

# CHAPTER I

## INTRODUCTION

### A. Background Of Study

The use of language is essential for daily communication and is particularly crucial for those wishing to acquire a foreign language, like English. Most people believe that speaking a foreign language is a prerequisite for learning a language, and that conversational fluency is the primary measure of successful language learning. Put another way, since fluency is the foundation of efficient communication, mastering a language is the most difficult part of learning and teaching foreign languages. There are also specific pronunciations that one must become proficient in when speaking.<sup>1</sup>

Speaking also has been including as one of the important subjects in English language mastery. Speaking in English language mastery is not just communicating but also building English language components such as vocabulary, grammar, pronunciation, fluency, and comprehension. By mastering that skill, students can communicate directly to others easily, especially with a native speaker. That is why speaking is important and needed to be mastered.<sup>2</sup>

Before teaching speaking, teachers must teach pronunciation (Varasarin, 2007). Because pronunciation is the first step in speaking, it is therefore the foundation of learning to speak (the process of learning how to form English sounds). Mispronunciation during

---

<sup>1</sup> Ardhy Supraba, Edi Wahyono, and Abdullah Syukur, 'The Implementation of Reading Aloud in Developing Students' Speaking Skill', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8.1 (2020), 145–53 <<https://doi.org/10.24256/ideas.v8i1.1319>>.

<sup>2</sup> Neneng Maylia Arina and Taufan Dayu Islamiah, 'The Teaching of Speaking Using Storytelling', *Proceeding of Shepo (International Conference On Social Sciences & Humanity, Economics, And Politics)*, 2020 (2020), 63–66.

communication causes misconceptions and keeps people from accomplishing their speaking goals. It's common knowledge that there are a number of fundamental word pairings in the English language with essentially identical pronunciations.<sup>3</sup>

When it comes to teaching speaking and pronunciation, teachers have various challenges. According to Gilbert, creating constant drilling noises in the classroom leads to boredom, discouragement, and possibly outright avoidance of the subject matter.<sup>4</sup>

Teaching pronunciation to students' from the earliest age feasible aims to enhance their capacity for verbal communication while demonstrating the attributes of accurate and clear pronunciation. The aforementioned occurrence, which demonstrates that certain students have difficulty pronouncing English terminology, lends support to this aims to enhance students' oral communication skills, particularly in terms of their ability to pronounce words clearly and intelligibly.

In line with the findings of the School Field Practice (PLP), with the problem of speaking skills, one of which is in certain pronunciation during classroom learning, the researcher found that when speaking in English, high school students usually use speech patterns or dialect styles. In addition, some students refrain from speaking because they feel embarrassed or anxious about making mistakes in expressing their opinions in English. It was confirmed by

---

<sup>3</sup> Perangkat Natural Reader, 'The Use of Natural Reader Software in Teaching', 5.1 (2020), 21–31.

<sup>4</sup> Akkara Sherine, Mallampalli Mallikarjuna Sastry, and Anumula V.Surya Seshagiri, 'Improving Second Language Speaking and Pronunciation through Smartphones', *International Journal of Interactive Mobile Technologies*, 14.11 (2020), 280–87 <<https://doi.org/10.3991/ijim.v14i11.13891>>.

the researcher examining the existing problems by observation using the researcher's interview technique with the English subject teacher at the research location. The results of observations using interview techniques with teachers that students have obstacles from speaking skills, one of which is pronunciation, apart from pronunciation, students also cannot place which subjects are used and other placements. And the ability of students in the classroom on pronunciation 100 : 40 is students who know or are able to pronounce syllables well while 100 : 60 are students whose pronunciation is lacking or low in learning pronunciation in the classroom.

Many language learners find it difficult to pronounce words correctly in the target language, despite the fact that clear pronunciation is essential for efficient communication. This could lead to misunderstandings, learners being frustrated, and difficulties being understood by native speakers.

Even though junior high school students are exposed to a variety of new pronunciations, Králová (2010) states that at that point, it is expected that they have mastered competent pronunciation. Králová (2010) found that speaking words became more difficult as one aged, particularly for individuals who started studying English after primary school. grew larger as one aged. Nevertheless, regardless of age, language learners can create new phonetic categories for novel language sounds that have no relation to sounds in their mother tongue, according to Králová (2010). Students' need not be concerned about learning pronunciation

because English language learners of all ages can speak the language. Adults and students' alike are concerned about pronunciation.<sup>5</sup>

Many language learners find it difficult to pronounce words correctly in the target language, even though clear pronunciation is essential for efficient communication. This can lead to misunderstandings, learner frustration, and difficulty being understood by native speakers.

