

The Effectiveness of the Playphrase Website to Enhance Pronunciation at Sekolah Rendah Islam Al-Hilal Malaysia

Farrel Zacky^{1*}, Prih Febtiningsih², Qonaah Nuryan Arif³
¹⁻³Universitas Muhammadiyah Riau, Pekanbaru, Indonesia

Corresponding Author's e-mail : farrelzacky2307@gmail.com



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Abstract : This study investigated the effectiveness of the PlayPhrase website in enhancing primary students' pronunciation ability at Sekolah Rendah Islam Al-Hilal, Malaysia. Many primary students struggle with English pronunciation due to a lack of authentic language exposure and meaningful learning contexts. Employing a pre-experimental one-group pretest-posttest design, this study involved 17 students. Pronunciation proficiency was evaluated using a comprehensive 7-dimension analytic rubric (total score range 7–28), covering both segmental and suprasegmental features. The treatment was conducted over six sessions, with each 30-minute session utilizing the PlayPhrase website as the primary learning medium. Data were analyzed using descriptive statistics and the paired-samples *t*-test. The results revealed a statistically significant improvement in students' pronunciation, with the mean score increasing from 15.00 in the pretest to 18.53 in the posttest ($t(16) = -6.849, p < .001$). These findings confirm that the PlayPhrase website is a highly effective tool, as it provides contextualized audiovisual input that allows students to internalize English sound patterns and improve their speech accuracy significantly. This study suggests that integrating contextualized video-based media is a viable and innovative strategy for teaching pronunciation to young learners.

Keywords : Pronunciation; PlayPhrase; Video-based Learning; English Foreign Language; Primary Students

Abstrak : Penelitian ini bertujuan untuk menguji efektivitas penggunaan situs web PlayPhrase dalam meningkatkan kemampuan *pronunciation* siswa di Sekolah Rendah Islam Al-Hilal Malaysia. Banyak siswa tingkat dasar menghadapi tantangan signifikan dalam pelafalan bahasa Inggris karena keterbatasan paparan terhadap model bahasa yang autentik dan kurangnya konteks pembelajaran yang bermakna. Penelitian ini menggunakan desain pra-eksperimental dengan pendekatan *one-group pretest-posttest* yang melibatkan 17 siswa. Kemampuan pelafalan dievaluasi secara komprehensif menggunakan rubrik analitik 7 dimensi (skor total 7–28) yang mencakup aspek segmental dan suprasegmental. Perlakuan diberikan selama enam pertemuan, dengan durasi 30 menit setiap sesi menggunakan media PlayPhrase. Data dianalisis menggunakan statistik deskriptif dan uji Paired Samples T-Test. Hasil penelitian menunjukkan bahwa rata-rata skor siswa meningkat secara signifikan dari 15.00 pada pretest menjadi 18.53 pada posttest ($t(16) = -6.849, p < 0.001$). Temuan ini membuktikan bahwa penggunaan

PlayPhrase sangat efektif karena menyediakan input audiovisual kontekstual yang memungkinkan siswa meniru pola pelafalan secara lebih alami. Penelitian ini berimplikasi pada pentingnya mengintegrasikan media berbasis video sebagai strategi pembelajaran alternatif yang inovatif untuk meningkatkan kecakapan *pronunciation* siswa.

Kata Kunci : Pengucapan Kata; PlayPhrase; Pembelajaran Berbasis Video; Bahasa Inggris Sebagai Bahasa Asing; Siswa Sekolah Dasar

INTRODUCTION

English speaking ability is a fundamental component of communicative competence in English as a Foreign Language (EFL) learning, and instructional media plays a decisive role in shaping how well students acquire it (Mukarrama *et al.*, 2024; Shania, 2024). Among the various aspects of speaking, pronunciation remains particularly challenging because learners must produce sounds accurately and intelligibly in real communication. Much of this difficulty stems from interference from students' first language rather than mere carelessness (Zalha & Lefiandi, 2024), compounded by limited exposure to correct pronunciation models (Khoiriyah, 2024). For Malay-speaking learners in particular, certain English sounds are especially prone to distortion, including the rhotic consonant /r/, word-initial and word-final consonant clusters (e.g., /dr-/ , /sm-/), and stress placement in polysyllabic words, since these features have no direct equivalent in Malay phonology. These specific challenges highlight the need for instructional media that models natural, connected pronunciation rather than isolated sound drills. This study therefore focuses on pronunciation accuracy as a measurable aspect of students' speaking performance.

