# CHAPTER I
# INTRODUCTION

This chapter consists of the background of the study, the formulation of the research problem, the research objective, the significance of the research, the scope and limitations of the research, and the definition of key terms.

## A. Background of study

English is the world's most important language. Because, English is an international language. It is spoken by many people all over the world, either as a first or a second language. English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. English is a top requirement of those who are seeking jobs. English as a foreign language is taught in all schools in Indonesia. It has been taught in every Educational Institution Level. In teaching English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. All skills in English are essential because all these skills relate to each other. This research will not focus on the four skills, since it consumes a lot of times and needs continuous efforts. This research is only related to one skill, namely Speaking and I choose one part of the speaking, that is "Pronunciation".

Pronunciation is a fundamental component of language teaching, and it is widely recognized that good pronunciation is essential for effective communication. As a result, teachers are always looking for new and innovative ways to help students improve their pronunciation. One way is

through the use of digital television media. With the advent of digital technology, teachers can now use digital television media to enhance their teaching of pronunciation.

In some way, the teachers must be creative in creating appropriate and interesting activities to help their students improve their pronunciation. Of course, they should consider the students' interest which determines whether the activities are appropriate or not which mention in the videos. Teachers should be careful in selecting material in teaching pronunciation. Furthermore, there are some reasons for using video in teaching speaking. First, the video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, the video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, the video also improves students' cultural understanding of English.

Nowadays, the use of English teaching videos reveals that technology has been integrated into English language teaching. When a teacher uses the video, it can facilitate the students to be more interested in teaching activities because they can receive different teaching experiences effectively. Hadijah, (2016) explained that video can give essential extra benefits for students' teaching experiences; enrich the students' experience about language in use, improve their cross-cultural understanding, develop their creativity, and increase their motivation in teaching. However, in this advanced technology era, the teachers have to face some challenges in utilizing the video in the classrooms.

Digital television media can provide a more engaging and interactive teaching experience for students, and can help reinforce the key principles of pronunciation. In teaching English, there are four skills that students should learn, there are: listening, speaking, writing, and reading. One of the basic problems in foreign – language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims (Nurhayati, 2016).

Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal changes, in which many teachers interact. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process the information and language 'on the spot' (Nurhayati, 2016), in this research the research focuses on part of speaking especially in "pronunciation".

Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. It means that when learners start teaching about pronunciation, they make a new habit and overcome the difficulties resulting from the first language. According to Pourhosein Gilakjani (2016) pronunciation is the production of sounds that are used for making meaning. It means that the learners make a production of sounds in English to convey the meaning in what the learners pronounce it.

Pronunciation is very important part when someone is transferring knowledge to other people. Someone needs to pronounce some words clearly enough to be understood. When the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people

will not get understood. teaching will not succeed if the students don"t participate actively in teaching.

Pronunciation teaching has seen many differences in opinion and its importance or the overall role in language teaching and how it is best taught. Some of these approaches put more emphasis on pronunciation than others. For example, if we look at the direct method of language teaching, the learners' native language is not suggested to be used in teaching. Instead, all teaching happens in the target language (Hişmanoğlu, 2017). So, the existence of pronunciation is essential for English learners.

In some way, the teachers must be creative in creating appropriate and interesting activities to help their students improve their pronunciation. Of course, they should consider the students' interest which determines whether the activities are appropriate or not which mention in the videos. Teachers should be careful in selecting material in teaching pronunciation. Furthermore, there are some reasons for using video in teaching speaking. First, the video includes audio-visuals that are interesting for students. Secondly, it provides an authentic material with the right pronunciation and vocabulary for students to practice. Third, the video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, the video also improves students' cultural understanding of English.

Teaching using video technique was chosen because according to Richards and Renandya (2019) video is a very complicated medium, which can cope with a variety of visual elements and a great range of audio experiences in addition to spoken language. Furthermore, Harmer (2019)

states video as a teaching aid has several benefits, such as students can see the language being used, not only that but also the expression and gesture; cross-cultural awareness, through videos, especially authentic videos, students can see another culture being displayed in the video; the last is that motivation. Hence, the use of videos from YouTube should be considered in teaching pronunciation in the classroom.

