

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explain language skills, pronunciation, multimedia and cartoon conversation video.

#### 2.1 Language Skills

In English, there is a division of language skills namely macro skills and micro skills. Brown (2000: 232) defines that listening, speaking, reading, and writing are considered as the four macro skills. Usually, in the individual processes that are applied in carrying out complex activities, this term is used.

In the macro skills consists of reading, writing, listening, and speaking, while in micro skills consists of grammar, vocabulary, spelling, and pronunciation (Aydoğan, 2014).

Meanwhile, Richard and Schmidt in Mozayan (2015), in language teaching, micro skill is sub-skills or part skills. In language teaching, these are generally called the four skills; sometimes speaking and writing are referred to as active or productive skills and reading and listening as receptive skills.

Speaking is very important skill in English language learning. Speaking is the first way to do interaction and communication. Someone expressing their ideas through speaking (Zuhriyah, 2017).

So it can be concluded that micro skills are part of English language skills and each of the micro skills, such as grammar, vocabulary, spelling, and pronunciation has a different function and definition. In this research the researcher will discuss about pronunciation.

## **2.2 Pronunciation**

### **2.2.1 Definition of Pronunciation**

Speaking is one of the important English skills. A person can be said mastering English if they can speak English clearly and fluently with good pronunciation.

Pronunciation can be defined as the way a word or a language is usually spoken. Pronunciation is related to producing the sound or proper utterance of a word that we use to make meaning (Yates, 2002).

Pronunciation is related to producing the word properly utterance of a word as it is being used generally and as the way a word or a language is usually spoken (Maharani, 2017). The significances of pronunciation, it has an effect on EIL because it can help speakers to convey their socio-cultural identity. Sifakis and Sougari (Low, 2015: 135)

From these opinions can be concluded that Pronunciation is the act or manner of pronouncing syllables, words, and phrases with regard to the production of sound and the placing of stress and intonation and how we say or produce sounds from words that gives meaning.

### **2.2.2 Elements of pronunciation**

In pronunciation in order to be able to distinguish where our situation or atmosphere when speaking there are several parts, pronunciation certainly has important elements in pronunciation skill. The elements of pronunciation are divided into two parts, that is segmental and suprasegmental. Pourhosein (Marzá, 2014) It is shown in the following diagram

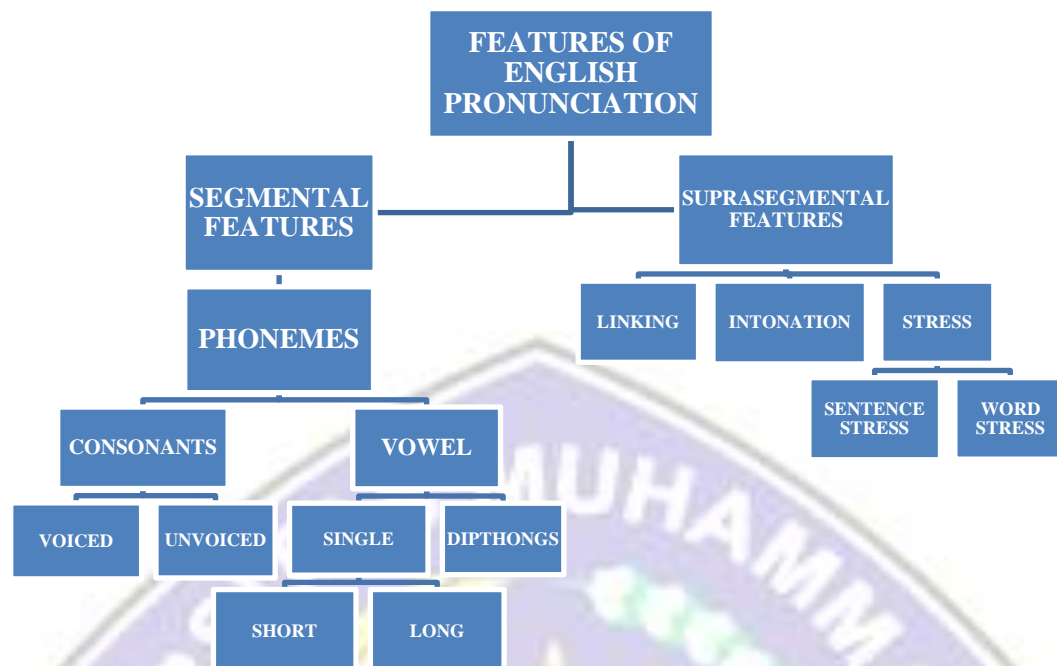


Figure 2.1. Elements of pronunciation

The segmental feature consists of stress, intonation, and linking and for the suprasegmental feature consists of consonant and vowel (Marzá, 2014), and (Gilakjani et al., 2011).

The following is the definition of each element according to Low (2015: 46–144)

- a. Word stress is an emphasis on words, namely one syllable that stands out compared to other words. In one syllable there is sometimes more than one syllable emphasized.
- b. Intonation is the constant tone in a word that gives an advantage to syllables while giving a different meaning to a word that is spoken.
- c. Linking is the addition of consonants that do not exist phonemically. Usually the last sound of a word follows the first sound of the next word.

