

THE STUDENTS' RESPONSES OF VIDEO RECORDING AND E-SOROGAN LEARNING METHODS TO IMPROVE PRONUNCIATION

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Abstract

Mispronunciation leads to misunderstanding because the inaccuracy in pronouncing words may distort the interpretation of ideas in communication. However, using video recording and e-Sorogan learning methods can be the solution to improve students' pronunciation, especially the ASD and ADHD student. This study purposes to find out the students' responses to the use of these methods to the 39 elementary students, including a student with ASD and ADHD. This study used descriptive qualitative. The collected data were from the questionnaire survey. Next, the data collected from the questionnaire survey was analyzed descriptive qualitatively through the data in the table and based on empirical data. The results indicated that the students' responses to these methods were positive. It can be proved with the data presented in the table. To conclude, the students agree and even strongly agree with the use of these methods to improve their pronunciation although only a few of them disagree with that. Most of them like these methods because they were appropriate, effective, interesting, useful, and successful to improve their pronunciation. Even, they are able to do self-evaluation and correct the mispronunciation from the video made.

Keywords: *methods Video Recording, e-Sorogan learning, Pronunciation.*

Introduction

To achieve competence in the four English language skills (listening, speaking, writing, and reading) most educational institutions in Indonesia put English learning in all stages of education, starting from the pre-elementary stage up to the college one. The efforts to increase the exposure level to English must walk side by side with the linguistic competence of the English teachers as both the source of knowledge and the role models for their students. Pronunciation, which is part of many kinds of competence in the language, seems to be problematic for some English teachers. For non-native speakers, when speaking, pronouncing English words is not simply producing speech sounds through the imitating process. Speech sound production is a very complicated process that involves many speech organs. Even saying one-syllable simple word needs only one breath-taking takes some unimaginable complex processes in the respiratory tract, diaphragm, and oral cavity.

Students are likely to have difficulties pronouncing words due to various factors, such as the influence of their first language. Thus, young learners must study pronunciation early. Otherwise, their chance to have the standard pronunciation will be decreasing gradually in the future. The teachers have more responsibility to make their students' pronunciation better or closer to that of the native-speakers. Harmer claimed that a few

instructors make a small endeavor to pronunciation in any unmistakable way and as it granted consideration to it in passing. Students can learn how to produce different speech sounds using various features to improve their pronunciation and speaking skills.¹ Stated that pronunciation is how language is spoken. Moreover, pronunciation supports the understanding of spoken English and producing comprehensible and meaningful speech.²

Concerning the above-mentioned statement, students require being in a position to use the stress pattern of the language to speak and apprehend English well, even if they cannot state the rules. Stress vowels are longer and louder in English.³ Stated that the students may still need to be taught about it. Also claimed that concentrating on sounds, displaying the place they are made inner the mouth, making college students conscious of where words have to be stressed all these matters allow them more information about spoken English and help them to accomplish the

¹ Hornby AS, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 1995).

² Gower, et all, *Teaching Practice Handbook*, (UK: Macmillan, 1995).

³ Avery Peter, Susan Ehrlich, *Teaching American English Pronunciation*. (Oxford: Oxford University Press. 1992).

goal of advanced comprehension and intelligibility.⁴

The fifth-grade students of SD Siti Chodijah Probolinggo when speaking experience problems with pronunciation. Words are mispronounced incorrectly with the wrong intonation, pauses, and word-stress. The worse, they do not do anything to correct their pronunciation by looking up the dictionary so that they are not aware of the errors they make. To improve the students' pronunciation by using video recording and e-Sorogan learning methods, the researchers aim at investigating the students' responses toward the use of these methods by focusing on pronouncing words the segmental (vowels and consonants) and the suprasegmentals (word-stress, intonation, and pauses).

