



Students' Satisfaction on Virtual Pronunciation Learning Through YouTube Videos at Ban Huaysisiad School, Thailand

Zahira Jihan Amir¹; Candra Hadi Asmara²

¹ Student of English Education Department, University of Muhammadiyah Gresik, Indonesia

² Lecturer of English Education Department, University of Muhammadiyah Gresik, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i1.2371>

Abstract

YouTube is one of the medias currently used by various groups, one of which is used in online learning. YouTube is also one of the learning media that suits the fast-paced learning styles of today's young people who use the internet in everyday life. There are millions of educational videos uploaded every day to YouTube, which makes it easier for students and teachers to find reference videos that can be used in the learning process according to the topic being studied. Foreign language teachers, especially English teachers in Thailand, can use videos from YouTube such as phonic sounds and minimal paired videos for teaching. With this video, Thai students can learn the basics of how to pronounce a word correctly. Using YouTube pronunciation videos, Thai students can learn how to pronounce English sounds correctly or at least can be understood because of learning from native speakers. The method used in this research is a two-phase mixed design method with an explanatory design type. The data obtained from this study are based on filling out questionnaires and interviews. The analysis in this study used quantitative and qualitative methods. Based on quantitative analysis, it is known that 100% of students agree with learning using YouTube media. Meanwhile, the qualitative analysis found that learning using YouTube videos was very fun and interesting for students. With this research, learning English becomes fun and not monotonous for students. In this study, learning English, especially in the pronunciation section, was not something that was scary for students.

Keywords: *Satisfaction; YouTube Pronunciation in Virtual Learning; Thailand's Students*

Introduction

Nowadays is an era where the use of technology is the most essential part of all areas of life, one of which is education. The use of technology is very important in supporting teaching and learning between teachers and students and facilitating learning even though it is constrained by a distance such as the virtual learning process as it is today (McBrien et al., 2009; Cojocariu et al., 2014; Alqahtani, 2019; Nadikattu, 2020). Technology is widely used in learning, including learning English. Almost all learning English uses technology, including the topic of pronunciation. One of the popular technologies used today

is YouTube. The use of YouTube as a popular technology makes the application of the English pronunciation learning method can be done online between teachers and students.

YouTube is a medium that is widely used by all ages and in all fields, including being used in online learning in the current era (Sharif R, 2006; Jaffar, 2012; Orús, et.all, 2016; Styati, 2016). YouTube is also one of the learning media that suits the fast-paced learning styles of today's young people who use the internet in everyday life. There are millions of educational videos uploaded every day to YouTube, which makes it easier for students and teachers to find reference videos that can be used in the learning process according to the topic being studied.

Learning process through videos from YouTube in learning English for EFL (English as Foreign Language) students is very important, because it will help teachers to identify preferences, interests, and the types of material they use to improve learning in improving student pronunciation. On YouTube itself, there are many teaching methods that can be used by English teachers in Thailand such as phonic sounds and minimal paired videos for teaching. That is why Thai students should learn from the basics of how to pronounce a word with the correct pronunciation. By using YouTube pronunciation videos, Thai students can learn how to pronounce English sounds correctly or at least can be understood because of learning from native speakers. This article attempts to figure out students' satisfaction with the use of YouTube videos on the virtual pronunciation learning process.

Research Question

The research questions of this study can be formulated as follows: *“How is the student's satisfaction after participating in the virtual learning process through YouTube videos at Ban Huaysisiad School, Thailand?”*

Literature Review

1. Previous Research on Students' Satisfaction in English Pronunciation

Student's satisfaction is a positive evaluation of learning carried out by students after receiving short learning and is the result of the learning method itself which shows the effectiveness and interest of students during learning (Navarro, et.al, 2005; Dziuban, et al., 2004; Elliot & Shin, 2002). Yangklang (2013) examined students' satisfaction of English stress and intonation pronunciation of the first-year students at Nakhon Ratchasima Rajabhat University. The method used is practice and assessing students' English pronunciation using an e-learning questionnaire. Researchers argue that in Thailand students have such a low level of pronunciation that they find it difficult to pronounce the word. One of the reasons for this deficiency is their native language which affects the pronunciation in their country. It seems that they rarely use English in their daily lives, so their pronunciation is low. In addition, the use of e-learning programs can improve student pronunciation. Tlazalo & Basurto (2014) reported students' practice to develop their confidence in EFL oral skills. The method is a qualitative approach that was deemed to be the best way to answer the research questions. For the first level of English students of EFL programs in Mexico had low levels of confidence especially in English pronunciation. The result indicated that there is not enough time in the school to do pronunciation session. The time allocated in school only focused on student exercises based on the textbook. Another reason is the difference in the sound produced by their mother tongue and this causes difficulty in pronouncing the word. It seems that they more often do exercise than practice it.

