CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, research questions, objectives of the research, the significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Communication is the most crucial thing that humans need to stay connected to each other in the world. It is the activity of conveying information through exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. According to Badi (2023:16), in general communication is done verbally and can be understood by both parties involved in the communication. The most crucial component of communication is communication itself.

Language is a tool for communication that takes the shape of a speech system or sound system generated by the human vocal organ (Fatmawati, 2018:90). Every linguistic symbol has a purpose. Making communication interactive is its main objective. Words said in a civilized society. Every group speaks a distinct language. For instance, although English and Indonesian are spoken in quite different ways, they nevertheless serve the same function or convey the same message. Four linguistic abilities must be comprehended and learned in order to master a language. They can write, read, talk, and listen. They are all connected and significant.

Speaking is one of the fundamental language skills in English teaching and learning, while there are many other areas covered. The interactive process of speech entails the methodical development of utterances in order to transmit meaning. According to Indrawati (2020:301), the most crucial part of learning a second language perfecting your speaking skills, and your ability to converse in that language is how you will know you have succeeded. If the person speaking is unable to speak, the communication exchange will not proceed easily. Verbal ability is defined as the capacity to communicate effectively in everyday settings, to recount events or acts using exact language, or to speak or articulate a flow of ideas and words. It's important to consider the pronunciation of words when we talk. Pronunciation is the act of pronouncing a word.

Speech has a crucial component called pronunciation. The way a language, word, or sound was pronounced was known as pronunciation. Asyiyah (2021:1) asserted that proper pronunciation helps a speaker communicate more clearly and fluently. One way to conceptualize fluency is the capacity to communicate naturally. There were various guidelines for word pronunciation. Additionally, it relied on how our speech organs are used to form words or letters. We could help our speaking skills. The most important factor in determining how a speaker was regarded by others and how they were officially assessed in terms of other abilities was their pronunciation. The pronunciation and fluency of a person's English could sometimes be used to gauge how well they spoke the language. To become proficient in English, we

had to learn pronunciation. Pronouncing words correctly in English was difficult, especially for Indonesians. It was well known that English was neither the primary nor secondary language in Indonesia. As a result, acquiring pronunciation was challenging for Indonesians due to this. Pronunciation instruction presented several challenges, particularly for Indonesian students in school.

Related to some of the problems students experience when learning English, the variety of learning media became increasingly diverse, allowing students to become more enthused about studying and comprehending the material. Learning media was crucial to the learning process. Susanti, *et.al* (2022:86), stated that learning media were used to modify specific circumstances, events, or objects, as well as to grab an object or event and stimulate students' interest and motivation to learn. In learning English at the junior high school level, teachers used several learning media to help students' success in understanding the material. Phonics video was one of the media applied in teaching. Phonics video dealt with pronunciation, giving students personalized feedback and allowing them to practice. Mostly, the students were more excited about media as part of their learning materials because it captured their attention on the subject and created a new environment for them during the learning and teaching process.

The researcher selected SMPN 1 Ngunut as the study's subject, starting from the first internship at SMP Negeri 1 Ngunut which became a partner school, specifically from March 18th, 2023, to April 1st, 2023. The researcher

carried out observations during the first internship. After the observations were made, the researcher saw the active and responsive role of the teacher in addressing the challenges faced by students in learning and mastering correct English pronunciation. We knew that pronunciation was an essential skill that students had to master to communicate well in English. Responding to this challenge, one of the teacher at SMPN 1 Ngunut used phonics videos as an innovative and interactive teaching medium. The use of this medium was considered beneficial in helping students overcome the obstacles they faced in learning pronunciation. Therefore, this research was conducted to find out how the use of phonics videos was applied to teaching English pronunciation to students in English lessons.

Furthermore, several previous studies investigated the implementation of media to teach English pronunciation. Numerous previous studies were similar to the current study. However, there were fundamental differences that distinguished previous research. These differences might have been due to the research design used (Sahara, 2019; Khasanah, 2022; Guo, 2023; Rendon *et.al,* 2020). It was also derived from media used in teaching English pronunciation (Ranti, 2022; Reni, 2022; Nurul, 2016; Candra, 2023). It could has come from another English skill learned through the use of phonics (Naning and Endang, 2016; Elisabeth and Barli, 2021; Nihta, 2019; Meiqi, 2019). It could also has arisen from the focus of the study (Hiroko *et.al,* 2020; Maria *et.al,* 2016; Zdena and Daniela, 2021; Retno, 2022).

Sahara (2019) conducted research titled "Improving Students' Pronunciation by Applying a Phonics Method in the Classroom at The Eighth Grade Students of UPT SMPN 6 Satap Malangke." The purpose of this study was to find the right way of applying phonics method in teaching pronunciation to the eighth grade students of UPT SMPN 6 Satap Malangke. This study was similar to Khasanah (2022) research titled "Using Jolly Phonics Lesson Application to Enhance Young Learners' Pronunciation Proficiency" which utilized quasi experimental research with two classes as the sample, conducting a try-out test to measure test item's validity, followed by pre-test and post-test. Guo (2023), with the title "Teaching Phonics to Primary School Students in China" used library research, which was different from this and previous studies. The reason for utilizing library research was to answer several key questions: Why was phonics so popular recently in China? What did learning English phonics bring to primary school students? What were the limitations of learning phonics in helping with English learning? What should teachers do to take advantage of phonics to teach English? Lastly, Rendon *et.al* (2020) in their research titled "Using Phonics to Develop The Emergent English Literacy Skills of Spanish Learners", used an experimental pre-test and post-test design to determine the method's added value. Meanwhile, in this research, the researcher used descriptive qualitative research to describe the steps of implementing phonics videos in teaching English Pronunciation. In addition, the researcher also wanted to know the implications, challenges and benefits that students perceived after learning

English pronunciation using phonics videos. Therefore, the researcher believed that descriptive qualitative research was the right research design to describe the steps and define the implications, challenges and benefits of implementing phonics video.

