

# **CHAPTER I**

## **INTRODUCTION**

This research presents the background of the study, research questions, research purposes, research significances, framework, and previous study.

### **A. BACKGROUND**

Pronunciation is one of the aspects included in speaking. According to Fraser (2000) in Gilakjani (2016), pronunciation is the most important skill for the students to be able to speak English well and understandable. To have good pronunciation, the students should be taught about stress as one of the suprasegmentally features that are needed in speaking. Moreover, the stress in English is one of the important roles in the production of spoken language (Ohoiwutun, 2016).

There are so many aspects that make Indonesian students feel difficulties to learn English as a second language, one of them is pronunciation. Pronunciation is one of the problems for them and difficult aspects of English to acquire, and need explicit help from the teacher said (Morley 1994; Fraser 2000 in Hidayatullah, 2018).

Based on the researcher's experience, some of the English Education Department students in UIN Sunan Gunung Djati Bandung face difficulties in pronouncing some English words with the correct stress. The main reason for this problem is that all the students' especially English education departments students at UIN Sunan Gunung Djati Bandung face difficulties in pronouncing words with three syllables or more. For example, the word "dependability" it should read that word with the stress before -ty, So it should be dependaBllity, not dePENdability or dependabilITY (Rahiem, 2017).

To make the students easier to learn pronunciation, some materials can be used by the teacher to teach the students. According to Rather, (2004) in Rasul, Bukhsh, & Batool (2011) charts, maps, models, film strip, projectors radio, television, etc are called instructional aids. One of the instructional devices is Audiovisual aids that can be used in the classroom to encourage in the learning process, make it easier and interesting for the students.

Currently, Covid-19 is one of the pandemics that occurs around the world which makes the direct learning system stuck then it optimizes using E-learning class as the preference. E-learning is very important to do in this pandemic because of COVID-19 should make all the students learn from home to avoid fast spread the coronavirus diseases (Allo, 2020). However, E-learning has many advantages for the successful learning class such as easy for accessing information and material for the students and teacher, the students can use different learning style, motivating and interesting in learning for the students, it is flexible to do said (Kumar Basak et al., 2018)

Podcasts video can be used as learning material since 2005 that podcasts video is categorized as academic focus according to purpose, segmentation, and pedagogical strategy stated (Kay, 2012). The advantage of using English Podcast Video as a learning material is that Podcast is currently trending among teenagers so, it will attract the students toward the media being used in the learning process. In addition, using podcasts video is beneficial for the students to get new information and to explore its benefits for mobile learning to improve the learning process and speaking skills in terms of pronunciation after watching the podcast video (Rahimi & Katal, 2012)

There are several types of research regarding the Use of English podcast video in Practicing Pronunciation Skill of Stresses Word in E-Learning Class. The first research by Maharani (2017) said that by using audiovisual aids, Senior High School students can learn pronunciation of the native speaker on the video shown effectively. They can listen and repeat the correct pronunciation of the native speaker shown on the video. The second research is by Handayani (2017). She stated this research found the use of film in teaching English pronunciation doesn't show any significant improvement however the students show enthusiasm toward the media used in learning pronunciation. The third research is by Shodiqin et al., (2014) they said that this research focuses on listening to the audiovisual aids and its transcription can improve students' pronunciation skill.

However, this research is different from the previous researches, while the previous research focuses on improving pronunciation through material video, film,

and audiovisual transcription but this research centers on The Use of English Podcast Video in Practicing Pronunciation Skill of Stressed Word in E-learning class. Furthermore, due to the pandemic situation of Covid19 virus in 2020, all teaching-learning process is delivered through an online class. Thus, this research investigates the use of English podcasts video to practice pronunciation skills and investigate the students' response toward the use of English podcasts video in Practicing pronunciation skills of Stressed Word in E-learning class. This study is important to do because it can enrich teacher's knowledge of teaching pronunciation skill strategy.

#### **B. RESEARCH QUESTION**

From the research background, the problems are formulated into the two following questions:

1. How is the implementation of English podcast videos to practice students' word stress in e-learning class?
2. How is the students' word stress performance using English podcast video in E-learning Class?
3. What is the students' response toward the use of English Podcast video on their pronunciation skill in terms of word stress?

