THE USE OF ANIMATED VIDEO IN PRODUCING CONSONANT SYMBOLS AND SOUNDS

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Abstract: *This study aims to improve students' understanding of consonant symbols and sounds through animated videos. This study used pre-experimental research with quantitative methods. There were 15 students in semester six of Abulyatama University who were involved as respondents in this study. This study used pre-test and post-test research instrument. The test consisted of 10 questions in which the students had to recognize the consonant symbols and sounds based on animated video. The data then was analyzed using SPSS 22 version. The findings show that the use of animated videos is significantly improve students' understanding. This is because students learn and practice to recognize consonant symbols and pronounce them during treatment. It is evidenced by the average pre-test score of writing consonant symbols before treatment, namely 17.00, while the average score after treatment is 72.67. The average pre-test score of consonant sounds before treatment is 40.00, while the average score after treatment is 82.67. The paired T-test shows that the t value obtained is -7.51 with a p value (Asymp. Sig 2 tailed) of 0.000 <0.05 and the t value obtained is -7.45 with a p value (Asymp. Sig 2 tailed) of 0.00 <0.05. This means that there is a significant increase in students' understanding. Thus, the use of animated videos help the students in producing correct consonant symbols and sounds.*

Keywords : Animated Video, Consonant Symbols, Consonant Sounds

Abstrak: Penelitian ini bertujuan untuk meningkatkan pemahaman siswa terhadap simbol dan bunyi konsonan melalui video animasi. Penelitian ini menggunakan penelitian pra-eksperimental dengan metode kuantitatif. Mahasiswa semester enam Universitas Abulyatama berjumlah 15 orang yang dilibatkan sebagai responden dalam penelitian ini. Penelitian ini menggunakan instrumen penelitian pre-test dan post-test. Tes terdiri dari 10 soal dimana siswa harus mengenali simbol dan bunyi konsonan berdasarkan video animasi. Data kemudian dianalisis menggunakan SPSS versi 22. Temuan menunjukkan bahwa penggunaan video animasi secara signifikan meningkatkan pemahaman siswa. Hal ini dikarenakan siswa belajar dan berlatih mengenal simbol-simbol konsonan dan mengucapkannya selama perlakuan. Hal ini dibuktikan dengan rata-rata skor pretes penulisan simbol konsonan sebelum diberikan perlakuan yaitu 17,00, sedangkan setelah diberikan perlakuan adalah 72,67. Rata-rata skor pre-tes bunyi konsonan sebelum diberi perlakuan adalah 40,00, sedangkan setelah diberikan perlakuan adalah 82,67. Uji T berpasangan menunjukkan nilai t yang diperoleh sebesar -7,51 dengan nilai p (Asymp. Sig 2 tailed) sebesar 0,000 < 0,05 dan nilai t yang diperoleh sebesar -7,45 dengan nilai p (Asymp. Sig 2 tailed) sebesar 0,00 < 0,05 . Artinya terjadi peningkatan yang signifikan pada pemahaman. Dengan demikian, penggunaan video animasi membantu siswa dalam menghasilkan simbol dan bunyi konsonan yang benar.

Kata kunci : Video Animasi, Simbol Konsonan, Bunyi Konsonan

The most crucial component of communication is pronunciation. since if it is mispronounced, the ensuing interpretation will likewise be incorrect, which may lead to a misunderstanding of the meaning or understanding. The process of creating words and sounds so they have meaning is known as pronunciation. Yates (2002; cited in Gilakjani, 2016) defined pronunciation as the act of creating sound in order to convey meaning. So, pronunciation can always be studied from two points of view: Phonetics and phonology, two perspectives commonly used to study pronunciation (Crystal, 2003: 236). Segmental features (phonemes) and suprasegmental features make up the majority of pronunciation characteristics (stress, intonation, and pronunciation). The two components of phonemes are vowel sounds and consonant sounds (Kelly, 2000 cites in Dhilon, 2016).

International Phonetic Alphabet (IPA) defines the complete English consonants include /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s /, /z/, /ʒ/, /ʧ/, /ʤ/, /θ/, / ð/, /m/, /n/, / ŋ /, /h/, /l/, /r/, /w /, /j/. There are some consonants in Indonesian that really not appear like /ʒ/, /ʧ/, /ʤ/, /θ/, and /ð/. Due to this, it can be exceedingly challenging for Indonesian pupils to differentiate between them and pronounce these sounds correctly.

