

CHAPTER I INTRODUCTION

A. Background of the Research

Speaking is one of the most vital skills for learning the English language because it helps learners to communicate, share their ideas, and be actively involved in communication. In the context of learning the English Foreign Language, speaking is considered the most challenging skill to learn, especially for senior high school students. The challenge stems from the fact that the process of speaking is cognitively complex, which means that the learners have to deal with three processes: conceptual planning, linguistic formulation, and articulation, all at the same time (Kormos, 2016). If learners do not get enough exposure, practice, and support, the three processes can be cognitively overwhelming for the learners, which can cause difficulties in speaking, including hesitations, low fluency, incorrect pronunciation, and a limited vocabulary.

These challenges were evident in the researcher's teaching practicum at SMA Al-Islam Bandung, where it was observed that most students had difficulties in speaking English, in terms of pronunciation, including fluency, accuracy, intonation etc. The students were observed to hesitate when they spoke, made unclear sounds, mispronounced words, and spoke with many pauses that interfered with the smooth flow of communication. The students were observed to rely on the teacher's model most of the time and rarely volunteered to speak because of fear of making mistakes in pronunciation, which might lead to being judged by their peers. It was evident that most of the time, only a few confident students spoke, while the rest were passive and silent in class. One of the factors that contributed to this particular issue is the lack of exposure to real English pronunciation models. The instruction on how to use English pronunciation was teacher-centered, relying on textbooks, but this was not enough to give students enough exposure to how English is being produced. Additionally, students had little opportunity to see how native speakers' pronunciation is being used. This made it difficult for them to develop fluency and intelligibility in their use of English pronunciation.

In recent years, technology has been playing an ever more significant role in English language learning, especially in developing learners' skills in speaking and pronunciation. YouTube, being one of the most popular technologies, has vast audio-visual resources that enable learners to receive accurate pronunciation while at the same time they can see mouth movements. The Cognitive Theory of Multimedia Learning suggests that learners can process learning materials more effectively if they receive both audio and visual information (Mayer et al., 2020). Thus, learners can receive more informative learning from YouTube videos.

Among the available YouTube channels for English learning, Shaw English Online is highly recognized for providing clear, systematic, and student-friendly explanations for pronunciation. These videos are highly recommended for EFL students as they offer explicit models for students to learn English pronunciation. By frequently viewing these videos, students can listen to accurate pronunciation models several times, which would be highly beneficial for developing their fluency. Moreover, students can practice these videos on their own, which would reduce their anxiety while speaking.

From a theoretical point of view, improvement of pronunciation is also associated with cognitive and affective aspects of speaking performance. Speaking is a cognitive process that requires phonological encoding and articulatory planning, and these processes can be enhanced through good models and repeated practice (Kormos, 2016). In addition, affective theories of speaking, such as Self-Efficacy Theory, propose that learners' self-efficacy is enhanced when learners are exposed to good models and a non-anxiety condition (Bandura, 1997). In fact, YouTube condition can offer learners a non-anxiety condition as learners can practice on their own before performing out loud in class.

Previous empirical studies have shown that the use of technology to learn pronunciation, such as the use of mobile apps, shadowing, and Automatic Speech Recognition (ASR), can greatly enhance the students' performance in pronunciation. However, most of the empirical studies were based on the use of highly interactive media, which could not be accessed by the students due to technical issues. In addition, there is little empirical study that focuses on the

effectiveness of observational audio-visual media, such as the use of YouTube, in the context of the quasi-experimental study among senior high schools in Indonesia. Most of the empirical studies did not assess the students' performance in terms of the components of pronunciation, which include fluency and accuracy.

Thus, the purpose of this research is to address the gap by examining the impact of Shaw English Online YouTube videos on the pronunciation of the students' speaking skill at SMA Al-Islam Bandung. In particular, this research aims to provide empirical data to determine whether the use of YouTube videos can significantly improve the students' speaking performance compared to the usual teaching methods employed in the classroom. The significance of the research is expected to be theoretically and practically significant in providing an alternative teaching approach to improve the pronunciation of the students' speaking performance for the Indonesian EFL senior high school students.

