

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Pronunciation and English Singing YouTube Channel.

2.1 English Pronunciation

Pronunciation refers to the way words or sounds are pronounced in a language. Pronunciation is the production of a sound system that does not hinder communication from either those speaking or the listeners' perceptions. (Paulston & Bruder, 1976). Pronunciation refers to the skill or method of pronouncing an English word in the same way as a native speaker. Lund (2003), as cited in (Zhang, 2009) Stated, "Pronunciation is the only aspect of language that calls for close interaction between the cognitive and physiological processes. In acquiring new sounds, we also deal with a complex re-organizing of the articulatory processes" (Zhang, 2009, p. 16). In other words, pronunciation ability includes the phonological system and the ability to produce sounds so the listener can comprehend their meaning. According to Ali Mustadi (2012), as cited in (Rachmawati & Cahyani, 2020) The components considered in pronunciation include spelling and fluency and the accuracy of spelling, pronunciation, stressing, and intonation. Thus, pronunciation includes the production of sounds to facilitate effective communication and influence the listener's understanding of what we say.

Furthermore, many learners, instructors, and researchers highlighted the significance of pronunciation. Pronunciation is vital in learning English, especially in English speaking, because it allows us to express our ideas effectively. It is crucial for every speaker to talk with proper pronunciation. (Kobilova, 2022). Moreover, proper pronunciation is one of the most essential parts of language acquisition and a critical need for learners' proficiency. (Gilakjani, 2016). However, it should be recognized that language learners constantly struggle with pronunciation.

English pronunciation is one of the most challenging skills to learn, and students are expected to spend a significant amount of time working on it (Aliaga Garcia, 2007; Martnez-Flor et al., 2006; Pourhosein Gilakjani, 2016) as cited in (Quoc et al., 2021). The factors that may have contributed to the challenges in pronunciation are linguistic differences, such as differences in phonology, word order, and verbal system (Tappendorf, 2014), as cited in (Plailek & Essien, 2021). Moreover, Plailek and Essien (2021) stated that one of the reasons for pronunciation challenges is that most students do not have the opportunity to practice their pronunciation appropriately, which is also one of the primary causes of failure in English pronunciation. Therefore, mastering English pronunciation is difficult because of several difficulties, such as linguistic differences and limited practice opportunities.

In conclusion, pronunciation is critical in language learning, and it includes elements such as the phonological system, spelling fluency, pronunciation, accuracy, stress, and intonation. Students, teachers, and researchers widely recognize the importance of correct pronunciation, as pronunciation plays a vital role in expressing ideas and ensuring clear communication. However, students have significant difficulties acquiring English pronunciation due to linguistic variations and a lack of practice opportunities.

2.2 Strategies in Teaching Pronunciation

In teaching strategies, teachers must create an enjoyable and effective student environment. To achieve this, according to Shin & Crandall (2013) There are several recommendations for language teaching that are attractive to young learners, as follows:

- 1) Use fun and engaging activities. Teachers must ensure that their language teaching is relevant to the characteristics of young learners and how young learners learn. The most important thing is that activities should be enjoyable for young learners. Furthermore, students should be engaged and active participants in the learning process. Teachers can use suitable media for the teaching-learning process.

- 2) Students are engaged in a variety of interactions. Teachers should expose students to a range of interactions in the classroom. Students must have several opportunities to interact with one another and the teacher. Furthermore, learners should have a variety of activities that they complete on their own.
- 3) Cater to different learning styles and intelligence. Teachers must also consider linking learners to language knowledge by utilizing various learning styles and varied intelligences. The examples combined the three primary learning styles: visual, auditory, and kinesthetic.
- 4) Make language learning meaningful and relevant. Teachers must connect the language they teach to real-life circumstances that are meaningful and relevant to young learners and their local context.
- 5) Introduce learners to different cultures. It is critical to expose them to diverse cultures. Teachers should utilize resources that represent both their own and other cultures. Young learners will grow up using English as an international language to communicate with people from all over the globe, and they must learn about all foreign cultures, not just those that speak English.
- 6) Use various teaching strategies that set up learners for success. When teaching young learners, it is critical to connect them to achievement. We wish to instill a favorable attitude toward English and prepare them for success in the English classroom.

