “fried” which was it should be /frɪdʒ/.

In cycle one, the researcher conducted the test to students to find out the use of video in increasing students' pronunciation. Based on the test in cycle I, it resulted that 16 students were not having mistaken in pronouncing words, and the 10 students were having many mistaken in pronouncing some of words. Even though, the students' mistakes in pronouncing words were diminished, some all of students could pronounce the word of “living”, “sofa”, “carpet”, “lamp”, “dining”, “glasses”, “bottle”, “vase”, “warm”, “quite”, “gas-cooker”, “an”, and “oven”. As a reflection of the result, the researcher continued the research into cycle two.

In cycle two, the researcher did the same stages like in the previous cycle. As it mentioned before, there were ten students who still having mistaken. In the cycle two, it resulted that nine students were not having mistaken in pronouncing

words, but there was a student who still had a lot of mistaken in pronouncing words.

b. Based on Observation

Based on the observation from pre-cycle, it resulted the teaching learning process ran well. The researcher started the class with greeting and the students gave the responses, then the researcher invited the students to pray together. The researcher continued by introducing himself and asked the students to introduce their self-one by one. Then the researcher explained his research, aim of being at that class, explaining the material about describing house and gave the students a pretest. The researcher ended the class by giving conclusion and reviewing the material, then closed the teaching learning process through praying. Mostly all of the students gave their attention to the researcher during teaching and learning process. Several students tried to answer the researcher's questions and asked the researcher when they did not understand the material. But there were some students in back rows were not passionate in learning. They talked to their friends or were busy with their hand phone during teaching learning process.

In cycle one, the researcher did the same stages like in the pre-cycle, except introduction. In this cycle, the students' behaviors changed. In the beginning of the lesson, they were passionate to learn by using video. It was showed that all the students focused on watching the video. However, when the video was over, the students in back rows talked to their own seatmate. In practice time, the students were serious in doing their task since they worked in their seatmate. Moreover, the researcher moved around the class to control the work

group and helped the students who got difficulties in doing their task. The researcher asked the students to perform in front of class through roleplay, but some of students who stayed were busy chatting or did not give their attention. Afterwards, the researcher closed the class by giving conclusion and reviewing the material, then closed the teaching learning process through praying.

In cycle two, during the teaching and learning process, none the students talked to their friends. The researcher had improvement in controlling the class. In practice time, the researcher gave the same treatment and also asked the same stages like in cycle one. In this cycle, the researcher started and ended the class activities with the same stages.

As stated in the observation sheet, it was obtained in the pre-cycle the researcher did not use any media in teaching pronunciation. Moreover, the researcher did not provide the examples in pronouncing the words nor ask the students to repeat pronouncing the words. Consequently, most students pronounced the words incorrectly.

In cycle one and cycle two, the researcher reviewed and provided the examples of pronouncing the words. Moreover, the researcher also used video to explain the pronunciation. The researcher asked the students to listen the native speaker on the video pronouncing words, gave the examples in pronouncing the words, and asked them to perform in front of class. Besides, the students not only listened to the speaker pronouncing the words but also saw the written form from the video. It led students to have a better pronunciation when they would perform the

tasks. The findings are supported by George (1972, cited in Nation and Newton, 2009:88).

c. Based on Interview

There were two discussions data from the interview; the first one was the interview with the teacher and second was the interview with the students. The interview was conducted to get in depth the information about the implementation of the use video in increasing students' pronunciation.

Firstly, the formal interview was conducted in the end of cycle two to the teacher. In the early study, the teacher said that speaking skill is one of the most difficult skill that faced by the students. According to the teacher, what made speaking skill was hard for her students, because the student had various passions in learning speaking. Not all students loved to learn English, even they were forced to learn English language, then the teacher said that it was needed a suitable method to build their passion in learning speaking skill.

The teacher also mentioned that the most faced problem in speaking skill was pronunciation. The teacher explained why pronunciation could be the hardest element in speaking for her students, because the students were second learner and English language is a foreign language in our country. The teacher told that the use of video could be one of medium in learning process, because there are a lot of medium can be used to improve pronunciation, such as power point, music, animation etc.

