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CHAPTER I

INTRODUCTION

The researcher will outline this research in this chapter. This chapter encompasses the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the problem, significance of the problem, and definition of the problem. The full explanation of this study may be read in the following topic.

1.1 Background of The Problem

Language is a tool for communicating with other people. The listener or interlocutor can understand what the speaker intends to say through language. Language fosters tolerance and an open mind in its users while providing them access to knowledge they would not otherwise have (Rabie, 2023).

Nowadays, English is an international language. Even in Indonesia, many students favour English. Most Indonesian students believe learning English is the best option for various reasons. Due to the global demand, use, and appropriation of English as an international language, professionals must react unprecedentedly to English language learning, teaching, evaluation, and policy (Tan et al., 2020). Learning English is necessary as a tool to broaden students' horizons. Learning English has been needed since school.

Foreign language learners of the English language should be inspired to communicate in the language as it is a vital part of their education. Despite being in an English class, some students prefer to avoid using the language when speaking to one another in English (Maranatha & Sengkey, 2023), one of which is

learning pronunciation. The spoken version of a term or language, including the proper articulation of sound and tone, is called pronunciation. Effective communication involves pronouncing words or sentence words to others.

In pronunciation, there is something called a silent letter, which is often said inappropriately by students. A silent letter is a word whose letters are illegible in English. Many words in English have a pronunciation that does not match the word. Silent letters are letters that, when used in a word, have no sound associated with them during pronunciation (Kurniawan et al., 2022). Learning silent letters in English is very helpful when using media. In this era, media is needed to make learning easier.

Learning using media can also increase students' interest in learning. Learning how to use the media is very interesting today, especially *YouTube*. *YouTube* is one of the media often used by students. It is an audiovisual media that can make the learning atmosphere more fun and enjoyable (Alawadh et al., 2023).

The researcher discovered the issue through an interview conducted in the 12th grade of SMK N 1 RAMBAH SAMO on November 29th, 2023. Teachers only teach through books provided by the government. They also do not use audiovisual media such as *YouTube*. Teachers focus more on vocabulary than pronunciation, so students must still familiarize themselves with pronunciation and silent letters.

One example is the word "daughter." The "g" in the word "daughter" is silent; the correct pronunciation is "/dɔ:tər/." However, many students mispronounce it by spelling the "g." Students also rarely use media as a learning tool. They tend to

use media to find information outside of learning, such as fashion, sports, gossip, etc.

From the explanation above, the researcher uses media as a learning tool. How does it impact students' pronunciation? The researcher is interested in studying "the effect of *YouTube* in learning to pronounce silent letters" by watching *the YouTube* channel *mmmEnglish*, which helps students justify silent letters. The researcher is interested in studying the 12th grade of SMKN 1 Rambah Samo.

1.2. Setting of The Problem

Given the background context, the issue could be recognized as follows:

1. The teacher has not used media in teaching.
2. The students have not learned to use media, especially *YouTube*.
3. The student's unfamiliar with silent letters.
4. The student mispronounces the silent letter.

1.3. Limitation of The Problem

Given the identifying issues mentioned above, the researcher must analyze them. This study focused on finding the effect of learning to pronounce silent letters through English content *mmmEnglish* on *YouTube* for 12th-grade students of SMK N1 Rambah Samo.

1.4. Formulation of The Problem

The following question can be used to develop the research question: "Does using the *mmmEnglish* channel for learning to pronounce silent letters in 12th grade of SMK N 1 Rambah Samo have any significant effect?"

1.5. The Purpose of The Problem

Based on the formulation mentioned, this research aims to discover the significant effect of using the *mmmEnglish* channel for learning to pronounce silent letters in the 12th grade of SMK N 1 Rambah Samo.

1.6. Significant of The Problem

The significance of this research possibly divided into three sections:

1. For students: The result of this study can assist students in overcoming problems in pronouncing words.
2. For English teachers: It provides knowledge on valuable tactics for instruction and learning and perspectives on how to use *YouTube* videos in the classroom. This facilitates teachers' use of *YouTube* to engage students and add interest to the learning process and classroom scenarios, which helps students enjoy studying English.
3. For researcher: educating future educators about technology-assisted pronunciation instruction and meeting the criteria for the University of Pasir Pengaraian's bachelor degree.

