

**THE EFFECTIVENESS OF USING CONVERSATION VIDEO ENTITLED
“APOLOGY” TO IMPROVE STUDENTS’ PRONUNCIATION ABILITY
THE CASE OF TENTH YEAR SMA N 1 JEPARA**

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Abstract

The main objectives of this research are: (1) To know there are effectiveness or not of improving students’ pronunciation ability taught without using conversation video entitled “apology” (2) To know there are effectiveness or not of improving students’ pronunciation ability taught using conversation video entitled “apology” (3) to find out whether there is or not significant difference of the effectiveness of improving students’ pronunciation ability taught without using conversation video entitled “apology” and taught using conversation video entitled “apology”. This study is pre experimental research. The population of the research is 300 students of the tenth grade students of SMA N 1 Jepara 2012/2013. The writer took 30 students from one class. The instrument of this research is spoken test. The writer gave the students pre test, treatments and post-test. The treatment is that the students were taught by using conversation video entitled “apology”. The research result is that the mean of score post-test class (71,53) is higher than score pre test class (62,33). The writer used T-test formula to know the differences of pre test and post class score. The result of t-test is 12,16 and the t-table of 30 students is 1.967. The value of T-table is lower than T-test, so it can be concluded that there is a significant improvement of student’s pronunciation ability taught using conversation video entitled “apology” of tenth grade students of SMA N 1 Jepara.

Introduction

English is a prime language used by UN as a global language in entire world. English is an important language that is used for learning and communicating with people globally as a unitary language and used at present and future. In the process of teaching, the teacher makes the learning situation well. So the student will be stimulated to learn. In consequence of teacher’s assignment, teachers have to take consideration of choosing the good

method to list. So, the teachers have to provide some variety methods in teaching, so that the teachers can reach the target to improve the students’ ability in learning English entirely.

In KTSP curriculum, English is used to communicate. It emphasizes the aspect of language skills either receptive or productive. In the process of communication based on KTSP curriculum 2006, English learners have to

master three aspects of language. They are cognitive aspect including vocabulary and structure; psychomotor aspect including the use of speech organs to make sounds; and affective aspect including attitude, aptitude, and motivation. According to the competence-based curriculum of Senior High School, English is used as a tool to communicate and it has three standard competences as follows:

1. Written and spoken communication using appropriate language in the interactional and monolog context fluently and accurately involving narrative, procedure, spoof or recount, report and news item.
2. Written and spoken communication using appropriate language in the interactional and monolog context fluently and accurately involving descriptive, narrative, exposition analytic, and exposition hortatory.
3. Written and spoken communication using appropriate language in the interactional and monolog context fluently and accurately involving narrative, explanation, discussion, commentary, and review.

English has been taught at Senior High School as the first foreign language for many years, but we can never be proud

of the results, because there are no significant progresses in students' score and their ability in oral English. Most of the students still have difficulties to carry on a simple conversation about their daily activities or write a simple essay in English. For example, in the oral class, students made to listen much more than to speak; as a result, the students are given few opportunities to practice speaking. Students acquire English in formal educations are rarely able to use it orally because there are no more time to practicing it and unsupported KTSP curriculum which held the activity. At school, the students only get grammatical rules explanation without some experiences activity in speaking practice. They rarely communicate with the other using English since they have less ability to speak. Many students complain about the poor English mastery of Senior High School graduates in order of their having studied it for three years. Very young children have a limited memory manage span and it is important to change activities before they get bored in learning English, so the teacher should have alternative ways to teaching.

The writer introduces one media to teach speaking for the students. The media should improve the students' interest in learning speaking. By using video as a means for teaching speaking, students will

be more interested in the process of teaching and learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it. The teacher needs to consider and decide which technique will be most efficient and effective, its caused young learners learn differently from older children, adolescents and adults, they have a limited attention span; unless activities are extremely engaging. They can easily be bored, losing interest after 10 minutes or so (Harmer, 2001 : 38). To help children remember the material is good to use video because for young learners, video are very appropriate; it is important to get the students' attention in learning the lesson. They easily getting

Definition of Video

Video is appropriate for teaching speaking. Students can get an easy way to understand how to speak English by following the clue shown like the situation and condition from the video. So, they can more easily to learn the expression, and then try to practice it in class. Digital video uses bits to store color and brightness data for each video frame. The term video ("video" meaning "I see", from Latin verb "videre") commonly refers to several storage formats for moving pictures. Teaching using video will make the process of teaching learning process more

bored and intensive when were having the lesson in the class.