By using these methods, the students are expected to increase their motivation and thereby improve their pronunciation. Through videos, they can watch the speaker shaping the mouth, lips, and tongue while listening to what is being said. The facial expressions and gestures by the speaker in a video will increase the chance to produce speech sounds correctly. It is in line with what Gower, Walters and Phillips expressing that the visualization in videos is more

⁴ Harmer, Jeremy, *The Practice of English Language Teaching with DVD (4th Edition)*, (Longman Handbooks for Language Teachers)-Pearson Longman ELT, (Cambridge: Pearson Longman, 2007).

supportive than media depending as it was on sound viewpoint. The video recording of their performance in reading the texts and doing role play can be seen in e-Sorogan after they upload it in the e-Sorogan pronunciation and phonetics classroom. Next, they can do self-evaluation and correct the mispronunciation from the video made. To summarize, video recording and e-Sorogan learning methods are useful to support English pronunciation teaching. Using these methods, the students will listen to the explanation and see the visual elements that enable them easier to understand the information and can do self-evaluation to correct mistakes to get better English pronunciation. Therefore, this study is a follow-up study which investigates the students' responses especially in the pronunciation by using video recording and e-Sorogan learning methods.⁵

Word stress is a significant element in pronunciation because the students will not be able to have pronunciation competence without stressing certain syllables of a word.⁶ stated that stress is the articulation of a syllable with greater emphasis, or more force, than others. Besides, stated that stress is the

⁵ Gower, et all.

⁶ K Fleak, David Cross, A Practical Handbook of Language Teaching, *The Modern Language Journal*, 77(1), 93 1993, <https://doi.org/10.2307/329567>, UK: Prentice Hall International, 224.

relative prominence of syllables.⁷ The main phonetic ingredients of stress are length, loudness, and pitch.⁸ Therefore, the syllables with stress sound prominent than others. Stress may appear in the first or/and the second syllable, even in the third syllable for long words due to the influence of grammatical factors.

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Segmental, vowels, and consonants are other aspects of phonetics. Fromkin et al, defined "Vowel is a sound produced without the significant constriction of the air

flowing through the oral cavity".¹² Yule stated, "vowel sounds are produced with a relatively free glide of air, and they are all typically voiced". Meanwhile, consonants are sounds made with a lot of constriction in the mouth and the air coming up from the lungs receives squashed.¹³ Fromkin stated, "Consonant is speech sound produced with some constriction of the airstream".¹⁴ Consonant in English pronunciation is covered in segmental phonemes.¹⁵ English consonants are labeled into two fundamental groups: voiced and voiceless. According to Yule, the voiced sound is delivered when the vocal folds are drawn together, the air from the lungs extra than as soon as pushes them separated due to the fact it passes through, making a vibration effect, in the meantime, the voiceless sound is created when the vocal folds are spread separated, the air from the lungs passes between them unrestricted.¹⁶

Intonation is one of the supra-segmental features. It refers

⁷ Walt Wolfram, Johnson Robert, *Phonological Analysis_ Focus on American English-Centre for Applied Linguistics*, (USA: Oregon State University, 1982).

⁸ F Katamba, *An introduction to phonology*. (UK: Longman, 1989).

⁹ K Fleak, David Cross, 224.

¹⁰ Walt Wolfram, Johnson Robert, 35.

¹¹ F Katamba, 221.

¹² V Fromkin, et all, *An Introduction to Language* (9. ed., international student ed), (Canada: Wadsworth, Cengage Learning, 2011).

¹³ George Yule, *The Study of Language*, (Cambridge: Cambridge University Press, 2020).

¹⁴ V Fromkin, et all. 560.

¹⁵ L. E Low, *Pronunciation for English as an international language: From research to practice*, (New York: Routledge, Taylor & Francis Group, 2015).

¹⁶ Yule, George

to a combination of acoustic parameters, such as duration, intensity, and pitch utilized to communicate discourse meaning.¹⁷ Tone, the efficient utilization of voice pitch to recognize lexical things, is, hence, distinct from intonation.

Another supra-segmental feature is a pause. Pauses are the "periods of silence in the speech of a person". It is not only "periods of silence" that represent a pause and not all "periods of silence" are pauses. For a "period of silence" to be regarded as a pause, it needs to appear between vocalizations. Similarly, silent gaps that show up in speech as a result of reticence or taciturnity are now not considered pauses. Moreover, different wonders that do now not evaluate to the definition of pause confirmed above are considered to be so in the literature, such as filled pauses (vocal hesitations: "uh," "er," etc.), discourse markers, false starts, repeats, syllabic or vocalic prolongations, etc. Pauses usually appear in speech due to anxiety, availability, breathing, emphasis, interruption, intersubjectivity, syntactic complexity, etc. Rather, for narrative segmentation, a pause is linked to a linguistic cue.

