

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the most important achievements of a human being in their historical civilization so far is language. It is through the language that they can communicate and interact with one another.¹ They can express their idea, persuade others, or promise something. Brown says that “Language is a system of arbitrary conventionalized vocal, written, or gesture symbol that enables members of a given community to communicate intelligibly with one another.”²

There are many kinds of language in our life. Nowadays, English has become a very powerful language in the world. As one of the International language, most communities in the world use English communication. English has become an unneglectable subject among the other subjects taught at the junior high school up to the university levels in Indonesia. It has the priority as the first foreign language.

To master the language we have to understand and learn about the four skills of the language. They are speaking, reading, writing and listening. Each of them is important and has a relation to each other. There are many kinds of subject in teaching and learning English, one of the basic language skills is speaking.

¹ Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global* (Jakarta: Diadit Media, cetakan ke-2, 2010), 49.

² H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 4th ed., 2000), 5.

Speaking is a tool for someone to express what he has in mind, emotion, and to influence or persuade other people to do or to take a certain action.³

Speaking is one of the English skills that is very crucial to be learned by the non-native learners.⁴ The interaction in communication will not run smoothly if the speaker does not have the speaking ability. In speaking, we must give attention to how the way we speak the word. The way to speak the word is called pronunciation.

Yates says that “Pronunciation refers to how we produce the sounds that we use to make meaning when we speak.”⁵ The different varieties of pronunciation within the English speaking countries themselves such as America, Australia, England etc. Having looked at this fact, English teachers may raise a question as “which of the various forms of pronunciation should we teach to our students?” The answer, of course, depends on the purpose and the environment of the students. Furthermore, O’Connor suggests us to take the sort of the English pronunciation which we and our students can hear most often as our model of pronunciation we teach. He states, “the most sensible thing to do is to take as your model the sort of English which you can hear most often.”⁶ However, in the paper, there would be concerned with the British English pronunciation,

³ Eulis Rahmawati, “Getting EFL Learners to Speak: Obstacles and Solutions”, *Loquen English Studies Journal*, Vol. X, No. 1, (January-June, 2017), 23.

⁴ Agnes Maria Diana Rafael, “An Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN”, *Loquen English Studies Journal*, Vol. XII, No. 1, (January-June, 2019), 1.

⁵ Lynda Yates and Beth Zielinski, *Give It a Go: Teaching Pronunciation to Adults* (Australia: AMEPRC, 2009) 11.

⁶ J. D. O’Connor, *Better English Pronunciation* (Cambridge: Cambridge University Press, 2nd ed., 1998), 5.

especially the sort of pronunciation which is usually called ‘Received Pronunciation’ (RP).

Based on the writer’s experience when observation at SMPN 21 Kota Serang. There are reasons why learning English was felt difficult to be mastered by the students. **The first**, majority of students are Javanese and their mother language is Javanese. This reason made students most often use Javanese as mother language to communicate with others in the class and they feel afraid and feel not confident to pronounce English words. **The second**, “some sounds of the new or target language do not exist in the learner’s native language.”⁷ It makes the students’ problem in movement of lips, tongue, and the organs of speech until producing the sound like a native speaker. Especially in sounds that are not Indonesian. For examples, the English sounds /f/, /z/, /tʃ/, /dʒ/, /θ/, /ð/ etc. **The last** reason the teachers still use the traditional or conventional method or material in teaching pronunciation. In the field, not all students can understand what the teachers say, they still lack comprehension pronunciation. If one cannot listen to English pronunciation well, he cannot produce it well too.

Pronunciation is a crucial component for the learning of oral skills in a second or foreign language. Yet some students consider that pronunciation is one of language aspects that is difficult to learn.⁸ By looking at the fact above, the teacher must be creative to increase the students’ achievement in learning English,

⁷ Rod Carruthers, “Teaching Pronunciation”, in Michael H. Long and Jack C. Richards, (eds), *Methodology in TESOL: A Book of Readings* (USA: Heinle & Heinle Publishers, 1987), 191.

⁸ Ila Amalia, “Integrated Lesson in Teaching Oral Skill”, *Loquen English Studies Journal*, Vol. XII, No. 1, (January-June, 2019), 44.

especially in pronunciation skill. As we know, one of “the best way to learn to pronounce a second language is to imitate a native speaker.”⁹ To get a chance to meet in person or get a teacher from that country, not everyone gets that opportunity. But, now technology is very helpful for us in life especially in learning foreign languages. For example, we can use YouTube in finding references for learning foreign languages. YouTube can be accessed via smartphone, tablet, laptop, etc. and the conditions we must have connected to the internet to use it. According to the various pronunciation chosen in this paper. The writer chose accent BBC as teaching material in this study. In YouTube, one of the channels BBC which the writer chose namely “*BBC Learning English*”.

Finally, based on the background above, the writer concludes that YouTube channel *BBC Learning English* is one of the interesting teaching material in learning and teaching English. The writer decided to conduct a study entitled “**Using YouTube Channel ‘BBC Learning English’ to Improve Students’ Pronunciation**” (An Experimental Research at the Seventh Grade of SMPN 21 Kota Serang).

B. Limitations of the Problem

Based on the background of the study above, the writer limits the problem on the effectiveness of using YouTube channel *BBC Learning English* to improve students’ pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ at the seventh grade of SMPN 21 Kota Serang.

⁹ Carruthers, “Teaching Pronunciation”, 193.

C. The Research Questions

From the explanation above, the writer intends to formulate the research questions as follows:

1. How is the students' ability in pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ before and after using YouTube channel *BBC Learning English* at the seventh grade of SMPN 21 Kota Serang?
2. How is the effectiveness of using YouTube channel *BBC Learning English* in teaching pronunciation of consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ at the seventh grade of SMPN 21 Kota Serang?

D. The Aims of the Research

According to the statements of the problem above, the objectives of this research as follows:

1. To know the students' ability in pronouncing the English consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ before using YouTube channel *BBC Learning English* at the seventh grade of SMPN 21 Kota Serang.
2. To identify the effectiveness of using YouTube channel *BBC Learning English* in teaching pronunciation of consonants /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, and /ð/ at the seventh grade of SMPN 21 Kota Serang.

E. Significance of the Research

The significance of the research can be stated as follows:

1. For the students

The study is expected to help students in learning English activity, especially in improving students' pronunciation.

2. For the teacher

The teacher can use the YouTube channel *BBC Learning English* as interesting teaching material when teachers want to improve students' pronunciation skill.

3. For other researchers

The result of this research is expected to become a reference for other researchers who want to conduct further research on a similar problem.

F. Organization of the Writing

This studies of this paper are divided into five chapters as follows:

Chapter I is an introduction of research which consists of the background of the study, limitations of the problem, the research questions, the aim of the study, significance of the research and organization of the writing.

Chapter II is a theoretical framework. It consists of pronunciation, YouTube, previous research, and hypothesis.

Chapter III is the research methodology. It consists of a research method, place and time of the research, population and sample, research variables, research instrument, the technique of collecting data, and technique of data analysis.

Chapter IV is the result and discussion. It consists of data description, data analysis, hypothesis testing, and interpretation data.

Chapter V is the conclusion and suggestion.