

# CHAPTER 1

## INTRODUCTION

### A. Background

English language has a wide range of education. Many types of knowledge can be learned, such as education, political science and health. In English there are four basic language skills that are generally considered to be speaking, listening, writing and reading (Baker, 2001). In terms of speaking, there are the micro skills. One of the micro skills is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants but also the supra segmental features such as rhythm and intonation (Wibawa, 2014). This is the most important one that is indispensable for effective communication. Pronunciation skills are well known as one of the main problems of many foreign language students (Chavangklang, 2013).

Cimencli (2015) states that pronunciation is an integral part of language instruction combined with other language skills (reading, listening, writing and speaking) as the main goal of language seen as communicating in the target language (TL). In learning English whether as a second or foreign language, both of students and teachers ever use the pronunciation ability for teaching and learning process. Furthermore, Celce-Murcia (1996) states that intelligible pronunciation is one of the necessary components of oral communication. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds. As stated by Harmer (2003) “made

aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English”. It means that the better of pronunciation and the better we understand the meaning.

As foreign language learners, Indonesian students often find problem with pronunciation when they speak, read, or listen to English words. It might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher’s ability in handling the English teaching learning process (Aufa, 2017). As Kenworthy (1987) observes that “there are many factors affecting pronunciation learning for EFL students such as hearing, native language and age of learners”.

Teachers have to be aware of the pronunciation. Wibawa (2014) said that students who cannot say well and cannot express what they want can lose their trust as well. In response to the importance of the role in pronunciation, the teacher must be able to convince students so that they have the desire to improve their English pronunciation. Pronunciations are not expected to make students have pronunciation like the nature but students can achieve at least the minimum prerequisite for good pronunciation.

Based on the previous problem found about pronunciation, it is necessary appropriate media to solve the problems and one of the E-learning teaching media is web based class. Therefore, this study aims to explore the impact of E-learning: web based class to improve understanding of English language pronunciation

ability. Amiri (2012) stated in recent years the terminology has been changed for web based learning; it was called as technology based or distance learning, online education, at last it is called e-learning and web based learning. A variety of basic language ability can be improve with the web-based language learning activities. Wærn etc. (2002) also said that web based learning, has become an increasingly popular concept and a common activity in many countries. This is a new medium that offers many possibilities in approaching new groups of students.

In the research James (2017) with the title it is found that web-based text-to-speech tool can indeed improve children's word stress and sentence intonation. Thus, it can be concluded that teachers can make it if they want to develop their students' speech suprasegmental. As for speech segmental, it is found that web-based text-to-speech tool has the potential to improve children's pronunciation of vowel, consonant and diphthong sounds.

The present research focus on specific effect of students' English language suprasegmental pronunciation that is stress and intonation using E-learning: web based ClassDojo in news item. This research will be conducted on second grade students in SMA Darul Falah. The research is entitled **“The Implementation Web Based ClassDojo to Improve Students' English Language Pronunciation”**

## **B. Research Question**

From the description above, this study is intended to answer three following research questions:

1. What is the students' English language pronunciation ability before using Web based ClassDojo?
2. What is the students' English language pronunciation ability after using Web based ClassDojo?
3. How the significant is the improvement of students' English language pronunciation ability after using Web based ClassDojo?

## **C. Research Objectives**

From the research question above, this study is aimed at obtaining three following objectives:

1. To describe the students' English language pronunciation ability before using Web based ClassDojo.
2. To describe the students' English language pronunciation ability after using Web based ClassDojo.
3. To describe the significant at the improvement of students' English language pronunciation ability after using Web based ClassDojo.

## **D. Significance of Study**

The result of this research is expected to be able to provide theoretical and practical significances:

### 1. Theoretical significances

As the World Wide Web has developed to be a widespread and reliable communication medium, a wide range of software and services has emerged to support teaching, learning, and collaborative work. These new software and services provide opportunities for supporting and enhancing teaching and learning strategies and practices. There are already many different types of software and services with many providers in each broad category; yet, given the rapid rate of change of the WWW, the specific nature of the software and services, the providers, and perhaps even the categories themselves, will change over time. One issue that teachers face in this new and rapidly changing environment is the choice of software and services to support their teaching and learning activities (Aggarwal, 2000).

