

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part describes the description of the previous related findings, some pertinent ideas, conceptual review, and conceptual framework.

#### **A. Previous Research Findings**

There are many research findings which are related to this research, some of the previous research findings which are related to this research are described below :

Akbar Husain ‘Improving Students’ pronunciation of words by using Cuisenaire Rods and Wall Charts through Silent Way Method at the Eighth Grade Students in MTs DDI Lil Banat Parepare showed that this method could be applied soon in the class to help students in practice English. The result of the data analysis shows that the students’ pronunciation of words improved significantly. It was showed by the mean score of the pre-test was 3.13 and the post-test was 3.65. It shows that using Cuisenaire rods and wall charts through the silent way method could improve the students’ pronunciation of words at the eighth-grade students of Mts. DDI Lil Banat significantly. The T-table value was 1.328 and the t-test value was 8.28. It means that the test value of 8.28 was higher than the t-table value of 1.328. Those indicate that H1 was accepted and Ho was rejected. It means that by using Cuisenaire rods and wall charts through the silent way method was able to improve the pronunciation of words of the eighth grade students in Mts. DDI Lil Banat Parepare.<sup>1</sup>

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<sup>1</sup>Akbar Husain, “Improving Students’ Pronunciation of Words by Using Cuisenaire Rods and Wall Charts through Silent Way Method at the Eight Grade Students in MTs. DDI Lil Banat Parepare” (Unpublished Skripsi: Parepare, 2017)

Similar with the research, this research focuses on students' pronunciation. The different is Akbar Husain use Cuisenaire Rods and Wall Charts to improve students' pronunciation while the researcher use BBC Learning English Application.

Erisa Kurniati, M.Pd Teaching Pronunciation by using Games and Audio-Visual Media showed that, teaching pronunciation by using audiovisual media improve the student's effectiveness in pronunciation. This method can encourage their learning process, especially in learning pronunciation. So, they are more interested in learning English. But we also can combine it with the games. So after teacher played the audio visual, make it into the games. Here, teacher must creative, how to choose a good game, create the games that suitable with the audio visual that used. Using games and audio visual media in fact are able to create fun and relax situation of the students in learning process, the students more able to answer teacher's questions and more active to give suggestion to the teacher. They will not refuse to read dialogue in front of the class, cheerful, pay attention to the learning, and active during the teaching and learning process.<sup>2</sup>

Similar with the research, this research focuses on students' pronunciation. The different is Erisa use games and audio-visual to make the students more interested in learning pronunciation, while the researcher use BBC Learning English Application to make students more interested in learning because can be accessed anytime and everywhere.

Tuti Tazkiyah Using YouTube Channel "BBC Learning English Application" to Improve Students' Pronunciation (An Experimental Research at the Seventh Grade

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<sup>2</sup>Erisa Kurniati, Teaching Pronunciation by Using Games and Audio Visual Media (Proceedings of the Fourth International Seminar on English Language and Teaching ISELT-4)

of SMPN 21 Kota Serang) showed that the students' pronouncing the English consonants which using YouTube channel BBC Learning English Application had better performance than those who had not used YouTube channel BBC Learning English Application.<sup>3</sup> Similar with the research, this research use BBC Learning English Application to improve students' pronunciation in English consonant. The different is Tuti's research use BBC Learning English YouTube channel while the researcher directly use BBC Learning English Application.

Based on the previous explanation, the researcher concluded that there are several media and methods that can improve student pronunciation, however, these methods or media can make students feel happy and are more interested in learning. The findings above are sufficient for the researcher to conclude that students need several methods or media to improve their pronunciation. Therefore, in this study researchers used various media to improve students' pronunciation. This kind of media can make students attractive, active and fun. BBC Learn English app to help students improve their pronunciation.

## **B. Some Pertinent Ideas**

### **1. Definition of Pronunciation**

According to Oxford Learner's Dictionary, pronunciation is the person way of speaking a language or word a language and way in which a word is pronounced.<sup>4</sup>

Pronunciation is how to say a word in which it is making up of three areas, sound and intonation. Pronunciation is the act manner of pronouncing words articulation and generally accepted sound of a spoken words and other statement said

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<sup>3</sup>respository.uinbanten.ac.id 20/11/2020 at 04.00 p.m.

