

**THE USE OF MOBILE MULTIMEDIA APPLICATIONS  
IN PRONUNCIATION PRACTICE: EXPLORING  
STUDENTS' ENGAGEMENT AND PEER CORRECTNESS**

**THESIS**

**Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor Degree of English Language Education**



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**2023**

# THESIS STATEMENT

## THESIS STATEMENT

Thesis, with the following, identify:

Title : The Use of Mobile Multimedia  
Applications in Pronunciation Practice:  
Exploring Students' Engagement and  
Peer Correctness  
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I certify that this thesis is my work. I am completely responsible for this project. Other writer's opinion of findings included in this thesis is quoted in accordance with ethical standards

Semarang, 18 December 2023

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# RATIFICATION



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## RATIFICATION

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## ADVISOR NOTE

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*Assalamu'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **THE USE OF MOBILE MULTIMEDIA  
APPLICATIONS IN PRONUNCIATION PRACTICE:  
EXPLORING STUDENTS' ENGAGEMENT AND PEER  
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*Wassalamu'alaikum, wr. wb.*

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## ABSTRACT

Title : The Use of Mobile Multimedia Applications in Pronunciation Practice: Exploring Students' Engagement and Peer Correctness  
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Pronunciation practice is an essential component of language learning, as it is required for efficient communication and language comprehension. Teachers frequently incorporate diverse multimedia materials into classes to improve effective pronunciation practice. Previous research has mostly focused on using mobile multimedia applications in the classroom. This study aims to explain the mobile multimedia applications for pronunciation practice in classroom learning and describe students' engagement and peer correctness of using mobile multimedia applications on their pronunciation practice. This study used a qualitative method with a descriptive research design. Participants in this study were SMKN 02 Semarang in class XII RPL 1, totaling 33 students. Data collection techniques were carried out through observation and interviews. The results showed that students responded well and very excited when the teacher implemented mobile multimedia applications in pronunciation practice class. In addition, students' engagement of using a mobile multimedia applications through peer correctness was so easy for them. They felt happy and confident when their partners gave the correct pronunciation. Therefore, students can use mobile multimedia applications in their pronunciation practice through peer correctness. Thus, students will engage and feel confident in their pronunciation practice class.

**Keywords:** *EFL Students, Mobile Multimedia Applications, Pronunciation Practice. Students' Engagement, Peer Correctness*

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا<sup>٢٨٦</sup>

“Allah does not charge a soul except (with that within) its capacity”  
(QS Al-Baqarah: 286)

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Dream it as high as the skies. Because if you are fell, you're  
gonna fell among of the stars. –Soekarno-

## **DEDICATION**

Praise is given to Allah SWT, the most gracious and the most Merciful, who has blessed the researcher, so that the researcher could finish the thesis. Shalawat that never stop to my prophet Muhammad SAW.

This thesis is dedicated to the researcher's dearest parents, dearest my old sister, all English teachers, and everyone who always give support, motivation, and endless love to the researcher in accomplishing the thesis.

## ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

All the praise always be given to Allah ta'ala as the most beneficial and the most merciful who blessed the researcher, so this thesis is finished. Prayers and salutations are always offered to our beloved prophet, Muhammad who brings ummat from the darkness era into the brightness era.

The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around him. Therefore, the researcher would like to express his whole hearted gratitude and appreciation to:

1. Dr KH. Ahmad Ismail, M.Ag. M.Hum., as the dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the head of the English Language Education Department of UIN Walisongo Semarang and thesis advisor who always gives helpful invaluable guidance, motivation, and suggestion for this thesis.



3. Lulut Widyaningrum, M.Pd as the Secretary of the English Language Education Department of UIN Walisongo Semarang.
4. My deepest gratitude to all lecturers and staff in the Faculty of Education and Teacher Training of UIN Walisongo Semarang, especially in the English Language Education Department.
5. My endless love and my best support system in the world, my Parents (Mr Nasikun and Mrs Rasilah) who always guide and pray the best for me every time and everywhere, who always never letting me down and reminding me that I can get through it. They always gave me prayer and encouraged love, spirit, motivation and patience while finishing this script. Thank you so much for everything. I love you so much more than anything.
6. All volunteers of American Corners UIN Walisongo. Thank you for always caring, helping, and supporting me.
7. All teams of Chicken Eat. Thank you for your best support and kindness to me.
8. All members of KKN MMK 03. It was a pleasure meeting and getting to know you. Success for all of us, guys.
9. All members of PPL Polaman. It was a fabulous experience to know all of you.

10. All PBI 19 B members, whom I love, thank you for being a family in this overseas land. It was a pleasure meeting and getting to know you. Success for all of us, guys.
11. All of my friends that I cannot mention individually thank you for always being on my side.

Last but not least, I wanna thank for me, myself. I wanna thank me for believing in me. I wanna thank to myself for doing all this hard work. I wanna thank to myself for having no days off. I wanna thank to myself for never quitting. Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 18 December 2023

The Researcher,



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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the research background, research question, objectives, pedagogical significance, and limitations of the research.

### **A. BACKGROUND OF THE RESEARCH**

Mobile multimedia applications have transformed the teaching and learning process by providing a dynamic and accessible platform for educational engagement. As mobile devices of technology with more capabilities reach all aspects of human life, they have a positive impact on education, particularly in language learning and mobile education (Chachil et al. 2015). Through the introduction of mobile technology, teachers may now extend beyond traditional classroom limits, giving students access to a numerous of multimedia resources at any time and from any location. meanwhile, which frequently include interactive material, videos, simulations, and quizzes, boost engagement by catering to a variety of learning styles. Students may now immerse themselves in an extensive collection of material delivered in a variety of modalities, including text, audio, and images, which improves understanding and retention.

Furthermore, the individualized nature of mobile applications enables adaptive learning experiences, with information tailored to individual progress and preferences. This not only allows for different learning speeds, but it also encourages a more inclusive educational environment. Therefore, Mobile multimedia applications play a critical role in transforming language learning in pronunciation practice.

Pronunciation which is critical for efficient communication, is one of the most challenging aspects of learning and teaching a language. Pronunciation instruction still has no safe place in most language curricula. The position of teaching pronunciation in the ELT curriculum is influenced by theoretical viewpoints on the value of teaching pronunciation as well as what and how to do so in the classroom. At times, pronunciation has been completely neglected in the language curriculum because it is not considered the primary goal for language learning or because native-like pronunciation cannot be achieved or learned such as grammar and vocabulary (Rahimi and Ruzrokh 2016). According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), Pronunciation is the process of producing sounds that are used to convey meaning. Pronunciation is the creation of a sound system that does not obstruct communication depending on the speakers' or the listeners' perspective.



(Paulston & Burder, 1976). Pronunciation is the recognized method of saying a word. (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

Pronunciation is the most crucial and challenging aspect of learning a new language for nonnative speakers. An individual's pronunciation is a crucial element in how their interlocutor assesses them. Some students struggle to pronounce words correctly. They frequently utter consonants as if they were spelled. It's conceivable that the mismatch between the sound systems employed in Indonesian and English is to blame for the general difficulty connected with learning accurate English pronunciation. There are a few sounds that are exclusive to the English language that are absent from Indonesian. The use of media in the classroom, according to Vernom, may boost student performance there by 50%. One of the traditional teaching techniques that is frequently used by teachers is audio feedback, which can come in the form of tapes or videos of native speakers. These materials are authentic, and there are no limitations on using them (Mauludi 2023).

Mulatsih (2015) noted a number of difficulties in teaching pronunciation. First of all, teachers usually discovered that

they lacked the time to give this aspect of English instruction the proper attention. Even when they did have the time to devote to pronunciation teaching, it frequently consisted of the demonstration and explanation of dull and unimportant topics. When students and teachers had disappointing outcomes from repeatedly repeating sounds (e.g., in minimum peer work), they were finally willing to stop from pronouncing words together (Fatimah 2021). According to Celce Murcia and Goodwin (1991), many teachers employ the "listen and imitate" technique, which includes showing students how to pronounce simple peers of words like "tear" and "tore." Their research revealed that students could not effectively practice or listen to L2 pronunciation by simply repeating sounds. A sound would be connected to the closest counterpart in the learners' repertoire if it had not previously been a part of their speech sound repertoire.

To deal with this, mobile multimedia applications is required, particularly those that may be utilized for pronunciation practice. Incorporating digital technology into language teaching and learning is necessary, if not critical. When applied correctly, technological advancements may increase learners' interest and motivation, expedite students' access to target language input, offer them with additional engagement possibilities and feedback, and provide

instructors with the tools they need to manage course content (Golonka et al. 2014).

These mobile multimedia applications provide learners with a dynamic and engaging platform to improve their pronunciation abilities at any time and from any location. These applications, which take advantage of mobile device capabilities, frequently include features such as audio recordings, speech recognition, and interactive exercises that allow users to listen to native speakers, emulate accurate pronunciation, and receive rapid feedback. Visual aids, such as movies and animations, improve the learning experience by seeing mouth and tongue motions, assisting learners in acquiring the intricacies of articulation. Because mobile pronunciation applications are flexible, learners may engage in customized practice sessions concentrating on certain phonemes or linguistic subtleties. Furthermore, these programs frequently incorporate gamified aspects, turning pronunciation into a game. There are many kinds of mobile multimedia applications, one of them is tiktok.

TikTok is mobile multimedia application. Tolhurst (1995) states that multimedia is the combination of various digital media types such as text, images, sound and video, into an integrated multisensory interactive application or presentation

to convey a message or information to an audience. This is found in the TikTok application, which contains images, sound, text and video aimed at the audience (Ihzadila and Sukmayadi 2024). In addition, TikTok is a music video-based social networking software that allows users to make, edit, and share short movies ranging in length from 15 seconds to 3 minutes. TikTok is extremely popular among youngsters because to the application's numerous features that allow users to effortlessly express themselves. In addition to the many features and advantages of the tiktok application, content creators share English education, particularly on pronunciation practice. TikTok can be used as a fun learning tool to prevent students from feeling lectured to. Videos can be repeated until students or viewers understand the material that has been delivered (Pertami, Chotimah, and Astiyanda 2023).

Several researchers have conducted several studies on Tiktok as mobile multimedia applications use in teaching and learning English. Researchers found the effect of using tiktok in education. Xiuwen Zhai and Abu Bakar Razali, 2021 stated that tiktok application could improve oral communication competence (Xiuwen and Razali 2021), Tiara Nur Fitria, 2023 stated that tiktok as learning media applications could improve pronunciation skill for language learners (Fitria 2023), Zaitun

Hadi & Indriani, 2021 stated that tiktok could enhance speaking skill (Zaitun, Hadi, M. S., & Indriani 2021).

Several previous research have shown the good impact of the use of tiktok as mobile multimedia applications on learning English in classes. However, learning English in class, especially for pronunciation practice requires pronunciation instruction that engages and motivates students. Students' engagement in pronunciation practice can be applied with peer correctness. As Leis et al. (2015) presented three mobile technology-delivered learning activities to students: testing, practicing pronunciation, and watching videos. Students' readings of texts were audio-recorded for pronunciation practice, and transcripts produced by speech-to-text applications indicated which parts were mispronounced (Yang 2022). Students and their peers can correct their peers' incorrect pronunciation by saying the correct pronunciation.

Therefore, the researcher is interested in researching the use of tiktok as mobile multimedia applications and exploring students' engagement and peer correctness in pronunciation practice. This research aims to determine the implementation, students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice. It is intended that students would assist in providing them with

individual learning techniques to improve their pronunciation skills. This research is expected to result in reference learning media and student assignments in English classrooms for English teachers.

## **B. RESEARCH QUESTIONS**

The statements of problem study of this research that the researcher is going to analyze are as follows:

1. How is the implementation of using a mobile multimedia applications in pronunciation practice?
2. How is the student's engagement and peer correctness using mobile multimedia applications in pronunciation practice?

## **C. RESEARCH OBJECTIVES**

1. To explain the implementation of using a mobile multimedia applications for pronunciation practice.
2. To describe student's engagement and peer correctness of using mobile multimedia applications in pronunciation practice.

## **D. PEDAGOGICAL SIGNIFICANCE**

This study has same benefits for some reasons:

## **1. Theoretical Benefits**

This research is expected to be used as a knowledge contribution in order to improve the English pronunciation practice using mobile multimedia applications. It can be developed into English pronunciation practice. Provide input for all about using mobile multimedia applications to support conventional learning systems that are not limited by time and place.