The life of the Alpha generation uses gadgets every time from waking up to sleeping again they use Gadgets. Therefore, researchers in this study used an application that is easily accessible and can be downloaded on Google Playstore, namely the Read Along application, this application can be used in the classroom to improve pronunciation by letting students read text while listening to examples of proper pronunciation of words.

The Read Along application was released on March 7, 2019, and it can be downloaded from the Google Playstore. Children can learn new languages with the aid of the read along feature. April 2020 saw the release of a revised edition, and September 2020 saw the addition of stories and more languages from that edition. The material that researchers read from internet sources is presented as a character named Diya in this Read Along tool.

Students will be thrilled to use the Read Along application since it allows them to play as they learn and they won't feel burdened because it's simple to use and can help with pronunciation quickly. Alongside it, children will receive instruction in patience, learning how to develop the resilience necessary to get past their

---

<sup>5</sup> Eva Reid, 'Teaching English Pronunciation to Different Age Groups', January, 2016, 18–30.

difficulties speaking words correctly in English. They have trouble pronouncing English words correctly.

The researcher intends to provide an application called Read Along that will help teachers teach speaking abilities, including pronunciation, in order to address this problem and improve instruction in the classroom. In light of this, the researcher intends to conduct a study titled The Use The Read Along Application To Improve Students' Pronunciation in class VII of SMPN 2 Cilegon during the academic year 2023–2024.

## **B. Identification Of Problem**

From the research background above, the identification of the research are:

1. The importance of studying English nowadays, especially with regard to classroom pronunciation.
2. Encourage students to utilize the Read Along application to enhance their pronunciation when learning English.

## **C. Focus of Study**

Based on identification of problems above, the researcher is focused on:

1. The students' pronunciation at SMPN 2 Cilegon
2. Applying Read Along application in teaching learning process
3. The improvement of students' pronunciation using applying Read Along application.

## **D. Formulation Of Problem**

Before conducting the research, the researcher formulated the following question:

1. How is the step by step implementation of learning students' pronunciation using Read Along application?

2. What is the teacher's perception of using Read Along application as a learning tool in the classroom?
3. How is the pronunciation learning situation in the classroom using Read Along application?
4. How is the improvement of students' ability to learning pronunciation after using Read Along application?

#### **E. Objectives Of Study**

The researcher determines the research objective based on the research question as follows:

1. To describe the step by step implementation of learning students' pronunciation using the Read Along application.
2. To explore teachers' perceptions of using the Read Along application as a learning tool in the classroom.
3. To analyze the pronunciation learning situation in classrooms that utilize the Read Along application.
4. To evaluate the improvement in students' pronunciation abilities after using the Read Along application.

#### **F. Significance Of Study**

The results of this research are expected to benefit all parties significantly:

1. For School

This research can help schools improve the quality of student learning in terms of speaking skills and as a reference material to improve the quality of education.

2. For The Student

The results of this study are likely helpful in improving student learning outcomes optimally by the learning objectives to be achieved.

### 3. For Researcher

This study can provide additional knowledge to researchers about effective learning strategies for improving students' speaking skills. This can be useful in their career development in education.

## G. The Previous Studies

A summary of previous studies that are used as research references are as follows:

First, from Bibyana and Syamsi Edi in 2023 entitled “*Improving Student Pronunciation Skill Through Reading Aloud At 8th Grade Students Of Smp Widuri Jaya Jakarta*”.<sup>6</sup> The purpose of the study is to explain how reading aloud to eighth grade students at SMP Widuri Jaya improves their English pronunciation skills during the academic year 2022–2023. Three elements made up the pre-experimental approach utilized in the study: the pre-test, the treatment, and the post-test. Nine fricative consonants are being pronounced by a group of seventeen students. Pre- and post-test results were compared statistically based on multiple parameters to determine whether treatment was given before or after. Students' pronunciation was graded as very bad on the Pre-Test. After treatment, students' mean scores rise by almost 90% above their pre-test findings. The Paired Sample t-test was used to assess the research hypotheses, and the findings demonstrated that a student's reading method had a substantial impact on their ability to improve their English word pronunciation.

