STUDENTS' USE OF ONLINE RESOURCES TO DEVELOP THEIR ENGLISH PRONUNCIATION

(Case Study On High School Students at Primagama Puri Surya Jaya)

THESIS

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ABSTRACT

Nuriawarti, Fifi Armita (2021), Student' Use of Online Resources to Develop Their English Pronunciation (Case Study On High School Students at Primagama Puri Surya Jaya). A Thesis. English Educaion Departement, Faculty of Tarbiyah dan Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: H. Mokhamad Syaifudin, M.Ed, Ph.D, Hilda Izzati Majdid, MA

Key words: online resources, develop, English pronunciation.

Several factors influence students' success in developing their pronunciation, including learning vocabulary. Each student has their own way of developing their pronunciation. Especially in modern times with sophisticated internet. Every student uses the sophistication of the internet as an online learning resource. Thus, this research focuses on knowing and discovering how online resources can be used as a medium to develop English. In addition, quantitative methods. The researchers used were observation, interviews, and documentation as an instrument. Samples were taken from six students who took the research class at Primagama Puri Sidoarjo and had high school status. The results of this study conclude that the online learning resources used by students as a varied sample are youtube, instagram, iflix movie watching application, and android application, then they also develop their abilities by always take the time to learn pronunciation, record new vocabulary and memorize it routinely.

ABSTRAK

Nuriawarti, Fifi Armita (2021), Student' Use of Online Resources to Develop Their English Pronunciation (Case Study On High School Students at Primagama Puri Surya Jaya). A Thesis. English Educaion Departement, Faculty of Tarbiyah dan Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: H. Mokhamad Syaifudin, M.Ed, Ph.D, Hilda Izzati Majdid, MA

Kata kunci: sumber online, pengembangan, pengucapan bahasa Inggris.

Beberapa faktor yang mempengaruhi keberhasilan siswa dalam mengembangkan pengucapan mereka, termasuk belajar kosakata. Setiap siswa memiliki cara mereka sendiri untuk mengembangkan pengucapan mereka. Apalagi di zaman modern dengan internet yang canggih. Setiap siswa menggunakan kecanggihan internet sebagai sumber belajar online. Dengan demikian, penelitian ini berfokus pada mengetahui dan menemukan bagaimana sumber online dapat digunakan sebagai media untuk mengembangkan bahasa Inggris. Selain itu, metode kuantitatif yang digunakan oleh peneliti adalah observasi, wawancara, dan dokumentasi sebagai instrumen. Sampel diambil dari enam orang siswa yang mengikuti kelas peneliti di Primagama Puri Sidoarjo dan berstatus SMA. Hasil penelitian ini menyimpulkan sumber belajar online yang digunakan siswa sebagai sample bervariasi yaitu youtube, instagram, aplikasi nonton film iflix, dan aplikasi android, kemudian mereka juga mengembangkan kemampuannya dengan selalu meluangkan waktu untuk rutin belajar pengucapan, mencatat kosakata baru dan menghafalkannya.

TABLE OF CONTENT

COVERi
ADVISOR APPROVAL SHEETii
EXAMINER APPROVAL SHEETiii
MOTTOiv
DEDICATION SHEETv
ACKNOWLEDGMENTvi
ABSTRACTviii
ABSTRAKix
PERNYATAAN KEASLIAN TULISANx
TABLE OF CONTENTxi
LIST OF TABLESxiii
LIST OF APPENDICESxiv
CHAPTER I : INTRODUCTION1
A. Background of Study1
B. Research Question
C. Objective of the Study6
D. Scope and Limitation of Study6
-
E. Significance of The Study
F. Definition of Key Terms7
CHAPTER II : RIVIEW OF RELATED LITERATURE9
A. Theoretical framework9
1. Learning Resources9
2. Classification of Learning Resources
3. Online Learning Resources11
4. Theory of Uses and Gratifications

B. Previous Study21
CHAPTER III : RESEARCH METHOD25
CHAITEK III . RESEARCH WETHOD23
A. Approach and type of research25
B. Research Setting
C. Researcher Presence
D. Data and Data Sources
E. Data Collection Technique27
F. Research Instrument
G. Data Analysis Techniques
CHAPTER IV : RESEARCH FINDING & DISCUSSION31
A. Findings31
1. Research Findings on Students' Use Online Resources to Develo
English Pronunciation31
2. Research Findings on Development Students' English Pronunciatio
After Studying Through Selected Online Learning Resources40
B. Discussion45
1. Research analysis on Online resources that students use to improve the
English pronunciation
2. Research analysis on Developing Students' English Pronunciation After
Studying Through Selected Online Learning Resources47
CHAPTER V : CONCLUSION & SUGGESTION51
A. Conclusion51
B. Suggestion
REFERENCES

LIST OF TABLES

_	1 1	
ิล	h	lε

4.1	Kinds	Of	Online	Learning	Resources	In	Learning	English
	Pronunciation							



LIST OF APPENDICES

Appendix I Observation result

Appendix II Documentation

Appendix III Validation Instrumen

Appendix IV Surat Ijin Pebelitian

Appendix V Formulir Pengajuan Judul Skripsi

Appendix VI Surat Tugas

Appendix VII Kartu Konsultasi Skripsi

Appendix VIII Formulir Persetujuan Munaqosah Proposal

CHAPTER I

INTRODUCTION

This chapter outlines the background of the research, research questions, research objectives. The significance of the research and the scope and limits of the research are also explored in this chapter to demonstrate the strengths of current research. In this final section, definitions of key terms are also explained to make it easier for the reader to understand this research.

A. Background of the Study

Along with the development of the times, the mindset of every human being also develops, and this causes every advancement of technology, education, and others to have an impact on one's language skills. Language is the main communication tool in the world. Pronounciation consists of symbols in the form of sounds and is used by the community to work together, speak, and to know themselves. So it can be said that humans need language to speak well. Without being able to speak properly, humans will find it difficult to adjust to their environment. Mihaballo, Susanto, and Sriyana in the book "The Miracle of Language" state that language is a tool or source that can improve one's career, relationships, a way for someone to develop in their environment and increase a wider mindset. This means that language is something important and fundamental in human life. In addition to being simple to adapt to the environment to be able to develop the individual.

The ability of a person commonly used in Indonesia other than Indonesian, one of which is English. Because English is an international language. Someone who can communicate fluently in English will find it easier to adapt to their environment and work. Both in Indonesia itself and international relations. All need English as an intermediary language. So, many people are

¹ Sri Handayani, "Pentingnya Berbahasa Inggris dalam Menyongsong ASEAN Community 2015", *Jurnal dakwah dan komunikasi*, Vol. 3, No. 1, 2016, 106.

² Abdul Chaer dan Gorys Keraf, *Tata Bahasa Praktis Bahasa Indonesia* (Jakarta: Rineka Cipta, 2006), 1.

³ Mihaballo, dkk., *The Miracle of Language* (Jakarta: Elex Media Komputindo Kompas Gramedia, 2012), 14.

competing to learn good and correct English. This is expected to affect the correct pronunciation so that it can be accepted and understood when speaking in public. Because, good pronunciation will make the information conveyed more easily accepted by the public.⁴

In today's modern era, English is increasingly visible. Almost all everyday pronunciations use or are interspersed with English words. For example, in shopping centers, there are the words "exit", "closed", "open", and others. Also in the pronunciations that we often hear, such as 'handphone', 'thankyou', 'you can do it', 'wait', and there are many English vocabulary words that we often say without realizing it. Abraham Oomen stated that English has become one of the global languages that is needed at all times, so if you want to be fluent in English you must use your time to study well.⁵ In line with the statement from Abraham Oomen, Izzan and Mahfudin in the book "How To Master English", they add the importance of learning English because some knowledge comes from abroad.⁶

Someone can't speak English fluently without often practicing speaking in English. Therefore, it is not only the ability to speak that people need. However, a speaker must pronounce the pronunciation correctly. Because the pronunciation of language sounds that are not quite right can make our interlocutors confused or misunderstood if our pronunciation is not correct. When we want to be fluent in English, there are important things that must be considered, including paying attention to word stress (emphasis on a word), sentence stress (sound emphasis on a sentence), linking (connection to a word), and intonation (rising), decrease in tone of voice when speaking) is of great

J.C, Richard & T.S. Rogers, Approach and Methods in Language Teaching (UK: Cambridge

University Press, 1986), 4.

5 Abraham Omen, "Teaching Global English- a Shift of Focus on Language Skills", *The Interna-*

tional Journal of Language Learning and Applied Linguistics World, Vol. 1, No. 1, 2012, 10.
⁶ Ahmad Izzan dan MF, Mahfuddin, *How to Master English* (Jakarta: Kesaint Blanc Publishing, 2014), 1.

concern. So that our interlocutors do not feel bored, less attractive and can even be considered strange when communication takes place.⁷

Learning English, of course, also requires guidance from a teacher or someone who is an expert in the field, or if you live in an area that often uses English. Students or pupils may be able to get English material delivered by their tutors in learning. Even so, this method is not enough to hone his English language skills. For that, additional learning is needed through institutions that provide services to learn English.

In general, those who study at these institutions are classified as people with a better economic life. Meanwhile, those who are in a lower economic order, cannot afford to follow additional learning from the available institutions. Apart from the economic aspects that become barriers for a student to join face-to-face guidance agencies. Learning to speak English fluently can be done through the features available on the internet. Moreover, in today's modern era, students do not need to spend too much money to be able to use the internet according to their needs.

Internet stands for "Interconnected Network". The Internet is a network of independent computers that are connected to each other. This computer can consist of various educational institutions, government, military, business organizations and other organizations. Internet or its short name Net is the largest computer network in the world. The internet is a global computer network, consisting of millions of computers connected to each other by different protocols that share information. So the internet is a collection of combining local computer networks or LANs into a global computer network WANs. These networks are interconnected or communicate with each other others based on IP (Internet Protocol) and TPC (Transmission Control) protocols Protocol) or UDP (User Datagram Protocol), so that each user on each network can access all the services provided by each network. The Internet in terms of understanding is a network system that connects various

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⁷ Dian Arimurti, "Elements of Pronunciation, Modul 1", (http://repository.ut.ac.id/48-59/1/P.BIS4101-M1.pdf, accessed on 03 Oktober 2020).

computers from various parts of the world to interact and exchange data and information. In practice, a computer to connect with other computers requires the help of a small program called a browser. The browser itself has grown rapidly following technological developments on the internet. The Internet offers many advantages, apart from being used to communicate and exchange information. The internet can also be used for learning, which if learning using the internet can improve reading, critical thinking, speaking in foreign languages, and combining references. For example, when looking for data to complete the task at hand. Another benefit of learning something on the internet is that it can make a person more independent. For example, when you want to learn English, with the internet, it will be easier for someone to absorb knowledge through animated videos on one of the social media provided by the internet.