1.7. Definition of Key Term

1. Pronunciation

Pronunciation is when words or language speak, including the proper articulation of sound and tone. (Vakilifard, Amirreza; Ateshgaran, 2023) It is a sub-skill that significantly impacts language learning, communication proficiency, and linguistic performance, mainly when a learner actively

develops native-like pronunciation. One part of pronunciation is a silent letter, which is a letter that cannot be read in English words.

2. Silent Letter

A silent letter is a letter which forms words when it is written down but does not include how that word sounds. A silent letter is that, when a word is said, it is not comparable to any tone in that word (Kurniawan et al., 2022). Although it is usually pronounced differently, it is kept in writing for a specific purpose.

3. *YouTube*

YouTube is an audiovisual media that can make the learning atmosphere more fun. Due to its built-in characteristics that create a particular anger toward teachers and students, *YouTube* is among the most widely used resources for information and communication technologies (Alawadh et al., 2023).

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will explain the concept and components of the pronunciation of silent letters. A review of related findings and conceptual framework will be discussed in this chapter. It will be seen in this explanation.

2.1. Review of Related Theories

A. Concept of Pronunciation

Pronunciation is the way we speak correct words in English. One of the trickiest parts of mastering a new language is pronunciation. In English, what the word was written is different from how we speak it. Pronunciation is the key to understanding speech and articulation clearly and avoiding communication errors (Nurullayevna, 2020). That is why pronunciation is the first thing people notice during a discussion. Strong foreign accents and poorly pronounced words can overpower well-chosen words and grammar (Nurullayevna, 2020).

According to Reid & Konstant, (2017) introduced to the components of English pronunciation:

1) Word stress

Every word has stressed and unstressed syllables when it occurs alone. English words that have two or more syllables, at least one, are stressed, and the others are not. For example: 'FATHER, sTABLE, Mine, TEACHER. Some words have the same letters in writing but are not alike in their pronunciation and meaning, such as the word "present" pronounced as "prezənt" as a noun and "pri'zent" as an adjective.

2) Rhythm

Rhythm is a product of word stress because the stressed syllable in a word is vital. After all, it focuses on a syllable that is not low. The rhythm of speech, with stress and intonation, conveys essential letters.

Without the rhythm components of stress and intonation, there is no language. English does not have a flat, fixed rhythm.

3) Intonation

Intonation is the music of language created from vibrations in rhythm. Stress, rhythm, and intonation work together to create a language. Speaking is similar to singing a song with different intonations.

4) Listen and Repeat (Phonology and Behavior)

Hearing and duplicating to learners is a helpful way to get the correct pronunciation with good results. Training to read with attentive concentration will improve learners' pronunciation.

5) The sound

Sounds in English are divided into two main groups: consonants and vowels. Learners must know about them, as they are the most important part of pronunciation. Some sounds in English have different sounds in different places in a sentence. Learners must hear, and repeat sounds many times until they acquire their pronunciation.

6) Linkage and simplification

linkage and simplification are essential features of spoken language and support effective rhythm, flow, and efficient communication. They are most apparent in ordinary speech, as speakers frequently simplify pronunciation and create seamless word connections to promote faster and more fluid communication. For example, "going to" is pronounced "gonna."

7) Weak form

Weak forms usually are unstressed syllables in English speech. Any word has a particular uncompressed place in English speech, which means it is in a weak form. Some words are contracted with other words. So, they will be in a low pitch. For example, the word "have" is stressed when we say it individually, but when it is contracted with "I", it will be "I've".

8) Suffixes

Suffixes are additions added to the end of the words. They are added to words to change the latter to another part of speech or other purposes. Many suffixes are added to the main words but need to be pronounced. However, the syllable before the last will be stressed. For example, history + -ic = hisTORic; courageous = couRAGeous.

According to Kissova (2019), pronunciation is the hardest part of learning English; the goal is to understand the language quickly. This subject is one significant concern experienced by not native English speakers when learning the language, and it can cause misunderstandings, wrong impressions, and unproductive communication in general. The creation of sounds that humans utilize meaning-giving is referred to as pronunciation. It encompasses parts of speech besides the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, voice quality, and, in its broadest sense, attention to gestures and expressions closely related to how we speak a language. It also contains observations of specific language sounds.

