

CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning media is a fundamental element in education that plays a significant role in helping educators convey information to students (Rochaefendi, 2024). More than just a visual or audio aid, learning media functions as a pedagogical instrument that encourages active student engagement in the learning process, creating a more interactive and meaningful experience. According to Arsyad (2019), learning media can encompass various tools, techniques, or methods designed to facilitate and accelerate the learning process, helping students internalize taught material more effectively and overcome learning barriers. learning media acts like a bridge between teacher and students. It doesn't just make lesson interesting, but also creates an active and effective learning environment, which is crucial for student success.

The presence of learning media in education must also consider the characteristics and learning needs of students. This requires appropriate media adaptation to ensure that material can be understood by those with different backgrounds and learning styles. For instance, students with a visual learning style tend to grasp information more easily through diagrams, graphs, or videos, while those with an auditory learning style might benefit more from

narratives or verbal explanations (Fleming, 2001, as cited in Rochaefendi, 2024). Therefore, educators must be able to select media that aligns with student characteristics to maximize learning outcomes.

In the context of language learning, learning media is crucial to the language acquisition process due to its ability to enhance student comprehension, motivation, and information retention, especially through the use of visual senses and direct experience (Sofia, 2012). For example, visual media can aid in vocabulary understanding, audio media can improve listening skills, and interactive media can spark student participation in conversations. Using different kinds of learning media really helps students pick up new languages, stay interested, and finally achieving fluency

With the rapid development of digital technology and information, the availability of various mobile applications has opened up new dimensions in providing more flexible and dynamic language learning media (Rahmatuzzahra, 2024). These applications, with their ability to integrate audio, visual, and interactive features, hold significant potential for overcoming the limitations of conventional learning media, particularly in aspects of speaking practice and pronunciation that are often difficult to replicate in a classroom setting. Therefore, mobile applications are becoming powerful and flexible way to learn languages, especially for

practicing speaking and pronunciation, which can be tough to do with elder methods.

In this context, Poro English application emerges as a concrete example of such technological innovation. Poro English application is a mobile application designed to facilitate language learning especially in pronunciation (Rosdiana, 2021). Its features often include interactive exercises, audiovisual text, daily conversations which all are crucial for developing accurate pronunciation which are all crucial for developing accurate pronunciation outside of traditional classroom environment. The effects of Poro English application as an android-based learning media also been explored in previous research. For instance, Kilkawit, Batau, and Muliati (n.d.) found that the Poro English application could be effectively applied in the classroom, with most students responding positively to use it in learning activities, significantly helping them to practice pronunciation. This prior finding underscores the potential of Poro English application in addressing specific language learning challenges. The Poro English application is a promising digital tool that uses technology to give easy and effective pronunciation practice, filling the gaps that traditional ways of learning might have.

The core focus of application like Poro English is to address a crucial aspect of foreign language learning: pronunciation. Pronunciation

encompasses the creation and understanding of segmental sounds, stressed and unstressed syllables, and intonation (Seidlhofer, 2001, as cited in Xodabade, 2017). The approach to teaching pronunciation has significantly evolved over times initially, during the era of audiolingualism, it focused heavily on habit formation, repetitive drills, and stringent error correction. This gave way to periods where pronunciation instruction largely disappeared from language classrooms, influenced by the decline of behaviorism and structural linguistics and the rise of Communicative Language Teaching (CLT). However, contemporary methods now emphasize and give greater attention to both segmental and suprasegmental features within their broader discourse context (Hadirson, 2009; Murphy, 2003; Seidlhofer, 2001 as cited in Xodabade, 2017). In recent years, the importance of pronunciation in language pedagogy has grown considerably. This is due to its critical role in speech recognition, speech perception, and speaker identity (Levis, 2007 as cited in Xodabade, 2017). Consequently, addressing the pronunciation challenges faced by high school students has become essential. In conclusion, while the approach to teaching pronunciation has shifted over time, its vital role in effective communication and language mastery is now widely recognized, making it a key area for focus in modern language education, particularly for high school students.

Given the promising result from previous studies on the Poro English application, and its specific features designed to enhance speaking and pronunciation. The researcher is particularly interested in investigating its effects in a different context and demographic. The primary aim of this research is to investigate the effects of using Poro English application toward students' pronunciation mastery at tenth grade of SMAN 1 Pariaman”.

B. Identification of problem

Based on the background of the problem above, the research problem can be identified as follow:

1. Limited efficacy of conventional learning Media for Oral skills: Traditional learning materials often prove insufficient in providing students with ample of opportunities to practice speaking and accurate pronunciation. These crucial language aspects demand interactive and dynamic learning environment that conventional method may not fully offer.
2. Gap in pronunciation instruction implementation: While modern language teaching theories emphasize the importance of pronunciation, effectively implementing these instructional methods in classrooms can be challenging. This issue is particularly evident in contexts with large class sizes or limited educational resources.

3. Need for further validation of Poro English in new contexts: Although prior research (e.g., Kilwakit, Batau, and Muliati, n.d.) has indicated the positive reception and potential effects of the Poro English application, there remains a need for additional empirical studies across various educational settings and student demographics to further confirm its pedagogical value, especially regarding its impact on

C. Limitation of the problem

To ensure this research remains focused and manageable, its scope was specifically defined by several limitations. Firstly, This study exclusively concentrated on investigating students' pronunciation mastery as the primary area focus. Secondly, the research was limited to examining the effects of only particular application, the Poro English application, as the chosen learning medium, in the other hand other mobile applications or conventional teaching methods were not the central subjects of comparison or intervention. Thirdly, the participant group for this study was confined to tenth-grade students of SMAN 1 Pariman, meaning findings may not directly generalizable to students in other grade levels, schools, or diverse educational settings. Furthermore, the research was conducted strictly within regular English language learning context at SMAN 1 Pariaman, without extending its scope to cover extracurricular learning activities or independent self-study.

Lastly, this study involved the Poro English application for a predetermined and specific duration, and the assessment of its effects was limited to this defined period, thus not evaluating any potential long-term impact beyond the study time frame.

D. Formulation of the Problem

From the identification about the problem and limitation of the problem above, the researcher formulated the problem as follows: Is Poro English application effective towards student's pronunciation mastery at tenth grade of SMAN 1 Pariaman?

E. Purpose of the Problem

Based on the formulation of the problem above, the purpose of this study is to find out the effects of Poro English application towards student's pronunciation ability at ten-grade of SMAN 1 Pariaman.

F. Significances of the Research

This research is expected to offer several meaningful contributions to various stakeholders in English Language education:

1. For students: This study can introduce alternative learning media (the Poro English application) that is more engaging and interactive, potentially leading to effective pronunciation

2. For English teachers: the findings can offer empirical evidence regarding the effects of incorporating mobile application like Poro English application into language instruction, thus providing teachers with valuable pedagogical tool.



UIN IMAM BONJOL
PADANG