

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Review

1. English as a foreign language

So far we have been considering English as a second language, but in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement. English, as a world language, is taught among others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.

Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. The Japanese situation is one in which both British and American varieties are equally acceptable and both are taught. The choice of variety is partly influenced by

the availability of teachers, partly by geographical location and political influence. Foreign students of English in Mexico and the Philippines tend to learn American English. Europeans tend to learn British English, whilst in Papua New Guinea, Australasian English is the target variety.

The distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are, however, not as clear cut as the above may suggest. The decreasing role of English in India and Sri Lanka has, of recent years, made for a shift of emphasis to change a long established second language situation to something nearer to a foreign language situation. Elsewhere, political decisions are changing former foreign language situations. Official policies in, for example, Sweden and Holland are aiming towards a bilingual position where all educated people have a good command of English, which is rapidly becoming an alternate language with Swedish and Dutch a position much closer to ESL on the EFL/ESL continuum. (Broughton, 2003:7).

According to Broughton (2003:8), It may be seen, then, that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

Why do we teach foreign languages in schools? Why, for that matter, teach maths or physics? Clearly, not simply for the learner to be able to write to a foreign pen friend, to be able to calculate his income tax or understand his domestic fuse-box, though these are all practical by-products

of the learning process. The major areas of the school curriculum are the instruments by which the individual grows into a more secure, more contributory, more total member of society (Broughton, 2003:9).

2. The Definition of Pronunciation

According to Seidlhofer (1994) that pronunciation has the important role in speaking activity. Pronunciation is the production of significant sound used by a particular language as part of the code of the language and it is used to achieve meaning in context. It means that pronunciation is the speech production that creates meaning. Moreover, Lado (1964:70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested. (Hidayatullah, 2018:98).

In conclusion, when people speak and communicate with each other, they automatically produce words from their speech organs. It can be said that producing words means pronouncing the words (Perwira, 2011:13).

The ability to pronounce each word correctly is a basic and essential skill to avoid misunderstanding between the speaker and the hearer in an oral communication. Moreover, it was mentioned at <http://en.wikipedia.org/> that pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If someone is said to have "correct pronunciation," then it refers to both within a particular dialect. (Pewira, 2011:13).

Furthermore, Dalton and Seidlhofer said (1994:52) that there are six communicative abilities related to pronunciation:

- a. Prominence: how to make salient the important points we make,
- b. topic management: how to signal and recognize where one topic ends and another begins,
- c. Information status: how to make what we assume to be shared knowledge as opposed to something new,
- d. Turn-taking: when to speak, and when to be silent, how (not) to yield the floor to somebody else,
- e. Social meanings and roles: how to position ourselves vis-à-vis our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness,
- f. Degree of involvement: how to convey our attitudes, emotions, etc.

In addition, when people have oral communication with native speaker, their pronunciation creates the first impression, and it also becomes a guarantee of their ability in speaking English. Consequently, incorrect pronunciation can make misunderstandings between two speakers, and poor

pronunciation becomes one of the big obstacles in oral communication. (Pewira, 2011:14).

The sound systems in English Language are divided into three groups, namely. (Hidayatullah, 2018:100).:

a. Vocal (Vowel)

Vocals are defined as vowels in the formation of air out through the throat and mouth, without restriction and narrowing so that no friction is heard. There are 12 vowels in English are divided into three groups: front vowels (i:, i, e, æ), and vocal cord (a:, ɒ, ɔ, u, u:). ʌ, ɜ:, ə, vocal center (vocal division depends on the tongue and lips). Positions lips include: closed-lips widened, lips neutral, open-rounded lips, and the lips closed-rounded.

b. Diphthong

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long.

c. Consonant (Consonant)

Consonant is a sound or letter (letter on or off) that the production of air does not come out smoothly through the mouth and throat, but have problems or narrowing that sound of friction. Consonants can be classified according to (i) the point of articulation, and (ii) how to articulate.

