

INTERACTIVE LESSON VIDEO MODEL TO DEVELOP PRONUNCIATION SKILL THE TENTH GRADE STUDENTS' ENGLISH PRONUNCIATION SKILL : RESEARCH AND DEVELOPMENT

Arif Nurfauzan¹, Supriyono², Miza Rahmatika Aini³

¹⁻³Balitar Islamic University, East Java, Indonesia.

¹Arifnurfauzan3@gmail.com, ²qliyahsupriyono@gmail.com,

³jumintenlarasati@gmail.com

ABSTRACT

This research was aimed to develop interactive video model for teaching pronunciation to the tenth grade students. This strategy was chosen because it could interested the students to learn pronunciation.

The researcher applied Research and Development (R&D) design. The subject of this research was students of senior high school. The data of the research were quantitative and qualitative data. The quantitative data were the outcome of the pre-test and post-test results with included the results of experts content material and experts content of media toward the developed interactive video model.

Based on the recapitulation results of interactive video model, the presentage of component mterial was 86,06% and the results of media was 84,74%. the results recapitulation of students mean score in students learning with interactive video model in pre-test was 62,58 and post-test was 75,70. It means the interactive video model included in "very feasibility" category. So, the interactive video model can use to teach reading in the classroom.

Keyword: *interactive video model, pronunciation*

1. INTRODUCTION

This Introduction is Intended to discussed about Background of study and Research Problem from Researcher.

1.1 Background Of The Research

According to Chaer (2009: 37) suggests the term target language which is a language that is being studied and wants to be mastered. The target language form can be mother tongue (first language (B1), second language (B2), or foreign language (BA). Understanding second language is not the same as foreign language. In Indonesia for example, first students learn first language (regional language), then learn a second language (English). English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to respond or make discourse in social life.

Pronunciation learning also needs to be given in advance in learning English. So don't accept the wrong pronunciation concept. later when they have more advanced language use as a means of communication, communication tendencies can be minimized. This is because miscommunication can have fatal consequences on personal relationships or other relationships. Once the importance of pronunciation in English is due to incorrect pronunciation of words in English can be fatal. Wrong in pronouncing just one consonant or vowel in a word can make a difference in words which will result

in the error of the intended meaning.

Based on the results of descriptive observations from Researcher on January 30, the researchers found that the condition of schools with large student populations had libraries with sufficient book content. and when the learning process occurs, most students don't listen to what the teacher gives, and some students get sleepy. In this study, researchers conducted non-participatory selective observations in English learning classes. The researcher also conducted focused observations, when the researchers was examined in grade X, the teacher taught English lessons using only old media such as books and LCD projector screens by instructing students to take turns to come to the front of the class and describe their friends. On the observation, the researcher has been interviewed 3 informans, They are 1 teacher and 2 students in Class X grade :

The Teacher when the researcher interviewed said :

"Mr.Pras, Kurikulum disini itu bagus, ndak masalah kurikulum itu karna kurikulum itu teknis bagaimana kita menyampaikan materi. Masalah ada pada pembelajaran grammar tensis, pronunciation itu.. kurang sekali, saya sendiri saja sampai budrek, harus gimana lagi saya mengajarkannya. Di SMA 4 itu seperti ini mas, pengajarannya menggunakan analisis dalam self introduction itu memakai apa saja, seperti itu saya untuk pronun nya. Kalau media pembelajaran kan macam macam ya mas, pakai LCD itu kan sudah media, tapi kalau teknisnya ya kita menggunakan pendekatan apa yang ada dalam teori itu gak kita pake. Jadi kita menggunakan model lama seperti buku dan LCD. Untuk karakter anak SMA 4 itu sangat sulit dalam pelajaran bahasa inggris, itu sudah menjadi kendala di sekolah ini Karna anak SMA 4 ini sangat lemot, saya menerapkan materi dari KD itu perlahan mas, yang penting anak anak itu mengerti semua materinya, baru saya lanjut ke materi lainnya. Ya.. seperti yang saya katakana sebelumnya untuk materi materi pronunciation itu buruk, sangat lemah mas. Media teknisnya ya sama aja mas, pakai LCD sama buku aja. Loh, gak apa apa mas, saya malah setuju itu, tinggal dilihat gimana progresnya ke anak anak di SMA 4 ini."