This study focuses on the students' responses especially in

pronunciation by using video recording and e-Sorogan learning methods. These methods are in line with the technology implemented nowadays. As technology in the education field has developed fast, teachers can use technology development, such as computer, radio, television, and mobile phone as a medium to teach English. Around the 1950s and 1960s, there was an interesting phenomenon in language teaching by using movies and television. On the contrary, during teaching, some English teachers in Indonesia tend to implement conventional methods conventionally in which the teacher explains the material and the students passively listen to their teacher. There was an interesting phenomenon in language teaching with the aid of using films and tv around the 1950s and 1960s¹⁸ On the contrary, in the course of teaching, some English teachers in Indonesia tend to enforce conventional methods conventionally. The students passively listen to their teacher and the teacher explains the material.

Along with the advancement of technology, teaching and learning activities have also changed. Video recording and e-Sorogan learning methods are the familiar terms used for assisting teachers by bringing

¹⁷ M Reed, J Levis, *The Handbook of English Pronunciation*, (UK: Wiley Blackwell, 2015).

¹⁸ R Watson, *Film and Television in Education: An Aesthetic Approach to the Moving Image*, (UK: The Falmer Press, 1995).

modern media into learning activities. Kenworthy expressed that learners ought to sometimes hone pronunciation' exercises including arranging, practicing, and having a presentation.¹⁹

With the video recording method, all students, including the ASD and ADHD student, are asked to make interactive videos, such as videos about reading texts and doing role-play conversations so that the students can freely express and interact with other friends but still according to instructions given by the lecturer. Videos made must also be by the topics determined by the lecturer. With this interactive video method, students can also get a better understanding of the subject material, see the tutorial video of the teacher in pronunciation (modeling) and the video made by them can be for self-evaluation to correct mispronunciation. Besides, when the assignment has to be in groups, the student must be able to interact well with his group of friends so that they can improve their interaction skills with other classmates. In the recording video, students can use e-Sorogan tablets to record their learning.

Besides, an e-Sorogan learning method is an e-learning based method. This method is performed by using the e-Sorogan

program by maximizing the most of the features available on the e-Sorogan tablet for the learning of students, including the ASD and ADHD student. After performing a video recording method by reading the texts or doing role play, the students are asked to upload their videos in e-Sorogan pronunciation and phonetics of English. Next, the teacher and other friends can give comments on each video uploaded. So, the student can see their performance then have self-evaluation to have a correction in pronunciation. Besides, using this method, the teacher can explain the course material that has been uploaded in e-learning (classroom) then instructs the student to download the material first. Then, the teacher allows the student to give responses related to the topic being discussed. Certainly, it is also followed by a question and answer session. This is what stimulates communication between the student, the teacher, and other classmates. Besides, the subject material that contains interesting materials in the form of pictures, PPT, and video tutorials will attract the attention of students, including the ASD and ADHD student who are indeed likely to be drawn with visuals so that students can be more focused and less active by seeing the visual appearance. Both of these methods are not only interesting for students with special needs but

¹⁹ Joanne Kenworthy, *Teaching English Pronunciation*, (UK: Longman Publishing Group. 1987), 122.

also for other students so that these methods can be applied in the pronunciation and phonetics of English to support learning.

Method

Respondents

The study was conducted to find out the students' responses to the use of video recording and e-Sorogan learning methods to improve the students' pronunciation, including the ASD and ADHD student. This study used a questionnaire survey to collect data from the participants. The participants were 39 elementary students of SD Siti Chodijah Probolinggo, including a student with ASD and ADHD. They were in the fifth grade and taking English subject.

Instruments

To collect the data, the researcher collected through a questionnaire survey for the students' responses. The instrument in this study was a questionnaire survey using a google form application. It was used to collect the information needed. The survey was a questionnaire of a google form which distributed through social media (WhatsApp). There were 10 questions in this questionnaire related to the use of these methods. By surveying through a questionnaire, it could be explored students' responses to the use of video recording and e-Sorogan learning methods to improve the students'

pronunciation, including the ASD and ADHD student. These methods had been applied to the students so that they had already had some experience in using them. Next, the data collected from the questionnaire survey was analyzed descriptively qualitatively through the data in the table and based on empirical data.

