

CHAPTER II

THEORETICAL FRAMEWORK

A. Pronunciation

1. Definition of Pronunciation

Pronunciation (also known as phonology) includes the role individual sounds and sound segments. It includes the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation.¹ Kelly says that “The study of phonology of English looks at the vowels, consonants and suprasegmental features of the language.”²

According to Hewings “pronunciation is a feature of speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written texts in their studies.”³ Yates says that “Pronunciation refers to how we produce the sounds that we use to make meaning when we speak.”⁴ In the Oxford Advanced Learner’s English Dictionary states that “Pronunciation is a way in which a language or a particular word or sound is spoken.”⁵

From the explanation above, the writer concludes that pronunciation is a study about vowels, consonants and suprasegmental features. And pronunciation is how

¹ Ila Amalia, “Teaching Pronunciation: Beyond Listen and Repeat”, *Loquen English Studies Journal*, Vol. 1, No.1, (January-Juni, 2009), 30.

² Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), 9.

³ Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation* (New York: Cambridge University Press, 2004), 9.

⁴ Lynda Yates and Beth Zielinski, *Give It a Go: Teaching Pronunciation to Adults* (Australia: AMEPRC, 2009) 11.

⁵ Victorial Bull, “Oxford Learner’s Pocket Dictionary” (Oxford: Oxford University Press, 4th ed., 2008), 352.

people say the word or something that producing sound of language to make the meaning, and pronunciation is truly important in English speaking activity. If someone makes an error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown. In this paper, the writer would be concerned with the British English pronunciation, especially the sort of pronunciation which is usually called 'Received Pronunciation' (RP).

2. Organs of Speech

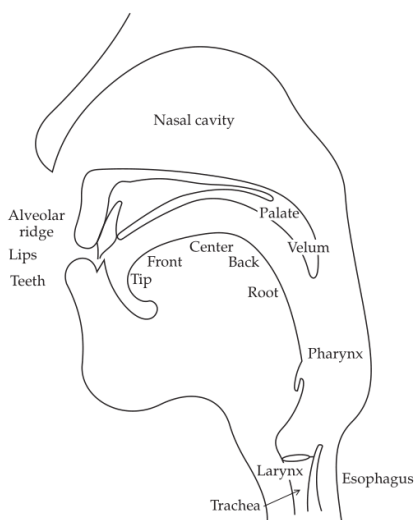
When people speak, whatever languages in which she speaks, she moves her lips, tongues, jaws, and other articulatory organs. These movements can produce sounds waves which have meaning.⁶ McMahon says that "Speech is audible because the movements of articulators cause the air to vibrate, forming sound waves which travel to the hearer's ears, and set up vibrations in her inner ear, which are then translated into sounds again by the brain."⁷ The figure below illustrates the organs of speech by Kreidler.⁸

⁶ Ilzamudin Ma'mur, "Language Laboratory as One of the Teaching Aids for Improving the Students' English Pronunciation" (Thesis, Doctorandus degree, UIN Syarif Hidayatullah, Jakarta, 1987), 34.

⁷ April McMahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press, 2002), 24.

⁸ Charles W. Kreidler, *The Pronunciation of English: A Course Book* (Oxford: Blackwell Publishing, 2nd ed., 2004), 19.

Figure 2.1 The Organs of Speech



All of the vocal organs, shown in figure 2.1, have other functions breathing, sucking, chewing, swallowing. The lungs expand and contract to bring in the air or let it out. Air expelled from the lungs travels up the trachea or windpipe. At the top of the trachea is a structure of cartilage known as the larynx or voicebox. The primary vibration needed for speech is produced in the larynx by the vocal cords. Above the larynx are three interconnected areas, the pharynx, the nasal cavity, and the mouth (or oral cavity) which serve as resonance chambers. The three together are called the vocal tract.⁹