<sup>4</sup>Oxford. *Oxford Learner's Pocket Dictionary*, New Edition (Oxford: Oxford University Press. 1987)

that pronunciation is the act of uttering with articulation, the act of giving the proper sound and accent, utterance, as the pronunciation of syllable of words, distinct or indistinct pronunciation.<sup>5</sup>

Pronunciation is how to say a word in which it is made up of sound, stress and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing.<sup>6</sup>

Pronunciation refers to the production of sound what we use to make meaning. It includes attention to the particular sounds of language (segments), aspects of speech beyond the level of individual sound, such as intonation phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and in its broadest definition, attention to gesture and expression that are closely related to the way we speak a language.<sup>7</sup>

The other definition of pronunciation refers to the production of sounds that we use to make the meaning. It includes attention to the particular sounds of language such a vowel and consonant (segment features). Aspect of speech beyond of level the individual sound, such as intonation, stress, phrasing, timing, rhythm (supra segmental features).<sup>8</sup>

Based on the explanation above, the researcher concluded that pronunciation is a way to produce a sound or word correctly. This is a very important aspect of

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<sup>5</sup>Abraham Lincoln, *Accurate and Reliable Dictionary*, 204 <http://www.brainlyquatae.com./words/pr/pronunciation207323.html>. (Online article Tuesday, 2020-10-21)

<sup>6</sup>Martin Mansr, *Oxford Learned Pocket Dictionary*, (United States America: Oxford Press, 1995) p. 413.

<sup>7</sup>Amep Research Centre, "Pronunciation I" (2002), p.1. <http://www.nceltr.edu.au/pdamep> (Accessed on 21 Ocotober 2020)

<sup>8</sup>Amep Research Center, *Pronunciation 1*, 2002, p. 3.

speaking English, the speaker must have good pronunciation so that the listener can understand the meaning of the word and understand what the speaker is saying.

## 2. Aims of Pronunciation

Many factors influence language teaching, especially English pronunciation teaching. Besides teachers should select the media that is suitable to be applied in teaching English Pronunciation, they are also hoping to know to teach pronunciation. According to Jeremy Harmer's alternatives in pronunciation teaching: There have three alternatives to convey. First, every lesson making pronunciation the main focus of the lesson does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots, some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases, many teachers get students to focus on pronunciation issues as an integrated part of lesson.<sup>9</sup> In this case, the teacher will decide which alternative method can be used in teaching English pronunciation.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says "it is crucial thing for the teachers to take responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out". In this case, the teacher should let the students know what are they are studying about pronunciation and they are expected to be able to pronounce English words correctly.<sup>10</sup>

From the explanation above the researcher can conclude that pronunciation aims to help students better understand native speakers and improve their abilities to

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<sup>9</sup>Jeremy Harmer. *The Practice of Language Teaching*. (Pearson Education Limited. 2002), p.1883.

<sup>10</sup>Lyne Cameron. *Teaching Language to Young Learners*. (London; Cambridge University Press.2001), p. 40.

communicate easily and effectively because if the students cannot pronounce the right words, they won't be able to communicate properly.

### 3. Kinds of Pronunciation

There are three kinds of pronunciation, namely:<sup>11</sup>

#### a. Native Pronunciation

Native pronunciation is a way for native speakers to express words. Their pronunciation style is unique, and it is difficult for non-native speakers or in English speaking countries / regions to achieve the same. Native pronunciation comes from native speakers. They are aboriginal people living in countries / territories where English is their native language. Non-native English speakers usually refer to native speakers of English.

#### b. Native like Pronunciation

Pronunciation like a native speaker is a way for foreign speakers to express words but sound like a native speaker. This style of pronunciation is usually found in countries where English is used as a second language or a foreign language for the teaching and learning process, including our country, Indonesia. Pronunciation categories such as native speakers are those that have a long learning process and can only be achieved by mastering the language and its pronunciation (such as language and English). This category includes not only mastery of pronunciation skills, but also mastery of other skills in English as a second language.

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<sup>11</sup>Yapping, 1998. *Teaching Pronunciation: Oxford University Press*, p. 37-38.

### c. Non-Native like Pronunciation

Non-native like pronunciation are the learners of English in countries / regions where English is a foreign language. Language students and users find it very difficult to use native pronunciations (such as pronunciation). They use their skills to pronounce words as they are. For this type, we can find it countries in Asia to do the same thing.

As the explanation above, the researchers concluded that everyone has a way to express language to learn the language. Acquire a foreign language (mother tongue), and acquire a language by learning a second language, such as English (mother tongue) or English (foreign language).

