

## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates on the background of the research, research questions, research purposes, research significance, research scope, and conceptual framework.

#### **A. Background**

Pronunciation is one of the basic components of speaking. Pronunciation refers to how a word or language is spoken, particularly the way its sounds are produced and the stress and intonation applied to those sounds. Learning pronunciation is an important aspect of learning English, especially English as a foreign language. The ability to pronounce words correctly helps students to speak English better (Allen, 1960).

In school, however, teachers generally do not give much attention to teaching pronunciation. Teachers focus more on teaching other aspects, such as listening, grammar, speaking, writing, and reading. Thus, students struggle to communicate in English because they lack correct pronunciation and rarely receive guidance in learning pronunciation. Meanwhile, Derwing and Munro, in 2005 (as cited in Wardhani, 2019), said that having good pronunciation can help in regular communication.

Pronunciation is the process of giving words their correct sound during speech (Pratiwi, 2010). Based on the researcher's teaching experience, students frequently refuse when instructed to read English texts aloud, and when asked why because they did not know how to pronounce it correctly. They become less confident speaking English because they will be embarrassed if they pronounce it incorrectly. Furthermore, students have no motivation to improve their pronunciation. To solve these problems, need a new method to teach pronunciation. Using media can be the best way. Many kinds of media can be used to teach pronunciation, one of which is video. Video can help students understand context and intonation and provide appropriate pronunciation

models. L. A and Yunus (2020) also said videos can motivate students to continue learning and practicing to improve their pronunciation skills.

Nowadays, videos can be found on various social media platforms. Young people, especially students, have widely used social media. Most of them usually use it for entertainment purposes. Besides, social media also provides educational content, including language learning. For example, a social media called Instagram. Instagram is the social media with the most active users in Indonesia in this era (data.ai, 2023). On Instagram, people can post photos and videos or just interact with others by direct message. There is a new feature on Instagram named Reel, which allows people to post short videos. This feature is used by some people to share content about education, including pronunciation learning. One of the Instagram accounts that frequently shares that content is the Jago Bahasa account. This account educates people by their English education content, together with pronunciation. Using Reel videos from the Jago Bahasa Instagram account can create a fresh environment for teaching pronunciation in class, making it more interesting for students. In fact, social media is easy and fun to use (Sabha, 2022). Jamilumulkillah and Miftakh (2021) added that the use of social media in ELT can also be a chance to encourage personalized learning, allowing students to learn English not only at school but anywhere and at any time.

There are several studies regarding the use of video reels as a teaching medium. Evafaliyanti and Usmawita (2019) studied the effectiveness of reel videos on Mr. Dhani's Instagram account toward students' vocabulary mastery. This study used Mr. Dhani's reel video as teaching media. It showed a significant result that the use of Mr. Dhani's reel video was effective in increasing vocabulary mastery.

Jamilumulkillah and Miftakh (2021) also studied the use of reel videos to improve students' interest in intelligible English pronunciation. This study used some reel videos from the Instagram account Andy [andyhopss]. As seen in the findings, this research shows that the Andy [andyhopss] reel video is helpful for

students to increase their motivation to have comprehensible English pronunciation skills.

Amalia (2022) researched the use of Instagram reels video to stimulate students' motivation to speak English. This study investigated students' perceptions of their speaking skills after using Instagram reels to increase their motivation and interest in learning speaking. This research also described the implementation of its use. The results showed that the use of reel videos increases their motivation to learn English speaking skills.

The previous studies above investigated the use of Instagram reel videos on vocabulary and speaking skills. Meanwhile, the present study investigates pronunciation skills. The previous study on pronunciation skills focused on student's interests. The present study focuses on its implementation in teaching activities. The previous study used reel videos from the Mr. Dhani and Andy [andyhopss] Instagram account. Meanwhile, the present study uses reel videos from Jago Bahasa's Instagram account.

However, the research on using Instagram reel videos in teaching pronunciation is still limited, especially in its implementation. In short, this is a gap in this research. Therefore, this research is expected to fill the research gap in illustrating the implementation of Jago Bahasa's reel video on Instagram to improve students' pronunciation and also look at students' perspectives on using video reels in pronunciation learning.

## **B. Research Questions**

This research focuses on formulating two main questions, there are:

1. How is the process of implementing English pronunciation teaching through Jago Bahasa's reel video on Instagram?
2. What is the students' perspective on the implementation of English pronunciation through Jago Bahasa's reel video on Instagram?

### **C. Research Purposes**

This study is aimed at the two following purposes:

1. To describe the process of implementing English pronunciation teaching through Jago Bahasa's reel video on Instagram.
2. To determine students' perspectives on the implementation of English pronunciation through Jago Bahasa's reel video on Instagram.

### **D. Research Significances**

Theoretically, the result of this study is expected to enrich further research on reel videos in teaching pronunciation and provide information on its implementation.

Practically, this study gives significance to the following:

#### 1) Teacher

This research informs teachers to pay more attention to the students' pronunciation, as well as describes the use of reel videos in teaching pronunciation.