Statement of the Problems

The problems of the research based on the illustration above can be stated as follows :

1. How is video able to improve students' pronunciation ability on: the case of the tenth year students of SMA Negeri 1 Jepara What are the problems faced by tenth year students of SMA Negeri 1 Jepara
2. Is there any significance different between student without and using video conversation video entitled "apology"?

complete, interactive and optimal. Video can grow up the students' motivation in learning the material.

Expression of Apologize

In English, there are some expressions that we usually use to express an idea to be expressed in certain condition. When we want to express about something that we like, we use expressing like and dislike, When we hear something bad happen to someone, there is expressing sympathy, when feel surprise, there is expressing surprise, and then when

do something wrong, we should say sorry and it include in expressing of apologize.

Kinds of Expression of Apologize

- a. Expression apologize :
 - 1) I'm sorry.....
 - 2) I'm very sorry
 - 3) Please accept my apology
 - 4) Sorry for....
 - 5) I apologize for...
 - 6) Sorry for my mistake
- b. Respond for expressing apologize:
 - 1) That's all right
 - 2) You don't need to apologize
 - 3) That's OK
 - 4) No problem
 - 5) Never mind

Related Theroies

Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. There have different meaning in each sound, stress pattern, and intonation may convey meaning. So, it can be more difficult to speak without studying it before. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can be said that it is a way of speaking a word especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning . This

definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Teaching Media

Media is the important thing in teaching learning activity. A good and interesting media can improve the quality study of the students. So the teacher should be creative and smart to select the appropriate media.. Film, television, radio, audio recording, photographs, printed materials, and the like are media of communication when they are used to carry message with an instructional intent. They are considered instructional media. When it is summed up, media is a tool used to convey message or information from a certain resources to a receiver.

According to Finocchiaro (1974: 100-116) there are seven kinds of teaching media,they are :

1. Picture File

Picture file are filing containing several pictures which are filed by subject and arranged systematically. Every classroom should contain a file or pictures which could be used not only to illustrate the aspect but also to give interesting

,meaningful practice in the sound structure and vocabulary of English.

2. Charts

Simpel charts showing various grammatical relationship are extremely valuable.

3. Flash Cards or Word Cards

Flash cards or word cards are set of card with a word or phrase on one side and usually their meaning are in translation.

4. Flannel Board

Flannel Board is a board which is made from board and a piece of flannel attached on it.

5. Games and Songs

There are all kinds of language games and song ranging from very simple to

Research Method

1. Design of the Research

In this research, the writer used the experimental research. (Sugiyono, 2008: 110) states that experimental method is included into quantitative method that has special characteristic that is using treatment. In this research of the study, there are one groups. In order to get the data, the writer uses pre-test and pos-test to measure the students' ability. Pre-test is used to measure the students' ability before they are taught through guessing word pronunciation. Post-test is used to measure the students' ability after they are

difficult one which give practice in language while keeping the class lively and interesting. The type of song is depending on the age,interest and learning level of the students.

6. Real Object

Teacher may use real object which are variable in the classroom for present vocabulary and structure.

7. The Record Player

Songs,dances,stories,plays and other language learning material and be found and record. The record player maybe used within the classroom lesson to accustomed students to provide consulted drill,or to introduce songs and dances.

taught through giving the example of phonetic transcription of some word. The writer chooses one classes for the sample of the research.

The design of the research

Group	Pre test	Treatment	Post test
Experimental group	O1	X	O2

(Cohen, 2007: 282)

2. Subjects of the Research

Population is number of generalization area that included object/ subjects that

have some quality and different characteristics that the researcher can identify and study. (Sugiyono, 2008: 117). The population in this study is all students of the tenth year students of SMA N 1 Jepara in the academic year 2012/2013. The writer chooses the tenth year students of SMA N 1 Jepara as the population. There are ten classes of seventh year students of SMA N 1 Jepara. Which every class consists of 30 students, therefore the population of the study are 30 students.

