

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses context of the study, research questions, research purposes, benefits of research, scope and limitation of the research, and definition of key term, so the purpose of this research would be explained very clearly.

### **A. Background of the Study**

The teaching of English to learners in middle school has become crucial. The reason why a student should be taught English at an early age is that English is a worldwide language. The fundamental English skills taught in schools could be highly beneficial for children to use technology more easily in this modern day where technology is utilized practically constantly and English is their primary language. English is used as the language of instruction in an educational unit to support students' language skills. Skills in English need to be supported by several elements, namely grammar, pronunciation, vocabulary, and spelling. Students must acquire these skills in order to speak English fluently.

In particular when speaking the English language, pronunciation is crucial for develop better communication. According to Nurhayati (2015) The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). If the pronunciation was correct, people could comprehend it better. The method of generating speech sounds is known as pronunciation. Zhang (2009) asserts that pronunciation instruction should begin in the primary grades since children acquire the sound system more

quickly than adults due to their age. Several years ago, when technological advances had fully emerged as today, learning in class was still supported by simple learning media such as blackboards, student guides, and textbooks. However, with the advancement of technology which is altering the world of education, the variety of learning media is becoming increasingly diverse, allowing students to become more enthused about studying and comprehending the material. Learning media is crucial to improving the learning process, according to Sanjaya (2006), he stated that learning media would be used to alter particular circumstances, events, or objects, as well as to capture an object or an event and boost students' interest and motivation to learn.

In learning English at the junior high school level, teachers should use several learning media to increase students' success in understanding the material, animated film media is one of the media that would be used. According to Stemplesky and Tomalin (1990) the animated film serves a variety of goals, including active viewing, vocabulary, grammar, pronunciations, speaking, listening, reading, and writing abilities, as well as cross-cultural awareness and assessment, film-based learning would be exciting. There were a number of variables that would affected how well a learning process goes, including the teacher, the students, the media, and the surroundings (Sanjaya, 2009). The ability of students to comprehend the information offered through learning media is greatly improved by the usage of animated films; learning media would be implemented through drama techniques or entertainment programs (Arsyad, 2011). Mostly junior high

school students are exposed to animated media as part of their learning materials because it would draw their attention to the subject matter and create a fresh environment for them during the teaching and learning process.

Teachers must be able to use the most recent technology as a teaching tool for students. According to Nurhayati (2022) Media development is a step and process in making or perfecting a media in the learning process is that learning is more effective, efficient and able to achieve the learning objective to be achieved. Learning through technological media is a new approach that employs technologies like movies, films, and computers to transmit the information being taught. According to Nasution (2010: 2), radio plays a significant role in helping individuals develop their imagination by inspiring them to fill in the blanks with images in their minds through the power of language. The play is visualized by the listeners. Consequently, when the radio is employed in the classroom, it aids children in developing their imagination and creativity and would create a new environment for them to learn in.

Animated film is one of the audio-visual teaching tools that would be employed. Animated film is regarded as one of the learning process' supporting media. The usage of animated films as a learning tool would help professors deliver content, promote engagement between students and the material, and encourage more than just passively taking notes and writing down what is said. The purpose of using animated film learning materials is to make the material delivered to students more enjoyable, intriguing, and understandable so that it becomes more entertaining.

The benefit of employing animated films is that they would make it easier for students to comprehend complicated concepts. Ainsworth (2008). Additionally, Oddone (2011) lists the following benefits of using films in language instruction: 1. They offer examples of real language usage and would be completely utilized under the teacher's supervision. (2). Films provide access to objects, locations, people's actions, and events. (3). People tend to find authentic content to be highly motivating since it is exciting to grasp "actual things."

The researcher selects SMPN 1 Ngunut Tulungagung as the study's subject. Since the researcher has previously studied this school, SMPN 01 Ngunut was chosen so that information from the instructor and students could be easily obtained. The researcher conducted a pre-observation while observing the teaching and learning process in the classroom in order to provide more details. The researcher carried out two pre-observations on September 24<sup>th</sup>, 2022 and November 19<sup>th</sup>, 2022. After carrying out the first pre-observations, the researcher found several differences in the learning carried out by the teacher, in the first pre-observation which was carried out by researcher while carrying out internship I that was held during September 24<sup>th</sup> 2022 until November 8<sup>nd</sup> 2023 at SMPN 1 Ngunut, the researcher did not say that carrying out pre-observations regarding pronunciation learning activities in class. After the observations were made, the researcher found that learning pronunciation for students was still lacking, students felt not interested in speaking English during learning and tended to remain silent when not asked by the teache. According to Nurhayati (2016) the students

feel shy when they must speak up in front of the class, they are also afraid of making mistakes when they deliver their ideas in conducting interaction with others. Meanwhile the teacher used by means of lectures and conversations method to explain the material, then appointed students to answer verbally or answer questions given by the teacher on the blackboard. Teachers very rarely give examples of how to pronounce some word in English, and teachers do not use the media to get students interested in learning pronunciation.