### 4. The Elements of Pronunciation

There are two elements of pronunciation, namely segmental and supra segmental features. The sound can be significantly affected by speech features. In this case, when we learn English well, we will find two kinds of speech features, those are:

#### a. Segmental

A segmental feature system is the sound that include vowel, consonant, cluster and diphthong. The classification is based on the differences in the functions in utterance and their ways of production. Segmental refers to the sound units which are arranged in a sequential order. The sound units of utterance are represented by the phonetic symbols. Segmental features include vowel and consonant.

## 1. Vowel

Vowel is made by voiced air passing through different mouth-shapes; the differences in the shapes of the mouth are caused by different position of the tongue and lips.

## 2. Consonant

There are some definitions of consonant that one of most important part in linguistic.

Oxford Learner's Pocket Dictionary defined that consonant is speech sound made by (partly) stopping the breath with the tongue, lips, etc. letter of the alphabet that represents a consonant sound, e.g. *b*, *c* and *d*.

In articulator's phonetics, a consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Examples are [p], pronounced with the lips; [t], pronounced with the front of the tongue; [k], pronounced with the back of the tongue; [h], pronounced in the throat; [f] and [s], pronounced by forcing air through a narrow channel (fricatives); and [m] and [n], which have air flowing through the nose (nasals). Contrasting with consonants are vowels.<sup>12</sup>

There are factor enter into formation of a consonant: the first is the vibration or lack of vibration of the vowel cords, the second is the point of obstruction of air in the mouth, if it all the third points of meeting (the articulation) of the lips and relation of the lips of the tongue to the teeth and the palate.<sup>13</sup>

<sup>12</sup><https://en.wikipedia.org/wiki/Consonant> 28/08/2020 at 08.15 a.m.

<sup>13</sup>Mary Finnochiaro, *English as a Second/ Foreign Language (from theory and practice)*, third Edition, (USA: Regents Publishing Company, Inc., 1986), p. 26.



The organ speech or vocal organs that help us from these sounds are called articulators. They include the lips, teeth, tongue, and roof of the mouth, nose, jaw, and vocal cords. The way of producing a consonant is characterized mainly by some obstruction above larynx, especially in the mouth cavity. Consonant sound are determined by:

- a. The position of the tongue, lips and teeth.
- b. By the way air is released.
- c. The use of or the absence of the voice.

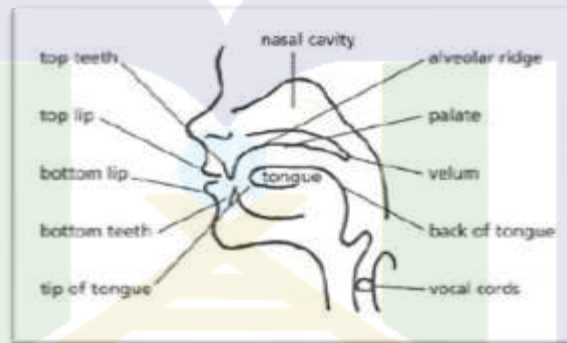


Figure 2.1 The Organ of Speech

Based on where the outgoing air is obstructed, consonants are distinguished as follow:<sup>14</sup>

a. Bilabial consonants

It is indicated that two lips are used to obstruct the air. The sounds which are bilabial consonant are sounds /p/, /b/, /m/ and /w/.

b. Labia-dental consonants

The air is obstructed by the lower lip against the upper teeth. The sounds which are labia-dental consonants are /f/ and /v/.

<sup>14</sup>Ramelan, *English Phonetics*, (Semarang: UNNES PRESS, 2003), p.99.

c. Apico-dental consonants

The air is obstructed by the tip or apex of the tongue and the upper teeth. The sounds which are apico-dental consonants are /θ/ and /ð/.

d. Alveolar consonants

The air is obstructed by some parts of the tongue either the tip and or blade of the tongue against the teeth ridge or gum: e.g. /t/, /d/, /n/ and /l/ and the blade of the tongue against the teeth ridge: e.g. /s/, /z/, /ʃ/, /ʒ/ and /r/.

e. Palatal consonant

The air obstructed by raising the front of the tongue in the direction of the hard palate. The sound which is palatal consonant is sound /y/.

f. Velar consonant

The air is obstructed by rising the back or dorsum of the tongue against the soft palate or velum. The sounds which are velar consonant is sound /k/, /g/ and /ŋ/.

g. Glottal consonants

The air is obstructed at the glottis by putting the two vocal cords in close or by separating them e.g. /dʒ/ and /h/.