The teacher said that video helped her to teach pronunciation. The students could copy the teacher to pronounce the words as they listened to the speaker in

the video. The teacher could repeat hearing the words correctly. Besides, the teacher said that teaching by using video did not always by using projector or LCD, but it the teacher could use the students' smartphone, as the technology implementation of education. There were some problems during teaching learning process by using video. The students got confused when the speaker in the video was talking too fast and unclearly which was hard to understand it. So, the teacher had to pause the sequence then discussed it together with the students. When the students did not understand the video, the teacher had to repeat showing it several times.

The teacher said that teaching by using video had some obstacles. Since the teacher needed computer, projector, and loud speakers for showing the video in order could be viewed by all the students in the class, the teacher worried about those devices could not work.

Secondly, the formal interview was conducted in the end of cycle two to the students. There three students were interviewed who represented low, middle, and high achievement.

Some questions were delivered to the students related to the implementation of the use of video in teaching pronunciation, what their responses are during teaching learning process by using video, whether video could help them improve their pronunciation, how video could help them learn speaking skill, and the difficulties during they learned pronunciation skill by using video.

First is about the students' responses towards teaching learning process by using video. Most of students said that they were happy and understood enough about the material that was explained by the teacher while learning by using video. It could be seen during the researcher conducted the research, they could practice pronunciation quite well. Besides, they felt enthusiastic when they were learning in the class. They would not be sleepy or bored because they could watch the video showing them how the expression or phrases are used. It indicates that the use of video could assist the students practice their pronunciation.

The students also said that the video help them to pronounce the words correctly. They knew how the words are pronounced from listening and watching to the video. It was proposed by one of the students saying:

S2 : *Setelah nonton video, jadi tahu gimana caranya ngucapin kata-katanya*
(After watching video, I know how to pronounce the words)

It was also supported by another student who said that:

S1 : *Kalo pakai video seru, bisa lihat gambar nya dan dengar suaranya, jadi tahu bagaimana cara pengucapan katanya.*

(The use of video is fun, I can see visual and listen the audio, so I know how to pronounce the words)

However, the students said there were the difficulties during learning by using the video. They did not understand when the speaker on the video speaking too fast and when they found new words that they did not know what it meant and how to pronounce the words. The students stated that:

S3 : *Yang cowok kurang jelas, kecepetan. Jadi susah ngikutinnya.*

S3 : (The man speaks unclearly and too fast. So, it's hard for me to follow him)

The students also thought that the use of video in teaching pronunciation is needed, because it could give different learning process atmosphere.

S2 : *Belajar pakai video seru, suasana kelas jadi beda, belajar lebih kondusif*

S2` : (Learning through video is fun, the class atmosphere become different, learning become more conducive)

Another student said:

S1 : *Pake video dalam belajar Bahasa Inggris kayaknya harus ditambah, karena banyak dampak positifnya.*

S1 : (I think using video in learning English should be added, because it gives a lot of positive things)

Even though the students had difficulties when learning pronunciation by using video, it could be concluded that video helped the students to learn the pronunciation. the students could copy to pronounce the words as they listened to the speaker in the video.

2. The Implementation of Video

The research began with pre-cycle which the researcher conducted a pre-test, afterwards the researcher continued to the research implementation in cycle one and cycle two.

a. Pre-Cycle

Before conducting the research, the researcher held pre-cycle. Pre-cycle is aimed to know the pure students' pronunciation before giving any treatment. It is in line

with Cohen, Manion and Morrison (2007:304) who propose that the first stage in action research is a diagnostic stage or pre-cycle that the researcher analyses the problem.

The pre-cycle was conducted in a meeting at 1:10 PM until 2:40 PM on March 3rd 2017, the researcher gave a pre-test to each student through role play without any explanation or help from the researcher. The student should play in front of class with the text that given by the researcher, the text was about describing a house. The role play consists of two students, each student should play all the role of text.

The result of pre-cycle showed that the students had low pronunciation, all of the students made mistakes in pronouncing words. To make it easier to analyze each problem that found in pre-cycle, the researcher presented them in the following table.

