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## **Improving Student Pronunciation Skills Using Videos with Subtitles at SMP Al-Lathifah 2 Setu**

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### **Abstract**

This study investigates the effectiveness of using videos with subtitles to improve the pronunciation skills of ninth-grade students at SMP Al-Lathifah 2 Setu. Mastering pronunciation is a critical aspect of learning English, especially for non-native speakers. However, many students face difficulties in accurately pronouncing words due to insufficient practice and exposure. The study employed a Classroom Action Research (CAR) methodology, implemented over two cycles, to evaluate how multimedia resources, specifically videos with subtitles, can enhance pronunciation skills. The research was grounded in social learning theory, which emphasizes the role of observation and imitation in the learning process. Students engaged with videos in English, where they could simultaneously hear the correct pronunciation and view the corresponding text. The results indicated significant improvement in students' pronunciation, with increased engagement and confidence. In the pre-cycle assessment, only 35% of students met the minimum passing criteria, but after the intervention, the passing rate rose to 90%. This improvement suggests that videos with subtitles can provide an effective tool for enhancing pronunciation, as students were able to better imitate the pronunciation patterns observed in the videos. The study highlights the potential of multimedia tools in language education and recommends their integration into teaching practices to improve English pronunciation among students.

**Kata kunci: Pronunciation, Videos, Subtitles**

### **INTRODUCTION**

Mastering English pronunciation is a significant challenge for many students, particularly in non-native English-speaking countries such as Indonesia. English, recognized as a global lingua franca, plays an essential role in the educational and professional development of individuals across the world. However, despite its critical importance, many Indonesian students face difficulties in achieving proficiency in English pronunciation. This can lead to misunderstandings and inhibit effective communication, particularly in oral interactions. To address these issues, educators have explored a variety of strategies and tools designed to improve pronunciation skills. One such method, which has garnered attention in recent years, is the use of multimedia tools, particularly videos with subtitles, to aid in language learning.

Pronunciation, as defined by experts, is the manner in which a speaker



produces sounds to form words in a language. According to Susan Boyer (2002), pronunciation involves not only the correct production of sounds but also the understanding of how those sounds are structured in connected speech, including stress, rhythm, and intonation patterns. This complex skill is essential for ensuring that speech is intelligible to native speakers and for avoiding miscommunications. Yet, for many students, especially those in countries like Indonesia where English is a second language, the acquisition of these skills proves difficult. Studies have shown that Indonesian learners, in particular, face significant hurdles in mastering English pronunciation due to differences in phonetic systems between Bahasa Indonesia and English. Mispronunciations of sounds such as the English /θ/ and /ð/ are common, as these sounds do not exist in the native language, leading to persistent errors.

The lack of consistent exposure to native-like pronunciation in classroom settings compounds the challenge. Research highlights that insufficient practice opportunities and limited contact with the target language outside the classroom environment are factors that contribute to poor pronunciation skills (Hancock, 1995). In traditional English language classrooms, students often rely heavily on textbook-based exercises and rote memorization, which do not provide sufficient auditory or visual context for the correct pronunciation of words. Without regular exposure to the natural flow of speech, students are less likely to internalize the pronunciation patterns that characterize fluent speakers.

One potential solution to this problem lies in the integration of multimedia resources, such as videos with subtitles, into the language learning process. Videos with subtitles provide a unique opportunity for students to engage in simultaneous listening, reading, and visual processing. This multimodal learning environment can enhance their understanding of the correct pronunciation of words and phrases while also providing context through visual cues. Videos allow students to hear words pronounced by native speakers and see them in context, which is particularly useful for acquiring the correct intonation and stress patterns. Subtitles further enhance this experience by offering a visual representation of the spoken words, helping students link the sound they hear to the written form.

Theoretical frameworks, such as social learning theory, support the use of observational learning as a strategy for improving language skills. According to Bandura (1977), learning occurs most effectively through observing and imitating others. By watching native speakers in videos, students can mimic the pronunciation patterns they hear, thus reinforcing their learning. This form of observational learning is particularly effective in language acquisition, as it allows students to model their speech after proficient speakers, improving their pronunciation over time.

This research aims to explore the effectiveness of using videos with subtitles to enhance students' English pronunciation skills. The study was conducted with ninth-grade students at SMP Al-Lathifah 2 Setu, an Indonesian junior high school. As noted in prior classroom observations, these students struggle with English pronunciation, with many exhibiting common errors that impact their ability to communicate clearly. This research investigates how the use of subtitled videos can address these challenges and improve students' pronunciation performance. Through this study, we hope to demonstrate that incorporating videos with subtitles into the English language curriculum can provide students with an engaging, effective tool for

developing their pronunciation skills. Furthermore, the research will offer practical insights for educators seeking to integrate multimedia into their teaching methods to improve pronunciation and other language skills.

By exploring the impact of videos with subtitles on pronunciation, this research contributes to the growing body of knowledge on innovative language teaching methods and the role of multimedia in enhancing language acquisition. Additionally, it seeks to provide valuable insights into the effectiveness of this strategy in the context of Indonesian secondary education, where pronunciation continues to be a significant barrier to English fluency. The findings of this study are expected to be beneficial not only to language educators but also to researchers and policymakers seeking to improve English language teaching and learning outcomes.

## METHOD

The research was conducted using a **Classroom Action Research (CAR)** approach, aimed at improving students' pronunciation skills through the use of videos with subtitles at SMP Al-Lathifah 2 Setu. Classroom Action Research is a method focused on improving teaching practices through cyclical processes that include planning, action, observation, and reflection. This approach is highly suitable for this study as it allows for the continuous improvement of teaching methods, with immediate feedback on how they impact student learning.