#### 2) Student

This research can improve students' pronunciation and provide fun and easy-to-understand learning, thereby increasing their motivation to learn pronunciation.

### **E. Research Scope**

This study aims to determine the value of using reel video on Instagram in learning and its effect on pronunciation based on students' perspectives after experiencing it. In addition, this research also describes the implementation of reel videos on Instagram in learning. It will be conducted in the classroom through offline meetings at a junior high school.

### **F. Conceptual Framework**

Pronunciation is a science that studies techniques/procedures for pronouncing English vocabulary, one of the points that are quite complicated

compared to sentences (grammar) and vocabulary. According to Hornby (1987:497), pronunciation is how language is spoken, how a word is pronounced, and the way a person speaks the words of a language. Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound we use to make meaning when we speak.

From the definition above, it can be concluded that pronunciation is considered a way of producing words and is produced to make meaning so that people cannot make misunderstandings. Pronunciation is very important; as stated by Botley (2017), English pronunciation is important when many sounds and words in English are difficult to pronounce correctly. Having good pronunciation can make our communication with other speakers or native speakers easier to understand. For our society, from elementary school to college, learning English is just a formality, so pronunciation in English is considered trivial.

Many techniques in teaching pronunciation include using audio-visuals. Audio-visual can be used to get students' interest in learning English pronunciation. One type of audio-visual is video. Undoubtedly, video can be a useful tool for teaching pronunciation (Wardhani, 2019). In using video to teach pronunciation, the student will try the reading-aloud technique. The reading-aloud pronunciation teaching technique exposes and practices students to stress placement, linking, and other phonological processes that occur naturally in speech and contribute to the overall rhythm of the language (Smith, 2005). The researcher, whose role as a teacher, will prepare the Jago Bahasa reel video on Instagram. Then, students will be given a few sentences to read aloud. Next, the students are asked to watch the video that has been prepared and given some occasions for them to repeat some of the words in the video. Afterward, students are asked to re-read a few sentences given before and conduct interviews to get their perspectives.

Instagram Reels are short, entertaining videos that users can create, edit, and share on Instagram. Reels can include music, filters, and other creative effects and can be up to 60 seconds long. They are displayed on a dedicated section of

the Instagram app and can be discovered by other users through the Explore page. Reels are meant to be a fun way for users to express themselves and engage with their followers on the platform.

Instagram Reels can be a helpful tool for improving pronunciation by providing exposure to native speakers and the opportunity to practice pronunciation through lip-syncing or speaking along with the audio in the reels (Jamilumkillah & Miftakh, 2021). Additionally, Reels featuring educational content, such as language lessons or pronunciation tutorials, can be a valuable resource. However, it's important to remember that online resources like Reels should be used as a supplement to more structured language learning methods.

#### **G. Previous Studies**

There are several studies related to the use of Instagram reel videos. Aprian, Oktavia and Trisnawati (2023) researched the students' perceptions of using Instagram Reels to improve speaking skills. Conducted qualitatively through interviews with 10 English Education Department students at Muhammadiyah University Muara Bungo, the research reveals challenges such as distractions from other Instagram users affecting focus and instances of fraud causing confusion. Despite these obstacles, the study sheds light on students' motivations for learning to enhance their speaking abilities.

While the research by Adrienne and Pujowidianto (2022) showed that the use of Instagram reels in teaching *Bahasa Indonesia*. This study reflects on the utilization of Instagram Reels to enhance Bahasa Indonesia learning in a hybrid environment. Initiated in October 2020 with the Instagram account @kelasindonesia\_bufeli, the study leverages the platform's new feature, Instagram Reels, similar to TikTok's video function. The result illustrated that short videos through Instagram Reels effectively extend learning beyond the classroom, promoting autonomy for learners to choose their pace and content. InstaStory facilitates informal assessment and strengthens learner-educator connections, enhancing motivation.

Another research is from Saputri (2021). It examined the Instagram reels as a media in writing procedure text. This study aimed to evaluate students' progress in writing procedure texts before and after instruction using Instagram Reels and to assess their responses to this teaching approach. The pre-experimental study involved 30 students, utilizing a one-group pre-test and post-test design. Results revealed a significant improvement in writing skills, with scores rising from a low average of 62.6 before instruction to a high average of 82 after. The majority of students responded positively, expressing increased interest and creativity in writing procedure texts. In summary, Instagram Reels proved effective in enhancing the writing skills of ninth-grade students at SMPN 1 Pageruyung.

Several studies explored the use of Instagram Reels in diverse language learning contexts, focusing on speaking skills, Bahasa Indonesia teaching, and writing procedure texts. In one study, challenges faced by students are highlighted, emphasizing motivation despite distractions. Another research demonstrated the effectiveness of short videos in extending learning beyond the classroom, fostering autonomy, and enhancing motivation. A separate study indicated significant improvement in writing skills using Instagram Reels, with positive student responses. However, the current research on Jago Bahasa's reel video implementation for English pronunciation introduces a gap by employing a qualitative method and case study design. This unique approach aims to provide insights into the teaching of English pronunciation using Jago Bahasa's reel video and students' perceptions, contributing to the evolving landscape of language learning through social media.