## **2. Practical Benefits**

### **a. Teacher**

The results of this study can be a source of information for teachers about students' engagement and peer correctness of using mobile multimedia applications for independent learning English. To motivate teachers to be more effectively identify student needs and express them to students. So that the learning process is more engaging and students can take in pronunciation lessons more easily.

### **b. Students**

The results of this study are expected to provide information about student's engagement and peer correctness using mobile multimedia applications for pronunciation practice. And it can

help students get independent learning ways to improve pronunciation practice.

**c. Researcher**

It is hoped that the results of this study can be used as a basis for further research, especially about students' engagement and peer correctness using a mobile multimedia applications.

**E. LIMITATION OF THE RESEARCH**

In this study, researchers limited further problems to facilitate researchers to obtain accurate, precise, and correct results. Therefore the authors limit the research by focusing only on the implementation of using a mobile multimedia applications and students' engagement and peer correctness of using mobile multimedia applications in their pronunciation practice.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses previous research and theoretical review relevant to this present research.

#### **A. PREVIOUS RESEARCH**

Before starting the study, the researcher looked for previous studies that were similar to this study. Regarding efforts to improve pronunciation practice, many researchers have conducted research using mobile multimedia applications to improve students' pronunciation skills. Several relevant studies support this research, including:

In her study, Liuyan Yang, 2022 focused on how students taking a pronunciation lesson used a mobile multimedia applications. After class, they utilized the app to work on their pronunciation with multimodal feedback from the teacher. Students demonstrated strong behavioral, cognitive, and emotional engagement. The ability to submit recordings, access course materials, and communicate with professors was all found to be facilitated by the app. Future use of the software was stated by the students. To boost student interest and enhance

learning results, the study recommends strengthening pronunciation training procedures. Access to classmates' readings and instructor assessments is also provided through the app (Yang 2022).

Jonas Fouz-González, 2020, proposed a research using apps for pronunciation training: An empirical evaluation of the English File Pronunciation app. The study focuses on how well the English File Pronunciation (EFP) software works to help Spanish EFL learners with their pronunciation. 52 Spanish speakers enrolled in an English Studies program participated in the study. Participants' perception and production of segmental characteristics, such as the English /æ / and /s-z/ contrast, were evaluated in pre- and post-tests. Control and experimental groups of participants were separated. The control group significantly improved their pronunciation after two weeks of instruction, even if differences weren't statistically significant for all sounds or tasks (Fouz-González 2020).

Adrian Abarquez, 2021, had a research on pronunciation mobile application for oral communication. The Advance Institute of Technology performed research with 10 English students to assess the efficacy of smartphone pronunciation in spoken communication. In a quasi-experimental approach, 42 students served as the

subjects. A 25-item oral production questionnaire was employed in the investigation. The control group fared well on the pretest, according to the results, although a bigger part of the experimental group also did well. The study recommends that English teachers employ visual and aural simulations to improve the development of pronouncing skills in young, knowledgeable about technology students (Abarquez 2021).

Fitria Meisarah, 2020, had a research on Mobile Assisted Pronunciation Training: The Google Play Pronunciation and Phonetics Application. Many challenges to pronunciation have been put forth, and it is advised that students consciously practice this skill. Despite these issues, mobile apps may be an excellent tool for teaching pronunciation. Finding and choosing pronunciation and phonetics apps might be difficult, though, as Google Play is the most well-known android software store and has 227,970 educational gadgets. By identifying the ideal mobile application for pronunciation practice, students should be aware of their demands. This study examines the pronunciation practice tools that students use both within and outside of the classroom (Meisarah 2020).

Tira Nur Fitria, 2023, had a research on a review of tiktok as learning media for language learners in

pronunciation skill. This research explains how language learners may acquire pronunciation using TikTok. This study employs a descriptive qualitative approach. Exolyt is used in the study as an analytical tool to calculate the value of engagement metrics like clicks, comments, and shares. Five well-known content producers are used by the researcher: @englishwithgeet, @english.with.lucyy, @englishwithcarla, @englishwithnab, and @andreaholmenglish. Because pronunciation is one of the key components of English speaking and short video durations are ideal for this category, study reveals that the pronunciation category has the most engagement. It presents clear sound, pictures, filters, and material in the delivery of material, appealing visuals (in the proper light), and the creator's and the material's effect on the presentation is more definite and obvious. Phonetic symbols are used in these videos by @english.with.lucyy and @englishwithnab. In order to help viewers or English language learners pronounce English words correctly, it is crucial to employ the phonetic sign. Along with pronunciation, the students may study English grammar, vocabulary, and frequent errors. The TikTok app, when utilized correctly and according to established procedures, may be a fun, engaging, and cutting-edge teaching and learning tool for English (Fitria 2023).

Zhai Xiuwen & Abu Bakar Razali, 2021, had a research an overview of the utilization of tiktok to improve oral english communication competence among efl undergraduate students. This paper examines the impact of tiktok on English language communication skills acquisition among Chinese international undergraduate students. It reviews studies on TikTok and other social media platforms, including Facebook, YouTube, and WeChat. Although previous studies have shown the benefits of social media as learning aids, little literature has been published on its use in this process. The expected results of this study may provide light on the potential of TikTok for undergraduate international Chinese students outside of EFL classrooms to enhance English Communication Competence and to increase their enthusiasm in speaking English. The researchers present critical opinions, suggestions, and consequences for the use of TikTok in the area of acquiring English language communication skills among EFL undergraduate students (Xiuwen and Razali 2021).

According to Disa Pertami, Chusnul Chotimah & Tauricha Astiyanda, 2023, had a research on the use of floandday tiktok channel in pronunciation. The aim of this study is to give additional information regarding the utilization of TikTok Floandday accounts in pronunciation

practice for students using a qualitative descriptive methodology. As part of a 6-month study, 10 teenagers between the ages of 15 and 17 who were fans of the Floandday TikTok account were observed and interviewed. The study's findings are supported by the good feedback from students on Floandday accounts who find it simple to learn English according to phonetics without being bored or subjected to unfair judgment during the process. TikTok Channel is beneficial for English learning activities in students' pronunciation, as indicated by the preceding explanation (Pertami, Chotimah, and Astiyanda 2023).

Yeong-Ju Lee, 2022 Conducted research Language learning affordances of Instagram and TikTok. This study examines innovative uses of image-based social media for casual language learning with an emphasis on affordances, an ecological concept. It examines 200 Instagram and TikTok video postings over a two-month period to examine how they may be used for language acquisition. The results show that language learners employ initiative and creativity to recognize affordances in features that weren't initially intended for this purpose. They also show a relationship between these dimensions and their usage of new technical features. This study adds to our understanding of how new image-based social

media technologies affect informal language acquisition online (Lee 2022).

Kim Hua Tan, Agila Rajendran, Nazri Muslim, Jamsari Alias & Nor Afian Yusof, 2022, had a research on the potential of tiktok's key features as a pedagogical strategy for esl classrooms. The findings of a study of 60 papers from 2018 to 2021 demonstrated that duet challenge elements and video-related features can encourage interesting and worthwhile learning in a virtual environment. Major pedagogical tactics including digital assignments, active learning, collaborative and team-based learning, experiential learning, and accidental and constructive learning have all been made possible as a result. However, the research also uncovered drawbacks, including user behavior, subpar infrastructure, and a lack of online dialogue (Tan et al. 2022).

From all the issues that have been mentioned above, the current study will concentrate on observing senior high school students' use of mobile multimedia applications and examining their engagement and peer correctness in pronunciation practice when doing so. In contrast to other studies, researchers looked at Indonesian school children who were interested in learning English. When students use mobile multimedia applications for their pronunciation practice, this research is done.

Additionally, the data for this study were gathered utilizing the qualitative descriptive technique and through the use of the two methodologies of observation and interviewing. To give the researcher wide perspectives on the usage of mobile multimedia applications and students' engagement and peer correctness to promote language acquisition especially in pronunciation practice, past research has a significant role to play.

## **B. LITERATURE REVIEW**

### **1. Pronunciation practice in classroom**

#### **a. Definition of Pronunciation**

One of the most difficult components of learning English is pronunciation, which is the goal of easy understanding. It is the most crucial and major issue that non-native English speakers must deal with when learning the language and can result in either a favorable or bad image, misunderstanding, and any unsuccessful communication. The generation of sounds used to convey meaning is known as pronunciation. It involves taking attention to the specific sounds of a language (segments), aspects of speech that proceed beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and



rhythm (suprasegmental elements), how the voice is projected (voice quality), and, in its broadest definition, attention to gestures and expressions that are strictly related to the way we speak a language (Kissova 2019).

The effect of mother tongue reveals that the most commonly observed phenomenon of undifferentiated phonemes in foreign language communication is native speakers making pronunciation mistakes. Therefore, L2 sounds that are not present in the L1 system are incorrectly implemented. Foreign language pronunciation is a unique phenomenon that reflects the learner's capacity for foreign language acquisition as well as their non-native phonic system. Language proficiency levels don't matter nearly as much in this situation as an individual factor. Each learner has some capacity for learning a foreign language, which is influenced not only by physiological and psychological processes but also by the lingual and extralingual environment.

According to Pennington and Richards (1986), pronunciation refers to the manner in which a language's distinct sounds, stresses, and intonation patterns are expressed (Mahdi 2019).

The Oxford Dictionary defines pronunciation as the manner in which a language, a word, or a sound is uttered. Cook describes the generation of English sounds as pronunciation. The way the language is voiced might then be referred to as pronunciation. Phonemes and suprasegmental characteristics are the two components that make up pronunciation (Rais, Pranowo, and Sari 2020).

#### **b. The importance of pronunciation practice in classroom**

One of the most challenging aspects of learning English is pronunciation. An incorrect pronunciation can alter a sentence's meaning. In order to teach new vocabulary, such as names and pronunciation of pictures, popular terms can be taught. In English courses, pronunciation is a crucial aspect of learning. According to the Oxford Dictionary, pronunciation is a language, a term, and a method of articulating sounds. According to what was previously said, "pronunciation is the way a language or a particular word or sound is spoken." Three subjects are covered in the range of pronunciation lessons: Sound, rhythm,

and intonation, as well as intonation.(Andini and Zaitun 2023)

Considering that teaching English pronunciation requires speaking, there must be a lot of practice or drills. Another contrast from the first language is the inability to recognize particular English sounds that are missing from the original language. As seen in the instances above, many youngsters have difficulty distinguishing between the terms "ship" and "sheep." This is a critical issue since the kids are unable to produce a sound that they are unable to hear. Students can increase their sense of sound distinctions by providing descriptions of the sound and stress.

The precise production of individual sounds or words should not be considered the only aspect of pronunciation. It needs to be seen as an integral component of classroom activities that promote communication. In order to improve their speaking abilities, students should practice speaking as often as they can both within and outside of the

classroom, teachers might advise. The ability to communicate effectively depends on having a clear pronunciation. Teachers should thus develop attainable goals that are pertinent to and appropriate for students' communication requirements.

The goal of pronunciation practice must be understandable pronunciation, and teachers can actively support their students' real output, develop pronunciation awareness, and provide practice. As the primary means of comprehension, pronunciation practice is crucial. Learners cannot communicate effectively if they cannot pronounce a word in its proper form. Learners who practice their pronunciation are better able to comprehend native speakers and have more effective and effortless communication (Hussein 2021).

### **c. The Implementation of pronunciation practice in classroom**

One aspect of learning the English language that is regarded as a complicated task

is practicing your pronunciation. The ability to pronounce words correctly becomes crucial to efficient communication. It is important to look into how learners improve their English pronunciation. The key roles that pronunciation plays in speech recognition, speech perception, and speaker identity have caused its significance in language instruction to increase recently (Xodabande 2017). Furthermore, pronunciation is a key component in establishing the sound system for the right creation of vocabulary and grammar in oral communication. By including the sequence of phonological characteristics into pronunciation teaching, EFL teachers can help students with this problem (Aulia 2020).

There are many various methods available and possible to be implemented in pronunciation classroom practice. This research tried to explain the several methods that can be used in pronunciation practice in the classroom.

### **a) Tongue Twister**

One of the key objectives at the primary stage of learning English as a foreign language is the development of phonetic abilities, which include the ability to distinguish between sounds and letters, pronounce each sound, listen, conjugate words and phrases, and use intonation (Korolkova et al. 2015). A phrase, sentence, or group of words that are purposely made to be difficult to speak are known as tongue twisters. Typically, this is due to the combination of several similar or closely related sounds, syllables, or phonetic patterns.