Procedures

The procedures of the study could be seen in the figure below:

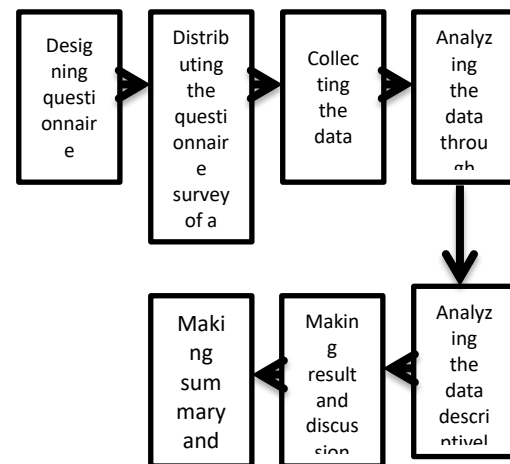


Figure 1. Design of The Study

Based on the figure above, the first thing that the researchers do was designing a questionnaire. It has 10 questions about using video recording and e-Sorogan learning methods. After it was ready, it was distributed to the participants through the WhatsApp group. After it was filled in by them, the data was collected in a google spreadsheet.

Data analysis

The data collected was analyzed through tabulation and empirical data in percentage. Next, it was analyzed descriptively based on the data in some tables. After it was described, it was made the result and discussion. Finally, the researchers made a summary and conclusion.

Results

To identify the students' responses to the implementation of teaching pronunciation using video recording and e-Sorogan learning methods, the researchers distributed a questionnaire survey which had 10 questions using video recording and e-Sorogan learning methods. In the questionnaire, four options are using Likert Scale which includes: Strongly Agree, Agree, Disagree, and Strongly Disagree. The students' responses were shown in the table below:

Table 1. The students' responses to the use of video recording and e-Sorogan learning methods

No	Questions	Average (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Do you agree with the use of IVRM and leSLM?	22.9	71.4	0	0
2	Do you agree that the use of these IVRM and leSLM is useful for you?	37.1	54.3	8.6	0
3	Do you think the use of IVRM and leSLM can improve the students' pronunciation ability?	25.7	68.6	0	0
4	Do you think IVRM and leSLM are appropriate to learn English pronunciation?	22.9	68.6	8.6	0
5	Do you think IVRM and leSLM are interesting?	37.1	57.1	0	0
6	Do you think IVRM and leSLM are confusing?	11.4	28.6	57.1	0
7	Do you think IVRM and leSLM are effective methods to improve your pronunciation?	14.3	80	0	0
8	Do you agree IVRM and leSLM are implemented on you?	20	71.4	8.6	0
9	Do you agree if the English lecturer always applies IVRM and leSLM in the classroom?	8.6	71.4	20	0
10	Do you think you can use IVRM and leSLM as methods to improve your	25.7	68.6	0	0

pronunciation ability?				
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Based on the table above, Question 1 is "Do you agree with the use of IVRM and leSLM?". There are 22.9% of the students who strongly agree with the use of IVRM and leSLM. There are 71.4% of the students agree with these methods. While 0% of the students disagree and even strongly disagree with the methods. It means that the students agree and even strongly agree with the use of these methods.

Due to question 2, "Do you agree that the use of these IVRM and leSLM is useful for you?", it has 37.1% of the students strongly agree, 54.3% agree, 8.6% disagree and 0% strongly disagree with these methods. It means that the students agree and even strongly agree that the use of these IVRM and leSLM is useful for them.

Based on question 3, "Do you think the use of IVRM and leSLM can improve the students' pronunciation ability?", 25.7% of the students strongly agree, 68.6% agree, 0% disagree and 0% strongly disagree. It means that the students agree and even strongly agree that the use of these IVRM and leSLM can improve the students' pronunciation ability.

Based on question 4, "Do you think IVRM and leSLM are appropriate to learn English pronunciation?" 22.9% of the students strongly agree, 68.6% agree, 8.6% disagree and 0% strongly disagree. It means that the students agree and even strongly

agree that IVRM and leSLM are appropriate to learn English pronunciation but there are still few students who disagree with it.

Based on the data with question 5 which is "Do you think IVRM and leSLM are interesting?", there are 37.1% of the students strongly agree, 57.1% agree, 0% disagree and 0% strongly disagree. It means that the students agree and even strongly agree that IVRM and leSLM are interesting.

