



## The Improvement of Students' English Pronunciation by Using Animation (3d) Video for the Second Year Students of Junior High School 1 Payakumbuh

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### Abstract

*The purpose of this study is to see whether animation video can improve pronunciation level of second years students in Junior High School 1 Payakumbuh. This Classroom Action Research study have 251 students which consist of 7 classes as the population. The participant is 36 students chosen by using cluster random sampling technique. In collecting the data, researcher used observation to observe the students' behavior during teaching learning process with field notes, then used test to find the improvement of students' speaking pronunciation during the implementation, and used questionnaire to find out students' opinion about using animation video as learning media. The research was conducted in two cycles, where each cycle consisted of 4 meetings. The research findings showed that the implementation of animation video could improve students' pronunciation level from "very good" level up to "excellent" level. It can be concluded that the implementation of animation video in the learning process has a beneficial effect on students' pronunciation.*

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## INTRODUCTION

Having good pronunciation is particularly needed in communicating at formal situations as compared to an informal situation (Szynalski, 2018). It is also important because it can help people to communicate in normal English communication (Newton, 2009). That is the reason to improve students' pronunciation. Newton (2009) also stated that the way pronunciation taught and learned can affect the learning itself. So, when a teaching-learning processes are interesting the students can absorb the learning well. Unfortunately, Indonesian teachers tend to use discussion strategy in teaching speaking processes and rarely used media to support the teaching-learning processes. This strategy cannot get students interest so that the students easily get bored and do not have motivation to learn pronunciation. In addition, the students' problem in learning pronunciation also lays in their lack of confidence due to the lack of vocabulary. Moreover, the students have difficulties in

pronouncing some vowels and diphthongs, especially in minimal pairs words. Based on these problems, this research will focus on teachers` strategies in teaching pronunciation, especially vowels and diphthongs. The teaching strategy will use animation video as the teaching media to improve students` pronunciation. Therefore, the purpose of this research is to find out whether there is any improvement in students` pronunciation, and how much the improvement of students` pronunciation skill is after they learn it through animation (3D) video.

Danesi (2009) in Dictionary of Media consider media as any means of tool which use for transmitting the information. The media which use in teaching-learning processes are called teaching media. Harmer (2007) said that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities are instructional or teaching media. The media that are usually use in teaching-learning processes are visual, audio, and audio-visual media. From the three kinds of media, audio-visual media is the most interesting media for the students. There are several kinds of video, one of them is 3D or animation video. Animation video is a technique of showing slightly different drawings in rapid succession, creating the illusion of continuous motion, and animated motion picture video is the video which based either entirely or in part on animation (Danesi, 2009). This animation video is suitable for children from 5 until 15 years old, which means that the animation video is appropriate as teaching media for Junior High School students, especially to teach pronunciation.

Pronunciation is part of speaking skill. Bueno, Madrid, & McLaren (2006) mentioned that speaking skill is one of the most difficult languages skills that the learners have to face. Speaking skill has eleven micro and five macro skills that presented by Brown (2004). Speaking also has parts, one of them is pronunciation. Pronunciation is the way how someone produce or pronounce a particular language (Oxford Learner`s Dictionaries, 2019). In teaching pronunciation the teachers usually use some approaches and technique in teaching pronunciation. Yates (2002) mentioned 2 approaches in teaching pronunciation which are top-down and bottom-up approach, and Celce-Murcia (1996) also mentioned ten techniques to teach pronunciation which are listen and imitate, phonetic training, minimal pairs drills, contextualize minimal pairs, visual aids, tongue twister, developmental approximation drills, Practice of vowel shift and stress shift related by affixation, reading aloud, and recording of learners` production.