Table 4.1: The Field Problems Found During the Teaching and Learning Process

NO	Problem Found	Indicators
1	The students had low motivation to learn and to speak English.	1. Some students did not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2	Some students tended to be noisy in the teaching and learning process.	1. Some students chatted with their friends during the teaching and learning process. 2. Some students played their phone during teaching and learning process.
3	The students were shy and afraid to speak in English.	1. Some students kept silent when being asked by the teacher. 2. When I asked the students why they kept silent in the speaking TL process, they said that they were shy and afraid of making mistakes.
4	The students had low pronunciation.	1. The students asked the teacher the pronunciation some English words.

- | | |
|--|---|
| | 2. In the pretest, all of the students made mistakes in pronouncing words |
|--|---|

b. Research Implementation

There were two cycles in the implementation of teaching pronunciation using video. Both cycles were held in two meetings, each of them took around 180 minutes. It was undertaken from March 10th until March 17th 2017. The topic which discussed in the cycle one and cycle two was describing house. Each cycle in the research consisted of four steps; 1) Planning, 2) Action, 3) Observing, and 5) reflecting. Those steps were enlarged as follow:

1) Cycle 1

Table 4.2 The implementation of cycle 1

CYCLE 1		
Topic	Describing a house	
1. Planning	Case	1. The students had low motivation to learn and to speak English. 2. Some students tended to be noisy in the teaching and learning process. 3. The students were shy and afraid to speak in English. 4. The students had low pronunciation..
	Proposed Solution	1. Using some teaching techniques. 2. Using video to increase students' pronunciation.
2. Implementing the action	First & Second Meeting	Previewing: The researcher introduced the video to the students.
		Viewing: The students listened and watch the video.
		Post Viewing: The students retell the pronunciation through role play in front of the class
3. Observation		The researcher observed the implementation.
4. Reflection	Positive Result	16 students were not having mistaken in pronouncing words
		Students followed the teacher's instruction
		Students seemed enjoying the learning activity.

	Weaknesses	10 students were having many mistaken in pronouncing some of words Some of students in back rows were busy talking to each other.
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a) Planning

In this phase, the researcher and the teacher arranged the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving interpersonal response, and there was a lesson plan in cycle one, the topics is “Descriptive text”. These topics discussed about describing place, historical monument and describing house. The writer also prepared the dialogue text, videos, camera, laptop, projector, LCD and field notes.

In order to solve the problems that found in pre-cycle, the researcher and the observer planned some actions as efforts to solve the problems. These were described as follows:

(1) Using classroom English

In the action, the researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. During the teaching learning process, the researcher also gave every student chance to speak using English. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson.

(2) Improving students' motivation and pronunciation

Video media was used to attract the students' in English learning process. They would be motivated in learning pronunciation using this media. These activities involved the students to work in pairs to discussed the video. Through this activity, the students' pronunciation could be increased because the video presented how the words were pronounced, the use of video will be divided into three main activities; they are previewing, viewing, and post-viewing (Stempleski, 1990 cited in Richards and Renandaya, 2002;367). In this activity, beside watching the video, the students had to perform in front of class through roleplay to measure their pronunciation's improvement.

(3) Improving students' self-confidence through a small group activity

In order to improve the students' self confidence in learning pronunciation, a small group activity was planned by the researcher. The students were asked to perform a dialog in front of the class in pairs. The students were expected to be confidence of speaking in front of the class.

(4) Giving feedback on the students' pronunciation

As what was found in Pre-cycle, however the students' pronunciation was still poor, but they were very enthusiastic to know the correct pronunciation of some words in the text. Then, the researcher planned to give feedback on the students' pronunciation after they performed in order to make the students understand and they would not make some mistakes.

b) Action

The implementation of the actions in Cycle I was conducted in two meetings. The first meeting and the second meeting was conducted at 1:05 PM until 4:00 PM on Friday, March 10th 2017. In cycle I, the teacher taught the descriptive text. Based on the data of observation that had been explained above, the classroom activities were divided into three main activities; opening, main activities and closing. The main activities were described below.

(1) Previewing

Before the students watched the video, the researcher gave the students the explanation about descriptive text. Afterwards, the researcher also reviewed the video that the researcher would use.

(2) Viewing

Firstly, the students watched the whole video. The researcher let them understand the content of the video and get the information about how to pronounce the word correctly from the video. After watching, the students were asked what they got from the video. Moreover, the researcher played again the video, to let the students understand more.