Translation:

(Mr.Pras, the curriculum it is good, not the curriculum problem because the curriculum is technical how we deliver material. The problem is in tensile grammar learning, the pronunciation is ... very lacking, I just go to dizzy, what should I do to teach it. In SMA 4 it is like this, the teaching uses analysis in the self introduction that uses everything, like that for my pronun. If learning media is kind of different, using LCD is already a medium, but if technically we use what approach is in the theory, we don't use it. So we use old models like books and LCDs. For the character of 4 high school students it is very difficult in English lessons, it has become an obstacle in this school Because this high school 4 child is very slow, I applied the material from KD slowly, the important thing is that the children understand all the material, then I proceed to other material. Yes ... as I said before for the material for pronunciation material is bad, very weak. The technical media is the same, mas, just use the LCD book. Loh,

it's okay, bro, I agreed to it, just to see how it progressed to children in this high school.)

(W01-WS-S01-GMAPEL-MR.P)

The Student when the researcher interviewed said :

“Febbi mas. Kurikulumnya K13 mas. Kalo dalam bahasa inggris ada mas, contohnya dalam pengucapan kalimatnya sama susunan kalimat yang di balik balik gitu loh mas apasih namanya itu lupa saya. Guru saya disini cara ngajarnya terlalu cepat mas, maksudnya kalo ngejelasin per kalimat ngomongnya cepet cepet gitu mas. Pernah mas, kaya proyektor, tapi saya kalo belajar pake proyektor kadang kadang kurang paham malahan mas. Menurut saya sih, dalam pelajaran speaking itu dituntut harus bener mas, padahal saya belom bisa banget. Media yang di pakai guru buat pelajaran speaking itu pakai buku mas, pakai proyekor LCD juga pernah, jadi disuruh maju dua anak trus berdialog gitu mas. Saya sih setuju sekali mas, jadi semangat belajar mungkin kalo ada yang baru di sekolah.”

Translation:

(Febbi. The curriculum is K13 . There are if for English, for example in the pronunciation of the sentence with the order of sentences that are behind it, how come the name forgets me. My teacher here is how to teach it too fast, it means that if I explain it per sentence, talking quickly is that, mas. Once, I was rich in projectors, but if I learn to use a projector, sometimes I don't even understand, mas. In my opinion, in speaking lessons it is required to be correct, even though I haven't really been able to. The media used by the teacher for speaking lessons uses mas books, using LCD projectors, too, so being told to go forward two children then having a dialogue like that, mas. I really agree, mas, so it's a spirit of learning, maybe if there's something new at school.)

(W02-WM-S01-MKLS10-FBI)

The another student when the researcher interviewed said :

“Nama saya Karin. K13. Saya tidak terlalu bisa bahasa inggris, susah pahamannya susah juga ngomongnya. Pak guru kalau ngajar pakai buku, kadang anak anak disuruh maju, kadang pake proyektor juga. Saya kadang ragu kalo mau ngucapin pake bahasa inggris takut salah, nanti saya malu. Menggunakan buku, kadang pake proyektor. Gapapa mas, saya suka, saya tunggu itu disekolah ini ya.”

Translation:

(My name is Karin. K13. I don't speak English very well, it's hard to have a difficulty in talking too. The teacher if he teaches using books, sometimes children are told to go forward, sometimes using a projector too. I sometimes doubt if I want to say using English I am afraid of being wrong, I will be embarrassed later. Using books, sometimes using a projector. Gapapa mas, I like it, I'm waiting for this at school.)

(W03-WM-S01-MKLS10-KRN)

Researcher was increased development in students by implementing an innovatively, creatively and conducive learning model for learning through the use of interactive video media in the form of models so that students can be trained to speak

fluently. Video media is used to increase student interest and provide a different atmosphere in learning pronunciation. Because with knowledge, dexterity and skills have practical value. By obtaining these three things people will more easily find the desired development. Start learning together with modeling, because it will make it easier for people to learn. For example, we learn through interactive videos that will facilitate learning in pronunciation, because we are invited to say the words spoken by the model in the video.