1) According to the point of articulation

- a) Labial, the sound to the point of articulation of the lips. Divided labial, bilabial, that sounds articulated by the two lips (p, b, m), and labio-dental, the sound between the lower lip to the upper teeth (f, v).
- b) Dental, which sound articulated by the tip of the tongue to the front teeth (θ, ð)
- c) Alveolar that sounds articulated by the tip of the tongue to the gums (t, d)
- d) Palatal-alveolar that sound articulated by the tongue to the palate (tʃ, dʒ)
- e) Palatal that sounds articulated by the front of the tongue to the front of palate (j).
- f) Velar that sounds articulated by the back of the tongue to the back of the palate (k, g, ŋ).
- g) Glottal, the sound produced at the glottis.

2) According to the of articulation

- a) Plosive, the sound produce by closing the air cavity completely (p, b).
- b) Affricate, the sounds like a plosive but separation articulator organs do not particularly fast (t, ʃ, dʒ)
- c) Nasal, mouth fully enclosed, rear ceiling remain low so that air passes freely cavity (m, n, ŋ)
- d) Lateral, obstacle lies in the middle of the mouth, air freely out (l)
- e) Rolled, the sound generated by the rapid movement of a number of organs that are elastic (r).

- f) Flapped sounds that resemble rolled consonants but consist of only one quick movement only(r)
- g) Fricative, noise created by narrowing the air cavity so that air discharge causing hissing sounds (f, v, θ, ð, s, z, ʃ, ʒ, h)
- h) Semi-vowel, the sound produced by the rapid movement of the vocal organs of speak covered to some other vowel.

d. Clusters (Cluster)

Clusters are a number of words read in one breath, for example, movies, spending, struggle, knuckle and pronunciation. Produce such a sound English, speech organ to move properly. In the production of sound, the air coming from the lungs through the air cavity (trachea), and then pass through the esophagus, throat, and oral cavity are governed by the organs of speech.

Furthermore, the vocal cords located in the throat; resembles two lips. Ribbon can be separated and can also be enclosed so as to fully cover the air cavity. When the vocal cords closer together, and air is pushed to the channel, the vocal cords vibrate, thus producing sound as known as “voiced”. When, the local cords apart and through the air the sound produced is known as “breathed” and sound generated in the middle of the glottis as whisper.

The pronunciation including the ability to using English with the correct pronunciation, it is understandable and acceptable. With the correct pronunciation, of the different sound of language, syllables, words, phrases, and sentence discourse in general, thought content revealed a language user

will be able to understand without any misunderstanding, confusion or strange feeling on the part of those who listen.

3. Component of Pronunciation

In pronunciation we have to paying attention to the component of pronunciation. According to Djiwandono There are four components of pronunciation, there are; intelligibility, fluency, accuracy and native-like (Aufa, 2017:15).

- a. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b. Fluency is as a whole of text can be pronounced fluently.
- c. Accuracy is words and parts of text are pronounced accurately.
- d. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above. An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials in junior high school instruct Freudenstein in Alatis says that there are three media in order to run the teaching and learning process effectively and efficiently. They are defined as follows.

- a. Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.

- b. Audio: radios and tape recorder.
- c. Audio visual: film, TV, and video

4. Definition of Movie

Movie is a motion picture images in a frame in which a frame-by-frame projected through the projector lens mechanically so that the screen looks a picture of it alive. The movie moves quickly and alternately so as to provide continuous visual or movie is a series of images projected onto the screen at a certain speed so as to make the order levels continue to describe the movement that seems normal. The film is essentially a new discovery in the teaching and learning interactions that to connected two kinds of senses at the same time.

Movie is a motion picture or film produced for entertainment that tells a story. According to Hornby (1995:434) defines movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about movie. There are three important keys about movie based on his statement:

- a. Movies are story.
- b. Movies are recorded as moving pictures.
- c. Movies are shown on TV or cinema.

Films are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. (www.thefreedictionary.com/film).

Movies are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. Here, movie is

treated as a form of entertainment. Meanwhile, Allen and Gomery (1985:136) state that movie is an art which portrays man's interpretation of life.