---

<sup>6</sup> BIBYANA BIBYANA and SYAMSI EDI, ‘Improving Student Pronunciation Skill Through Reading Aloud At 8Th Grade Students of Smp Widuri Jaya Jakarta’, *SECONDARY: Jurnal Inovasi Pendidikan Menengah*, 3.3 (2023), 237–44 <<https://doi.org/10.51878/secondary.v3i3.2396>>.

Second, the research by Penkhae Wongsuriya in 2020 entitled " *Improving the Thai students' ability in English pronunciation through mobile application*".<sup>7</sup> In Thailand, most talents prefer to overlook pronunciation. Grammar and syntax are all that most pupils need to learn. Consequently, it is found that Thai students find it difficult to pronounce English words correctly, especially in remote areas where there are few native English speakers. This study makes an effort to look into how students pronounce English when they are in remote areas and evaluates their performance using the Google translate mobile application. Giving kids who live in remote places opportunities is the aim of this. This study employed both qualitative and quantitative research methodologies in order to acquire thorough data. Using a purposive sample approach, a total of 24 students who had utilized mobile applications for learning were chosen, semi-structured interviews were conducted in addition to pronunciation tests administered prior to and following instruction. The outcomes demonstrated the degree of improvement in each student's pronunciation. Even those who found it difficult to pronounce English words correctly admitted that the smartphone software was helpful.

Third, another research by Ramdhani Mursyidul Umam in 2021 entitled " *The Use of Drilling Strategy to Foster Students' English Pronunciation*".<sup>8</sup> The problem with this study is how many students have trouble pronouncing words correctly. For instance,

---

<sup>7</sup> Penkhae Wongsuriya, 'Improving the Thai Students' Ability in English Pronunciation through Mobile Application', *Academic Journal*, 15.4 (2020), 175–85 <<https://doi.org/10.5897/ERR2020.3904>>.

<sup>8</sup> Ramdhani Mursyidul Umam, 'The Use of Drilling Strategy To Foster Students ' English Pronunciation Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Approval Sheet the Use of Drilling Strategy To Foster Students ' English Pr', 11150140000094, 2022, 1–60.



students frequently struggle to enunciate words when asked to read a paragraph or sentence by their teacher. Most students find pronouncing English words awkward since they don't know how to do it. The goal of this project is to use drilling to help students pronounce English more correctly. This investigation was conducted in the eleventh grade at MA YASTI Cisaat during the 2020–2021 academic year. Twenty-six students from class XI-IPA were the subjects of the investigation. In this study, the Classroom Action Research (CAR) approach developed by Kemmis, and McTaggar was utilized. Two cycles of planning, acting, observing, and reflecting were used to conduct this study. Both qualitative and quantitative data collection methods were used by the researchers. To collect qualitative data, questionnaires, observation sheets, and interviews were used as the instruments. Quantitative data was gathered in the interim using the pre-test and post-test 1. Only three students, or 11.53% of the total, fulfilled the Minimum Completeness Criteria (KKM) in the pre-test, with a class average score of 51.16. Additionally, 5 students, or 19.23% of the total, passed the KKM in Cycle 1's post-test 1, with an average grade point average of 61.93. Consequently, there was a small increase between the first pre-test and the first post-test. In the end, post-test 2 showed a noteworthy improvement with an average grade point average of 78.85 and 21 students, or 80.76% of the total, passing the KKM. To sum up, class XI MA YASTI Cisaat students who use the Drilling Strategy are able to pronounce words correctly in English.

This study will use the Classroom Action Research (CAR) technique to define and clarify more specific topics about how students improve their pronunciation when learning English

pronunciation through the utilization of the Read Along application. These studies have only looked at reading aloud to students, utilizing mobile applications to improve pronunciation, and employing drilling strategies to assist students pronounce words correctly in English, according to the background and previous research that have been mentioned.

## **H. Writing Organizations**

This study is divided into five chapters, which contains several points that describe the chapter.

**Chapter I : Introduction**, it is including of Background of Study, Identification of Problem, Formulation of Problem, Focus of Study, Formulation of Problem, Objective of Study, Significance of Study, the previous studies and Organization of Writing.

**Chapter II : Theoretical Framework**, it is including The Concept Of Pronunciation, The Concept Of Read Along application.

**Chapter III : Research Methodology**, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique, and Data Analysis Technique.

**Chapter IV : Research Finding and Discussion.**

**Chapter V : Conclusion and Suggestions.**