The term "tongue twister" has numerous meanings. According to Oxford (2008), a tongue-twister is a word or phrase that is challenging to pronounce. A tongue twister is a group of words that are challenging to say fast and accurately, according to Carmen (2009: 114). According to Machackova (2012), tongue twisters are words or sentences that are challenging to speak because they include similar sounds, yet students can still take

pleasure in activities involving pronunciation (Nurhasanah and Zainil 2018).

The difficulty in articulating a tongue twister is doing it swiftly and accurately without tripping over the words or becoming tongue-tied. They are frequently employed for amusement, language exercise, or as a light-hearted technique to enhance speech intelligibility and pronunciation. Tongue twisters can range in length and intricacy, but they frequently include the following features:

- Repetition: Tongue twisters frequently contain repeated phonemes or sounds, making it difficult to pronounce them quickly.
- Alliteration: Alliteration is the repeating of consonant sounds in words. Alliterative patterns are common in tongue twisters, which can be difficult for speakers to pronounce.
- Similar-sounding words: Tongue twisters frequently contain words that are

quite similar to one another, making it simple to mix them up when speaking fast.

According to Almeida, Castillo, and Parra (2018), tongue twisters can be used as an alternate technique to promote phonological awareness by repeatedly showing comparable sounds. This helps students practice their pronunciation more clearly and makes it simpler for them to pronounce unfamiliar and challenging terms, such as: asking the students to pronounce the sound /p/ like Printed papers under pressure make pens prickle, the sound /b/ like Ben bought a bit of better butter to make the bitter butter better, and others English consonant sounds.

## **b) Phonetic Drills**

Drilling has been a method employed in foreign language courses for a long time. A method that is built simply or solely on the basis of language exercises is probably not going to attract many



followers nowadays. However, if it is done properly, drilling may still be a useful technique in the classroom. According to Kelly (2000:16–18), drilling is one of the primary ways pronunciation is trained in the classroom. Additionally, word stress, phrase stress, and intonation instruction all depend on drilling. According to Kelly, the researcher considers the drilling method to be a superior strategy for enhancing students' understanding of word stress and phonetic transcription. In addition to perhaps aiding in their retention of new material, this may also be the point in the session when they are most dependent on the teacher (Basuki 2018).

A phonetic drill is a language teaching method used to provide students practice and feedback on how they pronounce particular phonetic components or sounds in a language. By concentrating on the proper replication of speech sounds, these drills are intended to promote accurate articulation, intonation, and

rhythm. In order to acquire the subtleties of pronunciation, phonetic exercises are a crucial aspect of language training.

A phonetic drill often involves learners performing recurrent exercises that focus on specific phonetic elements, such as distinct consonants or vowels, diphthongs, stress patterns, or intonation contours. To correctly perceive, generate, and discriminate these sounds, the vocal apparatus and listening abilities of the learners are trained. For language learners looking to better their general oral communication abilities, lessen accents, and improve pronunciation, phonetic drills are very beneficial. They aid in the development of muscle memory and auditory discrimination, which makes it simpler for students to appropriately create and detect the target sounds. The competency and fluency of language learners can be greatly enhanced by regular and well-organized phonetic drills.

### **c) Listen and Imitate Techniques**

The Listen and Imitate method calls for two linguistic abilities. It is a productive skill by speaking or reproducing the sounds heard and a receptive skill through the listening process. These two abilities are related and mutually beneficial. The person who listens well will also speak well. One who is good at speaking will also be good at reading and writing, among other things. Being able to listen is crucial since no one can say anything that has never been spoken before. The noises that humans make are thus sounds that they have already heard. The sound they have heard is imitated to create it. In reality, we routinely employ this method in our daily lives. When learning a language (not our native tongue), we must practice this. One can generate the sound by first imitating it by listening more and more. Unheard sounds are impossible for anyone to make (Hasriani, Anwar, and Mujahidah 2018).

The Direct Method employs a technique called "listen and imitate" where students listen to an instructor or videotape themselves imitating a model. The students then copy it. In the late 1800s and early 1900s, the Listen and Imitate Technique (Direct Method) became widely used. The practice of reading aloud and imitation drills are two of the earliest techniques for teaching pronunciation. In many language courses, the stereotype of students repeating, "The rain in Spain falls mainly on the plain," is still present. The "listen and repeat" method has persisted in the pronunciation instruction of languages since the advent of recording technology and the rise of audiolingualism, even though these techniques are now largely discredited in the teaching of grammar and vocabulary (Jones 1997).

Pronunciation is taught by intuition and imitation; students copy a model, the teacher, or a recording and try their best to closely resemble the model

through imitation and repetition. This teaching strategy was developed based on observations of young learners developing their initial language skills as well as young learners as well as adults learning foreign languages in non-teaching contexts. The various so-called naturalistic techniques, such as comprehension-based approaches, which focus completely on listening during training before allowing any speaking, are the successors to this strategy.

## **2. Mobile multimedia applications in Pronunciation Practice**

Mobile multimedia applications are crucial for language learning, especially for pronunciation practice. They offer an adaptable platform that combines audio and visual components, allowing learners to improve their articulation and imitate native speakers. Mobile devices' mobility allows for effective practice at any time and place. Interactive elements like speech recognition technology provide immediate feedback on pronunciation correctness. Visual

elements help understand phonetic subtleties. Mobile multimedia apps make language learning flexible, entertaining, and individualized, especially for pronunciation acquisition.

#### **a. Definition of mobile multimedia applications**

A mobile multimedia applications, often known as a mobile app or a smartphone app, is a piece of software created specifically to operate on mobile devices like smartphones and tablets. These apps employ a variety of multimedia components, including text, photos, music, video, and interactive elements, to provide consumers a rich and interesting user experience. Mobile multimedia applications can be downloaded and installed through app stores that are specific to the mobile platform, like the Apple App Store for iOS devices and the Google Play Store for Android devices. These apps are typically used for a variety of purposes, including entertainment, education, productivity, communication, and more. These applications

make use of the multimedia capabilities of contemporary mobile devices to perform a broad range of tasks, including streaming films and music, playing games, accessing social media, learning languages, and much more.

Technology integration into learning and teaching settings is a crucial aspect that has attracted a lot of attention recently. As a result, mobile learning has become one of the components that are most common in language acquisition. With the advancement of technology, mobile devices begin to play a larger role in education, giving rise to a new form of teaching technique known as mobile-assisted language learning. According to Li (2008), it emphasizes the interaction between the student and the learning content, peers, or instructors, which may boost the efficiency, flexibility, and convenience of learning. As a result, learners are exposed to a wider variety of languages because mobile learning enables learning to become mobile rather than relying just on conventional, static teaching resources (Ekin and Ekin 2017).

Along with the increasing utilization of flexible mobile devices among the younger generation, mobile learning, a current trend, has gained popularity in the educational sector. It is becoming increasingly popular as the market for mobile devices advances. The portability of these devices is their primary advantage. The definition of mobility by El-Hussein and Cronje (2010) focuses on three key areas: learner mobility, learner mobility and learner mobility in relation to technology. The technology's mobility relates to the learning community's equipment. The ability to learn anywhere, at any time, is made possible by these technologies. This type of retention may boost learners' motivation and passion as a substitute for conventional approaches, given the mobility of learning. The mobility of learning also leads to new approaches to delivering education, including customized, learner-centered, contextual, collaborative, ubiquitous, and lifelong learning. Finally, since the learners are mobile, they may readily connect with one another for their own goals



and interests as well as free themselves from the constraints of time and location.

**b. The integration of mobile multimedia applications in pronunciation practice**

Technology may be utilized in a variety of ways to enhance teaching and learning, making it a strong tool for education. The widespread use of computers and mobile devices has simplified learning, but in our increasingly interconnected society, being able to utilize mobile devices sensibly is crucial. The list of mobile learning and mobile enhanced language learning devices provided by Trinder (2005) is extensive and includes everything from low-tech, straightforward single-purpose devices like audio players to high-tech, multi-purpose devices like mobile phones and personal digital assistants (PDAs). According to Trinder, examples of mobile learning aids include smartphones, PDAs, laptop computers, MP3 or MP4 players, videotapes, multimedia players, e-game tools, organizers, e-books, CDs, and DVDs. The learners may benefit greatly from

using any of these portable gadgets as a potential instructional aid.

Mobile learning technology, particularly in pronunciation practice, allows teachers and students to take a more flexible approach to learning. The belief that mobile devices could help in the teaching and learning process has expanded with the usage of mobile devices. The idea of using these mobile devices as instructional tools opens the door to the development of mobile applications that may be utilized in connection with them. In order to assist learners increase their proficiency in a foreign language, The developers create innovative and widely used programs that allow users to take in extra studying and learning. Mobile applications in pronunciation practice are becoming increasingly important and useful for a variety of things (Demuyneck and Laureys, 2002). Numerous apps have been created with educational objectives in mind. The majority of programs created for educational use, nevertheless, are not appropriate for use in lessons.

There are several mobile multimedia applications that can be implemented in pronunciation practice including Tiktok, YouTube, Instagram, Duolingo, Ruang Guru and many other applications. However, in this study, researchers used the TikTok application which is popular with everyone. In this application, there are many accounts that educate about the correct pronunciation of various words or sentences that are spoken or practiced by native speakers on the TikTok account. Examples of several TikTok accounts related to pronunciation practice are @Englishwithzack, @englishwithgeet, @english.with.luccy, @englishwithcarla, @englishwithnab, and @andreaenglish and many more accounts. Several accounts from the mobile multimedia applications, namely Tiktok, provide a lot of education about how to pronounce correctly which can be implemented in pronunciation practice in the classroom and outside the classroom.

The integration of mobile multimedia applications in pronunciation practice has

become increasingly popular and effective in language learning especially in the classroom. Mobile multimedia applications make use of the capabilities of tablets and smartphones to give students fun, interactive tools for developing their pronunciation. The following are some important features and advantages of including mobile multimedia applications in pronunciation practice:

- **Accessibility:** Due to the widespread use of mobile devices, students may download applications for practicing their pronunciation at anytime and anywhere. Since constant practice is crucial for enhancing pronunciation, this accessibility encourages it.
- **Interactive Feedback:** A lot of mobile applications provide pronunciation feedback in real time. They assess a learner's pronunciation using voice recognition technology and offer quick fixes and recommendations. This interactive feedback aids students in making immediate modifications.

- Engagement: The use of multimedia components, such as interactive exercises, audio snippets, and movies, enhances the fun and engagement of practicing pronunciation. Students are more likely to remain dedicated to and inspired by their academics.
- Variety of Content: Mobile multimedia apps can offer a variety of content, such as tongue twisters, practice activities, and videos of native speakers. This variation exposes students to a range of dialects and difficulties with pronunciation.
- Numerous applications provide users the option to personalize their pronunciation practice sessions and establish goals. By concentrating on certain sounds, words, or sentences that are difficult for them, they may make the learning process more individualized for themselves.
- Progress monitoring: Progress tracking capabilities are frequently seen in mobile apps, allowing users to track their development over time. This criticism can

inspire students and show them what needs further practice.

- Gamification: Gamified components, such as awards, badges, and leaderboards, may make practicing pronunciation more enjoyable and competitive, motivating students to do so on a regular basis.
- Learning collaboratively: Some applications include social elements that let users interact with one another and work on pronunciation together. Cooperative learning can increase motivation and offer chances for peer evaluation.
- Self-Paced Learning: Mobile apps let users practice at their own pace, which is particularly useful for people with hectic schedules or who wish to concentrate on particular pronunciation facets.

In summary, the integration of mobile multimedia applications in pronunciation practice is a flexible, entertaining, and efficient method for language learners to advance their pronunciation abilities. However, it's crucial to

pick trustworthy applications with correct pronunciation feedback and material that matches the learner's goals and degree of language skill.

### **3. Students' engagement and peer correctness in pronunciation practice**

#### **a. Students' engagement in pronunciation practice**

Roles modified as a result of the deployment of curriculum and learning strategies that were originally student-centered rather than teacher-centered in classrooms. Students are required to engage in their study more actively. Students actively seek out knowledge and participate in more discussions with peers while the teacher only serves as a facilitator. The term "engagement" describes a student's level of commitment, participation, and attention in a particular activity (Philp and Duchesne 2016a).

According to Fredricks, The term "student engagement" refers to a student's involvement

in the academic and extracurricular learning processes. When participating in school activities, kids' behavior, feelings, and cognitive displays may all be witnessed (Fredricks, Blumenfeld, and Paris 2004). Effort, interest, focus, active participation, and emotional reaction are all highlighted in descriptions of engagement. In other words, kids who are actively engaged are not merely following along; they provide their whole attention and concentrated energy, and they are emotionally invested.

