STUDENTS-MADE TUTORIAL VIDEO AS PROJECT BASED LEARNING TO ENHANCE STUDENTS' PRONUNCIATION SKILLS

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ABSTRACT
Some problematic issues with pronunciation skill instruction such as limited time in every session, students' difference learning style, and students' different level of English proficiency were still unsolvable. To solve this problem, lecturers needed to set a project which enable students to master both of theory and practice in the subject along with the growing impact of technology. This research aimed to find out whether and to what extent students-made tutorial video can enhance students' pronunciation skills. The method of the research was classroom action research. Purposive sampling technique was applied and nine students from the first semester of 2023/2024 academic year from a private public college in Pekanbaru were taken as the sample. Quantitative data were from the test and qualitative were from observation, checklist, field note, and interview. After analysing the data, it was found that students-made tutorial video was able to enhance students' pronunciation skills. The improvement of students' ability was from the level "fair" into "good" level at the end of cycle 1. The factor affecting the improvement was the process of preparing and producing the video which improved their pronunciation, especially in pronouncing ending –d/-ed. Thus, it can be concluded that students-made tutorial video as project based learning had positive result to enhance students' pronunciation skill.

Keywords: Tutorial Video, PjBL, Pronunciation

ABSTRAK

Beberapa permasalahan dalam pengajaran pelafazan masih belum dapat diselesaikan seperti terbatasnya waktu dalam setiap sesi pembelajaran, perbedaan gaya belajar mahasiswa, dan perbedaan tingkat kemahiran bahasa Inggris siswa. Untuk mengatasi masalah ini, dosen perlu menentukan sebuah proyek yang memungkinkan mahasiswa menguasai teori dan praktik dalam mata kuliah tersebut yang relevan dengan perkembangan teknologi. Penelitian ini bertujuan untuk mengetahui apakah dan sejauh mana video tutorial buatan mahasiswa dapat meningkatkan kemampuan pengucapan siswa. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Teknik purposive sampling diterapkan dan sembilan orang mahasiswa semester I tahun ajaran 2023/2024 dari salah satu sekolah tinggi swasta di Pekanbaru diambil sebagai sampel. Data kuantitatif diperoleh dari ujian dan data kualitatif diperoleh dari observasi, checklist, catatan lapangan, dan wawancara. Setelah menganalisis data, ditemukan bahwa video buatan siswa mampu meningkatkan keterampilan pengucapan mahasiswa. Peningkatan kemampuan mahasiswa terseut dari level "cukup" menjadi "baik" pada akhir siklus 1. Faktor yang mempengaruhi peningkatan tersebut adalah proses persiapan dan produksi video yang meningkatkan kemampuan pronunciation mereka, terutama dalam pelafazan akhiran –d /-ed dalam bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa video tutorial buatan siswa sebagai pembelajaran berbasis proyek memberikan hasil positif untuk meningkatkan keterampilan pelafazan mahasiswa.

Kata kunci: *Video Tutorial, PjBL, Pelafazan*

INTRODUCTION

Some colleges in post pandemic Covid-19 still implemented hybrid learning which some classes were conducted partially offline and online. Even though the distance learning has been implemented for two years or more, some problematic issues with the instruction are still unsolvable. Limited time in every session (Maspufah and Zuriati,

2022), students' difference learning style, and students' different level of English proficiency (Puspa, 2016) made lecturers difficult to give an equal attention to every student to practice their English, especially in learning pronunciation. In this subject, students is not only demanded to understand the theory of words production, but also implementing the theory by producing the correct sound as well. To solve this problem, lecturers needed to set a project which enable students to master both of theory and practice in the subject along with the growing impact of technology.