In teaching pronunciation, there are some ways to measuring students` pronunciation, one of them is from Cahyani (2018):

**Table 1.** Rubric score of pronunciation by Cahyani

<b>Pronunciation Rubric Score</b>	
<b>1 Poor</b>	The students are able to pronounce 1-2 out of ten words containing diphthong sounds
<b>2 Fair</b>	The students are able to pronounce 3-4 out of ten words containing diphthong sounds
<b>3 Good</b>	The students are able to pronounce 5-6 out of ten words containing diphthong sounds
<b>4 Very good</b>	The students are able to pronounce 7-8 out of ten words containing diphthong sounds

<b>5</b>	The students are able to pronounce 9-10 out of ten words containing
<b>Excellent</b>	diphthong sounds

Aside from this research there are three other researches that also studied about improving students pronunciation using video, they are Sihem (2013); Syah (2015); and Aufa (2017). All of them found that video can improve students` pronunciation skill. Each research used different kinds of video. Therefore, this research will be studied about improving students` pronunciation, in vowels and diphthongs, level by using animation video.

## METHOD

The research was done from January 27<sup>th</sup> – February 25<sup>th</sup> in Junior High School 1 Payakumbuh. This research is a Classroom Action Research about the improvement of students` pronunciation by using animation (3D) video as teaching media. Yasin (2011) state that Classroom Action Research is the chance or opportunity to do a research about the implementation of teaching method, media, or technique, and keep monitoring students` improvement on it. Based on Burn in Wibawa (2014), there are four steps of CAR, they are planning, action, observation, and reflection. As for this research, they are divided into nine steps which are pre-test, treatment 1, treatment 2, post-test 1, treatment 4, treatment 5, post-test 2, and questionnaire. The observation was done while the treatment processes, and the reflection was done after each post-test. This research was conducted to find out whether animation (3D) video can improve students` pronunciation or not, especially in vowels and diphthongs pronunciation. The vowels that studied in this research were (/i:/, /u:/, /ɜ:/, /ɔ:/, and /a:/), because Riadi (2013) found that long vowels are more difficult than short vowels. Then, the diphthongs that studied were (/ɔɪ/, /iə/, /əʊ/, /eɪ/, and /aɪ/), due to Donal (2016) who found that those are the diphthongs which most of Junior High School students found it difficult to pronounce.

The population of this research is all of the classes of second years students in Junior High School 1 Payakumbuh which consist of 7 classes with total 251 students. The sample that was taken is just one class which taken by cluster random sampling technique. Gay et al. (2009) said that cluster random sampling is the procedure for selecting random sampling where we select an intact group not individual. The sample class is class VIII. 5 which consist of 36 students. There are three instruments that used in this research, first is test which consist of pre-test, post-test 1, and post-test2, second is observation in field note form, and in the end of research there will be a questionnaire about students` opinion.

The data collection of this research has followed the steps in Classroom Action Research for cycle 1 and cycle 2 with quantitative and qualitative data as the result. The steps will be detailed as follows:

### 1. Cycle 1

- Planning: choosing a topic and make the lesson plan. Then choosing the animation video that suitable for the topic
- Action: taking a pre-test. Then started to teach pronunciation by using animation video that integrated to speaking class

- Observation: taken by the teacher in field note form that is content of students' behavior during the class
  - Reflection: taking a post-test 1. Then analyze the pre-test and post-test 1 result, and analyze the field note to see the positive and negative point of the research. The negative point will be revised in cycle 2
2. Cycle 2: the steps in cycle 2 are same with cycle 1. But in cycle 2, the researcher chooses a new topic and revised the negative point in cycle 1. In the end of cycle 2, the researcher giving a questionnaire to see students' opinion about the use of animation video.

The quantitative data will be analyzed by using 2 formula, one for measuring the mean score and another one to measuring the percentage, here are the formulas:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{y} = \frac{\sum y}{N}$$

$$P = \frac{F}{N} \times 100\%$$

## RESULT AND DISCUSSION

### 1. Research Finding

The result findings were taken from several sources of data, the tests, the field notes, and the questionnaire. There are three kinds of tests, the pre-test, post-test 1, and post-test 2. Here is the comparison of the result of each test:

**Table 2.** Result of the tests

Categories	Pre-test	Cycle 1	Cycle 2
<b>Mean</b>	72.8%	79.3%	90.1%
<b>Individual percentage</b>	- 50%-69% (13 students) - 70%-89% (20 students) - 90%-100% (3 students)	- 50%-69% (5 students) - 70%-89% (26 students) - 90%-100% (5 students)	- 50%-69% (0 students) - 70%-89% (16 students) - 90%-100% (20 students)
<b>Problem</b>	3 vowels and 3 diphthongs that got the pronunciation percentage under 70%	1 vowel and 3 diphthongs that got the pronunciation percentage under 70%	no vowels and diphthongs that got the pronunciation percentage under 70%
<b>Result</b>		improvement in students general and individual pronunciation, and the decreasing of vowels and diphthong that got the pronunciation percentage under 70%	