### 2. Practical significances

Our goal in this chapter is to develop a model and guide for teachers who want to select software and services that support or enhance learning, and in particular collaborative learning, through the World Wide Web. We are concerned here, not with products and services that require significant investment in time, money, or technical resources, but with simple and low cost software and services that might be used in practice by teachers to support 'every day' teaching and learning, whether at school or on campus or by distance learning.

## **E. Rationale**

Language is essentially a means of communication among the members of a society (Sirbu, 2015) the basis for effective oral communication is good

pronunciation. It is recognized as a basic skill that students must acquire, especially as it affects precision and understanding. Pronunciation, which is an important component of language learning and teaching, determines the identity, community, and clarity of speakers. The ability of individual pronunciation is responsible for conveying their message, how they are rated by others and this ability is an indicator of their membership towards a particular community. Although it plays an important role in communication, the pronunciation is inconvenient for non-authoritative ones English learners and those who teach non-natives for several reasons (Demirezen & Kulaksız, 2015). According to Amep (2002) stated that a broad definition of pronunciation includes both suprasegmentally and segmental features. Although the different parts of the pronunciation are applied separately because it is important to remember that they all work in combination when people speak, and therefore are usually best learned as an integral part of spoken language.

1. Supra segmental aspects of pronunciation; aspects of speech beyond the level of the individual sound
  - Stress
  - Intonation
2. Segmental aspects of pronunciation; pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language
  - Vowels, diphthongs (combinations of two vowel sounds), trip thongs (combinations of three vowel sounds) or consonants.

Teaching pronunciation involves various challenges. To start with the teacher, often find that the teacher does not have enough time in class to give proper attention to this aspect of teaching English. When students are given time to practice English pronunciation, the teacher often gives instructions to students in the form of presentations and practices from several topics that are not interesting and seem unrelated. Repeated audible drilling (for example, minimal partner work) often leads to disappointing results, and desperate students and teachers ultimately want to avoid the practice of pronunciation altogether. A teacher can help overcome some psychological barriers and other challenges in students by thinking about the purpose of pronunciation instruction and helping students to sound like native speakers while helping them to learn the core elements of spoken English so that they can be easily understood by others (Gilbert, 2008).

The internet seems to be part of everyday life, and its presence in education is very important. Web-based courses seem to dominate the attention of educators and students (Cook, 2007). According to Ray (2012) the term e-Learning-Based Web (WBeL) is proposed in this paper because it means inner meaning for the Web or the World Wide Web which is an easy-to-use media for conveying data around the world very quickly and smoothly, B for Based on W media, e for electronic systems is embedded with W, while L for studying some data or facts is available in W media-based electronic systems. This is supported by Retnomurti and Octavita H (2018). Many people believe that multimedia can bring us to a situation to replace learning with learning effort. Thus, a fun and

interesting learning process will be the right choice for educators. Conventional learning systems that have been implemented so far (teaching faculties) are closely related to the concept of learning and are considered to be incompatible with the enthusiasm of the rapid development of science and technology.

In addition, there are several advantages about web-based E-learning. According to Ray (2012) first, E-learning encourages students to read carefully through information using hyperlinks and websites throughout the world. Students can find information relevant to their personal situation and interests. E-learning provides students with the right to choose learning material that is appropriate to the level of knowledge, interest and what they need to know to do more effectively in an activity. E-learning prioritizes students in accessing information because it is an effective way to get information they want to learn. E-learning is very flexible because it can be adjusted to meet the individual needs of learners. Secondly, E-learning helps in developing knowledge about Internet learning. This knowledge will be very influential for their careers. E-learning can build confidence and responsibility of students. When the learner succeeds, it builds self-knowledge and confidence in it. Third, Educators and companies really benefit from e-learning. Students can enjoy, organize, and measure their own abilities without any other pressure

#### **F. Hypothesis**

The researcher determines the hypothesis tested in this research is  $H_0$  (null hypothesis) and  $H_A$  (alternative hypothesis).



