

CHAPTER 1

INTRODUCTION

This chapter describes the reason for conducting the research, and it deals with several points: an introduction that concerns with the background of the research, the research questions, the research objectives, the research significances, the research framework, and the relevant researches.

A. Background

English is used to help people with different native languages to sit down and have a common interaction. It is important not only for understanding information in English but also for communicating in English. Technically, to make interesting and exciting conversations needs good English speaking ability. Indeed, Derwing and Munro in 2005 (as cited in Yosep, 2014) stated paying attention to pronunciation is important since having a good pronunciation of the language can help in normal communication, it results in whether or not someone's message can be passed on or not by other people. In a conversation between two or more people, pronunciation will affect to get the right meaning of what someone says.

The major difficulties of English pronunciation have been had by many English learners even after years of learning the language (Gilakjani, 2011). English learner must spend their time to improve pronunciation because English pronunciation is one of the most difficult skills to be completely mastered (Gilakjani & Branch, 2016). In other words, developing English pronunciation skills needs long-period and it is based

on students' decision whether it will be one of their priorities in improving English skill or not.

However, it is not all teachers aware of pronunciation teaching and not all teachers motivate students to learn English pronunciation more. Teachers still seem to be regarded more important activities such as teaching grammar, memorizing words, and understanding text than providing activities to help students learn English pronunciation. The teachers also need to realize how important pronunciation is. Students who cannot pronounce well can be able to communicate well and may lose their confidence to speak English. So, students should have learned English pronunciation more so they can communicate well in daily life. To get students enthusiastic to learn English pronunciation, teachers can provide activities and media that can change students' attitude in learning English pronunciation.

Some teaching media can be used to get students' interest in learning English pronunciation, for example, using audio-visual media. Using audio-visual can make the students more interested in learning pronunciation, because they can see as well as hear what is being said. There are many kinds of audio visual media such as movies, CD, short video, and video, but video can be a good choice used to teach pronunciation. Video describes how to pronounce specific consonant or vowel sounds, but also covers all aspects of intonation and stress (Laila & Muhammadiyah, 2016). Furthermore, video is much easier to understand because it includes the speakers' facial expression and gestures (Laila & Muhammadiyah, 2016). Specifically, animation video (2D animation) is used to get students' interest. The animation videos are

obtained from BBC Learning English on Youtube about long I /i:/ by Alphablocks channel titled “Alphablocks__ Sleep – Series 4 Episode 06” and about short I /ɪ/ by Alphablocks channel titled “Alphablocks__ I__ Best Bits”.

Based on the explanation above, pronunciation is believed to be interconnected with speaking ability where a student may feel more confident to speak if he has native-like pronunciation. Moreover, good English ability can increase students' understanding that pronouncing English (sounds) differently will change the meaning of the words. Thus, this study is intended to discover development of English pronunciation ability using video. Particularly, this study discusses the difference between consonant /ɪ/ and /i:/. The reason for focusing on these sounds is many simple words consist of these sounds such as *sleep, beach, slim, thin*, etc. so it will more familiar to students' knowledge. Furthermore, it is also to give information that the length of a sound can change the meaning, for example *sheet* and *shit* where word *shit* is less pleasant to hear.

There are previous researches with similar topic related with this research. A researcher found that using audio-visual is effective to enhance the students' pronunciation skill (Laila & Muhammadiyah, 2016). Moreover, a researcher used videos and drama to improve learners' pronunciation ability (Souto, 2013). Likewise, a research was conducted in Valladolid with third year of primary education as the object using authentic videos to improve students' listening and pronunciation ability (Lidia & Gonz, 2017).

Nevertheless, this research is different from the previous studies because it took the videos from an education channel (BBC) in Youtube that everyone can access it easily. Moreover, the previous studies focus on improving students' English pronunciation skill. Meanwhile, this research aims to observe the process of teaching English pronunciation using animation videos. Finally, a research entitled **“TEACHING ENGLISH PRONUNCIATION TO JUNIOR HIGH SCHOOL THROUGH ANIMATION VIDEOS”** is conducted.

B. Research Questions

The researcher formulates the problems of this study as follows :

1. How is the process of using animation videos to teach English pronunciation?
2. What is students' responses after using animation videos to teach English pronunciation?

C. Research Objectives

Referring to the research question above, this research is intended to find out:

1. The process of using animation videos to teach English pronunciation.
2. Students' responses on the implementation animation videos to teach English pronunciation.

D. Significance Research

The study is significant at least two areas theory and practice.

1. *Theoretically*, this research can be useful to increase teachers' knowledge of animation videos as an alternative teaching media.
2. *Practically*:

- 1) For students, the research may increase students' enthusiasm in learning foreign language and stimulate them to continuously improve their language skills, especially English pronunciation (consonant /ɪ/ and /i:/).
- 2) For teachers, the research may make teachers more creative in teaching and more selective in choosing innovative teaching method.
- 3) For future researchers, this research is expected to be a reference of future of alternative teaching and learning strategies.

