THE USE OF CAMTASIA VIDEO EDITOR TO IMPROVE THE STUDENTS' PRONUNCIATION SKILL AT ENGLISH STUDY PROGRAM IAIN METRO LAMPUNG

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Abstract: This research was aimed to know whether Camtasia could improve the students' pronunciation skill at the first semester English Education Study Program IAIN Metro Lampung in the Academic Year of 2018/2019. This research was carried out on the subject of English Phonology. The design of this research was a classroom action research. It was conducted in two cycles. The data collection method in this research was observation, test, documentation, and field note. the cycle I the average score of pre-test cycle I was 60.3 and the average of post-test in cycle I was 64.5. In the post-test in cycle II the average score was 75.8. There are some progresses after being given treatment through video produce by camtasia. The students are very interested in following and doing the assignment given by the researcher. From the result of the discussion above, it can be concluded that the use of Camtasia could improve the students' pronunciation skill at the first semester English Education Study Program IAIN Metro Lampung in the Academic Year of 2018/2019.

Keywords*: Pronunciation, Camtasia, Video, Editor*

INTRODUCTION

Language is a means to convey ideas, opinion, and feeling among people by oral or written ways. One of the languages which are often used as a means of communication is English. It becomes the dominant language around the world. Moreover, English has four basic skills indeed listening, speaking, reading, and writing. In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills of speaking is pronunciation. Pronunciation is a key element of the learning of oral skills in a second language.

Pronunciation places an essential part in speaking since it affects the students to be brave to speak. Students who cannot pronounce well cannot express what they intend to and may

lose their confidence too. In addition, the pronunciation system of English words is unique.

Pronunciation is definitely the biggest thing that people notice when the students are speaking English. It plays important role in communication. Due to its importance, pronunciation has been the focus of teaching and learning process. Also, it is one of the teachers' primary concerns because mispronunciation may lead to misunderstanding.(Octaviana, 2019)

In addition, pronunciation is important to be mastered by the students in learning English. Pronunciation mastery can help the students have good speaking performance. Without having good pronunciation, it is hard for the listeners to understand the meaning or the words pronounced by the speakers. Wrong pronunciation will cause misunderstanding in the process of communication.

However, many students have problem in learning pronunciation. There are problems in pronunciation which comes from the inside and outside of learners. The pronunciation problems that come from the inside of

learners are having less motivation to learn pronunciation, being nervous in trying to pronounce the words well, and having limited prior knowledge related on the pronunciation such as vowels, consonant, intonation, stress and others.

Furthermore, the pronunciation problem which comes from the outside of learners is incondusive environment which influence the learners to practice in pronunciation, limited learning media to be used to support pronunciation. Moreover, it is also hard for learner to have good pronunciation if they are not instructed by using appropriate teaching media.

In order to overcome the problem above, it is important to use teaching media that is effective to improve student's pronunciation. Because of the reasons above, the researcher used *Camtasia* software to produce good Video as a Media of teaching pronunciation. It would help the teacher convey the material and make students easier mastering pronunciation.

Camtasia Studio is a video studio that contains several conversion editing, recording and capturing tools for professional design of videos,

demos and presentations. With an enhanced interface, it is hoped that new users will learn more easily.(Wirasasmita & Putra, 2015). In this study researchers used the *Camtasia* Studio version 8 application.The objective of the study is to know whether *Camtasia* could improve the students' pronunciation skill at the first semester English Education Study Program IAIN Metro Lampung in the Academic Year of 2018/2019.

REVIEW OF RELATED LITERATURE

Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native like pronunciation.

Boyer argued that pronunciation is a basic part of speaking (oral communication). It involves the right sounds of particular language, as well as how the sounds are put together in the flow of speech. (Boyer, 2001). It means that pronunciation is the crucial part in oral communication that engages the correct sound in pronouncing word.

Morover, Harmer said that pronunciation is aware of different sounds and sounds features. Concentrating on sounds, showing where they are made in mouth, making students aware of where words should be stressed all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligence.(Harmer, 2005)

Kelly (2000) suggests that pronunciation is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.

From the definitions above, it can be concluded that pronunciation mastery is the particular way of speaking a word or phrase which is accepted or generally understood.

