

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

#### **A. Findings**

Based on the research results that have been described previously, the discussion section of the research results includes discussion of the results of descriptive analysis and discussion of the results of inferential analysis. The results of the descriptive analysis include the implementation of learning and the results of learning tests (pretest and posttest). While the results of inferential analysis include hypothesis testing by calculating the t-test value. The results of the data analysis showed that the students' initial ability in learning obtained through the pre-test was in the poor category and the post-test was in the good category after learning during four meetings with the BBC Learning English application the students experienced an increase in the ability to pronounce consonants. The use of applications in every lesson is very important.

Besides, the use of applications can also help educators achieve learning goals in a more efficient time. The use of the BBC Learning English application in pronunciation learning is very suitable for practice, because in its presentation the BBC Learning English application displays material content in the form of video tutorials accompanied by scripts read by speakers that make it easier for students to understand what is explained, the presentation of material in the form of video along

with sound make students happier, more active, and not easily bored and easily understand learning material efficiently.

To answer the research questions in the previous chapter, the researcher collected necessary data of students' pronunciation skill before and after being taught by applying BBC Learning English Application by using the instruments of the research. Pronunciation test which was applied in pretest and posttest was used to answer the first research question: is BBC Learning English Application is able to improve students' pronunciation in English consonant at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare? The researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' pronunciation skill before doing the treatment, while post-test was given after treatment that is knowing the students' pronunciation skill after doing treatment. The data process and the findings through the instruments is elaborated as follows.

### **1. Students' Pronunciation before Using BBC Learning English Application at LIBAM IAIN Parepare**

The success of an English learning process really depends on the way of delivering the material being taught, both by method and by learning media. Therefore, the researcher gave a pre-test which consisted of several sentences containing consonants to measure the level of the pronunciation of the consonants of the students of LIBAM IAIN Parepare.

As for obtaining the pre-test and post-test scores, the researcher obtained the students' pre-test results are determined as follows:

Table 4.1 Pre-Test Score the Students of LIBAM

No.	Respondents	Pre-Test Value ( $X_1$ )	$X_1^2$
1	R1	58	3364
2	R2	63	3969
3	R3	56	3136
4	R4	60	3600
5	R5	65	4225
6	R6	53	2809
7	R7	55	3025
8	R8	71	5041
9	R9	54	2916
10	R10	66	4356
11	R11	70	4900
12	R12	54	2916
13	R13	56	3136
14	R14	53	2809
15	R15	53	2809
16	R16	61	3721
17	R17	57	3249
18	R18	60	3600
19	R19	57	3249
20	R20	54	2916
	Total	$\sum X_1 = 1176$	$\sum (X_1)^2 = 69746$

After knowing the students' pre-test scores, the next step was for the researcher to categorize these scores so that the number of frequencies of students who had excellent, good, fair and poor scores could be found. The following table shows the Pronunciation Ability of LIBAM students' consonants before using the BBC Learning English Application.

Table 4.2 Pretest Results of the Pronunciation Ability of LIBAM Members' Consonants Before Using the BBC Learning English Application.

No.	Score	Ability Category	Frequency
1	90-100	Excellent	0
2	80-89	Good	0
3	70-79	Fair	2
4	0-69	Poor	18
Total			20

Research data from 20 respondents or students on their pronunciation ability of consonants from the pretest results showed that no students got excellent scores and good scores, 2 students got fair scores, and 18 students got poor scores. The results of the overall pretest scores, more details are attached. After knowing the value of the pre-test results and the validity of the instrument, the next step is to find the pre-test average value. The mean value of the pre-test results obtained after using the formula is  $X_1=58.8$ , indicates that the pronunciation value obtained by students before receiving treatment is still low.

After getting the average value, the next step is to find the pre-test standard deviation, the standard deviation formula is used so that the  $SD = 5.60$  results are obtained.

