

## Enhancing Speaking skill With Correct Pronunciation Using Video of Midwifery Students at Muhammadiyah Manado University

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**Abstract:** The goal of this research was to investigate whether conversational videos could improve the speaking skills of midwifery students at Muhammadiyah Manado University. Specifically, the study looked at how videos could help students develop correct rhythm, stress, intonation, and emotion in their pronunciation. The study involved 32 midwifery students at the university and used an experimental technique with pre-tests and post-tests to collect data. To gather data, the researcher used observation and assessed the students' speaking skills before and after watching the videos. The results showed that the conversational videos were effective in improving the students' pronunciation skills. To get the most benefit from the videos, the students first practiced the conversations featured in the videos. Next, they listened to the conversations, repeated them, and then practiced speaking in front of the class. The findings showed that the final good value increased significantly from the pre-test stage to the post-test stage. In the pre-test, the students' good value was 22%, but this increased to 47% in the post-test. Moreover, the lack of value decreased by 19% in the post-test compared to the pre-test.

**Keywords:** Speaking skill, Pronunciation, video.

### INTRODUCTION

To prepare the students in facing their study and their career, Muhammadiyah students are given general subjects, including English. English has been a compulsory subject since the sixth grade of elementary school however, the ability at the university students' level is still unsettling. The teacher's role is to find the best way to create an effective teaching and learning environment, English as a foreign language in Indonesia rarely practicing conversation in English with each other is one of the causes, the simmlar state from (Sokip, 2020) The role of a teacher in the classroom as a facilitator may increase the learning proficiency of learners but if the teacher is authoritarian in the classroom then learners are just passive learners and do not get opportunities for language practice. According to Al-Roud (2016), linguistically related difficulties are the most common difficulties faced by the university students. The English language is kept as teaching the subject in school and university curriculum and even many schools or universities have adopted English as a medium of instruction in the countries where English is used as a second and foreign language but many students find English as difficult subject to learn (Akbari, 2015; Phyak, 2016)

There are four language skills integrated that students learn in language education there are listening, speaking, writing, and reading. Among the four language skills, speaking usually becomes the most preferred skill to see the benchmark of success in learning a language. According to (Richards & Rendaya, 2002) most students make good speaking performance their ultimate goal in language learning. Moreover, it is also widely known that in almost any

language setting, speaking is the most frequently used language skill (Trialoka, V.S, Puspita, H., Sabarrudin, S., 2017. Abdl El Fattah, 2006). Furthermore, Rao (2018) argues that speaking serves a dominant role in foreign or second language acquisition.

Pronunciation is a part of speaking abilities especially in the English language, to prepare midwife students to achieve their goals and be competent to face international job opportunities. It is consistent with the goals of Muhammadiyah Manado Universities to provide the student to be ready to competent internationally. Evans and Green (2007) examined the language difficulties experienced by students at a Hong Kong university. The results showed that the students' difficulties centered on academic speaking such as grammar, fluency, and pronunciation. Furthermore, Syakur (2007) as cited in Gangan Ganda S, Dewi Setiawati (2016) states speaking has five components, those are, comprehension, grammar, vocabulary, fluency, and pronunciation. According to Tajeda (2004) states that pronunciation is not the most important aspect of foreign language learning it needs to be acknowledged that without adequate intelligible pronunciation, we would not be able to get our messages across when interacting with others in the foreign language.

Referring to the problems stated above, the researcher offers an alternative solution listening up and repeating the conversation on the video as a media to build students' interest and be the solution to this problem, Many researchers found the effectiveness of media can increase English abilities, like reading comic or novel, listening up music and watching movie, When read a text, comics or novel is trained the pronunciation skills (how to read the word), when listening up some music the listening and pronunciation skill are trained (the way to say the word), then when watching a movie or videos it can stimulate listening skills, pronounce skills (how to say the word with the correct rhythm, stress, and intonation and emotion). Nia Safira Hardi & M. Khalid (2023) Watching English videos can make students acquire English without realizing it because the students listen to sounds in English while simultaneously 2 paying attention to the text which makes the students understand the input from watching the video. Creative media could be one of the alternatives to using to increasing speaking skills with correct pronunciation. Multimedia or the use of technology could help in increasing students' comprehension of the material during the class session.