According to (Christianti, 2017) Consonants is the sound in which the breath is partially obstructed by the teeth, lips, or tongue. There are

21 consonant letter in English alphabets

and 24 consonant symbol on the British English. Consonants are normally produced in company with vowels sound. The table below shows the classification of consonants

Table 1. The Classification of Consonants

Place/Manners	Bilabial	Labio-dental	Dental	Alveolar	Palate-alveolar	Palatal	Velar	Glottal
Plosive	p, b			t, d			k, g	
Fricative		f, v	Θ, ð	s, z	ʒ, ʃ			H
Affricative					dʒ, tʃ			
Nasal	m			n			ŋ	
Liquid				r, l				

Vowels are sounds that are said without stopping the flow of air from our lungs. (Christianti, 2017). Vowel sounds are classified according to:

a. The position of the tongue in the mouth.
b. The openness of the mouth.
c. The shapes of the lips.
d. The length of the vowels.

Table 2. The Classification of Vowels

No.	Short vowels	The position of the tongue in the mouth	The openness of the mouth	The shape of the lips
1.	/ə/	Central	Half-close to half-open	Rounded
2.	/ɪ/	Front	Half-close	Unrounded
3.	/ʌ/	Central	Half-open to open	Rounded
4.	/e/	Front	Half-close to half open	Unrounded
5.	/ɒ/	Back	Open	Rounded
6.	/ʊ/	Back	Half-close	Rounded
7.	/æ/	Front	Half-open to open	Unrounded

Camtasia Video Editor

Video tutorials have the potential to be an effective approach to delivering all forms of content, from simple instructions to more complex explanations. *Camtasia* is a TechSmith product which allows such possibilities. Video tutorials created with *Camtasia* differ from the general video structure in the sense that there are no actors or costumes. Rather, the software assists in creating demonstration videos by recording computer screen activities. For example, we could video record this screen as we type this text. *Camtasia* is user friendly however, some video editing skills are necessary. After recording a screen activity, *Camtasia* stores the

production on its editing working environment. During the editing stage it is possible to add narration or music, photos or other movie elements. Finally the finished video tutorial is saved either on a CD or DVD and can also be uploaded on a website for online access.(Gromik, 2007.)

According to Adams (2015) *camtasia* has used in education, training, and markrting because this software make it simple and quick to capture computer screen activity, web cam video, and audio in order to produce and edit videos. during editing, other multimedia files in dozen of different formats can get integrated into the videos seamlessly, while the basic software has rmained firly simple and intuitive to use, it has many features that make it a full servuce video capture and production tool. camtasia can turn almost anybody into a video producer.

The use of *Camtasia* can be faster and cheaper than when attempting to use traditional video recording and editing methods. This type of technology is perfect for students who have missed a classroom session, or had difficulty in following a specific classroom presentation, as the videos can be replayed over and over again.(Kuzma & Williams, 2014)

METHODOLOGY OF THE STUDY

The research method used in this study is classroom action research (CAR). According to Singh (2006), action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution. Meanwhile, Creswell, (2012) states that action research provides the opportunity for educators or teachers to reflect their own practices. From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom. In addition, Ary, *et.al,* asserts that action research is practical tools to solve the problem experienced by people in their professional lives.(Ary, Jacobs, Razavieh, & Sorensen, 2009)

From several theories or explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching

and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Classroom action research (CAR) has various models but in this research the researcher will use Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Burns (1999) action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiralsystem. Those phases can be seen on the following figure:
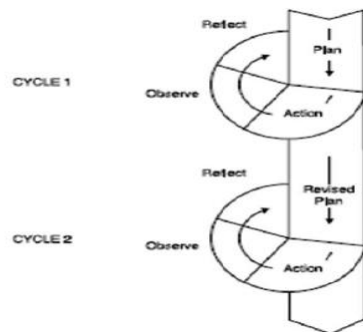
four techniques which used by the researcher to collect the data such as observation, documentation, test and field note.

RESEARCH FINDING AND DISCUSSION
Research Finding

This research concerned four steps in every cycle; they were planning, action, observation, and reflection. These were research finding cycle 1 and cycle 2 by every step inside. This research was classroom action research (CAR). It was carried out at the Fisrt Semester Students of English Department IAIN Metro in the Academic Year 2018/2019. The following is the brief description of the cycles I and II:

a. Cycle I

1. Planning

The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in cycle 1, prepared the media that used, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how

far the material that have been taught can be accepted by the students.