1.2 Research Problem

The main problem in this study is the difficulty of students in performing English pronunciation fluently in pronouncing several vocabulary words that become a sentence. based on this problem, learning media need to improve pronunciation skills. therefore, the operational problem are:

1. How is the model of interactive video in X grade Senior High School?
2. How could the model interactive video be implemented in X grade Senior High School?

How does the model interactive video influence to student ability pronunciation for the X grade Senior High School?

2. METHODOLOGY

The Researchers used research and development methods. According to Sugiyono (2014:407) Research and Development methods of using to produce certain products, and testing the effectiveness of products.

In the implementation of R & D, there are several methods used, namely descriptive, evaluative and experimental methods. Descriptive research methods are used to collect data about existing conditions. The initial research method is to evaluate the experimental process for developing a product. The experimental method is used to test the efficacy of the product produced.

3.2.1 Potential and Problem

The literature in this study relates to interviews as a basis for developing educational products. In searching for potential phases and problems, researchers used a preliminary study to find out potential and problems. Details of the problem and the problem are in the data collection below.

3.2.2 Data Collection

Data collection that has been obtained by researchers is the result of observations and interviews. In accordance with the hypothesis summarized in Chapter 1 by the research of the researcher, the researcher conducted a gradual, descriptive, selective observation as well as focused observation which aimed to determine the overall condition of the school environment and its class.

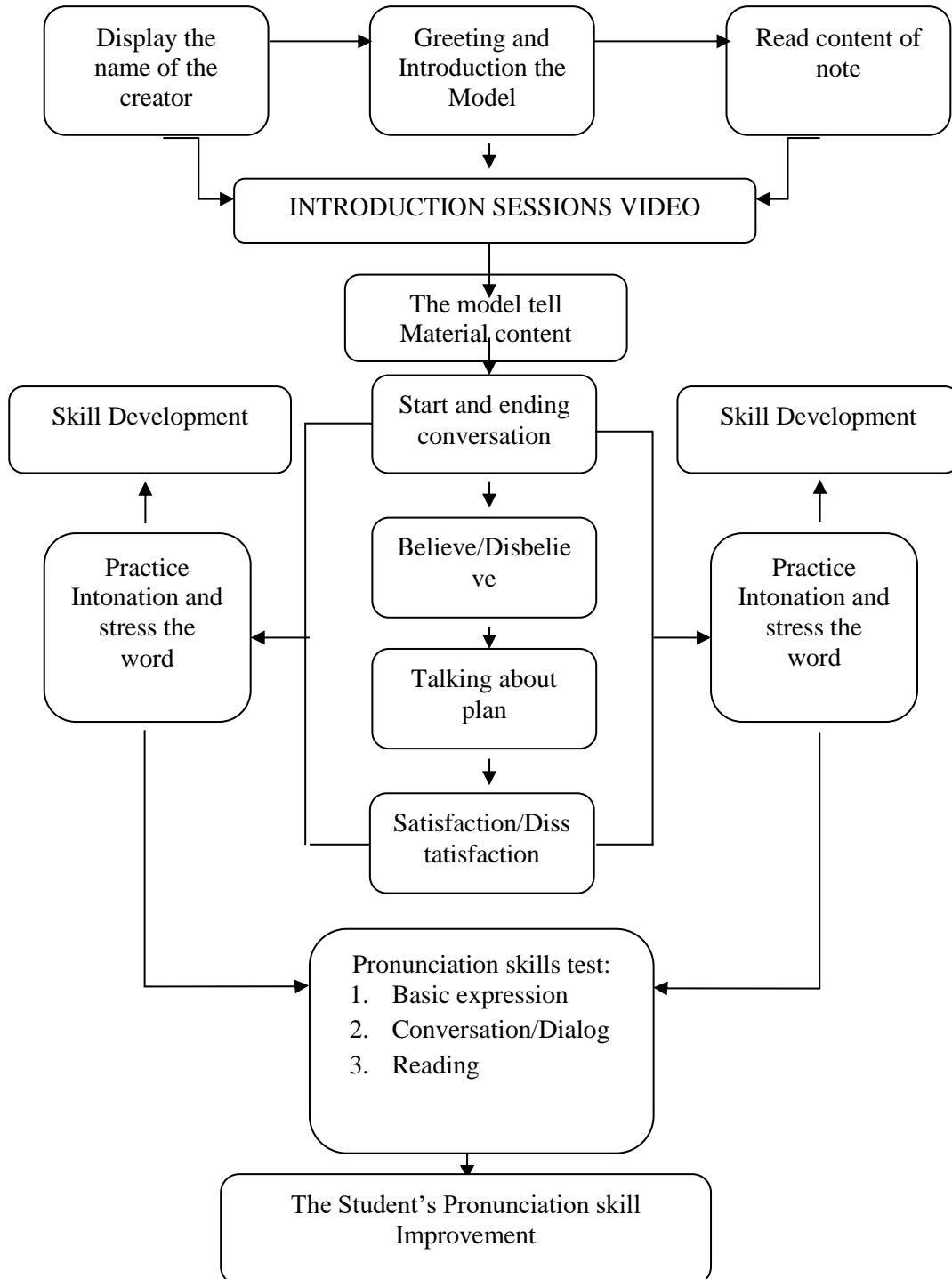
In addition, researchers also collected data from the results of tri angulation interviews, namely the informants of the tenth and second English language teachers in tenth grade. Besides that, the researchers collected documents in English lesson plan for 10th grade teachers in Blitar 4 High School, here are the data collection:

3.3.2 Design and Developing Product

In addition, the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is chosen as an instructional design model for research because it is in accordance with the design and method of development, goals and approaches to produce a complete picture and understanding of online vocabulary

learning module theoretically and practically.

3.3.3 Hypotetical Model



RESEARCH RESULT AND DISCUSSIONS

4.1. Research Result

4.1.1 Analysis of Potential Problems and Solutions

In the first stage of this study, the potential and problems that were discovered when conducting field observations through Triangulation in SMA / MA Blitar city / district, from this aspect the researcher analyzed the potential and existing problems.

4.1.2 Initial Product Design and Development

The initial design of the product carried out in making the design of interactive video media models is by finding various supporting information and gathering the tools, tools and materials needed as a basic instrument in developing interactive video media models.

Initial Design

The first thing researchers do in making product designs is preparing material that will be input to become learning for students, and equipment that will be used to record models that will later be edited on laptops using the *Filmora* application to make it look more interesting by students.

The first step taken to edit the video to make it more interesting, the researchers designed to be careful in choosing fonts and backgrounds that will be displayed in the video, after that the opening video is selected and entered into the *Filmora* application file according to the flow in the learning video interactive.

4.1.3 Result of Product Development

(1) Description of learning material validation

Result by validation material expert was conducted to test the quality of content, accuracy of coverage and language of learning media. The material expert the researcher requested an assessment of three expert namely Mr.S, Mss.M, and Mr.W. Data from material expert validation can be seen in the following table:

Table 4.1 Result of Material Validation

Statement	Validator 1	Validator 2	Validator 3	Total
1	3	4	4	11
2	3	4	3	10
3	3	4	4	11
4	4	5	4	13
5	5	5	4	14
6	5	5	4	14
7	5	5	4	14
8	5	5	4	14
9	5	5	4	14
10	5	5	4	14
11	5	4	4	13
	Total			142
	Criterion value			165
	Percentage			86,06 %

Based on table 4.1 the assement of the material validator has a total score 142 and a percentage of 86,06%. This value is include in the range of values of 80-

100% in the criteria for scoring included in very feasible category. So that interactive video in terms of display and presentation component is said to be suitable. The material validator also provide suggestion and input that are user as the basis for improving the media developed.