Difficulties in spoken English, however, extend beyond pronunciation alone. Febtiningsih and Niah (2019) found that junior high school students struggled to apply grammatical and sociolinguistic competence when speaking in front of the class, suggesting that pronunciation is only one part of a larger set of challenges in developing spoken proficiency. Psychological factors add another layer of difficulty: students often feel anxious about making mistakes (Siregar, 2025), and this anxiety, combined with low confidence, reduces their willingness to actively practice speaking (Sulistiani, 2025). Such emotional barriers can be self-reinforcing, as limited practice further slows the development of both fluency and pronunciation. Taken together, these findings indicate that effective pronunciation instruction must consider not only linguistic accuracy but also the learning conditions that help students feel safe to practice.

Traditional teaching methods such as repetition drills have also proven insufficient, as they do not meaningfully expose students to how pronunciation functions in real communication (Maspufah, 2022) or actively engage them in meaningful practice (Aulia, 2020). These limitations point to the need for more engaging instructional alternatives, and the integration of technology in language learning has been widely explored as one such alternative. Interactive digital environments can reduce the pressure students feel when practicing in front of others (Sabat, 2025) while increasing motivation and participation (Bu, 2021). These advantages suggest that technology-based approaches may offer a more sustainable pathway for improving pronunciation than repetition-based methods alone.

Among available technologies, video-based learning is one of the most widely used, offering authentic examples of how language is used in real contexts rather than the simplified language typical of textbooks (Suwastini, 2023), and is perceived by students as more engaging and easier to follow (Mulyani, 2023). Its effectiveness lies in combining auditory and visual input: learning through movies helps students better internalize spoken language patterns (Agatha, 2023; Shania, 2024). Beyond structured classroom use, digital platforms also allow students to practice independently from general autonomous learning tools (Fatimah, 2024; Henry, 2024) to informal, short-form platforms such as TikTok, which have been shown to enhance speaking fluency and motivation to practice (Siregar, 2025; Sulistiani, 2025). This range of options indicates that video-based and digital tools can support pronunciation learning both inside and outside the classroom.

Collectively, these findings suggest that authentic audiovisual input, whether delivered through structured lessons or informal platforms, offers a promising foundation for pronunciation development.

In the Malaysian context, English has been introduced as a compulsory subject from early schooling, yet implementation is often constrained by teacher proficiency and policy-related challenges, creating a gap between curriculum expectations and classroom practice (Sahib & Stapa, 2021). Pronunciation remains one of the less emphasized components of instruction, with learners still experiencing difficulties shaped by differences between Malay and English phonological systems (Atasha et al., 2020). Notably, a structured, short-term intervention using a pretest–posttest design has been shown to significantly enhance pronunciation within a relatively short period (Atasha et al., 2020), suggesting that even limited instructional time can produce measurable improvement when the intervention is well designed. This methodological precedent lends support to the design adopted in the present study.

One platform that offers contextualized phrase repetition is PlayPhrase, a web-based tool that compiles short video clips from movies and television shows in which the same word or phrase is spoken by different speakers in different scenes. Rather than presenting isolated audio recordings, PlayPhrase situates each phrase within its original visual and narrative context, allowing learners to observe how pronunciation naturally varies according to speaker, tone, and situation. This design enables students to hear the same target phrase repeated multiple times across diverse authentic contexts, reinforcing correct pronunciation patterns through varied but meaningful repetition. Because the input is drawn from real media rather than scripted textbook dialogue, learners are also exposed to natural speech rate, intonation, and connected speech features that are often absent from conventional classroom materials. In this way, PlayPhrase combines the benefits of authentic audiovisual input with the reinforcement value of repetition, addressing two limitations of traditional pronunciation instruction discussed earlier. This characteristic makes PlayPhrase a potentially suitable medium for the kind of contextualized, repetition-based intervention this study aims to investigate.

Despite these developments, three gaps remain in the existing literature. First, previous studies on digital learning tools have generally examined overall language skills rather than pronunciation specifically, leaving it unclear whether similar benefits apply when pronunciation is treated as a standalone outcome (Sabat, 2025). Second, most research has been conducted at the university level (Fatimah, 2024; Henry, 2024), where learners typically have more developed learning strategies than younger students, limiting the transferability of findings to primary school contexts. Third, research on specific educational settings such as Islamic primary schools remains limited, even though learners' distinct backgrounds, including Arabic-influenced linguistic environments, may shape their pronunciation development in particular ways (Zalha & Lefiandi, 2024). These three gaps suggest that current understanding of technology-assisted pronunciation learning may not adequately capture the needs of younger, lower-proficiency learners in specific institutional contexts. Addressing these gaps requires a study that examines pronunciation as a distinct outcome, within a primary school population, and in a setting with distinctive linguistic and educational characteristics.