3. Features of Pronunciation

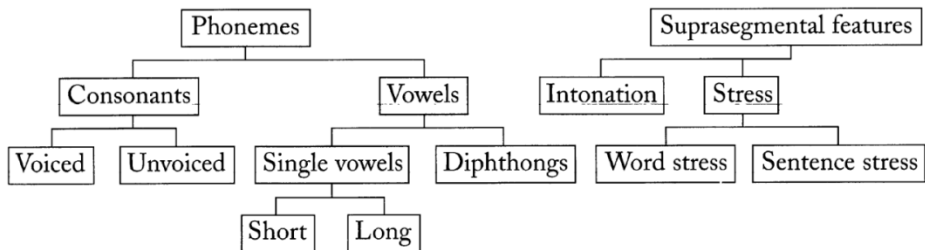
Commonly the study of pronunciation is divided into two main segments, they are phonemes and suprasegmental features.¹⁰ According to Kelly the main features of pronunciation divided into two parts namely phonemes and

⁹ Kreidler, *The Pronunciation of English*, 18-19.

¹⁰ Amalia, "Teaching Pronunciation", 33.

suprasegmental features. The set of phonemes consists of two categories: vowel sounds and consonants sounds. And suprasegmental features consist of two categories: intonation and stress.¹¹ The following figure shows a breakdown of the main features of pronunciation.

Figure 2.2 Features of Pronunciation¹²



a) Phonemes

According to Underhill says that “A phoneme is the smallest sound that can make a difference in meaning.”¹³ It means if change one phoneme for another it will change the word. The following figure shows a breakdown of the phonemes of pronunciation.

BRITISH COUNCIL		PHONEMIC CHART		TeachingEnglish			
vowels				diphthongs			
i:	ɪ	ʊ	u:	ɪə	eə		
e	ə	ɜ:	ɔ:	əʊ	aʊ		
æ	ʌ	a:	ɒ	eɪ	aɪ	ɔɪ	
consonants							
p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

Figure 2.3 Phonemic Chart

(<https://www.teachingenglish.org.uk/article/phonemic-chart>)

¹¹ Kelly, *How to Teach Pronunciation*, 1.

¹² Kelly, *How to Teach Pronunciation*, 1.

¹³ Adrian Underhill, *Sound Foundations Learning and Teaching Pronunciation* (Oxford: Macmillan Publishers Limited, 2005), viii.

1) Consonants

Consonant is one of a set sounds in which air from the lungs is seriously obstructed in the mouth, and which occur in similar positions in word.¹⁴ The letters which can not result from the sound without helping other letters.

Table. 2.1 Consonants in English¹⁵

No	Consonant	Example in word	No	Consonant	Example in word
1.	/ p /	<u>P</u> in	13.	/ s /	<u>S</u> ue
2.	/ b /	<u>B</u> in	14.	/ z /	<u>Z</u> oo
3.	/ t /	<u>T</u> o	15.	/ ʃ /	<u>S</u> he
4.	/ d /	<u>D</u> o	16.	/ ʒ /	Meas <u>u</u> re
5.	/ k /	<u>C</u> ot	17.	/ h /	<u>H</u> ello
6.	/ g /	<u>G</u> ot	18.	/ m /	<u>M</u> ore
7.	/ tʃ /	<u>Ch</u> urch	19.	/ n /	<u>N</u> o
8.	/ dʒ /	J <u>u</u> dge	20.	/ ŋ /	S <u>ing</u>
9.	/ f /	<u>F</u> an	21.	/ l /	<u>L</u> ive
10.	/ v /	<u>V</u> ery	22.	/ r /	<u>R</u> ed
11.	/ θ /	<u>Th</u> ink	23.	/ j /	<u>Y</u> es
12.	/ ð /	<u>Th</u> e	24.	/ w /	<u>W</u> ood

According to the position of vocal cords, the consonant can be divided into voiceless and voiced. Besides the position of vocal cords, consonant can be divided based on place of articulation and manner of articulation.

¹⁴ J. D. O'Connor, *Better English Pronunciation* (Cambridge: Cambridge University Press, 2nd ed., 1998), 149.

¹⁵ Kelly, *How to Teach Pronunciation*, 2.