Speech is produced by the vocal organs. Every language has a specific set of sounds, and each sound can be described by reference to the vowel organs used to produce speech. It can compare sounds in different languages, and can help foreign language learners solve pronunciation problems caused by differences between languages. Understanding how the human vocal organs produce sounds in multiple languages will make sound production closer to the original sound.

How to pronounce each consonant sounds correctly in English, some of the way, as follows:

Table 2.1 List of Consonant Letter

Sound	How to Pronounce	Example
/p/	First press your lips together to stop the flow of air. Then open your lips and produce the sound with a strong puff off air. <sup>15</sup>	<b>Plane, supply, couple</b>
/b/	First step is press your lips together to stop the flow of air. Then open your lips and produce the sound with a puff off air. When /b/ occurs in a cluster, there is no puff off air. <sup>16</sup>	<b>Black, problem, table</b>
/t/	Press the tip of your tongue on your upper gum ridge to stop the flow of air. Then quickly drop the tongue tip to produce the sound with a strong puff off air. <sup>17</sup>	<b>Twin, mistake, act</b>
/d/	This sound is produced the same way as /t/ except that /d/ is voiced and the puff off air is not as strong. First press your tongue tip on your upper gum ridge to stop the flow of air.	<b>Drive, body, cried</b>

<sup>15</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 186.

<sup>16</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 187.

<sup>17</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 194.

	Then, drop your tongue tip on your upper gum ridge to stop the flow of air. <sup>18</sup>	
/k/	Press back part of your tongue to the back of the root of your mouth (soft palate). This stops the flow of air. Then quickly lower the back of your tongue, produce the sound with a strong puff off air. Your vocal cords do not vibrate. <sup>19</sup>	<b>Cat, skin, work</b>
/g/	First press the back part of your tongue to the back of the roof of your mouth (soft palate), this stops the flow of air. Then quickly lower the back of your tongue and produce this sound with a puff off-air. <sup>20</sup>	<b>Grade, bigger, bug</b>
/f/	To pronounce /f/, lightly touch the upper teeth with the <i>inner</i> part of the lower lip. Produce the sound by forcing air out through the opening, do not stop the flow of air. Your vocal cords do not vibrate. <sup>21</sup>	<b>Flower, after, cough</b>
/v/	This sound is produced the same way as /f/, except that /v/ is voiced. Lightly touch the upper teeth with the <i>inner</i> part of the lower tip. Produce the sound by forcing air through the	<b>Vote, save</b>

<sup>18</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 195.

<sup>19</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 206.

<sup>20</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 207.

<sup>21</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 217.

	opening. Do not stop the flow of air and your vocal cords should vibrate. <sup>22</sup>	
/tʃ/	This sound is a combination of /t/ as in “ten” and /ʃ/ as in the “she”. First, press the tip of your tongue against your gum ridge. This stops the flow of air. Then lower the tip of your tongue quickly, keeping the sides of your tongue pressed against the upper side teeth and forcing the air out over the tongue. The last, round your lips slightly. <sup>23</sup>	<b>Chair, watch, which</b>
/j/	Place the center of the tongue against the palate, stop the air completely, and then release it abruptly with a voiced sound.	<b>Gym, bridge major</b>
/ʃ/	Raise the front part of your tongue toward the roof of the mouth but do not touch it. Then press the sides of your tongue against the upper side teeth. Produce the sound by forcing air out over the tongue and through your teeth. Round your lips slightly. <sup>24</sup>	<b>Shop, washes, crush</b>
/ʒ/	First, raise the front part of your tongue toward the roof of the mouth but do not touch it. Then press the sides of your tongue against the upper side teeth. Produce the sound by forcing	<b>Usual, measure, beige</b>

<sup>22</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 218.

<sup>23</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 263.

<sup>24</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 256.

	air out over the tongue and through your teeth, round your lips slightly. <sup>25</sup>	
/s/	Raise the front part of your tongue and point the tip toward the upper gum ridge, but do not touch it. Then, press the sides of your tongue against the upper teeth. Produce the sound by forcing air over the tongue and through the opening between your tongue and teeth. <sup>26</sup>	<b>So, missing, kiss</b>
/z/	Raise the front part of your tongue and point the tip toward the upper ridge but do not touch it. Then, press the sides of your tongue against the upper teeth. Produce the sound by forcing air over the tongue and through the opening between your tongue and teeth. <sup>27</sup>	<b>Zero, dizzy, buzz</b>
/l/	Place the tip of your tongue against your upper gum ridge. As you make the sound, air flows out over the sides of your tongue and your vocal cords vibrate. <sup>28</sup>	<b>Lawyer, polite, heel</b>
/r/	Raise the tip of your tongue towards the upper gum ridge but do not touch it. The tip of your tongue should not touch anything. After that, press the sides of your tongue against your upper back teeth and your lips are slightly	<b>Reason, direction, share</b>

<sup>25</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 257.