The Internet, in terms of meaning, is a network system that connects various computers from various parts of the world to connect and exchange data and information. In practice, a computer to connect with other computers requires the help of a small program called a browser. The browser itself has developed rapidly following technological developments on the internet. The internet offers many advantages, in addition to being used to communicate and exchange information. The internet can also be used for learning, which if learning using the internet can increase reading, critical thinking, speaking in foreign languages, and combining references. For example, when looking for data to complete a task that is being worked on. Another benefit when learning something on the internet is that it can make someone more independent. For example, when you want to learn English, with the internet, someone will find it easier to absorb knowledge through animated videos on one of the social media provided by the internet.

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⁸ Jubilee Enterprise, *Panduan Memilih Koneksi Internet untuk Pemula* (Jakarta: PT Elex Media Komputindo, 2010), 2.

⁹ Rediana Setiyani, Pemanfaatan Internet Sebagai Sumber Belajar, *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, Vol. V, No. 2, (Desember 2010), 120. (https://media.neliti.com/media/publications/61217-ID-pemanfaatan-internet-sebagai-sumber-bela.pdf, accessed on 03 Oktober 2020).

The use of the internet as a learning medium or to communicate, on average, teenagers are most interested in it. A study funded by UNICEF and conducted by the Ministry of Communication and Information (Kemkominfo) found that 98 percent of children and youth know about the internet and 79.5 percent of them are internet users. The statement refers to the results of research by Yahoo and Taylor Nelson Sofres (TNS) Indonesia in 2009 which shows that the largest accessors in Indonesia are those aged 15-19 years. Of the 2,000 respondents who participated in this survey, it was found that 64 percent were young people. Still from the results of the same study, 53 percent of children aged 15-19 used to access the Internet from internet cafes. That is because they have more free time than workers.

Young adolescents are girls aged 13 to 17 years. This also really depends on sexual maturity. For males who are called young adolescents from 14 to 17 years of age. When young adolescents have reached the age of 17 to 18 years, they are commonly called the youth group or youths. Their behavior attitudes on average are close to the adult behavior pattern, although from the point of view of mental development this is not entirely the case.¹⁰

Especially in the era of increasingly sophisticated technology. The use of the internet is increasingly becoming a necessity because it is considered pragmatic. Even in this era schools or lectures via the internet. Commonly referred to as online schools. This is also one of the reasons why many internet users are aged 15-19. Even early childhood who are in kindergarten sometimes also not a few who use the internet as a means of education. Sometimes the internet is also considered as a modern tool as a measure of the success of schools in educating their students. Many also assume that advanced education is a means with the internet and the modern way.

From this background explanation, the internet can certainly help the development of a student's learning. The internet is also a tool that is considered modern in education. Providing convenience and considered as the

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¹⁰(https://edukasi.kompas.com/read/2009/03/20/2028042/Pengguna.Internet.In-donesia. Didominasi. Remaja, accessed on 10 Maret 2020).

quality of education itself. However, it all remains only as a system driven by humans. The rest, humans control the use of features on the internet that are useful for simplifying human life itself, even more so in the era of rapidly developing technology. So the benefits and losses that arise also depend on the user.

For this reason, the researchers here took samples from several students who took the research class at Primagama Puri Sidoarjo and had high school status. The researcher chose Primagama Puri Sidoarjo as the sampling site because it is one of the tutoring places where students also learn English. From the sample to be taken from six students. Then the six students will be interviewed to get information. This information will be the data to be analyzed by the author.

B. Research Question

The background of the study that has been described earlier leads to the formulation of research questions. They are formulated as follows:

- a. What online resources do students use to develop their English pronunciation?
- b. How do they develop their English pronunciation after studying through selected online sources?

C. Objective of the Study

The purpose of this study is to answer the research questions previously mentioned, namely:

- 1. To find out the online resources that students use to develop their English pronunciation skills.
- 2. To find out how they develop their English pronunciation after studying through selected online resources.

D. Significant of the Study

The result of the discovery is determined to be used theoretically and practically:

1. Theoretically Significance

This thesis is expected to be able to add references to readers so that they can develop their research.

2. Practically Significance

This research is made to fulfill the final project, namely the thesis. Also can increase the reader's knowledge. This thesis is expected to later be able to support the students of UIN Sunan Ampel Surabaya when looking for references that will be used for their final project.

E. Scope and Limitation of the Study

The scope of this research is the extent to which online sources on the internet can improve the speaking skills and accuracy of high school students' English pronunciation.

In general, students will choose what they want because everyone has expectations of what they choose. Thus, students who wanted to improve their pronunciation chose alternative learning through online media. This symptom is known as the Use and Gratifications theory which researchers will use in this study.

After going through the use and gratifications stage, the theory related to this research is the audio-lingual method, which explains the practice and practice in language that focuses on listening and speaking. Then the researcher will associate it with the online media used in pronunciation learning, among others, YouTube, Instagram, websites, and applications on Android.

This research is limited to high school students at Primagama Puri Sidoarjo learning institution who use online sources to increase their pronunciation. The researchers focus on finding out online resources that they usually use to develop their English pronunciation.

F. Definition of Key Terms

To ensure the meaning of each word in this study, and to make it easier for readers to understand each definition. The researcher explains the key terms used in this study, as follows:

1. Language

Language is a means of communication in the form of sound that is used by all humans to communicate.¹¹ In this study, language was assessed as the basis or beginning of each student in learning pronunciation. For this reason, the author uses language and how to develop it for students who are used as samples.

2. Pronunciation

Relates to an English language skill especially in speaking skills. This means that in communicating using English it is very important to pay attention to their pronunciation when speaking, so that there is no miscommunication to the other person. How to develop pronunciation is also a matter for the writer to study.

3. Online resources

Online resources are tools used for students to learn using the help of the internet. Where components in online resources will make it easier for students to learn English, especially as developing their English. So that online sources become a means that make it easier for students to learn this can really help make it easier to develop English.

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¹¹ Tri Wiranto, *Bahasa, Fungsi Bahasa, dan Konteks Sosial, Pengantar Linguistik Umum*, 2. (http://repository.ut.ac.id/4240/1/BING4214-M1.pdf, accessed on 21 Desember 2020).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will outline the theories the researcher uses to analyze the data obtained. The main theory, namely from the uses and gratifications theory, because this theory is related to students' reasons for choosing online learning resources. Meanwhile, other theories are used to support the discussion and to complement the data for analysis.

A. Theoretical framework

1. Learning Resources

In essence, everything in this universe can be used as a source of learning for humans throughout their life on earth. So that the concept of learning has a broad meaning, covering everything in the universe.

Learning resources or learning materials are all things that can be used as a place where a student gets material for learning. That way, learning resources serve to fulfill a student's materials or materials to add new knowledge and support the science that someone will learn.

Learning resources are anything that can support the learning process to provide positive change. Learning resources have various kinds of access to get them. It can be through teachers, lecturers, or by reading books, newspapers, watching movies, experiences, and so on.¹²

Gagne stated that media or learning resources are a combination of various components in the student environment whose aim is to increase the enthusiasm of students. Learning resources are also anything that can provide information to seekers. Abdul Majid stated that a learning resource is an information that is presented and stored through data that can be accessed by any media.¹³

¹² Ahmad Rohani & Abu Ahmadi, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 1991), 152-153.

¹³ Abdul Majid, *Perencanaan Pembelajaran, Mengembangkan Standar Kompetensi Guru* (Jakarta: Rosda Karya, 2008), 170.

Learning resources have an unlimited form. Because it can be in the form of print, software, video, or a combination thereof. Learning resources are not always related to artificial objects. Rather, the environment, people, and surroundings can be a means for someone to learn.

2. Classification of Learning Resources

In the learning process, it is necessary to know that there are many kinds of learning resources. However, some people, including teachers, still think that learning resources are limited to books. Even though referring to the AECT (Association of Educational Communication Technology) in the book 'learning media', learning resources can be divided into six types, namely:¹⁴

- a. Message; in the form of information containing ideas, facts, meanings, and data.
- b. Persons; here classified into two characteristics. First, is the one who shares the message. Second, it is what stores the message.
- c. Material; used for intermediary delivery of messages (learning materials), usually in the form of goods, software. For example, books, magazines, films, or recorders.
- d. Tools; items that are usually called hardware and are used to convey messages contained in software materials. For example, videos, radio sets and ty sets.
- e. Technique; certain procedures or steps in using materials, tools, people, to convey messages. Simply put, technique is the same as method.
- f. Background; an environment in which the message conveyed is accepted by the student. For example, schools, museums, libraries, or parks.

In line with what has been described previously, learning resources are also categorized into two parts, namely learning resources that are designed and learning resources that are available and can be directly used.¹⁵

¹⁴ Bambang Warsita, *Teknologi Pembelajaran*, *Landasan*, *dan Aplikasinya* (Jakarta: Rineka Cipta, 2008), 209-210.

¹⁵ Miarso Yusuf, Menyemai Benih Teknologi Pendidikan (Jakarta: Prenada Media, 2004), 134.

In that sense, the learning resources that have been planned include the curriculum, as well as other teaching materials. Usually, this type of learning resource is carried out in educational institutions by teachers and lecturers. Meanwhile, learning resources that can be accessed directly are the existing media on the internet.

Online learning media is a means of learning, equipped with a controller where the user can control it, making it easier for the user to access what they need.

Dabbagh and Ritland in a journal written by Novita & Abdul mentioned There are three components in online learning, including the following:¹⁶

- a. Learning model
- b. Instructional and learning strategies
- c. Online learning media

The three components have represented continuity with one another because each of them represents a social process which has informed the design of online learning environments.

3. Online Learning Resources

The learning method is a commonly used method that is obtained from teachers or lecturers and taught to students to help obtain the knowledge needed or even the preferred knowledge. The success of a person's learning activities is influenced by how he uses his learning method. In addition to teachers, lecturers, students must be able to develop their knowledge. There are so many ways to develop knowledge easily, one way is to use the internet learning method.