Cited Gilakjani (2012) With conversational video, the students had the opportunity to see all the aspects of spoken interaction like gestures, figures, intonation, motion, stress, and sound based on the context in which the language is used. Video is the perfect medium for students who are auditory or visual learners. Teachers need to select the video, relate the videos to the student's needs promote active viewing, and integrate the videos with other areas of the

language curriculum stated by Heinrich (2002). By using a video to present a dialogue the students will have a chance to listen to the words, to see the expression, and to read the text. So, that the students will be interested and comfortable in learning (Apriyana Melly I. M, Samtidar, Amirullah Abduh.2023).

## **RESEARCH METHOD**

This research uses experimental techniques method with pre-test and post-test, consisting of one small group to solve the students' problem with pronunciation errors when they practice the conversation of midwifery daily conversation. The object of this research is 32 Midwifery students in the fifth semester of Muhammadiyah Manado University. To get the data, the researcher has taken three steps procedures: pre-test, giving treatment, and post-test with 3 cycles. The pre-test was carried out by practicing the conversation of each midwife student about midwifery daily conversation text after that, the student pronounced errors treated with assistance and improvement by posting the video about midwifery daily conversation, the video is similar to the text of the conversation text. The post-test test was carried out by re-practice the conversation of midwifery daily conversation to get the achievement of the student's correct pronunciation. When practicing the conversation of midwifery daily conversation is to measure the ability of students' pronunciation divided into 3 levels of appropriateness: good, enough, and lack. Furthermore, the criteria of assessing pronunciation are paying attention to emotion, punctuation, and gesture of each word in conversations which are closely related to the midwife's daily conversations. This test is conducted three times it is every meeting time every week, with three different texts and different videos but concentrated on given instruction sentences. The concentrated sentences encompass:

- a. Please straighten your arms, I will measure your blood pressure.
- b. Please go up to the scale, I will measure your weight and height.
- c. Please stand up, I will measure your abdominal circumference.
- d. Please lie down for a moment I will do an ultrasound.
- e. Please take this vitamin/ medicine one capsule a day.

The next table shows how the research was conducted. The sample group had pretest, treatments, and post-test.

### One group pre-test and post-test design

Pre-test	Treatment	Post-test
X1	Y	X2

Notes:

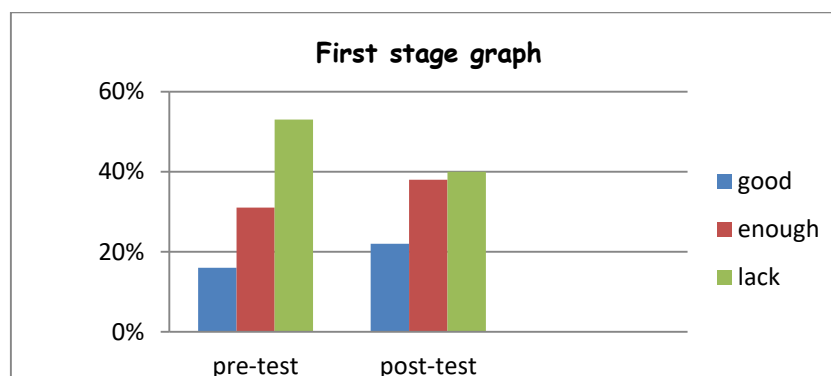
X1: Pre-test of pronunciation mastery

Y: Treatment

X2: Post-test of pronunciation mastery

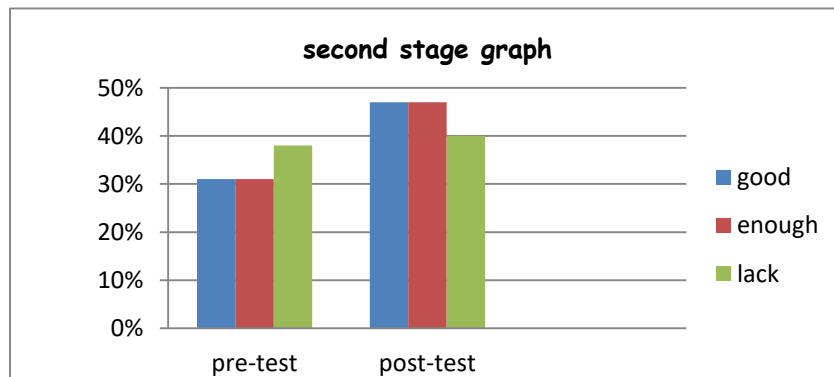
## FINDINGS

The research finds after practicing the conversation of midwifery daily conversation test in first stages of Pre-test section on 32 students found the average of students are lack of the pronunciation, there was 5 or 16% student with good in correct rhythm, stress, intonation, and emotion on pronunciation, and 10 or 31% of student get enough in rhythm, stress, intonation and emotion on pronunciation, and 17 or 53% is the lack in correct rhythm, stress, intonation, and emotion on the pronunciation of 32 students as a total sample after getting the result the research apply to post the video in 2 times to assistance and to improve students rhythm, stress, intonation and emotion on the pronunciation errors. After playing the video the next test by re-practice the same conversation, there were 10 or 31% of students succeeded/got a good value, 12 or 38% of students got enough in correct rhythm, stress, intonation, and emotion on pronunciation, and 13 or 40% student is lacked in correct rhythm, stress, intonation, and emotion on pronunciation of total as a samples.

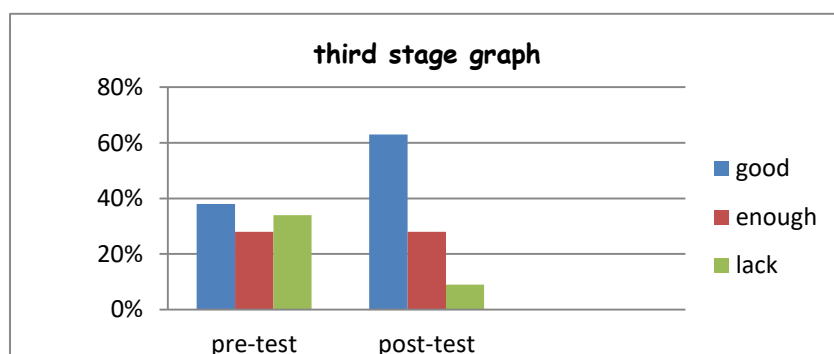


The results of the first stage were increased by 6% between the pre-test and the post-test in the good category and 7% in enough categories, while the lack of categories decreased by about 13%. The second stage is conducted the next week after the first stage, with the same procedure. There were 10 or 31% students with good categories in correct rhythm, stress, intonation, and emotion on pronunciation, and 10, or 31% of students get enough in correct rhythm, stress, intonation, and emotion on pronunciation, and 12, or 38% is a lack in correct