Sample arises from the skill of the researchers to test all the individuals in a given population. Sample is a small group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study (Cohen, 2007: 110). The writer investigated of the tenth year students of SMA N 1 Jepara. In this study, the writer chooses one class which has 30 students to be samples.

Most of the research regard that more samples of much more percentage of samples from population will give the better result. (Cohen, 2007: 110) said that The researcher must decide whether to opt for a probability (also known as a random sample) or a non-probability sample (also known as a purposive sample). The number of the sample depends on the characteristic of subject; furthermore the characteristic is

closely related to homogeneities of subject. The sampling of this research is non random.

3. Procedures of Collecting Data

Method, which is used in collecting data, is test. The writer used an objective test. (Cohen, 2007: 110) said that the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted, The steps of collecting the data are:

- a. The writer comes to SMA N 1 Jepara and asked permission to the head master of the school to do research in his school.
- b. The writer prepared the instruments.
- c. The writer gives pre-test to the sample class with the same test.
- d. The writer teach pronunciation to the class through guessing the word pronunciation.
- e. The writer give pos-test to the sample class with the same test.
- f. The writer analyzed the data to find the result of the research.

4. Instrument of the Research

Instrument plays an important role in the research project. Instrument of the research is equipment or media that be used to get data of the research based on the aims and

the problems of the research. There are some instruments that can be used in the research to collect data that is test, questioners, observation, interview, document, etc. Brown (2004:3) said: ‘A test, in simple term, is a method of measuring a person’s ability, knowledge or performance in a given domain’. To know the effectiveness of teaching speaking using video, the writer use the instrument was test, a test in a simple term is a method of a measuring person’s ability, knowledge or performance in a given domain. In this situation, the examiner has to do two things simultaneously: interact with the candidate and assess their performance. In this research, the researcher will give a treatment in teaching speaking pronunciation. After that, the researcher will give post test for the sample class. The test is read aloud the text of the conversation video with correct pronunciation.

5. Techniques of Data Analysis

Scoring

No	Name	Criteria					Total score
		Pronunciation	fluency	Intonation	Accuracy	Spelling	
		1 – 10	1 - 10	1 - 10	1 - 10	1 – 10	

The method of data analysis is statistical and non statistical analysis. By analyzing the student’s scores, it will be easy to identify and determine the degree of capability of the students. To know whether or not there is any significant between the students taught by using video entitled “apology” and those taught without video entitled “apology”, the researcher use the t-test formula. There are many step to calculate the t-test as follow, find out:

a) Scoring the direction mastery of pre test group

The writer uses simple formula to calculate the students’ test. The formula used for computing the students’ test is as follow:

$$Score = \sum score \times x$$

Level of achievement

Percentage of the score	Grade	Letter	Level of achievement
85 – 100	Excellent	A	Outstanding achievement
70 – 84	Good	B	Above average
55 – 69	Fair	C	Average achievement
50 – 54	Poor	D	Below average
0– 49	Very poor	E	Insufficient achievement

Discussions

The result of the research findings is used to answer the main point of the problems or questions of this final project, they are; to know there are effectiveness or not of improving students' pronunciation ability taught without using conversation video entitled "apology", to know there are effectiveness or not of improving students' pronunciation ability taught using conversation video entitled "apology" and to find out whether there is or not significant difference of the effectiveness of improving students' pronunciation ability taught without using conversation video entitled "apology" and taught using conversation video entitled "apology". The research was done in four meetings. The first meeting was pre test and the first treatment, the second and the third meeting were the second and third treatment and the last meeting was the post-test.

1. The effectiveness of improving students' pronunciation ability taught without conversation video entitled "apology".

Improving students' pronunciation ability taught without conversation video entitled "apology" can be seen in pre test. Pre test was given to the students

without using conversation video entitled "apology", the score is consulted to t-table of level achievement.