According to Daryanto, e-learning or learning through the internet is a learning system that utilizes electronic media as a tool to assist learning activities.¹⁷ Many of the people who think that the electronic media referred

¹⁷ Daryanto, Media pembelajaran: peranannya sangat penting dalam mencapai tujuan pembelajaran (Yogyakarta : Penerbit Gava Media, 2013).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

¹⁶ Novita Arnesi & Abdul Hakim, "Penggunaan Pembelajaran Online-Offline dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris", *Jurnal teknologi Informasi dan Komunikasi dalam Pendidikan*, Vol. 2, No. 1, 2015.

to by the statement is computer technology and the internet. Through computers and the internet, students can learn individually, either programmed or not. In Indonesia, in general, e-learning is still blended, namely e-learning as a complementary learning material and tool and not the main learning tool.

According to Soni Nopembri and Caly Setiawan, there are three forms of learning systems via the Internet that are worthy of consideration as the basis for developing a learning system using the Internet,. Haughey's opinion on the development of e-learning. According to him, there are three possibilities in developing an internet-based learning system, namely web courses, web centric courses, and enhanced web courses, namely: 1819

a. Web Course

Web course is the use of the internet for learning purposes, where all learning materials, discussions, consultations, assignments, exercises and exams are fully delivered via the internet. Use of the internet for educational purposes, where students and teachers are completely separate and face-to-face is not required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. By delivering material through internet channels without going through face-to-face either for learning purposes as well as evaluations and exams, because all teaching and learning processes are fully carried out through the use of internet facilities such as e-mail, chat rooms, bulletins, board, and online conferences.

b. Web Centric Course

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¹⁸ Cynantia Rachmijati, "Penggunaan Internet sebagai Optimalisasi Media Pembelajaran Bahasa Inggris (Program Pengabdian Pada Masyarakat di desa Margaluyu Kecamatan Cipeundeuy)", *Jurnal Pengabdian Kepada Masyarakat (Abdimas) IKIP Siliwangi*, Volume 01, Nomor 02, Juli 2018, 66.

Peningkatan Kualitas Pembelajaran", Dalam Web-centric Course dalam upaya Neningkatan Kualitas Pembelajaran", Dalam https:// grafispaten.wordpress.com/2011/08/30/pengembangan-weblog-dengan-pendekatan-web-centric-course-dalam-upaya-peningkatan-kualitas-pembelajaran/, diakses pada 2 juli 2021.

Is the use of the internet that combines distance learning and face-toface (conventional). Some of the material is delivered through the some through face-to-face. Their functions internet. and complementary. In this model, the teacher can provide instructions for students to learn the subject matter through the web that they have made. Students are also given directions to find other sources from relevant websites. In face-to-face meetings, students and teachers discuss more about the findings of the material that has been studied via the internet, according to Zhang & Olfman, stating "Students used a class web blog to document and share their learning experiences. The instructor and other students provided feedback and suggestions by commenting on the blog entries. A certain number of class blog entries were required for each Web 2.0 technology". Which means students share their learning experiences in the form of documents on blogs. Teachers and other students provide feedback and suggestions in the form of comments in the discussion column. This class requires web 2.0 technology.²⁰

So, it can be concluded that where some learning materials, discussions, consultations, assignments, and exercises are delivered via the internet, while exams and some consultations, discussions and exercises are carried out face-to-face. Although part of the learning process is carried out face-to-face which is usually in the form of tutorials, the percentage of face-to-face learning is still smaller than the percentage of the learning process via the internet.

c. Web Enhanced Course

Is the use of the internet to improve the quality of learning carried out in the classroom. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the teacher in this case is to learn techniques for finding information on the internet, guiding students to find and find sites that are

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²⁰ Ibid.

relevant to learning materials, presenting material through the web that is interesting and in demand, providing guidance and communication via the internet, and so on. required.²¹

So it can be concluded that the use of the internet for education, in order to support the improvement of the quality of teaching and learning activities in the classroom. This form is also called a Web lite course, because the main learning activity is face-to-face in class. According to Suharno Widi Nugroho the benefits that can be obtained from the internet are as follows:²²

1) Browsing the Web (WWW/World Wide Web)

Browsing or surfing is an activity to view or find information on the web.

2) Reading News

The Internet plays a major role in disseminating information, including news (in this case press) compete with each other to present hot issues and information via the internet online fast to be accessed or read by all parties.

3) Get Software

From the internet can be obtained various kinds of software, both for free (freeware) or by buying.

4) Shopping

Through the internet, we can shop various kinds of goods and services with ordering and payment methods are used.

5) Watch TV, Radio and listen to Music

On the internet, there are many sites that provide on-line facilities for viewing TV, listening to radio, listening to music with phone or network charges pulsa internet / cable.

6) Games

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²¹ Ibid.

²² Ibid.

The Internet is not only used to find information, but also to play games. Playing games via the internet or online games is currently busy among teenagers, because of the many challenging and fun games.

7) Long Distance On-Line Communication

Long distance on-line communication or VoIP (Voice over Internet Protocol) is one of the benefits of the internet that makes it easier to communicate, both communication sound and picture over the internet at low cost, even from a long distance very far.

8) Chat

Chat is a term used to exchange words through text on screen on the internet. Chat is an easier communication tool when it is difficult to communicate directly through voice or face to face /pictures Through the internet.

9) E-mail (Electronic mail/electronic mail)

E-mail is one of the most widely used facilities on the internet. Function of the use of e-mail is to communicate / send letters, consult and to obtain information quickly and easily.

10) Millis

mail on the Internet.

Millis or Mailing List is a term for a group in discussion via e-

Soenhaji in his research quoted by Rediana Setiyani revealed that the internet can open horizons for students. The existing facilities on the internet will facilitate the learning process which will bring benefits and success to students.²³

The use of the internet network as a source and means of learning, can be implemented, such as (1) browsing, used when we want to explore the

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²³ Rediana Setiyani, "Pemanfaatan Internet Sebagai Sumber Belajar", *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, Vo. V, No. 2, Desember 2010, 119. (https://media.neliti.co-m/media/publications/61217-ID-pemanfaatan-internet-sebagai-sumber-bela.pdf, accessed on 22 Oktober 2020).

virtual world or the web (2) resourcing, which makes the internet a teaching resource (3) searching, is a process of finding results to complement the material what students need (4) consulting and communicating.²⁴

The following is a description of online learning resources commonly used to improve student pronunciation:

a. Youtube

Is the largest and most popular video sharing site in the world today. This site facilitates someone who wants to upload or watch videos that can be seen by all who access them free of charge. According to research results in a journal entitled 'Youtube as a Learning Source for Millennial Generation', 92% of users, especially in Indonesia, stated that YouTube was used as their first goal when searching for videos.²⁵

Youtube among internet users provides many offers, that many videos on YouTube can inspire students to carry out learning activities, such as increasing student motivation, increasing student grades, and enriching students' communication skills. ²⁶ Currently, there are not a few more learning methods, from pronunciation, writing, to English grammar, available on Youtube. How to access it is also very easy, just enter the password and everything will appear.

b. Instagram

This app is used by most of the people in the world. Especially among young people. The Instagram application that we usually know is only for capturing moments in the form of photos and videos, it turns out that it can also be used as a learning medium. But also not a few people who use and use the Instagram application for education. One of them, of course, is learning English. Lots of foreigners living in Indonesia upload

²⁵ Erik Fahron Setiadi., dkk, "Youtube Sebagai Sumber Belajar Generasi Milenial", *Journal of Civic Education*, Vol. 2, No. 4, (2019), 314. (http://jce.ppj.unp.ac.id/index.php/jce/artic-le/download/135/60, accessed on 20 Desember 2020).

²⁴ Rediana Setiyani, "Pemanfaatan Internet Sebagai Sumber Belajar..., 120.

²⁶ Ekarini Saraswati, "Peran Youtube dalam Menunjang Pembelajaran Bahasa dan Sastra Indonesia di SMA", *Kongres Bahasa Indonesia*, 6-7. (http://kbi.kemdikbud.go.id/kbi_back/file/dokumen_makalah/dokumen_makalah_1540352619.pdf, accessed on 20 Desember 2020).

videos on how to speak English correctly using methods and styles that are easy to understand, especially young people.

Students who want to improve their pronunciation can use the media of Instagram, because in Instagram there are many works in the form of videos or pictures related to learning that contain more concise and short pronunciation, a maximum of 1 minute.²⁷

c. Website

The World Wide Web (www), which is commonly referred to as a web, site, website, or even a site, is an internet application and service that includes multimedia resources. This site has several types that we can use as needed. For example, the web search engine that we usually use to search for documents based on the keywords we want, namely Google, and the weblogs or blogs that are commonly used for writers when they want to write down any related information.²⁸

The frequency of website users among students is quite high. This refers to the answers of students in a questionnaire in the journals of Syaiful, Wahid, and Ega regarding the use of website learning media, that students like to find teaching materials on the website because it is easier for them.²⁹

d. English Learning Application on Android

Android, which was originally made to function as a communication medium, then developed into a device that can be used in various ways, because Android has an open source nature so that many people are competing to create applications and modify them.³⁰

²⁷ Ahmad Veygid., dkk., "Analisis Fitur dalam Aplikasi Instagram Sebagai Media Pembelajaran Online Mata Pelajaran Biologi untuk Siswa Sekolah Menengah Atas", Alveoli: Jurnal Pendidikan Biologi, Vol. 1, No. 1 (Januari-Juni 2020), 42.

²⁸ Syaiful Rahman., dkk., "Pemanfaatan Media Pembelajaran Berbasis Website Accessed on Proses Pembelajaran Produktif di SMK", Journal of Mechanical Engineering Education, Vol. 1, No. 1 (Juni 2014), 140.

²⁹ Ibid., 143.

³⁰ Lutfiansyah, "Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android accessed on Pembelajaran Bahasa Inggris (Pengamatan Terhadap Sumber Belajar Berbasis Android Melalui Media Mobile Smartphone)", Edu Science, Vol. 2, No. 1 (Agustus 2016), 17.

As for using learning applications on Android, several things need to be considered. Such as, easy or not easy to operate an application and effective or not the application to be used. Applications that exist on Android and can be installed for free and have functions in pronunciation learning, one of which is "Fluent English", students will be helped in improving their speaking and listening skills.