The present study addresses these gaps by focusing on Sekolah Rendah Islam Al-Hilal, a private Islamic primary school in Malaysia where the researcher completed an international teaching practicum. Like other schools under Malaysia's national education system, Al-Hilal follows the standard national curriculum while integrating Islamic religious instruction into its daily teaching, reflecting the kind of context discussed above. Students at this school are taught English as a foreign language alongside their religious and general education, placing similar pronunciation demands on them as on their peers in other national schools. However, the specific combination of a religion-based curriculum, a Malay-speaking linguistic environment, and primary-level learners has rarely been examined in prior pronunciation research. This setting therefore provides a relevant and underexplored context in which to examine the effectiveness of a contextualized, video-based intervention such as PlayPhrase. Focusing on this school allows the

study to generate findings that are directly relevant to a population currently underrepresented in the literature.

This study offers a novel contribution by examining contextualized audiovisual repetition through PlayPhrase in a primary school setting with low-proficiency learners, a population and platform combination not yet specifically investigated in prior research. While previous studies have examined video-based or digital pronunciation tools separately from repetition-focused platforms, few have combined both elements within a single intervention targeted at young EFL learners. This combination is particularly relevant given the psychological and linguistic challenges discussed earlier, as contextualized repetition may help low-proficiency students build both accuracy and confidence simultaneously. Based on these gaps, this study aims to investigate the effectiveness of the PlayPhrase website in improving students' pronunciation accuracy, employing a one-group pretest–posttest design following the approach used by (Mukarrama et al., 2024). By adopting this design, the study seeks to provide empirical evidence on whether a single-group intervention using PlayPhrase can produce measurable pronunciation gains in this specific context. Ultimately, the findings are expected to extend current understanding of technology-assisted pronunciation instruction beyond the settings already covered in existing literature.

This study addresses the research question: *Does the use of the PlayPhrase website improve students' pronunciation?* It is expected that students will show a measurable improvement in their pronunciation scores after using PlayPhrase as a learning medium over the course of the treatment sessions. Should this expectation be supported by the data, the findings would provide empirical support for the use of contextualized, repetition-based video platforms in young learner classrooms. Beyond its immediate pedagogical implications, the study is also expected to contribute to the broader discussion on integrating authentic digital media into EFL pronunciation teaching. Ultimately, the findings are expected to contribute to the development of more effective, technology-based pronunciation teaching strategies for young EFL learners in similar educational contexts.

RESEARCH METHOD

This study employed a pre-experimental design with a one-group pretest–posttest approach. This design was used to examine the effectiveness of the PlayPhrase website in improving students' pronunciation. According to Mukarrama (2024), this design suits studies that compare performance before and after treatment within the same group. It does not require a separate control group, which made it practical for a single intact classroom where random assignment was not possible. The structure of this design is presented in Table 1.

Table 1. One group pretest-post test design

Group	Pretest	Treatment	Posttest	Group	Pretest
Experiment	O ₁	X	O ₂	Experiment	O ₁

Description:

O₁ = Pretest pronunciation

X = PlayPhrase treatment

O₂ = Final test (posttest) pronunciation

The research was conducted at Sekolah Rendah Islam Al-Hilal, Malaysia. Participants were primary school students from one class, the sixth-grade Ibnu Rusyd class. The sample was selected using purposive sampling. This class was chosen because it had relatively lower English proficiency than other classes at the same grade level. Many students in this class still struggled with basic reading and pronunciation, sometimes spelling English words letter by letter instead of blending the sounds naturally. This group was intentionally selected because they needed more support in pronunciation learning. By focusing on students with greater challenges, the study could test PlayPhrase in a context where it was genuinely needed. This also allowed the study to explore

whether technology-assisted pronunciation learning works for learners with limited prior exposure to correct pronunciation. Working with a lower-proficiency group made improvement easier to observe, since there was less risk of a ceiling effect. This sampling choice therefore matched the study's purpose with the population most likely to show meaningful change.

