

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pronunciation

Pronunciation is one of the crucial skills in speaking. Proper pronunciation procedures are learned in pronunciation, and students learn how to produce the sound of a word to be expressed and how to pronounce it correctly. In pronunciation, there are several components: sound, syllables, stress, and rhythm. Hönig et al. (2012) said pronunciation is a general term that includes several details measured by many features. The use of pronunciation can describe how well students can learn and how well teachers teach students by using perfect phrases in speaking, marked by showing a clear, easy, and understandable speech by listeners (Djurayeva, 2021). It is still widely ignored in EFL classroom pronunciation because it is impossible to have unique teaching when teaching pronunciation (Gilakjani & Sabouri, 2016). Students must know and pay attention to pronunciation components to improve pronunciation skills. If students improve their abilities, they must change their pronunciation and master the word's syllables, intonation, sounds, stress, and rhythm (Gilakjani & Sabouri, 2016).

2. Animation Movies

Animation movies are a learning media for students to develop language skills. In Animation films, students can learn from what they see and hear. For students learning English as a foreign language in Indonesia, movies are used as a

distraction or new creations in learning. In animation movies, from the dialogue, the students add vocabulary, improve listening, and can train students in speaking by practicing it in daily activities. Animation movie is one of the popular movies that can be accepted by everyone, either young or older people; moreover, students will get more interested in watching the animation movie because it contains good visual graphic so that they will like them. Supriyadi (2021) said Animated films are shows that children like. From showing this animated film, the benefits obtained for children are imagination, which is necessary and good for children's growth.

Animation movies can attract students' attention by making students understand stories easily because, in animation movies, learning can be conveyed in various ways, namely sound, language, gesture, expression, and other visual clues (Silvani, 2020). The use of animation movies can make students more intensive in understanding, increase student interest in language learning, and support their memory to last a long time in remembering. If used properly, visual video media is an effective tool for learning language skills.

3. Teaching EFL

English in Indonesia as a foreign language is not a second language. Indonesian people seem to be unfamiliar with English. Apart from not being native speakers, English is considered difficult to learn, even though English is a communication tool or unifying language in the world. Mappiasse & Sihes (2014) stated that the position of English as a foreign language has begun to be introduced in the world of education from an early age. Indonesia adopted English as a result

of bringing significant changes related to the world of education, such as methodology, curriculum, and evaluation pedagogy which received great attention to improving the country's quality. In the Indonesian curriculum, English is an official subject used as teaching material to create a new generation fluent in English. English foreign language in the classroom is essential to develop good quality English.

B. Previous Study

Some theories from the researchers who have done research before, they are:

1. The Effectiveness of Using Animation Movie in Improving Speaking Skills of Elementary Students by Nuansari & Sriyanto (2021).

Based on Nuansari & Sriyanto (2021), This research aimed to prove the effectiveness of using animation movie in improving the speaking ability of elementary students. The research was conducted in one class of the fourth grade with twenty-nine students, and the selected samples were taken by random sampling. The data collection used Test and used T-test as data analysis. The data collection used a test and used T-test. The similarities between this research and current research are animation movies as the media used. Another similarity is that the data collection uses a test as a data collection tool, and the data analysis uses a t-test. The difference between this research and current research is that the sampling technique used is random sampling, while the recent research uses convenience sampling.

2. Improving Students' Speaking Skill Through English Movies In Scope of Speaking for General Communication by Parmawati & Inayah (2019).

According to Parmawati & Inayah (2019), this research concluded used Collaborative Classroom Action Research (CAR), and the objectives of the study were: 1) finding out whether or not English movies can improve the students' speaking skills, 2) finding out classroom situation when English movies implemented in speaking class. The researcher used observations, tests, and questionnaires to collect data in this research instrument. The finding showed that using English movies effectively improved the speaking abilities of the student in the class. In conclusion, we know that using English movies can improve students speaking skills, which can be seen in the improvement in speaking achievement.

The difference in the current research is this study uses collaborative classroom action research (CAR), which in the present study uses quasi-experiment. The second difference is that the instruments in this study use observation, tests, and questionnaires, while in the current study, only tests are used. The similarities in this study are in English film as a media. Although the current research is on animation movies, the context is still the same: English movies.

