

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Pronunciation is one of the most of learning English. Mispronunciation can change the meaning of a sentence. English pronunciation is one of the most difficult skills to acquire and learners have to spend a lot of time to improve it [1]–[3] So when you learn common words, you'll learn new vocabulary words, such as photo names and pronunciations. Pronunciation is an important thing in English lessons. The Oxford Dictionary explains that pronunciation is a language, a word, and a way of speaking sounds. As mentioned earlier, “pronunciation is the way a language or a particular word or sound is spoken.” The scope of pronunciation lessons includes three topics: sound, rhythm, and intonation[4]. So it is necessary to learn pronunciation well and carefully.

Pronunciation is very important when someone says a word that has a different meaning than it means. Good pronunciation leads to learning, while poor pronunciation leads to great difficulty in learning the language[3]. Therefore, it is very important for native speakers to learn and master pronunciation correctly. Of course, we will also use media and teaching methods to make it easier for our students to understand. Nowadays, ICT has become an important part of people's personal and social lives and also affects their professional career [5]. Using modern ICT such as YouTube can stimulate learning and learning and increase student interest and motivation. YouTube provides audio in addition to recordings and movie playback, making it ideal for practicing pronunciation. Combination of sound.

To address the need for new methods in teaching pronunciation, it is essential to focus on communication-based approaches that integrate multiple skills. These methods should be motivating, creative, and engaging for students. One effective strategy to achieve this is the incorporation of Information and Communication Technology (ICT) in the classroom. As Calvo [2017]notes, ICT

tools have become integral to language practice[6]. Utilizing platforms like YouTube can bring innovation to learning English pronunciation, offering a variety of resources and authentic materials that enhance the learning experience[7]. Unlike traditional textbook exercises, YouTube provides intentionally recorded and edited content that can cater to learners of all ages[8]. Given that contemporary middle school students are accustomed to using technological devices such as smartphones, tablets, and computers daily, integrating these tools into pronunciation instruction aligns with their everyday experiences and preferences. Therefore, using YouTube to teach English is very likely to motivate students. One ICT medium that can be used to support learning is YouTube. YouTube is available to a variety of groups, from teenagers to children to adults. Kabooha & Elyas explain that video can be used as a teaching tool to make student learning more focused, which can be found on YouTube[9]. It is believed that YouTube's media can provide something to see and hear. The learning process can also encourage students to learn and provide new experiences.

Today's YouTube website is user-centric. According to Faiqah et al., (2016), YouTube can be a learning tool linked to current ICT, suitable for a learning approach in which students are the center and main agents of the activities[10]. because ICT is also one of the accesses to reach out to YouTube. YouTube has an important role in learning to speak. So YouTube technology can be one of the media for learning to speak to students. One of the learning media that can provide students with authentic, meaningful, and motivating input is videos. Such videos are available on YouTube. However, although many studies [11], [12] have been conducted on the use of videos, studies exploring the use of YouTube in pronunciation learning are very rare.

During the pre-observation, the researcher found some information related to the background of the school to be studied, precisely in one of the junior high schools in Mojokerto district. Which information makes researchers more confident to conduct research, especially at the 7A grade level. Therefore, the

researcher will focus on studying the phenomenon at the junior high school level, specifically targeting grade 7 students in one of the schools in Mojokerto. Grade 7A students show a wide range of speaking abilities and different levels of pronunciation fluency. This grade is considered the lower grade in the junior high school spectrum, thus presenting unique challenges and opportunities in pronunciation skills. Unlike the higher grades, where students have been exposed to more advanced English materials, grade 7A students are just beginning to develop these skills. However, almost all students in grade 7A are fluent in English pronunciation, while there are almost no students who do not have the ability to pronounce English well and correctly. This variability makes grade 7 an interesting group to research. Therefore, the author is specifically interested in investigating the impact of using YouTube media in teaching pronunciation to these students.

Teaching pronunciation using YouTube applied by teachers will make a new research. Because the researcher wants to know the perception of students learning pronunciation by using YouTube taught by the teacher. Because some previous studies examined how YouTube instructional videos can improve students' speaking skills in explaining procedural texts, the desirability, and practicality of using some animated graphics or YouTube animations and films to teach English pronunciation to English language learners and using a quantitative method approach. Then the use of YouTube videos to improve students' pronunciation, knowing the impact of YouTube applications on students' speaking skills, and using a quantitative method approach. Then to find out whether teaching with YouTube videos can overcome students' problems in pronouncing past tense verbs and to find out students' perceptions of the use of videos, and using a quantitative method approach. While the object of my research is using YouTube as a means of teaching pronunciation in the classroom researchers want to know the perceptions of students on students' pronunciation skills in using YouTube as a means of

teaching speaking in the classroom, then in my research using a qualitative method approach.

### **1.2 Formulation of the Problems**

The formulation of the problems can be explained:

1. How does the teacher teach pronunciation using YouTube media?
2. How do the students perceive the implementation of YouTube media in learning pronunciation?

### **1.3 The Purpose of the Research**

The purpose of the research is:

1. To describe about how teachers teach pronunciation using YouTube media to students.
2. To describe about how the students perceive the implementation of YouTube media in pronunciation.

### **1.4 The Significances of the Research**

There are several explanations for the significance of learning pronunciation using YouTube media. The significances of the research include:

1. Theoretical significance

This study can be used as a reference for those who want to research pronunciation teaching using YouTube media.

2. Practical significance

Besides theoretical significance, users The researcher hopes that this study can provide practical information. meaningful for students, teachers and readers.

3. For students

Students will be more interested in learning English because they will be provided with appropriate learning materials and this research will help students learn pronunciation in a fun and interesting way .

4. For teachers

This research result is expected to provide one reference for teachers to teach more fun and interactive with students.

5. For readers

The results of this research will provide information to readers about the importance of teaching pronunciation through YouTube as an ICT tool.

The author hopes that other researchers will be encouraged to research new things relevantly. And make this research a reference that can help other researchers.

### **1.5 Limitation of the Research**

This study focuses on how the teacher teaches pronunciation using YouTube media. And how students perceive learning pronunciation by using YouTube media applied in English language learning classes. The research describes the research boundaries through the theories in previous studies.

### **1.6 A Systematic Overview Of the Research**

The systematic research discusses the theoretical background and background of the junior high school in Sooko sub-district that will be researched. From the existing background, the researcher wants to examine how perceive students about the pronunciation learning experience through YouTube media made by the teacher. The researcher will see directly how the teacher teaches pronunciation through YouTube. Researchers also look for various sources to support the research to be carried out. Then also, researchers prepare and collect research data, research design, and instruments, then validate the data, and analyse the data. After that, the researcher will find the latest findings and will conclude it.