$H_0$  (null hypothesis): there is no significant influence of E-learning: Web Based ClassDojo to improve students English language pronunciation.

$H_A$  (alternative hypothesis): there is a significant influence of E-learning: Web Based ClassDojo to improve Student's English language pronunciation.

### **G. Previous Studies**

The first study about Web Based E-learning was created by Ayu Bandu Retnomurti and Rr. Astri Indriana Octavita H. in (2018) with the title "Web-Based Audio Visual Phonetic Table Program Application as E-learning of Pronunciation Practice in Undergraduate Degree Program". Verbal-based learning such as English pronunciation practice requires the existence of an effective e-learning because if it is directly given without any learning media, inaccuracies in pronunciation, spelling, repetition will usually occur in the spoken language. Therefore, this study aims to develop e-learning to be used in the Pronunciation Practice class, Indraprasta PGRI University. The development of Pronunciation Practice learning media takes some steps: 1) conduct an analysis on needs, 2) develop syllabus, lessons and training, 3) create a learning media in the form of web-based audio-visual Phonetic Table Program, and 4) conduct a test and improve learning media. The result is carried out in pronunciation practice classes to find more details on some parts that may still not be detected by the researchers. Thus, the use of technology has become a necessity to assist students in achieving the learning objectives. Therefore, the process of communication in learning will attract more students' interest and provide facilities to understand the sound system of English as it is equipped with buttons to practice presented by

non-native speakers. Non-native speakers' selection are based on the consideration that they quickly adapt helping other students who are less fluent in English.

The second study about Web Based E-learning was created by Ian James (2017) with the title "The Use of Web-Based Text-to-Speech Tool in Improving English Pronunciation and Changing Perception of Error Correction among Young Learners". Text-to-speech is a kind of web-based tool that has a potential to improve English language ability as a Second Language (ESL) learners' spoken production. The research explored the role of tool in helping learners to improve their pronunciation. It also explored the role in changing their perception of error correction. The research has been taken in a Malaysian primary school in a small village. It was targeted at 9 children who had been identified as proficient writers but reluctant speakers. In the first cycle of the research, the text-to-speech tool was used as a method of instruction. It was used to assist them in pronouncing words correctly by producing conversation scripts and converting them into spoken output through a web-based text-to-speech tool (<http://www.ivona.com>). In the second cycle, the same activity was carried out but a more playful approach was applied. Throughout these two cycles, the respondents' pronunciation and perception of error correction were observed and evaluated. The data in this research were gathered through audio recording, transcription, observation, interviews, and journal entries. The findings of this research reveal that the use of a web-based text-to-speech tool can improve children's pronunciation because it enables them to use authentic and conversational language. Secondly, the use of

this tool can improve children's perception of error correction by means of a non-threatening, self-regulated learning environment.

The third study about Web Based E-learning was created by Izwan Nizal Mohd Shaharane, Jastini Mohd Jamil, and Sarah Syamimi Mohamad Rodzi (2016) with the title "The Application of Google Classroom as a Tool for Teaching and Learning". Learning activities in the computer lab is one of the challenging in higher education. Subject that is most practical activities such as Data Mining are by nature illustrative or demonstrative in the computer lab that emphasize the acquisition of observational skills; and allow students to see the concept dealt in action and relate theory more closely to reality. The main objective of this study is to explore the effectiveness of Google Classroom's active learning activities for data mining subject under the Decision Sciences program. A set of questionnaire has been distributed to a sample of 100 students who enrolled data mining subject were used in this study. The analysis of the data was carried out using Technology Acceptance Model (TAM) to examine the relationship between the identified factors and the effectiveness of the learning activities. The results prove that majority of the students satisfy with the Google Classroom's tool that were introduced in the class where all ratios are above averages. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's learning activities.

In this research, the investigation focus is specified to the effect E-learning Web based ClassDojo to improve English language pronunciation and also this

research will focused on supra segmental features that is stress and intonation. This research is different from previous research because the previous research is conducted at English education department but this research will be conducted at senior high school using pre-experimental performing pre-test, treatment and post-test.