The use of applications such as YouTube as a powerful educational material to increase the permanence of what teachers tell students. YouTube integrates the human component, including eyesight and posture, the advantages of using it as an audiovisual medium are simpler to comprehend in the learning process. Then, Widyaningsih study (2018) reveals that animation in movies has been shown to help students with their pronunciation.

Based on the reviews above, it can be concluded that this research focuses on "The Use of Animated Video in Producing Consonant Symbols and Sounds" especially for students at Abulyatama University. In particular, the researcher uses animated video from his own result and video from native speakers as the media.

1. The Research Questions

   Does the use of animated video improve the students' understanding in producing consonant symbols and sounds in English?

2. The Research Purposes

   To find out whether the use of animated video can improve the students' understanding in producing consonant symbols and sounds in English.

LITERATURE REVIEW

Definition of Pronunciation

Kelly (2014 cited in handayani, 2017) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. So, the way a word is spoken depends on how it is formed by the mouth. Kenworthy (1977) asserts that learning pronunciation has two goals: first, to be able to generate language sounds that are similar to those of native speakers, and second, to be able to produce language that can be understood clearly and accurately even if the accent is not perfect.

Definition of Phonetic

Phonetics is concerned with the sounds we make in speech: how we produce them, how these sounds are transferred from the speaker to the hearer as sound waves, and how we hear and perceive them (Rogers, 2014:1). The science of phonetics examines how the lips, teeth, tongue, throat, and lungs can all work together to create a sound. "The branch of phonetics dealing with the production of sounds is called articulatory phonetics. In speech, air passes through a complex passageway consisting of the lungs, the windpipe, the vocal folds, the throat, the mouth, and the nose" (Rogers, 2014, p. 2).

Definition of Phonology

Ladefoged and Johnson (2011) state that phonology is the study of sounds and how they interact within a language. In other words, phonology deals with the language's sound system, whereas phonetics deals with the sounds of language. According to McMahon (2002:1), two subfields of linguistics deal with sound, namely phonetics and phonology, because the study of language and the study of phonology shed light on how the human mind functions.

Describing English Consonant and sounds

Consonants are sounds produced with closed or nearly closed articulation and are formed by interrupting, limiting or diverting airflow in various ways. The place of articulation is any point where airflow can be modified to produce a different sound. The manner of articulation is a modification of the lips, tongue, glottis, and velum in different ways to produce various types of sounds. Beare (2019) the difference between voiced and voiceless consonants is that voiced consonants produce vibrations in the throat, lips and tongue when we pronounce them while voiceless consonants are the opposite, namely there are no

vibrations in the throat, lips or tongue, only a short burst of air when pronounced.

The Use of Animated Video in Learning Pronunciation

Along with the development of science and technology, the use of media in education such as the use of video media is very helpful for educators. "Video is a series of moving images accompanied by sound that form a single unit that is arranged into a plot, with messages in it to achieve learning objectives that are stored by the active storage process of cassette or diskette media" (Arsyad, 2004: 36 in Rusman et al. 2011: 218). Video is an electrical medium for recording, copying and broadcasting moving visual images. Video is an audio-visual media that displays motion (Sadiman, 2008: 74). So, it is concluded that video is a moving image contains flow fragments and displays messages from an image to achieve learning objectives.

RESEARCH METHOD

Location and Time

This research was conducted at Abulyatama University, Jalan Blang Bintang Lama KM 8.5 Lampoh Keude Aceh Besar. The reason for choosing this research location is based researchers experience during Phonetic and Phonology courses, in which the students had difficulty in understanding consonant symbols and sounds due to the Covid-19 pandemic.

Research Design

This research is conducted in pre-experimental design using quantitative approach. It consists of single class. Pre-Experimental design is used to measure students' ability in producing consonant symbols and sounds by using animated video. Arikunto (2006) states that pre-experimental is a research procedure that has no control group which the most commonly used in the pre-experimental study is pre-test and post-test.

Population and Sample

The population of this study is the students of the English department of Abulyatama University. The sample is the 6th semester of English Department students of Abulyatama University. The total sample in this class is 15 students.

Data Analysis

The method of analyzing data is a method for processing finding data into research. The researchers focuses on analyzing students' differences in producing consonant symbols and

sounds before and after using animated video in the learning process. In this study, researchers used statistical analysis. Then the researchers give grades to the students' pre-test and post-test result. After that, the researchers calculate the mean score of the students' by using SPSS 22. Then, she calculaties the normality test, and standard deviation of students' pre-test and post-test using SPSS 22.