Based on question 6, "Do you think IVRM and leSLM are confusing?" 11.4% of the students strongly agree, 28.6% agree, 57.1% disagree and 0% strongly disagree. It means that the students disagree that IVRM and leSLM are confusing although few students agree and even strongly agree with that.

Based on the data shown in the table, in question 7 which is "Do you think IVRM and leSLM are effective methods to improve your pronunciation?", it shows that 14.3% of the students strongly agree, 80% agree, 0% disagree and 0% strongly disagree. It means that the students agree and even strongly agree that IVRM and leSLM are effective methods to improve their pronunciation.

Based on question 8, "Do you agree IVRM and leSLM are implemented on you?", there are 20% of the students strongly agree, 71.4% agree, 8.6% disagree and 0% strongly disagree). It means that the students agree and even strongly

agree that IVRM and leSLM are implemented on them although few students disagree with that.

Based on the data with question 9 which is "Do you agree if the English lecturer always applies IVRM and leSLM in the classroom?", there are 8.6% of the students strongly agree, 71.4% agree, 20% disagree and 0% strongly disagree. It means that the students agree and even strongly agree if the English lecturer always applies IVRM and leSLM in the classroom although some students disagree with that.

Based on the data with question 10 which is "Do you think you can use IVRM and leSLM as methods to improve your pronunciation ability?", there are 25.7% of the students strongly agree, 68.6% agree, 0% disagree, and strongly disagree. It means that the students agree and even strongly agree that they can use IVRM and leSLM as methods to improve their pronunciation ability.

It can be concluded from the data above that the students' responses toward the use of video recording and e-Sorogan learning methods are positive. The data presented that most of the students agree and even strongly agree with the use of these methods. Furthermore, they liked these methods because they are appropriate, interesting, supportive, and useful for improving their pronunciation ability. The students' interest in improving their

pronunciation increases because these methods facilitated self-evaluation and error correction.

Discussion

Learning pronunciation is very important for students at all levels starts from elementary to university level. There are some important elements in learning pronunciation which are parts of supra-segmental such as vowels and consonants, word-stress, intonation, and pauses. There were some problems faced by the students in the pronunciation, such as vowels and consonants, word-stress, intonation, and pauses. Besides, their English teacher seldom used video recording and use digital learning to teach their pronunciation. The researchers were interested to solve the problem by using video recording and e-Sorogan learning methods to improve the students' pronunciation. Therefore, the researchers needed to find out the students' responses to the use of video recording and e-Sorogan learning methods to improve the students' pronunciation, including the ASD and ADHD student.

Based on the findings, the students' responses toward the use of video recording and e-Sorogan learning methods were positive. The students agree and even strongly agree with the use of IVRM and leSLM. They agree that the use of these IVRM and leSLM is useful and interesting for them and it is not

confusing. They agree and even strongly agree that the use of these IVRM and leSLM can improve the students' pronunciation ability. Even, they agree and even strongly agree that the use of these IVRM and leSLM are appropriate to learn English pronunciation and effective to improve their pronunciation. Furthermore, the students agree and even strongly agree if the English lecturer always applies IVRM and leSLM in the classroom. Although only a few students disagree with the use of these methods, most students agree and even strongly agree with these methods.

The students like these methods as they had accessed to listen repeatedly to the native speaker's pronunciation, enjoyed the character's expression and movement, and obtained the gain of the subtitle on the screen which could be seen in the presented data above. Furthermore, they also stated that the video is interesting, not confusing. Thus, teaching pronunciation by using video recording and e-Sorogan learning methods was appropriate, effective, useful, and successful.

Conclusion

The students' responses to the use of video recording and e-Sorogan learning methods in teaching pronunciation are positive. The students are interested in watching the video. By

watching the video, all students, including the ASD and ADHD student can listen and repeat the native speakers and the lecturer's voice, record video for their performance in reading the texts and doing role play and watch their video then upload it in e-Sorogan pronunciation and phonetics classroom. Moreover, they stated teaching pronunciation by using video recording and e-Sorogan learning methods was appropriate, effective, interesting, useful, and successful to improve their pronunciation. Even, they can do self-evaluation and correct the mispronunciation from the video made. Therefore, they agree and even strongly agree if the English lecturer always applies IVRM and leSLM in the classroom because most of them agree and even strongly agree with these methods although only a few of them disagree with the use of these methods.

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