As stated above, for the second Pre-observation was held during November 19<sup>th</sup> 2022 until January 2<sup>nd</sup> 2023. The researcher carried out after the internship II was finished, before starting the second pre-observation activity, the researcher said that he would carry out pre-observations regarding pronunciation learning in class, during the lesson the teacher always invites students to speak in English, the learning activities were quite different from the first pre-observation, the teacher seemed to invite students more often to engage in conversational activities, the teacher also seemed to give examples more often of how to pronounce an English sentence correctly. This makes the students speak English more often, so the researcher knows how the abilities of some students in class 7E during English learning. In these two observations it would be concluded that 1) Pronunciation learning activities are still lacking in 7E class, the students' desire to learn pronunciation is still poor due to the lack of variation in learning pronunciation. 2) the teacher teaches English differently after receiving information that the researcher could be carried out research on pronunciation

learning activities in the classroom. In the first pre-observation, the teacher focused more on students' reading and writing abilities so that students' abilities in pronunciation became less honed. Whereas in the second pre-observation, the teacher was very focused on inviting students to talk frequently in class, the teacher very often gave examples of how to pronounce a word and asked students to imitate how to read the sentence together.

Based on the Pre observation, the students' motivation in learning how to pronounce English word correctly are considered low. According to Nurhayati (2015a) the problem of the low pronunciation students is caused by the uninteristin activites in learning Englihs, the students' difficulties of English pronunciation and the students' low motivation in learning. This situation makes it difficult for students to concentrate on the lecture. They lack proficiency in English as a result. The teacher also explains that speaking and listening are the two aspects of English that students find the most challenging. After observing the class, the researcher discovered that the students frequently make mistakes, especially when they speak English in class. When speaking English orally, pronunciation errors are frequent. Students frequently mispronounce some words when speaking in class. The findings indicate that students have poor pronunciation skills. The researcher is perplexed by the students' incomprehensible pronunciation and what words they intend to utter.

The researcher discovers that the teacher teaches English using a traditional technique. Additionally, he places more emphasis on writing skills than speaking and reading. In addition to correcting certain pronunciation

errors made by the students, he asks them to read the dialogue aloud in front of the class. The teacher believes that the student could be learn English more be efficient utilizing this method. In actuality, the students' pronunciation of some words has not improved.

Furthermore, there have been several earlier studies on the use of animated films to improve students' pronunciation skills. Numerous previous studies are similar to current research; nevertheless, there are basic distinctions that distinguish previous research; these differences can be attributed to the research design used (Nawal, 2017; Satriani, 2020; Reja, Endang, and Luwandi, 2019). It is also derived from media used to improve pronunciation skills (Rista, 2016; Sondang, 2015; Yulna, 2019). It could come from pronunciation abilities learned through used of animated films (Satriani, 2020; Prima, 2021) It could also arise from different sorts of CAR study designs (Reja, Endang, & Luwandi, 2019).

(Nawal, 2017) did research titled "Using Movies to Improve Students' Pronunciation." The purpose of this study is to establish whether or not movies are a good media for enhancing students' pronunciation skills. This study, similar Satriani Sappe's (2020) research titled "The use of film animation to increase the students' speaking skills," utilized a pre-experimental approach using pre-test and post-test to establish research success. In their research, (Reja, Endang, & Luwandi, 2019) used cloobarative action research, which is different from this and previous studies. The reason for utilizing collaborative action research is that there are more than one researcher in this project. Even though they all shared the same

study paradigm, some of these studies used different research designs to improve students' pronunciation skills. In this current study, The researcher used Classroom Action Research to find the data needed in this study because researcher were looking for novelty in researching this case. Furthermore, the researcher in examining this research, which aims to improve students' pronunciation skills, he believe that more than one or two meetings and a test are required to assess the improvement that has occurred. It takes more than three meetings and several cycles to determine whether or not a student's pronunciation skills has improved. As a result, the researcher believes that Classroom Action Research is an appropriate Research Design for examining students' improvementt in pronunciation skill.

There have also been previous studies that looked at the development of students' pronunciation abilities utilizing various media than the ones used in the current study. The first is Rista (2016)'s research, in which the researcher used flash film media to assess the vocabulary and pronunciation abilities of grade 2B students. The use of this researcher's media and the current research is nearly identical, namely using media that focuses on visuals and audio to attract sample attention, but the difference is the film model chosen, this research uses flash film media while the current research uses animated films. Sondang (2015) conducted research in which the researcher employed an English song to improve the subject's pronunciation abilities. The media employed in this study differs from that used in current research in that this study uses English songs as a media tool to improve students' pronunciation skills, whereas the current research uses animated films. The following study



is from Yulna (2019). In this study, the researcher also used English songs to teach pronunciation to the subject, and the use of English was used to increase students' curiosity about pronunciation through audio, while the use of animated film media was used to increase students' interest in learning pronunciation through audio and visual that students find attractive.

