

# CHAPTER I

## INTRODUCTION

This chapter presents about background of the study, formulation of research question, purpose of the study, significance of the study, hypothesis, scope and limitation of the study and definition of key terms.

### **A. Background of The Study**

The study of pronunciation, which is one of the components of language, has emerged as an important component in the English teaching curriculum. According to Goodwin (2011: 117), In the context of teaching pronunciation, the goals of the instructions are threefold: to make it possible for our students to comprehend and be comprehended; to construct our students' confidence in approaching communication situations; and to make it possible for our students to monitor their speech based on input from the environment. According to the information provided by that statement, it is clear that teaching English to speakers of other languages requires a significant focus on pronunciation. In addition, pronunciation is particularly crucial when teaching English in the classroom. First, it is used in communicating for conversation, and also in listening from media learning. It means that students need to be able to pronounce well due to the fact that the teacher will teach linguistic skills including pronunciation. Hence, the students can also develop their ability in speaking and listening through pronunciation.

Unluckily, a lot of students from junior high school face some problems in learning pronunciation. Many of them cannot pronounce English correctly. Moreover, they are oblivious to the fact that their pronunciations are wrong.

They are still confused a pronouncing English words correctly, especially towards some English words which have almost the same pronunciation. This problem also occurs in MTs Al-Huda Bandung. This problem can be identified because it is related to previous research conducted by Erwin Seftiatini (2016), that uses short movie as a media to improve students' speaking ability at second grade of MTs Al-Huda Bandung. After doing preliminary observation, she found that the students shy to speak English because their pronunciation was bad. The students cannot differentiate the pronunciation of one word from another. There is still a lack of seriousness on the part of students towards the learning process. It is challenging for them to accept teachings since they typically do not want to learn and do not pay attention to the material that is offered by the teacher, which results in less than ideal learning outcomes. This is due to the fact that the teaching that is provided by the instructor is frequently dull and repetitive. The utilization of learning media as a vehicle for channeling or learning concepts is underutilized by teachers. In addition to being able to capture the attention of students, learning media can also convey the message that is intended to be delivered in each subject. Also, they rarely have the chance to learn pronunciation during class. Therefore, they make some mistakes when they pronounce English words. So, knowing a good teaching method to improve students pronunciation is very important.

Based on the facts stated above, it is possible to conclude that teaching pronunciation necessitates an interesting and non-boring method so that students are not bored or excited when learning pronunciation. In this case,

appropriate learning media is needed to support the pronunciation learning process. The use of learning media that contains exciting and fun features can attract students' interest during the learning process. Currently, teachers have access to a wide variety of resources, one example being e-learning media, which can be used in the process of improving students' pronunciation. E-Learning is one of the contemporary or cutting-edge teaching models that are utilized in the English language education proses (Nurhayati, 2019). E-learning media has many types that can be used in the learning process, one of which is mobile learning media. Students will be better able to concentrate and be more motivated to learn if they use mobile learning media on their smartphones during the learning process. This is because mobile learning media does not employ media that can distract students from their studies. In this particular instance, the researcher is interested in utilizing one of the many forms of e-learning media that are available to assist in the enhancement of students' pronunciation, namely the Hello English application. The application Hello English is expected to attract students who are easily bored with monotonous conventional learning methods and also to make it easier for students to learn about English, especially pronunciation.

Hello English is a smartphone educational application that assists users in understanding and learning English. Hello English application can help students to learn various language skills such as reading skills, writing skills, listening skills, and also speaking skills. This application can also help students to learn about vocabulary and pronunciation. In this application, the learning process is quite interesting because there are practice features that are

made into games. In addition, there are various other interesting features in this application such as challenges, conversations, videos, audios, courses, etc. This application is also rather unusual, since it features a global and local ranking function that sorts students according to the number of coins they have. When users learn something, they get a coin. So the rank goes up if you have more coins. Because of this, users may have an even stronger interest in improving their English skills. Hello English application is also quite easy for students because this application can be used even when the data is off. Also, using Hello English application allows the students to be able to learn pronunciation whenever and wherever they want. When considering these functions, it is possible to conclude that the Hello English application possesses all that is necessary to pique the interest of students in studying English, particularly in terms of pronunciation.

There are several related studies that were done. The first research is conducted by Ismiati and Kurniawan (2019) by the title "Improving Students' Vocabulary Through Media Application Online 'Hello English' At Class X". The researcher conducted this study using CAR method. The findings of this study indicated that students' vocabularies may benefit from an expansion, while the researcher improved their pronunciation of English words utilizing the Hello English application. Then, another research that is conducted by Wanda Agustiana, St. Haliah Batau, Rampeng (2021) on the topic of using the Hello English application in teaching pronunciation to high-level students in order to improve students' overall success of pronunciation in English. According to the findings of the study, using the Hello English app resulted in

a considerable improvement in students' pronunciation abilities after receiving treatment. But this research was conducted on 8th grade students, while the researchers in this study conducted research on 7th grade students. In addition, there is also research by Aprilia and Ahmad (2020) by the title "Learning Pronunciation Components Using U-Dictionary Application for A University Student". The focus of the study was on the use of the U-Dictionary application in teaching pronunciation components, particularly segmental characteristics like vowel and consonant and supra-segmental ones in intonation, to a high-level student in intelligibility principles in order to have a conversation in speaking practice that was understandable. However, the U-Dictionary application was used to improve student pronunciation, whereas the researcher utilized the Hello English application as a learning media.