Figure 2.4 English Consonant Phonemes¹⁶

		Place of articulation								
		Front → Back								
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal	
Manner of articulation	plosive	p	b		t	d		k	g	
	affricate					tʃ	dʒ			
	fricative		f	v	θ	ð	s	z	ʃ	ʒ
	nasal	m			n			ŋ		
	lateral				l					
	approximant	(w)				r	j	w		

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

In describing a consonant sound, it is also necessary to state where in the vocal track a constriction is made—that is, where the vocal tract is made more narrow. This is referred to as the sound's place of articulation.¹⁷

Figure 2.5 Place of articulation¹⁸

Place of articulation	
bilabial	using closing movement of both lips, e.g. /p/ and /m/
labio-dental	using the lower lip and the upper teeth, e.g. /f/ and /v/
dental	the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
alveolar	the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
palato-alveolar	the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
palatal	the front of the tongue is raised close to the palate, e.g. /j/
velar	the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
glottal	the gap between the vocal cords is used to make audible friction, e.g. /h/

¹⁶ Kelly, *How to Teach Pronunciation*, 7.

¹⁷ Nick Cipollone, Steven Hartman Keiser, and Sharavan Vasishth, *Language Files: Materials for an Introduction to Language & Linguistics* (Columbus: The Ohio University, 7th ed., 1998), 39.

¹⁸ Kelly, *How to Teach Pronunciation*, 6.

Beside stating whether a sound is voiced or voiceless and giving the sound's point of articulation, it is necessary to describe its manner of articulation, that is, how airstream is modified by the vocal tract to produce the sound. The manner of articulation of a sound depends on the degree of closure of the articulators (how close together or far apart they are).¹⁹

Figure 2.6 Manner of articulation²⁰

Manner of articulation	
plosive	a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
affricate	a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
fricative	when two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
nasal	a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
lateral	a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
approximant	vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

2) Vowel

A vowel is one of a set of voiced sounds in which air leaves the mouth with no interference and which occur in similar position in words.²¹ Vowel may be single or diphthong (combination, it is involving a movement from one vowel sound to another). Vowel related to consonant, because from both include how the word can say better.

¹⁹ Cipollone, *Language Files*, 41.

²⁰ Kelly, *How to Teach Pronunciation*, 6.

²¹ O'Connor, *Better English Pronunciation*, 150.

Vowels are sounds produced with a relatively open vocal tract, so they do not have a consonant-like point of articulation (place of constriction) or manner of articulation (type and degree of constriction), and they are almost always voiced.²²

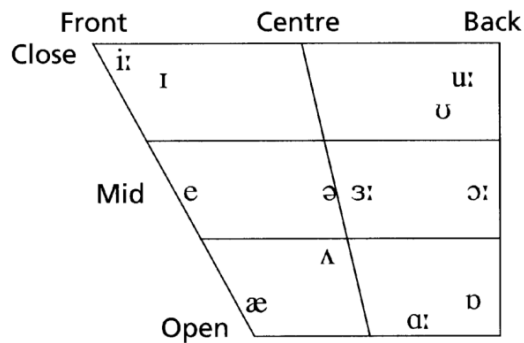


Figure 2.7 Vowels of English²³

The diagram is a representation of the ‘vowel space’ in the centre of the mouth where vowel sounds are articulated. There are:²⁴

- ‘Close’, ‘Mid’ and ‘Open’ refer to the distance between the tongue and the roof of the mouth.
- ‘Front’, ‘Centre’ and ‘Back’ and their corresponding ‘vertical’ lines refer to the part of the tongue.
- The position of each phoneme represents the height of the tongue, and also the part of the tongue which is (however relatively) raised.

²² Cipollone, *Language Files*, 43.

²³ Kelly, *How to Teach Pronunciation*, 5.

²⁴ Kelly, *How to Teach Pronunciation*, 5.

Table 2.2 Vowels in English²⁵

No	Kinds of Vowel	Characteristics	Example in words
1.	/ i: /	Front-close	Be <u>ad</u>
2.	/ ɪ /	Front mid-close	H <u>it</u>
3.	/ ʊ /	Back mid-close	Bo <u>ok</u>
4.	/ u: /	Back-close	Foo <u>d</u>
5.	/ e /	Front-mid	Le <u>ft</u>
6.	/ ə /	Center-mid	<u>A</u> bout
7.	/ ɔ: /	Back-mid	Ca <u>ll</u>
8.	/ æ /	Front-open	Ha <u>t</u>
9.	/ ʌ /	Center-open	Ru <u>n</u>
10.	/ ɑ: /	Back-open	Far <u>er</u>
11.	/ ɒ /	Back-open	Do <u>g</u>