E. Research Framework

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation (Karimzadeh & Ghahroudi, 2017). Derwing and Munro in 2005 (as cited in Yosep, 2014) stated paying attention to pronunciation is important since having a good pronunciation of the language can help in normal communication, it results in whether or not someone's message can be passed on or not by other people. In fact, English pronunciation can be confusing. There are many words that have similar spelling English but those are pronounced differently and have different meaning. It can be one of difficulties to develop English pronunciation ability.

Teaching English pronunciation needs some strategies for attracting students' attention and interest. For example, using the innovative elements multimedia offers, the process of language learning can be more entertaining and supportive by activating students' visual and auditory senses (Kayaoglu & Ozturk, 2011) and learners' autonomy and motivation by providing them with a greater variety of effective learning strategies (Kilickaya & Karjka, 2010). Teaching materials should involve attractive

presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and the process of learning it so that clear definition and contextual information will be received by the students effectively (Tomlinson, 2013). One of alternative media can be used to teach pronunciation is animation video.

According to Mayer and Moreno in 2002 (as cited Soika, Reiska, & Mikser, 2010), animation is the collection of stimulate moving images. Recently, animations have been included as a part of multimedia learning aid in numerous subject matters, including in language learning (Lin & Tseng, 2012; Kayaoglu & Ozturk, 2011). Stempleski in 2012 (as cited in Lidia & Gonz, 2017) said that preparing materials for a one-hour lesson can be effective using the two or three-minute sequences view, since students do not usually need any prior knowledge to get the gist. In contrast, Cabrero in 1989, (as cited in Rocillo, 2014) suggested between ten and fifteen minutes when the videos are aimed at Primary Education students.

Based on the study above, animation video will be intrinsically interesting to language learners. The animation videos are obtained from BBC Learning English on Youtube about long I /i:/ by Alphablocks channel titled "Alphablocks__ Sleep – Series 4 Episode 06" and about short I /ɪ/ by Alphablocks channel titled "Alphablocks__I__ Best Bits". The learners will be more enthusiasm to learn English pronunciation and will participate in learning process. The use of animation video is hoped to help students easily in learning English pronunciation.

F. Relevant Researches

There are some previous researches used as standards for this current research. First, a research was conducted in Valladolid with third year of primary education as the object (Lidia & Gonz, 2017). This study emphasizes the role of listening and pronunciation in the English classroom. It aims to research whether students can improve both skills thanks to authentic videos. Data was collected by means of a pre and post listening tests, pre and post pronunciation exercises and a teacher diary. The treatment consisted of a series of six short videos necessary to solve the increasingly demanding post-viewing activities. The results reveal that the experimental group does not progress as much as the control one in terms of listening, but videos do have a positive effect on vowel articulation and pace.

Second, a research was conducted by Gloria in 2013 with 23 third-grade students, aged between 8 and 9 years who attend the private school Colombo American School in Bogota (Souto, 2013). This research is about how pronunciation may be improved through the use of videos and drama. The researcher focuses on pronunciation by doing video activities in school and at home, later re-enacting scenes in class. Students were asked to watch a scene from a video and then perform this scene in the next class. Certain sounds were focused on, such as TH, S + consonant and CH. The results showed that all students got some improvement, however on different levels. The research was faced with some constraints including time and planning due to external factors.

Third, in Indonesia, a researcher found that using audio visual is effective to enhance the students' pronunciation skill (Laila & Muhammadiyah, 2016) . The study

aims to describe the implementation, result, and response of the fifth year students of Al-Azhar Syifa Budi Elementary School of Surakarta of teaching English pronunciation using Audio Visual Aids (AVAs). The result of the pretest and posttest indicates that there is an improvement in students' pronunciation, especially in pronouncing word-stress. The students' responses are positive, proven by their enjoyment and excitement during the implementation of AVAs. They are very interested in learning English pronunciation by watching video, since they can watch the characters' expressions, listen to the native speaker's voice, and read the subtitling appeared on the screen.

In order to vary academic findings, it is clear that implementing videos as a media of teaching can be considered in developing students' pronunciation ability. This research has some differences with the previous researches. Those differences are the previous researches only focused on students' English pronunciation ability in general such as stressing and intonation, this research is tried to present the implementation of video to develop student pronunciation, particularly on consonant sound /ɪ/ and /i:/. In this research the video is used not only to develop students' pronouncing ability on consonant /ɪ/ and /i:/, but also is used to give basic knowledge of different meaning with different sound. Presumably, this paper due to paper aim to investigate not only on the result of the implementation video but also students' responses on it as an evaluation based on participant perspective that does video really affect their enthusiasm or not.