The pre-test results prove that the pronunciation ability of the consonants of LIBAM students before using the BBC Learning English application is still low because 90% of students' scores are under 70. Therefore, it is necessary to have learning media as a support in improving letter pronunciation skills. The consonants of the LIBAM students so that the researchers tried to apply the learning media in the form of the BBC Learning English application. The use of the BBC Learning English application aims to improve the pronunciation skills of LIBAM members' consonants. Researchers conducted treatments using the BBC Learning English application in the form of learning videos.

## **2. The Students' Pronunciation in English Consonant of LIBAM**

After using Audio Visual Media After conducting the pre-test, LIBAM members will then carry out the learning process and then be given a training or treatment using the BBC Learning English application in the form of a learning video. The BBC Learning English application is one of the media that can be used to learn pronunciation in which there is a learning video that explains how to produce a sound for each consonant that is studied. This can make it easier for LIBAM members to study consonant pronunciation while seeing how to produce consonant sounds shown in the learning videos in the application. This media is applied by researchers to improve the ability of LIBAM members to pronounce consonants.

To determine the effectiveness of using the BBC Learning English application in improving the pronunciation consonant skills of LIBAM students, researchers

conducted a pre-test to determine the students' initial abilities, then conducted a treatment in the form of using the BBC Learning English application. After conducting the treatment, the researchers conducted a post-test to find out the value of the scores obtained by the students after conducting the treatment in the form of using the BBC Learning English application. The post-test results obtained by students after the following treatments were carried out:

Table 4.3 Post-Test the Students of LIBAM

No.	Respondents	Pre-Test Score ( $X_2$ )	$X_2^2$
1	R1	81	6561
2	R2	80	6400
3	R3	71	5041
4	R4	76	5776
5	R5	83	6889
6	R6	70	4900
7	R7	90	8100
8	R8	84	7056
9	R9	75	5625
10	R10	81	6561
11	R11	90	8100
12	R12	72	5184
13	R13	80	6400
14	R14	74	5476
15	R15	75	5625
16	R16	80	6400
17	R17	76	5776

18	R18	81	6561
19	R19	71	5041
20	R20	80	6400
<b>Total</b>		<b>1570</b>	<b>123872</b>

Based on the results of the post-test scores obtained by students after the treatment was carried out, the researchers classified the post-test results assessment scores to determine the number of students who were in the very high, high, medium, low and very low categories. The results of the score classification can be seen in the following table:

Table 4.4 Post-Test Results of the Pronunciation Ability of LIBAM Members' Consonants After Using the BBC Learning English Application.

No.	Score	Ability Category	Frequency
1	90-100	Excellent	2
2	80-89	Good	8
3	70-79	Fair	15
4	0-69	Poor	0
Total			20

The results of the post-test scoring included 2 students in the very good category, 8 students in the good category, 15 students in the enough category, and 0 people in the poor category.

The results of the post-test scores indicate an increase in learning outcomes obtained by students when compared with the pre-test scores. After knowing the value of the post-test results and the validity of the instrument, the next step is to find the pre-test average value. The mean value of the pre-test results obtained after using the formula is  $X_j=78.8$ ,

After getting the average value, the next step is to find the pre-test standard deviation using the following formula is used so that the  $SD=5.74$

After getting the average value, the next step is to find the pre-test standard deviation, the standard deviation formula is used so that the  $SD=5.60$  results are obtained.

The post-test results obtained by LIBAM members after using the BBC Learning English application prove that the pronunciation ability of LIBAM IAIN Parepare members consonants is high because 70.00% of the members' scores are above 70.