According to Farah (2024), pronunciation is a crucial factor that learners of foreign languages must consider. Nonetheless, Indonesians need help pronouncing English words correctly. The linguistic diversity of Indonesia is abundant; individuals there speak their native tongues and local languages with distinct accents, which can impact how English is spoken. Educators and students must pay more attention to the importance of teaching and acquiring pronunciation for many reasons. Students will feel more comfortable talking and interacting in English if they pronounce words correctly. As a result, pronunciation training should not be undervalued.

According to Hermana (2023), it is critical to pay attention to how you pronounce words in English while conveying ideas or providing explanations in communication skills, as mispronounced words make it difficult for others to grasp what is being said. One of the most challenging things to master in English is pronouncing words correctly. Therefore, students should spend much time practising. As a result, pronunciation needs to be increased since it dramatically impacts how others react when speaking correctly. The other person could not understand or might not even reply if it is mispronounced. There are several strategies to make this change, and training and research regarding pronunciation are among them.

C. Concept of Silent Letter

When the word is spoken, a silent letter is not pronounced. Although it is a part of the word's spelling, its sound remains unaffected. A silent letter is present in a word's spelling but has yet to be spoken during pronunciation (Pusfarani et

al., 2021). Many languages contain silent letters, and their presence can impact word pronunciation and spelling. One of that is in English words; for example, in English, including the "k" in "knee" or the "h" in "honour".

According to Al-Hamzi & Musyahda (2022), silent letters are either dropped or not said in favour of a more useful English conversation. Frequently seen in spelling but lost or eliminated in actual language. For the example

1. A-musically, physically, artistically, critically, logically
2. B- plumber, lamb, comb, dumb, debt, limb, doubt, numb, climb.
3. C-scissors, conscious, acquire, crescent, fascinate, muscle, descend
4. D-sandwich, handkerchief, handsome, hedge, wedge
5. E-age, plaque, breathe, Wednesday, hate, clothes
6. G/GH-though, sign, align, campaign, alight, design, gnaw, high, align, light, reign, resign
7. H-honest, choir, mechanic, exhaust, when, ghost, what, heir, why, hour, thyme 1- business
8. K-know, knee, knead, knight, knell, knit, knickers, knob, knife
9. L-chalk, calf, walk, calm, half, folk, psalm, half, salmon, almond, talk
10. M-mnemonic.
11. N-condemn, hymn, autumn, damn, column
12. O-opossum, sophomore, colonel
13. P-cupboard, psychology, corps, receipt, psychotic, coup, raspberry, pneumonia, pseudo
14. R-finger, garden, here, butter

15. S- debris, isle, aisle, island, bourgeois

16. T-listen, fasten, asthma, match, ballet, often, castle, witch

17. U-guard, biscuit, colleague, vague, dialogue, tongue, guess, guitar, guest

18. W-write, wrack, answer, whole, wrist, sword, wrench, two, whole

According to Rumbardi and Lestari (2022), silent letters are divided into auxiliary and dummy letters.

1. Auxiliary letters

The endocentric digraph is the combination of two letters, of which the sound of this combination is represented by only one of the constituent letters. We can find the following silent letters in their digraphs; silent 'a' in digraph 'ea','oa', 'ai'; silent 'b' in digraph 'mb', 'bt'; silent 'd' in digraph 'nd', 'dn', 'dj', 'dg'; silent 'e' in digraph 'ea', 'ei', 'eu', 'ie', 'oe', 'ue', 'a_e', 'e_e', 'ie', 'o_e', 'u_e'; silent 'g' in digraph 'gn', 'gm'; silent 'h' in digraph 'wh', 'th', 'gh', 'ch', 'xh'; silent 'k' in digraph 'kn'; silent 'm' in digraph 'mn'; silent 'n' in digraph 'nn'; silent 'o' in digraph 'eo'; silent 'p' in digraph 'pn', 'ps'; silent 's' in digraph 'sl'; silent 't' in digraph 'st', 'ft', 'tc'; silent 'u' in digraph 'ua', 'ue', 'ui', 'ue'; silent 'w' in digraph 'wr', 'wh'. The positions of the digraphs are found at the beginning, in the middle and at the end of the words.

