

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents (1) background of the research, (2) identification of the problems, (3) limitations of the problems, (4) formulation of the problems, (5) objectives of the research, and (6) significance of the research.

### **1.1 Background of the Research**

English is one of the international languages most widely used as means of communication among nations in the world. Therefore, it is important to learn English. The objective of learning a language is to be able to communicate in the language both orally and written.

To achieve the objective, a student should learn the four language skills: listening, speaking, reading, and writing. Besides, to strengthen the four language skills, a student should also learn the language aspects like vocabulary, grammar, and pronunciation.

One of the ways to avoid misunderstanding and miscommunication is to pronounce the words correctly. Good pronunciation will produce good speaking. In other words, good communication requires good content and a good way of pronouncing words. Unfortunately, one of the language aspects that are difficult to learn and teach is pronunciation not only for

those who use English as a second language but also for those who use it as a foreign language.

The researcher also found that pronunciation was the language aspect that was difficult for her students of SMP Negeri 56 Palembang to learn and teach. It could be seen from the results of the students' pronunciation proficiency test that the researcher had done before doing the research (See Appendix 1).

From the data, we can see that of 31 students, about 70% or 21 students did not get passing grades i.e. 75, and only about 30%, or 9 students did. It means that the students' mastery of pronunciation was still low which was why it needed to improve.

Since English is still used as a foreign language in Indonesia, my students at SMP Negeri 56 Palembang found it difficult to learn because there were some big differences between Indonesian and English pronunciation. Indonesian words are pronounced the same as they are written, but they differ from English, where the letters and sounds are pronounced differently. The students also found it quite difficult to pronounce some sounds especially when the sounds were quite strange or unfamiliar to them like the sound [ð], or [dʒ] or long tense vowels like [i], [e], or [u]. They might mispronounce need [ned] instead of [ni:d], test [tes] instead of [test], and good [god] instead of [gu:d].



Appendix 1 The Results of the Students' Pronunciation Proficiency Test

No	Test Items																								Total	Score
	Voiced and Unvoiced Pairs												Voiced													
	/p/	/b/	/t/	/d/	/k/	/g/	/f/	/v/	/s/	/z/	/θ/	/ð/	/j/	/ʒ/	/tʃ/	/dʒ/	/h/	/w/	/n/	/m/	/r/	/l/	/ŋ/	/l/		
1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	1	0	18	75.00	
2	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	10	41.67	
3	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	8	33.33	
4	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	10	41.67	
5	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	10	41.67	
6	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	18	75.00	
7	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	12	50.00	
8	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	9	37.50	
9	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	18	75.00	
10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	4	16.67	
11	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	18	75.00	
12	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	5	20.83	
13	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	19	79.17	
14	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	19	79.17	
15	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	11	45.83	
16	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	3	12.50	
17	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16.67	
18	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	0	0	0	1	1	14	58.33	
19	1	1	0	1	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	10	41.67	
20	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	7	29.17	
21	0	1	1	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	12	50.00	
22	1	0	0	0	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	8	33.33	
23	1	1	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	11	45.83	
24	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	10	41.67	
25	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	11	45.83	
26	0	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	1	1	15	62.50	
27	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	7	29.17	
28	1	1	0	1	1	0	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	0	1	15	62.50	
29	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	18	75.00	
30	1	0	1	1	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	18	75.00	
31	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	20	83.33	
Total	27	22	14	26	19	5	17	18	13	3	1	4	8	3	14	8	19	16	14	12	22	24	22	21	372	1550

1 = correct  
0 = incorrect

Median 50







Pronunciation is how a word is spoken or pronounced and the way a person speaks a word in a language (Hornby, et al., 2015). Derwing and Murray (2015) stated that pronunciation refers to producing or creating speech using human articulators.

Nevertheless, according to Levis (2018), pronunciation is important because it has the biggest effect on speech understandability, impact significantly a language learner's capacity to both comprehend and make their speech understood. So, in addition, pronunciation is an essential component of work that a listener must do to understand speech. In all methods of teaching languages effectively, pronunciation is a key component, particularly in teaching listening and speaking skills.

Making students sound like native English speakers is not the aim of teaching pronunciation. The more reasonable and modest aim is to make the ability of learners to move above the threshold level, as it ensures that pronunciation issues will not hinder communication. It must be pointed out that even though a non-native has an excellent vocabulary and grammar, s/he will fail to communicate effectively if his or her pronunciation is under a certain threshold level.

In fact, in the history of language teaching, grammar and vocabulary have been studied by linguists for much longer than pronunciation. This is one of the reasons why language teachers have a much better understanding of grammar and vocabulary rather than pronunciation, which systematically began to be examined only just before the twentieth century



(Celce-Murcia, et al., 2012). This condition then made many teachers including teachers at SMP Negeri 56 Palembang especially felt insecure in pronunciation and neglected to bring it into the classroom.

In EFL/ESL classes nowadays, English pronunciation is still ignored in many parts of the world which is why it has been referred to as the “Cinderella” of English Language Teaching (ELT) (Saldiraner & Emrah, 2021). Not many English pronunciation teaching techniques are available to teachers in the classroom, which is one of the reasons it is disregarded. That was also the reason why many English teachers at SMP Negeri 56 Palembang were not quite concerned with teaching pronunciation in the classroom.

Recently in Communicative Learning and Teaching (CLT), there are some approaches, methods, and techniques that a teacher can use to help students improve their pronunciation mastery like listening and imitating, minimal pair drilling, reading aloud, etc. And the most basic form of them is drilling. Drilling is one of the ways of practicing pronunciation in the classroom by simply involving a teacher in saying a word and getting the students to repeat it (Kelly, 2001). These educational activities follow traditional teaching methods.