Based on the results of data processing carried out above, the researcher can determine the difference between the average value and standard deviation in the pre-test and post-test as shown in the following table:

Table 4.5 Average Value and Standard Deviation of Pre-Test and Post-Test

Test	Average	Standard Deviation
<i>Pre-Test</i>	58.8	5.60
<i>Post-Test</i>	78.5	5.74

### 3. BBC Learning English Application Measurement

Furthermore, to find out the difference between the Pre-Test and Post-Test mean scores and the derivation, it can be seen in the following table:



Table 4.6 Results of Standard Deviation of Pre-Test and Post-Test Students of LIBAM IAIN Parepare

NO	Respondents	$X_1$	$X_2$	$X_1^2$	$X_2^2$	D ( $X_2 - X_1$ )	$(X_2)^2 - (X_1)^2$
1	R1	58	81	3364	6561	23	3197
2	R2	63	80	3969	6400	17	2431
3	R3	56	71	3136	5041	15	1905
4	R4	60	76	3600	5776	16	2176
5	R5	65	83	4225	6889	18	2664
6	R6	53	70	2809	4900	17	2091
7	R7	55	90	3025	8100	35	5075
8	R8	71	84	5041	7056	13	2015
9	R9	54	75	2916	5625	21	2709
10	R10	66	81	4356	6561	15	2205
11	R11	70	90	4900	8100	20	3200
12	R12	54	72	2916	5184	18	2268
13	R13	56	80	3136	6400	24	3264
14	R14	53	74	2809	5476	21	2667
15	R15	53	75	2809	5625	22	2816
16	R16	61	80	3721	6400	19	2679
17	R17	57	76	3249	5776	19	2527
18	R18	60	81	3600	6561	21	2961
19	R19	57	71	3249	5041	14	1792
20	R20	54	80	2916	6400	26	3484
Total		$\sum X_1$ = 1176	$\sum X_2$ = 1570	$\sum X_1^2$ = 69746	$\sum X_2^2$ = 123872	$\sum D$ ( $X_2 - X_1$ ) = 394	$\sum (X_2)^2 - (X_1)^2$ = 54126

Based on the scores from the pre-test and post-test obtained by LIBAM members, to find out whether the use of the BBC Learning English application is effective or not in improving the pronunciation of consonants of LIBAM IAIN Parepare members, it can be seen using the formula. So, the value of t count is 1.784

After knowing the t value, the next step is to find the t table value. To find out the value of the t table, the researcher must find the df value with the formula  $df = n - 1 = 20 - 1 = 19$ , for the table value contained in the column in row  $df = 19$  is 1.729. By comparing the results that have been obtained, it can be seen that t arithmetic is greater than t table, where t count = 1.784 while t table = 1.729

Based on these calculations, t count is greater than t table, thus the alternative hypothesis ( $H_a$ ) is accepted and this means that the use of the BBC Learning English application is effective in improving the pronunciation skills of the consonants of the students at LIBAM IAIN Parepare.

## **B. Discussion**

The purpose of this learning is to determine whether or not the use of the BBC Learning English application is effective or not to improve the pronunciation of students' consonants which are expected to help teachers in teaching pronunciation so that it becomes easier by displaying consonant pronunciation learning videos found in the BBC Learning English Application. This can make pronunciation learning easier because the application displays native speakers who practice how to produce the sound of each consonant letter.

In this study, researchers only used the control class and then were given treatment using the BBC Learning English application. This is because the number of samples is not possible because it is currently still in a pandemic state of Covid-19.

There were 6 meetings in this study which consisted of 1 meeting for giving the Pre-Test, 4 learning meetings (treatment) and 1 meeting for giving the Post-Test. Before giving treatment, students do a Pre-Test which aims to determine the ability of students to pronounce consonants before getting treatment.

The first step the researcher said was greeting and opening the class while introducing himself and providing information to the students the purpose of their arrival. After that, the researcher distributed the Pre-Test sheet to students and explained how to do the questions in the form of reading text. The researcher gave 10 minutes for students to practice reading and reciting several sentences on the Pre-Test sheet before giving further instructions.

Then the researchers asked them to go up one by one to record their voices while reading the Pre-Test questions. Researchers recorded students reading the Pre-Test questions to make it easier for researchers to listen back to when giving scores for the Post-Test. This aims to determine the pronunciation ability of students before getting treatment.