2. Dummy letters

A dummy letter is a letter that carries no connection toward neighbours; however, the relationship is different. Retrieved from the preceding and proceeding neighbours overwhelms the sound of that letter. The letters that

have this pattern are 'a' in musically; 'b' in the subpoena; 'c' in indict; 'e' in played; 'f' in halfpenny; 'h' in hour, vehicle, Messiah; 'i' in business; 'k' in background; 'p' in receipt, coup; 'r' in ironing; 's' in chassis; 't' in mortgage, depot; 'u' in buoy; 'w' in answer; 'x' in faux; 'y' in says; 'z' in rendezvous, chez. The empty letter is not only found as a single letter but also in the form of an exocentric digraph as 'gh' which is silent in daughter, and 'th' silent in isthmus.

According to Nosirova and Ktamova (2021), silent letters are a written but unspoken part of the word. The word audible tones are not enhanced by these letters. Sometimes, a silent letter joins with another letter to form some parts of a word. There are silent letters in a lot of English words. There are grammatical, etymological, and historical reasons for using silent letters in English. Silent letters can appear at a word's beginning, middle, or end, among other places.

According to Andi et al. (2020), silent consonant letters lack patterned sounds, which might confuse learners. For instance, when the word "know" is spoken, the letter "k" is not sound, pronounced as "no/". However, the letter "k" exists when the word "know" is spelt. Every spoken sound created by limiting the flow of breath is a consonant. In NAE, there are 25 different consonant phonemes. In words, very few consonants are pronounced silently. They are spelt, but they have no sound.

D. *YouTube* as Learning Media

According to Eroza et al. (2023), media survives as an essential component of the stage of instruction and learning to reach educational targets broadly speaking and academic learning objectives precisely. In this stage, educational media can inspire students to look for new interests and wants, inspire and encourage learning activities, and even psychologically affect them. Audiovisual media makes the information contributed to studies easier for learners to comprehend.

According to Deswarni and Setiawati (2018), media that may be viewed visually and heard is known as audiovisual media. Through media, students drive and desire to learn more about the subject. The form that contains audio messages that can only be difficult and capable of stimulating the listener's imagination is known as audiovisual media.

According to Aprianto (2023), *YouTube* is among the most popular social media platforms for various purposes, and students commonly utilize it to practice their English. One of the key platforms for using technology in daily life is *YouTube*. Educational goals on *YouTube* highlight culture, such as local knowledge and the unique characteristics of the educational system. Social media software has the potential to significantly and even successfully aid this study of English as a foreign language. *YouTube* also features instructional videos, including movies, short stories, storytelling, Q&A, English talk shows, English learning tutorials, and songs and music.

According to Tahmina (2023), teachers of languages use several kinds of technological tools and devices to maintain the teaching and learning process. Nowadays, many students rely on *YouTube* channels and other technological advances to acquire language. Apart from serving as a source of entertainment, *YouTube* offers a wealth of educational movies for students of various ability levels. By investigating students' opinions of the platform, which has become an essential part of their lives, language teachers can use *YouTube* to assist students in learning English. *YouTube* helps students in many ways.

It is possible to learn English effectively with *YouTube*. Lessons, tutorials, and language practice are available on different platforms. Students who use *YouTube* to study English are exposed to genuine individuals speaking the language. Therefore, they can experience the English language as natural speakers, increasing their motivation and excitement for learning it. The benefit of *YouTube* English lessons is increasing the proficiency of next-generation language learners (Kamentsev et al., 2022).

For instance, the researcher introduces a *YouTube* channel that approves of discussing silent letter pronouns. The name of this channel is *mmmEnglish* by Emma. According to Emma, silent letters always confuse the students and trip them up. Observing and learning them used in context is the most effective method of learning the correct pronunciation.

In *mmmEnglish*, there is a blend before the start of the explanation. First, Emma asked the listener to practice with her throughout the lesson until the end. Second, listen to her first; there will be more than one word with the same silent

letter in each sentence. After that, the first challenge is using what students can hear to infer the contents of the silent letter.

3.7. Review of Related Findings

Teaching/learning media used for learning pronunciation variants. Several researchers have used *YouTube* channels as follows:

The first research is Enhancing Student's Pronunciation Through *YouTube* Channel: Pronunciation with Emma (2022). This study aims to determine whether the *YouTube* channel pronunciation with Emma can improve the pronunciation of SMK Bina Mandiri Bekasi pupils. The outcome showed that the *YouTube* channel Pronunciation with Emma program might improve students' pronunciation as an English teaching and learning tool. Both the researcher's and the student's general performance in the classroom improved significantly. The researcher may infer that using *the YouTube* Channel Pronunciation with Emma to improve students' pronunciation is effective.