The participants in this study were 40 ninth-grade students from SMP Al-Lathifah 2 Setu, who were chosen based on their difficulties with English pronunciation, as identified by their teacher. These students faced challenges in pronunciation, and the use of videos with subtitles was intended to address these issues. By applying Classroom Action Research, the study implemented two learning cycles, with each cycle involving different phases of activities, evaluations, and necessary improvements made after each cycle to achieve better results.

Several instruments were used for data collection and assessment. First, a pronunciation test was conducted to evaluate the students' ability to pronounce words and sentences correctly, assessing four essential aspects of pronunciation: sound, stress, intonation, and pitch. These aspects are crucial for ensuring clarity and intelligibility in spoken English, as explained by experts such as Harmer (2002) and Kelly (2000). Second, observation sheets were used to document data on student engagement and teacher performance during each cycle. These observation sheets were useful in evaluating the effectiveness of the teaching methods applied and identifying areas that needed improvement. Additionally, videos with subtitles served as the core of the teaching method, with videos showing English dialogues accompanied by subtitles. This multimedia tool provided students with both auditory and visual cues, allowing them to hear and see the correct pronunciation of words and learn from the broader context.

Data collection began with a pre-cycle phase to identify the students' current pronunciation skills before the intervention. This baseline data was critical for understanding the starting point of the students' abilities and for designing the initial teaching plan. After this, Cycle I was implemented, where students were exposed to videos with subtitles. The primary focus was on improving their pronunciation skills, with activities centered around listening to and repeating words and phrases from the



videos. The teacher modeled correct pronunciation, followed by student practice through repetition and shadowing techniques. Observations were conducted to monitor student engagement, and a pronunciation test was administered at the end of the cycle to measure improvements.

Based on the observations and reflections from Cycle I, Cycle II was introduced, with several improvements made to the teaching activities. These adjustments focused on enhancing student engagement, refining the learning activities, and providing more targeted support for students who struggled with pronunciation exercises. A final pronunciation test was given at the end of this cycle to assess the effectiveness of the changes and measure overall progress.

The action plan for Cycle I involved designing lesson plans, selecting appropriate videos with subtitles, and creating activities that encouraged students to focus on key aspects of pronunciation. In Cycle II, additional adjustments were made based on the feedback from the first cycle. This included selecting more varied videos with more complex dialogues and adding exercises to reinforce stress, pitch, and intonation. More structured guidance was also provided during group activities to ensure better focus and understanding.

For data analysis, the scores from the pronunciation tests were tabulated, and the class's mean score was calculated to gauge improvement. A comparison between the pre-test and post-test results helped evaluate the effectiveness of the intervention. Additionally, observation data were analyzed to identify patterns in student engagement, participation, and the effectiveness of the activities used. Feedback from these observations was used to refine the teaching methods in subsequent cycles.

One important aspect of the Classroom Action Research approach is the reflection phase, which provides an opportunity for the researcher to evaluate the outcomes of each cycle and identify areas that need further improvement. In Cycle I, although some progress was made, the number of students achieving the expected passing criteria was still below target. Therefore, **Cycle II** focused on improving student engagement and classroom management to create a more conducive learning environment, ensuring students remained focused and actively participated in the learning process.

Overall, the methodology used in this research allowed for continuous evaluation and refinement of teaching methods. Through the iterative cycles, the researcher was able to assess and improve the teaching approach to achieve optimal outcomes. This approach also contributes valuable insights into how multimedia learning tools, such as videos with subtitles, can be effectively used to address pronunciation issues among non-native English learners, providing a foundation for further research in this area.

## RESULT

### A. Pre-cycle Activities

The research begins July 9<sup>th</sup> 2024, when writer got to meet the head master, 11. Mr. Muhammad Fajri Ali, M.Pd, in this first meeting, we were asking permission to start conduct our research In SMP Al-Lathifah 2 setu, we explained the research plan, and was thankfully approved by the principal. We also get to meet the homeroom teacher of the 9<sup>th</sup> graders of SMP Al-Lathifah 2 Setu, whose students would be picked

up as the subject of the research, we consult the plan and activities of that's going to be executed in the class with her. Here we also have an early observation on the pronunciation skill of the students,

We the continue to august 5<sup>th</sup>, when we do a pre-cycle test to the subject in regards of their pronunciation skill, for early observation before the first cycle begins. The test was to assess the current state of students' pronunciation skill, this is done by having a pronunciation test using a few simple sentences. Here are the results :