Based on the recommendation above, teachers must have appropriate strategies for teaching pronunciation to young learners. According to behaviorist theory, young learners learn spoken language through imitation, incentives, and practice from other human role models (Devaki, 2021). Basically, "the behaviorist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward" (Wilga Rivers, 1968, p.73) as cited in (Demirezen, 1988). Based on the behavioral theory of language acquisition, language is acquired through recognizing the

meanings of certain words when spoken (Devaki, 2021). Moreover, imitation and discrimination drills activities appear to have a significant contribution to the teaching of pronunciation as a strategy for making articulation more automatic and routinized; nonetheless, they are better seen as a step toward meaningful communicative practice (Pennington, 1996) as cited in (Jones, 1997). Thus, in teaching pronunciation to young learners, teachers can use strategies rooted in behaviorist theory, such as imitation, because this can facilitate articulation practice for children.

Furthermore, imitation is one of the strategies that can be used in teaching pronunciation. The strategy of exemplifying (imitation) is the most effective in acquiring English pronunciation. (Rachmawati & Cahyani, 2020). Tanner and Landon (2009) as cited in (Tugiyatun, Ardini, et al., 2021) stated that imitation is a learning technique that involves copying the words, pauses, stresses, intonation, expressions, and gestures of native English speakers to teach EFL students to listen to sounds, recognize sound patterns in English words, and practice imitating the same sounds on their own. Besides, imitation can help students improve their pronunciation and listening skills. (Lengkoan & Hampp, 2022). The efficient strategy for acquiring English pronunciation is to provide pronunciation instruction through imitation.

Moreover, teachers can utilize a variety of techniques to teach pronunciation. According to Tugiyatun et al. (2021), several techniques can be used by teachers in teaching pronunciation, such as:

a. Drilling

Drilling is an essential technique in teaching pronunciation that is used in the classroom. Drilling is essential for teaching phrase and word stress pronunciation, as well as intonation. Drilling is intended to assist students in improving their pronunciation skills.

b. Minimal pairs

Teachers employ minimum pairs in class to help pupils focus on pronouncing difficult sounds correctly. In this practice, the teacher assigns two words with the same sound but different writing, such as sigh and shy,

bought and boat, saw and she. The goals of minimum pairs are to assist learners in distinguishing between similar and troublesome sounds in order to attain language proficiency through listening and speaking practice.

c. Communicative action

Interviews, role plays, drama, speech, and an audiotaped dialog journal are all activities that may be utilized in the classroom to improve pronunciation. Meanwhile, all of those things may be completed in class if the environment and facilities allow for them.

d. Reading aloud

Learners should focus on stress, rhythm, and intonation when learning pronunciation. Reading aloud is a technique that may be used to memorize texts and occurs in spoken forms such as speeches, poetry, plays, and dialogues.

In addition, using audio-visual media is an effective strategy for teaching pronunciation in the classroom. According to Brophy (2004), as cited in (Intan et al., 2022), audio-visual media provide educational content in the form of sound (audio) and image (visual) to make it easy for audiences to understand. Examples of audio-visual media are film, television, and YouTube (Hikmah, 2019), as cited in (Hasanah & Wahono, 2022). Moreover, “Audio-visual have tremendous advantages over other educational procedures in their ability to present to the learner the stimuli in the most effective manner possible.” (Kendler, 1971, p. 36) as cited in (Burton et al., 1996). Thus, audiovisual media such as film, television, and YouTube can be effective for teaching pronunciation.

Furthermore, YouTube is an audio-visual media commonly used in the classroom. This is because YouTube has a variety of videos on many subjects that may be used in classroom instruction (Marzuki & Santana, 2022). According to Hasanah & Wahono (2022) In language learning, students may use YouTube to watch videos of native speakers. They can learn how to pronounce certain words or make sounds, how to talk like a native, how to expand their vocabulary and other skills. Moreover, the content on YouTube is

carefully selected, and learning a language may be more entertaining, practical, and accessible (Hasanah & Wahono, 2022). According to Yulianti, as cited in (Hasanah & Handoko, 2022). There are several advantages of using video in teaching, as follows:

- 1) Because video is a needed medium, students may pause, fast-forward, replay, and rewind the video until they comprehend the material.
- 2) Students can be interested and enjoy learning since the video offers an appealing and pleasurable environment.
- 3) Students can learn from experts or native speakers without leaving the classroom.
- 4) Assist students in grasping the content while they watch how instructors show it in the video.