Project-based Learning (PjBL) can be one alternative to overcome this problem. In the twenty-first century, Project-based Learning (PjBL) has emerged as an innovative learning methodology. The lecturer and students work together to learn. PjBL is an innovative learning method that offers many techniques for success in the twenty-first century (Bell, 2010). Furthermore, PjBL can improve students' skills in the twenty-first century (Ravitz, J., Hixson, N., English, M., & Mergendoller, 2011); and train problem solving, self-direction, communication, and creativity (Wurdinger, S., & Qureshi, 2015). Moreover, PjBL as a comprehensive learning approach, enable students to design, implement, and asses the project with real-world implication outside of the classroom. PjBL gives opportunity deepen students' understanding and competency on the teaching material by creating the project (Ridwan cited in Tyas & Fitriani, 2021). PjBL could be implemented in any levels of education for ELT. By utilizing Information and Communication Technology (ICT), students were assigned to make tutorial video related to their subject.

Video production projects facilitate creative and active learning (loveless in Puspa, 2016). Video production process facilitated students' engaged learning as it requires more preparation than other assignments. Students need to synthesize various sources related to the subject then realize it into new idea to be scripted then deliver it into the video which sometimes require multiple 'takes" and editing (Greene, 2012). Every process in video production exposes and

reinforces students' English skills (Soh, T., Kamisah Osman, 2012) such as pronunciation (Tyas & Fitriani, 2021), speaking, reading, and writing.

Pronunciation is one of some subjects taught in college. It is about the rule in pronouncing vocal, consonant (Cruttenden, 2014), and how words, sentences are stressed and accented (Kelly in Maspufah, 2022). The study of pronunciation was related closely with phonology which include with speech sound. Students who study the subject intended to produce acurate sound, because in communication, the pronunciation must accurate enough to be understood. Eventhough the purpose of teaching pronunciation is not acquire as perfect as native speaker, but at least students are able to pronounce in proper way (Gilakjani, 2012)

In term of pronunciation, the researchers outlined on the pronunciation of ending –d/-ed. In English pronunciation for ending –ed is commonly used to form the past form of regular verb and adjective. There are three ways in pronouncing ending –ed sound: /id/, /t/, and /d/, it depent on the last sound of the infinitive form of the verb (Maspufah et al., 2023). First, ending –ed is pronounced separate syllable /id/ if the verb ends in sound or letter /d/ and /t/. For example infinitive 'want' in past form become 'wanted' / wɒntɪd /. Second, ending –ed is pronounced /t/ if the verbs end in any voiceless sounds such as / p, t, k, f, θ, s, ʃ, h, tʃ / except for /t/ sound. For example the infinitive 'like' in the past form become 'liked' /laikt/. Third, ending sound –ed is pronounced /d/ if the verbs end in any voiced sounds, such as /b, d, g, v, ð, z, ʒ, l, r, j, w, d ʒ, n, m, ŋ/ except /d/. For example the infinitive 'live' in the past form became 'lived' /livd/.

There were several research which had been conducted which assigned students to make tutorial video. First, Tyas and Fitriani (2021) in their research title Enhancing Students Speaking Skills by Making Video Tutorial as Project Learning Skills. The aimed of this research aimed to khow how effective of making video tutorial as project

based learning to improve to improve students' speaking skills and know the students' attitude toward speaking skills. The result showed that students-make video make students' pronunciation, vocabulary, and fluency improved. From the students' attitudes showed good effect towards implementation of Project-based Learning in improving students' speaking skills. Second, Puspa (2016) conducted a research with title "Students-Made Video project to enhance Students' Learning Experience". The objectives of this research was to find out the most developed English skill in each phase of video project implementation, as well as to analyze whether the students perceive student-made video project as positive learning experiences to develop their 21 century skills in relevant to their future career. The research findings showed that the preparatory phase the students stated that they develop their writing the most, in the production phase speaking skill was trained the most, and in the video presentation phase the students' reading and listening were the two English skills that developed the most. Moreover, the students also viewed the project as positive learning experience in developing 21st century skills. Third, Puspa and Syahrial (2017) carried out a research entitled "The Students' Response on the implementation of Students-made Videos Project in ESP Classroom to Train 21st Century Skill". This research aimed to investigate the students' responses of English for Management class toward the project. The finding of this research was despite the students' difficulties in running the project, they responded positively to the project. However, the research which focused in pronunciation was relatively rare. Thus, to fill the gap, this research was carried out to enhance students' pronunciation skill through students-made tutorial video as project based learning. Based on the previous explanation, the purpose of the research was to identify whether and to what extent students-made video as project based learning to enhance students' pronunciation skill. And also explain the factors that influence the changes in pronouncing ending –d/-ed.