#### **PRE-CYCLE STUDENT PRONUNCIATION SKILL TEST SCORES**

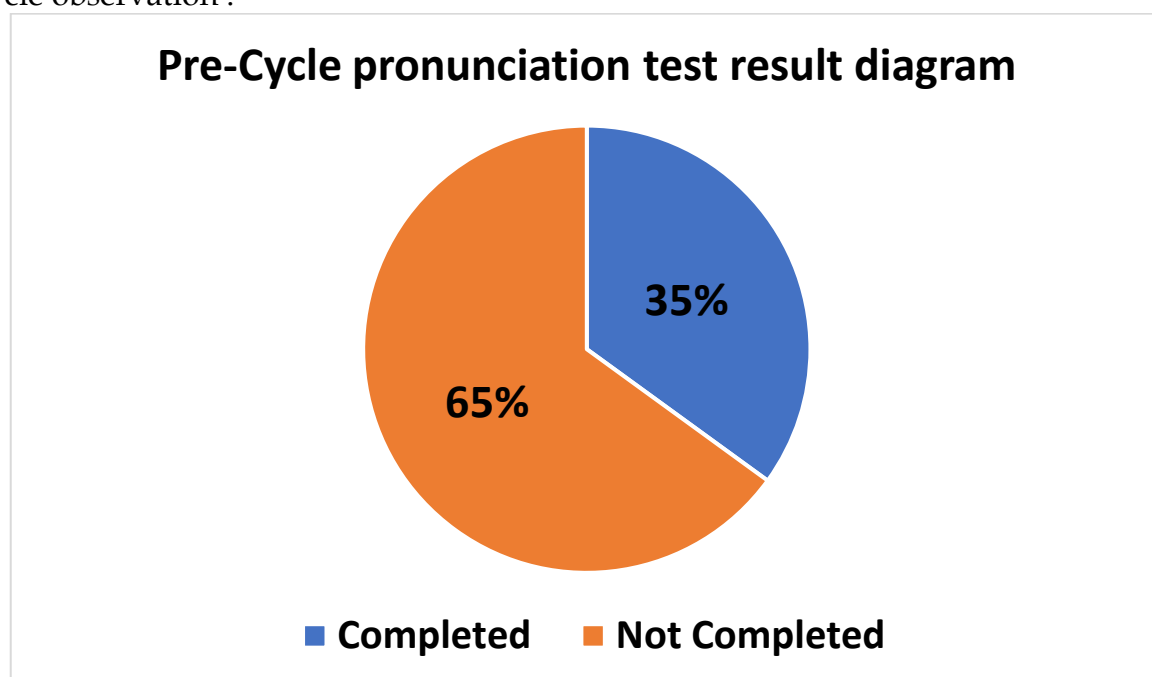
No	Name	L/P	Score	Description
1	A.T.M.	P	40	Not Completed
2	A.Z.Q.	P	50	Not Completed
3	A.I.	P	45	Not Completed
4	A.N.P.	P	45	Not Completed
5	A.A.	P	55	Not Completed
6	A.P.S.	P	55	Not Completed
7	A.N.H.	P	65	Not Completed
8	A.Z.S.	P	80	Completed
9	A.P.G.	P	70	Completed
10	A.C.E.	P	65	Not Completed
11	D.F.A.	P	60	Not Completed
12	D.A.P.	P	70	Completed
13	D.I.M.	P	65	Not Completed
14	D.M.F.	P	65	Not Completed
15	E.A.G.	P	45	Not Completed
16	F.N.A.	P	65	Not Completed
17	F.N.A.	P	65	Not Completed
18	F.A.	P	70	Completed
19	H.T.F.	P	75	Completed
20	H.A.M.	P	75	Completed
21	I.K.P.	P	60	Not Completed
22	K.A.S.	P	80	Completed
23	K.P.Z.	P	70	Completed
24	M.D.	P	65	Not Completed
25	M.D.N.	P	70	Completed
26	N.S.H.	P	65	Not Completed
27	N.K.	P	80	Completed
28	N.S.	P	70	Completed
29	N.F.M.	P	75	Completed
30	N.N.A.	P	40	Not Completed
31	N.A.M.M.	P	80	Completed
32	N.D.E.	P	75	Completed
33	N.K.	P	65	Not Completed
34	R.O.	P	65	Not Completed
35	R.M.R.	P	60	Not Completed





36	S.	P	60	Not Completed
37	S.H.A.	P	65	Not Completed
38	S.Q.	P	65	Not Completed
39	V.S.	P	60	Not Completed
40	V.A.R.	P	60	Not Completed
Highest score				80
Lowest score				40
Total score				2555
Class average score				63.88
Number of students completed				14
Number of students not yet completed				26
percentage completed				35%
percentage not completed				65%

We could then put these scores in a chart, to make it easier to digest the pre-cycle observation :



As we can see in the chart above, a mere 14 out of 40 students passed the test, indicating a 35% passing rate, as the other 65% populated by the 26 students who have failed the test. Thus we can conclude that this class has yet to reach the 70% completeness from their pronunciation skill assessment.

We can see that the students' pronunciation skills in SMP Al-Lathifah 2 Setu are still way below the standard, during classroom activity students struggle to pronounce the words that they were given, most of them can't even recognize how to read those words. Some students even show fear, of getting called to read the words, they are afraid of saying the wrong pronunciation for the words, this is due to the lack of exposure to the words, be it in the form of written or audio.

Videos with subtitles is then chosen to be a new media in the learning process, in the hope of getting the study to be more interesting and engaging for the students, it not only provides a text representation in the subtitle, and audio in the

sound, but also the additional visual in the video it self.

## Description of Cycle I Research

### a. Planning

In Cycle I, the researcher collaborated with the teacher to design a lesson plan focusing on improving pronunciation using videos with subtitles. Key actions included:

- Selecting short videos with clear English pronunciation.
- Preparing observation sheets for student activities.
- Designing activities such as listening, repetition, and group practice.

### b. Implementation of Actions

Cycle I was implemented over two meetings. Each meeting consisted of three parts: Introduction, Core Activities, and Closing.

#### First Meeting of Cycle I

- **Date:** Monday, August 5<sup>th</sup>, 2024.
- **Duration:** 40 minutes.
- **Location:** Class IX, SMP Al Lathifah 2 Setu.