According to Johnmarshall Reeve, 2012, the goal of student engagement is to influence the learning environment in terms of motivation, behavior, emotional state, and cognitive state. In terms of completing assignments and participating in class, student engagement is a sense of belonging and participation in the school (Reeve 2012). Students that are actively participating in class pay attention, contribute to discussions, work hard during class activities, and display interest and excitement. They also work together by



asking questions, discussing ideas, and receiving direction from one another. Fully engaged students are attentive, reflective, productive in their work, and enthusiastic about learning. Teachers can plainly see which ideas and topics students already understand and which ones require further explanation and in-depth discussion when they are actively participating in class. Groups of students who are actively engaged in the class are still having discussions, exchanging questions with one another and their professors, listening to one another critically, and citing instances from their own lives and past knowledge to support their claims. In classrooms where most students are actively engaged, children provide more energy to their instructors and peers.

The following is a list of engagement factors as described by Philp & Duchesne, below:

### **a) Cognitive Engagement**

The term "cognitive engagement" describes how students approach their learning. When a student is cognitively engaged, they are employing learning tactics like explanation and comprehension methods rather than memory procedures. Although each student's intelligence varies, they are all intelligent, and they all have certain abilities and weaknesses. Low cognitive level learners can nevertheless participate in language learning activities successfully. Numerous additional factors can affect learning success. Along with their sincere efforts and intentions, students can achieve the learning criteria with the aid of a proper learning approach.

### **b) Social Engagement**

The term "social engagement" describes how well-established and open-ended a student's interactions with their classmates are. Social engagement is

defined as the interactions that students have with their peers and the desire to interact with others. Language learning is more likely to be successful when students are socially engaged, or when they talk to one another, listen to one another, and share ideas and knowledge. Social participation in learning activities may be seen in the interaction between students and teachers. Positive relationships between students and their classmates and the instructor will develop as a result of their social engagement. Social interaction is another crucial component of fostering a productive learning environment in the classroom.

### **c) Behavioral Engagement**

Behavioral engagement describes the excitement of students for taking part in the learning process. It's possible that students who participate in educational activities will be more motivated to finish the work. They could also be unmotivated,

though, in some cases. To analyze it, we can spot its telltale indicators, such as how many tries, tenacity, and active participation. In addition to showing up for class, discipline in studying is crucial for learning activities. Discipline might be seen in the student's cooperation in keeping up with the lessons. Participating in educational activities like exercising and answering questions might be considered behavior engagement, depending on the task context. This engagement may be observed in the way that students engage in teaching and learning activities in the classroom, such as by asking questions, speaking up during class discussions, paying attention when the instructor is giving an explanation, and adhering to the regulations that are in place.

#### **d) Emotional Engagement**

The term "emotional engagement" refers to the motivated involvement in learning activities. Positive

emotional engagement is characterized by excitement, interest, and enjoyment, whereas negative emotional engagement is characterized by worry, irritation, and boredom. In the classroom, students discuss emotional involvement and other affective reactions. There are two different kinds of emotions: positive and negative. Positive feelings show that students are ready to contribute to and engage in educational activities. Students that are uncomfortable, bored, annoyed, or anxious will engage in poor learning activities. They prefer not to take part in activities that have already been established. The cause is a lack of self-efficacy on their part. These reactions are a result of the activities taking place at school and the teacher's classroom management techniques. It is clear that the students are emotionally invested in finishing the tasks at hand. The existing tasks cause students to feel happy or depressed. Students that exhibit high levels of emotional involvement will find

the assignments they are given to be pleasurable.

According to some of the experts cited above, student engagement is defined as students' involvement and active participation in activities such as exerting effort, excitement, a sense of belonging, giving attention and interest, focusing, and adhering to school rules, particularly during classroom learning activities. In this case, this research will examine students' engagement and peer correctness in pronunciation practice. Peer correctness is the process of having peers, or fellow students, evaluate one other's work or performance and offer comments in order to spot any flaws or potential improvement areas. In this research observed all aspects of their engagement using some pronunciation practice in the classroom by utilizing a mobile multimedia applications. This would lead to student engagement include cognitive, behavioral, social, and emotional components.

## **b. Peer correctness in pronunciation practice**

Peer correctness is a widespread practice in educational environments when students examine the work of their peers using predetermined standards or learning goals. Peer correctness may be used in a variety of learning contexts, such as presentations, projects, written work, and, as was already mentioned, pronunciation. In the educational process, peer correctness may be a useful tool for encouraging student engagement, critical thinking, and self-evaluation abilities. Effective implementation can result in a greater comprehension of the subject matter and improved overall learning results.

Peer correction in pronunciation practice can be an important part of language learning, encouraging students to work together in a friendly environment. A constant feedback loop that enables quick and diverse insights is created when peer actively correct each other's pronunciation. This procedure fosters a sense

of camaraderie inside the language learning environment in addition to improving each person's pronunciation abilities. Learners become more sensitive to phonetic variations and improve their overall language awareness as they listen to and correct their peers. Peer correctness additionally provides a wider variety of pronunciation models, mirroring the inherent variances in practical language use. As mentioned by Lui and Charles, 2006 that the definition of peer feedback is a communication process that engages learners in dialogues (Kintamani, Kurnia, and Faridah 2019). This indicates that giving feedback to students is a technique for assessing their speech performance in relation to performance and standards. Reflective conversations and evaluations of pronunciation help students develop objectivity and oral peer correctness. Providing more feedback in evaluation reduces errors and increases confidence in pronunciation, thereby enhancing the accuracy and fluency of English words.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research design, research setting, participants, data source, data collection methods, instruments, and data analysis methods.

#### **A. RESEARCH DESIGN**

This study used a descriptive qualitative research design to meet its research goals. The goal of descriptive qualitative research is to describe social phenomena as they actually are from the viewpoint of the participants. Participants are requested to contribute information, ideas, thoughts, and impressions while being observed, questioned, and interviewed. In-depth interviews and interactive observation techniques are used by researchers to gather data in qualitative research. The researcher will investigate students' engagement and peer correctness using mobile multimedia applications in their pronunciation practice.

Denzin and Lincoln (2005) state that Qualitative research focuses on several methodologies and takes an interpretive, naturalistic approach to its subject. This implies that qualitative researchers investigate phenomena

in their natural environments while seeking to understand phenomena in light of the meanings that different individuals assign to various occurrences. The sorts of empirical materials explored in qualitative research include case studies, personal experiences, introspective, life narrative, interview, observational, historical, interactive, and visual texts that highlight common and troublesome moments and meanings in people's lives. As qualitative research analyzes the character of events, it is also ideally suited for addressing the reasons why specific phenomena are observed (or not), examining complex multi-component procedures, and focusing on the improvement of interventions (Aspers and Corte 2019).

This study uses a qualitative descriptive research methodology because the researcher observes how the students interact with peer correctness in their enrichment learning while utilizing a mobile multimedia applications for pronunciation. The information for this study came from interviews with students as the researcher investigated their responses to the mobile multimedia applications used to promote language acquisition, particularly in pronunciation. Therefore, students' engagement and peer correctness of using mobile multimedia applications were further examined through observation and interview (Yang 2022).

## **A. RESEARCH SETTING**

This study was carried out at a senior high school in Semarang city, Central Java. This school is one of the favorite schools in Semarang City, Central Java. This school received the title of Adiwiyata School or environmentally friendly school. And currently it has the predicate of Adiwiyata mandiri School.

Students at this school receive learning and practicing pronunciation using mobile multimedia applications in grade 12. Learning enrichment is a development that is supposed to aid students in understanding subject matter in the classroom. Students make the most of learning enrichment activities to expand their knowledge. The focus of this enrichment activity is to increase student involvement in pronunciation practice through peers' correctness using mobile multimedia applications. Students practice pronouncing words correctly in accordance with the pronunciation in the mobile multimedia applications while seated next to a partner. Students get more engaged when peer matching is there as a result. Additionally, when a partner accurately assesses their speech, students gain confidence. A mutually beneficial connection is therefore established between the students and their partners.

## **B. PARTICIPANTS**

The twelfth-grade senior high school students in Semarang City, Central Java, who provided the study's data. The data gathered comes from observation and interviews with students on their use of mobile multimedia applications to enhance their English study especially in pronunciation, and it displays their reactions.

The selection of the data sources for the interviewees was done purposefully since the study's investigations were conducted using qualitative methods. Due to the fact that they use mobile multimedia applications, they were picked. All students in twelfth-grade will be the participants in observing students' engagement and peer correctness in pronunciation practice using mobile multimedia applications. The researcher used a sampling technique, namely simple random sampling. According to Sugiyono, 2016, simple random sampling technique is a technique of taking samples from members of the population, which is carried out randomly without regard to the existing strata in the population so that each member of the population has the same opportunity to be selected or taken (Sugiono 2016). Sampling is based on the idea that information-rich samples will be chosen for in-depth interview (Shaheen, Pradhan, and Ranajee 2018).

Four students in the twelfth-grade, two male and two female, were subjected to in-depth interviews in order to gather the necessary data. Senior high school students from Semarang, Java's capital, represent the participants. Approximately one to two years separate students' ages, which is a close range.

### **C. METHODS OF DATA COLLECTION**

The main source of support for research is determining the data. Using data collecting techniques, we may methodically gather data about the subject of our research (people, things, phenomena), as well as information on the context in which it takes place. We need to be methodical while gathering data. It would be challenging to convincingly respond to our study questions if data were collected haphazardly. The methods of gathering data for a qualitative study include interview and observation. Whereas each of those is completed in accordance with the process.

#### **a. Observation**

The process of systematic selection, observation, and recording of the behaviors and traits of living organisms, objects, or occurrences is known as observation. The purpose of the study's observations was to learn more about how

mobile multimedia applications are being used as a practice tool for pronunciation. The observer will take part in student activities during this study. The researcher assists students in advancing their studies. The researcher carries out the observation using participatory techniques and drops into the field to observe students' activities and the surroundings while noting observation points often connected to the use of mobile multimedia applications in pronunciation practice. The findings of these observations were noted by the researcher on the observation sheet. Below is the procedure for collecting observation data:

- The researcher prepares observation files.
- During the English class, the researcher participated in the classroom.
- The researcher observed the teacher who used a mobile multimedia applications for providing pronunciation practice in the classroom.
- While participating in the class's pronunciation practice through a mobile multimedia applications, the researcher observed the students' learning activities such as students' engagement.

- The researcher fills up an observation sheet with observations.

**b. Interview**

The techniques used to gather data for educational research are varied, and each one has a unique method for summarizing and measuring the data. The interview is one of the often used instruments for gathering data. It is a deliberate engagement in which one person learns something from one or more people. In essence, each participant in the sample receives a questionnaire orally and in person (Sahoo 2022). Interviewing is a further qualitative data collecting technique. Interviews can be conducted verbally in person during individual interviews, over the phone, or as part of a focus group.

In this study, interviews were conducted face to face after class. Data recording was also going on throughout the interview. An interviewer's notes or an audio recording represented the outcomes of the data collection. Aspects of the interview that will be addressed to respondents are connected to student engagement and peer correctness as this study is focused on

using mobile multimedia applications in students' pronunciation practice.

## D. INSTRUMENTS

### a. Observation

Observation is an approach that includes systematically choosing, watching, and documenting behavior and features of live living things, objects, or happenings (Elmusharaf 2016). Observations in this study are intended to obtain information about the implementation of using mobile multimedia applications as a tool for practicing pronunciation in the classroom. In learning, there are 3 aspects: Learning preparation, learning process, and learning evaluation. The researcher initially produced an observation guiding grid in the following format:

Variable	Aspect	Indicator	Description
The implementation of mobile multimedia applications as a medium for pronunciation	Learning Preparation	Knowing teachers learning preparation in pronunciation practice using mobile multimedia applications.	-Giving Salam or Greeting to open the lesson.  -Check the attendance



<p>practice in the classroom.</p>			<p>-Conveying the benefits of studying the material</p> <p>-Prepare the media that is needed.</p>
	<p>Learning Process</p>	<p>The understanding of the teaching techniques/models applied in the classroom.</p> <p>The understanding of how students and teachers interact throughout learning activities.</p> <p>The understanding of the tools and infrastructure employed by instructors throughout the teaching process.</p>	<p>-Teaching Techniques that are used.</p> <p>-Explaining the material and giving some questions to students.</p> <p>-The implementation of a mobile multimedia applications.</p> <p>-Behavioral Engagement</p>

		The understanding of a student's engagement during learning.	-Cognitive Engagement -Social Engagement -Emotional Engagement
	Learning Evaluation	The understanding of the learning evaluation that is given by the teacher. Understanding the instructor's explanation for independent tasks completed outside of the classroom using a mobile multimedia applications.	-Reviewing the material. -Giving the instructions of independent assignment.
	Students' Activity	The understanding of students' activity during the class in	All the students' activity during the lesson regarding

		pronunciation practice using mobile multimedia applications.	teachers' instruction.
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Table 3.1 Observational Guide on The implementation of mobile multimedia applications in pronunciation practice

**b. Interview**

The data for the research were gathered using a research instrument. It served as a tool and facility for the researcher to facilitate finding the outcome. Interview guidelines were utilized as the tool in this study. Interviews are conducted by summing up the opinions or viewpoints of the participants. In-person interviews were used in this study. Data was being recorded throughout the interview. The outcome of the data collection was a voice recording or the interviewer's notes (Stadtländer 2009).