RESULT AND DISCUSSION

Result

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test writing Consonant Symbols	15	.00	75.00	17.0000	26.51145
Post-test writing Consonant Symbols	15	35.00	100.00	72.6667	21.03285
Pre-test Consonant Sounds	15	10.00	80.00	40.0000	18.12654
Post-test Consonant Sounds	15	60.00	100.00	82.6667	10.99784
Valid N (listwise)	15				

Based on the descriptive statistics in the table above, it can be seen that the pre-test writing consonant symbols have an average test result of 17 with a minimum score of 0 and a maximum of 75. After the treatment, it can be seen that the value of the writing consonant symbols has increased dramatically with an average of 72.67 with a minimum score is 35 and a maximum score is 100. This indicates that the treatment can increase the value of producing consonant symbols.
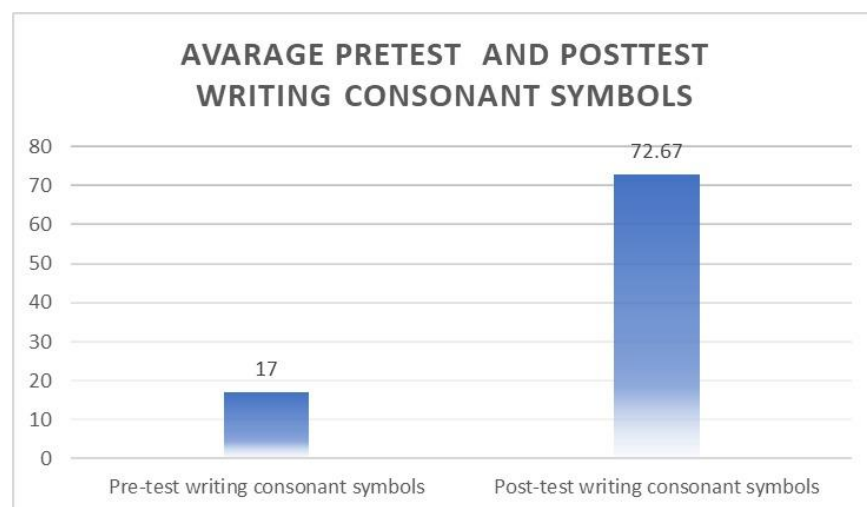
Graphic 4.1 The Average Score of Pre-test and Post-test in writing Consonant Symbols

Based on the descriptive statistics in the table above, it can be seen that the producing consonant sounds pre-test has an average test result of 40 with a minimum score of 10 and a maximum one of 80. After the treatment, it can be seen that the producing consonant sounds score has increased dramatically with an average of 82.66 with a minimum score of 60 and a maximum score is 100. This shows that the treatment can increase the value of producing consonant sounds.
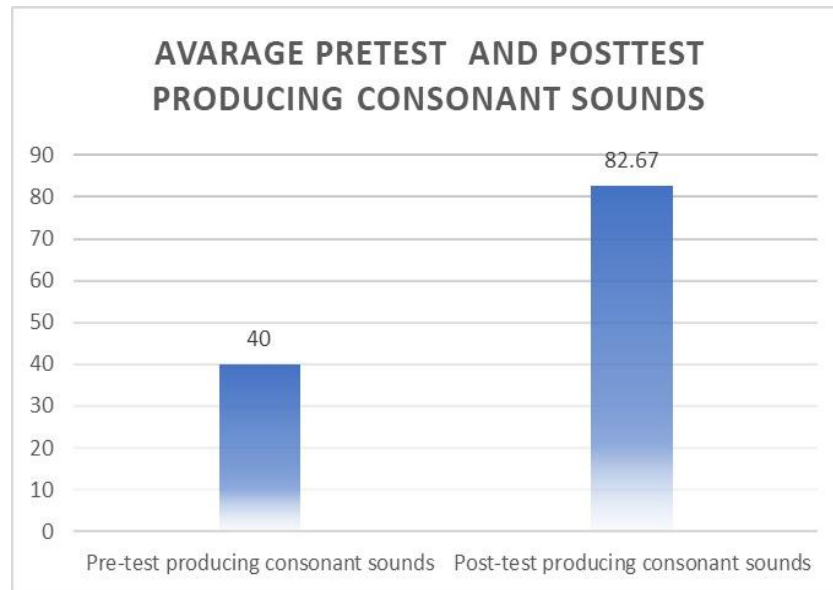
Graphic 2 The Average Score of Pre-test and Post-test in Producing consonant sounds

Table 2 Paired Sample Test Producing Consonant Symbols

			Paired Differences				
					95% Confidence Interval of the Difference		
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1	Pre-test Writing Consonant Symbols – Post-test Writing Consonant Symbols	-55.67	28.71	7.41	-71.57	-39.77	-7.51

Based on the results of the calculation of the paired T test, the t value obtained is -7.51 with a p value (Asymp. Sig 2 tailed) of 0.000 <0.05 then H0 is rejected so it can be concluded that there is a significant difference between the pre-test and post-test groups test writing consonant symbols.