Definition of movie according to Republic Act number 8 of Article 1 of 1992 on movie, are works of art and culture is the mass communication seeing-hearing media are made based on the principles of cinematography with recorded on celluloid, video tape, video disk, and the material findings of other technologies in all forms, types, and sizes through chemical processes, electronic process, or other processes, with or without sound. It can be shown and aired with mechanical and electronic projection system.

Movie, collectively, often called cinema. Cinema itself derived from the word kinematics or motion. The movie also is actually a liquid layers of cellulose, commonly known as the celluloid world movie makers. Understanding literally movie (cinema) is cinematography derived from Cinema + tho = Phytos (light) + GRAPHIE = graph (writing = image = image), so the sense is "motion painting with light '.

Distribution of movies by type and duration based kind, the movie can be divided into several types such as. (Hidayatullah, 2018:103):

a. Fiction Movies

Example: Drama, action, animation, etc.

b. Documentary Movies

The documentary is a film that presents a reality based on objective facts concerning the life of the environment and the real situation.

Example: portrait, features, profiles, biographies, history, diary, inventions, reconstruction, instructional, etc.

c. Community Movies

Community movies is a movie produced by a particular community or group of issues or problems related to the environment of the community is good for the community and outsiders with a specific purpose.

Example: Video participation, folk video, proposals video, etc.

While based on the duration or length of a movie can be divided as follows :

a. Short Movie

Movies with a duration of less than 60 minutes.

b. Length Movie

Movies with a duration of more than 60 minutes.

Using movie in education and teaching in the classroom is very useful mainly for :

- a. Develop thoughts and opinions of the students.
- b. Adding memory to the lesson.
- c. Develop a power fantasy to the students
- d. Growing interest and motivation to learn.

Movie as an art and movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movie as entertainment media is to entertain the viewers. Meanwhile, the goal of movie as an art is to give particular messages to the viewers. Since movie

gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art. From the definitions above, it can be stated that movie are story which portrays man's interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

Movie is the media of teaching which has benefit for lecturer and students. As the lecturer are analyzes students' response to the question and situations which are projected, both lecturer and learner benefit from evaluative strength of audiovisual aids. One of the best uses of movie is to bring to the students experiments and demonstration which are ordinarily impractical in the classroom.

Carpenter and Greenhill in reviewing the results of research on the film concludes as follows :

- a. The movie produced well, when used either alone or in a series can be applied as primary tool for teaching the skills (performance) is certain and to convey some kind of factual data.
- b. Tests after watching will boost the study, if the student has to be told what must be noticed in the movie, and that they will be tested on the content of the movie.
- c. Students will learn more if given a study guide for each movie that is used in teaching and learning activities.
- d. Record while watching a movie should be avoided, because it would disrupt the reactor students' attention the movie itself.
- e. Performing on the movie alternately can enhance learning.

- f. Short movies can be cut into the movie continued and useful for the benefit of a practice or workout.
- g. Students can watch a movie for an hour without reducing the effectiveness of the purpose of the meeting.
- h. The effectiveness of learning through the movie to be evaluated
- i. After a movie was shown, and the main points of the contents explained and discussed, will reduce misunderstandings among students.
- j. Follow-up activities after watching the movie should be promoted in order to enable a more complete understanding.

5. Criteria of Movie

According to Wikipedia the criteria of movie as follows :

- a. Factual movie present ideas and information precisely, using pictures and sound to clarify meaning in ways which are superior to and different from the usual illustrated lecture.
- b. Pictorial reports are comprised of movie footage which records events such as track meets or time and motion studies much as they occurred with little or no editing.
- c. Fictional drama movie often present stirring, believable versions of literacy classics. They are useful in developing attitudes, building appreciation, and presenting information.
- d. True drama films portray events in the lives of actual people.
- e. Travelogues give geographic information.
- f. Training movie stress religious history and dramatize situation

- g. Involving moral and spiritual values.
- h. Documentary movie are a major special type with important educational opportunities.
- i. Cartoon movie is a movie made by animating a series of drawings.