The study initially involved 18 students. One student was absent during the posttest, so only 17 complete data sets were used in the final analysis. This missing data was excluded to keep the pretest–posttest comparison accurate. Excluding it also avoided the need for imputation methods, which would add extra assumptions to the analysis. The final sample of 17 students was considered sufficient for the statistical tests used in this study, including the paired-samples t-test. The main instrument was a pronunciation test given in two stages: pretest and posttest. The test consisted of words and sentences designed to measure students' pronunciation accuracy. Both stages were administered under similar conditions. This structure follows the pronunciation assessment approach used by Atasha (2020), which evaluates learners' performance across different linguistic units. Using the same test format for both stages ensured that any score differences reflected real changes in pronunciation, not differences in test difficulty.

All pretest and posttest pronunciation scores were assessed by a single rater, the researcher, who applied the 7-dimension analytic rubric described below directly to each recorded performance. Because only one rater was involved, inter-rater reliability could not be calculated for this study; the instrument's validity and reliability were instead established through the content validity and internal consistency procedures reported in the Result section. This single-rater procedure is acknowledged as a limitation and is addressed further in the Discussion. The treatment used the PlayPhrase website as the main learning medium. The teacher introduced selected phrases through short video clips from authentic sources such as movies and television shows. Students listened, observed the pronunciation patterns, and repeated the phrases several times. This combined visual and auditory input, helping students connect sounds with the situations in which they naturally occur. The teacher guided each session to keep students focused on the target pronunciation features.

Each 30-minute session followed a consistent, detailed protocol. Approximately ten target words, phrases, or short sentences were introduced per session. For each target item, the teacher searched the corresponding word or phrase on PlayPhrase, which typically returned four to five short authentic video clips (each around five to ten seconds long) showing different speakers using the item in context. Within a session, each clip was played two to three times. The procedure for each item followed a consistent sequence: students first listened to and observed the clip without speaking, then watched it again while paying attention to the speaker's articulation, and finally repeated the word or phrase aloud (guided repetition/shadowing), with this repetition step repeated as needed. For each item, approximately one minute was allocated to listening and observing the clips, followed by one to two minutes for guided repetition, shadowing, and accompanying teacher feedback combined. Teacher feedback was delivered as a combination of strategies depending on the situation: correcting students' pronunciation directly, modeling the correct pronunciation for students to repeat, or replaying the clip so students could re-listen before trying again. Feedback was provided both individually, when a specific student's error was noticeable, and to the whole group, when a shared difficulty was observed across several students.

The target words, phrases, and sentences used across the six sessions were drawn from Unit 1, "It's an Emergency," of the Academic Stars Year 6 textbook (aligned with English Year 6 Curriculum Standard 1.1.1: Recognise and reproduce target language sounds), the same source used to construct the pretest and posttest instrument described above. The word list included items such as alarm, emergency, experiment, fire drill, fire engine, smoke, and goggles, along with related verb forms such as wearing, rang, painting, took, running, ran out, waiting, arrived, and rehearsing, and short sentences such as "This is a real emergency" and "The alarm rang at school." Using the same material for both the treatment and the assessment instrument ensured alignment between what students practiced and what was measured.

The procedure consisted of three main stages. First, the pretest measured students' initial pronunciation ability. Second, the researcher carried out the treatment using PlayPhrase over six

sessions. Third, the posttest evaluated students' pronunciation after the treatment, using the same test format as the pretest. This three-stage procedure followed the standard structure of a one-group pretest–posttest design. Data from the pretest and posttest were analyzed through descriptive and inferential statistics. Mean scores before and after treatment were compared to check the intervention's effectiveness. Descriptive statistics summarized the score distribution, including minimum, maximum, mean, and standard deviation. A normality test then checked whether the data met the assumptions for parametric analysis. Based on this result, an appropriate inferential test was chosen to determine whether the improvement was statistically significant.

To ensure the instrument's validity, the test items were adopted from the Academic Stars Year 6 students book, the main English material used at the research site. This kept the instrument relevant to students' actual learning context. Using familiar material also helped isolate pronunciation as the skill being tested, rather than testing unfamiliar vocabulary. This combination of content relevance and appropriate difficulty supported the instrument's validity. In addition, pronunciation was measured comprehensively using an intelligibility-based analytic rubric adapted from Niu (2022) to measure pronunciation comprehensively, this study used an intelligibility-based analytic rubric with seven dimensions: Vowel, Consonant, Word Stress, Sentence Stress, Sense Group & Pause, Intonation, and Fluency & Rhythm. This rubric captures both segmental features, such as individual sounds, and suprasegmental features, such as stress and intonation. Each student's total score was the sum of scores across all seven dimensions. Each dimension was scored from 1 to 4, so the total score ranged from 7 to 28. These raw scores were used directly in the statistical analysis to keep the evaluation precise. Overall, this methodological approach was designed to provide clear evidence of students' pronunciation improvement after using PlayPhrase, especially for learners who need more support.