Table 3 Paired Sample Test Producing Consonant Sounds

		Paired Differences							
			Std. Deviatio	Std. Error	95% Confidence Interval of the Difference				Sig. (2-
		Mean	n	Mean	Lower	Upper	t	df	tailed)
Pair 1	Pre-test Producing Consonant Sounds – Post-test Producing Consonant Sounds	-42.67	22.19	5.73	-54.95	-30.38	-7.45	14.00	.00

Based on the results of the calculation of the paired T test, the t value obtained is -7.45 with a p value (Asymp. Sig 2 tailed) of 0.00 <0.05 then H0 is rejected so it can be concluded that there is a significant difference between the pre-test and post-test in producing consonant sounds.

Based on the data above, it can be concluded that:

H0 : The use of animated video cannot improve the students' ability in producing the consonant symbols and sounds. (The hypothesis is rejected)

Ha : The use of animated video can improve the students' ability in producing the consonant symbols and sounds. (The hypothesis is accepted)

Discussion

After the researchers had implemented the use of animated videos in studying consonant symbols and sounds in each meeting, then the researchers gave a post-test to measure the students' scores. After giving the post-test, the researchers tried to measure the improvement of students' writing consonant symbols and sounds. In the pre-test writing consonant symbols, students got an average score of 17 and the post-test got an average score of 72.67. While in the pre-test, students' ability in producing consonant sounds got an average score of 40 and the post-test got an average score of 82.66. The researchers found that the students' ability in producing consonant symbols and sounds increased dramatically after being given several treatments using animated videos.

Research conducted by Suryaleksana et al (2022) which examines international Phonetic Alphabet (IPA) on 44 sounds. This study provides results that there are a number of symbols that are very difficult and often challenge students, including the consonant /b/ /d/ /z/ /ʒ/ /ʤ/ /ð/ /g/ /v/ where if viewed from science it will sound /bæg/ /dɪp/ /zuː/ /ˈvɪʒn/ /ʤəʊk/ /ðen/ /geɪm/ /vaɪn/.

In addition, research conducted by Sumarniati (2017) also explains some errors that students usually find in pronouncing English are: pronouncing the "Th", confusing the consonant "I" and the "r", pronouncing the short "I", confusing the "w" and the "v", pronouncing silent consonant and pronouncing suffixs "ed" and also pronouncing the [f, v, θ, ð, s, z, , ʒ, h] consonants.

CONCLUSSION AND SUGGESTION

Conclussion

Based on the findings and discussion in the previous chapter, then the researchers concludes that the consonant symbols and sounds that are easy for students to learn are [/n/, /r/, /s/, /f/, /ʃ/, /k/, /j/] while the difficult ones are [/ʤ/: just, /ð/: them, /θ/: think]. Meanwhile, the improvement in students' learning of consonant symbols and sounds through the use of animated videos in semester 6 of Abulyatama University has increased. This is evidenced by the average of pre-test scores and that of post-test scores showing that the students' ability in producing consonant symbols and sounds in the post-test was higher than that in pre-test. In addition, the paired T-test scores yield significant differences between the pre-test and post-test.

Furthermore, animated video can be significantly used for learning producing consonant symbols and sounds. As it is evidenced by the results of the paired T-test and the differences in scores obtained between the pre-test and post-test before and after the teaching and learning process through the use of animated videos.

Suggestion

In the learning process, students must be active in class and must be able to recognize, memorize and pronounce consonant symbols (phonetic symbols) in order to make it easier for them to pronounce words. Animated video it is highly recommended for English teachers to apply animated video in teaching consonant symbols and sounds in order to improve

students' understanding of consonant symbols and sounds. future researchers, this research can be used as a reference for conducting another research in the same field. For example, from the result of this study, it can be seen that the students' knowledge in the following consonant symbols /ʤ/, /ð/, /θ/ is still limited.

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