RESEARCH METHOD

Classroom action research was implemented in this research. The procedure of action research was carry out by adopting Wallace theory cited in Maspufah (2019) in the cycle of planning, action, reflection, and evaluation. In planning, the students' information from pre-test was used as consideration in designing syllabus and lesson plan. The lesson plan was designed by implementing PjBL, strategy and classroom acitivity, observation and interview. planning, and also planning for the next action. In learning action step, all the planning designed were applied in the classroom. Observation was conducted along time with learning action. Interview was carried out to students after they submit their video tutorial project. Collaborator for this research was one of senior students. Reflection was made after data from observation and interview. In this step, all the data were evaluated to find out students' improvement pronouncing ending sound –d/-ed. Evaluation was necessary to find out to see the factors influences the students' improvement. Conclusion was drawn to make decision next activity and give revision the activity. This research was conducted in one cycle and it was stopped as there was an improvement in post-test result. The research was carried out in a privat public college in Pekanbaru. The population of the research was the first semester students of 2023/2024 academic year which had 9 students. The sample was taken by applying purposive sampling technique adopted from Craswell theory (cited in Maspufah, 2019) which intended to select sample which were most relevant to the research.

Two instruments used in this research. The quantitative instruments were in the form of pronounciation tests and tasks. The indicator for pronunciation tests and tasks were the accuracy to pronounce ending sound -d/-ed. The qualitative instuments were in the form of interview and observation. Observation was carried out by using a field note and interview guide. The observation guide was designed to observe students' activities during the class and video production which

conducted in one meeting. The collaborator also employed field notes to gather information about potential events during the teaching and learning process. The interview was carried out based on the factor which might affect teaching and learning process.

This research used quantitative and qualitative data. The quantitative data were collected by using pronunciation test and students-made video pronunciation tutorial project, while the qualitative data were collected from observation checklist, field note, and interview. This method included professional learning process. Using audio or video techniques along with a checklist or observation schedule regarded professional actions in the learning process (Wallace in Maspufah, 2019). Audio and video were selected as the data collection methods for this research. Zoom Cloud Meeting was used to record the data. Thus, electronic medium can be used to retrieve the data.

The implementation of PjBL in this research was as task. The tasks were students-made tutorial video in pronouncing ending sound –d/ed. The task was assigned at the end of every meeting, except for the third meeting as they had enough knowledge both of pronunciation and ICT implementation in producing the project. They were assigned to make their own tutorial video on when is the rule of producing ending sound –d/-ed become sound /t/, /d/, or /id/implemented. Besides that, in every video the students should pronounced some examples of words with ending sound of –d/-ed. To find out the students' improvement in pronuncation through the project, the writer asked students to read 30 words in the next meeting.

Quantitative data were analyzed by counting and tabulating the score. Since the test consisted of 30 words, the raw score was gaining by summing the correct score then divided by total score and multiplied by 100. So, the highest score was 100 if they got correct all numbers. On the contrary, they got 0 if they got incorrect all numbers. The sum of the total score was divided by the number of students to get the mean score.

Then, the result was compared with the level of college ability criterion as the following:

Table 1. The Level of Students' Score

Score	Category
80 - 100	Very Good
60 – 79	Good
40 – 59	Fair
0 - 39	Poor

The qualitative data were analyzed by adopting (Miles, Matthew B, Huberman, A, Michael and Saldana, 2014) theory. The three analysis components called data condensation, data display, and conclusion drawing were applied to the research.