There are several types of research that have been done by the previous researcher who relates to the context of this research. Firstly, the research from Simanullang (2018) shows that there is a significant effect of the application of videos on students' pronunciation accuracy. In other words, English educators eagerly improve their ways of teaching or lecturing by using videos, especially in dealing with English Phonology or Pronunciation subjects. Secondly, the research from Mulyani and Sartika (2019) the research proved that the use of YouTube-based video media has successfully improved the students' pronunciation ability. The use of YouTube-based video media gives students a new teaching experience in teaching English especially pronunciation skills. also, it makes the teaching activity more interesting since students can feel the real use of English and the way to pronounce the vocabulary directly from native speakers in the video.

According to various experts in the field of language teaching, the use of digital television media in language teaching has many benefits. For example, a study by Lee and Park (2017) found that the use of digital media in language teaching can lead to better student engagement and motivation. They argue that digital media can create a more dynamic and interactive teaching

environment, which can help learners to stay engaged and interested in the teaching process. With these benefits in mind, it is clear that there is a need for further research into the use of digital television media in teaching English pronunciation. By investigating the potential benefits and limitations of digital television media in this context, we can gain a deeper understanding of how it can be used to enhance language learning and teaching.

There are many reasons why anyone would want to improve their pronunciation. At the most basic, clear pronunciation ensures clear communication, communicates confidence, competence and credibility. When you're conducting business within an international setting, it's important that you neutralize communication problems caused by differences in ways of speaking. Text-to-speech software such as Google Translate software that can read any text with the accent and the language you want, start from English, French, and German etc. Google Translate is change Text to Speech indifferent languages. It is suitable for many persons. They are someone who teaching a foreign language and want to know how the pronunciation of a foreign language correctly, someone who want to practice reading in a foreign language, someone who lazy to read long passage. They just use Google Translate to listen it without having read it. Basically, in teaching, students communicate in foreign language understandably, the teachers should be creative that can make the class enjoyable and interesting. So, the students are motivated and excited to study.

As seen from the explanation of the previous study, digital television media can help students in teaching English very well. In this case, it is

different from the research before. The researcher focuses on using digital television media to teach the students' pronunciation ability by using digital television media teaching as a strategy. The researcher also uses qualitative research design, especially in descriptive qualitative. Based on the explanation of the previous study, the researcher is interested in conducting a research with the title "Using Digital Television As Media For Teaching English Pronunciation At 7 Grade Students of MTS Ma'arif NU Blitar"

## B. Formulation of Research Problem

In line with the background of the study, the researcher formulates the research problem as follows:

1. How is the teaching of english pronunciation using digital television media to grade 7 students at MTS Ma'arif NU Blitar?

2. How is the students respon toward the teaching English pronunciation using digital television media to 7th grade students of MTS Ma'arif NU Blitar?

## C. Objectives of the Study

1. Knowing the teaching of english pronunciation using digital television media to grade 7 students at MTS Ma'arif NU Blitar.

2. Knowing the students respon toward teaching English pronunciation to use digital television media to 7th grade students of MTS Ma'arif NU Blitar.

**D. The significance of the Research**

  1. For Students:

       The results of this study can be useful for students to understand the benefits of using digital television media in the process of teaching English pronunciation.

  2. For Teachers:

       The results of this study can be used as a guide in providing teaching using digital television in teaching English pronunciation to students.

  3. For Future Research:

       The results of the research can provide insight and knowledge about the use of digital television media in teaching English pronunciation.

**E. Scope and Limitation of the Research**

       This study involves information collected regarding perceptions about improving English pronunciation through digital television media as foreign language teaching. The respondents were VIII grade students of MTs Ma'arif NU Blitar in the 2022/2023 academic year. Due to some reasons in this research, it is necessary to limit the problem. As follows :

1. The material is focused on English Pronunciation only.

2. This research was conducted in class VIII MTs Ma'arif NU Blitar.

**F. Definition of Key Terms**

       To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the term used in this research. Those are as follows:

1. **English pronunciation**

   Pronunciation is the sounds, stress patterns, and intonation that correspond to the effective pronunciation of communicative language such as, the way a language is spoken, the way words are pronounced, and the way a person pronounces the words of a language (Pennington, 2019).

2. **Teaching**

   Teaching is the methods and techniques used by teachers to help students in the teaching process as well as a reference to the use of strategies in the form of techniques, structures, approaches, and methods used (Harmer, 2019).

3. **Digital television media**

   Digital Television Media in Teaching is the transmission of television signals using digital coding and utilising digital television media, such as educational programmes and interactive lessons (R. Brown).