(3) Post- Viewing

After showing the video, the researcher asked each of them to perform the text in the video through role play in front of class.

c) Observation

In observing phase the teacher as an observer observed the students' response, participation, achievement and everything which were found during the teaching and learning process, she also observed the teacher's activity. In order to make this phase real and concrete, the observer also takes observation note in order to know how far the video influence pronunciation.

Based on the observation sheet that has been taken, some of students did not pay attention to the researcher explanation. The classroom condition was still uncontrolled yet, there were still some students were busy playing, talking and playing hand phone.

d) Reflection

Based on the implementation and the observation, the researcher reflected the action that has been done. These are the following things were found.

(1) Positive Results

Some of students could follow the researcher's instruction, and they were enjoyed learning through video. It can be seen in the observation sheet, when the video was showing, all the students focused on the video. As a result, 16 students were not having mistaken in pronouncing words.

(2) Weaknesses

As the result of the implementation, it showed that 10 students still had many mistakes in pronouncing words, and some of students did not pay attention to the researcher explanation. There were still some students were busy playing, talking and playing hand phone.

2) Cycle 2

Table 4.3 The implementation of cycle 2

CYCLE 2		
Topic	Describing a house	
1. Planning	Case	1. Some of students did not pay attention to the researcher explanation. 2. 10 students were still having a problem in pronouncing words.
	Proposed Solution	1. Using interesting techniques and activities 2. Using videos as media to give an appropriate speaking model for the students
2. Implementing the action	Third and Fourth meeting	Previewing: The researcher introduced the video to the students and stressed each mistaken pronouncing words.
		Viewing: The students listened and watch the video.
		Post Viewing: The students retell the pronunciation through role play in front of class.
3. Observation		The researcher observed the implementation.
4. Reflection	Positive Result	9 students were not having mistaken in pronouncing words.
		Students followed the teacher's instruction
		Students seemed enjoying the learning activity.
	Weaknesses	There was a student still had mistaken of pronouncing words.

a) Planning

Based on the reflection in Cycle I, the researcher and the English Teacher planned some efforts as actions to solve the problems that were still found in increasing students' pronunciation. In this phase, the researcher and the teacher decided the same topic for the cycle two about "Descriptive text". These topics discussed about describing place, historical monument and describing house. The researcher prepared the lesson plan, dialogue text, camera, laptop, projector, LCD and field notes.

In order to solve those problems, the researcher and the English Teacher still used mostly similar activities to those in Cycle I, such as using video media to increase the student's pronunciation and involvement. The efforts were described as follows:

(1) Using classroom English

As the reflection of using classroom English was successful in the implementation of cycle I, the researcher decided to use it in cycle II. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson.

(2) Improving students' motivation and pronunciation

Concerning there were some improvements of students' pronunciation, the researcher would use video as media to give an appropriate speaking model for the students, in order for the students who still had many mistaken in pronouncing words, they could have better pronunciation. Same as like in cycle I, the use of video will be divided into three main activities; they are previewing, viewing, and post-viewing (Stempleski, 1990 cited in Richards and Renandaya, 2002;367). In this activity, beside watching the video, the students had to perform in front of class through roleplay to measure their pronunciation's improvement.

(3) Giving feedback on the students' pronunciation

As what was found in Cycle I, though the students still had many mistaken in pronouncing the words, then the researcher planned to keep giving feedback on

the students' pronunciation in order to make the students understand and they would not make some mistakes.

b) Action

The implementation of the actions in Cycle II was conducted in two meetings. The first meeting and the second meeting was conducted at 1:10 PM until 4:10 PM, on Friday, March 17th 2017. The classroom activity in cycle two were almost the same in cycle one. There were previewing, viewing, and post-viewing activities

(1) Previewing

Before the students watched the video, the researcher gave the students the explanation about descriptive text. The researcher also reviewed the words that always be wrong pronounced by the students. Afterwards, the researcher also reviewed the video that the researcher would use.

(2) Viewing

The techniques were almost the same as in cycle one. Firstly, the students watched the whole video. The researcher let them understand the content of the video and get the information about how to pronounce the word correctly from the video. The researcher paused the video to focus on each words. Moreover, the researcher played again the video, to let the students understand more.