FINDING AND DISCUSSION

In this section, some findings and discussion were described to obtain the answer two research question does and to what extent students-made video enhance students' pronunciation skills, then what factors affecting the change. The research was carried out in one cycle which include pre-test, treatment, and post-test. The procedure of action research such as planning, action, observation, and reflection were implemented. The following description of every meeting in the research.

The students had a pre-test in pronouncing ending sound –d/-ed which pronounced to be /t/, /d/, and /id/. The result showed that their average score was 58,89 or in fair category. It can be inferred that the students' competence in pronouncing ending –d/-ed needed improved by enhancing students-made video as project based learning.Prior to the first meeting, some data regarding the students' proficiency in pronouncing ending sound –d/-ed had been collected and taken into account while creating the lesson plan. For the first meeting the lesson given was about ending sound –d/ed. It was explained briefly the rule ending sound –d/-ed pronouncing which should be read as /d/. /t/, and /id/. The researcher showed some tutorial videos about the pronouncing ending

sound –d/-ed. Students were asked to make a note about the content of the video. Next, the researcher made an explanation about the video and guided students to recognized the voiceless sound to make ending sound /s/ and the voiced sound to make sound /z/. Then, they made other example of pronouncing some words which contained ending sound –s/es. The next process was discussing about the video and how to make tutorial video. The researcher and collaborator started tutoring students step by step of making tutorial video, start from 'takes' up to editing process. Besides that, the researher also explained the way gathering some sources, both from tutorial video or article or books. Furthermore, they were also guided on how to synthesize some sources and videos then transcripted their a new idea. At the end of the session, the researcher gave a task to make tutorial video of ending sound –s/-es. They had five days to accomplish the task. The following figure was illustrated the first meeting raw score:
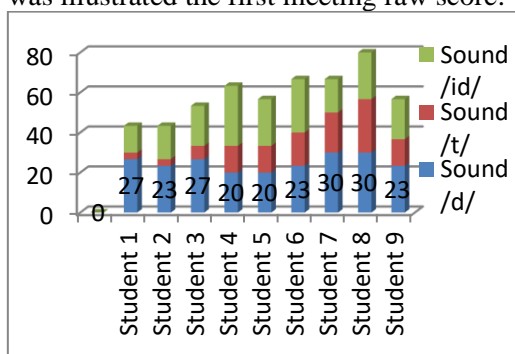

Figure 1. Students' Score in Meeting 1

From the figure, it was found out that students' score were still low. Only one student got 80. Their average score was 58,89. It meant that the criterion of success was not achieved and it was so far from expectation.

The second meeting the researcher start to discuss the result of students' video in the previous meeting. After that, she gave some explanations about ending sound –d/ed and the rule to pronounce it to be /d/, /t/, or /id/. Then, she played video which explained how to produce the sound. After watching, the researcher gave more explanation and give examples. The researcher prepared tissue paper to give example of the air

movement during the sound production as they also have to differ between voiced and voiceless sound. For the voiced sound, the tissue will move as there is air movement during the sound production. The students guided to give more examples and how to pronounce it. More practices were given to students `on the step of synthesizing various sources. The researcher also tried to revise the students' example and pronunciation by pinned out their image in zoom cloud meeting. The students seemed very enthusiastic in following the activities within the teaching learning process. They were happy and enjoyed the teaching learning process very much. The students also were able to produce sound accurately shorter than the previous meeting. At the end of the session, students were given task to make their own tutorial video of pronouncing ending sound –d/-ed. They had five days to accomplish their task. The following figure was illustrated the students second meeting raw score:
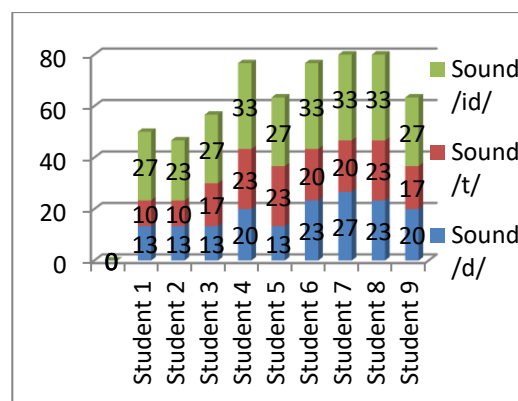