<sup>26</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 242.

<sup>27</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 243.

<sup>28</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 172.

	open. As you make the sound, air flows out over the tip of your tongue. <sup>29</sup>	
/m/	To pronounce /m/, press your lips together and make a voiced, humming sound; release the air through your nose	<b>Maybe, tomorrow, from</b>
/n/	To pronounce /n/, place the tip of your tongue on your upper gum ridge. This stops the air from flowing out of the mouth. Then, produce the sound by letting air flow out of the mouth. Produce the sound by letting air flow out through your nose. <sup>30</sup>	<b>know, funny, hen</b>
/ŋ/	To pronounce this sound /ŋ/, bring the back of your tongue up against the velum, close the air off completely, and release it through the nose.	<b>Long, tongue</b>
/θ/	To pronounce sound /θ/, lightly place your tongue tip between your upper and lower front teeth (not between your lips). Produce the sound by forcing air out through the opening between your teeth and tongue. <sup>31</sup>	<b>Thank, nothing, teeth</b>
/ð/	This sound produced the same way as /θ/, except that /ð/ is voiced. Lightly place your tongue tip between your upper and lower front teeth (not between your lips). Produce this	<b>There, father, clothe</b>

<sup>29</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 176.

<sup>30</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 302.

<sup>31</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 230.

	<p>sound by forcing air out through the opening between your teeth and tongue. Say /ð/ with less force than you use for /θ/ and your vocal cords should vibrate.<sup>32</sup></p>	
/h/	<p>This sound is always followed by a vowel sound. As you say /h/, your tongue and lips shape the vowel sound that follows. Lower your jaw slightly and let your tongue rest in a relaxed position. Force air out your throat, through open lips.<sup>33</sup></p>	<p><b>H</b>ope, alcohol, <b>wh</b>o</p>
/w/	<p>This sound is always followed by a vowel sound. As you say /w/, your tongue and lips shape the vowel sound that follows. Raise the back of your tongue up toward the roof of your mouth (soft palate). Rest the tip of your tongue against your bottom teeth. First your round lips, then relax them as you let air flow out through your lips.<sup>34</sup></p>	<p><b>w</b>ent, <b>swe</b>et</p>
/y/	<p>This sound is always followed by a vowel sound. As you say /y/, your tongue and lips glide from their original position. Then they shape the vowel sound. Rest the tip of your tongue, lightly, against your bottom teeth. Then, raise the center part of your tongue toward the roof of your mouth, but do not touch it. The last, press the sides of your tongue against your top teeth. Produce the</p>	<p><b>Y</b>ellow, <b>may</b>or, <b>w</b>ay</p>

<sup>32</sup> Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 231.

<sup>33</sup> Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 280.

<sup>34</sup> Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 288.



	sound by letting air flow over your tongue, then pronounce the vowel. <sup>35</sup>	
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b. Supra segmental

Supra segmental features are like the style used in words or sentence. Supra segmental feature refers to such feature as stress, pitch, intonation and other features that always company in the production of speech. There are three kinds of supra segmental feature, namely stress, intonation and rhythm.

1. Stress, stress is an essential feature of word identify in English. Stress is degree of force or loudness which a syllable is pronounced so as to give it prominence.
2. Intonation, intonation is the movement of the voice between going up and down of pitch over different syllables in an utterance.
3. Rhythm, rhythm is the sense of movement in speech, marked by the stress, timing and quantity of syllables.

5. The Difficulties of Pronunciation

Penny Ur classified some difficulties of pronunciation which are faced by learners:<sup>36</sup>

- a. A particular sound may not exist in the mother language. So that the learner is not used to form it the therefore to substitution the nearest equivalent. For example the substitution of / d / or / z / for the English the /a/.

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<sup>35</sup>Gertude F. Orion, *Pronouncing American English*, (Boston, Heinkle & Heinkle Publishers, 1987), p. 274.

<sup>36</sup>Penny Ur, 1996. *A Course in Language Teaching*: Cambridge University Press. p. 52-53.