Additionally, while utilizing YouTube videos to practice English pronunciation, there are particular steps to follow to include YouTube videos in English pronunciation lessons effectively. Utilizing YouTube videos to enhance English pronunciation training involves specific methods or actions to incorporate YouTube videos into learning English pronunciation. Berk (2009) stated that there are crucial procedures for utilizing videos in the classroom. The procedures for using videos in the classroom are as follows:

- 1) Select a particular YouTube video that will offer the content or present materials, examples, and concepts.
- 2) Develop comprehensive instructions or facilitate discussion for students to ensure they understand what actions to take, comprehend information, and actively seek out knowledge. For example, what is the purpose of the video? Ensure that the information is conveyed to the students precisely and easily understandable. Typically, when a video is presented during a lesson, there is often a lack of specific guidance on the learners' comprehension of the video or subsequent tasks. To help pupils reach their learning objectives, it is essential to have a thorough understanding of this subject.
- 3) Provide a concise introduction to the video to reinforce its aim. Offering guidance on the necessary steps for students to follow and pay attention to

is a crucial part of engaging their prior knowledge and aiding them in comprehending the material and information.

- 4) Start and watch the video. When starting a video, instructors should assist students in directing their attention toward the content being viewed.
- 5) Pause or stop the video several times or at any point to highlight the information or rewind it for a thorough review. This will effectively facilitate pupils' comprehension and practice more intensively of the material they are learning.
- 6) Set a time to think about the content that was presented. This task is quite beneficial for gathering information about the students' understanding of the content they have viewed.
- 7) Assign a productive learning activity to encourage students to interact with the video's particular questions, issues, or concepts. The final point is of utmost importance. If educators do not adequately prepare for the activities that students and teachers will engage in during class, the lessons will be rendered ineffective. Teachers must offer supplementary activities for pupils to engage in advanced oral practice involving high-level features, such as discussion and other activities.

In conclusion, while teaching pronunciation to young learners, teachers might employ several techniques such as imitation, drilling, minimal pairs, and reading aloud. Moreover, YouTube is one of the audiovisual media used in the classroom because it can provide an engaging, fun experience and an interactive learning atmosphere for students. Using audiovisual media such as YouTube to stimulate learning improves the learning process.

2.3 Pronunciation at Young Learner

Young learners are described as children ages five to six in their first year of elementary school and from six to twelve (Slattery & Willis, 2001) as cited in (Pustika, 2021). According to Shin & Crandall (2013), most teachers agree on specific characteristics of young learners. Young learners are full of energy, physically active, spontaneous, and never afraid to speak out or participate in

something. They are also interested and responsive to new ideas, imaginative, quickly distracted, have limited focus, are egocentric, and connect new ideas to themselves. They are also sociable and are learning to interact with others. Thus, understanding the characteristics of young learners is very important so that teachers can adapt effective teaching strategies for young learners.

Generally, the accepted opinion is that the younger an individual learns a new language, the better their pronunciation will be in the target language. (Zhang, 2009). It is known as the Critical Period Hypothesis (CPH) was proposed by Eric Lenneberg (1967), who claimed that there is a critical age period for language learning. According to Zhang (2009), learners who have not started learning a foreign language before a particular age may not be able to achieve better pronunciation than those who begin learning a foreign language at an appropriate age. Moreover, someone who learned a second language early as a young child can frequently pronounce it like a native (Astina et al., 2020). Thus, it is critical to begin teaching English pronunciation at a young age.

It can be concluded that young learners are usually children aged five to twelve years and usually have high energy levels, spontaneity, high curiosity, imagination, short attention span, and social tendencies. Moreover, teachers need to recognize the characteristics of young learners so they can design practical strategies for teaching young learners. Furthermore, the critical period hypothesis states that the earlier someone learns a new language, the more likely they are to develop their skills well. This hypothesis emphasizes the importance of teaching English pronunciation from an early age.

2.4 English Singing Channel

English Singing is a YouTube channel that provides educational content. English Singing is the channel where children around the world can joyfully play with English and learn English. According to Sayidin et al. (2021), English Singing is one of the channels on YouTube that delivers educational resources and knowledge that stimulates students to learn. English Singing channel

provides English learning content on various topics such as vocabulary, conversations, songs, and other topics for young learners of English language learning. The use of the English Singing channel on YouTube as a learning medium aids student education resources and tool accessibility, as well as the support offered by interest mode and an ability to learn something new (Sayidin et al., 2021). Moreover, the implementation of audiovisual media type facilitates students' understanding of the concepts of material learning. Multimedia instructions (which include videos, text, sounds, and images) would help students comprehend the topic and learn more efficiently (Tugiyatun, Ardini et al., 2021). It can be concluded that the English Singing channel is a valuable medium for young learners because it provides a variety of content that helps to increase students' interest in learning and provides a practical learning experience.