### Steps Taken:

#### 1. Introduction (5 minutes):

- The teacher began the session with greetings, asked about students' well-being, and invited them to pray together.
- Attendance was checked, and students were motivated to engage actively.
- Ice-breaking activities were conducted to energize the class, followed by an explanation of the lesson objectives and theme: "Improving Pronunciation through Videos with Subtitles."

#### 2. Core Activities (30 minutes):

- The teacher introduced a short video titled "*French Fries*".
- Students were instructed to watch the video with subtitles displayed.
- After the first viewing, the teacher paused the video at key sentences and asked students to repeat the sentences, focusing on intonation, pitch, and stress.
- Students practiced shadowing techniques, where they repeated sentences immediately after hearing them.
- In groups, students worked on mimicking dialogues from the video.

#### 3. Closing (5 minutes):

- The teacher invited students to summarize what they learned, emphasizing pitch and intonation.
- Students shared their feelings about the lesson, and the teacher gave feedback and reinforced key points.
- The session ended with a prayer and a farewell.

#### Second Meeting of Cycle I

- **Date:** Tuesday August 6<sup>th</sup> 2024.
- **Duration:** 40 minutes.
- **Location:** Class IX SMP Al-Lathifah 2 Setu



**Steps Taken :****1. Introduction (5 minutes) :**

- The teacher opened the session with greetings, asked about students' well-being, and led a group prayer.
- Attendance was checked, and students were motivated to prepare for the learning process.
- An ice-breaking activity was conducted to energize the students, followed by an explanation of the lesson theme and objectives: "Understanding Cause and Effect Sentences."

**2. Core Activities (30 minutes) :**

- The teacher introduced the material on cause-and-effect relationships.
- Questions were asked to review the topic, and students were encouraged to seek clarification on any unclear points.
- A video titled "Pringles" containing examples of cause-and-effect sentences, was shown using a projector.
- Students were asked to observe the movie attentively.
- After watching, students were invited to take turns retelling the movie in front of the class and demonstrating the cause-and-effect sentences they identified.

**3. Closing (5 minutes):**

- The teacher guided students in summarizing the material covered during the session and reinforced key points.
- Students shared their thoughts about the lesson, and the teacher provided feedback.
- The session concluded with a group prayer, farewells, and an orderly dismissal.

**Observation of Cycle I Action****a) Observation of Cycle I Action**

Observation was conducted alongside the implementation of the action, focusing on the learning process using videos with subtitles as media. The researcher acted as the educator, while the class teacher accompanied as the observer. This observation aimed to collect data on the researcher's teaching activities, evaluate the alignment of the learning process with the pre-prepared lesson plans, monitor students' behavior during the learning process, and measure how effectively the implemented learning strategy improved students' pronunciation skills. The observations of the teacher's activities during the implementation of classroom actions were documented by the class teacher/observer in detail, as follows.

**Observation Results of Teacher Activity in Cycle I**

No	Cycle 1	Ideal value	Value obtained	Teacher activity
1	Meeting I	12	8	67%
2	Meeting II	12	12	100%

Based on the results of teacher activity observations, it was found that the teacher conducted the research effectively across all observation indicators. The



learning process began with an opening that included a prayer, an explanation of the learning objectives, and the delivery of material. The teacher effectively utilized videos with subtitles as the learning media and concluded the session with a summary, evaluation, and greetings. The implementation followed the lesson plan that had been prepared beforehand.

The results of observations of student activity during the learning process are as follows:

**table 4. 1 Observation Results Of Student Activities In Cycle I**

No	Cycle 1	Ideal value	Value obtained	Student activity
1	Meeting I	10	4	40%
2	Meeting II	10	8	80%

Based on the observations of student activity during the first meeting of Cycle I, it was found that student engagement in the learning process was 40%. This indicates that the learning process in the first meeting was not very effective. Many students were distracted, chatting with their classmates instead of paying attention to the material being presented. Students were not actively asking questions and struggled to focus on the video. As a result, when asked to summarize the video, they appeared shy, hesitant, and had difficulty expressing it in their own words. They also had trouble identifying examples of invitation sentences from the video.

In the second meeting, the teacher made improvements to make the learning process more engaging and effective. This is reflected in the observation results, where student engagement increased to 80%.

#### **b. Pronunciation Skills Test Results in Cycle I**

After completing the learning activities in Cycle I, the researcher conducted a pronunciation performance test to evaluate students' pronunciation skills. The test required students to pronounce a few key words from the video they had watched, focusing on accurate pronunciation, intonation, and stress. The results of the students' pronunciation abilities in class IX SMP Al Lathifah 2 Setu, using subtitled movie media in Cycle I, are as follows:

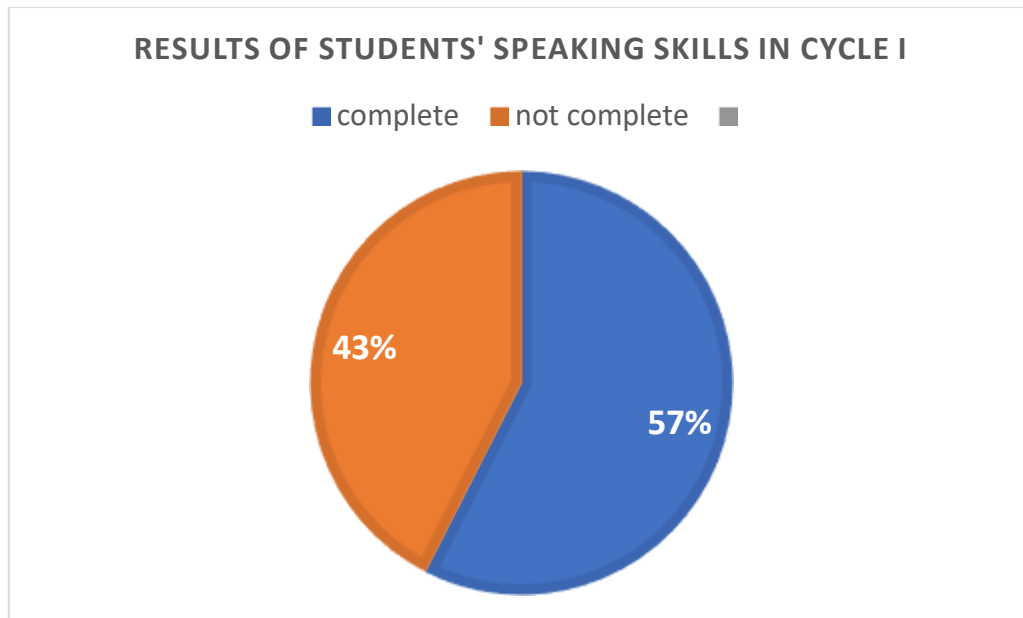
**Results of Students' Speaking Skills in Cycle I**

No	Name	L/P	Score	Description
1	A.T.M.	P	70	Completed
2	A.Z.Q.	P	65	Not Completed
3	A.I.	P	75	Completed
4	A.N.P.	P	45	Not Completed
5	A.A.	P	55	Not Completed
6	A.P.S.	P	55	Not Completed
7	A.N.H.	P	70	Completed
8	A.Z.S.	P	80	Completed
9	A.P.G.	P	70	Completed
10	A.C.E.	P	70	Completed
11	D.F.A.	P	65	Not Completed
12	D.A.P.	P	70	Completed
13	D.I.M.	P	70	Completed



14	D.M.F.	P	70	Completed
15	E.A.G.	P	55	Not Completed
16	F.N.A.	P	70	Completed
17	F.N.A.	P	70	Completed
18	F.A.	P	75	Completed
19	H.T.F.	P	80	Completed
20	H.A.M.	P	75	Completed
21	I.K.P.	P	70	Completed
22	K.A.S.	P	80	Completed
23	K.P.Z.	P	75	Completed
24	M.D.	P	65	Not Completed
25	M.D.N.	P	70	Completed
26	N.S.H.	P	65	Not Completed
27	N.K.	P	80	Completed
28	N.S.	P	70	Completed
29	N.F.M.	P	75	Completed
30	N.N.A.	P	40	Not Completed
31	N.A.M.M.	P	80	Completed
32	N.D.E.	P	75	Completed
33	N.K.	P	65	Not Completed
34	R.O.	P	65	Not Completed
35	R.M.R.	P	60	Not Completed
36	S.	P	60	Not Completed
37	S.H.A.	P	65	Not Completed
38	S.Q.	P	65	Not Completed
39	V.S.	P	60	Not Completed
40	V.A.R.	P	60	Not Completed
Highest score				80
Lowest score				40
Total score				2700
Class average score				67.5
Number of students completed				23
Number of students not yet completed				17
percentage completed				58%
percentage not completed				43%

The results of students' pronunciation skills in English class IX of SMP Al-Lathifah 2 Setu in cycle I, if in the form of a bar chart can be seen in the following figure:



The results of the speaking test in Cycle I show an improvement in both the class average score and the number of students achieving completeness. A total of 57% of students (23 students) scored 70 or higher, while 43% (17 students) did not meet the threshold. The class average score was 67.50. These findings indicate an increase in the number of students who achieved the completeness criterion and a rise in the overall class average compared to the pre-action results.

#### **c. Cycle I Action Reflection**

The reflection activities in this cycle aim to identify the strengths and weaknesses of the teaching actions in Cycle I and to plan improvements for Cycle II. The main points for reflection from the implementation of Cycle I are as follows:

1) Student Achievement : The results of Cycle I show an improvement in both the class average score and the percentage of students achieving completeness compared to the pre-action results. The class average score was 67.50, and 57% of students (23 students) achieved a score of 70 or above. However, this is still below the predetermined success criteria of 70% completeness. As a result, a follow-up cycle is necessary to achieve the target of at least 70% of students reaching the completeness standard.

2) Teacher Performance : Based on observations of teacher activities in Cycle I, it was found that the teacher needs to improve classroom management, as some students were distracted and did not pay attention while the movie was being shown. The teacher should work on creating a more conducive classroom environment so that students can remain focused and engaged with the material and the movie, ensuring a smoother learning experience.

3) Student Engagement : Observations also revealed that students were not fully engaged in the learning process during Cycle I. Many students were talking or joking with their classmates, which affected their focus on the material and the films. Furthermore, students were hesitant to ask questions and reluctant to participate in discussions. To improve student engagement in the next cycle, the teacher should be firmer in managing the class and encourage greater participation throughout the learning process.

## Description of Cycle II Research

### c. Cycle II Action Planning

The planning stage for Cycle II involved several key actions. The researcher and teacher coordinated to determine the schedule for the class action research implementation. They also prepared all necessary learning materials, including lesson plans, speaking skills assessment sheets, teacher activity observation sheets, student activity observation sheets, and animated videos to be used as learning media.