Aspects of the interview that will be addressed to respondents are connected to student engagement and experience because this research is focused on implementing mobile multimedia applications in pronunciation practice. Depending on their availability and need, 1–4 students will participate in semi-structured face-to-face interviews.

The interviewer is required to develop an interview instrument called interview guidelines before conducting interviews. Regarding students' engagement and peer correctness utilizing a mobile multimedia applications for pronunciation practice, the interview guidelines include a number of questions. The purpose of the interview was to understand more about how students reacted to and engaged with peer correctness using mobile multimedia applications in pronunciation practice.

The interview guidelines include both core and some additional questions that are connected to the primary questions. The items are also presented as questions, allowing students the option to respond to whatever they see appropriate in terms of pace and manner without having their comments muzzled.

Variable	Aspect	Indicators	Instruments' Number
Students' engagement and peer correctness of the use of mobile multimedia	Factor in students' engagement	- Behavioral Engagement	1
		- Cognitive Engagement	2
		- Social Engagement	3

applications in pronunciation practice.		- Emotional Engagement	4
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Table 3.2 Interviews guide for students' engagement and peer correctness of the use mobile multimedia applications in pronunciation practice

## E. METHODS OF ANALYZING DATA

Coding the interview findings comes after the interviews have been conducted. The data analysis for this study took a qualitative approach and used theme analysis methods. Thematic analysis is a qualitative research approach which assists researchers methodically arrange and evaluate significant, complex data sets. It involves looking for themes that might include the stories found in the data sets report. To identify the themes, it requires methodically looking through and rereading the data transcriptions (Dawadi 2020).

The researcher uses deduction, induction, and verification techniques while dealing with qualitative data. In this case, the researcher is using deductive reasoning. On the other hand, researchers use inductive reasoning when they categorize data in order to identify categories. When performing research, inductive and deductive reasoning interchange continually.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion, including observation results and interviews with students on their engagement and peer correctness in pronunciation practice class using mobile multimedia applications.

#### A. FINDINGS

The research has been conducted at SMKN 02 SEMARANG with the subject in this study XII RPL 1, in the academic year 2023/2024. In order to achieve the goals of this study, the data has been methodically examined and gathered to offer a significant analysis of the findings. Transcripts of student interviews and teacher observation sheets served as the primary sources of data. Next, the data findings are reported by the researchers according to the study problem's the subject matter.

##### **1. The implementation of mobile multimedia applications as a medium for pronunciation practice in the classroom.**

The findings of the observation are to know how the implementation of using a mobile multimedia applications as a medium for pronunciation practice in the classroom.

Observations were made by observing the English teacher and all students of class XII RPL 1. The data obtained from the observation can see in the table:

No.	Aspect	Indicator	Result of Observation
1.	Learning Preparation	<ul style="list-style-type: none"> <li>-Knowing teachers learning preparation in pronunciation practice using mobile multimedia applications.</li> <li>-Conveying the benefits of studying the material.</li> <li>-Prepare the media that is needed.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher prepared the material to be presented (according to the RPP).</li> <li>- The teacher prepared the tools or media that will be used during the teaching process.</li> <li>- Teachers prepared questions and directions to stimulate students to actively learn.</li> <li>- The teacher learnt that the student's condition is good.</li> </ul>
2.	Learning Process	-The understanding of the teaching techniques /models	<b>OPENING</b>

		<p>applied in the classroom.</p> <p>-The understanding of how students and teachers interact throughout learning activities.</p> <p>-The understanding of the tools and infrastructure employed by instructors throughout the teaching process.</p> <p>-The understanding of a student's engagement during learning.</p> <p>-Teaching Techniques that are used.</p> <p>-Explaining the material and giving</p>	<p>- The teacher opened the lesson by greeting all students.</p> <p>- The teacher checked the student attendance list.</p> <p>- The teacher asked questions to generate the initial knowledge that students have about the material to be studied.</p> <p>- The teacher conveyed the topic and learning objectives of the material to be delivered and invites students to read together.</p> <p>- The teacher motivated students by conveying the benefits of studying the material.</p> <p><b>MAIN ACTIVITY</b></p>
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		<p>some questions to students.</p> <p>-The implementation of a mobile multimedia applications.</p> <p>-Behavioral Engagement</p> <p>-Cognitive Engagement</p> <p>-Social Engagement</p> <p>-Emotional Engagement</p>	<ul style="list-style-type: none"> <li>- The teacher asked the students to open the textbook about Job Interview.</li> <li>- The teacher used laptop and projector to support the learning process.</li> <li>- The teacher explained the material about the Job Interview.</li> <li>- The teacher showed the video of the Job Interview.</li> <li>- The teacher asked the students to open their mobile phone.</li> <li>- The teacher asked the students to open the mobile multimedia applications (Tiktok).</li> <li>- The teacher asked the students to search some videos in the mobile multimedia applications</li> </ul>
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			<p>(Tiktok) related to Job Interview.</p> <ul style="list-style-type: none"> <li>- The teacher asked students in pairs to practice job interviews available on the mobile multimedia applications (Tiktok).</li> <li>- The teacher asked students to correct their partner's pronunciation when practicing job interviews.</li> <li>- The teacher gave space for students to ask questions.</li> <li>- The teacher asked students to practice job interviews with students in front of the class.</li> <li>- The teacher gave students assignments to compose a job interview text and then practice with the teacher.</li> </ul>
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			<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- The teacher made learning conclusions.</li> <li>- The teacher reflected on learning activities.</li> <li>- The teacher provided feedback on the learning process and results.</li> <li>- The teacher gave assignments or homework.</li> <li>- The teacher informed the learning activities at the next meeting.</li> <li>- Students and teachers prayed together to close this meeting.</li> </ul> <p><b>BEHAVIORAL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>- Student attendance.</li> </ul>
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			<p>- Student effort and action toward learning activities.</p> <p><b>COGNITIVE ENGAGEMENT</b></p> <p>-Students gave responses, ideas, or opinions toward learning.</p> <p>-Students asked questions about learning material that they do not understand.</p> <p>-Students doing evaluation toward learning.</p> <p><b>SOCIAL ENGAGEMENT</b></p> <p>-Communication with the teacher</p> <p>-Communication between students in justifying their partner's pronunciation.</p>
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			<p><b>EMOTIONAL ENGAGEMENT</b></p> <p>-The students' reactions were very excited during the learning process.</p> <p>- Students' reactions were very confident when friends provide the correct pronunciation during the learning process.</p>
3.	Learning Evaluation	<p>-The understanding of the teacher's assessment of the students' learning.</p> <p>-The understanding of the instructor's explanation for independent tasks completed outside of the classroom using a mobile multimedia applications.</p>	<p>-The teacher ensured that students have experienced the learning process well by asking students.</p> <p>-The teacher ended the learning by reviewing the material with the students.</p> <p>- The teacher asked if there is a list of questions related to the assignment by referring to the mobile multimedia applications (Tiktok) which</p>

			is distributed with clear instructions to students.
4.	Students' Activity	-The understanding of students' activity during the class in pronunciation practice using a mobile multimedia applications.	<p>-The students opened their textbook.</p> <p>- The students watched the video job interview.</p> <p>- The students opened their mobile phone and open the mobile multimedia applications (Tiktok).</p> <p>- The students searched for a video job interview in a mobile multimedia applications (Tiktok).</p> <p>- The students practiced job interview with their pairs.</p> <p>- The students gave some correct pronunciation to their</p>

			<p>pairs when their partner pronounces it wrong.</p> <p>- The students practiced job interview with their pairs in the front of class.</p>
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Table 4.1 The Result of Observation

The data in the table demonstrate how the teacher teaches in the classroom, from learning preparation to learning evaluation.

### A. Learning Preparation

Teaching quality has become an important concern for any educational institution (Nuna Mustikawati and Tarwiyah 2016). To overcome this, teachers are being challenged to provide more genuine instructional settings and activities than standard knowledge-based curriculum as they are forced to improve their abilities in order to educate more diverse students for the challenges of job and life beyond school. Teachers must be critical and analytical about their own ideas and behaviors in order to be effective, and they must get an advanced understanding of cognitive and motivational concepts of learning and teaching (Paris and Winograd 2003). Based on the data above, in the learning preparation teacher prepares the

lesson plan before conveying the materials. The lesson plan serves as the basis of education. In actuality, the lesson plan is the education plan, and it is critical in the manner of learning. If education is to be based on scientific principles, a detailed plan based on scientific concepts is required. A lesson plan has the same value and requirement as a building plan. The instructor should also create an educational plan in which the topic of education, teaching technique, media, and educational aids are forecasted, and then educate according to that plan (Farhang, Hashemi, and Ghorianfar 2023). After that, the teacher prepares several media in class which will later become a means to support learning activities well. Then, after all the media is ready to be used, the teacher checks the condition of the class to see whether the students are ready to learn.

## **B. Learning Process**

In the learning process, the researcher found the 3 stages. The first is an opening activity, in which the teacher opens the lesson with greetings and praying together, checking students' attendance as a disciplinary attitude, and preparing students physically and psychologically to start learning activities. This is done to check how ready students are to take part in learning. Then, provide motivation to students regarding the benefits of learning



the lessons they will learn in everyday life, and convey the learning objectives at the ongoing meeting. After that, the teacher informs about core competencies, basic competencies, indicators at the ongoing meeting, and explains the mechanism for implementing the learning experience according to the learning steps.

The second is the main activity. In this activity, the teacher plays an important role in controlling the class, because the teacher gives instructions on what students will do. The teacher provides general material stimulation about job interviews. After listening to the teacher's explanation of the material, students are given an example of a job interview video on the mobile multimedia applications (Tiktok). In this activity, the teacher asks students to observe transactional interaction texts based on social function, text structure and linguistic elements of texts related to job interviews based on videos provided by the teacher. Then the teacher gives instructions to students to open their smartphone and open the mobile multimedia applications (Tiktok) on their respective smartphone. After that, the teacher asks students in pairs to practice job interviews available on the mobile multimedia applications (Tiktok). In fact, in the mobile multimedia applications (Tiktok) there are many accounts that contain content to train students regarding job interviews. When

practicing the job interview video on the mobile multimedia applications (Tiktok), the teacher gives instructions to students to correct and correct their partner's pronunciation when they pronounce it wrong. To facilitate students, teachers provide space for students to ask questions. This is done to check how much students understand the instructions given by the teacher. After the activity is finished, the teacher asks students to practice job interviews in front of the class with their partners. At the end the teacher gives students the task of compiling a job interview text and then practicing the correct pronunciation at the next meeting.

In the main activity, researchers also observed and found students' engagement during the learning activity. The student attendance, and student effort and action in learning activities towards behavioral engagement. Cognitive engagement is proven by the students giving responses, ideas, or opinions toward learning, students asking questions about learning material that they do not understand, and students doing evaluations toward learning. Social engagement is also proven by the communication between students and the teacher, and communication between students in correcting their partner's pronunciation. Emotional engagement is proven by the students' reactions were very excited during the

learning process, and students' reactions were very confident when friends provided the correct pronunciation during the learning process.

The third is closing activity. A closing activity in a learning summarizes in and reinforces the main ideas, concepts, and takeaways from a learning session or educational experience. It assists students in consolidating their information and remembering what they've learned. Based on the data, the researcher found that in this activity the teacher made conclusions about the learning material and made several reflections on the learning activities that had been carried out. Then the teacher provides feedback to students regarding the learning process and results, either in the form of several questions or just checking students' understanding. After that, the teacher gives assignments that students must complete and will later practice at the next meeting. In the last, the teacher and students pray together to close the lesson.