As the literature review suggests, the majority of studies on students' pronunciation have agreed with student's satisfaction, and in this case stakeholders also play a very important role in the learning

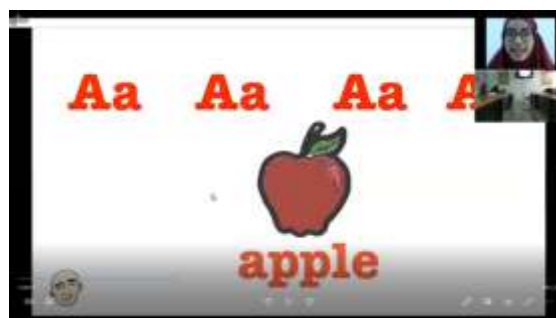
process. In addition, well-documented research on student satisfaction with pronunciation is one that is rarely conducted. If the media used is interesting during the pronunciation learning process, there will be an increase in their English pronunciation. Based on the research questions above, the purpose of this study was to determine student satisfaction in the virtual learning process through YouTube videos at Ban Huaysisiad School, Thailand.

2. Previous Research on YouTube Video at The Secondary School Level

In the previous research related the use of YouTube video has been carried out. Mulyani, & Dewi Sartika (2019) investigated the use of YouTube video in Indonesian secondary school level. The results show that YouTube video always up-to-date in a learning process and can increase student's pronunciation. Moreover, the students were interesting in improving how to pronounce the word through native speaker from YouTube video. Sunisah (2019) reported that secondary school student's level of SMKS Tunas Harapan Rimbo Bujang using a YouTube video questionnaire to learn English. Sunisah (2019) argued that the majority of students gave a positive response than negative responses during the learning process through YouTube videos. Furthermore, secondary school students were interested in increasing their learning English through YouTube videos. It shows that positive responses from the students are in terms of attitudes, motivation, and interest have increased during the learning process. As the literature review shows, most studies of using YouTube videos in the learning process at the secondary school level have dealt with improving student learning process. Even though, the role of the teacher in improving students' abilities should not be ignored. As a teacher, there needs to be a good combination of the media used with the established of competency standards. However, the use of YouTube video in teaching learning process is considered an attractive medium to reduce student boredom in learning.

Methods

In this research, the subject was students of Ban Huaysisiad School, Loei Province, Thailand with 15 students in total. The researcher has used two-phase mixed method with an explanatory design type. This design begins with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The method of data collection in this study uses a questionnaire for quantitative data, and interviews - surveys to obtain qualitative data. Due to distance and the COVID-19 pandemic, teachers are implementing a virtual learning system. The existing questionnaire was then analyzed using a Likert scale, while semi-structured interviews were used to explore students' opinions about the implementation of online teaching and learning activities using YouTube as a learning medium and how online teaching and learning activities can improve students' pronunciation skills.



(Picture 1. Teaching through video from YouTube)



(Picture 2. Teaching through video from YouTube)



(Picture 3. Teaching video from YouTube through online classroom)

Instruments and Participants

This research was conducted at Ban Huaysisiad Elementary School in Banhuaysisiad Village, Huaysisiad District, Loei Province, Thailand. A Likert scale questionnaire was given to students, the participants of this study were class VI students of Ban Huaysisiad School for the 2020/2021 academic year. The number of students is 15 students.

Findings and Discussions

YouTube is a video sharing website created by three former PayPal employees in February 2005. This website allows users to upload, watch, and share videos (Hosch, 2009) and started 2007, YouTube became very popular among everyone who use internet in this world. This study explained the using video on YouTube as learning material for English lessons. The researcher got the references questionnaire from Sakkir, et.al (2020) and improving the questionnaire based on the topic related to this study. The following is the data obtained based on the questionnaire given to the students.

Table 1. Student's Satisfaction of YouTube's Video (N=15)