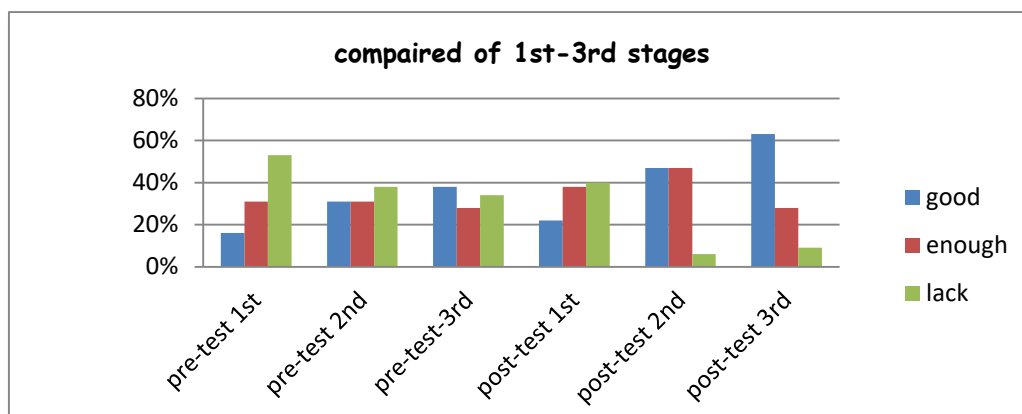
rhythm, stress, intonation, and emotion on the pronunciation of 32 students as total samples after getting the result the research apply to post the video in 2 times to assistance and to improve rhythm, stress, intonation, and emotion on the pronunciation errors. After playing the video the next test by re-practice the same conversation, there were 15 or 47% of students succeed/got good values in, 15 or 47% of students got enough in correct rhythm, stress, intonation, and emotion on pronunciation and 12 or 38% students is the lack in rhythm, stress, intonation and emotion on pronunciation of 32 total students as samples.



In the second stage, the students with good values had increased by about 16% between the pre-test and post-test and increased by 10% from the first stage. The student with enough value increased by 16% between the pre-test and post-test and increased by 9% from the first stage, while the lack of categorization decreased by about 34%. Even though there are increases in student speaking ability with correct emotion and intonation in pronunciation, the second stage of this research has yet to reach a satisfactory value. So the researcher took one more step to the third stage, the third stage have more increased value between the pre-test and post-test. The final value of good with correct emotion and intonation in pronunciation on the pre-test is 38% or 12 students to 63% or 20 students, enough value stands in 28% or 9 students and the lacking value is decreased from 34% or 11 students to 9% or 3 students.



The conclusion based on the graph above, there are significant enhancing of the final value on the pre-test and post-test from the first stage to the third stage.



There is increased number in first stage to the third stage of pre-test with good value 22%, enough value compared with the first stage decreased by about 3% and the lack of value decreased by 19%. Meanwhile, the compare of post-test about good value is increased by 47%, enough value is decreased by 10% and the lacking value by 31%. Following the total increases from overall the value obtained the significance of enhancing speaking skills with correct pronunciation on midwifery students at Muhammadiyah Manado from the first pre-test stage (before the research) to the final results of the post-test in the third stage after post the video to assistance and to improve students rhythm, stress, intonation and emotion on the pronunciation errors.

## CONCLUSION

In this study, researchers have explored various methods to improve the English language skills of students. One of these methods is the use of video as a medium, which has proven to be effective in enhancing speaking skills by correcting pronunciation errors and improving rhythm, stress, intonation, and emotion. The study focused on giving instruction sentences related to midwifery to fifth-semester midwifery students at Muhammadiyah University, Manado.

Based on the graphics presented at each stage of the pre-test and post-test, there has been good progress within a period of three weeks (three scheduled meetings), which is a relatively fast improvement in students' speaking skills. By using videos, students can focus on correct pronunciation and fix pronunciation errors independently. It simmilar with Kamelia Kamelia (2019) stated Therefore to make teaching and learning in the classroom more effective and to make the student more interesting to learn the material teacher use video as media. Bajrami and Ismaili (2016) state hypo-thesis that video material can be used as input of authentic material and as a motivational tool. Moreover, Kaboooha (2016) claims both students

and teachers have a positive attitude towards the use of films in their classrooms to improve students' language skills. Therefore, it can be concluded that using video as a media to improve speaking skills by correcting rhythm, stress, intonation and emotion in pronunciation errors is effective. It can be used to enhance the abilities of students in English language.

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