### **C. Learning Evaluation**

A learning evaluation is a systematic method used to analyze the efficiency of a learning program, course, or educational experience. It aids in determining if the planned learning objectives were fulfilled and whether the learning experience was effective in terms of student or

participant outcomes. Learning evaluation is critical for making informed decisions, enhancing future learning experiences, and ensuring that resources are spent efficiently. Based on the data, the researcher found in this activity the teacher ensures that students have experienced the learning process well by asking students, and ends the learning by reviewing the material with the students. In order to ensure the understanding of assignment, the teacher asks if there is a list of questions related to the assignment by referring to the mobile multimedia applications (Tiktok) which is distributed with clear instructions to students. Then, the teacher analyzes the use of mobile multimedia applications (Tiktok) which are used as learning media. In the last, the teacher makes the rubric assessment which aims to evaluate students' actual performance or work related to learning objectives.

#### **D. Students' Activity**

Students' activities in learning are related to the various actions and tasks that students participate in while acquiring information and skills in an educational context. These activities could vary based on the level of education, the topic content, and the instructional techniques used. Student activities are important contributors to the development of knowledge, comprehension, and critical

thinking. Based on the data, the students open their textbook related to the material job interview. Then, the students watch the video job interview on the mobile multimedia applications (Tiktok) and while watching the video, students observe the transactional interaction text based on social function, text structure and linguistic elements of the text related to the job interview. The students open their smartphone and open the mobile multimedia applications (Tiktok). The students search for a video job interview in a mobile multimedia applications (Tiktok). And then, the students practice job interviews with their partners. The students give some correct pronunciation when their partner pronounces it wrong. And then, the students practice job interviews with their pairs in the front of class. Lastly, the students do the assignment that is given by the teacher.

## **2. Students' engagement and peer correctness of the use Mobile multimedia applications in pronunciation practice.**

The findings of the interview are to find out the students' engagement of the use of mobile multimedia applications in pronunciation practice. The interviews were conducted with representatives of 4 students, that consist 2 males

and 2 females where to get interview participants, the researcher used a random sampling technique. In simple random sampling, each member of a population has an equal chance of being chosen as a responder (Kalton 2011). In conducting interviews, participants are asked the same questions. The four interview questions are presented by the researcher as follows: The appendix contains all of the answers to the interview form.

**a. Behavioral Engagement**

All participants have conducted interviews which show the students' behavior engagement in following lessons using the mobile multimedia applications in pronunciation practice with peer correctness. They attend lessons on time without anyone having any objections to following them. All students were very enthusiastic and actively participated in the lesson by correcting their partner's incorrect pronunciation when practicing together. They followed all the instructions given by the teacher well. Student activity can be seen from student-teacher communication, as well as student-to-student communication when providing correction

for pronunciation during the lesson. One participant argued that using the mobile multimedia applications in pronunciation practice with peer correctness could increase their enthusiasm for learning.

**b. Cognitive Engagement**

Cognitive engagement refers to the intentional utilization of the thoughts to a particular problem that we seek to understand or resolve. Three things could have an impact on it: the learner, the task, and the learning environment. Four participants revealed that using mobile multimedia applications with peer correctness greatly facilitated their pronunciation practice. They gave a response, idea, or opinion toward learning. They thought that by having peer correctness in pronunciation practice, they could increase their confidence in pronouncing words or sentences even with their partner. They trained themselves to be confident in what they say and accept peer correctness when there is a wrong pronunciation. One of the participants argued that the benefits of using mobile multimedia applications in pronunciation exercises were very helpful to improve his English. Not only in

pronunciation but also in speaking, grammar, listening, and reading. And also his partner's role in peer correctness could add new insights that are beneficial.

**c. Social Engagement**

Social engagement in learning activities may be represented by the communication that occurs between students and between students and teachers. Students that are socially adept will build positive relationships with teachers and other students alike. The social component is not one of the engagement's aspects in most engagement models. However, this aspect can provide strength in forming good social relationships. The aim is to build a good relationship for students in providing correct pronunciation to their partners when pronunciation practice. From the interview, all participants took part in the lesson actively and communicatively. This could be demonstrated by good communication between teacher - to - students, and students - to - students. The teacher gave space to students to ask questions that students did not understand. Then, student-to-student communication was established well with peer correctness when their partner made a



mistake in pronunciation practice. They gave each other examples of correct pronunciation actively and communicatively when their partner was wrong in their pronunciation. One of the four participants argued that the existence of peer correctness made students more active in communicating between students and students. This made the class more interesting and very enthusiastic.

**d. Emotional Engagement**

Emotional engagement is a student's emotional connection to the learning task, the classroom, and other students might be characterized. Either happy or negative emotions might be the subtlety of the feeling. Optimistic emotions, including curiosity and pleasure, are considered positive. Aside from that, unpleasant emotions like boredom and frustration are considered negative emotions. From the results of the interviews, four participants felt very happy and enthusiastic when they were given examples of correct pronunciation by their partners. They felt confident when practicing pronunciation. Three out of four participants argued that peer correctness made them confident in their own

abilities and felt very happy when they received constructive feedback when their pronunciation was wrong and then corrected by their partner.

## **B. DISCUSSION**

In this study, the researcher discusses the results of the study with a focus on research objectives. The purpose of this research is to describe the implementation and students' engagement and peer correctness of class XII1 RPL 1 at SMK Negeri 02 Semarang towards the use of mobile multimedia applications in pronunciation practice. To elaborate on the implementation of the use of mobile multimedia applications, the researcher used observation and students' engagement and peer correctness using interviews.

### **1. The Implementation of Mobile multimedia applications as a Medium for Pronunciation Practice in the Classroom.**

To find out the implementation of using mobile multimedia applications in pronunciation practice, the researcher analyzes the results of observations. Mobile multimedia applications technology is related to English because it helps students to develop and apply their knowledge

such as a photography, making film, a producing music, etc. So it needs a good ability in English (Mutqiyah and Muhammad 2017). Adrian M. Abarquez, 2021 argues that Mobile multimedia applications in pronunciation practice are a particular tool for improving students' pronunciation and preparing them for efficient oral communication. It makes use of both mobile phones and an internet connection. There are many kinds of mobile multimedia applications that are used in language learning. In this research, the researcher used a Tiktok application to support their pronunciation practice. The Tiktok app allows users to easily and quickly incorporate sounds from the background into the app. The Tiktok application processes words that communicate, express, or transmit intentions, ideas, concepts, emotions, and sentiments based on these properties.

During the observation, the researcher discovered that almost every one of the students were engaged in the activities and actively choosing whether to ask questions or answer. The teacher is particularly concerned with including students in every aspect of the discussion so that

all students understand the material that is offered. As stated by Yusuf, 2021 that learning has been defined as a process of behavior change as a result of individual interaction with the environment. Behavior changes in response to learning outcomes are ongoing, functional, positive, active, and directed (Yusuf and Syurgawi 2021). According to educational and psychological specialists, the process of behavior modification can occur in a variety of circumstances. Meanwhile, learning is a process of interaction between learners and teachers, with instructional materials, delivery techniques, learning strategies, and learning resources in a learning environment. A student's level of achievement in achieving educational objectives may therefore be used to determine success in the learning and instruction process. The achievement of learning objectives indicates that the teacher has succeeded in his or her instructions. Thus, the interaction between these components determines the efficiency of a learning and instruction process. It means that student engagement with learning is essential if they are not to become passive learners and achieve the goals of learning.

As stated by Martinsen, 2017 that pronunciation instructions should go beyond controlled contexts and with technology playing a role. He investigated the effects of video- based shadowing and tracking exercises both in in-class and after-class training on L2 learners' controlled and spontaneous speech production (Martinsen, Montgomery, and Willardson 2017). This is in keeping with the learning process, as the teacher asks about the subject that will be delivered, namely job interviews. The students then need to follow each instruction given by the teacher. The teacher instructs students to open the mobile multimedia applications on their smartphone. Then, invite them to start looking for circumstances for job interviews. After observing a video about job interviews, students practice correct pronunciation with their partners.

The researcher found that the implementation of the use of mobile multimedia applications in pronunciation practice on the job interview's material was taught using lectures, question and answer, watching and practicing, and demonstration methods. Andrian Leis, 2015 stated that three learning activities to students delivered

through mobile multimedia applications, including videoing, practicing pronunciation, and testing (Leis, Tohei, and Cooke 2015). This evidenced by the teacher explaining, giving instructions and also repeating some of the words or sentences contained in the video of the mobile multimedia applications. During learning, the teacher often asks students to remember the materials that has been explained, practicing the job interview with correct pronunciation with their partner and also checking the students' understanding.

As students, pronunciation is important in creating a stronger connection between their thoughts and the audience. Pronouncing words correctly helps remove confusion from conversation and improve subject transitions. Pronunciation is just one of the numerous abilities that speakers of second languages need to learn in order to be understood by the audience (Abarquez 2021). This was found out when the teacher asked students to practice job interview with correct pronunciation with their partner. The students need to give the correct pronunciation when their partner was wrong to pronounce some word or

sentence in their pronunciation practice for job interview. To find out the correct pronunciation, the students need to watch and listen to job interview's video in mobile multimedia applications that were pronounced by native speakers. This will help students' understanding and build good cooperation between their partners.

Zimmerman, 2011 stated that self-regulated learning (or self-regulation) is the process by which learners personally activate and sustain cognitions, emotions, and behaviors that are consistently oriented toward learning goals (Schunk 2011). This is also in line with their assignment that has been given by the teacher, the students need to make a job interview text. In this activity, the teacher gave the students' freedom to organize their assignment. Then, the result of the assignment will be practiced with the teacher with correct pronunciation that has been learned in the mobile multimedia applications with their partner. That was concerned with making the practice perfect.

## **2. Students' engagement and peer correctness of the use mobile multimedia applications in pronunciation practice.**

Based on the observation and interview results, the researcher found the students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice. The engagement of students with peer correction through mobile multimedia applications in pronunciation practice can enhance the learning experience by promoting collaboration, active participation, and a sense of community among language learners. The interactive and dynamic nature of these applications contributes to a more immersive and effective language learning environment. According to the data obtained from the interview, engaging students' with peer correctness in pronunciation practice using mobile multimedia applications runs optimally as the principles of engagement as stated by Philp and Duchesne (Philp and Duchesne 2016b). Students' engagement refers to their participation in the learning process, as seen by their behavior, emotions, social, and cognitive engagement during learning activities. Descriptions of



engagement usually highlight characteristics such as interest, effort, attention, active participation, and emotional reaction. That is, engaged students are not just going through the motions; they devote concentrated energy and attention, and they are emotionally invested. This is in line with the students' engagement in pronunciation practice with peer correctness. They actively participated in the learning process. This function was played to encourage student participation in the learning process. When the partner mispronounces a word or sentence, the partner gives correction.

First, Behavioral engagement is commonly defined in terms of time spent on task or participation. Antonio Gonzales, 2018 stated that several indicators of academic behavioral engagement include preparation, effort, focused attention, planning, persistence, hard work, time commitment, attendance, voluntary participation, task involvement, and commitment to regulations and practices in the classroom. Emotions like excitement, curiosity, enjoyment, satisfaction, pride, and enthusiasm were frequently present along with this conduct (González et al. 2015). Behavioral engagement with peer correctness in

pronunciation practice involves how individuals interact and respond to the pronunciation accuracy of their peers during language learning activities. Student interactions with peer was also important for student engagement since a positive interpersonal atmosphere is connected with engagement. Teachers that encourage student involvement around academic objectives have better levels of student engagement. Similarly, students are more behaviorally engaged when they believe that their fellow students will support them. Peers of highly engaged peers have been linked to increased behavioral engagement in both the interacting peers and the peers themselves. Because the highly involved students and other students communicate with each other while participating in the same classroom activities, there will be an increase in engagement (Nguyen, Cannata, and Miller 2018).

From the observation, all the students attend the class. During the learning process, the students showed their effort to follow all the instructions' teacher. They pay attention to the explanation of the materials, doing what they must do. And then from the interview result, students

participated in the learning on time, no one getting late. It was an effort shown by students in readiness to follow the lesson. According to Triyanto, 2019 cooperation and engagement, asking questions, delivering a response, presenting conclusions, answering inquiries, and working in front of the class are all components of participation that may be assessed in the learning process (Triyanto 2019). Two of four participants showed their active participation. They actively raise their hands, provide feedback, and participate in classroom learning. They support their opinions with relevant arguments or evidence.