As a result, the researcher would like to investigate the efficacy of using the Hello English application to teach seventh grade students' pronunciation of MTs Al-Huda Bandung. The outcomes will demonstrate whether or not this application is effective in assisting students in the seventh grade to improve their achievement in pronunciation. According to this description, the researcher is interested in undertaking the specified research entitled "THE EFFECTIVENESS OF USING HELLO ENGLISH APPLICATION TO TEACH PRONUNCIATION AT THE SEVENTH GRADE STUDENTS OF MTS AL-HUDA BANDUNG".

## **B. Statement of Problem**

Based on the background of the study, the statement of the research problem is formulated as follow “Is there any significant difference score in students’ pronunciation between the students who are taught by using Hello English application and those who are not taught by using Hello English application of the seventh grade students at MTs Al-Huda Bandung?”

## **C. Objective of The Study**

The purpose of this research is to find out the significant difference score in students’ pronunciation between the students who are taught by using Hello English application and those who are not taught by using Hello English application of the seventh grade students at MTs Al-Huda Bandung.

## **D. Significance of The Study**

This study is expected to give benefits theoretically and practically, especially for MTs Al-Huda Bandung.

### **- Theoretical**

The result of this study can give benefits and knowledge so that it can be applied and developed in teaching and learning pronunciation

### **- Practical**

#### **1. For the School**

For the school, especially for MTs Al-Huda Bandung. The research finding of this research is expected that can be used as a reference and evaluation material in improving students’ English skills, especially pronunciation.

## **2. For the English teacher**

For the teacher who teaches English, especially in MTs AI-Huda Bandung, As a result of this study, it is anticipated that English teachers will be able to use the Hello English application as a learning tool to enhance their pronunciation teaching methods.

## **3. For the Students**

It is assumed that the Hello English program would be able to assist students in finding solutions to their problems and making improvements to their pronunciation.

## **4. For Faculty of Tarbiyah and Teacher Training**

The result of this study is expected that can be used as material for scientific studies regarding the use of learning applications for teaching English, especially pronunciation.

## **5. For the Further researcher**

The findings of this study can be used to provide a reference source for future research.

## **E. Research Hypothesis**

The hypothesis of this research is formulated as follows:

The research hypothesis of this research can be described as follows:

1. Null Hypothesis ( $H_0$ ) : There is no significant different score in students' pronunciation between the students who are taught by using Hello English application and those who are not taught by using Hello English application of the seventh grade students at MTs AI-Huda Bandung.

2. Alternative Hypothesis ( $H_a$ ) : There is significant different score in students' pronunciation between the students who are taught by using Hello English application and those who are not taught by using Hello English application of the seventh grade students at MTs Al-Huda Bandung.

#### **F. Scope and Limitation of The Study**

This research concentrated on the effort to create an adequate technique in English class, particularly in teaching pronunciation. The researcher used the Hello English application to teach seventh-grade students of MTs Al-Huda Bandung how to say words correctly.

The problem could be misunderstood in a number of ways, so the researcher restricts the scope of the study to how much of an improvement there is in learning pronunciation through the use of the Hello English application. This research involved the students of seventh grade at MTs Al-Huda Bandung.

#### **G. Definition of Key Terms**

##### **1. Effectiveness**

Effectiveness can be interpreted as; there is significant different score between the control and experimental group. If the result of SPSS:  $\text{sig.} \leq 0,05$ , it means that there is significant different score between the control and experimental group ( $H_a$  is accepted). If the result of SPSS:  $\text{sig.} \geq 0,05$ , it means that there is no significant different score between the control and experimental group ( $H_a$  is rejected).

## **2. Hello English Application**

Hello English is an application for smartphones that helps users improve their English language skills. In this study, the students can learn pronunciation using Hello English application where there are various interesting features for students. Sometimes, the students find it difficult to pronounce English words correctly, especially with some English words which has a pronunciation that is almost similar to. Thus, the role of Hello English application in this study is to help the students learn pronunciation correctly through their smartphones.

## **3. Pronunciation**

There are many skill that should be mastered by English learners which one of them is pronunciation. According to Handayani (2017), Pronunciation is the production of significant sounds that are part of a certain language code and are utilized to produce meaning in context. Word stress, sentence stress, linking and intonation are all important parts of pronunciation.