

CHAPTER I

INTRODUCTION

On this chapter, the researcher will provide background of the study, statement of the research problem, the object of study, scope and limitation of study, and the key terms definitions. The definitions are as follows:

A. Background of Study

Language is tool that used by the human to communicate with other. Besides that, language always used almost in all human activities. This is in accordance with Abdul Chaer (2006:2) said that in human life society, language has main function, those are as a tool of communication and cooperation. Language can be in the form of spoken, written, and hand gestures. Besides, language has important role to help in understanding word. So language and the meaning cannot be divided from each other (Richard & Anne, 1991). It can be concluded that language must consist of understanding, understood, and also meaning.

Language allows the users to communicate and interact with other. The people who have good language skills will have good communication in the social life. In this globalization era, the people is expected not only to master their native language, but also the foreign languages. Many people are vying to master foreign language particularly English. There are several reason why English is important for people to be able to master English. The first, English is International language. It uses by all countries in the world, whether in the countries that use English as the second language or as a

foreign language. The secondly, by master English, knowledge can be obtained to the maximum. There are many learning resources that come from other countries. The third reason is, people who master English have wider job opportunities. Currently, the one of requirement for the job applicants is required to have the ability to speak English.

In Indonesia, English became the important subject that must be learned by the students at all levels of education, started from elementary school until the college. In learning English, the students are required to master several skills. According to Heaton (1990), speaking, listening, writing, and reading are skills that students should learn. Besides that, there are also components that support those language skills, those are grammar, vocabulary, spelling and pronunciation. From those skills and components of the language, pronunciation became the most one of significant part that students must master.

Students who have good pronunciation can communicate well with other, they are able to evade misconception. There are some reasons why pronunciation as the one of the language components that must be taught in the schools. The first one is, pronunciation can improve students' intelligibility. And the second one is, pronunciation enables students to raise up a good image in a situation, such as introducing their selves to new people if these are conducted partially or wholly through the English medium (Poedjosoedarmo, 2003). So with having a good pronunciation, it can help students improve their clarity in pronouncing words and of course it will make students have a good communication.

The researcher did preliminary study to gather information about the current situation in the classroom. The researcher found the problems that students face, and the teacher techniques used in the process of teaching and learning in English class. The researcher did the observation in VII D of MTsN 4 Blitar, on 21st and 25th September, 2021. The students majority of the seventh grade of MTsN 4 Blitar have in learning English especially in pronouncing English words. The observation was carried out in the middle of first semester of the academic year 2021/2022. The teacher taught about “Telling Time” and the topic was name of days and months at that time. The teacher read the name of days and months, and then requested the students to imitate him. When the students repeated what teacher read, majority of the students can not pronouncing correctly. They can not pronouncing the name of days and months with right stress and accuracy. The students were bored when the teacher provided example to the students how to pronounce the name of days and months. The students were also confused and required a lot of time when the teacher provided examples of pronouncing words.

Hence, the alternative of appropriate learning medium needs to be done to attract students’ interest in learning pronunciation because the learning medium has important role to help students in improving to understand in a learning material. All things which are able to deliver or convey a message or information to the students within learning and teaching process, with the result this can encourage students enthusiasm in learning. There are several medias of learning that are able to be used in the process of teaching and learning, such as audio-visual media, audio media, and

applications, etc. The examples of audio-visual media are movie, television, and video. Audio media, for example, there are radio and podcast, while the examples of application are Duolingo and U-Dictionary.

U-Dictionary application is one of the offline English dictionaries supported by 44 languages in the world. This app has been categorized as one of the best apps in the dictionary category on Google Playstore. This includes English articles, games, questions and answers to improve the level of English. This app can be used to translate many other languages and not only focused as an English dictionary. Since the context of activities in life is various, this app is able to interpret the translation according to the activity such as studying, working, and traveling. It can be used as an effective learning medium for learning pronunciation. This app includes a voice translation feature that can spell out a word and several sentences, making it easier to practice pronunciation. This application is chosen because it has necessary aspect needed to make easier to deliver subject material and make the students easy to learn pronunciation, and also easy to recall it. This application can invite the students to be active and fun in teaching learning pronunciation without any pressure.

The previous study was done by Fransissca Kristanty Bijak Ampuni (2017) with the title "*The Use of Podcasts in Learning Pronunciation in Class VIII of SMP PGRI 10 Wedi, Klaten*". This study is related to media of learning that can help students' skill inpronouncing word. The results from the study above has shown that the podcasts use is effective way to learn pronunciation. Further, this study has shown that learning pronunciation to

the students' using media is an interesting and innovatory way in learning English.