The second research is entitled The Influence of Watching *YouTube* Pronunciation Videos Toward Student Pronunciation Ability (2020). This research aims to ascertain whether watching pronunciation videos on *YouTube* impacts students' pronunciation skills. This finding indicates that students' pronunciation skills are significantly impacted by watching pronunciation videos on *YouTube*.

The third research is entitled The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on *YouTube* (2022). The study mainly targeted high school students who explored the internet to improve their

pronunciation. The result is that using native speaker instructional clips from *YouTube* as source material makes it easier to enhance pronunciation skills.

Considering the previous study's findings, the previous research discussed learning media. However, this study differs from the earlier studies in which the sample used by the researcher is 12-grade students of SMKN 1 Rambah Samo in the 2023/2024 school year. In addition, the channel used is *mmmEnglish* as a medium to train students' pronunciation skills using a pre-experiment design and total sampling, with all populations as samples. This study consists of pretest, treatment, and post-test. The treatment used the *mmmEnglish* channel as a medium to facilitate the learning of silent letter pronunciation.

3.2 Conceptual Framework

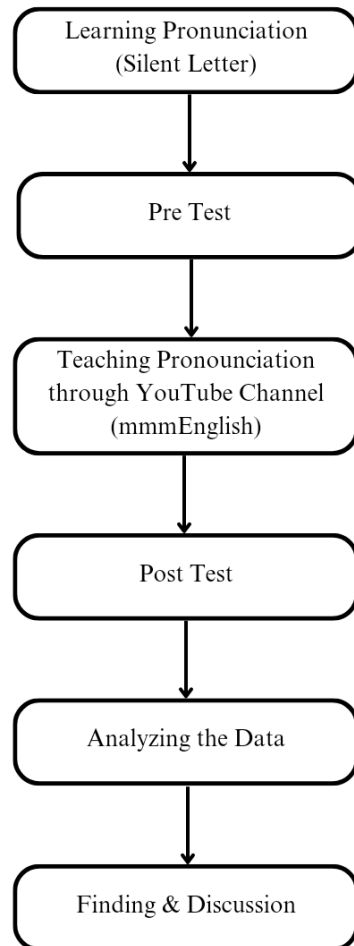


Figure 1. Conceptual Framework

3.3 Hypothesis

The significant effects of using *YouTube* for learning pronunciation are as follows:

1. H_0 = There is no significant effect of using *the mmmEnglish* channel for learning pronunciation at SMK N 1 RAMBAH SAMO.
2. H_a = There is a significant effect on using the *mmmEnglish* channel for learning pronunciation at SMK N 1 RAMBAH SAMO.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology. It explains the study's components: research design, population and sample, setting of the research, research instrument, procedure of the research, technique of collecting data, and technique of analyzing data.

3.1. Research Design

A research design is a study guideline that guides all critical decisions about the methodology to uphold a standard of professionalism in the conduct of the study and lessen guidelines difficulties (Sidharth, 2023). In this study, the researcher used a pre-experimental method. A pre-experimental design is a research plan devoid of the essential elements of a natural experiment. It is considered a less exacting and control method than realistic experimental designs. Pre-experimental designs are usually used when a researcher needs more control over the experimental situations or when randomization is challenging. A pre-experimental consists of simply one group with no comparison or control group (Rukminingsih et al., 2020). Pretests and post-tests are part of the study design to see how *YouTube* affects pronunciation learning. Additionally, the researcher interacted with the students to learn the effect of *YouTube* on learning pronunciation. This study seeks to figure out the impact of *YouTube* on studying pronunciation.

3.2 Population and Sample

3.2.1 Population of The Research

In research, the whole group that is the subject of the study is referred to as the population. It consists of every person or thing the researcher seeks with a particular quality. Population is described as a collection of people partnering randomly; this definition is straightforward in principle and frequently observed in reality (Lawson, 2015).

In this study, the researcher conducted research in the 12th grade of SMK N1 Rambah Samo, which has three departments: TKJ, TSM, and PPT. This research was conducted in the second semester and used a total sampling method.