The first meeting on February 12<sup>th</sup> 2021, the researcher opened the class by greeting, providing motivation and taking attendance at students. After that, the researcher asked the students what is pronunciation? Some of them say pronunciation is a way to pronounce English words. Then the researcher explains pronunciation, after that the researcher conveys several points about the importance of learning pronunciation which aims to increase students' learning enthusiasm. After that, the researcher provided an explanation of the material to be studied, namely how to pronounce the consonants / p /, / b /, / t /, / d / and asked students to download the BBC Learning English application on the Google Play Store. Then the researchers

gave the students time to open the BBC Learning English application and watch the learning videos. occasionally the researcher clarifies what the native speakers say in the learning video. After that, the researcher appointed students one by one to practice pronouncing the consonants while correcting if there were still students whose pronunciation was not correct. Furthermore, after all the consonants have been studied, the researcher asks students to practice pronouncing the example words in the learning video. Before closing the class, researchers provide opportunities for students who want to ask questions about the material. After all the consonants have been studied, the researcher asks students to practice pronouncing the example words that are in the learning video. Before closing the class, researchers provide opportunities for students who want to ask questions about the material. After all the consonants have been studied, the researcher asks students to practice pronouncing the example words that are in the learning video. Before closing the class, researchers provide opportunities for students who want to ask questions about the material.

The second meeting on February 14<sup>th</sup> 2021, the researcher opened the class by greeting and absent students. After that the researcher asked the students how to pronounce the consonants that had been learned at the first meeting. All students pronounce all four consonants well. Furthermore, the researcher provided an explanation of the material to be studied, namely how to pronounce the consonants /k/, /g/, /f/, /v/ then the researcher gave the students time to listen to the learning video. After the students listened to the learning video, the researcher again gave an explanation and appointed each student to pronounce the consonants until all students were able to pronounce them well, then the researcher proceeded to the next consonant letter. Furthermore, after all the consonants have been studied, The

researcher asked students to practice pronouncing the example words contained in the learning video. Before closing the class, researchers provide opportunities for students who want to ask questions about the material.

The third meeting on February 16<sup>th</sup> 2021, the researcher opened the class by greeting and absent students. After that the researcher asked students how to pronounce the consonants that had been learned at the second meeting. Furthermore, the researcher provides an explanation of the material to be studied, namely how to pronounce the consonants / tʃ /, /j/, / ʃ /, / ʒ / then the researcher gave the students time to watch the learning video. After the students listened to the learning video, the researcher again gave an explanation and appointed each student to pronounce the consonants until all students were able to pronounce them well, then the researcher proceeded to the next consonant letter. Furthermore, after all the consonants have been studied, the researcher asks students to practice pronouncing the example words in the learning video. Before closing the class, researchers provide opportunities for students who want to ask questions about the material.

The fourth meeting on February 18<sup>th</sup> 2021, the researcher opened the class by greeting and absent students. After that the researcher asked students how to pronounce the consonants that had been learned in the third meeting. All students pronounce all four consonants well. Furthermore, the researcher provides an explanation of the material to be studied, namely how to pronounce the consonants /s/, /z/, /l/, /r/ then the researcher gives time to students to listen to the learning video. After the students listened to the learning video, the researcher again gave an explanation and appointed each student to pronounce the consonants until all students were able to pronounce them well, then the researcher proceeded to the next

consonant letter. Furthermore, after all the consonants have been studied, The researcher asked students to practice pronouncing the example words contained in the learning video. After that the researcher asked students to recite all the consonants that had been studied up to the fourth meeting. Before closing the class, researchers provide opportunities for students who want to ask questions about the material.

The fifth meeting on February 22<sup>th</sup> 2021, the researcher opened the class by greeting and absent students. After that the researcher asked the students how to pronounce the consonants that had been learned at the fourth meeting. Furthermore, the researcher provided an explanation of the material to be studied, namely how to pronounce the consonants /m/, /n /, /ŋ/, / θ/ then the researcher gave the students time to listen to the learning video. After the students listened to the learning video, the researcher again gave an explanation and appointed each student to pronounce the consonants until all students were able to pronounce them well, then the researcher proceeded to the next consonant letter.