The other study was done by Shinta Fenanda Putri (2021) with the title "*The Use of U-Dictionary as a Media to Increase Students' Listening Skill*". The objective of this study is to discover the U-Dictionary use as a learning media to escalate the students' skill in listening at SMPN 35 Makassar. The result of this study is, through U-Dictionary use as the media can increase students' skill in listening.

The third relevant study is conducted by Ninda Ulfiani (2020) from IAIN Tulungagung with the title "*The Effectiveness of U-Dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan*". The result of this study indicates that the U-Dictionary application was effective media to be used as a learning media in teaching pronunciation to students of eleventh grade at SMK Islam 1 Durenan.

There are several related studies were done. The first was conducted by Fransisca Kristianty Bijak Ampuni (2017) also arranged a study with the title "The Use of Podcasts in Learning Pronunciation in class VIII of SMP PGRI 10 Wedi Klaten". The focus of this research is on how the students of eighth grade become more chummy with stress on pronouncing words, and also they can pronounce animal names correctly by way of the use of Podcasts as the media. The researcher conducted this study used Classroom Action Method (CAR). Then, a study was done by Ninda Ulfiani (2020) from UIN Sayyid Ali Rahmatullah Tulungagung by the title "The Effectiveness of

U-Dictionary Application Teaching Media towards English Pronunciation of the Eleventh Grade Students at SMK Islam 1 Durenan”. The study focused on improving students’ pronunciation at the level of senior high school education using U-Dictionary application. Shinta Fenanda Putri (2021) English Education program of Universitas Bosowo, she arranged a study about increasing students’ listening skill by the use of U-Dictionary application.

Therefore, the researcher wants to see how the improvement of seventh grade students’ pronunciation if the teacher applies the use of U-Dictionary application to the students in one of the classroom of MTsN 4 Blitar. It will present the results of the study whether the U-Dictionary application can help the seventh grade students to improve their achievement in pronouncing English words or not. By the description, the researcher is fascinated to conduct a study by the title **“Improving Seventh Grade Students’ English Pronunciation through U-Dictionary Application Use as a Learning Medium at MTsN 4 Blitar”**.

B. Statement of Research Problem

1. How can U-Dictionary improve students’ English pronunciation in the seventh grade of MTsN 4 Blitar?

C. Objective of the Study

The objective of the study is to improve students’ English pronunciation at the seventh grade of MTsN 4 Blitar through U-Dictionary application use as a learning medium.

D. Significance of the Study

The result of the study are expected will be useful and give benefits for the:

1. Students

- a. It can stimulate students interest in learning English pronunciation, so they will realize that learning pronunciation is fun and not difficult. As the result, the students' English pronunciation achievement will increase.
- b. It can provide the students enjoyment in learning process without ignoring the teaching and learning process itself, with the result that the students' motivation and activeness in the learning pronunciation can improve.
- c. It can promote the U-Dictionary application as an electronic dictionary to the students, so that they can be familiar with this media.

2. Teacher

- a. The result of the study can be used as a guide to improve the teaching quality.
- b. The teachers are able to get useful input regarding teaching English especially in teaching pronunciation using U-Dictionary application.

3. Future Researcher

- a. The result of the study can inspire future researcher who will arrange an alike study and further discussion on the U-Dictionary application use as the learning media in teaching pronunciation to improve students' English pronunciation.

E. Scope and Limitation of the Research

Limitations of the study is needed because to avoid widening the subject matter so that this study is more focused and facilitates the discussion so that the goal of this study can be achieved. Conducted only to seventh grade students at MTsN 4 Blitar in academic year 2021/2022. The limitation focuses on the English word pronunciation. In this study the researcher focusses on the improving students' English pronunciation through U-Dictionary application use as a learning medium. The material used in this study is about the names of job.

F. Definition of Key Terms

1. Pronunciation

Pronunciation is the one of important unit of a language in the form of sound produced by vocal cords in the form of a words or sentence, which aims to convey the purpose of the speaker to the listener.

2. Learning Medium

Learning medium is intermediary that used by teachers to deliver the subject matter, so that it will make students easier to understand.

3. U-Dictionary Application

U-Dictionary application is one of the online dictionary application that is able to download from the Playstore application in the smartphone. This application is able to translate a language to more than 30 languages in the world. The application includes a translate language in the form a voice which is able to spell a word or sentence. The

pronunciation in this application is also available in English (US) and English (UK) accents.