

CHAPTER 1

INTRODUCTION

A. Research Background

In today's fast-paced world, the development of technology is progressing at an incredible rate, and it has permeated every sector of our lives, including education. Technological advancements have revolutionized the way we teach and learn, offering new opportunities and possibilities for students and educators alike. In the context of language learning, particularly in the case of English language acquisition, technology has become an indispensable tool. The use of technology in English language education has opened up a myriad of possibilities, allowing for more dynamic and engaging learning environments. One of the key ways in which technology is utilized is through the integration of videos in the instructional process. According to Harmer (2001), utilizing videos as a teaching tool offers numerous advantages. Firstly, videos allow students to visually observe the language being used, including expressions and gestures. This visual aspect enhances their understanding and comprehension. Secondly, videos, particularly authentic ones, provide a platform for cross-cultural awareness, enabling students to witness different cultures and their practices.

In reality, technology provides learners with a plethora of online resources, including various learning websites that serve as valuable repositories of knowledge. Furthermore, within the realm of English language instruction, there are a few multimedia resources that can be seamlessly integrated into conventional lessons, such as the popular social media platform, TikTok. TikTok has emerged as a prominent source of multimedia content, boasting a range of features that can play a pivotal role in teaching and learning. It has gained immense popularity, particularly among the younger demographic.

Pronunciation is about saying English sounds correctly. It is learned by practicing and fixing mistakes. teaching pronunciation is an essential aspect of language instruction . According to Suwartono (2006: 41), Pronunciation is an essential part in a language, for the nature of language is spoken. To get the correct pronunciation

takes a tough effort and has to practice constantly. Gilakjani & Ahmadi (2011) said that Pronunciation is viewed as a sub-skill of speaking. This means that pronunciation is one aspect or component of the broader skill of speaking in a language. While speaking encompasses various elements such as vocabulary, grammar, fluency, and coherence, pronunciation specifically refers to the way sounds, stress, intonation, and rhythm are produced in speech.

Creative teaching needs to enhance students' motivation to learn English pronunciation, and incorporating videos as a learning medium can be an effective approach. By integrating videos, instructors can captivate student interest, visualize language usage, portray authentic culture and situations, provide variation in learning, and leverage existing technology. These strategies create an engaging learning experience that motivates students to actively participate in improving their English pronunciation skills.

B. Research Rational

Based on writer personal experience, the speaking course have taken has benefited greatly from the integration of various social media applications, websites, and the learning management system provided by the university. These digital resources, including platforms like YouTube videos, TED Talks, and textbooks, have played a crucial role in supplementing the traditional classroom instruction and fostering a dynamic and interactive learning environment.

However, as an enthusiastic learner and an advocate for continuous improvement, Writer have been motivated to explore additional media options to further enhance the effectiveness of English speaking instruction, with a particular focus on English pronunciation. While the existing resources have been valuable and have provided a solid foundation for developing speaking skills, Writer believe that exploring new media preferences can offer fresh perspectives and unique opportunities for enhancing pronunciation proficiency.

Diversifying the range of media used for English speaking instruction can bring about several advantages. First, it allows for exposure to a wider variety of authentic language inputs, including different accents, intonations, and speech patterns. This exposure helps learners develop a more flexible and adaptable approach to pronunciation, enabling them to comprehend and produce speech that is both accurate and contextually appropriate.

Furthermore, by incorporating alternative media options, learners can engage with content that is specifically designed to target and practice pronunciation skills. For instance, specialized language learning applications and platforms often offer interactive exercises, audio recordings, and speech recognition technology that provide immediate feedback on pronunciation accuracy. These features empower learners to monitor their progress, identify areas for improvement, and develop greater self-awareness in their pronunciation abilities.

In addition to technological resources, exploring diverse media options for English pronunciation instruction can also involve incorporating authentic audiovisual materials from sources such as podcasts, radio broadcasts, and authentic dialogues. These materials expose learners to real-life communication situations, enabling them to analyze and mimic native speakers' pronunciation patterns, rhythm, and intonation. This immersive and contextualized approach can contribute to the development of natural-sounding and fluent English pronunciation.

Moreover, by seeking out new media preferences for English pronunciation instruction, instructors and learners can stay up-to-date with emerging trends and technological advancements. This allows for continuous adaptation and improvement in pedagogical approaches, ensuring that learners are equipped with the most effective tools and techniques to enhance their English speaking skills.

Many studies have investigated the use of videos for language learning, but there is a limited number of studies that specifically include the TikTok application. Therefore, building upon previous research by Anggi (2021) and Rizky (2022), this study aims to provide a combination of students' perceptions and the effectiveness of

TikTok in improving English pronunciation. The writer choose the title of the study **"Students' Perception on the Use of TikTok to Enhance English Pronunciation: A Case Study."** The research employed an approach to explore students' experiences and perspectives regarding the use of TikTok as a tool for improving their English pronunciation skills. By conducting interviews, observations, and analyzing qualitative and quantitative data, the study aims to shed light on how TikTok can be utilized effectively to enhance English pronunciation and provide valuable insights into students' perceptions of this innovative language learning approach.

C. Research Urgencies

Hopefully, this research aims to provide valuable insights into how TikTok videos can serve as a dependable resource for English Language Teaching (ELT), particularly in the context of teaching pronunciation. It seeks to elicit constructive feedback for English teachers on how to tailor their pronunciation instruction based on the specific needs of their students. Additionally, it aims to offer readers more experiential knowledge and input on how English TikTok videos can effectively enhance students' pronunciation skills.

D. Research Question

Research Question:

1. How are the student perception on the use of Tiktok especially for improving Pronunciation ?
2. How students' pronunciation improved after using Tiktok ?

Research Objectives:

1. To find out benefit and challenge of using Tiktok for learning English Pronunciation
2. To identify the students' vowels Pronunciation before and after using Tiktok for learning English Pronunciation

E. Research Limitations

This research has some limitations that should be considered when interpreting the findings. Firstly, the study's participant pool is limited to university students, which may restrict the generalizability of the results to a broader population. Secondly, conducting the research within a specific timeframe may impact the depth and long-term effects of using TikTok for pronunciation improvement. Additionally, the self-selection bias of participants who volunteered for the study might influence the results. The assessment instruments used may also have limitations in accurately capturing pronunciation improvement. Furthermore, external factors and contextual elements that were not accounted for could have influenced the participants' language improvement. Despite these limitations, the study provides valuable insights into the potential benefits of TikTok in enhancing English pronunciation among university students. Future studies can build upon these findings to further explore the impact of technology in language learning and its role in developing language skill.