#### **C. RESEARCH PURPOSES**

Based on the research questions above, there are two research purposes in this research are:

1. To know the implementation of English podcast video to practice students' word stress in an e-learning class
2. To know the students' word stress performance using English podcast video
3. To find out the students' response toward the use of English Podcast Video on their pronunciation skill in terms of word stress

#### **D. LIMITATION OF STUDY**

This research aims to investigate the use of English podcasts video in Practicing the pronunciation skills of the stressed word in the E-learning class. It can be seen in the background that this research focuses on Practicing students' pronunciation skills in terms of stressing words by using English podcast videos in

E-learning class. The researcher investigates how the students' pronunciation skills, especially in word stress by using English podcasts video.

#### **E. RESEARCH SIGNIFICANCES**

This research gives significance both in practical and theoretical. Practically, this research has two significancies among others:

##### 1. Practical Significance

###### a. Students

By using English Podcast video the students can explore their pronunciation skills independently especially in word stress.

###### b. Teacher

This study is expected to give some ideas to English teachers about useful learning strategies in Practicing students' pronunciation skills in terms of the stressed word.

##### 2. Theoretical Significances

It can be an evaluation for curriculum planners in the learning process to get a better result.

#### **F. RESEARCH FRAMEWORK**

In English pronunciation, several aspects are learned included word stress, rhythm, sentence stress, weak forms, intonation, the sounds, linkage and speech simplifications, and general awareness-building activities (Kenworthy, 1987). One of the important aspects of pronunciation is word stress.

The articulation of the syllable with greater emphasis than others is called stress (Maharani, 2017). Loudness, length, and pitch are three parameters that can be identified as a stressed syllable (Goldsmith, 1990; Clark and Yallop, 1998; Cite in Karjo, 2016). It can be seen that long and with a higher pitch is produced by stress syllable. Stress means essentially that one phonological element is singled out within another, longer, phonological element (Fudge, 2016). Talking about longer, stress should have a great emphasis on every syllable. To have great emphasis on the stress articulation of syllable, the students should be able to use

stress patterns. According to Wulandari & Laila (2008), students need to be able to use the stress pattern of the language, even if they cannot state the rules.

To be able to use the stress pattern, the students may still need to be taught that; in English, stress vowels are both longer and louder. When the students concentrating on stress sounds that are longer and louder, it showing where they are made in the mouth, making students aware of where words should be stressed –all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility said (Wulandari & Laila, 2008).

Improving pronunciation is necessary and makes the students aware of stress (and also intonation) (Farid Ghaemi, 2018). To make the students aware to use the stress syllable that is nearly always the same one irrespective of the context, the students should know how it should be. According to Fudge (2016) Word-stress, on the other hand, essentially picks out one syllable within a word; in English, the syllable singled out in a given word is nearly always the same one, irrespective of the context: the word arrived, for example, is always arRIVED, never ARrived.

In learning pronunciation, some activities or fun are learning to improve students' pronunciation skill such as poems, rhymes, extract from plays (drama, movie et cetera), song lyric et cetera that can be used for the students in learning pronunciation by reading aloud, creative class pronunciation and pronunciation assignment (Mulatsih, 2015).

According to Maharani (2017), several techniques can be used in learning pronunciation activities for the students, such as minimal pair drill, repetition technique, audio aids, visual aids, and audiovisual aids. One of the techniques that can be used is using Audio-visual aids. Audio-visual aids are the common term used for learning aids that bring media other than speech into the learning process said Pool (1998:224) in Maharani (2017).

One of the AVAS media that is recently famous among people is a Podcast. According to Rosell- Aguilar (2007) in Rahimi & Katal, (2012), the definition of a podcast is a composition between words iPod (a popular portable media player) and broadcast. There are three kinds of English podcasts such as the interview podcast,