Second, cognitive engagement is the stage of students' ability to participate in the learning activity. A student's willingness to put up the necessary effort to complete the assignment is part of this (Sesmiyanti 2018). Sharan and Than, 2008 stated that cognitive engagement is linked to motivational goals and self-regulated learning. It indicates how students study in the classroom with the intention of motivating themselves and how to set up their learning plan in order to receive high grades in English. Teachers must also inspire

students to participate in the teaching and learning process so that they may be active participants in the classroom.

From the observation and interview result, the students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice was so useful for students. They actively gave any response, idea or opinion toward learning. They asked the questions about the learning material that they didn't understand. Four participants of the interview stated that using mobile multimedia applications in pronunciation practice with peer correctness eases the students to practice their pronunciation. One of them said that:

*“The mobile multimedia applications was very helpful, one of which is the Tiktok application. Because, in this application there is a lot of content containing job interview material that is being studied and there are many other educational contents including pronunciation too.”*

It means that students' interest in using media in learning really helped them. That was related to Sesmiyanti, 2018 that cognitive

engagement is very significant in influencing a learner's active use of meaning in classroom learning, and by utilizing this engagement, students may be motivated, engaged, and interactive to keep learning in the classroom.

Third, Social engagement refers to the active participation, interaction, and involvement of individuals within a social context. In order to contribute to the growth of social networks, communities, and relationships, it entails establishing and maintaining connections with others. The term "social engagement" refers to a broad spectrum of acts, behaviors, and communication that take place in different social contexts.

Even most researchers did not include the engagement domain, but Philip and Duchesne argue that the social element includes the engagement domain. This component can give support in developing positive social interactions. The goal is to build good relations among students in the context of peer correctness of using mobile multimedia applications in pronunciation practice. Based on the interview result, every student actively and communicatively participated in the

lecture. Effective communication between students and teachers as well as between students themselves might serve as an example of this. As the Teoh sin, 2017 that communication includes both receptive and expressive elements. Teachers must be concerned with their students' receptive ability by determining whether students can absorb what they heard and explain and display their knowledge while teaching using their expressive ability (Sian Hoon, Fadzlin Binti Mohamad Nasaruddin, and Singh 2017). This was line with students were given opportunities to ask questions that they did not understand from the teacher. After that, when a student's partner mispronounced a word during pronunciation practice, peer correction helped to create effective student-to-student communication. When their partner mispronounced something, they actively and communicatively corrected each other by providing examples of proper pronunciation. Among the four participants, one contended that the presence of peer correction encouraged students to engage in more active communication with their peers. The class became much more engaged and lively as a result.

Fourth, Emotional engagement may be defined as students' reactions to school or learning activities that include feelings such as curiosity, worry, enthusiasm, and belonging. According to research on emotional involvement, it is indirectly related to learning performance (Iskandar and Pahlevi 2021). According to Yazzie Mintz, 2009 stated that emotional engagement refers to students' perceptions of their relationship to (or remoteness from) their school, including their attitudes toward their current location, the procedures and rules of the institution, and the individuals who work there. Emotional engagement can additionally include students' feelings of connection or feeling excluded with their classmates and, more specifically, their task interlocutors (Early and Marshall 2008). This is related to the interview result that four participants expressed tremendous happiness and enthusiasm after receiving instances of correct pronunciation from their partner. Pronouncing words correctly gave them confidence. Peer correction, according to three out of four participants, increased their self-confidence. They also reported feeling extremely satisfied when they got helpful

feedback for something they mispronounced and had their partner correct it.

Students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice was so easy for them. The students were very interested in using mobile multimedia applications. They felt confidence when their partners gave the correct pronunciation if they were wrong to pronounce the word or sentence. Peer correctness made the class more interactive. The communication between teacher and students was going well. Furthermore, the communication between students was strong when they received the correct pronunciation.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

#### **A. CONCLUSION**

According on the findings and analysis of the previous chapter's research, the researcher has reached the following conclusions:

Based on the observation findings about the implementation of the use of mobile multimedia applications and peer correctness in pronunciation practice at XII grade students in SMK Negeri 02 Semarang, students give a good response when the teacher applies the use of mobile multimedia applications in pronunciation practice. In the learning process, all students feel very interested to use it in pronunciation practice with their partner. The class is very interactive while the students practice their pronunciation with peer correctness using a mobile multimedia applications. This mobile multimedia applications is very useful to use in pronunciation practice especially for students.

Based on the interview findings almost all students can be considered as fully hearted to engage with peer correctness in pronunciation practice using mobile

multimedia applications. The researcher has noticed four aspects of engagement including behavioral, cognitive, social, and emotional engagement. They fully engage in those aspects. Most students feel very excited and happy when they receive peer correctness. They feel confident to ask and receive it. One of all the participants who were interviewed expressed their experience when receiving peer correctness, they are very happy and became confident. This is because students have the opportunity to give their opinions regarding the correct way of pronunciation to their partners. They think that good cooperation between partners when providing peer correctness will have a good impact on them, both in terms of cohesiveness and communication between partners.

## **B. SUGGESTION**

Although this research was conducted in a short time with few participants. The researcher attempts to offer details of students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice. Researchers hope that this research can provide valuable information about the advantages and disadvantages of using mobile multimedia applications to study pronunciation skills with technology-based learning

media. Here are some suggestions that the researcher can over:

**1. For the researcher**

The first study completed by the researcher will approximately motivate the researcher to conduct additional research with a wider variety of research time so that the researcher can supply more information on other themes and, of course, with higher quality in the future research.

**2. For the students**

This study informed participants about mobile multimedia applications that they could use to improve their pronunciation skill with peer correctness. Considering the goal of this study result is valuable for more than one school, the researcher also requested participants to share their knowledge with other students from various schools.

**3. For the teacher**

This research provides information about students' engagement and peer correctness of using mobile multimedia applications in pronunciation practice that can be considered a preference with development and innovation in

the future, I am hopeful that the quality of instruction and learning development would improve.

#### **4. For the next researcher**

The next researcher that investigates the same subject should be able to develop the research findings by using this study as a good reference, hopefully. In order to go deeper and be appropriately recognized as long-term study, the researcher also recommends that the next researcher investigate for an extended amount of time.

“Sincerely, this thesis is the author's first research project and a sort of academic contribution to the academic community at UIN Walisongo Semarang. At last, this thesis is completed by reciting Hamdallah, which fulfills a portion of the requirements needed to obtain a bachelor's degree in English education department of Education and Teacher Training Faculty at UIN Walisongo Semarang.”

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## APPENDICES

### Appendix 1

#### ▪ OBSERVATION

### LESSON PLAN

#### RANCANGAN PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	Bahasa Inggris
Guru Pengajar	Sumarjo, S.Pd.
Kelas	XII RPL 1
Semester	1 (Satu)
Topic	Job Interview
Alokasi Waktu	2 X 45 Menit

#### A. Kompetensi Inti

KI 3 (Pengetahuan)	KI 4 (Keterampilan)
Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara



<p>teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.</p>
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## B. Kompetensi Dasar Dan Indikator Pencapaian

Kompetensi Dasar	Indikator
<p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan <b>(wawancara pekerjaan)</b></p>	<p>3.2.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat lamaran kerja.</p> <p>3.2.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai surat lamaran kerja sesuai dengan konteks penggunaannya.</p>

<p>4.2 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (<b>wawancara pekerjaan</b>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja</p>	<p>4.2.1 Menyusun teks lisan dan tertulis mengenai meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) sesuai dengan konteks penggunaannya.</p> <p>4.2.2 Mengkomunikasikan secara lisan dan tertulis memberi dan meminta informasi tentang meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan</p>
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### **C. Tujuan Pembelajaran**

1. Siswa mampu menjelaskan perbedaan dalam fungsi sosial, struktur teks, dan unsur kebahasaan terkait surat lamaran pekerjaan.
2. Siswa mampu Siswa dapat menyimpulkan hasil pemahaman dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja.
3. Siswa mampu menyusun teks lisan dan tertulis mengenai meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) sesuai dengan konteks penggunaannya.
4. Siswa mampu meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan.

### **D. Metode Pembelajaran**

Metode : Pendekatan Scientific

Teknik : Pembelajaran kooperatif

### **E. Media, Alat dan Sumber pembelajaran**

1. Proyektor dan audio speaker

2. Buku LKS Bahasa Inggris kelas XI
3. HP yang sudah terinstall mobile application
4. Worksheet

## **F. Langkah Kegiatan**

<b>Kegiatan</b>
<p><b>Pendahuluan :</b></p> <p><b>Orientasi :</b></p> <ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ol> <p><b>Apersepsi:</b></p> <ol style="list-style-type: none"> <li>1. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>2. Mengingat kembali materi prasyarat dengan bertanya.</li> <li>3. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ol> <p><b>Motivasi:</b></p>

1. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
2. Apabila materi tema/projek ini dipelajari dan dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang materi Job Interview, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3. Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung

**Pemberian Acuan:**

1. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
2. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
3. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

**Alokasi Waktu: 15 Menit**

**Kegiatan Inti :**

1. Guru memberikan gambaran materi tentang job interview kepada siswa.

2. Guru memberikan contoh video job interview yang ada di mobile multimedia applications (Tiktok)
3. Guru meminta siswa untuk mengamati teks interaksi transaksional berdasarkan fungsi sosial, struktur teks dan unsur kebahasaan teks terkait wawancara pekerjaan.
4. Guru meminta siswa untuk membuka Smartphone kemudian buka mobile multimedia applications (Tiktok).
5. Guru meminta siswa untuk mencari video job interview di mobile multimedia applications (Tiktok)
6. Guru meminta siswa secara berpasangan untuk berlatih job interview yang tersedia di mobile multimedia applications (Tiktok)
7. Guru meminta siswa untuk mengoreksi pronunciation pasanganya saat berlatih job interview.
8. Guru memberikan ruang kepada siswa untuk bertanya.
9. Guru meminta siswa untuk mempraktekan job interview kepada siswa di depan kelas.
10. Guru memberikan tugas siswa untuk menyusun teks job interview dan kemudian di praktekkan dengan guru.

**Alokasi Waktu: 60 Menit**

## **Penutup**

1. Guru membuat kesimpulan pembelajaran.
2. Guru melakukan refleksi terhadap kegiatan pembelajaran.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru memberikan tugas atau pekerjaan rumah.
5. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.
6. Siswa dan guru berdoa bersama untuk menutup pertemuan ini.

**Alokasi Waktu: 15 Menit**

## Appendix 2

### OBSERVATION SHEET

School	SMKN 02 Semarang
Teachers' name	Sumarjo, S.Pd.
Participants	All Students
Topic	Job Interview
Class	XII RPL 1

No.	Aspect	Indicator	Result of Observation
1.	Learning Preparation	Knowing teachers learning preparation in pronunciation practice using mobile multimedia applications.  Conveying the benefits of studying the material.  Prepare the media that is needed.	- The teacher prepared the material to be presented (according to the RPP).  - The teacher prepared the tools or media that will be used during the teaching process.  - Teacher prepared questions and directions to stimulate students to actively learn.