After scoring class x.1, the researcher looks for the mean score as follows:

$$M1 = \frac{\sum x}{N1}$$

$$M1 = \frac{1870}{30}$$

$$M1 = 62,33$$

Where:

M1 = the mean of class x.1

$\sum x$ = the sum of class x.1

N = the number of the students

Based on the mean of the score above, the improvement of students' pronunciation ability taught without conversation video entitled "apology" can be known by referring to the table of level achievement below:

Table of Level Achievement

Percentage of the score	Grade	Letter	Level of achievement
85 – 100	Excellent	A	Outstanding
70 – 84	Good	B	Achievement
55 – 69	Fair	C	Above average
50 – 54	Poor	D	Average achievement
0– 49	Very poor	E	Below average Insufficient

			achievement
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(Brown, 2004:294)

Pre Test Score

NO.	NAME CODE	TOTAL SCORE	CATEGORY
1	A 1	66	FAIR
2	A 2	56	FAIR
3	A 3	66	FAIR
4	A 4	62	FAIR
5	A 5	60	FAIR
6	A 6	64	FAIR
7	A 7	62	FAIR
8	A 8	64	FAIR
9	A 9	66	FAIR
10	A 10	64	FAIR
11	A 11	64	FAIR
12	A 12	56	FAIR
13	A 13	64	FAIR
14	A 14	60	FAIR
15	A 15	60	FAIR
16	A 16	60	FAIR
17	A 17	64	FAIR
18	A 18	70	GOOD
19	A 19	62	FAIR
20	A 20	64	FAIR
21	A 21	58	FAIR
22	A 22	62	FAIR
23	A 23	60	FAIR
24	A 24	64	FAIR
25	A 25	56	FAIR
26	A 26	60	FAIR
27	A 27	60	FAIR
28	A 28	68	FAIR
29	A 29	60	FAIR
30	A 30	68	FAIR

The mean score of Improving students'

pronunciation ability taught without using conversation video entitled "apology" is 62.33, so the level achievement of the tenth year students of SMA N 1 Jepara taught without using conversation video entitled "apology" is fair.

- The effectiveness of improving students' pronunciation ability taught using conversation video entitled "apology".

Improving students' pronunciation ability taught using conversation video entitled "apology" can be seen in post test. Post test was given to the students with using conversation video entitled "apology".

The result of the mean score shows that:

$$M1 = \frac{\sum x}{N}$$

$$M1 = \frac{2146}{30}$$

$$M1 = 71.53$$

Where:

M1 = the mean of class x.1

$\sum x$ = the sum of class x.1

N = the number of the students

Based on the mean of the score above, it can be known that

the improvement of the students' pronunciation ability taught using conversation video entitled "apology" can be known by referring the table of level achievement below:

Table of level achievement

Percentage of the score	Grade	Letter	Level of achievement
85 – 100	Excellent	A	Outstanding
70 – 84	Good	B	Above average
55 – 69	Fair	C	Average
50 – 54	Poor	D	Below average
0 – 49	Very poor	E	Insufficient

(Brown, 2004:294)

Post Test score

NO.	NAME CODE	TOTAL SCORE	CATEGORY
1	A 1	76	GOOD
2	A 2	66	FAIR
3	A 3	72	GOOD
4	A 4	72	GOOD
5	A 5	72	GOOD
6	A 6	74	GOOD
7	A 7	66	FAIR
8	A 8	74	GOOD
9	A 9	84	EXCELLENT
10	A 10	72	GOOD
11	A 11	70	GOOD
12	A 12	70	GOOD
13	A 13	72	GOOD
14	A 14	72	GOOD
15	A 15	70	GOOD
16	A 16	78	GOOD
17	A 17	68	FAIR
18	A 18	74	GOOD
19	A 19	70	GOOD
20	A 20	74	GOOD
21	A 21	70	GOOD
22	A 22	66	FAIR
23	A 23	72	GOOD

24	A 24	74	GOOD
25	A 25	64	FAIR
26	A 26	72	GOOD
27	A 27	72	GOOD
28	A 28	70	GOOD
29	A 29	68	FAIR
30	A 30	72	GOOD

The mean score of Improving students' pronunciation ability taught using conversation video entitled "apology" is 71.53, so the level achievement of the tenth year students of SMA N 1 Jepara taught using conversation video entitled "apology" is very good.