RESULT AND DISCUSSION

Result

Validity and Reliability Rubric Test

The rubric's statistical validity was then tested further, as described below.

Table 2. Validaty Rubric Test

Dimension	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Vowel	12.4706	11.890	0.575	0.914
Consonant	12.8235	11.779	0.880	0.887
Word Stress	13.2353	12.191	0.698	0.901
Sentence Stress	13.1176	11.860	0.733	0.897
Sense Group	12.9412	10.809	0.790	0.890
Intonation	12.9412	10.559	0.746	0.897
Fluency	12.4706	10.515	0.790	0.890

The validity of the 7-dimension rubric was tested using the Corrected Item-Total Correlation technique in SPSS. Each dimension's *r*-value was compared with the *r*-table value. With *N*=17 at a 5% significance level, the *r*-table value was 0.482, and an item was considered valid if its *r*-value exceeded this threshold. All seven dimensions (Vowel, Consonant, Word Stress, Sentence Stress, Sense Group, Intonation, and Fluency and Rhythm) had *r*-values well above 0.482. This confirms that all items in the instrument are valid and strongly correlated with the total score.

Table 3. Reliability Rubric Test

Cronbach's Alpha	N of Items
0.910	7

The instrument's reliability was tested using Cronbach's Alpha, which yielded a coefficient of 0.910. This indicates high internal consistency among the seven rubric dimensions. A Cronbach's Alpha above 0.90 is generally considered excellent in educational assessment research. Together with the validity results, this confirms that the rubric is both an accurate and a dependable tool for measuring pronunciation.

Students' Pretest and Posttest Results

To evaluate the change in students' pronunciation ability, individual performance was assessed before and after the implementation of the PlayPhrase website. The evaluation utilized a 7-dimension analytic rubric to capture both segmental and suprasegmental speech features across the 17 participants. A detailed comparison of the individual scores highlights noticeable progress from the initial assessment stage to the final evaluation. The following subsections outline the specific findings recorded during the pretest and posttest administration. Together, these observations provide a comprehensive overview of how students' oral production evolved throughout the intervention.

Pretest Performance

Table 4. Pretest Results

Respondent s	Vowel	Consonant	Word Stress	Sentence Stress	Sense Group and Pause	Intonation	Fluency and Rhythm	Total Score
Siswa 1	3	3	2	3	4	3	3	21
Siswa 2	3	3	2	2	3	3	4	20
Siswa 3	2	2	1	2	2	2	2	13
Siswa 4	3	2	1	2	2	1	2	13
Siswa 5	3	2	2	2	2	1	2	14
Siswa 6	1	1	1	1	1	1	1	7
Siswa 7	3	2	2	1	2	2	2	14
Siswa 8	3	3	3	3	3	4	4	23
Siswa 9	2	2	2	2	2	3	2	15
Siswa 10	2	2	2	2	1	2	2	13
Siswa 11	2	2	1	1	2	2	3	13
Siswa 12	2	2	1	1	1	1	2	10
Siswa 13	3	2	2	2	2	2	3	16
Siswa 14	3	2	2	2	2	2	3	16
Siswa 15	4	3	2	2	2	2	3	18
Siswa 16	2	2	2	2	2	2	3	15
Siswa 17	2	2	2	2	2	2	2	14

The pretest was conducted to measure students' initial pronunciation ability before the implementation of the PlayPhrase website. In the pretest stage, the students' initial pronunciation skills were at a basic level. The data indicated that most students struggled significantly, particularly with suprasegmental aspects. Many students achieved minimum scores (1 or 2) in dimensions such as *Intonation*, *Sentence Stress* and *Sense Group*. This indicated that prior to the intervention, students lacked a solid understanding of English rhythm and intonation patterns, tending to read word-by-word without maintaining a natural flow.