The last meeting before did the post-test on February 25<sup>th</sup> 2021, the researcher opened the class as usually. After that the researcher asked the students how to pronounce the consonants that had been learned at the fifth meeting. Furthermore, the researcher provided an explanation of the material to be studied, namely how to pronounce the consonants / ð /, /h /, /w/, /y/ then the researcher gave the students time to listen to the learning video.

After giving the treatment 6 times, the researcher gave the Post-Test questions which were the same as the Pre-Test questions in the form of reading which consisted of several sentences containing consonant letters that had been studied in the previous treatment. Furthermore, the researcher appointed students one by one to go up and

read the Post-Test text carefully and pay attention to the consonants he read so that the pronunciation was correct and clearly in accordance with what had been learned in the BBC Learning English Application.

After the treatment, the results of the Post-Test showed that the mean value of the students was 78.5, while the Pre-Test scores indicated the mean value of the students was 58.8. This shows that there is an increase in the pronunciation of students' consonants after using the BBC Learning English application.

In the results of the t-test that has been done, it is found that  $H_0$  is rejected and  $H_a$  is accepted. These results are obtained by calculating (df) is  $N-1$  so,  $20-1 = 19$ , for  $\alpha = 0.05$  and  $df = 19$ . The t table shows the t table value of 1.729. By comparing the results obtained from the calculation, it can be seen that t count is greater than t table, where t count = 1.784 while t table = 1.729. Based on these calculations, the t count is greater than the t table, thus the alternative hypothesis ( $H_a$ ) is accepted and this means that the use of the BBC Learning English application is effective in improving students' pronunciation skills at LIBAM IAIN Parepare.

Further, based on the researcher during the research activities, the researcher found that the student get a positive response to this application. Most of them paid attention and active in learning process and the student pronunciation in English consonants also improve at each meeting. The student enjoyed and the feel easy to remember and pronounce the English sonconant sound with this kind of teaching application because this application contains learning video that explains from the native speaker. So, it make the student interest to learn.

This research was also supported by Tuti Tazkiyah who explained that the use of the BBC Learning English Youtube Channel was effective in improving students'

consonant pronunciation skills which could be seen from the increase in student scores after learning pronunciation using the BBC Learning English Youtube Channel.<sup>1</sup>

This is also supported by the research journal Ary Iswanto Wibowo who explains that the use of an Android application to teach pronunciation in the Secretary Study Program of the third semester of the BSI Jakarta Academy of Secretary and Management, as many as 19.5% of students get an A, then 40.6% of students get a grade. B, while students who got a C score were 25% and students who got a D score were 14.8%. This shows that teaching using the TFlat English Pronunciation application is going well.<sup>2</sup>

Based on the explanation above, the researcher concluded that the use of applications in pronunciation learning was effective in improving students' pronunciation skills. This is evidenced by Tuti Tazkiyah's second opinion who uses the BBC Learning English YouTube Channel, which in the learning process displays a video tutorial on the pronunciation of each letter, this method is the same as that used by the researchers. Meanwhile, Ary Iswanto also has the same opinion that after using the TFlat application, students' pronunciation skills have improved. This is evident after seeing the value of student learning outcomes which shows a very significant difference between before and after the use of applications in pronunciation learning.

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<sup>1</sup>Tuti Tazkiyah, "Using YouTube Channel BBC Learning English to Improve Students' Pronunciation (An Experimental Research at the Seventh Grade of SMPN 21 Kota Serang). (Published Skripsi: Serang, 2018)

<sup>2</sup>Ary Iswanto Wibowo, 'Pemanfaatan Aplikasi Android TFlat English Pronunciation untuk Pengajaran Pelafalan pada Mahasiswa Semester Tiga Prodi Sekretaris', *Prosiding Seminar Nasional KALUNI*, 1 (2018)



Based on the explanation above, the researcher concluded that the use of the BBC Learning English Application was effective in improving the students' pronunciation in English consonant at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