3. The Analysis of the significance of the differences of the effectiveness of improving students' pronunciation ability taught without using conversation video and taught using conversation video entitled "apology".

The data are taken from the results of pre test and post test given to the X.1 students. Before the beginning of the teaching learning process the teacher gives the students pre test and post test after the teaching learning process. And the data shows the significant differences between improving students' pronunciation ability taught without using conversation video entitled "apology" and taught using conversation video entitled "apology".

Table of Comparing Pre Test and Post Test Score

NO.	NAME CODE	PRE TEST SCORE	POST TEST SCORE	DEVIATION	DEVIATION ²
1	A 1	66	76	10	100
2	A 2	56	66	10	100
3	A 3	66	72	6	36
4	A 4	62	72	10	100
5	A 5	60	72	12	144
6	A 6	64	74	10	100
7	A 7	62	66	4	16
8	A 8	64	74	10	100
9	A 9	66	84	18	324
10	A 10	64	72	8	64
11	A 11	64	70	6	36
12	A 12	56	70	14	196
13	A 13	64	72	8	64
14	A 14	60	72	12	144
15	A 15	60	70	10	100
16	A 16	60	78	18	324
17	A 17	64	68	4	16
18	A 18	70	74	4	16
19	A 19	62	70	8	64
20	A 20	64	74	10	100
21	A 21	58	70	12	144
22	A 22	62	66	4	16
23	A 23	60	72	12	144
24	A 24	64	74	10	100
25	A 25	56	76	20	400
26	A 26	60	72	12	144
27	A 27	60	72	12	144
28	A 28	68	70	2	4
29	A 29	60	68	8	64
30	A 30	68	72	4	16
				Σd=288	Σd ² = 3320

1. The mean of the differences between pre and post test

$$\begin{aligned}
 \bar{D} &= \frac{\sum D}{N} \\
 &= \frac{288}{30} \\
 &= 9.6
 \end{aligned}$$

2. Standard deviation of the difference between pre and post test.

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2}{N} - (\bar{D})^2} \\
 &= \sqrt{\frac{3320}{30} - (9.6)^2} \\
 &= \sqrt{110.66 - 92.16} \\
 &= \sqrt{18.5} \\
 &= 4.301
 \end{aligned}$$

3. Standard error of the mean for the difference between pre and post test.

$$\begin{aligned}
 S_E &= \frac{S_D}{\sqrt{N-1}} \\
 &= \frac{4.301}{\sqrt{30-1}} \\
 &= \frac{4.301}{\sqrt{29}} \\
 &= \frac{4.301}{5.385} \\
 &= 0.789
 \end{aligned}$$

4. The computation of t test

$$\begin{aligned}
 t_0 &= \frac{\bar{D}}{S_E} \\
 &= \frac{9.6}{0.789} \\
 &= 12.16
 \end{aligned}$$

5. Find the score of df (degree of freedom)

$$\begin{aligned}
 df &= N + N_2 - 2 \\
 &= 30 + 30 - 2 \\
 &= 58
 \end{aligned}$$

The value of the t table with df 5% from the table is 1,967.

After doing the research in SMA N 1 Jepara, the writer comes to conclusion that

the result of this study shows that using conversation video entitled “apology” can improve students’ speaking ability. After analyzing the data, there are three main conclusions. They are:

1. The mean of the pre test is 62.33. Based on that mean score, the effectiveness of improving students’ pronunciation ability taught without using conversation video entitled “apology” is very fair. The level is average achievement.
2. The mean of the post test is 71.53. Based on that mean score, the effectiveness of improving students’ pronunciation ability taught using conversation video entitled “apology”

is good. The level of achievement is above average.

3. Based on the mean of the pre and post test scores, it can be known that the mean of the post test score is higher than the pretest score. The result of the T-test is also higher than T table. So, it means that there is significant difference of the effectiveness of improving students’ pronunciation ability taught without using conversation video entitled “apology” and taught using conversation video entitled “apology”.

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