### d. Implementation of Cycle II Action

Cycle II actions were implemented across two meetings. During the learning process, the researcher, acting as the teacher, was observed by the class teacher, and the results were recorded on the teacher activity observation sheet. At the end of the cycle, a speaking test was administered to assess students' speaking skills. The steps in the implementation of the classroom actions are as follows:

#### First Meeting of Cycle II

- **Date** : Monday, August 26<sup>th</sup> , 2024.
- **Duration** : 40 minutes (5 minutes for introduction, 30 minutes for core activities, and 5 minutes for closing).
- **Location** : Class IX SMP Al-Lathifah 2 Setu

#### Steps Taken :

##### 2. Introduction (5 minutes) :

- Opened with greetings, a brief well-being check, and a group prayer.
- Checked attendance and motivated students to participate actively.
- Conducted an ice-breaker activity to energize the class.
- Introduced the theme and learning objectives.

##### 3. Core Activities (30 minutes) :

- Delivered the material on command sentences.
- Played the movie "How It's Made: Ice Cream", which contained examples of cause-and-effect relationships.
- Guided students to identify command sentences from the movie and explained their meanings.
- Invited students to demonstrate the command sentences and provided practical examples of their usage.

##### 4. Closing (5 minutes) :

- Summarized the lesson and reinforced key concepts.
- Asked students to share reflections on their learning experience.
- Reminded students of the objectives for the next lesson.
- Ended with a prayer, farewell, and orderly dismissal.

#### Second Meeting of Cycle II

- **Date** : Tuesday August 27<sup>th</sup>, 2024.
- **Duration** : 35 minutes (5 minutes for introduction, 25 minutes for core activities, and 5 minutes for closing).
- **Location** : Class IX SMP Al-Lathifah 2 Setu

#### Steps Taken:

1. Introduction (5 minutes):
  - Started with greetings, a well-being check, and a group prayer.
  - Checked attendance and motivated students to focus on the lesson.
  - Conducted an ice-breaker activity and introduced the theme and objectives of the lesson.
2. Core Activities (25 minutes) :
  - Reviewed the material on cause-and-effect sentences by asking questions and addressing unclear points.
  - Played the video “Ho its made : orange juice”, which also included examples of cause-and-effect relationships.
  - Asked students to summarize the video briefly in their own words, focusing on understanding and clarity.
3. Closing (5 minutes) :
  - Led students in summarizing what they had learned during the session.
  - Provided reinforcement of key points and shared feedback on their performance.
  - Reminded students to review the material and prepared them for the next lesson.
  - Concluded with a prayer, farewell, and ensured an orderly dismissal.

### c. Observation of Cycle II Action

#### a. Observation of Cycle II Action

Observations were conducted simultaneously with the implementation of the learning process, utilizing film media. The researcher, acting as the educator, was accompanied by the class teacher, who served as an observer. The purpose of the observation was to collect data on:

- The researcher's teaching performance.
- The alignment of the learning process with the prepared lesson plans.
- Student behavior and engagement during the learning activities.
- The extent to which the learning activities improved students' speaking skills.

The following are the results of the teacher activity observations recorded by the class teacher/observer:

**table 4. 2 Observation Results of Teacher Activity in Cycle II**

No	Cycle 1	Ideal value	Value obtained	Teacher activity
1	Meeting I	12	12	100%
2	Meeting II	12	12	100%

Based on the observations of teacher activity in Cycle II, all aspects of the planned actions were executed effectively. The teacher demonstrated exemplary performance in all stages of the lesson, including:

- Starting with a prayer and delivering clear learning objectives.
- Presenting engaging and well-structured material.
- Incorporating film media seamlessly into the learning process.
- Concluding with effective summaries, evaluations, and farewells.

The learning process adhered closely to the lesson plan and was conducted



more optimally than in Cycle I. The overall teacher activity observation score for Cycle II reached 100%.

The following table summarizes the observations of student activity during Cycle II:

**table 4. 3 Observation Results of Student Activity in Cycle II**

No	Cycle 1	Ideal value	Value obtained	Student activity
1	Meeting I	12	12	100%
2	Meeting II	12	12	100%

From the observations of student activity during Cycle II, it is evident that all planned aspects were implemented successfully. Student engagement in both meetings reached 100%. These results indicate that students were fully active and engaged in the learning process, demonstrating significant improvements in their participation and focus.

In conclusion, both teacher and student activities during Cycle II were conducted with maximum effectiveness, ensuring that the learning objectives were achieved optimally.

#### **b. Test Results of Speaking Skills in Cycle II**

At the end of the learning process in Cycle II, the researcher conducted a pronunciation test to evaluate students' pronunciation skills. The test required students to pronounce a few key words from the Video they had watched during the lesson, focusing on accurate pronunciation, intonation, and stress.