Table 4.3 Result of Media Validator

Statement	Validator	Validator	Validator	Total
	1	2	3	
1	4	4	5	13
2	4	5	5	14
3	4	4	4	12
4	4	4	4	12
5	4	5	5	14
6	4	4	4	12
7	4	5	4	13
8	4	5	4	13
9	4	4	5	13
10	4	4	4	12
11	4	4	5	13
12	4	5	4	13
13	4	4	4	12
14	4	4	4	12
	Total			178
	Criterion value			210
	Percentage			84,76%

Based on table 4.3 the assessment of media validator has a total score 178 and a percentage of 84,76%. This value has included in the range of values of 80-100% in the criteria for scoring included in very feasible category. so that interactive video model media in terms of effects of learning strategies, Software engineering, visual display of learning media interactive video model is said to be very feasible. The media validator also provide suggestion and input that are used as the basis for improving the media developed.

(1) Result of students pre test and post test

The result from pretest and post test can be seen in the following table:

Table 4.5 Result Pre test and Post test

Students	Pre-Test	Post-Test
AA	60	80
AB	60	80
AC	60	60
AD	40	60
AE	60	80
AF	60	60
AG	80	100
AH	60	80
AI	60	100
AJ	40	80
AK	60	80

AL	60	80
AM	60	60
AN	80	80
AO	60	80
AP	60	60
AQ	40	80
AR	60	100
AS	80	80
AT	60	100
AU	40	80
AV	80	60
AW	60	80
AX	40	80
AZ	60	60
BA	80	100
BB	80	80
BC	80	80
BD	60	80
BE	80	80
BF	80	80
AVERAGE	62,58	78,70

Based on the results of the recapitulation of the pre-test and post-test student scores, there was an increase in student learning outcomes, the average pre-test results were 62.58 and the average post-test results were 78.70. so, interactive video models can be said to have improved student learning outcomes.

4.1.5 Product Evaluation

After field trials the researchers saw a lack of sound in the prologue model when in interactive video media material, so students who were far away could not hear what the model was saying during the prologue, other than that when the dialogue material, students could not interact because the dialogue was too long.

4.1.7 Final Publication

In the final product, the interactive video learning media model will not be mass produced but only becomes a journal at Balitar Islamic University, but if there are schools that need researchers will provide it.

4.2 Discussion

Based on observations, researchers made four chapters in the interactive video media content model. This video was made with English 40 Basic Expression by learning interactive video based. The researcher aims to make students more interested in learning English by using interactive video learning media models that have been made by researchers. The interactive video model has a validated by six experts, consisting of three material experts and three media experts. The assessment of interactive video model by material validator has a percentage of 86,06%. The assessment of interactive video model by media validator has a percentage of 84,76% in the criteria for scoring include in very feasible category. After validation of material and media, researcher was done next section is field try out was held from July 06th until 07th August 2019. Based on permission by headmaster of Senior High School Al-Hafidzoh chief of curriculum,

there was only one class tryout in 10 Mipa 1 consist of 31 Student's. The result product testing are Pre test and Post test wich the mean of value is 62,58 advance in Post test the mean of value is 75,70. Well, the learning media interactive video model to learning English Pronunciation is suitable.

3. CONCLUSION

Based on the description in the previous chapter, it can be concluded that:

- (1) The following is an explanation for the model of interactive video that begins with the introduction session, namely the introduction of the video creator's name, the introduction of the model, and an explanation of the content of note. after that the video entered into four material consisting of starting and ending conversations, belive or disbelive, talking about plans, and the last satisfaction and dissatisfaction. after that it is evaluated by basic expression test, dialog and reading test to improve students' pronunciation skills...
- (2) In trials, researchers used one shoot Pre test and Post test. from the implemented video, students follow the instructions in the video notes and instructed by the teacher, and to assess the students' pronuniaton by using an application that is downloaded for free on the Google Play store called *Pronunciation*.
- (3) According to the results of the Pre test and Post test that have been done by researchers in the mean get the Pre test with a value of 62.58 and the Post test results with a mean value of 75.70. and calculated using a T test that gets the final result of -4.84 with a significance of 0.05 and known T table 2.042. It means there is a significant influence on student values between before and after treatment. From trial model, it can be seen that the product have properness to increase the students' reading achievement.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, i would like to express my graduate to Allah SWT, with the blessing, guidance and mercy have made me complete this thesis and my study at Islamic University Of Balitar Blitar. The special big of appreciation to:

- 1) Drs. H. Soebiyantoro, M.Si As The Rector Of Islamic University Of Balitar
- 2) Drs. H. Supriyono, M.Ed As Deputy The Rector 1 Of Islamic University Of Balitar
- 3) Devita Sulistiana, S.Si, M.Pd As Dean Of Teacher Training And Education Faculty Of Islamic University Of Balitar
- 4) Nita Sutanti, M.Pd As The Head Of English Department Of Islamic University Of Balitar
- 5) Drs. H. Supriyono, M.Ed As The First Advisor Whho Given Me Critical, Suggestion And Helped Me During The Process Of Writing Thesis.
- 6) Miza Rahmatika Aini, M.Pd As The Second Advisor Who Given Me Critical, Correction And Sugesstions My Thesis.
- 7) My Beloved Parents, Grand Mother and My Aunty, Who Given Me Loves, Support, And Always Patience All The Time For Me.
- 8) All Of My Friends In English Department

Finally the writer hopes this researchncan be usefull for all education element and future researcher

REFERENCES

- Machali, Imam (2014). Kebijakan perubahan kurikulum,. UIN Sunan Kalijaga Yogyakarta.
- M. Azarnoosh et al. (Eds.), *Issues in Materials Development*, 109–119.
- Chaer, Abdul. (2009). *Language Mastery Learning*, Jakarta, 37.
- Ur, P. (2010). *Pronunciation Learning*, 121.
- Hetch, B.F. (2007). *Akuisisi Fonologi Bahasa Kedua: Interaksi Faktor Transfer dan Pengembangan*, Cambridge, Penerbit Newbury House
- Kelly, Gerald. (2000). *How To Teach Pronunciation, From Book Excerpts*, source (<http://pdfhumanidades.com/sites/default/files/apuntes/How%20to%20Teach%20Pronunciation.PDF>).
- Purwo.Of (1993). *Language Learning*. Yogyakarta: Yogyakarta IKIP.
- Doll, R. (1996). *Curriculum Improvement: Decision Making and Process*. Allyn and Bacon, Needham Heights, MA.
- Connelly, F. M., and Lantz, O. C. (1991). *Definitions of Curriculum: An Introduction*. In A. Lewy (Ed.), *The International Encyclopaedia of Curriculum*, (pp. 15-18). Pergamon Press, New York.
- Nandy, M. (2009). *Flawless English Pronunciation*. Kuala Lumpur, Malaysia.
- Edwin T. Cornelius, Jr. (1964). *Eunghish Language Service, INC*. Washington,D.C..
- Macmilan Collier. (1996). *English Language Program, INC*. New York.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2004). *Statitiska Untuk Penelitian*. Bandung: Alfabeta.
- Dick, W., & Carey, L. (1996). *The Systematic Design of Instruction* (4th ed). New York: HarperCollinsCollagePublishers.
- Jones. (1958). *Material In Pronunciation Teaching English Vowels*. Cambridge: Cambridge University. 15
- Salmon, V. (1988). *English Pronunciation Theory*, *Anglia* 106;285-314
- Brazil,D., Coulthard, M. and Jones, C. (1980) *Discourse Intonation and Language Teaching*, London: Longman.
- Fudge, E. (1984) *English Word Stress*, London : Allen & Unwin.
- Connelly,. Mantz. (2003) *English Curriculum*. Oxford University. 10
- Azhar, A. (2004). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Cheppy, R. (2007). *Pedoman Pengembangan Media Video*. Jakarta: P3AI UPL.
- Daryanto. (2013). *Media Pembelajaran*. Yogyakarta: Gava Media.
- Metthew, W. (2015). *Audiovisual Method*. Nottingham: Trent University. 8.
- Tomlinson. (2012). *Materials Development for Language Learning and Teaching*. Cambridge University. 45.