| NO | STATEMENT | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
|-----|---|----------------|------|-------|------|----------|------|-------------------|------|
| | | f | % | f | % | f | % | f | % |
| 1. | I like learning English using YouTube because there are pictures and animations | 8 | 53.3 | 7 | 46.7 | | | | |
| 2. | I dislike YouTube because it is wasting my time with sitting in front of the screen | | | 1 | 6.7 | 9 | 60 | 5 | 33.3 |
| 3. | During the learning English I was not happy, but after studying through YouTube I became happy learning English | 6 | 40 | 5 | 33.3 | 4 | 26.7 | | |
| 4. | I like learning English with YouTube because it is easy to understand | 7 | 46.7 | 8 | 53.3 | | | | |
| 5. | I dislike learning YouTube because I do not understand the meaning of the words without translation | | | 1 | 6.7 | 9 | 60 | 5 | 33.3 |
| 6. | Through YouTube I can learn how to pronounce the words well | 9 | 60 | 5 | 33.3 | 1 | 6.7 | | |
| 7. | Learning English through YouTube makes my learning achievement decrease | 4 | 26.7 | 10 | 66.7 | | | 1 | 6.7 |
| 8. | I do not like learning English using YouTube video because it makes me confused to repeat the words | 2 | 3.3 | 4 | 26.7 | 6 | 40 | 3 | 20 |
| 9. | Through YouTube videos I feel braver to increase my pronunciation ability | 2 | 3.3 | 13 | 86.7 | | | | |
| 10. | I like learning English with YouTube video because it helps me to pronounce the words | 6 | 40 | 9 | 60 | | | | |

(Sakkir G., et.al, 2020)

Based on table 1 it can be seen that the students' who choose 'strongly agree' is 53.3% and 'agree' is 46.7%. Then for question 2, it is known that only 6.7% agree with that while those who disagree reached 60% and strongly disagree 33.3%. Furthermore, for question number 3, the students who choose strongly agree is 40% and choose agree 33%, while those who disagree were 26.7%. Question number 4 shows that students 'strongly agree' were 46.7% and 'agree' were 53.3% and no one disagrees. Then for question number 5, only 6.7% agreed and those who disagreed reached 60% and 53.3%. Then question number 6 which agrees 60% and 33.3%. While those who disagreed only reached 6.7%. For question number 7, students who 'strongly agree' were 26.7% and choose 'agree' were 66.7%, while 6.7% disagree. Then for question number 8, the students who strongly agree reached 3.3% and choose 'agree' were 26.7%, while those who disagreed reached 40% and strongly disagree were 20%. For question number 9, 3.3% of students were strongly agree and 86.7% of the students were agree. While for the last question number 10, the students 40% strongly agree with the statement and 60% agree with the statement.

Based on this description, it can be said that students really like learning by using YouTube video online in practicing how to speak English word in correct way. Another important finding is that YouTube can be interesting and motivating to most students in general and also introvert students in particular. The introvert students can start learning and practicing in private. In this way, they can focus on learning and practicing without being worried to be laughed at (Mills, 2013; Nation, 2001). Once they

have enough confidence in themselves, they can continue to practice with other students. With such an opportunity, they managed to improve their pronunciation. These findings clarify the findings of Zaidi et al. (2018) who showed that YouTube can be interesting to motivate students and improve student pronunciation.

The qualitative part of the study comprises questions number 1 to 4. Its analysis has been more pain taking than the quantitative one but necessary in order to try to obtain relevant data regarding students' pronunciation skills, classroom activities, teachers' methodology and materials and in order to enhance students' participation according to their own perceptions and suggestions.

Regarding question number 1, that is, *do you think YouTube has influenced your pronunciation of the English words?* For this question, all students stated that they had benefited from learning English pronunciation through videos on YouTube. This was said by one of the students called Apinya Pimchan (12 years). He said that learning pronunciation through YouTube videos was great fun. He has made a lot of progress in speaking skills, especially vocabulary. He came to know how to pronounce English words correctly and well. Nearly 90% of other students also said that they have good pronunciation after participating in regular study activities through online YouTube videos. This is a great achievement for students in Thailand.

And then, regarding question number 2, that is, *What kind of materials from YouTube can improve your pronunciation,* In this question, almost all students answered that they liked the learning material on YouTube. There are many English materials that they can choose according to the topic they want, one of which is learning this pronunciation. The examples they have learned on YouTube videos about pronunciation in English are like minimal pairs, at least pictorial words because it will be very interesting. They can hear voices, see animations and images, repeat what they hear from the video. And they also enjoy learning with native speakers on YouTube.

Regarding question number 3, that is, *How do you feel learning English through YouTube video,* Meanwhile, for this question, all the students interviewed simultaneously gave their answers if they were very happy learning online through YouTube videos. They gave the same answer that videos from YouTube are very interesting because they have very interesting images, sounds, and animations. This makes them excited and motivated to continue learning pronunciation in English. So that it becomes easier for them to learn English in pronunciation.

The last, Regarding question number 4, that is, *What is your suggestion for next English pronunciation class,* For this last question, Suwichai Khotphakiaw (12) revealed that she wanted the next learning done by watching short films or cartoons. Most of them also think that in the future they will be able to watch short films in order to learn pronunciation in English. This is because most of them like to watch movies in their daily life. This might be very good if applied in the future because it fits their expectations.

