

CHAPTER 1

INTRODUCTION

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

1.1 Background of The Study

Communication is infinite in distance, time, and space, it could happen anywhere, anytime, and without face to face. Facebook, Twitter, Instagram, Line, and other social media applications can help us to communicate with people around the world. Communication with social media is not limited to the writing of a text. There have been many features of social media which can be used to communicate directly, such as voice notes, voice call, or video call. We could make a great communication in English by using these features, but before that we have to master the English pronunciation first. When the speakers have a lack of pronunciation ability, the audience will be confused about the word that speaker pronounce exactly. It guides to misunderstanding of the audience. Therefore, we need to realize that the important point of foreign learners who want to be able communicate fluently with the target language is become proficient at the sound system, in this case English pronunciation. As foreign learners we have to find out a lot of English experience in pronunciation, not only from Indonesian speakers but also from native speakers.

Pronunciation is the way we pronounce or produce the sound of words and this is one of the key factors in communication. Because pronunciation deepens speech recognition, speech perception, and speaker identity. Different pronunciations or different sounds will have different meanings. It is known that the vowels and consonants of English and Indonesian are very different and pronunciation errors can occur and cause listeners to misunderstand the message being conveyed. This research aims to find factors that cause English pronunciation errors made by students and their achievement in grades.

According to Brown (as cited in Anggraini, 2019), the aim of language learners is to ensure that they can communicate effectively, and they must understand it. In this case, pronouncing a word is crucial. When speaking English, the speaker and the listener have a mutually beneficial communication relationship (Habibi, 2016). That is, both the speaker and the listener influence each other. They must speak with the correct pronunciation with the appropriate pronunciation. Speech sound, in a language, is a unique unit so that different sounds can give rise to different meanings (Yule, 2010).

Nowadays, there are many learning media which can be used by teacher to explain the learning material. Such as YouTube video, pictures, grammar cards, etc., these various media help students to understand the material easily. In this research, researcher uses TikTok as a media for learning English Pronunciation. It caused by the users of TikTok which is increasing every day. They have 150 million daily active users (500 million monthly active users) in June 2018, and it was the world's most downloaded application in the first quarter of 2018, with estimated 45.8 million downloads. TikTok is video-based application where the users are able to watch, create, and share the video to another platform. There are various kind of TikTok video such as health intelligence, food recipes, daily life hack, dance, lip sync, beauty, and education. Among the many developing applications, one of the most in demand by children, adolescents, and students today is TikTok (Omar & Dequan, 2020; Sun et al., 2021). TikTok is better known as a creative application for its users. The TikTok application is the most used in the world; this application originates from China and first appeared in September 2016 by Zhang Yiming, the founder of the TikTok application.

In this research, the researcher uses Lucy's contents from TikTok Application in students' pronunciation achievement. Currently, the TikTok Application comes with a high predicate from the community and the average child to adult likes this application because it presents interesting and useful video contents from various things. Lucy is a native speaker from US and she provides teaching English using British and America accent in his contents, such as vocabulary, how pronounce well, teaching about his experience study

English, prepositions, phrasal verbs, etc. The students can listen to the contents spoken by Lucy and answer some questions from researcher.

Researcher already done an interview with the English teacher in SMKN 1 Tanjunganom are difficult to pronounce English. It caused by the differentiation between the written text and its sounds, so they cannot pronounce English vocabulary correctly. Although the teacher has shown the students the way to produce sounds of some vocabulary, they will forget the sounds in their next meeting because they have not practice it frequently. The students never practice to pronounce English vocabulary in their daily life, which can help them to increase their pronunciation ability. Therefore, the researcher decides to examine TikTok as a media for learning English pronunciation. This is done because there are numerous advantages of using the TikTok application for learning, according Wisnu Nugroho Aji and Dwi Bambang Putut Setiyadi argued that TikTok application can be used as an effective learning medium. First, the TikTok application meets the learning needs of students. Second, TikTok applications attract students' interest because TikTok has many features that can be implemented into learning. And finally, the TikTok application is equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation, who are attached and close to the digital world, especially gadgets. Therefore, researcher wants to ensure that TikTok is helpful and usable to increase students' pronunciation. This media is expected to be used by the teacher as learning media to improve students' pronunciation during the learning process. Moreover, students are able to utilize TikTok for train their pronunciation ability outside the class.