Posttest Performance

Table 5. Posttest Results

Respondent s	Vowe l	Consonant	Wor d Stres s	Sentence Stress	Sense Grou p and Pause	Intonation	Fluency and Rhyth m	Tota l Scor e
Siswa 1	3	3	3	3	4	3	3	22
Siswa 2	3	3	2	3	3	3	4	21
Siswa 3	3	3	2	2	2	2	3	17
Siswa 4	3	2	3	2	2	3	3	18
Siswa 5	3	3	2	2	2	2	3	17
Siswa 6	2	2	2	2	2	2	2	14
Siswa 7	3	2	3	2	2	2	3	17
Siswa 8	3	3	3	3	3	4	4	23
Siswa 9	3	2	2	2	2	3	2	16
Siswa 10	3	3	2	2	3	2	3	18
Siswa 11	3	2	3	2	2	2	3	17
Siswa 12	3	3	2	2	3	2	2	17
Siswa 13	4	2	3	3	3	3	3	21
Siswa 14	3	2	2	3	2	2	3	17
Siswa 15	4	3	3	3	4	2	3	22
Siswa 16	3	3	3	3	3	2	3	20
Siswa 17	3	3	2	2	3	2	3	18

Following the treatment using the PlayPhrase website over six sessions, the posttest results demonstrated a tangible improvement in performance. Students appeared more capable of imitating the authentic pronunciation models presented in the videos. Progress was evident not only in segmental accuracy (vowels and consonants) but also in suprasegmental features. Students began applying appropriate pauses, correct word stress, and intonation patterns that more closely resembled native-like speech. This improvement provided evidence that contextual exposure via audiovisual media effectively aided students in internalizing English pronunciation patterns.

Descriptive Statistics

Descriptive statistics were computed to summarize the central tendency and dispersion of students' pronunciation scores across the pretest and posttest stages. This quantitative breakdown allows for a comparative analysis of overall performance changes across all seven rubric dimensions. By examining the mean scores and standard deviations, the analysis clarifies which specific pronunciation features demonstrated the most pronounced gains. Furthermore, comparing the minimum and maximum scores provides insight into the narrowing variability of students' speaking skills. The statistical values for both testing stages are detailed in Table 6 and Table 7 below.

Table 6. Descriptive Statistics for the Pretest

Dimension	N	Minimum	Maximum	Mean	Std. Deviation
Vowel	17	1.00	4.00	2.5294	0.71743
Consonant	17	1.00	3.00	2.1765	0.52859
Word Stress	17	1.00	3.00	1.7647	0.56230
Sentence Stress	17	1.00	3.00	1.8824	0.60025
Sense Group	17	1.00	4.00	2.0588	0.74755
Intonation	17	1.00	4.00	2.0588	0.82694

Fluency and Rhythm	17	1.00	4.00	2.5294	0.79982
Total Skor	17	7.00	23.00	15.0000	3.90512
Valid N (listwise)	17				

Table 7. Descriptive Statistics for the Posttest

Dimension	N	Minimum	Maximum	Mean	Std. Deviation
Vowel	17	2.00	4.00	3.0588	0.42875
Consonant	17	2.00	3.00	2.5882	0.50730
Word Stress	17	2.00	3.00	2.4706	0.51450
Sentence Stress	17	2.00	3.00	2.4118	0.50730
Sense Group	17	2.00	4.00	2.6471	0.70189
Intonation	17	2.00	4.00	2.4118	0.61835
Fluency and Rhythm	17	2.00	4.00	2.9412	0.55572
Total Skor	17	14.00	23.00	18.5294	2.50294
Valid N (listwise)	17				

As shown in Table 6 and Table 7, the total mean score increased from 15.00 in the pretest to 18.5294 in the posttest. The data indicated a consistent upward trend in performance across all seven evaluated dimensions. Notably, the most significant improvements occurred in Word Stress and Sentence Stress, which both rose from below 2.00 to above 2.40. Additionally, Vowel and Fluency and Rhythm achieved the highest final averages, reaching mean scores of 3.0588 and 2.9412, respectively. This steady growth across all criteria confirms that the intervention effectively supported students' overall pronunciation development.

Normality Test

Table 8. Normality Test

Dimension	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.187	17	0.118	0.949	17	0.446
Posttest	0.231	17	0.017	0.910	17	0.100

Prior to conducting inferential statistical analysis, a normality test was performed to determine the distribution of the dataset. The assessment was specifically conducted using the Shapiro–Wilk test, which is suitable for small sample sizes ($N = 17$). The results showed that the pretest scores were normally distributed ($p = .446$), and the posttest scores likewise exhibited a normal distribution ($p = .100$). Since both significance values were well above the standard threshold of 0.05, the assumption of normality was satisfied. Consequently, a parametric test was deemed appropriate and selected for the subsequent hypothesis testing.