B. Research Questions

Based on the background of the study and the identified research problems, this study focuses on examining the effect of using Shaw English Online YouTube videos on students' pronunciation in speaking. To provide a clear direction for the investigation, the following research questions were formulated:

1. How is students' pronunciation in speaking performance when using Youtube videos from the Shaw English Online channel?
2. How is students' pronunciation in speaking performance when using Conventional pronunciation instruction?
3. How significant is the difference in students' pronunciation in speaking performance between those taught using Shaw English Online YouTube videos and those taught using conventional pronunciation instruction?

C. Research Purposes

In accordance with the research questions formulated above, this study is intended to achieve several purposes related to the use of Shaw English Online Youtube videos in improving students' pronunciation in speaking. The purposes of this study are presented as follows:

1. To examine the students' pronunciation in speaking performance when using Youtube videos from the Shaw English Online channel
2. To explore the students' pronunciation in speaking performance when using Conventional pronunciation instruction
3. To identify a significant difference in students' pronunciation in speaking performance between those taught using Shaw English Online Youtube videos and those taught using Conventional pronunciation instruction

D. Research Significances

This study is expected to make contributions to the field of English language teaching, specifically to the area of pronunciation teaching. Starting from the theories, the study added empirical contributions to the body of knowledge about the role of technology for language learning, specifically the utilization of Youtube for English pronunciation teaching. From the application perspective, the study yield valuable insights for English language instructors about the potential application of Youtube resources for teaching English pronunciation to improve the fluency and accuracy of Indonesian EFL senior high school students' speaking performance. Furthermore, as part of the broader contributions of the study, it is expected to present references for researchers who choose to investigate similar studies based on the aims and objectives. From the viewpoints of educational institutions, the study made contributions to the decision-making processes about the utilization of accessible digital resources to improve English speaking classes.

E. Research Scope

The scope of the research focused on the use of Shaw English Online YouTube videos to support students' pronunciation in speaking performance. The participants were eleventh-grade students at SMA Al-Islam Bandung in the 2025/2026 academic year. The study was limited to the use of selected Shaw English Online YouTube videos during four treatment meetings in the experimental group, while the control group received conventional pronunciation instruction. The study examined students' speaking performance, particularly their accuracy, fluency, and suprasegmental features, as reflected in the speaking assessment used in this study.

F. Conceptual Framework

Speaking performance is a complex construct because the speaker needs to process ideas, find the right vocabulary, and produce the speech itself in an orderly and smooth manner in a real-time interaction. According to Brown (2004) speaking performance is measured according to the following main areas: fluency and accuracy, which are directly related to the quality of the speaker's pronunciation. However, for Indonesian EFL students at SMA Al-Islam Bandung, these areas are not easily achieved because they are often not given many opportunities to listen to the authentic pronunciation of the target language, there are big differences between the two languages' phonetics, and they are often worried about performing in front of their peers. This results in unclear pronunciation, frequent hesitations, and lack of smooth.

Using videos provided by Shaw English Online on YouTube will help the students overcome these difficulties because the videos show the students the correct and orderly pronunciation of the target language, both segmental and suprasegmental features of the language. This is in line with the Cognitive Theory of Multimedia Learning, which claims that learning will take place when the student is able to experience the word and the image at the same time (Mayer et al., 2020). From a cognitive perspective, well-structured video-based pronunciation instruction relieves cognitive load for learners while speaking. Skehan's Trade-

off Hypothesis (2018) proposes that when cognitive load is high, learners have difficulty achieving a balance between fluency and accuracy. By providing learners with well-structured input and constant modeling, as seen in Shaw English Online, learners have cognitive space to focus on accurately producing speech sounds and delivering smooth speech. This is particularly useful for phonological encoding and speech planning, which are integral components of second language speech production (Kormos, 2016). The teaching sequence used in the research article pre-viewing, while viewing, and post-viewing aligns with explicit pronunciation instruction approaches that incorporate clear modeling, guided practice, and opportunities for real communication (Celce-Murcia et al., 2021). Through constant viewing and imitation, learners are exposed to accurate models of pronunciation and are able to improve their accuracy and fluency as these skills become automatic.

Affective aspects are essential in helping learners develop pronunciation and speaking skills. With regular exposure to good video models, students become more confident that they can produce English sounds correctly. Based on Self-Efficacy Theory (Bandura, 1997), observing successful models and seeing continuous progress helps them believe in their speaking capability. This reduced anxiety makes them more willing to participate in speaking activities and produce longer and more fluent speech.