From the explanation above, the researcher conducts this study by the title "*The Effectiveness of Using Lucy's Contents from TikTok Application on Students' Pronunciation Achievement of First Grade at SMKN 1 Tanjunganom, Nganjuk*". This research intends to establish is there any effect of TikTok that have many school-age users in students' pronunciation ability. When the result of this research shows advancement of students'

pronunciation, it might be very useful for students to improve their pronunciation ability, especially in SMKN 1 Tanjunganom, Nganjuk.

1.2 Formulation of Research Question

Based on the research background above, the focuses of this research are as follows:

1. How is the students' pronunciation achievement before being taught by using Lucy's contents from the TikTok Application?
2. How is the students' pronunciation achievement after being taught by using Lucy's contents from the TikTok Application?
3. Is there any significant difference scores in students' pronunciation achievement before and after being taught using Lucy's contents from the TikTok Application?

1.3 Purpose of The Study

Based on the formulation of research question, the purposes of this study are as follows:

1. To know students' pronunciation achievement before being taught by using Lucy's contents from the TikTok Application.
2. To know students' pronunciation achievement after being taught by using Lucy's contents from the TikTok Application.
3. To know whether there is significant difference scores on the first grade students' pronunciation achievement at SMKN 1 Tanjunganom, Nganjuk that will be taught by using Lucy's contents from the TikTok Application.

1.4 Formulation of Research Hypothesis

The hypothesis of this research is formulated by the researcher as follow:

1. Null Hypothesis (H_0)

There is no significant difference score on students' pronunciation achievement with and without being taught by using Lucy's contents from TikTok Application at the first grade of SMKN 1 Tanjunganom, Nganjuk.

2. Alternative Hypothesis (H_a)

There is no significant difference score on students' pronunciation achievement with and without being taught by using Lucy's contents from TikTok Application at the first grade of SMKN 1 Tanjunganom, Nganjuk.

1.5 Significance of the Study

It is expected that the study's findings can be beneficial so that it can give contribution for English teaching-and-learning practically, especially for English teachers, students, and other researchers.

1. English teachers

It is hoped that this research will be beneficial for English teacher that using Lucy's content from TikTok Application for teaching pronunciation is an alternative strategy.

2. Students

It is expected that by using Lucy's content from TikTok Application for teaching pronunciation can help students to overcome their problems in pronunciation.

3. Other researchers

It is hoped that this research will be beneficial for other researchers so that they are able to use this research as a reference for further studies.

1.6 Scope and Limitation of The Study

In this study, the researcher makes a limitation since there are two features provided by TikTok Application and they are listening and pronunciation. Therefore, this study focuses on the effectiveness of using TikTok Application teaching resources on students' pronunciation achievement. Specially, the pronunciations aspects in this research are limited to vowel, consonants, stress, rhythm, and intonation. Also, since there are so many contents from TikTok Application, this research focuses on the Lucy's Content. The first grade students of SMKN 1 Tanjunganom, Nganjuk are involved in this study.

1.7 Definition of Key Terms

In order to avoid the misunderstanding of readers when reading this study which is entitled “*The Effectiveness of Using Lucy’s Contents from TikTok Application on Students’ Pronunciation Achievement of First Grade at SMKN 1 Tanjunganom, Nganjuk*”. So, it is necessary for the researcher to define the following key terms:

1. Effectiveness

According to Erlendson (2002) effectiveness can be defined as the extent in which objectives are met. In this study, the effectiveness is if there is significant difference score between the experiment and control groups.

2. TikTok Application

The TikTok Application is an audio-visual social media application that serves videos and music and is the most popular social media application now. An application that is used to support students in teaching pronunciation spoken by native speakers through video content.

3. Pronunciation

According to Dalton & Seidhlofer, in general terms pronunciation can be defined as the production of important sound in two senses. First, sound is important because it is used as part of a code of particular language. First, sound is important because it is used to achieve meaning in context of use. The other opinion by Kristina, Diah, et al described pronunciation as a way of speaking a word, especially a way that is accepted or generally understood.

4. Lucy’s Content from TikTok Application

Lucy is a native speaker from US and she provides teaching English using British and America accent in his contents, such as vocabulary, how pronounce well, teaching about his experience study English, prepositions, phrasal verbs, etc.