Figure 2. Students' Score in Meeting 2

Based on the result, the students' pronunciation in the second meeting, there was an improvement. The result showed that there were two students got score 80 or more. Their average score was 65,93. It was not satisfied enough. The researcher discussed to her collaborator about this phenomenon. They thought that the students needed a lot practice and how to differ voiced and voiceless sound to decide ending sound -d/-ed.

The third meeting was expected that the students were better than the two previous meetings. Therefore, the material were well-prepared before the class. The tutorial video played and then students made note and other example of voiced and voiceless sound to determine ending sound used. The overall teaching learning process ran very well. Each step in this meeting could increase their motivation to produce a correct sound. They seemed not awkward in making the video anymore. The students were guided to contrast voiced and voiceless sound to make students got deeper understanding to differ the sound. The students used tissue and touch their neck to feel the difference. Most of students had understood to use the correct ending sound. It could be seen by how many times students pronounce the word to make the correct one. It was indicated that the students' pronunciation skills got better in the third meeting. Based on their sufficient understanding and sources of producing video in the previous meeting, students were assigned to make video during the class. The following figure was illustrated the third meeting raw score:
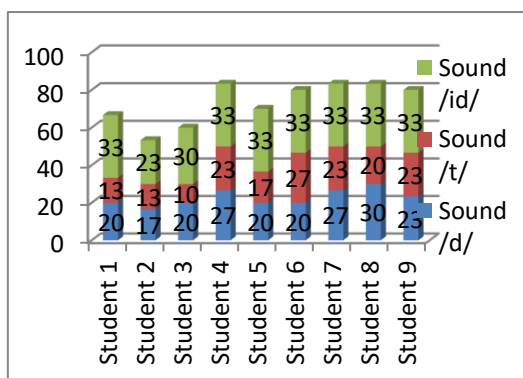

Figure 3. Students' Score in Meeting 3

There was improvement on their pronunciation skills. Five students were succeed in pronouncing ending sound –d/-ed in the third meeting. From the figure, it could be seen that there were six students got score 80 or more. There was steady improvement from the previous meeting. Their average score was 78.89.

The fourth meeting was the post test. It was given after the treatment for three meetings.

The test consisted of 30 words in both of ending sound –d/-ed. The test was conducted by zoom meeting, one by one. Students were given two minutes to read the words before pronouncing it. They also were given opportunity to pronounce words for three times to make sure their accuracy in pronouncing the words. After they had finished pronouncing the words, they must out of the meeting and the next students join the meeting. The following figure was the result of the post-test.
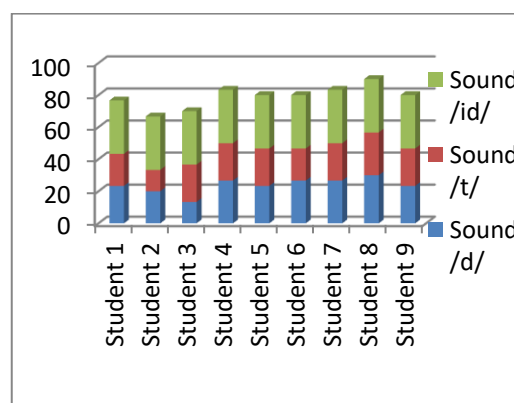

Figure 4. Students' Score in Post-Test

The data were computed to determine each student's raw score after administering the post-test. The result showed that six students got 80 score or more. Their average score was 83,3. It means that their mean score had been reached the minimum score and in good category.