The teacher use movie in many different ways and for a variety of purposes: to communicate information, to change or to strengthen attitudes, to develop skills, to stimulate interest, to raise problems, to seek moods, to emotionalize learning. They sometimes use movie to test abilities of their students to apply principles to problem situation.

6. Designing Lesson Plan

Lesson plan is a plan that describes the procedure and organization of learning to achieve one basic competency (Depdiknas: 2007). Moreover, It was supported by Chatib (2014) saying that Lesson plan is defined as planning made by the teacher before teaching. However, at the time of teaching, many teachers do not make Lesson plan first. If starting with the making of a lesson plan, the quality of a teacher's learning will be different than that of a non-preparing teacher. In learning, the teacher prepares all the tools and lesson plan to launch an effort in teaching, the students will be interested in fun learning. The teacher provides motivation, advice and jokes so that they are satisfied with learning.

a. The Purpose and Function of Lesson Plan

The purpose of the lesson plan according to Kunandar (2011: 264) as follows : (1) Facilitate, accelerate and improve the results of the teaching and learning process; (2) By preparing lesson plan in a professional,

systematic and efficient manner, the teacher will see, observe, analyze, and predict learning programs as a logical framework and planned framework.

Kunandar (2011: 264) stated that the function of the lesson plan is as a reference for the teacher to carry out teaching and learning activities (learning activities) to be more directed and run effectively and efficiently. In other words, the lesson plan acts as a learning process scenario. Therefore, lesson plans should be flexible and provide possibilities for the teacher to adapt it to students's responses in the actual learning process.

7. Audio Visual Media

According to Iskandarwassid and Sunendar (2011) Audiovisual is the teaching language method using tools such as short video, television, etc. So that the teaching is being attractive. It was supported by Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. Moreover, River (1981:399) that audiovisual contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means. Audio visual media can show pictures or videos which show a variety of scenes. In this movie, displaying a language and culture of behavior so that the teacher can make various opportunities to convey communicative situations.

a. The Step of Teaching by Audiovisual

There are several steps in teaching by using audiovisual such as follows (Hamid, 1987) :

- 1) The lesson is started by playing filmstrip and its tape. The tape recorder gives the dialogue arranged in the form of sound systematically. While the filmstrip shows the visualisation. So, the visualisation and oral record complete each other and make semantic unit.
- 2) The lecturer explains the lesson explicitly by showing the demonstration, listening selectively, and question answer activity.
- 3) The dialogue from recorder and filmstrip is repeated for several times.
- 4) For exploring step, the students are asked to remember the comments or even making modification scenario by using their own words and then it is applied to their friends by questioning and answering or roleplay.

So, this method is very responsive and has high responsibility because it uses technology in learning activity. Nevertheless, this method has the difficulties in catching the implicit meaning. The students can make errors in interpreting the meaning in the dialogue.

b. The Advantages and Weaknesses of Using Audiovisual

Teaching by using audiovisual has several advantages and weaknesses such as follows (Anderson, 1994) :

- 1) It can be used for several times.

- 2) It can be used for all student who has different leaning. By this method, the material shows by using audio and visual, so that is why this method can accommodate all students in leaning in audio, visual, and audiovisual.
- 3) It can be used for serving material which physically cannot attend in theclassroom.
- 4) It can represent dangerous material if in the form tangible things.
- 5) It can serve the object detailly.
- 6) It is not need dark room to show material.
- 7) It can be make slow motion or fast motion.
- 8) It can make the lesson more attractive because it shown by using media.
- 9) The students' listening and speaking skill will increase.

While the weaknesses of teaching by using audiovisual are such as follows:

- 1) It is difficult to revise.
- 2) It is expensive relatively.
- 3) It needs the special skill.
- 4) It can make students feel bored because there is drilling activity inside that repeat material several times.
- 5) The increasing skill of students is only in speaking and listening while writing and reading skill cannot increase maximally.
- 6) It need more time and good planning for preparing material and also preparing the suitable video based on material delivering.