2. Action

The action in the cycle 1 consists of three meeting. The first meeting was used to pre-test. The second meeting was used to the treatment, and the third meeting as the last meeting in the cycle 1 to post-test 1. The researcher explained about pronunciation skill and gave the students a text of the material. The researcher reads the text with the right pronunciation. Then the researcher asked the students to follow read the words together. After that the researcher asked the students to practice the correct pronunciation in front of the class. Then the researcher and the collaborator gave the score to the students. Some students did not give well attention.

3. Observation

At this stage the researcher made a note of lecturer activities and collected by the collaborator. From the observation in cycle 1 in the beginning of learning before the researcher used video made by camtasia editor, the lecturer was prepare well the lesson but there were most of students still seemed confused in the class, most of the students are not active in learning process and they still did not respect to the lecturer explanation.

4. Reflection

Based on the result of the first meeting, the researcher analyzes the difficult in reading learning process. In the second meeting, the students got many difficulties to pronounce the word correctly and the researcher did not use the video. In this meeting there are many students felt bored in the class because the teaching learning is not interested.

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 80 and the lowest score was 50. The average at the pre-test was 60, 3. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 85 and the lowest score was 50. The average score of post-test 1 was 64, 5.

b. Cycle II

1. Planning

Based on the observing and reflecting in cycle 1, it showed failure. So, the researcher and collaborator try to evaluate it and arrange the planning for cycle 2. In this meeting the researcher and collaborator would gave the video more interested than before.

2. Action

The action in the cycle 2 consists of two meeting, one meeting for the treatment, and one meeting for the post-test. The researcher gave video made byn camtasia video editor. The material is more interesting in teaching and learning process. While, teaching and learning process using video and reading dialogue more interested in the class to be more enthusiastic, interest, and the students gave full attention to the researcher explanation, so, it can made the students interest in learning process.
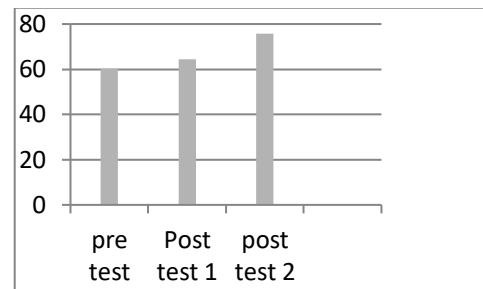
3. Observation

From the observation on cycle 2, most of the students were interested to follow the lesson, most of the students could practice well and correctly, and most of the students were active during teaching learning process.

4. Reflection

Evaluation was given in cycle 2 was post-test 2 that given at

the end of learning. The result of test, the highest score was 90 and the lowest score was 60. The average score of post-test 2 is 75, 8.

DISCUSSION

From the table below, in post-test 1 in cycle 1 and post-test 2 in cycle 2 has improved the students' pronunciation skills. Their average score increases from 64, 5 up to 75, 8. From the table we know that in post-test 2 there are 5 students who got the score below the target or under the target minimum criteria, and 27 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test 2, it can be seen that the target of teaching based on MSC has been achieved and also mean that use *Camtasia* can improve the students' pronunciation skills.

	Test		
	Pre-action (pre-test)	Cycle 1 (post-test 1)	Cycle 2 (post-test 2)
Total	1930	2065	2425
Average	60,3	64, 5	75,8

Based on the table above, it can be describe in the graph 1 as follow:

Graph 1 The Average Score of the Test

Based on the table and graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 60, 3 to 64, 5. There is improving about 4, 2 point. Then from the cycle 2 have progress average score from 64, 5 to 75, 8, there is improving about 11, 3 point.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the analysis above, it can be seen that in the cycle I the average score of pre-test cycle I was 60, 3 and the average of post-test in cycle I was 64, 5. In the post-test in cycle II the average score was 75, 8. There are some progresses after being given treatment through video produce by camtasia. The students are very interested in following and doing the assignment given by the researcher. The conclusion is that the use of

camtasia as media can improve the students' pronunciation skills.

Suggestion

The English teacher can use Video Camtasia as media in English learning in the classroom, because this media is very effective to improve the students' pronunciation skills and the teacher can give more motivation to the students to be more active in teaching and learning process.

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