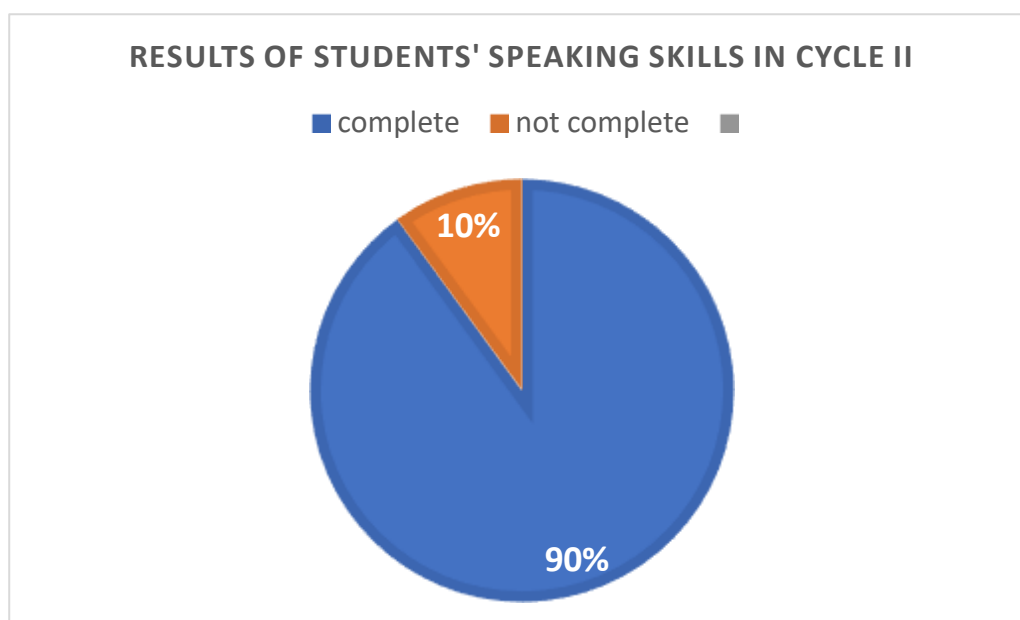
The following are the results of the speaking skills test conducted in Cycle II:

No	Name	L/P	Score	Description
1	A.T.M.	P	80	Completed
2	A.Z.Q.	P	70	Completed
3	A.I.	P	80	Completed
4	A.N.P.	P	70	Completed
5	A.A.	P	60	Not Completed
6	A.P.S.	P	60	Not Completed
7	A.N.H.	P	80	Completed
8	A.Z.S.	P	80	Completed
9	A.P.G.	P	75	Completed
10	A.C.E.	P	80	Completed
11	D.F.A.	P	70	Completed
12	D.A.P.	P	75	Completed
13	D.I.M.	P	80	Completed
14	D.M.F.	P	80	Completed
15	E.A.G.	P	60	Not Completed
16	F.N.A.	P	70	Completed
17	F.N.A.	P	70	Completed
18	F.A.	P	75	Completed
19	H.T.F.	P	90	Completed
20	H.A.M.	P	75	Completed



21	I.K.P.	P	70	Completed
22	K.A.S.	P	85	Completed
23	K.P.Z.	P	75	Completed
24	M.D.	P	70	Completed
25	M.D.N.	P	75	Completed
26	N.S.H.	P	75	Completed
27	N.K.	P	80	Completed
28	N.S.	P	70	Completed
29	N.F.M.	P	75	Completed
30	N.N.A.	P	70	Completed
31	N.A.M.M.	P	80	Completed
32	N.D.E.	P	75	Completed
33	N.K.	P	75	Completed
34	R.O.	P	70	Completed
35	R.M.R.	P	70	Completed
36	S.	P	75	Completed
37	S.H.A.	P	70	Completed
38	S.Q.	P	70	Completed
39	V.S.	P	60	Not Completed
40	V.A.R.	P	80	Completed
Highest score				90
Lowest score				60
Total score				2950
Class average score				73.75
Number of students completed				36
Number of students not yet completed				4
percentage completed				90.00%
percentage not completed				10.00%

To make the table easier to digest, we can now see the diagram for it as shown



below :

Based on the results of the pronunciation test in Cycle II, there was a notable improvement in the class average score and the number of students achieving the minimum completeness criteria ( $\geq 70$ ). The percentage of students meeting the criteria reached 90%, equivalent to 36 students, while 10% (4 students) did not meet the criteria. The class average score increased to 73.75. These findings indicate a significant enhancement in students' pronunciation skills, with the class average score showing substantial growth compared to Cycle I.

c) Cycle II Action Reflection

Reflection activities are conducted to evaluate the strengths and weaknesses of the learning process in Cycle II. In this cycle, improvements were made based on the deficiencies identified in Cycle I, leading to a more effective learning experience. Key reflections from the implementation of Cycle II are as follows:

1) In Cycle II, the class average score and the percentage of students meeting the speaking skills completeness criteria showed significant improvement compared to the results in Cycle I. The class average score increased from 67.50 to 72.25, and the percentage of students achieving completeness in speaking skills reached 87%, surpassing the success standard of 70% set by the researcher.

2) Based on observations of the teacher's activities in Cycle II, it is clear that improvements were made. The teacher became more assertive in managing the class, creating a more conducive environment where students were focused and attentive to the material and films being shown.

3) According to the results of student activity observations in Cycle II, students demonstrated greater involvement in question-and-answer sessions and were more attentive during the lesson. As a result, most students gained confidence in pronouncing the words from the video and actively participated in the learning process.

## **Discussion of the Research**

This Classroom Action Research (CAR) was conducted during the 2023/2024 academic year with students from class IX SMP Al-Lathifah 2 Setu. The study was carried out over two cycles, each consisting of four stages: planning, acting, observing, and reflecting. Cycle II was designed to build upon Cycle I and improve learning outcomes. Additionally, a brief pronunciation test on a few key words in the video shown was administered to assess students' pronunciation skills and determine their average score.

The results focus on the improvement of students' pronunciation skills. During the pre-action phase, baseline data was gathered to evaluate the students' speaking abilities before the research began. The pre-action results revealed that students' speaking skills were relatively low, with an average class score of 63.88, and only 14 out of 40 students (35%) meeting the completion criteria.