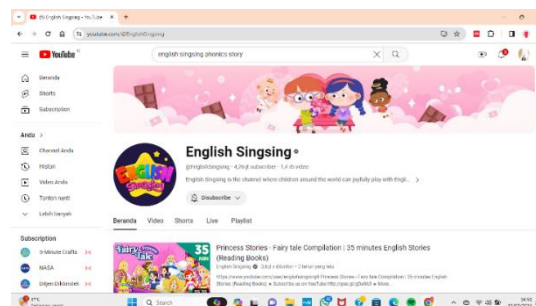


Figure 2.1. English Singing Channel

Moreover, the English Singing Channel provides several contents. It provides videos in various forms, including nursery rhymes, dialogue, songs, stories, and phonics.

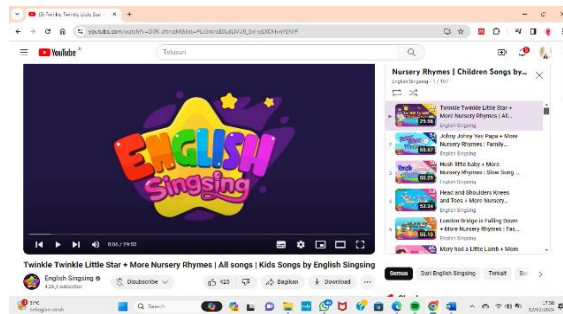


Figure 2.2. Nursery rhymes

The first content on the English Singing channel is nursery rhymes. Nursery rhymes are classic children's songs or songs that teach children fundamental vocabulary and phrases. Nursery rhymes are built of beautiful sounds. Nursery rhymes have a crucial role in English language development during early childhood. (Fitria, 2023). Some examples of nursery rhymes on the English Singing channel are "Twinkle Twinkle Little Stars," "Johny Johny Yes Papa," "Hush Little Baby," etc. Thus, nursery rhymes are an enjoyable approach for children to learn English words and phrases.

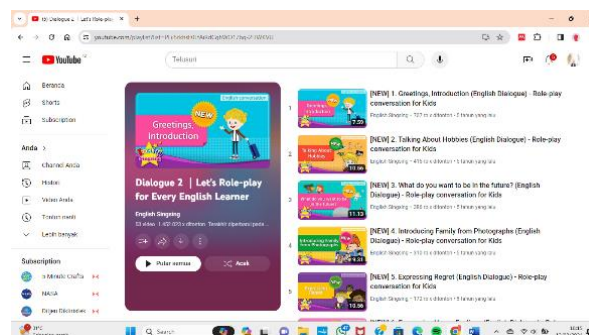


Figure 2.3. Easy dialogue

The second content on the English Singing channel is easy dialogue for children. Dialogue is a conversation between two or more people. Dialogue is an excellent way for students to practice expressing their target language without hesitation in a range of contexts (Ur, 1996, p. 78), as cited in (Rawung, 2022). Moreover, students may use this simple dialogue material to role-play with their peers and easily imitate phrases used in the conversation.

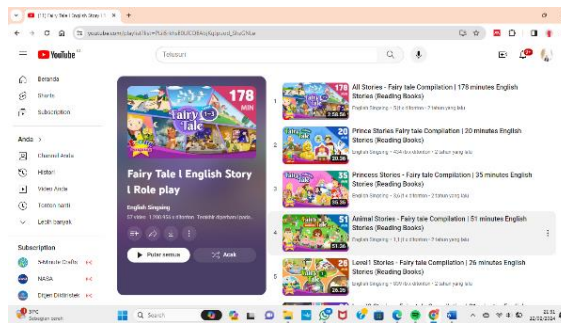


Figure 2.4. Stories (Fairy tale)

The following content on English Singing is stories. English Singing has numerous fairy tales that are appropriate for children's learning. Furthermore, fairy tales provide students with two benefits: language development (language skills and areas) and enjoyment. Fairy tales can assist EFL students in improving their vocabulary. It has several significant and beneficial lessons for children. (Kholmurodova, 2021). Essentially, employing fairy tales in English teaching allows children to learn the language while enjoying the process.

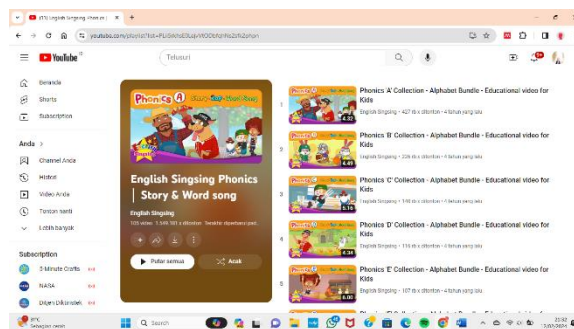


Figure 2.5. English Phonics Story

Furthermore, the English Singing Channel provides English Phonics Story content, which is very suitable for young English learners. English phonics stories focus on specific sounds and provide an excellent opportunity to learn words through sight. Moreover, according to Sun and Xie (2021), phonics is a teaching strategy that helps English learners understand how alphabetic writing aligns with sound patterns, and using phonics can help students enhance their English abilities, particularly vocabulary, and pronunciation. It can be concluded

that English phonics stories on the English Singing Channel can help children connect sounds with letters, which improves their vocabulary and pronunciation.