Using YouTube as a teaching aid is appropriate for SMA Al-Islam Bandung. As a very accessible platform, YouTube allows students to revisit pronunciation input as many times as they want without the need for expensive and complicated technology. The audiovisual nature of the Shaw English Online YouTube videos makes pronunciation learning more interesting and easier to understand, even with limited teaching aids.

In conclusion, this framework proposes that the Shaw English Online YouTube videos are cognitively supportive and affectively motivating pronunciation input. With multimedia modeling, repeated practice, and a strong emphasis on pronunciation features, this approach is expected to improve students' speaking performance achievement, particularly in fluency and accuracy, better than regular pronunciation instruction.

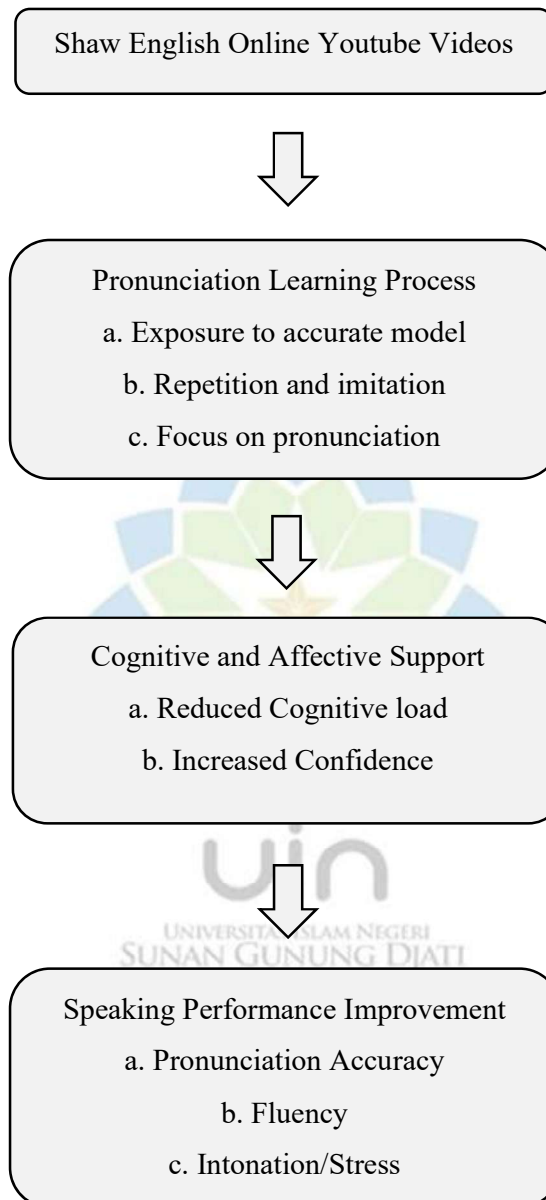


Figure 1. 1 Conceptual Framework

G. Research Hypothesis

1. H_0 (Null Hypothesis): There is no significant difference in students' pronunciation of speaking performance between those who are taught using YouTube videos from the Shaw English Online channel and those who are taught using conventional pronunciation instruction at SMA Al Islam Bandung.
2. H_a (Alternative Hypothesis): There is a significant difference in students' pronunciation of speaking performance between those who are taught using YouTube videos from the Shaw English Online channel and those who are taught using conventional pronunciation instruction at SMA Al Islam Bandung.

H. Previous Studies

Previous research has consistently demonstrated that the integration of technology plays a crucial role in enhancing English pronunciation among learners in the Indonesian EFL context. A number of studies have explored various forms of technology-assisted learning, ranging from mobile applications to interactive systems, to support students in developing their pronunciation skills more effectively. These studies generally highlight that technology provides learners with more exposure to authentic language input, immediate feedback, and opportunities for independent practice, which are often limited in conventional classroom settings.

For instance, a study conducted by Rinaepi, Triwardani, and Azi (2022) employed an experimental research design to investigate the effectiveness of the ELSA Speak application in improving students' pronunciation performance. The study was carried out in a vocational high school (SMK) setting, involving students who were learning English as a foreign language. In the implementation process, students were required to use the application regularly as part of their pronunciation practice, where they received instant feedback on their speech production. The findings of the study revealed that students showed significant improvement in their pronunciation accuracy, particularly in producing segmental sounds and word stress. Moreover, the use of the application encouraged students to practice more

independently outside the classroom, which contributed to their overall speaking development. This suggests that mobile-assisted pronunciation learning can effectively support both in-class and out-of-class learning experiences.