Table 2.3 Diphthongs in English²⁶

No	Kinds of Diphthongs	Characteristics	Example in Words
1	/ eɪ /	Closing	Ca <u>ke</u>
2	/ ɔɪ /	Closing	To <u>y</u>
3.	/ aɪ /	Closing	Hi <u>gh</u>
4.	/ ɪə /	Centering	Be <u>er</u>
5.	/ ʊə /	Centering	Fe <u>wer</u>
6.	/ eə /	Centering	Wh <u>ere</u>

²⁵ Ila Amalia, *Pronunciation the English Speech Sounds* (Serang: Dinas Pendidikan Provinsi Banten, 2012), 20.

²⁶ Amalia, *Pronunciation the English Speech Sounds*, 22.

7.	/ əʊ /	Closing	G <u>o</u>
8.	/ aʊ /	Closing	<u>H</u> ouse

b) Suprasegmental features

Many significant sound contrasts are not the result of differences between phonemes. As the name implies, suprasegmental features are features of speech which generally apply to a group of segment or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.²⁷ There are two kinds of suprasegmental features.

The first is stress. Kreidler says that “Stress is the degree of force with which a syllable is pronounced; in English stressed syllables are louder and longer than unstressed syllables.”²⁸ For example, stress is important: when the word ‘import’ English speakers hear it as a noun, whereas when the second syllable is stronger the word is heard as a verb.

The second is intonation. Kreidler states that “The distinctive patterns of melodies that are part of speech communication; notice that we cannot say that an intonation pattern has a specific meaning, but different intonation patterns with the same sequence of words have different meanings.”²⁹ For example, if we heard the people angry he speaks by high tone but if someone getting sad he speaks by the low tone. Intonation is also important if the word ‘right’ is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to

²⁷ Kelly, *How to Teach Pronunciation*, 3.

²⁸ Kreidler, *The Pronunciation of English*, 293.

²⁹ Kreidler, *The Pronunciation of English*, 290.

a speaker to continue while falling pitch is more likely to be heard as confirmation or agreement.

4. Students' Problem in English Pronunciation

In Indonesia, English plays as a foreign language. Most students use the English language in school when they have a lesson in the classroom. Since it was rarely used by people as a medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word *Nation* is pronounced /'neɪʃn/ but the students pronounce it /nasion/. Another problem or difficulty in learning pronunciation is peoples' hearing. People have the different hearing ability. It affects people to make mistakes when pronouncing words. O'Connor gives a good illustration related to how important our ears are. He says:

Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak.³⁰

The above illustrations often occur to somebody who learns English. If one cannot listen to English pronunciation well, he cannot produce it well too. Harmer makes a brief and clear explanation related to the problems may be faced at teaching and learning pronunciation. They are as follows:³¹

³⁰ O'Connor, *Better English Pronunciation*, 1.

³¹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 3rd ed., 1980), 184-185.

a) What students can hear:

Every student has a different achievement of learning, especially in learning English pronunciation. Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently speakers of different first languages have problems with different sounds.

b) The intonation problems:

For many teachers the most problematic area of pronunciation is intonation. Some of us (and many of our students) find it extremely difficult to hear ‘tunes’ or to identify the different patterns of rising and falling tones. In such situations, it would be foolish to try and teach them.

In general, it can be concluded that there are many differences between English and Indonesian pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in the Indonesian language. Students may find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning and the teacher should improve her materials in teaching activity. However, in this paper, the writer would be concerned with the students’ problems in pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/.

B. YouTube

1. About YouTube

YouTube was launched in 2005 as a place where individuals could record and share their own videos without cost. The website is now owned by Google and is viewed daily by millions of individuals across the world.³² YouTube is the third most visited website in the world, behind Google and Facebook. Videos have many categories which are about education, entertainment, marketing, and science are constantly being uploaded to YouTube since 2015.³³ Although much of the content on YouTube is for entertainment purposes, there exists an enormity of educational content. For example, YouTube *BBC Learning English* was created in 2008 as an educational channel to help students in learning the English language.