<b>Solution</b>	Began the treatment by teaching pronunciation using the animated video	Continue the treatment to cycle 2	End the research
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The table above shows that the mean from one test to another test was increased from 72.8%, which placed in range “very good”, in the pre-test to 90.1%, which placed in range “excellent”, in post-test 2. The individual result also shows the increasing in the number of students who got the pronunciation percentage around 90%-100%, and the decrease in the number of students who got the percentage around 50%-69% from each test to another test. These result shows that using animation video to teach pronunciation can improve students` pronunciation level. As for the result of the questionnaire, here is the detailed:

**Table 3.** The average and modus answer for each question

NO	Statements	AVE	MOD
1	The animated video is interesting	4	4
2	It is easier to understand how to pronounce the words by learning using the animated video	3	3
3	The characters in the video make the teaching-learning processes more interesting	3	3
4	The story lines of the video are interesting	3	3
5	Each piece of the video has different story lines that make the teaching-learning process is not boring	3	3
6.	The duration of animation video is enough to learn until the class is over	3	3
7.	The sound of animation video is clear enough to listen to	3	3
8.	The words in animation video are clear and easy to listen	3	3
9.	The volume of animation video can be heard for entire class	3	3
10.	It is easier to learn pronunciation by using animation video	4	4

The table shows that most of the students` answer were in range “agree” and “strongly agree”, which means that most of the students agreed that animation video can improve their pronunciation level and it also made the teaching-learning processes more interesting so that their motivation and confidence can increased.

## 2. Discussion

After conducting pre-test, cycle 1, and cycle 2, the ending result shows that the students` pronunciation was improved. It can be seen in the result of pre-test, post-test 1, and post-test 2 that show the increasing of percentage in general and individual percentage. The mean was improved from 72.8% in pre-test to 79.3% in post-test 1, and 90.1% in post-test 2. In cycle 1, there are 86.11% students who improved their pronunciation, and the number increase in cycle 2 where there are 88.89% students who improved their pronunciation compared to the result in post-test 1. The number of vowels and diphthongs that got the pronunciation percentage also decreasing from one test to another. These results are in line with the result of the questionnaire and field note data that shows students interest and behavior about using animation video

to learn pronunciation. The questionnaire data shows that most of the students agree that animation video can improve their interest and motivation so that their pronunciation also improved. The field note data also shows the increase in the number of students who pay attention in the class and students who can answer the questions.

This result is relevant with Pratiwi (2010) who found that cartoon film can decrease students' pronunciation difficulties and make the students had better understanding in producing sound, and she also said that animation video stimulate the students, so it increase students' interest in learning pronunciation. This is also link with Burhanudin (2018), in his research, who found that the students' pronunciation was improved after learning by using video. These two findings are supported by some theories. First is from Syah (2015), cited from Suwartono (2014), who stated that integrating video into communicative activities can deepen students' pronunciation ability.

## CONCLUSION AND SUGGESTIONS

This study tries to find students' improvement in pronunciation by using animation video as teaching media. The result shows that animation video can increase students' pronunciation level from "very good" (72.8%) to "excellent" (90.1%). The improvement of students' pronunciation was affected by the increasing of students' interest and motivation in learning pronunciation when using animation video as the media. This is shows in the questionnaire and field note result that taken the data about students' interest and behavior during the class. The field note data shows that the number of students who pay attention and answering the questions in the class were increasing from one treatment to another treatment. The questionnaire data also shows that most of the students agree that animation video can catch their interest and increases their motivation in learning pronunciation. It means that the animation video increase students' motivation and interest in learning pronunciation so that it also improved their pronunciation level.

Hopefully, this research can increase the awareness of the importance of learning pronunciation as parts of speaking skill. This research also can be a guidance for the teachers to make the teaching-learning processes of pronunciation more interesting. As for other researchers, this study can be a reference to conduct other research in the same field.

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