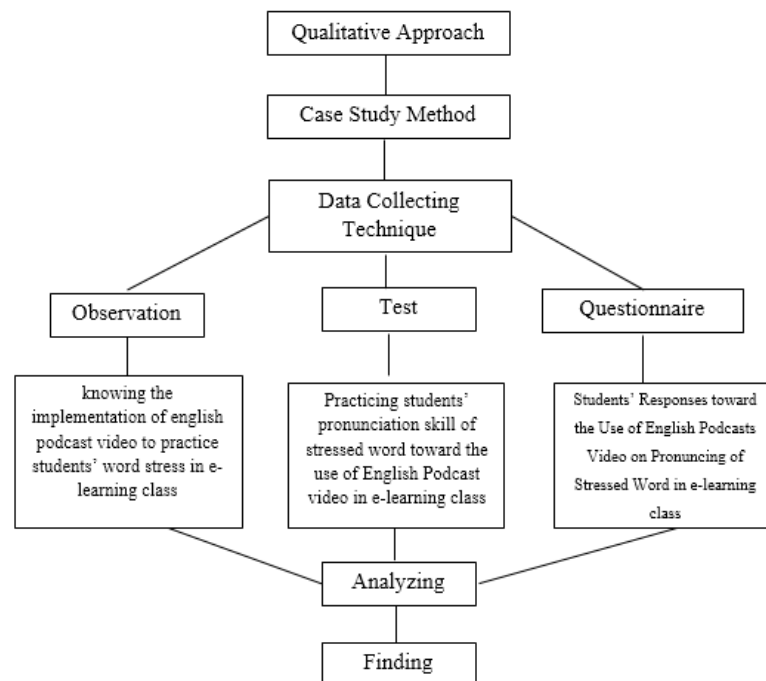
solo podcast, and the panel show podcast. The video can be in the form of video clips or screencasts “as in capturing what is on the computer screen, adding a bit of audio narrative, and publishing as a multimedia” said Richardson (2006) in W. O’Bannon & Lubke (2011).

In the teaching-learning process, Podcast has so many benefits for students. According to Walls et all (2010) in Rahimi & Katal (2012), to entertain and giving information exchange recovery has guided educators to explore or investigate its benefits for mobile learning to “improve communication and learning access for many students”.

To make the successful learning process, here some techniques using AVAs (Audio-Visual aids) can be used as a media by the students (Cakir, 2006 as cited in Nuraeni, 2018). Some techniques that can be presented to use video to engage student, they are: freeze-framing and prediction, Silent viewing, Sound on and vision off, Repetition and role-play, Reproduction activity, Dubbing activity Cakir (2006) in Nuraeni (2018).

As many theories explanation above stated that an English podcast video can be used as a learning material to practice the students' pronunciation skills in terms of the stressed word.





**Schema 1. 1**

This schema explains the procedures of the research which is planned by the researcher. In the first step, the researcher conducts the observation in the e-learning class to know the implementation of English podcast videos to practice students' word stress. The second step is giving a test, by giving a test to each participant that consists of nine-person to know students' word stress performance using English podcast video in an e-learning class. In the next step, the researcher gives a questionnaire to each participant To find out the use of English Podcast Video on pronouncing a stressed word in an e-learning class. In the next step, the researcher analyzes the data from the observation, test, and questionnaire. Finally, the researcher gets the result.

## **G. PREVIOUS STUDY**

There are several types of research related to The Use of English podcasts video in Practicing Pronunciation Skill of Stressed Word in E-Learning class, the several types of research include by research Maharani (2017), Handayani (2017), and Shodiqin et al. (2014).

The first research by Maharani (2017) analyzed using audio-visual aids in teaching pronunciation. The purpose of this research is to find out the positive effects of using audiovisual aids to improve students' pronunciation skills. The result of this research showed that using audiovisual aids give a positive effect on the students in learning pronunciation in the classroom. This research is appropriate to use as a technique in teaching pronunciation by the teacher in the classroom.

Handayani (2017) observed using film to teach pronunciation. This research aims to find out the effectiveness of using film as a media to improve students' pronunciation skills and the response of the students after watching a film in improving their pronunciation skills. This research showed the result that there is not any improvement in teaching pronunciation by using film. Even though, using film as a media in teaching English pronunciation gave positive responses by the students. Moreover, this research showed that using film can increase the students' motivation in learning English. Then, this research can not be used for the teacher or every educational purpose of teaching English.

The third research by Shodiqin et al., (2014) investigated listening to the audiovisual aids and its transcription of the narrative text to improve students' pronunciation skills. This research has a purpose for improving students' pronunciation skills by listening to the audiovisual and its transcription of narrative text in the teaching-learning process. This research indicated the result of teaching pronunciation in the classroom by listening to the audiovisual and its transcriptions while playing the videos several times and repeated reading the text with symbols had improved students' pronunciation skills in the teaching and learning process. So, the finding of this research is suitable for the teacher to teach pronunciation in the classroom in the learning process.

However, This research is different from the previous researches, while the previous research focuses on improving pronunciation through material video, film, and audiovisual transcription but this research centers on The Use of English Podcast video in Practicing Pronunciation skill of Stressed Word in E-Learning class.