No	Classes	Population
1	XII TKJ	21
2	XII TSM	22
3	XII PPT	11
Total		54

Table 1. Population

3.2.2 Sample of The Research

The research sample comprises a population explicitly chosen for the research project. In this study, the researcher used total sampling. Total sampling is a method in which every member of the population is treated as a sample (Sugiyono, 2013). Collecting data from each person or unit in the designated group seeks to give a thorough knowledge of the population. Research frequently uses this to develop slight error generalizations of less than thirty individuals. By including all classes, the

researcher obtained a larger and adequate sample size, which is essential for improving the research's validity and dependability of the research results. Therefore, the researcher used the population in this study.

3.3 Setting of The Research

In this research, the researcher will study SMK N 1 Rambah Samo. In the 12th grade of SMK N 1 Rambah Samo, there are three classes: TKJ, TSM, and PPT. The address of SMK N 1 RAMBAH SAMO in JL. AHMAD YANI DU SKP A, Rambah Utama, kec. Rambah Samo, kab. Rokan Hulu Prov. Riau.

3.4 Instrumentation in The Research

The researcher will utilize the following tools to gather data regarding the study problem's topic:

1. Pronunciation test

A pronunciation test is a technique or framework for determining how well someone can pronounce words in a language, especially English. The research instrument utilized in the study was the pronunciation test. The researcher will use the Oxford Dictionary to identify the conventional pronunciation of English. The test is in the form of 30 questions words. Raters and validators will help the researcher correct the word. The pronunciation test and validity are stated in the appendix.

2. Interview

The interview is a formal conversation between the interviewer and the candidate, usually aimed at evaluating the candidate's background, abilities, and aptitude for a particular role, program, or opportunity. Interviews are used to assess participants' perspectives, experiences, and sensitive responses to a specific research topic (Indah, 2022). The researcher interviewed learners who had done the pronunciation test in this research. The researcher conducted this interview through pronunciation indicators on *YouTube*, which three existing validators will check later. The interview and validity are stated in the appendix.

3.5 Procedure of The Research

No	Pronunciation Test
1	Pre-Activities - The researcher opens and checks the attendance list of students. - The researcher gives the pretest.
2	Whilst-Activities - The researcher starts the class after that and explains what they will do in the class. - The researcher gives the material. - The researcher shows a video on a <i>YouTube</i> channel explaining silent letter pronunciation. - The students will check the correct pronunciation from that <i>YouTube</i> -The students will know how to pronounce the correct word from a native speaker on <i>YouTube</i>.
3	Post-Activities

	- The researcher needs to be present on the attendance list. - The researcher will give a post-test of pronunciation. - The researcher will interview the students. - The researcher assessed the test's outcome.
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Table 2. Procedure of Research

3.6 Technique of Collecting The Data

To collect the data, the researcher used several steps that consisted of:

1. The researcher delivers a letter to the school where the research will be held.
2. Make observations to the approved school.
3. Give tests to students in the form of pronunciation tests.
4. The last step is to analyze the research results and make a report on them.

3.7 Technique of Analyzing The Data

After utilizing *YouTube* to provide the material to the class, statistical analysis was performed to examine the data. The pretest and post-test results were used to examine the data and determine whether the outcome was statistically significant. The present study will employ the t-test. The t-test is a data analysis that can be used to determine significant differences between two sample means (Niati & Annajmi, 2021). A statistical method for determining the presence of statistically significant differences between two groups' means to evaluate the hypothesis. The researcher used prerequisite analyses before the t-test.

1. Normality Test

Examining test normality aims to determine whether or not the population is distributed normally. This type of test is used to measure data's interval form, ordinal, and ratio. In this study, the Kolmogorov-Smirnov test of normalcy was employed. When a data point's significance is more than 0.05, it can be considered normal. SPSS 16.0 was used for data processing. If the data is not normal, the researcher uses a statistical nonparametric test called the Wilcoxon test—more than 0.05. The researcher utilized SPSS 16.0 in this step.

2. Hypothesis Test

A hypothesis test is a statistical technique used to assess if a sample of data has sufficient evidence to support or refute a particular hypothesis about the population. Suppose the researcher wants to test whether there is a difference in the average pronunciation score between three classes (12 TKJ, 12 TBSM, 12 PPT). In this way, the researcher can use hypothesis testing to make inferences based on the sample data already held. The hypothesis test uses a t-test because the t-test is applied to ascertain if the methods of the two groups are not the same significantly.