Then there is "Speak English Picture", this application is good for beginners because it provides pictures along with words, and this is great for improving reasoning, and many others.³¹

4. Theory of Uses and Gratifications

The theory of Uses and Gratifications is a developmental theory of the hypodermic needle model. This theory developed in 1940 and was developed by Herbert Blummer and Elihu Kartz. Initially, this theory developed when several researchers were looking for motives behind the audience while listening to the radio and reading newspapers.³² The identification carried out by the researchers was what satisfaction the audience obtained so that they chose to listen to the program.

In the early days of the theory of use and satisfaction, Herzog was the first to initiate the research, grouping several people on the reasons why people prefer newspapers to radio. Herzog studied the role of audience wants and needs on media choice.³³

According to Eilhu Katz and Herbert Blummer, this theory is aimed at psychological and social needs to raise expectations for their satisfaction using a chosen medium.³⁴

This theory emphasizes a humane approach. This is based on the previous statement which shows that this theory is for psychological needs. That humans have the autonomy to treat the media. There are many reasons for humans to use media. This means that humans have the freedom to

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³¹ Ibid 19

³² Morissan, *Teori Komunikasi Massa* (Jakarta: Ghalia Indonesia, 2013), 82.

³³ Ibid.

³⁴ Ibid., 82.

choose through which media they will go to their needs or desires and how the media will affect them.³⁵

In use, online learning resources have a surveillance function, which is to provide information to users. Through the theory of Uses and Gratifications, an internet user can choose their needs and desires for what media to use and what messages they want to enjoy. This is because every user always has expectations about satisfaction with the fulfillment of desires.

This theory, if associated with the use of students in using online media as a learning resource, is that the internet is a choice that students can use to improve their pronunciation skills, because they have full authority in choosing which medium to learn pronunciation of. For example, it can be through YouTube, Instagram, websites or English-based scientific applications that are common on Android.

After going through the uses and gratifications stage, when someone wants to use online media to learn pronunciation, they will go through the audio-lingual method approach, a method in which there are practices and exercises in speaking well in the form of listening and speaking skills. because students can speak a language fluently when they are used to it.³⁶

In using online learning resources, each student will choose which media to work on. It can be one of the several media that have been mentioned, or it can use all of these online resources. Then to be able to absorb the knowledge obtained from these online sources, each student will hear the audio contained in each learning video, because pronunciation is related to pronunciation so that when students hear him it will be easier to imitate what he has heard.

The theories that the researcher uses are related to this research, namely how they are used to determine the pronunciation development of each

³⁵ Nurudin, *Pengantar Komunikasi Massa* (Malang: Cespur, 2003), 181.

³⁶ Evi Nur Fuadah, Skripsi: "Efektivitas Metode Audiolingual untuk Meningkatkan Penguasaan Bahasa Jepang di SMA Negeri 1 Ungaran", (Semarang: UIN Semarang, 2014), x. (http://lib.unnes.ac.id/21501/1/2302410040-s.pdf, accessed on 20 Desember 2020).

student. Pronunciations that are learned continuously by repeating the sound and correcting it if it is not right with what has been said, will make a person fluent in pronunciation. Yates in Gilakjani's book also argues that pronunciation is a sound that produces meaning. To produce good communication for listeners and speakers.³⁷

Classification of learning resources combined with online learning resources will make it easier for researchers to take results following this study. Starting from the learning model that each student chooses in learning pronunciation, instructional strategies and learning, as well as what online learning media is used by each informant in learning pronunciation.

Another thing that needs to be considered when analyzing data using existing theories is that in pronunciation there are several points of thought, namely the comparison between the sound system of the language being pronounced with the language being studied. This is because pronunciation has full attention to intonation when pronouncing a word or accent.

In measuring the development or progress of each student from the way they learn through online learning resources related to pronunciation. Then some aspects need to be considered to measure the pronunciation improvement of each student, namely:³⁸

- a. Pronounce the alphabet correctly.
- b. Saying consonants, vowels, and pronouncing two vowels at the same time with the correct stress and intonation.
- c. Speak English fluently and correctly.

Uses and Gratifications. This theory, if it is related to the use of students in using online media as a learning resource, is that the internet is a choice that can be used by students to improve their pronunciation skills. Then, after choosing an online learning source that suits them, the audiolingual theory begins to be associated with the way they receive learning

Modern Journal of Language Teaching Methods, 326.

38 Ali Mustadi, Communicative Competence Based Language Teaching: An English Course

Ali Mustadi, Communicative Competence Based Language Teaching: An English Cour Design for Primary Teacher Education (Yogyakarta: UNY Press, 2013), 35.

³⁷ Gilakjani Pourhosein, "What Factors Influence the English Pronunciation of EFL Learners?" *Modern Journal of Language Teaching Methods*, 326.

from that online source. Thus, the researcher can find out the pronunciation development of each student through its placement on the aspects that exist in pronunciation.

B. Previous Study

The following is previous research that the author has developed with innovations, both in the form of journals and theses:

Abbas Pourhosein Gilakjani (2016) in an international journal entitled, "English Pronunciation Instruction: a Literature Review". 39 This journal explains pronunciation terms, the purpose of pronunciation instructions, how important pronunciation is, then explains the importance of the teacher's role in teaching pronunciation and a guide for teachers to make teaching easier. Until results were found that made it easier for teachers to teach pronunciation.

From that research, the point that the researchers took was on how to pronounce English correctly. If the research aims to guide teachers who teach to make it easier. This study raised the discussion of pronunciation learned through online learning media sources.

Maria Ramasari (2017) an international journal with the title "Students' pronunciation error made in speaking for general communication". 40This journal explains the pronunciation errors that students usually experience in general communication classes. This study uses a qualitative approach and data collection with documentation. It was found that the students made three types of pronunciation errors, namely: pre-systematic, systematic, and postsystematic errors. These errors are caused by interference, intra-language errors, and developmental errors.

Maria Ramasari, "Students' pronunciation error made in speaking for general communication", Linguistic: English Education and Art (LEEA) Journal, Vol. 1, No. 1, (2017).

(https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/32/27).

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Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: a Literature Review", International Journal of Research in English Education, Vol. 1, No. 1, 2016. (https://www.researchgate.net/publication/267722924_The_Significance_of_Pronunciation_in_En glish_Language_Teaching, accessed on 05 Oktober 2020).

Referring to the second journal as a study of previous research because this study discusses pronunciation. However, the focus of this research is on pronunciation errors. Meanwhile, the researcher discussed the online media used by students to learn pronunciation.

Yuni Aliyah (2009) with a thesis title "The Implementation of the Recorded Report Video for Teaching Speaking to Improve Students Speaking Ability". This thesis discusses the implementation of video recordings to improve English speaking skills. The results of the existing research make students feel motivated, and the students really enjoy learning using video sources.

This thesis is one of the references for the researcher because it is an effective way to discuss learning speaking through video. The relation with the researcher's thesis is that every online learning resource related to pronunciation learning provides learning using video. So, it can be used as material for researchers in completing this thesis.

Rista Nurmalita Sari (2016) a journal with the title "Improving Pronunciation Skill of English Vocabulary Using Flash Video Media for Class II B Students". ⁴² This journal, written by Nurmalita, explains her efforts to improve students' pronunciation using video media and quantitative description methodology. The result of this research is an increase in the percentage of students in the use of their pronunciation skills by using video media.

This journal is almost the same as the reference to the previous journal, namely the video learning method. The reasons or backgrounds used by researchers are not much different. The difference that exists with the author's research is that students learn on their own via the internet, while this study learns pronunciation through the teacher to improve pronunciation skills.

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⁴¹ Yuni Aliyah, Skripsi: "The Implementation of Recorded Report Video for Teaching Speaking to Improve Students Speaking Ability", (Surabaya: UIN Sunan Ampel Surabaya, 2009). (http://digilib.uinsby.ac.id/8102/55/Yuni%20Aliyah_D05205034.pdf, accessed on 05 Oktober 2020.

⁴² Rista Nurmalita Sari, "Peningkatan Pronunciation Skill Kosakata Bahasa Inggris Menggunakan Media Flash Video Accessed on Siswa Kelas II B, *jurnal Pendidikan Guru Sekolah Dasar*, Edisi 23, 2016). (http://journal.student.uny.ac.id/ojs/index.php/pgsd/article/download/3210/2-914, accessed on 06 Oktober 2020).

Starting from how to teach good pronunciation, the approaches in it, and understanding the importance of pronunciation. The researcher uses it as a reference, because the researcher can use it as a tool to analyze the data that has been obtained. Given that the book explains everything that is in pronunciation.

Yosep Kusuma Wibawa (2014) thesis entitled "Improving Students Pronunciation Through Role Plays For Class VII C at SMPN 3 Tempel In the Academic Year of 2013/2014". ⁴³ This thesis discusses how a teacher tries to give understanding to students so that they have good pronunciation. With the validity of obtained democratically, and dialogically. So that it results in an increased student pronunciation.

The difference that exists in Yosep Kusuma's thesis above, with what the researchers studied is the object of research. If this thesis describes how a teacher teaches students about English, pronunciation. The research that the writer studied was about students who had their initiative to learn pronunciation using online learning resources.

Meidy Yuhari Algifari (2017) a thesis entitled "Analyzing Student's Pronunciation of Word Stress of IET 7 Student's of Cambridge English College (CEC) Makassar". 44 This study is aimed at analyzing the pronunciation skills of IET 7 Cambridge English College students so that it is hoped that it can provide benefits to the community concerned. The research method used in this research is qualitative. The result of this research is that students often experience pronunciation problems precisely in stressed words. It was found that students had difficulty placing stress properly.

In Meidy's thesis, it was aimed at analyzing pronunciation skills. Whereas the thesis that the researcher studied was limited to knowing what online learning sources were used by students in learning pronunciation. Being a

2009202244026.pdf, accessed on 06 Oktober 2020).
 Meidy Yuhari Algifari, Skripsi: "Analyzing Student's Pronunciation of Word Stress of IET 7 Student's of Cambridge English College (CEC) Makassar", (Makassar: Alauddin State Islamic

⁴³ Yosep Kusuma Wibawa, Skripsi: "Improving Students Pronunciation Through Role Plays For Class VII C at SMPN 3 Tempel In the Academic Year of 2013/2014", (Yogyakarta: Yogyakarta State University, 2014). (http://eprints .uny.ac.id/19262/1/Yosep% 20Kusuma %20 Wibawa% 2009202244026.pdf, accessed on 06 Oktober 2020).