There were also previous studies that looked at the development of student's pronunciation abilities utilizing various media different from those used in the current study. The first is Ranti (2022)'s research, in which the researcher used pop songs to teach pronunciation to young learners. The use of this researcher's media and the current research were nearly identical, namely using media that focused on visuals and audio to attract students' attention, but the difference was the media chosen: this research used pop songs while the current research used phonics videos. Reni (2022) conducted research in which the researcher employed a video dubbing technique on students' pronunciation, whereas the current research used phonics videos. The following study is from Nurul (2016); in this research, the researcher used English videos to improve students' pronunciation, while the current study used phonics videos to teach English pronunciation. Similarly, Candra (2023) also used animated films to improve the students' pronunciation skill.

Aside from the media, past research used phonics in other subjects within English skills, apart from pronunciation. Naning and Endang (2016) employed phonics instruction to examine iss effectiveness in reading classes to improve students' participation. The distinction between this study and prior research was that the current study concentrated on teaching pronunciation, whereas

previous studies focused on students' reading mastery. Elisabeth and Barli (2021), in their research, also used phonics instruction to develop students' reading skills. The following study is from Nihta (2019), in which the researcher implemented the phonics method to enhance very young learner's vocabulary. Meiqi (2019) also used phonics to teach vocabulary to Chinese primary schools students. Despite using phonics as the same media as the current study, this study had a different objective.

In addition, there were differences in the focus of the study. Hiroko *et.al* (2020) used phonics theory and practices to improve students' pronunciation. This was also done by Maria *et.al* (2016), whose research used phonics instruction to improve pronunciation in young learners. Meanwhile, the current research focused on the steps of implementing phonics videos in teaching English pronunciation. The following research is from Zdena and Daniela (2021); their research investigated the effectiveness of the phonics method in teaching English pronunciation to young non-native learners by comparing the achievement of intact and the integrated learners. Similarly, Retno (2022) aimed to find the effectiveness of using phonics in teaching pronunciation. The distinction between this research and prior research is that the current study focused on the steps of implementing phonics videos in teaching English pronunciation, whereas previous studies focused on finding the effectiveness of the phonics method in teaching English pronunciation.

Based on the discussion above, it could be argued that the use of media such as phonics videos can be used to teach English language skills, including

English pronunciation. Considering the theory above, the researcher conducted descriptive qualitative research entitled **"The Implementation of Phonics Video in Teaching English Pronunciation of The Eighth Grade Students at SMPN 01 Ngunut Tulungagung".**

B. Statement of Research Problems

From the background above, the researcher compiled the formulation of the research problem as follows:

1. How to conduct the steps of implementing phonics video in teaching English pronunciation?

2. What are the contributions of using phonics video in teaching English pronunciation?

3. What are the challenges that students perceived after learning English pronunciation using phonics video?

C. Objectives of the Research

Based on the research problems above, the researcher compiled the objectives of the research as follows:

1. To describe the steps of implementing phonics video in teaching English pronunciation;

2. To define the contributions of using phonics video in teaching English pronunciation;

3. To find out the challenges that students perceived after learning English pronunciation using phonics video.

D. Significance of the Research

The researcher hopes this study can be used as:

a. English teacher

The researcher hopes the result of this study will be useful for the other English teachers. The teachers find out the strategy that can be used to train students to pronounce English. In addition, it can be a source of inspiration for other teachers to make learning English pronunciation easier using phonics video.

b. Students

As a result of this study, the researcher hopes it can make students aware of the importance of utilizing the right media that can help them in the learning process, such as phonics videos to learn English pronunciation. It is also expected that students enhance their learning style in order to pronounce and communicate accurately.

c. Researchers

The focus of this research was how the implementation of phonics video has been done to teach English pronunciation so that the students can be more enthusiastic in learning English pronunciation. In addition, the result of this study can help other researchers to be used as a reference source in their research with a similar research focus.

E. Scope and Limitation of the Research

This research focused on describing implementation of media that could be used to teach English pronunciation. The media provided was intended to help students become more enthusiastic about learning English pronunciation. SMPN 1 Ngunut was chosen as the research setting because the school had become a place where the researcher conducted an internship and the researcher had found the use of media, namely phonics video implemented by the eighth grade English teacher, therefore the researcher chose eighth grade students of SMPN 1 Ngunut as research subjects who had indeed implemented phonics video in learning English pronunciation..

F. Definition of Key Terms

In order to avoid misunderstandings in terms of the topic in this research, the researcher presents the key terms used in this research:

1. **Implementation**

Fixsen, *et al.* (2005:10) define implementation as a set of actions intended to be used in carrying out an activity. The purpose of the implementation itself is to watch what goes on within an activity related to the tasks completed and the outcomes attained.

2. **Phonics**

According to Sahara (2019:5), phonics is an approach to teaching English language proficiency that involves enhancing students phonemic awareness and helping beginning readers decipher word codes and use spelling patterns.

3. **Pronunciation**

Pronunciation is the way a language, a specific word, or a sound is pronounced (Homby, 2015:1217). A word's pronunciation is its style of being said. The process of producing sounds to help others understand or derive meaning from what we say is known as pronunciation.