- b. A sound does exist in the mother tongue, but no separate phoneme. That is to say, the learner does not perceive it as a distinct sound that makes as different to meaning, for example, /I/ and /I:/ as ship and sheep, sound occur, but which is used depends only on where the sound comes in the word or phrase, not what the word means, and if one is substituted for the other, no difference result. There are called an allophonic variation of a phoneme or allophones.
  - c. The learners have the actual sounds right but have not learned the stress patterns of the word or group of words, or they are using an intonation from their mother tongue which is inappropriate to the target language. The result is a foreign accent and possibly is a misunderstanding.
6. The Concept of BBC Learning English Application

BBC Learning English application is one of the English learning applications that brings together all the lessons and favorite presenters in one fantastic and easy-to-use package. This is the best way to keep our English skills up to date. In this application, there are many aspects of language that can be learned such as grammar, improving pronunciation, developing English through topical, grammatical news, or learning the latest phrases to use in everyday conversation.

BBC English Learning Application makes the students easier to learn English anytime, anywhere. Researchers will use the BBC Learning English application to teach pronunciation to improve students' pronunciation skills. In addition, this application also allows students to study independently outside the classroom because the learning videos contained in the application can be easily accessed at any time and can be reused to maximize students' pronunciation skills.

BBC Learning English Application has released a total of 75 video pronunciation episodes. This application throughout episodes 1 to 45, an English speaker will teach you how to pronounce variations of vowels and consonants.

#### How to Access BBC Learning English Application

- a. To be able to access this application, we must download it on the Google Play Store for Android users and the App Store for iOS users. After the download is complete, BBC Learning English application will appear as shown in the figure.

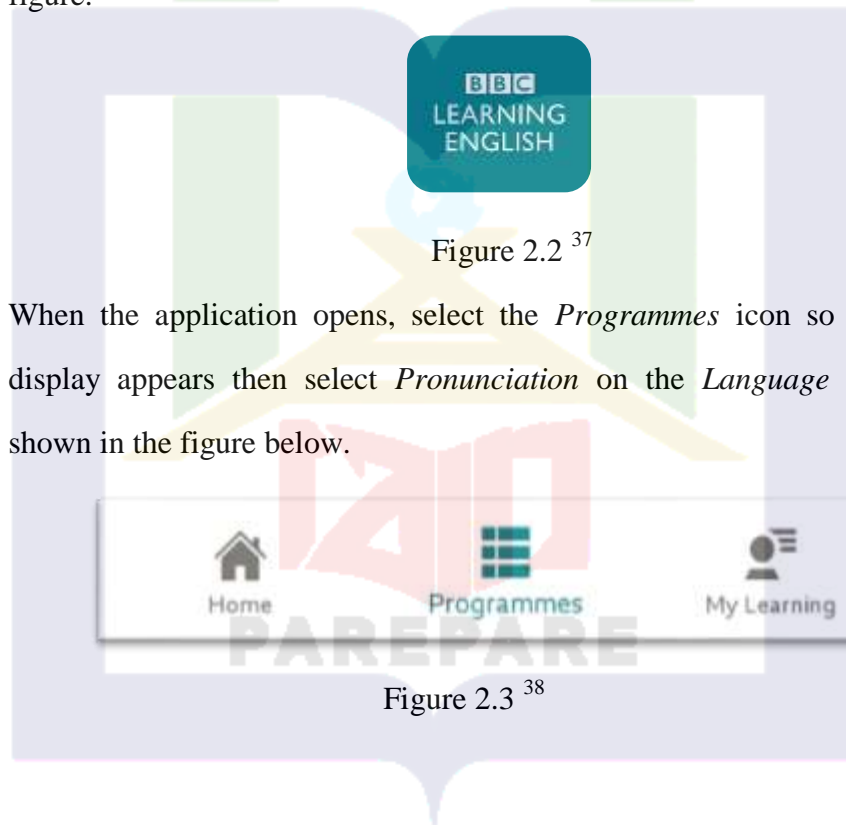


Figure 2.2 <sup>37</sup>

- b. When the application opens, select the *Programmes* icon so that a menu display appears then select *Pronunciation* on the *Language Skills* tab as shown in the figure below.



Figure 2.3 <sup>38</sup>

<sup>37</sup><https://play.google.com/store/apps/details?id=uk.co.bbc.learningenglish&hl=in&gl=US>  
28/11/2020 at 07.30 a.m.

<sup>38</sup> BBC Learning English Application 28/11/2020 at 07.38 a.m.