Similarly, Utami and Morganna (2022) conducted a classroom action research study focusing on the use of the shadowing technique to improve students' pronunciation ability. The study was implemented in a junior high school (SMP) context, involving students who were still at the early stage of developing their English speaking skills. The research was conducted in several cycles, where each cycle consisted of planning, action, observation, and reflection stages. During the implementation, students were exposed to native speaker audio and were required to imitate the pronunciation, rhythm, and intonation as closely as possible. Over time, the results indicated a gradual improvement in students' pronunciation, particularly in terms of fluency, intonation, and confidence in speaking. In addition, students became more active and engaged in the learning process as they were given repeated opportunities to practice. This finding highlights that repetitive exposure and imitation can strengthen learners' phonological awareness and improve their speaking performance.

Furthermore, Bashori et al. (2024) conducted a quasi-experimental study to examine the effectiveness of Automatic Speech Recognition (ASR) technology in improving students' pronunciation skills. The study was carried out in a senior high school (SMA) setting, where students were divided into experimental and control groups. The experimental group used ASR-based tools that provided real-time feedback on their pronunciation, while the control group was taught using conventional teaching methods. The results showed that students in the experimental group significantly outperformed those in the control group in terms of pronunciation accuracy and fluency. The immediate corrective feedback provided by the ASR system allowed students to identify and correct their errors more efficiently. This study emphasizes the importance of interactive technology in facilitating pronunciation learning through feedback-driven practice.

On the other hand, a study conducted by (Mosully, 2024) employed an experimental research design to investigate the effectiveness of employing YouTube

videos in teaching speaking skills among EFL students. The study was carried out in a language school setting, involving forty students attending general English-speaking classes who were learning English as a foreign language. In the implementation process, the experimental group was actively taught speaking using structured YouTube videos for fourteen weeks, while the control group was taught using conventional instructional techniques. The findings of the study revealed that students in the YouTube experimental group demonstrated significant improvement in their oral performance, especially in aspects like language use, proper delivery, and pronunciation accuracy. Moreover, the utilization of authentic audiovisual models provided meaningful exposure that effectively enhanced the students' fluency and vocabulary acquisition. This suggests that interactive digital video platforms can serve as an effective alternative instructional medium to foster active speech execution.

Similarly, Amal, Yamin, and Rosalina (2025) conducted a systematic literature review study focusing on the utilization of YouTube as a digital medium for teaching EFL to improve learners' speaking skills. The research was implemented by adhering to the PRISMA 2020 framework, synthesizing fifteen empirical studies published between 2020 and 2023 sourced from international datasets. During the analysis process, the researchers evaluated the cognitive and affective impact of structured video integration on learners' oral execution. The results indicated that regular and active interaction with educational video channels significantly enhanced learners' speaking capabilities across three distinct domains: vocabulary acquisition, pronunciation development, and confidence building. In addition, continuous exposure to native speaker modeling minimized speaking anxiety and improved students' control over both segmental and suprasegmental features, leading to a gradual refinement of their pronunciation accuracy and fluency. This finding highlights that task-based YouTube integration effectively optimizes overall speaking performance outcomes.

Despite the valuable contributions of these previous studies, several research gaps can still be identified. First, most of the studies have focused on highly interactive technologies, such as mobile applications, shadowing techniques, and

ASR systems, which often require stable internet access, advanced devices, or specific technical support. As a result, these technologies may not be easily accessible to all students, particularly in schools with limited resources. Second, there is still limited research that investigates the effectiveness of more accessible and widely used platforms, such as YouTube, as a medium for teaching pronunciation. Although YouTube provides rich audio-visual input and authentic language exposure, its role as an observational learning tool in improving pronunciation has not been extensively explored. Third, many previous studies have not specifically examined pronunciation in terms of its core components, such as fluency and accuracy, within a structured experimental framework.

Therefore, this study was conducted to address these gaps by examining the effectiveness of YouTube videos from the Shaw English Online channel in improving students' pronunciation. Unlike previous studies that relied on highly interactive or resource-intensive technologies, this study focuses on a more accessible platform that can be easily utilized by both teachers and students. By employing a quasi-experimental design in a senior high school context, this research aims to provide empirical evidence on whether structured video-based pronunciation instruction can significantly enhance students' speaking performance, particularly in terms of fluency and accuracy.