The progress of the students start from pre-test to the post was significant. Their score improved from 50.00 to 78.89 or 28.89 points. Their progress can be seen in the following figure:
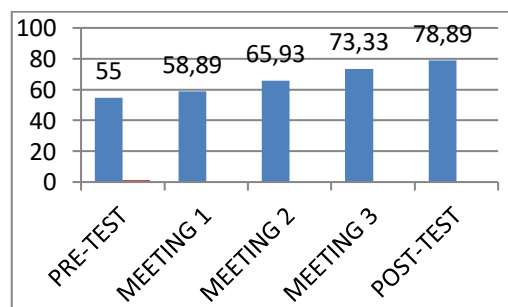

Figure 5. Students' Progress in Pronunciation

From the figure, it can be seen that students' average score in pre-test was 55.00. After treatment in the first meeting, students' score was increase 8,89 points to be 58.89. In the second meeting, the students' average score was also increase 7.04 points into 65.93 points. Then, in the third meeting or the last meeting in treatment, students' average improved 7.46 points into 73.33. In the post-test, students' average score also improved about 5.56 points into 78.89. It means that students' ability in pronouncing ending sound -d/-ed improved by enhancing students-made tutorial video as project based learning.

To find students' ability level, each of students' raw score in post-test was compared to the specification table. The result of students' level can be seen in the following figure:

Figure 6. The Students' Ability Level in Post-Test

From the figure, it can be seen that 3 students or 33% were in good level, and 6 students or 67% were in very good level. If the result in post-test was compared to the pre-test, it was found out if there was increased value in students' ability level. In pre-test, none students were in very good level, 3 or 33% students in good category, and 6 or 67% students in fair category. The result of pre-test can be seen in the following figure:
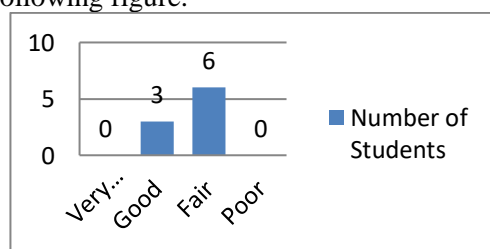

Figure 7. The Students' Ability Level in Pre-Test

By comparing the result of post-test to the pre-test, it can be seen that the number of students who were in very good level increased significantly from none into six students. Then, students who were in fair level decreased from six students into none. And the last, the learners who were in poor category none in post-test.

From the finding, it can be concluded that students-made video as project based learning enhanced students' ability in pronouncing ending –d/-ed. The results were also supported by the previous research findings conducted by Tyas and Fitriani (2021) which revealed students made video production improved students pronunciation.

From the interview, it was found out factor affecting the improvement. Students-made tutorial video as their project based learning consisted of two steps: preparation and production. The result of implementing the preparation process revealed that video production projects facilitate creative and active learning (Loveless in Puspa, 2016). It was found out that the preparation process revealed that students gathered several sources from both of video and written such as book and article. They had to apply their basic skills to synthesize their sources, like reading book and article, listening to the video, and writing the script. This result was in line with the idea of (Soh, T., Kamisah Osman, 2012) who said that students practiced their basic skill in producing the video.

The result of video production project showed that students needed multiply "takes" in recording the tutorial video due to incorrect pronunciation or forget what they had composed in transcript. They initiatived to create power point from their script and display it to their video to overcome it. They practiced several times untill they were good in pronuncing the ending sound. They repeated the process every tutorial video production which made their competency was also improve significantly. The result was also supported by the result of research conducted by Greene (2012)

CONCLUSION AND SUGGESTION

This research was intended to identify whether and to what extent the students-made video as project based learning enhanced students pronunciation skill in pronunciation skills. And also explain the factors that influence the changes in pronouncing ending –d/-ed. Based on the finding previous section, it can be concluded that students-made video as project based learning enhanced students' pronunciation skill. Their average score level improved from "fair" into "good" category. The factor affecting the improvement was the process of preparing and producing the video which improved their pronunciation, especially in pronouncing ending –d/-ed

Since students-made as project based learning was very useful for enhancing students' pronunciation, it is suggested to lecturers to implement such project based learning in their class. Then, the result of this research hopefully could be useful for other researchers who want to conduct a further research

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