

CHAPTER II

LITERATURE REVIEW

This chapter describes a review of related literature. It involves pronunciation, and YouTube , improve pronunciation.

A. Pronunciation

Pronunciation is the way student use in producing sounds or wordr . Firstly, the words or sounds are airstreams that come from the larynx. The airstream is brought to the lip. When the time comes to say the word, our mouth forms each alphabet or symbol with others that are interconnected. (Kenworthy, 1987) adds that in pronouncing English words, the sounds are combined or substituted with each other and it forms different words. For example, the sound of /v/ as in no is replaced by /μ/ in the word of met, so the word becomes net. In this case, the sounds are significant because it is used as a production of pronunciation. Furthermore, (Seidlhofer & Dalton-Puffer, 1995) state that pronunciation is a production of speech sound which is used to achieve meaning. It refers to the context of speaking. Thus, when a speaker says something, they would like to convey the information. On the other side, their listener would receive the meaning. In line with the explanation above, pronunciation is an important thing to make good communication (Saville-Troike, 1976). When individuals are involved in a conversation, they would try to understand what they are discussing. They need to say their words clearly.

Fraenkel (1984) express that there are two main steps to learning how to pronounce a language:

1. Receptive/list stage

In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

2. Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

B. Teaching Pronunciation

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced.

(Hammer & Weiss, 2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment.

As Daniel Jones states that : The difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

- 1) He must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound;
- 2) He must learn to make the foreign sounds with his own organs of speech;
- 3) He must learn to use those sound in their proper places in connected speech;
- 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice pitch)
- 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

C. YouTube

1. Definition of Youtube

Students can develop their knowledge and skills anytime and anywhere by using audio-visual media such as film and video to promote perception. YouTube is a form of entertainment that enacts a story through sound and a sequence of images giving the illusion of continuous movement. YouTube is one of the media for teaching language. It is very useful because it can make students more interested in studying. According to (Brophy, 2003), a video is a screen that displays a recorded picture on a television. Video is technology to capture, record, process, store and reconstruct arrange of images representing scene motion. (J. C. Richard & Renandya, 2002) also conclude that video is a medium that combines a wide variety of audio experiences in

addition to spoken language, which means that video is the visual and audio effect.

(Smaldino et al., 2008) say that many teachers use video to introduce topics, provide content and promote attraction. Video can be used in all teaching environments, such as classrooms, small groups and individual students.

Youtube video is a medium that can be used for teaching and learning. It can attract students to learn more, not boring. It can also be played in slow motion, so the eyes can quickly capture what appears to be taken off in normal vision.

Therefore, using meaningful videos in learning may be a suitable way to introduce complex topics in any visual or spatial learning course.

2. Video Problems

(Harmer, 2001) conclude that six problems may occur during the use of video teaching :

1. First, nothing new syndrome'. This problem shows that video switching in the classroom is no more interesting than video on television because the teacher must have exciting and unique steps in video learning, which is different from home television.
2. Second, low-quality disks and tapes. Teachers should use high-quality videos to attract students to learn.
3. Third, poor viewing conditions. Teachers should know that the monitor must be big enough for people to use, and the light must be enough until the class can see clearly.
4. Fourth, stop and start. Some students felt frustrated when the teacher suddenly stopped and started playing the video and started playing the video and only played the video. Therefore, teachers will always continue and start the video weather.

Students should know the content of the video.

5. Fifth, the length of the extract. Meanwhile, students felt bored while they must see the long video. To solve this, the teachers must design activities to keep students involved.
6. Finally, the finger and thumbs. Students are usually annoyed, and the teacher can find on the tape or disk what part to return to where they have just been. Therefore, teachers must familiarise themselves with the system used. YouTube

3. Video Types

Three basic video types can be used as a medium for classroom learning, according to Hammer (Harmer, 2001).

- a. Off-air Programmes off-air programs. Teachers can use it to show some activities, such as prediction, intercultural awareness, teaching language, and students' creativity.
- b. Real-world video. The videos displayed in real life outside the classroom, such as feature films and wildlife documentaries, are helpful for students to understand the lifestyle in real life.
- c. Language learning video many publishers make a lot of free learning videos to promote their course books, and it can increase students' knowledge indirectly level up.

D. Teaching Pronunciation using YouTube Videos

In teaching-learning, the Internet is very useful for students to complete their projects. Furthermore, as a learning medium, teachers can find various activity patterns in the classroom. According to (Rachmawati & Cahyani, 2020) the Youtube can make the teacher easier in teaching-learning, and the internet can also make it more effective.

Therefore using the internet as media will make a difference in learning to cause not only books as material, and students will feel energized in the teaching-learning process.

According to (Tok, 2010), the Internet has several advantages as a source textbook.

1. The extent information on the internet is very limited, but we can extend to the only suitable limitations.
2. On topic, the internet always has new topics in publications every day.
3. Personalization of the internet can help students if it is difficult to find a topic to discuss.

YouTube is one of the websites that can be used to find materials, especially in teaching oral English. YouTube is a popular site where the user can find videos about music, trailer film and music content (Winarni et al., 2022).

There are many movies about foreign languages, especially English, on YouTube. YouTube also has some user-type videos they searched. People can find an animation or film on YouTube. Users also can find videos from anywhere and in various categories. The videos you will find on YouTube are comedy, entertainment, movies and animation, music, news and politics, characters and blogs, and technology, sports.

There are also some educational videos on YouTube. The students can learn not just in the class but also from a film because education is not only in the classroom but also in the film. YouTube provides content about movies and a lot of education and technology.

Users will find some video clips containing educational categories on YouTube. (Pamungkas, 2019) that videos can be used to improve

- a) Motivation. Teachers can use video in class and experience it in real life.
- b) Speech. When teachers use video in the learning process, students will be more willing to communicate in the target language. Non-verbal aspect of

communication. Youtube video allows students to learn more detailed nonverbal communication.

- c) Cross-cultural comparison. Youtube videos make the students know the differences in cultural behaviour.
- d) Non-verbal aspect of communication. Youtube videos allow students to learn more detailed nonverbal communication.

In addition, there are several purposes to use video in the teaching and learning process. Video can make students more active when they watch material in video. Introduce the content to students of each part. Vocabulary, they can use videos as vocabulary reviews, Grammar can be used for grammar presentation, presenting particular grammatical structures and speaking skills. As viewing comprehension, in pronunciation video will show me focusing on voice, accent and intonation. YouTube can also be used for listening, speaking, and viewing comprehension.

According to (Stempleski, 2002), they say that, video can be used as additional material for language strengthening and practising skills in a suitable material. Students can learn by watching videos inside the class, and then they can tell the story about the video for discussion. Also, they can practice based on the videos they have watched.

E. The Previous of the Study

The first previous research was done by (Lusianti, 2022) conducted their research entitled " The Effectiveness of Online Media in Improving Students English Pronunciation" . The objectives of research she found nice significant effect after using video in teaching-learning. secondly, video can simulate and attract students' attention to pronunciation material. The second previous research was done by (Kriswinardi, 2017) entitled An Analysis of using Video in Teaching Speaking in EFL Classroom of XI

Grade Students of SMAN 4 Singaraja found result by using video in the classroom , students can be more interested in learning English speaking, the finding of the research was,using attract media in teaching learning can make students could give attention to the material. The third previous study was from Muhammadiyah University of Gresik. The study is about Vlog : The mean to improve students speaking ability. The study aims at three terms of vlog and its tools; vlog significantly improves students speaking ability. The result of the data analysis is learning to speak using video is more effective than expository and gives many advantages for students as motivation and teaching strategies for teaching speaking.