Youtube is a source of media that is an integral part of the education system.³⁴ Watching video is more effortless and enjoyable because video can offer an accessible visual and emotional experience to students, presents literacy, and a new language – the language of images, and a form symbolic visual codes. It makes students are easier to understand and memorize the information from the video. It was supported by Harmer states that “video can add a special, extra

³² Bethany K.B. Fleck, Lisa M. Beckman, Jillian L. Sterns, and Heather D. Hussey, “YouTube in the Classroom: Helpful Tips and Student Perceptions”, *The Journal of Effective Teaching*, Vol. XIV, No. 3, (2014), 22.

³³ Sedigheh Moghavvemi, Ainin Sulaiman, Noor Ismawati Jaafar, and Nafisa Kasem, “Social Media as a Complementary Learning Tool for Teaching and Learning: The Case of YouTube”, *The Internasional Journal of Management Education*, 16. (2018), 37.

³⁴ Fleck, “YouTube in the Classroom: Helpful Tips and Student Perceptions”, 22.

dimension to the learning experience.”³⁵ Videos help the students to arrange what they will say or write after watching the videos, because they do not listen, but they may recognize it through the gestures of each character in the videos. It can be concluded that YouTube Video is media to transfer messages or information which serves visual, symbolic codes, language images, literacy and emotional experiences.

2. YouTube Channel “BBC Learning English”

The British Broadcasting Corporation (BBC) is the largest broadcasting corporation in the world. Its mission is to enrich people's lives with programmes that inform, educate and entertain. It is a public service broadcaster, established by a Royal Charter and funded by the licence fee that is paid by UK households. The BBC uses the income from the licence fee to provide services including 8 national TV channels plus regional programming, 10 national radio stations, 40 local radio stations and an extensive website. BBC World Service broadcasts to the world on radio, on TV and online, providing news and information in 32 languages. It is funded by a government grant, not from the licence fee. The BBC has a commercial arm, BBC Worldwide, which operates a range of businesses including selling programmes around the world and publishing books, DVDs and merchandise. Its profits are returned to the BBC for investment in new programming and services.³⁶

³⁵ Harmer, *The Practice of English Language Teaching*, 282.

³⁶ About BBC, “what is BBC?”
<https://web.archive.org/web/20100116202334/http://www.bbc.co.uk/info/purpose/what.shtml>

Today, BBC can we access in Youtube. In YouTube BBC have many channels, they are channel *BBC*, *BBC News*, *BBC Sport*, *BBC Learning English* etc. In this research, the writer chooses one of the channel BBC, namely *BBC Learning English* to become teaching material. It has joined on 17th June 2008. It is a channel about:³⁷

Learn how to speak English with the BBC. Every day we have a new video to help you learn the English language. We also produce regular ‘extra’ video across the week so come back every day to see what’s new.

MONDAY : Exam Skill – top tips for studying and preparing for exam
 TUESDAY : News Review – discover the language used to explain the news
 WEDNESDAY : Pronunciation in the News – pronounce words from the news like a native speaker
 WEDNESDAY : LingoHack – vocabulary from the most recent BBC news report
 THURSDAY : The Teachers’ Room – ELT tips for teachers
 FRIDAY : Learners’ Questions – we answer your frequently asked questions

In YouTube channel *BBC Learning English* has some playlist which are:

- 1) *Improve your vocabulary,*
- 2) *Improve your grammar,*
- 3) *Improve your pronunciation,*
- 4) *Learning English with the news,*
- 5) *Help with exams, and*
- 6) *Learn English through drama*

In every playlist have sub-topic or sub-playlist, for example in playlist *Improve your pronunciation* have sub-playlists such as *Pronunciation-Tim’s Pronunciation*, *The sound of English*, *Pronunciation in the News and*

³⁷ BBC Learning English, <https://www.youtube.com/user/bbclearningenglish>

Pronunciation tips. In this research, the writer uses sub-playlist or sub-topic about “*The sound of English*” as teaching material to improve students’ pronouncing the English consonants /f/, /z/, /tʃ/, /dʒ/, /θ/, and /ð/.