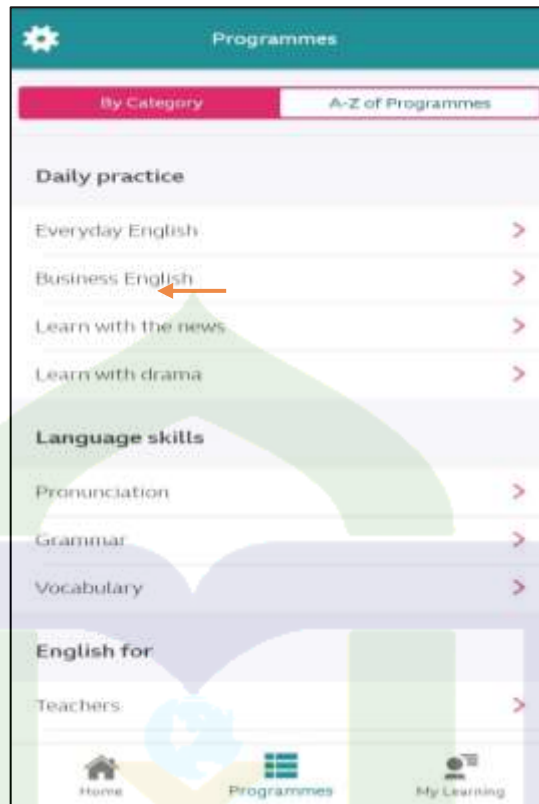


Figure 2.4<sup>39</sup>

- c. After that, a list of letters both vowels and consonants appears. Choose one of the consonants that you want to learn the pronunciation and a video display will appear on how to pronounce the consonants properly. The example as shown in the figure below.

<sup>39</sup> BBC Learning English Application 28/11/2020 at 07.42 a.m.



Figure 2.5 <sup>40</sup>



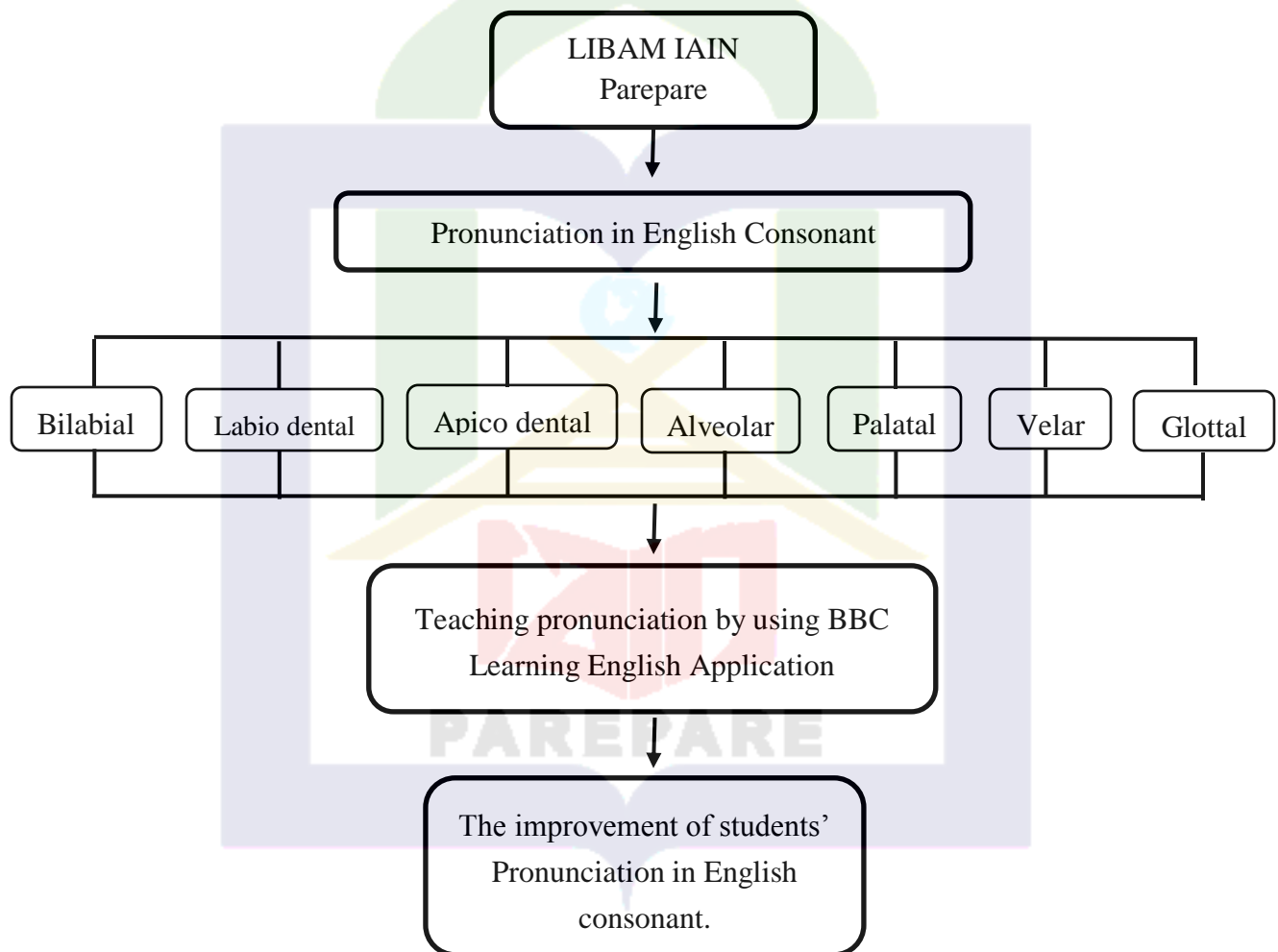
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<sup>40</sup>BBC Learning English Application 28/11/2020 at 07.48 a.m.