8. Drilling

According to Kohn is as follows Swanto (2014) contended "a growing facility with words and numbers derives from the process of finding answers to their own questions" in other words it is unnecessary to provide students with drill and practice on basic academic tool skills. Moreover, Bartoli is as follows Swanto (2014) Repetition and drill have become swear words in education. Today this form of learning is considered to be "out of style." "ghastly boring" and even "mindless". Drill and practice, teachers are told, produces only rote memorization and dulls creativity. "Having to spend long periods of time on repetitive tasks is a sign that learning is not taking place that this not a productive learning situation.

a. The Advantages and weaknesses

Haycraft (1978) also said that there are advantages and weaknesses in drilling, they are as follow:

1) The Advantages

Drilling helps the students to memorize language by teacher's control. Then, the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime. It also provides the students with intensive practice in hearing and saying particular words or phrases. It can help the students to get their tongues around difficult sounds or help them imitate intonation that may be rather than different from their first language. Then, it can help students to notice the correct pronunciation of the words or phrases. Noticing is an it can provide an important stage in developing students language competence. Moreover, it

can provide an opportunity for students to get immediate feedback on their accuracy in term of the lecturer or peer correction.

2) The Weaknessess

Drilling often makes the students uncreative. In all drills learners have no or vary little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drill activity, so that the students do not over used and they do not go on far too long. One of the problem of drills is they are fairly monotonous.

9. Doing Repetition

It was supported by Suherman, Repetition is repetition, with the aim of deepening and broadening the understanding of students who need to be trained through problem solving or assignments (Ubaidah 2017). Bartoli is as follows Swanto (2014) Repetition and drill have become swear words in education. Today this form of learning is considered to be “out of style.” “ghastly boring” and even “mindless”. Drill and practice, teachers are told, produces only rote memorization and dulls creativity. “Having to spend long periods of time on repetitive tasks is a sign that learning is not taking place that this not a productive learning situation.

a. Repetition Stage

1) Teacher activities, as follows :

a) The teacher gives individual exercises to students.

b) By being directed by the teacher, students make verbal conclusions about the material that has been discussed.

2) Student activities, as follows :

- a) The students work on the practice questions given by the teacher individually.
- b) The students conclude verbally about the material that has been discussed.

10. Guided Conversation

According to Molinsky and Bliss that The guided conversation are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication (Holandyah,<http://jurnal.radenfatah.ac.id/index.php/edukasi/article/download/602/537/>, akses 12 07 2019).

a. Teaching Procedure Using Guided Conversation

According to Molinsky and Bliss (1986: IX) the procedures of teaching guided conversation, as step :

Step 1 : Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.

Step 2 : Encourage the students to be inventive as the create their character and situation of the model conversation.

Step 3 : Present to the class each sentences of the model conversation a containing footnote expression with is alternative.

Step 4 : Have pairs the students present the model conversation in the class.

Step 5 :Have pair the students practice all the exercise using the footnoted expression with is alternative.

Step 6 : Assign the exercise as homework and ask them to present to the class next.

B. Previous Studies

A researcher named Mustika Ratna Pratiwi, in her research titled *“Improving Pronunciation Ability Using Cartoon Films”* has discussed how to improve pronunciation by using cartoon films. In her research, final result prove that cartoon films could improve the students’ pronunciation ability. Then, Imayati Kalean in her research under the title *“Speaking Skill Improvement By Using Movie As Media”* her research result showed that movie is media to improve an effective speaking skill. Then I also found in Uin Ar-Raniry thesis especially at English Department, a researcher named Farisati Izza. The thesis discussed how to improve vocabulary by using barbie movie. Her research showed that teaching vocabulary using movie as media can improve students’ vocabulary skill. Based on the result, the researcher concluded that movie is considered as an effective media in improving the students’ ability in mastering pronunciation.

In conducting this research, the researcher was inspired from their previous research above, but in different way, the researcher measure students’ pronunciation ability, not vocabulary or others. The researcher wants to know whether movie is an effective media too in teaching speaking, also what is students perception toward using this media in teaching learning process.