Hypothesis Testing

To test the research hypothesis, a paired-samples t -test was conducted to determine whether the PlayPhrase website significantly improved students' pronunciation ability. This parametric procedure was appropriate because the preceding Shapiro–Wilk test confirmed that the dataset satisfied the normality assumption ($p > .05$). Furthermore, this paired design allowed for a direct comparison of scores obtained from the same group of 17 students before and after the intervention. By tracking individual score changes across the two testing stages, the analysis isolated the specific

impact of the six-session treatment. Consequently, this statistical test provided the primary basis for evaluating the overall effectiveness of the video-assisted instruction.

Table 9. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	15.0000	17	3.90512	0.94713
	Posttest	18.5294	17	2.50294	.060705

Table 10. Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper		
Pair 1	Pretest - Posttest	3.52941	2.12478	0.51534	4.62187	2.43695	6.849	0.000

As presented in Table 9, the descriptive parameters of the paired samples show that the mean pronunciation score increased from 15.000 (SD = 3.905) in the pretest to 18.529 (SD = 2.503) in the posttest. Furthermore, the inferential results in Table 10 confirm that this 3.529-point increase represents a statistically significant improvement, $t(16) = -6.849$, $p < 0.001$. The reduction in standard deviation also indicates that students' speaking scores became more consistent and closely clustered after the intervention. Because the calculated p-value fell well below the standard significance threshold of 0.05, the null hypothesis was officially rejected. Beyond statistical significance, the magnitude of this improvement was also examined using Cohen's *d* for paired samples, calculated by dividing the mean difference by the standard deviation of the difference scores ($3.529 / 2.125$), which yielded $d = 1.66$. Following Cohen's (1988) conventional benchmarks, this value substantially exceeds the threshold for a large effect ($d \geq 0.80$), indicating that the observed improvement was not only statistically significant but also practically substantial. These empirical findings confirm that integrating contextualized audiovisual repetition through PlayPhrase effectively enhances young EFL learners' pronunciation skills.

Discussion

The findings of this study suggest that the use of the PlayPhrase website effectively improved students' ability to correctly produce pronunciation. This improvement can be attributed to repeated exposure to authentic language use, which allows students to listen to and imitate pronunciation in meaningful contexts rather than through isolated, decontextualized drills. Because students encountered the same target phrases spoken by different speakers across varied scenes, they were able to notice consistent pronunciation patterns while also becoming accustomed to natural variation in speech. This combination of repetition and authentic variation appears to have supported students in internalizing correct pronunciation more effectively than traditional classroom methods alone. Overall, these findings support the view that contextualized, technology-assisted input can meaningfully contribute to pronunciation development among young EFL learners.

This result is consistent with Shania (2024), who found that video-based learning enhances students' pronunciation performance. Similarly, Suwastini (2023) reported that exposure to authentic audiovisual materials helps students understand how language is used in real contexts. Bu (2021) also emphasized that digital media increases students' engagement and participation in language learning, which may in turn encourage more active practice. Taken together, these previous findings and the results of the present study point to a consistent pattern in which authentic, technology-mediated input supports both the motivational and linguistic dimensions of pronunciation learning. This convergence across studies strengthens confidence that the improvement observed in this study reflects a genuine effect of the PlayPhrase intervention rather than an isolated or coincidental finding.

The improvement was particularly evident among students with lower initial proficiency. The reduction in low scores and the increase in higher scores indicate that students who previously struggled with pronunciation were able to make progress after the treatment. This suggests that contextualized audiovisual input is especially beneficial for learners who have limited prior exposure to accurate pronunciation, as it provides models of correct pronunciation that these students may not otherwise encounter frequently. For these lower-proficiency students in particular, the repeated and low-pressure nature of the PlayPhrase activities may have offered a more accessible entry point into pronunciation practice than traditional classroom drilling. This pattern suggests that technology-assisted, contextualized interventions such as PlayPhrase may be especially valuable for supporting learners who are most in need of additional pronunciation support.

The effectiveness of the PlayPhrase website lies in its ability to provide repeated and contextualized input through authentic video clips. This advantage is particularly relevant for suprasegmental features such as rhythm, sentence stress, and intonation, which are inherently difficult to teach through isolated word drills because these features only emerge in connected, natural speech. Traditional segmental drilling, which typically isolates individual sounds or words from their surrounding context, cannot fully capture how stress and rhythm shift when words are combined into phrases and sentences. Because PlayPhrase draws on authentic film and television dialogue, it exposes students to naturally occurring connected speech, including how words link together, how stress falls across a phrase, and how intonation rises and falls in genuine communication, features that would be lost if the same words were presented in isolation. This allows students to learn pronunciation not in isolation, but as part of real communicative use, making the learning process more meaningful and engaging. By repeatedly encountering the same phrase across different authentic contexts, students were able to build a more flexible understanding of pronunciation that goes beyond memorizing a single fixed model. This flexibility may help students transfer their pronunciation skills to new, unfamiliar phrases beyond those directly practiced during the treatment. Together, these characteristics suggest that the underlying design of PlayPhrase, rather than mere exposure to any video content, played a key role in supporting students' pronunciation gains.