Student's of Cambridge English College (CEC) Makassar", (Makassar: Alauddin State Islamic University of Makassar, 2017. (http:// repositori. uin-alauddin. ac.id /5457/ /M-eidy %20Yuhar %20 Algifari.pdf, accessed on 21 Desember 2020).

reference for researchers, because the theme discussed in this thesis is related to pronunciation.

Nur Hamidatul Mauidloh (2020) with a thesis entitled "The Use Of Internet Resources In English Teaching: Teachers Consideration In Selecting Internet Resources". ⁴⁵This thesis describes the benefits of the development of internet technology which is very helpful in the field of education. This study aims to find out the results of the teachers' considerations in choosing internet resources to use in teaching English. In his research, the writer used a qualitative descriptive method and the data were collected through interviews and observations. The results of the study show that respondents who are teachers have been using internet sources for years.

The previous study that the author chose as a reference was the thesis of Nur Hamidatul above, that the internet has many benefits in the field of education. This has a correlation with the researcher's thesis that raises the source of online learning media to learn pronunciation.

From some of the results of previous research, what the researchers discussed in this thesis were different from the existing theses and journals. The differences that exist are located starting from the location of the research, the focus that the researcher wants to examine, and the theories that the researcher uses in analyzing the data.

Researchers have focused on utilizing online media learning resources to improve students' pronunciation in general. So that it has an impact on improving their pronunciation. Whereas in previous studies that the researcher used as a reference, there has never been anything similar to the focus that the researcher

studied.

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⁴⁵ Nur Hamidatul Mauidloh, Skripsi: "The Use Of Internet Resources In English Teaching: Teachers Consideration In Selecting Internet Resources", (Surabaya: UIN Sunan Ampel, 2020).

CHAPTER III

RESEARCH METHOD

This chapter aims to show readers the approach used, the types of research, how the data collection methods are used and what approaches are used, and data analysis. As follows:

A. Approach and type of research

This study uses a qualitative approach to find the truth of any information provided by selected sources referring to the definition of a qualitative approach, which is to reveal hidden phenomena in more detail.⁴⁶

Furthermore, the type of research used is a case study by taking six students as samples. The point is that researchers get data from the sample. This type of research is divided into three parts. First, an intrinsic case study is a case that focuses on the case itself. Second, instrumental cases in which the researcher focuses on issues or problems in a limited case as research material. Third, collective case studies, selecting several issues or problems that will be selected later, as a description of the existing issues or problems.⁴⁷

Then, the three types that the researchers have mentioned, this research is classified as an instrumental case study. Because, the problem with the case under study is limited only as research material, to achieve the desired results.

B. Research Setting

This study was conducted at the Primagama Tutoring Institute Gedangan Puri Surya Jaya Sidoarjo which is located at Jln. Taman Paris B1 no 37 Puri Surya Jaya Lubuk Baja, Demeling, Gedangan, Kec. Gedangan, Sidoarjo with the research subjects of high school students because from the perspective of the researcher found that students who were in the research class had an interest in online media sources as their alternative to learning.

⁴⁶ Muhammad Shiddiq dan Imam Muttaqin, *Dasar-dasar Penelitian Kulaitatif* (Yogyakarta: Pustaka Pelajar, 2003), 4-5.

⁴⁷ John W. Creswell, *Penelitian Kualitatif dan Desain Riset* (Yogyakarta: Pustaka Pelajar), 139.

C. Researcher Presence

This research is necessary to be attended by researchers, considering that in the research instrument, the most important element is the researcher himself. This is because researchers have the authority to carry the research theme, seek data that can be accounted for, and correlate the data that has been obtained with the theme being studied. Therefore, researchers have a very influential role in the course of this research.

Then the research subject. In research, of course, there must be research subjects in order to obtain research data. The research subjects in writing this thesis are six students who are used as samples where the six students will be interviewed.

D. Data and Data Sources

This research is based on qualitative data collection because it contains information in the form of responses from informants through a series of studies based on facts in the field. The first data to answer the first problem formulation are the results of interviews with informants using instruments such as interview guides, notebooks, tape recorders, and several other supporting instruments. So that the data found in the form of online sources that are used by each student to support their pronunciation development.

Then, in answering the second problem formulation, the researcher also used interviews to collect the data. Interviews which later relate to the formulation of the second problem will find the results about the students' reasons for using online media sources as their means of learning and improving pronunciation.

In this study, of course, there are data sources used to complement the research results. The data sources themselves are divided into two types, namely primary and secondary data sources with the following descriptions:

- Primary data source is the first or main source produced from selected informants with the research flow that has been designed by the researcher. The primary data source for the researchers was the students studying at Primagama with their category who had occupied high school. The resulting data were the results of interviews with each student and the results of observations related to their pronunciation development.
- 2. Secondary data sources are complementary to research data. In every study, in addition to primary data as a point, secondary data is also needed to obtain a basic knowledge of the results in the field, and in this study, the sources that support primary data are books, journals, and other online sources.

E. Data Collection Technique

Data collection techniques are known as methods for collecting data according to research systematics so that the desired data is obtained.⁴⁸ In this study, the data collection techniques that researchers used were observation, interview, and documentation techniques, as follows:

1. Observation

Observation is a data collection technique by observing and recording the phenomena to be studied.⁴⁹ There are two kinds of observation methods, namely: participant and non-participant observation. Participant observation is a data collection process in which the researcher goes directly to the field.⁵⁰ Meanwhile, non-participants are a data collection process in which researchers can only participate in activities but their roles are limited so that the data under study is truly valid.⁵¹

From the explanation above, the researcher chose to do nonparticipation. because the researcher only observes students who have used

⁴⁸ Sugiono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2012), 224.

⁴⁹ Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), 70.

⁵⁰ Ibid., 145.

⁵¹ Lexy J. Moelong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2011), 176.

online resources as a learning medium to improve their English pronunciation.

The researcher made a one-time observation of six students at the Puri Sidoarjo prima religious tutoring institution on May 19, 2021 after group learning or the completion of tutoring hours.

2. Interview

The purpose of the researcher using this method is to find data so that what is conveyed is clearer and easier to record the results. And by conducting interviews, the validity of the data will be further proven. The implementation of the researchers in conducting interviews was after teaching and learning hours at Primagama with the research subjects of high school students totaling six students. The interviews were conducted faceto-face. This interview is included in semi-structured interviews because researchers still use the interview guide as a reference for extracting information from the subject, it's just that it is freer and doesn't use a questionnaire.⁵² This interview is included in the semi-structured interview because the researcher still uses the interview guide as a reference to dig up information from the subject, it's just that it is more free and does not use a questionnaire. Interviews conducted by researchers on May 19, 2021 at Primagama Puri Sidoarjo with six students who took part in the research class.

3. Documentation

Data collection using the documentation method is to obtain data in the form of books, notes in the form of information, existing document archives, and some other evidence to support this research.⁵³

In this study, the documentation required by the researcher is photos at the time of the interview, photos of the research location, and the results of the interview. The purpose of documentation to document matters related to

Sugiono, *Metode Penelitian Pendidikan*..., 233.Ibid, 329.

research is so that the research process and results can be seen with real evidence.

F. Research Instruments

A study always requires an instrument to support the research process and strengthen the data obtained. In this study, the authors acted as the main instrument in finding the necessary data and information. Then, in this study there are other forms of instruments, namely:

- 1. The form of the interview instrument, using the interview guide. The questions that the researcher asked the informants amounted to five questions in each problem formulation. The researcher arranged interview questions based on the development of the problem formulation.
- 2. The form of an observation instrument, which involves all the five senses of the object and research subject to obtain the desired data.⁵⁴ This instrument is an observation to each informant regarding the data needs of researchers in the form of a checklist. The instruments used in this study were notebooks, pens, and cameras.
- 3. The instruments in the documentation are cameras, notes, and research data. Considering the purpose of documentation to document matters related to research is so that the process and results of research can be seen with real evidence.

G. Data Analysis Techniques

This technique is an important step in a study because it serves to conclude the research results. This technique includes discussing research instruments, as well as interpreting the data to compare the data with available references.

The qualitative data analysis that the researchers conducted used a model from Miles and Huberman, which states that to get the results of qualitative

⁵⁴ Nur Aedi, Instrumen Penelitian dan Pengumpulan Data, Bahan Belajar Mandiri Metode Penelitian Pendidikan, 5. (http:// file.upi.edu /Direktori/ DUAL- MODES/ PENELITIAN_ PENDIDIKAN/ BBM_7.pdf, accessed on 30 Desember 2020.

research is to carry out continuous analysis until the right conclusions are found.⁵⁵ Another explanation regarding the activity of analyzing data is as follows:⁵⁶

1. Data Reduction

Data reduction is the process of selecting data so that it will produce the most conclusions possible from the existing data in the field. ⁵⁷Data reduction includes making summaries and recording all the information obtained. Therefore, data reduction should not stop until all data has been collected. In this thesis, the researchers has written and recorded all the results of interviews with the sample of students who were used as research subjects.

2. Presentation of Data

Data presentation can be understood as an activity in which the information is compiled, with the orientation of drawing conclusions and the validity of the data. The form of qualitative data presentation can be in the form of graphics, text from the field, or a matrix.⁵⁸ In this thesis the author presents data in tabular form.

3. Withdrawal of conclusions

This section aims to obtain results that are in accordance with the data that has been summarized and its correctness is ascertained so that conclusions can be drawn, both the results of observations, field notes, interviews, and matters related to research.⁵⁹ This last data analysis technique must also be done repeatedly so that the conclusions obtained with existing data in the field are in harmony. In this thesis the author draws conclusions based on the data from a sample of 6 students who have been interviewed, then analyzed in more depth.

⁵⁹ Ibid., 176.

⁵⁵ Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D..., 337.

⁵⁶ Milles dan Huberman, Analisis Data Kualitatif (Jakarta: UI Press, 1992), 16.

⁵⁷ (http://eprints.undip.ac.id/40650/3/BAB_III.pdf, accessed on 30 Januari 2021).

⁵⁸ Ahmad Tanzeh dan Suyitno, *Dasar-Dasar Penelitian* (Surabaya: Elkaf, 2006), 175.

