

CHAPTER I

INTRODUCTION

A. Background

Nowadays, technology has come across the education. Many people use technology for learning either in the classroom or outside of the classroom. Ahmadi (2018) stated, “The use of technology has become an important part of the learning process in and out of the class. Technology has been used to both help and improve language learning” (p.115). Thus, technology has been integrated with language learning nowadays.

The use of technology in practicing English pronunciation can be found in many online sources due to the students’ need. Yoshida (2018) stated, “students also need a model of longer stretches of authentic, connected speech, which can be found in many online sources, including TED Talks, National Public Radio, the British Broadcasting Corporation, YouTube and others too numerous to mention” (p.200). These online sources are intended to give a clearer sense to the students on how to pronounce English words in a correct and understandable way because through correct pronunciation, people can understand what others say clearly. It is in line with Khoiriyah, Waris and Juhansar (2018) who stated, “We cannot omit those pronunciation features to deliver a clear and a good communication” (p.45). However, there is a myth and fact about pronunciation. Wong (1993) stated, “Pronunciation

was not boring, but that teaching pronunciation had been boring.” Thus, the fun application is needed by the students in practicing pronunciation.

There has been way for people to practice pronunciation in fun way. The way that they tend to choose nowadays for practicing pronunciation is Karaoke singing. Refingo (2009) as cited in Erten (2015) stated, “Karaoke singing can provide meaningful practice required for the development of language learner’s pronunciation” (p.592). One of the applications that can be used for karaoke singing is *Smule* application. Woo (2016, p.1) stated, “*Smule* is an application allowing the user to sing karaoke, play guitar and piano through smartphone.” In this application, the core of practicing pronunciation is on karaoke usage, how people sing a song with accurate pronunciation.

This study is relevant with the previous research. Rengifo (2009) conducted the research to show how students can improve their pronunciation through the use of Karaoke in their English class. The results showed that karaoke enhanced pronunciation of the students who attended the sessions. The previous study encourages the present researcher to investigate deeply about the use of karaoke activities in learning pronunciation. Specifically, the present research will explore how the students practice pronunciation using *Smule* as karaoke application.

B. Formulation of Problem

Based on the background above, the problem is formulated into “How do the students practice pronunciation using Smule application?”

C. Operational Definitions

To focus on the materials and to avoid misunderstanding, the terms related to the topic of this study are explained, as follows:

- | | | |
|-----------------------|---|---|
| 3.1 Pronunciation | : | It is the way the students practice to |
| Practice | | articulate the sounds in order to |
| | | produce meaning to the speaker. |
| 3.2 Smule Application | : | It is an application allowing the user to |
| | | sing karaoke. |

D. Aim of the Research

The aim of the research is to investigate how the students practice pronunciation using Smule application.

E. Uses of the Research

This research is expected to give some contributions, as follows:

1. Theoretical Use

This research is expected to add the references for the future researcher about the pronunciation practice using Smule application.

2. Practical Use

This research gives information to the teacher the pronunciation practice using Smule application.

3. Empirical use

This research is expected to enrich the researcher's knowledge dealing with the pronunciation practice using Smule application