Aside from the media, past research has used animated films to improve another subject in English skills, apart of pronunciation. Satriani's (2020) research is one example. The researcher employed animated films to improve the subject's speaking skills in this study. The distinction between this study and prior research is that the current study concentrated on increasing students' pronunciation skills, whereas previous studies focused on students' speaking abilities. The following study is from Prima (2021), in which the researcher increased students vocabulary skills by employing cartoon films. Despite using animated film as the same medium as the current study, this study has a separate objective.

In addition, there are differences in the type of CAR research design used; in this study, the researcher used Kurt Lewin's (2008) CAR research design, whereas previous studies from Reja, Endang, and Luwandi, (2019), used CAR with a design belonging to Kemmis and McTaggart. (1988). Because this research and current research use different design-based classroom action research approaches, this difference can be a differentiator throughout the course of research.

Based on the above discussion, it is possible to conclude that research that employs animated films as a medium to improve students' pronunciation

skills through research design classroom action research is useful. In this study, the researcher acted as a teacher, teaching the subject about pronunciation with the use of animated films. In this study, the English instructor acted as a collaborator, guiding, assisting, and advising researcher so that research in class could operate the research smoothly. Before beginning the study, the researcher conducted two pre-observations to see whether the subject being investigated was suitable for use as a research subject. In this study, the researcher employed a classroom action research design research with two cycles of three meetings each. So the total number of meetings in this study was six. The researcher employed firsthand observation to determine whether students pronunciation skills improved. The researcher also held practice questions to assist researcher in determining the skills of students. Hence, this study was conducted in order to improve students' pronunciation skills through the use of animated films.

Considering about the theory above, the researcher could conduct the classroom action research entitled “**The Implementation of Animated Film to Improve the Students Pronunciation Skill in SMPN 01 Ngunut Tulungagung**”.

## **B. Formulation of the Reseach Problem**

Based on the background above, the formulation of the research problem is :

How could implementaion animated film improve student’s pronunciation skill in SMPN 01 Ngunut Tulungagung?

## **C. Purpose of the Study**

The purpose of this study are to find out :

The implementation of teaching pronunciation using animated film to improve student's pronunciation skill in SMPN 01 Ngunut Tulungagung

#### **D. Significance of the Study**

The results of this study are expected to contribute to :

##### 1. For Schools

To improve the quality of learning using animated film by achieving objectives of English course in speaking skill, especially in pronunciation.

##### 2. For English teachers

a) It is hoped that this research would be a reference for teachers in teaching pronunciation to their students more perfectly.

b) It is hoped that this reseach can provide the potential for curriculum development, planners, implementers in increasing the effectiveness of developing better and more appropriate pronunciation learning in junior high school education.

##### 3. For students

a) Develop students' interest, motivation and creativity in studying pronunciation material at an early age;

b) Provide opportunities for students to be more confident and courageous in speaking in English;

c) Make students more motivated and happy to learn, especially English because learning uses animated film media.

## **E. Scope and Limitation of the Research**

The scope of this study focuses on implementing animated films to improve students' pronunciation skill. The researcher uses 7th-grade students from SMPN 01 Ngunut Tulungagung for the 2022/2023 academic year as the subject of the research. The limitation that the researcher has is the researcher only examines the use of animated films in improving the pronunciation skill of students from SMPN 1 Ngunut Tulungagung. The scope of the research is limited to grade 7 at SMPN 01 Ngunut Tulungagung. The researcher only examined the implementation of animated films and whether it could affect students' pronunciation skill.

## **F. Definiton of Key Terms**

### **1. Implementation**

In an attempt to achieve the objectives, implementation is the delivery of policy outputs to the target group by implementers. Implementation is a distinct activity from other activities in that it focuses on achieving the activity's goals.

### **2. Animated Film**

An animated film is a film that was created by photographing a number of drawings that were progressively changing so they appeared to be moving. One of the teaching tools that would be utilized to make learning more engaging and give students access to a different environment is the animated movie. Most animation films are made with youngsters in mind, but anyone would easily enjoy them.

### **3. Media of Learning**

A tool that would assist the process of education and serves to clarify the meaning of the message or information delivered in order to meet the planned learning objectives is learning media, according to Surayya (2012). The purpose of using learning media is to facilitate easier and more efficient learning.

### **4. Pronunciation**

The process of making speech sounds is known as pronunciation. The sounds that make up speech individually as well as the way that pitch, or the rise and fall of the voice, is employed to communicate meaning are all parts of pronunciation. Say the words correctly, express the words' intended meaning, or arrange their sentences so that they sound decent.