CHAPTER IV

RESEARCH FINDING & DISCUSSION

This chapter explains and analyzes the results of the problem formulations that the researcher has made regarding the research theme. First, about interviewing researchers with respondents about what online learning resources are used. Second, why did they choose these online sources to learn pronunciation. These results are described in descriptive form, namely:

A. Findings

As previously explained, researchers used a research instrument in the form of interviews. The findings were classified into research categories through interviews, and were described qualitatively.

1. Research Findings on Students' Use Online Resources to Develop English Pronunciation

From the results of data collection through interviews, the researcher found six informants belonging to grade 11 high school with different school backgrounds. Interviews were conducted at one time and were open. Each question contains the results of this study. In the interview instrument, the topics discussed relate to online learning resources used by students. Such as the names of online learning resources used, since when to use them, to what knowledge can be learned in learning pronunciation.

Every student who wants to learn pronunciation will try to find methods to support their learning. In modern times like today, there are many easier ways to learn things, without having to be stuck in time. Of course, like using the facilities provided by the internet. At Zogby International in the United States, it was found that 24 percent of the 1,950 respondents consisted of adults, and that the internet had a huge impact on their lives.⁶⁰ From this statement, it is undeniable that the internet is one or even the

⁶⁰ Muhammad Ngafifi, "Kemajuan Teknologi dan Pola Hidup Manusia dalam Perspektif Sosial Budaya", *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, Vol. 2, No. 1, 2014, 35.

easiest way to get a lot of information related to science that you want to learn quickly.

Hardjito also stated that the internet is indispensable for the world of education because it will make the teaching and learning process more effective.⁶¹ Existing facilities on the internet in the field of education, among others, can be accessed via the world wide web (www), FTP (File Transfer Protocol), email, mailing lists, and newsgroups.⁶²

Besides, in addition to these sites, the world of education sometimes also requires information or materials to learn through social media on the internet, such as YouTube, Instagram, or even Facebook. Other learning can also be done through learning applications available on Android (play store, Appstore, etc.). Learning to use social media can be done by those of us who want to learn one of the branches of the English language, namely pronunciation.

Flo, one of the research sources, gave her statement about the online learning resources he uses to learn English. Flo uses youtube as a means of making her pronunciation easier. According to him, YouTube is one of the most effective learning media for learning English and improving grammar. Flo has been using YouTube since he was still in elementary school. For her, the way to learn via youtube to be effective is by looking for the keyword "listening", then reading the text on the video first, then trying to pronounce it. Alternatively, listen to the video first, then practice what you have heard.⁶³

In addition to learning through online social media learning resources, YouTube, learning pronunciation can also be done by watching films in English. This is following the statement from Arum as the resource person who likes learning pronunciation because she often watches Englishlanguage films. She often streams movies through film applications such as

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⁶¹ Martono Agus Hardjito, "Internet Untuk Pembelajaran", *Jurnal Teknodik*, Vol. 6, No. 10, 2002,

⁶² Ibid

⁶³ Flo, Interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

Netflix, Iflix, and Viu to enrich her vocabulary and improve her English pronunciation. Arum also learns English from social media, namely Instagram. For her, Instagram has a lot of information and knowledge related to pronunciation that he can learn at any time when he opens Instagram. In conclusion, Arum learns pronunciation through applications on Google Play related to watching movies and learning pronunciation using social media, namely Instagram.⁶⁴

In another case with the two previous informants, an informant named Nafal stated that learning pronunciation through google plays music since entering high school in second grade. This is because he often listened to songs in English when he was still in junior high school. Nafal is also someone who likes to read articles on blogger sites on the *world wide web* such as Google. Nafal used to learn it on sites called www.englishclub.com and "dictionary.cambridge.org" to find the correct pronunciation of vocab. From Nafal's statement, he is classified as a student who learns pronunciation through the "world wide web" because Google Play Music and other websites fall into that category. 65

In line with Nafal, an informant named Nisya also learns pronunciation through music. However, the online source he uses is youtube. She used an online media source, youtube, since she was in junior high school.⁶⁶

Another informant named Ridwan, chose to learn pronunciation through online learning sources that exist in learning applications in Android, namely the Google Play Store. The application he is practicing is called "English Pronunciation" and "Pronunciation". Besides, he also listens to music on YouTube and recites the audio that he has heard. For him, the more he reads every sentence, word and listens to English audio, the more motivated he is in learning pronunciation. ⁶⁷

⁶⁷ Ridwan, interview, 19 Mei 2021 at Primagama Puri Sidoarjo

⁶⁴ Arum, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁶⁵ Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁶⁶ Nisya, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

Applications on Android provide lots of choices for enthusiasts so they can choose what they want. Ara as an informant further stated that he has several English learning applications on his smartphone, such as "speak English pronunciation", "English Pronunciation", and "American English Pronunciation". Ara also follows accounts that provide information related to English pronunciation on Instagram, such as @pronounciationwithemma, @jagobahasacom, @brilliantkampunginggris. She liked learning English since he saw western films. Then, she was determined to learn it. She also realized that in the future English would be indispensable.⁶⁸

From the above explanation, it can be seen that learning English, especially if you want to learn the pronunciation, must be done seriously and repeatedly or diligently, as is the case with James O. Wittaker who states that learning is a process of behavior or attitude be changed through experience and continuous practice. In the learning process, a division is found in the learning resources used. Usually known as the classification of learning resources that the author has previously described in the theoretical framework section.⁶⁹

The informants can be categorized as having met the classification category of available learning resources and can be directly used, namely in the form of the internet. Learning to use sources from the internet must contain three components in online learning such as learning models, instructional strategies, and learning and online learning media.

Learning to use online learning resources has similarities with face-toface learning. The similarity lies in how students arrange their study hours to stay consistent. They took the time to routinely learn their pronunciation. Arum stated that she always spent about 5-10 minutes watching her film to repeat her English pronunciation. If she thinks he has found a new vocab, then she will write it down in her notes. Besides, when Arum plays social media such as Instagram, she also opens an account that provides short

⁶⁹ Anurrahman, *Belajar dan Pembelajaran* (Bandung: Alfabeta, 2009), 35.

⁶⁸ Ara, Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

videos with how to pronounce correctly and correctly, and he practices them.⁷⁰

Nafal and Nisya, who like learning online resources through music that they usually access using YouTube, stated that they did not calculate with certainty the time they used to learn pronunciation. However, they always listen to music in English every day and for a long duration. If Nafal listens to music, sings it, and remembers every word then looks for the meaning of the word that he feels she just knows.⁷¹ Meanwhile, Nisya chose to listen while looking at the lyrics in the video clip on YouTube.⁷²

Entering the hobby of listening to music or watching movies as in the previous paragraph was done differently by a resource person named Flo. When she learns pronunciation via YouTube, the keywords he is looking for will always be related to pronunciation. For example, the theme of 'listening', 'speaking', and things related to pronunciation. The time spent by Flo is about one hour per day to learn pronunciation in English.⁷³

Similar to Ridwan, he always prepares his time to learn English through the online learning resources he has chosen, and at other times he has spent. Sometimes he increases his knowledge through English music videos on YouTube. Then, he wrote down the new vocabulary he got and memorized it.⁷⁴

The informant is named Ara. She is more intense in taking his time to learn pronunciation. This is because she has access to many online learning resources that he uses to learn pronunciation. Every day, she always spends two hours learning pronunciation, and in those two hours, she focuses on learning through online learning resources that are included in the world wide web category, precisely on applications on the Google Play Store. In his explanation, Ara stated:⁷⁵

Arum, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷¹ Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷² Nisya, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷³ Flo, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷⁴ Ridwan, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷⁵ Ara, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

"I used the two hours of time-division to listen to the materials in one of the pronunciation learning applications that I chose to learn that day. After listening, at the end of the matter has always provided questions for reflection. The problem can be written or spoken. However, if the matter was spoken. The downside is I have to check myself if my pronunciation is already appropriate instruction or not ".

From the explanation of the previous paragraphs, the researcher correlates it with the audio-lingual method approach. This is based on the statements of the informants who have explained how they practice their practice in speaking English, and correct their pronunciation through their ability to hear the source they have chosen.

Table 4.1

Kinds Of Online Learning Resources In Learning English Pronunciation

No.	Name	Online Learning Resources
1.	Flo	Youtube
2.	Arum	Android Application; Netflix, Iflix, and Instagram
3.	Nafal	World Wide Web; Google play music, www.englishclub.com dan "dictionary.cambridge.org"
4.	Nisya	Youtube
5.	Ridwan	Android Application; "Pronunciation" and "English Pronunciation"
6.	Ara	"speak English pronunciation", "English Pronunciation", and

	"American English
	Pronunciation".
	Di instagram: @jagobahasacom,
	@brilliantkampunginggris, dan
	@pronunciationwithemma.

The online learning sources chosen by the informants certainly have an impact on each user regarding their pronunciation development. Like Arum, she admits that since she decided to learn pronunciation because of his habit of watching movies, she has led Arum to frequent English conversations with her friends who are also proficient in English. Besides, she became more active in English at school.⁷⁶

The same feeling was also felt by Nisya. This is because she likes listening to music via YouTube. She felt that his English pronunciation became better and the intonation was clearer. In full, Nisya stated that "since learning pronunciation through music. I feel the pronunciation that I say becomes more comfortable to hear ".77

The development of each student when he/she learns through online learning resources varies. Some experience rapid development, some require a long process and learning time that must be spent to be able to receive the knowledge that is being studied. An example is Ara. She spends about two hours each day whether it's morning, evening, or night. She consistently learns through android applications in turn. Besides, she worked on the problems in the Android pronunciation learning application.⁷⁸

When we learn and want to achieve a goal such as good grades or learning progress. We need to hone our minds in the term that is perseverance. Diligent or consistent learning will make it easy to receive

⁷⁸ Ara Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷⁶ Arum, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁷⁷ Nisya, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

lessons because you are accustomed to reflecting on learning, reading, and rewriting the material that has been conveyed or obtained.

Applying consistently within oneself is part of the individual's personality and is in the form of actions, attitudes, and beliefs. ⁷⁹ For example, trust is to believe in the abilities we have, dare to take steps, and start something new. Then attitude is how we are consistent in learning. The last is action, that all good intentions must be realized with action.