### C. Conceptual Frame Work

The main focus of this research is the effectiveness of using BBC Learning English application to improve students' pronunciation in English consonant at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

The conceptual frame work of this research is present by the following:



Based on the conceptual frame work above, the researcher conclude that the first section is the students of LIBAM members. Then, the second section refers to

give the students comprehension about pronunciation especially in English consonant. The next section is a process of teaching pronunciation by using BBC Learning English Application, This process aims to provide the students with an understanding of how to use the BBC Learning English Application to learn pronunciation.

The last section refers to find out the improvement of students pronunciation in English consonant after the researcher taught the students how to use the BBC Learning English Application.

#### **D. Hypothesis**

The research hypothesis is a temporary answer to the research problem which is theoretically assumed to be the most likely or the highest. Technically, a hypothesis is a statement about the state of the population that will be tested for truth through data obtained from the research sample. Statistically, the hypothesis is a statement of the parameters that will be tested through statistical samples.<sup>41</sup>

Hypothesis is French which is also called hypotheses which comes from Greek, a hypothesis which means before postulate, before law, pre-opinion, pre-conclusions, suppositions, or temporary answers from some problems.<sup>42</sup> Because they are still provisional, not yet based on empirical evidence from data collection techniques.

Thus what is meant by a hypothesis is a temporary answer to the problems being researched where the truth is still being tested. The hypotheses in this study are:

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<sup>41</sup>S. Margono, *Metodologi Penelitian Pendidikan* (Cet. IV; Jakarta: PT Rineka Cipta, 2009), p. 68

<sup>42</sup>Komaruddin dan Yooke Tjsuparman s. Komaruddin, *Kamus Istilah Karya Tulis Ilmiah* (Cet. VI; Jakarta: Bumi Aksara, 2016), p.81

1. The use of the BBC Learning English application is effective in improving the pronunciation skills of LIBAM members' consonants

The hypothesis above, the writer has a provisional assumption that the effectiveness of audio-visual media can improve the pronunciation ability of LIBAM members' consonants. For this reason, researchers argue that the BBC Learning English application can improve the pronunciation skills of LIBAM members' consonants. As for the truth, it will be proven through the results of research conducted at LIBAM IAIN Parepare.

#### **E. Variables and Definition of Operational Variable**

##### 1. Variables

There are two variables of this research, there are independent variable and dependent variable.

##### a. Independent Variable

Independent variable of this research is using BBC Learning English Application to improve students' pronunciation.

##### b. Dependent Variable

Dependent variable of this research is Pronunciation of English Consonant at the members of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

##### 2. Operational Defenition of Items

In order to avoid misunderstanding of the fiber of the reader's error as well as to facilitate understanding of the meaning contained in this research topic, the writer need to explain the operational definition referred to as follow:

##### a. BBC Learning English



BBC Learning English Application is a tool which shows all the tutorial how to pronounce each letter especially for the consonant. This application shows the video tutorial, the students can give attention to the video while they listening and watch how to pronounce it.

b. Consonant

Consonant is sounds which are not vowel that produced when there are some obstructions made by two articulators against the out-going air somewhere in the mouth cavity.