			- The teacher learnt that the student's condition is good.
2.	Learning Process	<p>The understanding of the teaching techniques /models applied in the classroom.</p> <p>The understanding of how students and teachers interact throughout learning activities.</p> <p>The understanding of the tools and infrastructure employed by instructors throughout the teaching process.</p> <p>The understanding student's</p>	<p>OPENING</p> <ul style="list-style-type: none"> <li>- The teacher opened the lesson by greeting all students.</li> <li>- The teacher checked the student attendance list.</li> <li>- The teacher asked questions to generate the initial knowledge that students have about the material to be studied.</li> <li>- The teacher conveyed the topic and learning objectives of the material to be delivered and invites students to read together.</li> </ul>

		<p>engagement during learning.</p> <p>Teaching Techniques that is used.</p> <p>-Explaining the material and giving some question to students.</p> <p>-The implementation of mobile multimedia applications.</p> <p>-Behavioral Engagement</p> <p>-Cognitive Engagement</p> <p>-Social Engagement</p> <p>-Emotional Engagement</p>	<p>- The teacher motivated students by conveying the benefits of studying the material.</p> <p>MAIN ACTIVITY</p> <p>- The teacher asked the students to open the textbook about Job Interview.</p> <p>- The teacher used laptop and projector to support learning process.</p> <p>- The teacher explained the material about Job Interview.</p> <p>- The teacher showed the video of Job Interview.</p> <p>- The teacher asked the students to open their Smartphone.</p>
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			<ul style="list-style-type: none"> <li>- The teacher asked the students to open the mobile multimedia applications (Tiktok).</li>   <li>- The teacher asked the students to search some videos in the mobile multimedia applications (Tiktok) related to Job Interview.</li>   <li>- The teacher asked students in pairs to practice job interviews available on the mobile multimedia applications (Tiktok).</li>   <li>- The teacher asked students to correct their partner's pronunciation when practicing job interviews.</li> </ul>
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			<ul style="list-style-type: none"><li>- The teacher gave space for students to ask questions.</li> <li>- The teacher asked students to practice job interviews with students in front of the class.</li> <li>- The teacher gave students assignments to compose a job interview text and then practice with the teacher.</li></ul> <p>CLOSING</p> <ul style="list-style-type: none"><li>- The teacher made learning conclusions.</li> <li>- The teacher reflected on learning activities.</li> <li>- The teacher provided feedback on the learning process and results.</li></ul>
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			<ul style="list-style-type: none"> <li>- The teacher gave assignments or homework.</li> <li>- The teacher informed the learning activities at the next meeting.</li> <li>- Students and teachers prayed together to close this meeting.</li> </ul> <p style="text-align: center;"><b>BEHAVIORAL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>- Student attendance.</li> <li>- Student effort and action toward learning activities.</li> </ul> <p style="text-align: center;"><b>COGNITIVE ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>-Students gave response, idea, or opinion toward learning.</li> </ul>
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			<p>-Students asked question about learning material that they do not understand.</p> <p>-Students doing evaluation toward learning.</p> <p><b>SOCIAL ENGAGEMENT</b></p> <p>-Communication with the teacher</p> <p>-Communication between students in justifying their partner's pronunciation.</p> <p><b>EMOTIONAL ENGAGEMENT</b></p> <p>-The students' reactions were very excited during the learning process.</p>
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			<p>- Students' reactions were very confident when friends provide the correct pronunciation during the learning process.</p>
3.	Learning Evaluation	<p>The understanding of the teacher's assessment of the students' learning.</p> <p>The understanding the instructor's explanation for independent tasks completed outside of the classroom using a mobile multimedia applications.</p>	<p>-The teacher ensured that students have experienced the learning process well by asking students.</p> <p>-The teacher ended the learning by reviewing the material with the students.</p> <p>- The teacher asked if there is a list of questions related to the assignment by referring to the mobile multimedia applications (Tiktok) which is distributed with clear instructions to students.</p>

			<ul style="list-style-type: none"> <li>- The teacher analyzed the use of mobile multimedia applications (Tiktok) which are used as learning media.</li> <li>- The teacher made the rubric assessment which aims to evaluate students' actual performance or work related to learning objectives.</li> </ul>
4.	Students' Activity	The understanding of students' activity during the class in pronunciation practice using mobile multimedia applications.	<ul style="list-style-type: none"> <li>-The students opened their textbook.</li> <li>-The students watched the video job interview.</li> <li>- The students opened their Smartphone.</li> <li>- The students opened the mobile multimedia applications (Tiktok).</li> <li>- The students searched video job interview in</li> </ul>



			<p>mobile multimedia applications (Tiktok).</p> <ul style="list-style-type: none"><li>- The students practiced job interview with their pairs.</li><li>- The students gave some correct pronunciation when their pairs when their partner pronounces it wrong.</li><li>- The students practiced job interview with their pairs in the front of class.</li></ul>
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## Appendix 3

### ▪ INTERVIEW

#### Question of Interview:

1. Did you participated in the learning on time and be active on each activity in pronunciation practice? If not, give the reason? **(BE)**
2. Does mobile multimedia applications ease you in pronunciation practice with peer correctness? Why? **(CE)**
3. Does your peer provide correctness in pronunciation practice actively and communicatively? How? **(SE)**
4. How do you feel when you receive feedback from your peer regarding your pronunciation? **(EE)**

#### Participants:

1. Zahira Najwa Mumtaz : 12 RPL 1
2. Aufa Nurfalah : 12 RPL 1
3. Tiara Nur Fadhilah : 12 RPL 1
4. Moh. Haidar Fadhil Aufa : 12 RPL 1

## Appendix 4

### TRANSCRIPT OF INTERVIEW

#### INTERVIEW 1

Date	Tuesday, 16 <sup>th</sup> October 2023
Time	14.10 WIB
Activity	Interview with the participants
Interviewer	One of the EFL students
Location	SMKN 02 Semarang

<b>Role</b>	<b>Interview</b>
Abid	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Zainal Abidin, the student who conducted this research. Thank you for taking the time for me to do this interview. How are you today?
Zahira (P1)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, I'm good.
Abid	Alhamdulillah. Are you ready to be interviewed?
Zahira (P1)	Yes, I'm ready.
Abid	Can you introduce yourself first?
Zahira (P1)	I'm Zahira Najwa Mumtaz. But, you can call me zahira. Now, I'm in 12 RPL 1.

Abid	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. The first question is Did you participated in the learning on time and be active on each activity in pronunciation practice? If not, give the reason?
Zahira (P1)	Yes, I did. I took part in the lesson actively and entered class on time. Examples include doing what the teacher instructs, listening to the teacher's explanations, and actively interacting with the teacher and students in terms of asking questions about the lesson.
Abid	Oke. Does mobile multimedia applications ease you in pronunciation practice with peer correctness? Why?
Zahira (P1)	Yes it helped me a lot. One of the mobile multimedia applications that I use is TikTok. Because in the application there is a lot of content about how to pronounce words correctly so I can take positive things from the account like in the job interview lesson earlier. And my seat partner also gave me feedback when there was a mispronunciation.
Abid	Does your peer provide correctness in pronunciation practice actively and communicatively? How?

Zahira (P1)	Yes, my seat partner corrects my pronunciation when I mispronounce a word by being active and communicative with me with the correct pronunciation. This really had a good impact on me. So I can interact actively and communicatively with my friends.
Abid	The last question is how do you feel when you receive feedback from your peer regarding your pronunciation?
Zahira (P1)	I felt very happy and helped when my partner in my seat gave me the correct pronunciation. And also I was greatly appreciated for helping each other in correcting the pronunciation together.
Abid	Yeah, okay. You have answered all the questions clearly. Thank you very much for your participation.
Zahira (P1)	Your welcome.

## INTERVIEW 2

Date	Tuesday, 16 <sup>th</sup> October 2023
Time	16.25 WIB
Activity	Interview with the participants
Interviewer	One of the EFL students
Location	SMKN 2 Semarang
<b>Role</b>	<b>Interview</b>

Abid	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Zainal Abidin, the student who conducted this research. Thank you for taking the time for me to do this interview. How are you today?
Aufa (P2)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. I'm great.
Abid	Alhamdulillah. Are you ready to be interviewed?
Aufa (P2)	Yes, I'm ready.
Abid	Can you introduce yourself first?
Aufa (P2)	I'm Aufa Nurfalalah. Everyone usually call me Aufa. I'm 12 RPL 1.
Abid	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. The first question is Did you participated in the learning on time and be active on each activity in pronunciation practice? If not, give the reason?
Aufa (P2)	Yes, I did. Even though I am actually a passive student, I always attend lessons on time and actively participate in learning activities. I always ask the teacher or my classmates about material regarding pronunciation that I don't understand.

Abid	Oke. The second question is Does mobile multimedia applications ease you in pronunciation practice with peer correctness? Why?
Aufa (P2)	Yes, it was very helpful and made it easier for me to understand the material or correct pronunciation related to job interviews. Actually, I often use the Tiktok application and there is a lot of content that appears that is educational, such as pronunciation.
Abid	The third question is Does your peer provide correctness in pronunciation practice actively and communicatively? How?
Aufa (P2)	Yes it does. My friend gave me correct pronunciation correction when during the practice process I mispronounced it. My friend was very active and communicative with me in this matter so that I knew the correct pronunciation.
Abid	The last question is how do you feel when you receive feedback from your peer regarding your pronunciation?
Aufa (P2)	I feel helped and enthusiastic to learn. Because this makes me even more confident that learning support from my classmates can make me understand the lesson better.
Abid	Yeah, okay. You have answered all the questions clearly. Thank you very much for your participation.
Aufa (P2)	Your welcome.

### INTERVIEW 3

Date	Tuesday, 16 <sup>th</sup> October 2023
Time	14.40 WIB
Activity	Interview with the participants
Interviewer	One of the EFL students
Location	SMKN 2 Semarang

Role	Interview
Abid	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Zainal Abidin, the student who conducted this research. Thank you for taking the time for me to do this interview. How are you today?
Ara (P3)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. I'm great. Alhamdulillah.
Abid	Alhamdulillah. Are you ready to be interviewed?
Ara (P3)	Yes, I'm ready.
Abid	Can you introduce yourself first?
Ara (P3)	Okay. I'm Tiara Nur Fadhilah. But, Everyone call me Ara. Now, I'm in 12 RPL 1.
Abid	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a



	relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. The first question is Did you participated in the learning on time and be active on each activity in pronunciation practice? If not, give the reason?
Ara (P3)	Well regarding the first question, I follow the lessons actively and on time. For example, when my partner mispronounces a word, I provide correction and pronounce it correctly.
Abid	Oke, good answer. Next, Does mobile multimedia applications ease you in pronunciation practice with peer correctness? Why?
Ara (P3)	The Tiktok application certainly really helped me in learning English skills, one of which is pronunciation. Moreover, the Tiktok application is very popular among young people and has a lot of educational content. Like the example of the job interview material earlier, my partner and I practiced and corrected each other's correct pronunciation.
Abid	The third question is Does your peer provide correctness in pronunciation practice actively and communicatively? How?
Ara (P3)	Yes, it does. My partner provide correct pronunciation corrections to each other actively and communicatively. In the process, when there was pronunciation that we didn't know or was wrong, my

	partner and I gave each other constructive feedback so that an active and communicative learning relationship was established with each other.
Abid	Nice. The last question is how do you feel when you receive feedback from your peer regarding your pronunciation?
Ara (P3)	I felt happy and helped when my seatmate corrected the wrong pronunciation. So, I know where my mistakes are which I will apply later.
Abid	Yeah, okay. You have answered all the questions clearly. Thank you very much for your participation.
Ara (P3)	Your welcome.

#### **INTERVIEW 4**

Date	Tuesday, 16 <sup>th</sup> October 2023
Time	14.55 WIB
Activity	Interview with the participants
Interviewer	One of the EFL students
Location	SMKN 2 Semarang

<b>Role</b>	<b>Interview</b>
Abid	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Zainal Abidin, the student who conducted this research. Thank you for taking the time for me to do this interview. How are you today?
Haidar (P4)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. I'm great. Alhamdulillah.
Abid	Alhamdulillah. Are you ready to be interviewed?
Haidar (P4)	Yes, I'm ready.
Abid	Can you introduce yourself first?
Haidar (P4)	Okay. I'm Moh. Haidar Fadhil Aufa. But, Everyone call me Haidar. Now, I'm in 12 RPL 1.
Abid	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. The first question is Did you participated in the learning on time and be active on each activity in pronunciation practice? If not, give the reason?
Haidar (P4)	Yes, I did. I attend lessons actively and on time. This can be proven when the teacher gives instructions or explanations, I am very enthusiastic about following them.

Abid	Great. Next, Does mobile multimedia applications ease you in pronunciation practice with peer correctness? Why?
Haidar (P4)	Yes, it does. This mobile multimedia applications is very helpful, one of which is the TikTok application. Because in this application there is a lot of content containing job interview material that is being studied and there are many other educational contents including pronunciation too.
Abid	The third question is Does your peer provide correctness in pronunciation practice actively and communicatively? How?
Haidar (P4)	Yes, it does. My partner and I give each other feedback on correct pronunciation when one of us makes a mistake in pronunciation.
Abid	Nice. The last question is how do you feel when you receive feedback from your peer regarding your pronunciation?
Haidar (P4)	I feel very happy, because I can know how to pronounce it correctly. This has a good impact on me in the future.
Abid	Yeah, okay. You have answered all the questions clearly. Thank you very much for your participation.
Haidar (P4)	Your welcome.

## Appendix 5

### DOCUMENTATIONS

#### Observation



## Interview





# CURRICULUM VITAE

## A. Personal Data

Name : Zainal Abidin  
Place of Birth : Semarang  
Date of Birth : 25 March 2000  
Address : Penggaron Lor RT 06 RW 06, Genuk,  
Semarang, Central Java  
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## B. Educational Background

- a. Bachelor Degree of English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.
- b. Tajul Ulum Islamic Senior High School
- c. Tajul Ulum Islamic Junior High School
- d. Futuhiyyah Islamic Elementary School

Semarang, 18 December 2023  
The Researcher,

**Zainal Abidin**  
1903046069