Nafal feels something that is less close to the individual's personality. Nafal likes listening to English songs through Google Play Music, and from hir passion, he finally learns pronunciation through the vocabulary in every song through the World Wide Web. However, the activities that Nafal does are sometimes inconsistent.

According to information, every day Nafal takes the time to learn pronunciation while listening to music. But sometimes he only used it to listen to music, and not while learning English pronunciation. This is because when he listens to music, he can feel sleepy or fall asleep. 80

From his inconsistency in learning pronunciation, he admits that his English development is not so fast or tends to be at the stage of being able, but not good at it. Nafal is aware of this, but she also admits that it takes persistence if you want to be able to speak English more.⁸¹

Persistence or attitude of consistency is based on what is said and what is done by the individual. ⁸² Consistency of learning can also be fulfilled if a person has full support from the people closest to him. Even though it is included in external factors, it still influences individuals who are learning besides self-control (internal factors).

The criteria that show consistency with the duration of learning time to bring up good pronunciation development are pinned on Flo and Ridwan.

⁷⁹ Mahmud Machmud, Komunikasi Pemasaran Modern (Yogyakarta: Cakra Ilmu, 2010), 98.

⁸⁰ Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

⁸¹ Nafal, interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

Antonius Atoshki Gea, "Integritas Diri: Keunggulan Pribadi Tangguh", *Character Building*, Vol. 3, No. 1 (Juli 2006), 20. (http://eprints.binus.ac.id/12758/, accessed on 07 Maret 2021.

Firstly, Flo is one of the students who has strong motivation so that she is always diligent in studying. Flo's parents always motivate her and give her a racing spirit in the form of prizes if Flo gets a good score, especially if it's the best ranking in the class. From there Flo became more active in studying. She realized that her English pronunciation was improving and felt that her tongue was becoming more fluent in speaking English. ⁸³

The development of the pronunciation she felt was in the emphasis of the words she pronounced, how the intonation got better, and she memorized which letters he had to change the pronunciation. For example / c / read / s /, / g / read / j /. He understood and liked her even more. ⁸⁴

Then the second, namely Ridwan. He is also among students who have a high level of self-consistency. Not because he received external support, but because of his self-control. He has aspirations to study abroad or at least he has the opportunity to be there. Since junior high school in grade two, he has always been diligent in studying and taking notes on the foreign languages he got. Ridwan is the only informant who has friends abroad. So he often practiced his pronunciation in front of his friend. He said that since he was diligently studying English, especially its pronunciation, he felt that there was a development in himself and he was getting better at speaking English.⁸⁵

In learning pronunciation, Ridwan always notes the new vocab he gets from listening to music. Previously, he also recorded consonants in the pronunciation section to make it easier for him to pronounce English words. Roll also did the same. He notes every word that he feels he doesn't understand or sometimes forgets so that it becomes easier for him to pronounce it. Roll also did the same that it becomes easier for him to pronounce it. Roll also did the same that it becomes easier for him to pronounce it. Roll also did the same that it becomes easier for him to pronounce it.

⁸³ Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁸⁴ Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁸⁵ Wawancara dengan Ridwan, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁸⁶ Wawancara dengan Ridwan, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁸⁷ Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

More specifically, Arum recognizes and remembers exactly what he has learned from learning pronunciation through the online learning resources he has chosen. From what he learned, Arum explained the important pronunciation features in English, namely; sounds (consonants and vowels), Intonation (Pitch Level and direction), and Stress (word stress and sentence stress). 88

From the results of the informants' explanations related to any online resources and some of the researcher's questions in the research instrument, it can be seen that if we want maximum results in every learning process that is carried out. The main key is consistency. Judging from the informants related to their pronunciation development, only one student admitted that he was not consistent in his learning, so he had not experienced much development related to pronunciation.

2. Research Findings on Development Students' English Pronunciation After Studying Through Selected Online Learning Resources

The discussion of this second sub-chapter, discusses the reasons that ultimately motivate students to learn English pronunciation and how the impact they feel after learning pronunciation through online learning resources. The results of the second problem formulation will be explained in descriptive form, relating to the interview instruments that exist in the second problem formulation.

In discussing educational issues, education has an important value in life, because it will make anyone who learns to be a person who has ethics, is creative, independent, has broad thinking, is democratic, and of course, is responsible.

In the context of educational reform, there are at least three main issues that are highlighted, namely curriculum reform, improving the quality of learning, and the effectiveness of learning methods. These three issues, if interpreted, are that the current education must be responsive to the

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⁸⁸ Wawancara dengan Arum, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

existence of social media, able to accommodate the diversity of needs and technological advances. Given, the progress of a nation can be seen from the quality of human resources and it depends on the quality of education. Education is very important to create and create a nation that has quality successors in the world of education.⁸⁹

The teaching and learning process has other alternatives and does not always have to be face to face. Moreover, in a pandemic era like today. The learning process via the internet is the most effective way for students to continue to acquire knowledge. Almost all scientific fields that want to be studied can be accessed via the internet and because of that in the field of education, it is said that the internet is in the form of e-Education, e-School, or e-Learning.90

According to Khan in a journal written by Putu Ashintya Widhiartha, e-Learning is seen as an innovative approach that can be used by students anytime and anywhere because of its flexible nature. 91 Khan's statement is in line with the opinion expressed by Flo, as follows:

"The reason I chose the internet to learn English is that I can learn to use the internet anywhere and anytime. Learning to use online learning resources is also more cost-effective".92

Besides, another thing that makes a person choose to learn to use online learning sources is that he can repeat the material in one of the online learning sources that have been selected. The information was conveyed by Ridwan as follows:⁹³

93 Wawancara dengan Ridwan, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁸⁹ Munir, Kurikulum Berbasis Teknologi Informasi dan Komunikasi (Bandung: Alfabeta, 2008),

⁹⁰ Budi Sutejo Dharma Oetomo, e-education (Konsep, Teknologi, dan Aplikasi Internet

Pendidikan) (Yogyakarta: Andi Offset, 2002), 11.
 Putu Ashintya Widhiartha, "Pemanfaatan e-learning Sebagai Alternatif Pengganti Pelatihan Tatap Muka Bagi Pendidik dan Tenaga Kependidikan Pendidikan Non Formal", Visi, Vol. 4, No.

⁹² Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

"I chose to learn to use online learning resources because when I learned the vocabulary and sounds that came out of the videos I watched, I could repeat them many times. So I don't have to ask questions and ask for repetitions like face-to-face study".

The background for the selection of online learning sources by the informants on average has similarities. This is based on the reason that it is easy to use the internet for learning and is efficient both in terms of cost and in terms of time. Learning to use the internet can be done anywhere and anytime according to the user's ability.

The internet that we all normally access has a very wide network. Make it easy for anyone who uses it. Make what we didn't know at first to know. Koswara explained several strategies that can be applied to learning through e-learning. First, learning by doing. The second, incidental learning. Third, learning by reflection. Each of the three strategies will encourage students to do what will be learned both in an orderly manner and indirectly.

These strategies are indirectly contained in all learning criteria carried out by the resource person. Like Nafal, his initial learning of pronunciation was because he often listened to music. Not because he had the original intention to learn pronunciation. From his habit of liking music, he used his penchant for learning pronunciation at the same time to improveS his ability in speaking English. Nafal realized that when he was learning English, his English pronunciation skills were more fluent than most of his peers, although sometimes he felt inconsistent in learning.⁹⁵

When learning to speak English, it is important for all of us to continuously repeat the vocabulary or conversations we hear from the English videos we are watching. This process will make it easier for us to remember the contents of the video and indirectly make it easier for us to pronounce it again with an English accent. Arum stated that she could learn

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⁹⁴ Sodiq Ansori, "Strategi Pembelajaran di Era Digital (Tantangan Profesionalisme Guru di Era Digital)", Universitas Terbuka Convention Center, November, 2016, 198. (http://repository.ut.ac.id/6491/1/TING2016ST1-18.pdf, accessed on 05 Maret 2021).

⁹⁵ Wawancara dengan Nafal, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

pronunciation through online learning sources while doing other work. Therefore, she chose to learn through online learning sources from several applications such as Instagram and English learning applications on the Playstore. ⁹⁶

Discussing learning time is certainly inseparable from the regularity of learning time whose purpose is sure to make it easier for students to absorb the information and knowledge being learned. Flo, as one of the speakers in this study, realized that her pronunciation development was the result of a consistent attitude she applied every day to learn English pronunciation through YouTube. She felt that feeling when there was school learning online on the Zoom application. She was asked to do storytelling in English. Both he and his teacher admit that Flo's pronunciation is better and easier to hear. ⁹⁷

Flo said his satisfaction when the pronunciation got better, which the author quotes with a direct quote as follows:⁹⁸

"In my opinion, learning pronunciation through online learning sources is indeed very efficient and has been proven to be able to make my pronunciation more developed. Of course, it is also supported by consistent learning and study time".

The inner desire to be able to rise and be successful in learning so that it makes it easy to get good grades in academics is one of the most important factors that every student in the world must-have. This is because on average, almost every teacher and lecturer always assess students' abilities from their daily lives in class. This also applies to subjects related to English. Given that in English lessons, student activity is the main thing, especially if learning requires conversation in English. Then the student's way of speaking will be assessed by the teacher and other students.

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⁹⁶ Wawancara dengan Arum, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁹⁷ Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

⁹⁸ Wawancara dengan Flo, tanggal 19 Mei 2021 di Primagama Puri Sidoarjo.

Ara explained her experience related to her English pronunciation when she was in grade VIII in junior high school. During English lessons and at that time it was about speaking material. She had difficulty pronouncing English words so that many of the pronunciations were not correct and were not pleasant for the teacher to hear. For the teacher, what Ara said was convoluted and difficult to understand. From that incident, Ara's teacher always marks Ara as one of the students who doesn't master English lessons.⁹⁹

This incident gradually took control of Ara's mind and made her finally decide to study English diligently and prove that she could speak English with proper pronunciation and was pleased to hear. ¹⁰⁰ Ara's persistence paid off, her choice to learn to use online learning sources from the smartphone application she downloaded and Instagram social media, brought Ara to be a more confident person when it comes to speaking English. Ara admits that she feels satisfied learning pronunciation through online learning sources, as follows: ¹⁰¹

"I didn't think that I could pronounce English comfortably and had no trouble. If asked whether I am satisfied or not, I am very satisfied. But that doesn't mean the satisfaction I feel makes me lazy to learn about it again. I have to hone my skills even more so that it can get better and better".