3. The Step and Procedures Teaching and Learning Pronunciation by Using YouTube Channel BBC Learning English

- a) Firstly, to make sure all the equipment needed in teaching and learning activities are ready, such as laptop, projector and loudspeaker. After that also make sure the laptop is connected to the internet.
- b) Secondly, select personal web you usually use, here using Mozilla Firefox. In Mozilla Firefox, in google search menu type “youtube”. After entering on the youtube page write in the search menu “BBC Learning English” and then click on the channel.

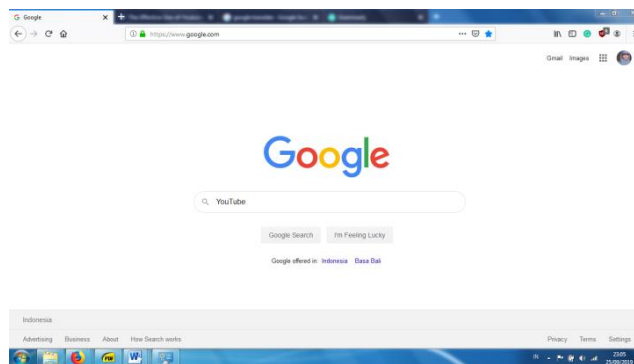


Figure 2.8 Google Search Menu in Mozilla Firefox
(<https://www.google.com/>)



Figure 2.9 Beranda YouTube
(<https://www.youtube.com/>)

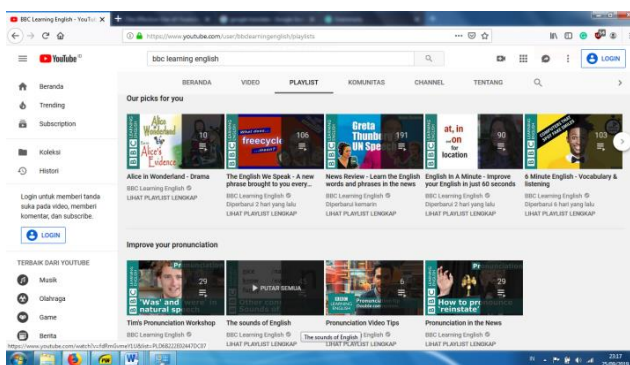


Figure 2.10 Beranda YouTube Channel “BBC Learning English”
(<https://www.youtube.com/user/bbclearningenglish>)

- c) Thirdly, after you visit in this channel, you must click on the playlist menu and scroll to see the playlist “Improve your pronunciation”. Make sure you click the subtopic about “The sound English”.

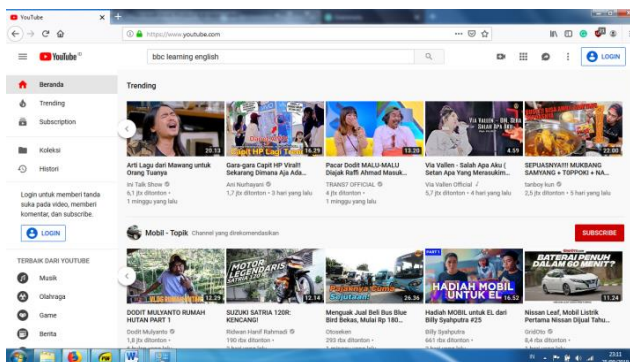


Figure 2.11 Playlist on YouTube Channel “BBC Learning English”
(<https://www.youtube.com/user/bbclearningenglish/playlists>)

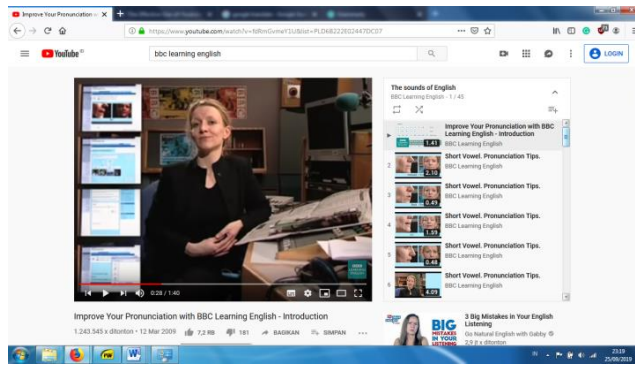


Figure 2.12 Playing Video “The sounds of English”
(<https://www.youtube.com/watch?v=fdRmGvmeY1U&list=PLD6B22E02447DC07>)

- d) Finally, you can select and play the video that will be the material in teaching and learning activity.