3. Teaching English Pronunciation Using Film by Handayani (2017).

In this research, Handayani (2017) stated the research used a quantitative study in a private high school, and the sample used was 60 students. The data

collection used is a Test and interview. This research aims to determine whether the use of film effectively improves students' pronunciation ability and the students' response toward film in improving their pronunciation. The results of this study, namely The results of this study showed that the use of film in teaching English pronunciation does not give major improvement. However, the students responded positively toward film as teaching media. Furthermore, using film in teaching enhances students' motivation to learn English. This research suggests that film could be useful for educational purposes.

The difference between this research and current research is that this research uses a quantitative method that explains phenomena, and the current research uses a quasi-experimental design. Another difference is the sample used was a junior high school. The similarities with the current research are that the researcher uses Test as a data collection tool, and the material to be examined is students' pronunciation skills.

4. The Effectiveness of Using Information Gap Activity in Teaching Speaking (An Experiment Study at First Semester Students of Psychology Faculty Universitas Muhammadiyah Purwokerto) by Pamungkas (2019)

Another previous study was done by Pamungkas (2019) in this research using quasi-experimental as a research method. The research subjects used in this research were 68 psychology students. The data collection used to collect data is a test with a pre-test and post-test, and the data analysis uses the t-test.

The difference between this study and current research is the media used. In this study, information gap activity was used as the media to be tested, while in the present study, animation movies were used. Another difference is in the research subject, which in this study took psychology students as research subjects. In contrast, the current study used junior high school students as research subjects. The equation in this research is that the research method uses quasi-experimental, the data collection uses a test, and the data analysis uses a t-test.

5. The Use of Movies Trailer to Increase Students Speaking Skills (A Pre-Experimental Research at the Eleventh Grade of SMA 4 Wajo) by Humaerah (2018).

Humaerah (2018) stated that this research used Pre-Experimental as a method in which only the experimental group was taken from the data and in data collection, used tests as data collection instruments, in which there are pre-tests and post-tests. The sample in this research is 28 senior high school students. This research shows us that using movies trailers to increase students' speaking skills effectively increases students' speaking skills.

The difference between this research and current research is the media, namely, animation films. The researchers used movies trailers to increase students' speaking skills in this study. The second difference is the research subject, the sample used 28 senior high school students, while 120 junior high school students were used as a sample in the current study. The third difference is that this study uses the pre-experimental, where there is only one group,

namely the experimental group. In contrast, the present study uses a quasi-experiment where two groups are. The similarities in the current research are the media used, namely movies. Although the types of movies are different, they are still in the same context.

C. Basic Assumption

Table 2.1



Based on table 2.1 we can see that animation movies as an independent variable affecting improving students' pronunciation which is the dependent variable. We can conclude that the basic assumption is using animation movies as a media can affect students' pronunciation.

D. Hypothesis

Using the hypothesis will make it easier for the researcher to focus on research. Therefore in this study, the researcher wants to formulate the hypothesis as follows:

1. Alternative Hypothesis (Ha)

There is an effect and significant difference in using animation movies as a media for improving students' pronunciation.

2. Null Hypothesis (H0)

There is no effect and significant difference in using animation movies as a media for improving students' pronunciation.

E. Teaching Steps

1. Pre-test

The pre-test is the initial stage in the teaching steps, and the pre-test is given to the control and experimental groups. Students are given pre-test questions at the beginning of the study, which aims to see the average student before being given Treatment with the media to be tested.

2. Giving Treatment to the experimental group

After carrying out the pre-test, the experimental group was given the Treatment of learning about pronunciation using animation movies as a media for improving students' pronunciation.

3. Provision of learning materials about pronunciation to the control group

After carrying out the pre-test, the control group was given learning treatment about pronunciation without using the media being tested (animation movies) but using the learning media commonly used by the teacher.

4. Post-test

The post-test is the final stage in the teaching steps. The post-test is given to the experimental and control groups with the same pronunciation questions. After that, the average of each group will be searched and compared with the pre-test and post-test values. In this case, to see whether the animation film as a media for improving students' pronunciation has a significant effect.