In English pronunciation, several factors certainly affect pronunciation, namely the authenticity of the language you have, your age, the time you spend speaking English, and your ability. These criteria, if the writer correlates with someone's background, chooses pronunciation learning seriously, and is supported by learning from online sources, is on the points

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⁹⁹ Ara, Interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

¹⁰⁰ Ara, Interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

Ara, Interview, 19 Mei 2021 at Primagama Puri Sidoarjo.

¹⁰² Leonard S. Kenworthy, *Social Studies for The Eighties* (Canada: John Wiley and Sons, 1981), 5.

of age and duration of time externally, and ability internally. In that sense, someone who has at least these three criteria can also master English pronunciation without having to imagine the authenticity of the language owned by foreign residents.

Nisya, who is one of the sources of this research, is interested in learning English pronunciation because she realizes that she does not have the authenticity of the language owned by foreign residents so that they can speak English fluently and have good pronunciation. Nisya said that there is a sense of pleasure in herself when she has learned English pronunciation, and she has her way to maintain her English speaking skills, namely by watching English films, then reciting them continuously. From the statements of the speakers in the previous paragraphs, it can be concluded that the students chose to learn pronunciation through online learning sources because of the ease with which they can get more. Both in terms of time spent and very low cost than learning through face-to-face tutoring.

B. Discussion

In this subchapter, the researcher will discuss the results of the problem formulation, namely about what online learning resources students use and the reasons why they choose online learning sources, and their relation to the theory that researchers use, namely the theory of Uses and Gratification.

 Research analysis on Online resources that students use to improve their English pronunciation

The study that examines a person's reasons when making a decision or choosing something, of course, must be based on existing scientific theories so that his reasons are not judged as an answer without a foundation that supports the truth of his choice.

Decisions are choices from the possibilities that exist. In a sense, the decision is the result of a thought process that results in an attitude to choose

 103 Nisya, Wawancara, 19 Mei 2021 at Primagama Puri Sidoarjo.

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one among several available possibilities. The goal, to solve the problem that is being faced by someone. 104

The six students who were the speakers in this study had been using online learning resources for more than two years. This is evidenced from the results of interviews with those who said they had learned English since they were in junior high school.

The analysis conducted by researchers is based on interviews the researchers conducted with one informant at a time. By conducting semi-indirect interviews, informants feel open to telling stories about their learning experiences using online learning resources.

On average, students choose Youtube as an online learning resource that they use in learning English pronunciation. This is because on Youtube some videos and sounds can be played simultaneously and repeatedly. ¹⁰⁵

Media users, to fulfill their needs, such as the use of online learning resources for learning pronunciation, if it is related to the uses and gratification theory, is a theory commonly used in communication. Although not in its entirety. However, this theory is important to know the initial reasons for humans to choose which media they want to use.

The use of this theory in everyday human life brings benefits to humans themselves. If someone has many reasons to disagree with our choice, for example. We can answer it using a scientifically proven theory. So, what we are talking about has no more reason than others to argue without using scientific evidence. This theory will always be a means of freedom for users to use which media they choose and about how the media will influence them.

From various available online learning sources. Following the uses and gratifications theory initiated by Herzog, that humans have autonomy or power in treating the media and the freedom to choose which media they want to use as a learning aid for the material or scientific knowledge being

Jonathan Salusu, Pengambilan Keputusan Strategik untuk Organisasi Publik Organisasi non Profit (Jakarta: Grasindo, 1996), 51.

¹⁰⁵ Flo, Wawancara, 19 Mei 2021 at Primagama Puri Sidoarjo.

studied. Researchers classify and conclude that the informants do use online learning resources and each of the informants has a reason why they chose these online learning sources. Researchers found that listening to English audio will make it easier for someone to understand every word or sentence in English and then pronounce them.

In using the uses and gratification theory, online learning resources have a surveillance function, which is not only providing information to users. However, it also provides satisfaction for its users. This theory, if associated with students' use of online media as a learning resource, is that the internet is a choice that students can use to improve their pronunciation skills.

As the results of development with six students conducted by the author, they use the internet to improve their English mastery. For example, using YouTube to listen to English songs, watching videos from the iflix or Instagram movie watching applications and even applications that are used specifically for learning English. They feel satisfied because their mastery of English has increased. This shows that internet resources not only provide information but also provide satisfaction for its users. Both in terms of ease of use, very wide access and reach, as well as shortening time, meaning that it does not take a long time to get learning information as described in the uses and gratification theory.

 Research analysis on Developing Students' English Pronunciation After Studying Through Selected Online Learning Resources

In this subchapter, researchers will explain the reasons students use online learning resources by the uses and gratification theory. In addition, this subchapter is more than an analysis of the reasons students use online learning resources, but also about the effects they feel after learning English pronunciation.

The researcher grouped and concluded that the informants did use online learning resources and each of the informants had a reason why they chose these online learning resources. Researchers found that listening to English audio would make it easier to understand each word or sentence in English and then pronounce it.

Another motivation from various informants which, if concluded, the strongest reason students choose to learn using online learning resources is because of education. Just as Ara stated that if someone has good English skills, one day it will benefit her and be useful in the future. Education is one of the main reasons why they choose to use the internet not only for entertainment. Rather it is used as their medium for learning.

Learning English, especially if you want to learn the pronunciation, must be done seriously and repeatedly or diligently, as is the case with James O. Wittaker who states that learning is a process of behavior or attitudes that are changed through experience and continuous practice. In the learning process, a division is found in the learning resources used. Usually known as the classification of learning resources that the author has previously described in the theoretical framework section. ¹⁰⁶

The informants can be categorized as having met the classification category of available learning resources and can be directly used, namely in the form of the internet. Learning to use sources from the internet must contain three components in online learning such as learning models, instructional strategies, and learning and online learning media.

The online learning model is known as the pedagogical model which is a view of the learning process which is then applied to more specific or specific learning strategies. The pedagogic model is intended to find out how students learn and gain knowledge. The pedagogic model contains three learning theories which will be described as follows:¹⁰⁷

a. Behaviorist pedagogical theory aims to modify a behavior that can be observed. That is, learning is defined as an observable change in

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¹⁰⁶ Anurrahman, *Belajar dan Pembelajaran* (Bandung: Alfabeta, 2009), 35.

¹⁰⁷ Syaiputra Wahyuda Meisa Diningrat, Desain Model Pembelajaran Online Sebagai Upaya Memfasilitasi Belajar di Tempat Kerja, *Jurnal Pendidikan Terbuka dan Jarak Jauh*, Vol. 20, No. 1 (Maret 2019), 21.

- knowledge. For example, if you make a mistake you will get a penalty and if you get an achievement you will get an award.
- b. Cognitivist pedagogical theory refers to learning that is perspective. Every student can be predicted so that the results will be as expected. Simply put, the pedagogical model of cognitivist theory believes that there is no best learning stimulus because each type of learning stimulus will produce a certain type of learning.
- c. The constructivist pedagogical theory, has the view that students actively have the potential to build their knowledge. So, specifically this model emphasizes the role of the students themselves in absorbing the knowledge that is being studied. For example, collaborative learning and independent learning. ¹⁰⁸

From the elaboration of the theories in the pedagogical model that has been described, the constructivist pedagogical model of the theory is compatible with this research. This is evidenced by the attitude of students who have built their knowledge, namely through learning resources on the internet.

The student who became the informant in this study said that he always made time to routinely study and improve his pronunciation skills. One of them is Arum he has admitted that he always spends about 5-10 minutes watching his films repeating his English pronunciation. Then if he thinks he has found a new vocabulary that he doesn't understand, then he will write it down in his notebook and then memorize it. In addition, Arum also uses her time when playing social media such as Instagram, she also opens an account that provides short videos about correct and correct English pronunciation, and she practices it. From this it can be seen that using the internet as a learning medium is very easy. Taking time, sometimes it can be done while playing social media.

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¹⁰⁸ Syaiputra Wahyuda Meisa Diningrat, Desain Model Pembelajaran Online Sebagai Upaya Memfasilitasi Belajar di Tempat Kerja....., 21.

Then the researcher also correlated it with the audio-lingual method approach, as it is known that the audio lingual method is one of the methods in foreign language teaching that emphasizes understanding listening, speaking, reading and writing. This is based on the statements of the informants who have explained how they practice speaking English, and corrected their pronunciation through their ability to hear the sources they chose. In using online learning resources, they have also decided which media they use and pursue as a medium to improve their English skills. So that online media can really be useful to make it easy for them to improve their abilities.

CHAPTER V

CONCLUSION & SUGGESTION

In this chapter, the researcher will present the conclusions from the overall discussion in this thesis. In addition, the researcher also provides suggestions for students and readers of this thesis so that in the future they can develop this research better.

A. Conclusion

The results of this study have two conclusions in each discussion. The conclusion in the first problem formulation shows that learning using online learning resources is more desirable because it is easily accessible and does not require a lot of money. Online learning resources used by students are various, namely YouTube, Instagram, iflix movie watching applications, and special applications for learning English. The way they learn is by listening to English pronunciation either through songs, films, or special applications to learn English.

Then, related to the conclusion of the second problem formulation, it was found that learning to use online learning resources, besides being more efficient, also made students experience development in their pronunciation. They always make time to regularly learn the pronunciation. As Arum states that he always spends about 5-10 minutes watching his movies repeating his English pronunciation. Then when he finds a new vocabulary, he will write it down in his notes. Arum also improves his mastery of the English language through social media such as Instagram by opening an account that provides short videos on how to pronounce correctly and correctly, and he puts it into practice. The way they learn is by listening to the pronunciation of English either through songs, movies, or special applications for learning English. Then they record, repeat, and memorize it.

B. Suggestion

Related to the results of research that has been completed provides some suggestions for academics, students, and further researchers related to this research.

1. For Students

In learning pronunciation, there is no age. We can learn pronunciation anywhere and anytime when learning through online learning resources. In addition to learning pronunciation with the reason of wanting to be fluent in English, it would be even better if we can understand the material in pronunciation.

2. For Further Research

Researchers who want to study student pronunciation in the future can develop this research even better. Regarding the discussion related to pronunciation, there is still much that needs to be studied in a more unique and in-depth manner. For example, students' pronunciation research uses quantitative research or the extent to which students understand aspects of pronunciation.

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