C. Previous Research

There is some previous study related to this research as follows:

- 1) The Paper of Miftahur Rohman. 113411025. "The Use of a Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016)".³⁸ This research has a purpose to describe the implementation of a Tongue Twister technique in improving EFL students' pronunciation. This research was classroom action research done through two cycles. The participants of this research were the tenth grade students of SMA Unggulan Nurul

³⁸ Miftahur Rohman, “The use of Tongue Twister Technique to Improve EFL Students’ Pronunciation, A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016” (Thesis, Bachelor degree, UIN Walisongo, Semarang, 2016), iv.

Islami Semarang in the academic year of 2015/2016. The data were obtained by interviewing teacher, observation, test and documentation.

- 2) Paper of Nadrotul Muslimah. 152301848. 2019. "The Effectiveness of Mobile Assisted Language Learning (MALL) to Improve Students' Pronunciation Skill".³⁹ This research investigates the use of Mobile Assisted Language Learning (MALL) to Improve Students' Pronunciation Skill of MTs Nurul Falah Ciaseum-Pabuaran grade VIII. The objectives of this research are 1) to know how is the students' pronunciation skill at the eighth-grade students of Mts Nurul Falah Ciaseum-Pabuaran before using Mobile Assisted Language Learning (MALL), 2) to know how is the students' pronunciation skill at the eighth-grade students of Mts Nurul Falah Ciaseum-Pabuaran after using Mobile Assisted Language Learning (MALL), and 3) to know how is the effectiveness of Mobile Assisted Language Learning (MALL) for teaching pronunciation skill at the eighth-grade students of Mts Nurul Falah Ciaseum-Pabuaran. The method used in this study was quasi experiment with the samples are 52 students. They are divided into two classes, 26 students in experimental class and 26 students in control class.
- 3) Paper of Putri Nahari RA. 132301494. 2017. "The Effectiveness of YouTube English Video To Improve Writing Skill of Recount Text (An

³⁹ Nadrotul Muslimah, "The Effectiveness of Mobile Assisted Language Learning (MALL) to Improve Students' Pronunciation Skill" (Thesis, Sarjana degree, Sultan Maulana Hasanudin, Banten, 2019), iii.

Experiment Research at the Second Grade of Mts Al-Khaeriyah Jawilan Academic Year 2016/2017)".⁴⁰ This research investigates the use of YouTube English video in writing the lesson in the second grade of MTs Al-Khaeriyah Jawilan. This research aims to find students' writing skill before using YouTube video as media of Recount text and to find students' writing skill after using YouTube video as media of Recount text. The method used in this study was quasi-experiment with the samples are 60 students. They are divided into two classes, 30 students in experimental class and 30 students in control class.

The differences of the researches paper Rohman and Muslimah with the writer research is in used media, technique, and material. That researches used tongue twister and Mobile Assisted Language Learning (MALL) as technique and media in improving students' pronunciation. While the writer using YouTube as a teaching material to improve students' pronunciation in junior high school.

The other difference is using YouTube in teaching and learning English. In Nahari's paper using YouTube to improve students' writing skill, besides that the writer using YouTube to improve students' pronunciation skill.

⁴⁰ Putri Nahari RA, "The Effectiveness of YouTube Englis Video to Improve Writing Skill of Recount Text, An Experimental Research at Second Grade of MTs Al-Khaeriyah Jawilan Serang", (Thesis, Sarjana degree, UIN Sultan Maulana Hasanudin, Banten, 2017), ii.

D. Hypothesis

The hypothesis is a formal statement about an expected relationship between two or more variables which can be stated through an experiment. Based on the purpose of the study and definition hypothesis above, the writer can hypothesis as follows:

Ha : There is the effectiveness of using YouTube channel *BBC Learning English* to improve students pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/.

Ho : There is not the effectiveness of using YouTube channel *BBC Learning English* to improve students pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/.