However, this study has some limitations. The sample size was relatively small and limited to one class, and the research design did not include a control group, meaning that improvement cannot be attributed to the PlayPhrase treatment alone with complete certainty. The pretest was administered on 21 January and the posttest on 9 February, spanning approximately three weeks that included the six treatment sessions; this relatively short and fixed interval helps limit the influence of long-term maturation, but it does not eliminate other internal validity threats. In particular, because the same test format and similar item types were used for both the pretest and posttest, part of the score increase may reflect a testing effect, in which students became more familiar with the test procedure itself rather than genuinely improving their underlying pronunciation ability. Other factors, such as students' regular classroom instruction during this period, also cannot be entirely ruled out as contributing influences. Additionally, all pronunciation scores were assessed by a single rater, the researcher, without a second independent rater to verify the scores; since the researcher was also responsible for delivering the treatment and was aware of the study's hypothesis, this raises the possibility of observer-expectancy bias, even though scoring was based on a validated and reliable analytic rubric. The study was also conducted within a single school context, which may limit the extent to which the findings can be generalized to other educational settings or student populations. Given these limitations, particularly the absence of a control group and a second rater, this study is best understood as a pilot study that provides preliminary, hypothesis-generating evidence, rather than definitive confirmatory evidence. Therefore, the findings should be interpreted with caution and should be followed by further research involving larger samples, a control group, multiple raters, and more rigorous experimental designs before strong causal claims are made.

Despite these limitations, this study suggests that the integration of contextual audiovisual media can be an effective strategy for improving pronunciation, particularly for primary school

students with lower proficiency levels. The findings provide preliminary evidence that platforms such as PlayPhrase can be a practical addition to existing pronunciation teaching methods, particularly in contexts where access to native-speaker models is limited. Teachers seeking accessible, low-cost tools to supplement pronunciation instruction may therefore find value in incorporating similar authentic video-based repetition activities into their classrooms. Future studies employing larger samples and controlled experimental designs would help confirm whether these benefits extend beyond the specific context examined here. Overall, this study contributes preliminary but encouraging evidence for the value of contextualized, technology-assisted pronunciation instruction in primary EFL classrooms.

CONCLUSION

This study concludes that the use of the PlayPhrase website is effective in improving students' pronunciation ability. The findings show a clear increase in students' mean scores from pretest to posttest, supported by a statistically significant result from the Paired Samples T-Test. This indicates that the implementation of contextual video-based learning through repeated exposure and imitation can help students produce correct pronunciation. The consistency of this improvement across nearly all participants further strengthens the confidence that the observed change reflects a genuine effect of the treatment rather than random variation. These findings support the broader argument that authentic, technology-assisted input can play a meaningful role in pronunciation development for young EFL learners.

The improvement was particularly evident among students with lower proficiency levels, as reflected in the increase in minimum scores and the overall consistency of performance after the treatment. This suggests that learners who initially faced difficulties in pronunciation can benefit from exposure to authentic language use provided by digital platforms such as PlayPhrase. This pattern is particularly encouraging from a pedagogical standpoint, as it indicates that technology-assisted interventions does not need to be provided exclusively for students who are already proficient. Instead, such tools may be most valuable when directed toward learners who need the most support, helping to narrow gaps in pronunciation ability within a classroom. This finding therefore reinforces the practical relevance of the present study for teachers working with lower-proficiency young learners.

In conclusion, the integration of contextual audiovisual media in pronunciation teaching offers a practical and effective approach for enhancing students' pronunciation skills, particularly among young learners in under-resourced EFL classrooms. The findings of this study demonstrate that even a relatively short, six-session intervention using a freely accessible platform such as PlayPhrase can produce measurable improvements in pronunciation performance. This has practical implications for teachers seeking accessible, technology-based tools to complement existing pronunciation instruction, especially in contexts where authentic native-speaker input may otherwise be limited. Future research is recommended to involve larger samples and more controlled experimental designs, including a control group, to further validate the effectiveness of this approach. Building on these preliminary findings, future studies could also explore whether similar benefits extend to other age groups, proficiency levels, and educational settings.

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