However, the English pronunciation models, in this case, were the teachers occasionally felt inappropriate and not maximum because all English teachers at SMP Negeri 56 Palembang and most English teachers in Indonesia were non-native English speakers. And most of them also

achieved local educational background. Then, innovative and creative learning media are required in this situation. Creative teachers will also employ various modern learning resources in addition to conventional teaching techniques. The use of learning material is crucial to the teaching and learning process. Teachers might be able to choose the right type of media so that the teaching and learning objectives can be well done. Some things must be decided before applying a type of teaching and learning media such as learning goals, learning materials, student characteristics, appropriate media kinds, learning environments, and resources are all taken into consideration (Marpanaji, et al., 2018).

Here, the researcher would like to improve the English teaching technique at SMP Negeri 56 Palembang from a highly focused technique like drilling into wider teaching activities such as getting students to notice (look out for) pronunciation features within listening text like songs' lyrics.

Although using songs in language teaching is not something new, there is only little research has been done in the English Foreign Language (EFL) classroom. The researcher chose the technique of using songs in the YouTube Music application in her classroom because she strongly believed in a theory stating that it was a very highly motivational device for learning a foreign language (Lenka, 2011).

Based on the researcher's own experience, she found that listening to songs is an effective way of teaching pronunciation. When she was a student in junior and senior high school, listening to songs in her English

classes was her favourite activity. She always wanted to be able to sing the song correctly, memorize the lyrics, and know the meaning of the song she had listened to. Later, she realized that she had learned a lot from listening to and singing the songs, especially in improving her pronunciation. Therefore, in her master's program thesis, she would like to prove and use this kind of technique to also improve her students' pronunciation mastery besides she believed that her students also enjoyed learning with it because songs are a universal language. Most people like listening to songs. She also showed that learning English through songs is very popular among teenagers. Songs also cannot be separated from the students' lives. They can listen to songs everywhere, in the classroom, restaurant, bank, station, etc. We cannot deny that song or music plays an important role in young learners' or teenagers' lives.

One of the advantages of using songs in the classroom is their flexibility. It can help students to improve their listening and speaking skills, therefore it also potentially helps them to increase their pronunciation mastery because they can learn pronunciation directly from the native speakers of English i.e., the singers.

The development of teaching and learning media should always keep up with the development of technology at this time i.e. internet era. There are some media or applications that are available for teachers to find in gadgets that are related to their lessons. Teachers can play or find the songs to teach pronunciation in familiar music applications that are available in the

Play Store or Google Play. Many music applications such as YouTube Music, Joox, Spotify, or Resso can be downloaded for free. They prepare many kinds of songs including children, teenagers, and adult songs. One of the most common applications accessed by students is YouTube.

Here the researcher preferred to use the YouTube Music application for some reason. First, because it is so familiar. Almost everybody knows and has this application on their gadget. Second, it is friendly used. It is easy to operate even for somebody who uses it for the first time. Third, it is a more interesting application than others because YouTube Music can play both audio and video. Thus, students can both listen to and watch video clips of the songs. Fourth, it has more complete collections. And last, it has fewer ads. YouTube viewers can use video content as alternative media to make the teaching and learning process more interesting and varied.

Thus, based on the description above, the writer would like to do a CAR to improve the students' pronunciation mastery entitled "**IMPROVING THE EIGHTH GRADE STUDENTS' PRONUNCIATION MASTERY BY USING YOUTUBE MUSIC APPLICATION AT SMP NEGERI 56 PALEMBANG (A CLASSROOM ACTION RESEARCH)**".

## **1.2 Identification of the Problems**

The identification of problems of the study is identified as follows: (1) Teaching pronunciation was still neglected in language learning classrooms at SMP Negeri 56 Palembang, (2) There were only a few English

pronunciation teaching techniques available in the classrooms of SMP Negeri 56 Palembang, (3) Students of SMP Negeri 56 Palembang got difficult in English pronunciation, and (4) There were some causes of the students' difficulties in pronunciation.

### **1.3 Limitations of the Problems**

In this study, the researcher limits the problem to the difficulty of the students' pronunciations particularly in phonemes (consonant sounds), and the causes of the students' pronunciation problems.

### **1.4 Formulation of the Problems**

Referring to the background above, the problems of the research are formulated into the following questions: (1) How could YouTube music application improve the eighth grade students' pronunciation mastery at SMP Negeri 56 Palembang? and (2) What were the causes of the students' pronunciation problems?

### **1.5 The Objectives of the Research**

Based on the problems of the research above, the objectives of this research are (1) To know and analyze how the YouTube Music application could improve the eighth grade students' pronunciation mastery at SMP Negeri 56 Palembang, and (2) To find out the causes of the students' pronunciation problems.

## **1.6 The Significance of the Research**

The researcher hopes this research can provide benefits for the students, teachers, schools, researchers, and the writer herself.

### **1. For the students**

The technique used in this study hopefully could improve the students' pronunciation mastery, especially in pronouncing English vowel sounds.

### **2. For the teachers**

This study hopefully gives a better understanding of one of the alternatives of English teaching techniques to other teachers to improve their students' pronunciation mastery.

### **3. For the school**

This study could be used as a practical contribution to developing the quality of teaching and learning achievement and can have a great effect on increasing the credibility of the school to prepare the students to continue their education to a higher level.

### **4. For other researchers**

The goal of the study is to give a reference for future researchers who are conducting similar research in the English language teaching field, especially in English pronunciation.

### **5. For the researcher herself**

It is hoped that this study can increase the writer's teaching competence as a professional English teacher.