In conclusion, the English Singing Channel on YouTube is a helpful tool for children learning English. English Singing provides nursery rhyme material, dialogues, tales, and phonics stories, making learning enjoyable and efficient. Nursery rhymes can help children learn basic vocabulary, whereas dialogues stimulate them to practice speaking English. Stories, particularly fairy tales, develop language skills and provide enjoyment. Furthermore, phonics stories help children relate sounds to letters, which improves their vocabulary and pronunciation. With an engaging media strategy, English Singing is the best medium for children to learn English in fun and effective ways.

2.5 Study of Relevant Research

To conduct this study, the researcher studied previous relevant studies. It is related to pronunciation and YouTube videos. Furthermore, four related previous studies are discussed in the following order.

The first is a study conducted by Rachmawati & Cahyani (2020) It was entitled “The Use of YouTube Videos in Improving non-English Department Students’ Pronunciation Skills.” The study used a quantitative-experimental method. Rachmawati & Cahyani (2020) A study was conducted to determine if using YouTube videos as media impacts the pronunciation abilities of non-English department students. The findings demonstrated that utilizing YouTube videos as a medium favorably influenced students' pronunciation abilities. The study highlighted that YouTube is an effective learning media for teaching pronunciation.

The second is a study conducted by Juma (2021) entitled “Developing English Pronunciation through Animation and YouTube Videos.” Juma (2021) investigated the effectiveness and practicability of employing various animated or dynamic graphs and YouTube videos in teaching English pronunciation to Iraqi-Arabic English as a foreign language learner. The study discovered that employing various animated or dynamic graphs and YouTube videos in

Teaching pronunciation positively influenced English Iraqi-Arabic learners of English as a foreign language. Thus, it was found that YouTube is an effective medium for teaching pronunciation.

The third is a study by Andini and Zaitun (2022) entitled “The effectiveness of learning pronunciation through English content with English with Lucy on YouTube.” Andini & Zaitun (2022) Pointed out that the utilization of YouTube videos has a favorable influence on high school students' pronunciation development. YouTube may be utilized as a learning tool and a source of enjoyment, particularly while mastering pronunciation in high school students.

The fourth, the following related study was conducted by Hasanah & Wahono (2022) They were entitled “Watching English native speakers YouTube Channels to improve students' pronunciation ability.” Hasanah & Wahono (2022) They conducted research to demonstrate that watching YouTube channels of English native speakers may increase students' pronunciation abilities. The researcher employed classroom action research, which took two cycles (four meetings) to complete. The finding revealed that viewing native English speakers' YouTube channels is a successful way for students to enhance their pronunciation. Hence, it has been proven that using YouTube for teaching pronunciation is effective.

Several studies have been conducted to determine how successful YouTube is in teaching pronunciation. Rachmawati and Cahyani (2020) discovered that watching YouTube videos helped non-English speakers improve their pronunciation. Similarly, Juma (2021) discovered that colorful visuals and YouTube videos helped Iraqi Arabic English learners improve their pronunciation. Moreover, Andini and Zaitun (2022) discovered that using YouTube improved high school students' pronunciation. Hasanah and Wahono (2022) also showed that viewing YouTube channels of native English speakers increased pronunciation abilities. Overall, this study confirms the usefulness of YouTube in teaching pronunciation to various students.

Somehow, various studies have touched on YouTube channels and their impact on pronunciation, but they have a different focus from this research.

Most of them have investigated the effectiveness of YouTube on pronunciation. However, no one has touched on implementing YouTube channels in pronunciation practices, especially in the context of young learners. Thus, an investigation was carried out into the implementation of the English Singing Channel on YouTube in pronunciation practices for young learners.

Therefore, to fill such a gap, this study focused on finding out the process of implementing an English Singing Channel on YouTube for pronunciation practices. In this research, the researcher combined the teaching procedures using YouTube as the medium based on several steps, according to the framework proposed by Berk (2009). Those frameworks are chosen based on the scope of the research question and the research setting in this study. It was carried out based on the activities that occurred in the classroom.