(3) Post- Viewing

After showing the video, the researcher asked the 10 students to perform the text in the video through role play in front of class. Then the researcher reviewed the students' performances.

e) Observation

In the cycle two, the researcher provided the examples in pronouncing words and asked the students to repeat saying the words several times. The students could also see the written form of the words on the video.

The teacher stood up at the back of the class while showing the video in order to control the students in the back rows. Based on the observation sheet that has been taken, all the students took their attention to the researcher during learning activity.

f) Reflection

Based on the implementation and the observation, the researcher reflected the action that has been done. These are the following things were found.

(1) Positive Results

From the tenth students who were still having problem in pronunciation, nine students of them were not having mistaken in pronouncing words. All students could follow the researcher's instruction, and they were enjoyed learning through video. It can be seen in the observation sheet, when the video was showing, all the students focused on the video.

(2) Weaknesses

As the result of the implementation, it showed that from the tenth students who were still having problem in pronunciation, there was a student of them was still having mistaken in pronouncing words.

B. Discussion

Pronunciation is one of the elements of speaking skill which has been an important part in human life. People use their speaking skill in order to communicate with others. As a reflection, people need to find the way to learn pronunciation to support their speaking skill.

Video might be one of the ways to increase pronunciation, video gave the audio and the visual that could easily be understood. So, this was what would the students get by using video.

The video was used as a treatment in increasing students' pronunciation, the pretest and posttest were given to students before and after treatment was to find out whether or not the implementation of video was able to increase students' pronunciation. Based on the pretest, almost all students had a problem in pronouncing certain words, as a reflection the researcher then conducted cycle one and two.

In cycle one, the use of video could increase students' pronunciation, it showed that there was a reduction in the number of wrong pronouncing words. But in cycle one, from twenty-six students, only sixteen who had perfect pronunciation, then the ten other students still had a problem with the pronunciation. As a reflection, the researcher continued to cycle two. In cycle two, from the ten students, nine students were having perfect pronunciation, there was only one student that still had a problem in pronouncing words.

After having the results of this research, the researcher discussed and concluded some findings concerning the process of CAR. There are two major findings of this research, they are:

1. The students' pronunciation was increased from before phase of action to after.
2. The use of video was effective to increase students' pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two main parts; conclusions and suggestions. All of findings and discussion drawn in chapter four are summarized in the conclusions. In addition, practical implication of the study in the use video in improving pronunciation is presented in suggestions.

A. Conclusions

After conducting CAR at tenth grade of SMKN 1 Pacet in academic year 2016/2017, it can be concluded that the use of video can improve the students' pronunciation. It can be proved from the following facts.

The first thing is that the use of video can be beneficial for the teacher in teaching speaking skill, especially for the aspect of pronunciation. The teacher can teach the pronunciation by asking the students to listen to the native English speaker pronouncing the words on the video and repeat pronouncing the words. Based on the findings in the test, the students had better pronunciation after listening to the native English speaker on the video pronouncing the words and repeating pronouncing the words several times. It is supported from the interview with the students who stated that after watching and listening to the video, they were able to pronounce the words correctly.

The second one, the students are very enthusiastic in learning activity. As the teacher presents the video, the students focus on watching to understand the content of the video. The implementation of the use of video in teaching

pronunciation can be carried out in various techniques. The teacher can show the whole video and then discuss the pronunciation after the students watch the video. Or if the students still do not understand the content of the video, teacher can show the video more than once. Freeze frame the technique, as proposed by Harmer (2001), can also help the students understand the video in detail. The teacher can apply freeze frame technique by pausing in any part it.

B. Suggestions

Several things are suggested for the teacher and further researchers, they are:

1. The teacher should find the suitable video for the students based on the their capacity. The speaker in the video should not be very quick and very slow, the speaker in the video also should present the clear pronunciation in order to make the students understand easily.
2. For further researches, the devices (computer, loud speakers, and LCD projector) supporting the teaching learning process should be well prepared. Since those devices are electric equipments, it should be anticipated that the devices are not working out or there is blackout during the teaching learning process.