Based on the interview data, it can be concluded that learning through YouTube, made students more happy and interested in learning English. They are very interesting in pictures, music and animation.

Conclusion

Based on the quantitative analysis, it was found that 40% students 'strongly agree' and 60% of students agreed with the learning using media or video from YouTube. Meanwhile, in qualitative analysis, it was found that learning by using YouTube is very fun because the display, videos, and delivery methods from YouTube are very interesting. With this research, it is hoped that learning will

make learning English more fun and not monotonous so that English lessons, especially in the pronunciation section, will not be something that was scary for students.

References

- Alqahtani, M. (2019). The use of Technology in English Language Teaching. *Frontiers in Education Technology*, Vol.2, No.3.
- Arsyad, A. (2011). *Instructional media*. Cetakan ke-15. Jakarta: Rajawali Press. Available at: <http://dx.doi.org/10.22158/fet.v2n3p168>
- Cojocariu, V.-M., Lazar, I., Nedeff, V., Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia-Social and Behavioral Sciences*, 116, 1999–2003.
- Dziuban, C. D., Wang, M. C., & Cook, I. J. (2004). *Dr. Fox rocks: Student perceptions of excellent and poor college teaching*. Unpublished manuscript, University of Central Florida.
- Elliott, K. & Shin, D., 2002. Student satisfaction: an alternative approach to assessing this Important Concept. *Journal of Higher Education Policy and Management*, pp. 97-109.
- Jaffar, A. A. (2012). YouTube: An emerging tool in anatomy education. *Anatomical sciences education*, 5(3), 158-164.
- McBrien, J. L., Cheng, R., Jones, P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *The International Review of Research in Open and Distributed Learning*, 10(3), 1–17.
- Mills, D., & Alexander, P. (2013). *Small group teaching: a toolkit for learning*. Heslington: The Higher Education Academy.
- Mulyani, & Dewi Sartika. (2019). Analysis of Students' Proficiency On English Pronunciation Using Youtube-Based Video Media. *Getsempena English Education Journal*, 6(2), 248-257. <https://doi.org/10.46244/geej.v6i2.881>
- Nadikattu, R.R., *Information Technologies: Rebooting the World Activities during COVID-19* (June 9, 2020). Available at SSRN: <https://ssrn.com/abstract=3622733> or <http://dx.doi.org/10.2139/ssrn.3622733>.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Navarro, M. M., Iglesias, M. P. & Torres, P. R., 2005. A new management element for universities: satisfaction with the offered courses. *International Journal of Educational Management*, 19(6), pp. 505-526.
- Orús, C., Barlés, M. J., Belanche, D., Casalo, L., Fraj, E., & Gurrea, R. (2016). The effects of learner generated videos for YouTube on learning outcomes and satisfaction. *Computers & Education*, 95, 254-269.
- Pahkomawa G. Elena. (2015). E-Learning as a Away to Improve the Quality of Educational For International Students. *Procedia - Social and Behavioral Sciences* Volume 215, 8 December 2015, Pages 147-155
- Sharif R. PC skills, English crucial, Kong tells grads. *The Star Online*. Web Analytics Association. (2006) Google.com tops list of college students' favorite websites– But only through purchase of YouTube.com.
- Styati, E. W. (2016). Effect of YouTube Videos and Pictures on EFL Students' Writing Performance. *Dinamika Ilmu*, 16(2), 307-317.
- Sunisah, Fida (2019) Students Perceptions of the Use of Youtube Videos for Learning English at Eleventh Graders of Smks Tunas Harapan Rimbo Bujang. *universitas jambi*. pp. 1-58. ISSN 12345678
- Tlazalo Tejada, A. C., & Basurto Santos, N. M. (2014). Pronunciation instruction and students' practice to develop their confidence in EFL oral skills. *PROFILE Issues in Teachers' Professional Development*, 16(2), 151-170.

- Yangklang, W. (2013). Improving English Stress and Intonation Pronunciation of the First Year Students of Nakhon Ratchasima Rajabhat University through e-Learning. *Procedia - Social and Behavioral Sciences*, 91, 444–452. doi:10.1016/j.sbspro.2013.08.442
- Zahn, C. et al. (2010). Comparing Simple and Advanced Video Tools as Supports for Complex Collaborative Design Processes. *The journal of the learning sciences*, 19, 403–440
- Zaidi, X., Gu, J., Liu, H., Liang, J. C., & Chin-Chung, T. (2018). An experiential learning perspective on students' satisfaction model in a flipped classroom context. *Journal of Educational Technology & Society*, 20(1), 198. Retrieved from <https://www.jstor.org/stable/jeductechsoci.20.1.198>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).