Following the use of videos with subtitles media in the lessons, there was noticeable progress in students' speaking skills. In Cycle I, the average speaking score was 67.50, with a completion rate of 58%. However, in Cycle II, the average

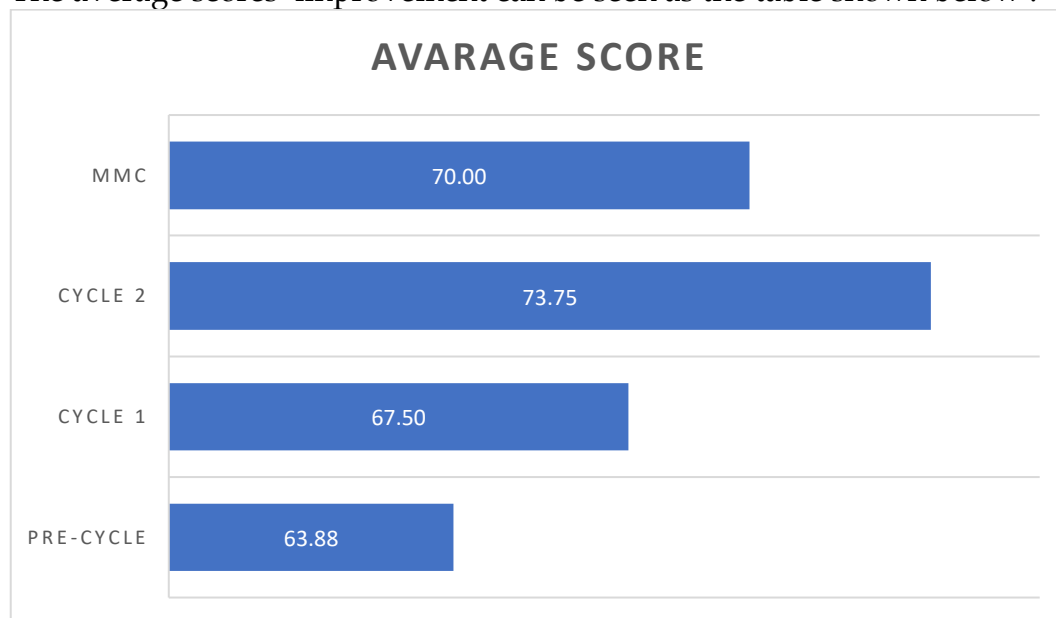
score increased to 73.75, with 90% of students meeting the completion criteria.

In Cycle I, the researcher took on the role of the teacher and implemented the lesson plan incorporating film media. Although the use of films engaged students initially, the overall results were not satisfactory. The learning environment remained challenging, with many students distracted and talking, which led to a lack of focus on the video content.

Following the use of videos with subtitles media, a pronunciation performance test was conducted to assess students' pronunciation abilities. When asked to repeat the words in front of the class, many students showed signs of insecurity, had unclear sound, wrong pitch and intonation. These observations led to reflections on Cycle I, which resulted in improvements for Cycle II to enhance the learning process.

By Cycle II, improvements were evident. The classroom environment became more conducive to learning, and students demonstrated increased confidence when repeating the words given. Their sound became better, and their intonation, word stress had improved. These signs of improvement indicate that students' pronunciation skills had advanced.

The average scores' improvement can be seen as the table shown below :



The use of videos with subtitles played a significant role in making the learning process more engaging and active, which helped improve students' pronunciation abilities. The subtitled videos not only captured students' attention but also facilitated a better understanding of the sound, and pronunciation, allowing students to repeat the words with more accuracy and clarity.

The success of this research is attributed to the effective implementation of the learning process, which met all planned teacher activity indicators. Additionally, high student engagement and active participation during the lessons were key to the success. The improvement in students' pronunciation skills and their increased involvement in the learning process demonstrate the positive impact of videos with subtitles in enhancing students' pronunciation abilities.

## CONCLUSSION

After completing all the cycles in this research and analyzing the data presented, it can be concluded that the method of improving students' pronunciation using videos with subtitles in the 9th-grade class at SMP Al-Lathifah 2 Setu has proven to be effective. This conclusion is supported by several pieces of concrete evidence. Firstly, the pre-cycle test results showed an average score of 63.88, with only 35% of the 40 students meeting the minimum passing criteria. This indicates that before the intervention, the students struggled significantly with pronunciation. However, after implementing videos with subtitles as a learning medium, there was a noticeable improvement in the students' performance. In the first cycle, only 35% of the students, or 14 out of 40, passed the test. In contrast, by the second cycle, 58% of the students, or 23 out of 40, passed. This improvement demonstrates how the use of videos with subtitles significantly boosted student engagement and motivation. The multimedia approach, which allowed students to both hear and read the words, facilitated better pronunciation practice. Additionally, the context provided by the videos helped students connect the pronunciation to real-life situations, further enhancing their learning experience.

In terms of suggestions, there are a few recommendations based on the findings of this research. To the teachers, in this era of online media, it is highly beneficial to incorporate content from various digital platforms into the learning process. For subjects like speaking and listening, students tend to grasp the material more effectively when they are provided with direct examples through such media. The use of online resources can make learning more interactive and relevant to students' lives. To the students, it is encouraged that they take a more active role in their studies. With easy access to various media, students have the opportunity to expand their learning beyond the materials provided by the teacher. Additionally, students can explore topics of personal interest, which can help foster a deeper connection to the subject matter. Lastly, for the researcher, this study has demonstrated that videos with subtitles are indeed an effective tool for improving students' pronunciation. It is hoped that these findings will be valuable for both teachers and students, contributing to more efficient learning processes and ultimately benefiting the future of the next generation.

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