

PERSPEKTIF SISWA TERHADAP VIDEO ZELYNAFAH PADA PEMBELAJARAN PRONUNCIATION

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Abstract

The purpose of the research is descriptive qualitative to explore and describe the perspectives of class IX students at Smp Darudda'wah Punggur Kecil on using the TikTok account @zelynafah's videos for learning pronunciation. The study included 21 students, utilizing the questionnaires and interviews as research instruments. Nine statements were provided in the questionnaire, and interviews with 10 students were conducted using five questions. The findings indicate that students have a positive perspective on using @zelynafah's TikTok videos to enhance their pronunciation skills.

Keywords: descriptive qualitative, pronunciation, questionnaire, and interview

Abstrak

Tujuan penelitian ini adalah deskriptif kualitatif untuk mengeksplorasi dan menggambarkan perspektif siswa kelas IX di SMP Darudda'wah Punggur Kecil mengenai penggunaan video akun TikTok @zelynafah untuk belajar pengucapan. Penelitian ini melibatkan 21 siswa, menggunakan kuesioner dan wawancara sebagai instrumen penelitian. Kuesioner berisi sembilan pernyataan, dan wawancara dengan 10 siswa dilakukan dengan lima pertanyaan. Temuan penelitian menunjukkan bahwa siswa memiliki perspektif yang sangat positif terhadap penggunaan video TikTok @zelynafah untuk meningkatkan keterampilan pengucapan mereka.

Kata kunci: deskriptif kualitatif, pengucapan, kuesioner, dan wawancara

1. BACKGROUND

In the 21st century, the rapid development of technology has introduced the concept of New Media, which refers to interactive digital platforms that facilitate two-way communication and various forms of computing (Nugroho, 2020). Among the different forms of new media, social media has emerged as a prominent tool that enables interactive participation and social communication (Nugroho, 2020). Social media has made it easier for people to get and share information, and it is now deeply integrated into various aspects of life, including education, health, business, politics, and more. One of the most popular social media platforms today is TikTok. TikTok has become an intriguing medium for English language learning due to several factors, including its short videos, clear and engaging presentation of learning materials, and used of text effects and emojis that enhance the learning experience. The TikTok application is influential because it makes learning enjoyable and accessible, allowing users to watch engaging videos, conduct business, and stay informed about global events. Many users have improved their pronunciation with TikTok, but some haven't because they don't use it regularly

Given the growing popularity of the TikTok account @zelynafah, which has attracted a significant following among students and English language enthusiasts, it is evident that the content provided by this account is well-suited for students in the millennial era. This matters because students spend a lot of time on their smartphones. During teaching practice, it was observed that students often struggle with pronunciation, largely due to the differences between English and their native language, challenges in reading and pronouncing vocabulary, and the monotonous nature of traditional teaching materials that rely solely on textbooks. These challenges have motivated researchers to explore the potential of using @zelynafah's TikTok videos as a resource for English pronunciation learning and to assess students' perspectives on the effectiveness of these videos as learning materials.

2. METHOD

The research approach used in this study is descriptive qualitative, as it generates descriptive data in the form of written or verbal information rather than numerical data. The goal of descriptive research is to provide accurate and detailed descriptions of facts, characteristics, and relationships within the investigated context. This approach is well-suited for this study because it focuses on describing rather than measuring data. In this study, the researcher examined students' perspectives on using @zelynafah's videos for learning pronunciation. This aligns with the aim of understanding student viewpoints through questionnaires and interviews to gather data.

3. RESULTS AND DISCUSSION

After completing the research, the writer presents the results of the questionnaires filled out by 20 students from class IX at SMPI Darudda'wah Punggur Kecil.

NO	Statement	Agree	Disagree
1.	Learning using zelynafah videos is very interesting for students	81%	19%
2.	This learning encourages students to be more active	76%	24%
3.	Students like videos that contain text and interesting features	43%	57%
4.	Students prefer to learn with animated video media	76%	24%
5.	Lessons using zelynafah videos make the atmosphere more fun	57%	43%
6.	The zelynafah videos' ways of teaching are not boring	81%	19%
7.	Students are more courageous to come forward	52%	48%
8.	Zelynafah's videos can improve their speaking skills	81%	19%
9.	Zelynafah's videos provide many new lessons about English	57%	43%

Table 1 provides insights into students' perspectives on learning using @zelynafah's videos. Q1 shows that 81% of students agree that learning with @zelynafah is interesting, while 19% disagree. This indicates a strong interest among students. In Q2, 76% of students agree that the videos make them more active in learning, while 24% disagree. Q3 reveals that 43% of students prefer videos with text and features, but 57% disagree, suggesting that most students don't favor videos with excessive text and features. Q4 shows that 76% of students prefer animated videos, while 24% do not, indicating a preference for visual learning aids.

Q5 shows that 57% of students feel that @zelynafah's videos create a more enjoyable learning atmosphere, while 43% disagree. Q6 indicates that 81% of students agree that the teaching methods in these videos are not boring, with only 19% disagreeing. In Q7, 52% of students agree that the videos make them braver in participating, while 48% disagree. Q8 shows that 81% of students find it easier to understand lessons using @zelynafah's videos, with 19% disagreeing. Lastly, Q9 reveals that 57% of students agree that they learn a lot of new English lessons, while 43% disagree.

Students enjoy learning pronunciation using the @zelynafah videos, as evidenced by 81% of students agreeing that these videos make learning more engaging and enjoyable. The appeal lies in the combination of audio, visuals, and interactive elements that make complex concepts easier to understand. Animated videos, in particular, capture students' attention and make the material more accessible. Moreover, 81% of students believe these videos improve their speaking skills, thanks to their contemporary language and relatable content. This approach not only enhances learning but also boosts students' confidence in speaking English with correct pronunciation.

4. CONCLUSION

Based on the research, @zelynafah's videos make students more interested, optimistic, and happy to learn English. These videos also help students become more creative and confident in speaking English. They are easy to use for learning, especially in English language teaching, and can be used for distance or online learning. The videos are an effective tool for improving speaking skills, particularly for class IX students at SMPI Darudda'wah Punggur Kecil. The Interviews show that students enjoy learning with @zelynafah's videos because they are interesting, easy to understand, and use modern teaching methods that fit students' needs today. In conclusion, @zelynafah's TikTok videos positively impact students' speaking skills. The author encourages class IX students of SMPI Darudda'wah Punggur Kecil to be confident in speaking English and stay optimistic about improving their skills with continued practice.

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