- d. A vowel is the voice of a language that produces' vocal resonance, quality, intensity, and tone. Schneider in (Low, 2015: 50) about vowel phonemic inventory.

Table 2.1. Vowel phonemic inventory

<i>British English</i>	
<i>(Lim, 2004)</i>	<i>Keywords provided in Wells' (1982) standard lexical sets</i>
ɪ	KIT
ɛ	DRESS
æ	TRAP
ɒ	LOT
ʌ	STRUT
ʊ	FOOT
ɑ:	BATH
ɒ	CLOTH
ɜ:	NURSE
i:	FLEECE
eɪ	FACE
ɑ:	PALM
ɔ:	THOUGHT
oo	GOAT
u:	GOOSE
aɪ	PRICE
ɔɪ	CHOICE
aʊ	MOUTH
ɪə	NEAR
ɛə	SQUARE
ɑ:	START
ɔ:	NORTH
ɔ:	FORCE
ʊə	POOR
Similar to <i>poor</i>	CURE
ɪ	HAPPY
ə	LETTER
ə	COMMA

PONOROGO

- e. A consonant is phonemes that are not vowels and in other words realized by obstruction. So the air flow through the mouth is inhibited in places of articulation.

The following is the International Phonetic Alphabet (Pulmonic Consonants)

Table 2.2. International Phonetic Alphabet

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ɾ					ʀ		
Tap or flap		ɸ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

### 2.2.3 Teaching and Learning Pronunciation

Teaching and learning pronunciation have a relation and have the different role. According to Brown (2000: 284) In teaching English, especially pronunciation, for the beginning levels, the teachers want learners are expected to be able to pass through the pronunciation ability that comes from their ability to communicate. While for the advanced levels, the learners can focus on elements that enhance communication. A teacher has an important role to see students'

abilities. According to Kenworthy (1987: 1), the following is the role of a teacher in teaching pronunciation:

1) Helping Learners Hear

The first role of a teacher is to help perceive the sound of the learners. By using media, such as video, the learners can easily to receive sound. By hearing to the native speaker can make the learners more understand about the pronunciation of a word. In this process, the teacher must guide the learners on how to say the right words.

2) Helping Learners Make Sound

Sometimes English language sounds are not available in other languages. The learners must be able to imitate the new sound. However, if they are in trouble, the teacher must give instructions to help the learners.

3) Providing Feedback

In learning pronunciation, the learners sometimes do not know whether they are right or wrong. So, the role of the teacher is to give feedback on the performance of the learners.

4) Pointing Out What's Going On

To improve understanding in pronunciation, the teacher's role is to make students aware of the utterance that is spoken. They may not realize that when a particular word is stressed, may give the meaning to the listener.



5) Establishing Priorities

The teacher must help the learners in establishing a plan for action, in deciding what to focus on and when to leave. It can occur because the learners are not able to tell this pronunciation is important or not.

6) Devising Activities

Devising activities in learning pronunciation must be considered properly. The teacher must be determining which activities have the most influence of learner pronunciation.

7) Assessing Progress

Since the learner can't easily assess themselves, the teacher must provide information about the progress made by the learners.

On the other side, as learners, they have a role in learning pronunciation. According to Harmer (1998: 25) students need to be motivated, be exposed to language, and given chances to use it. All learners need to do is their responsibility. Success in learning pronunciation depends on the efforts of the learners in their learning process. The teacher may have good skills; however, if the learners do not see their efforts in learning pronunciation they will get minimal improvement (Kenworthy, 1987: 2). That means, in learning pronunciation learners must be able to be confident and keep trying to get good results.

In a teaching and learning pronunciation, teachers and students have different roles. The teachers should be able to guide or help their students to get good score and to motivate the students to learn English pronunciation, while for the students they must have good efforts and motivation to learn pronunciation.

#### 2.2.4 Pronunciation in speaking

Pronunciation is one of the components of speaking skills, of course has a relation between pronunciation and speaking. Speaking needs the learners' to understanding about the way to produce grammar, vocabulary, and pronunciation, and about sociolinguistic competence such as when, why, and how to speak. That means if you have a good pronunciation, it will affect the speaking ability Khorashadyzadeh (Zuhriyah, 2017). Speaking is the productive skill in the oral mode. It, means to get good speaking should involve more pronouncing words ability (Aydoğan, 2014).

In speaking English, pronunciations error can change the sentence meaning. Therefore, pronunciation is important in speaking English and has a key role in successful communication both productively and receptively (Abubakar & Ridhuan, 2015). They also state that pronunciation is also has important role in teaching English, that the teachers must have generally placed minimal emphasis on the importance of pronunciation.

The following are four dimensions emerged in their perception for the importance of correct pronunciation in spoken English (Abubakar & Ridhuan, 2015):

- 1) Their awareness towards the importance of correct pronunciation
- 2) Concern on its accuracy
- 3) Level of achievement on their performance
- 4) The affinity for the effort to improve their English pronunciation in general.

If the four dimensions can realize, Abubakar & Ridhuan believed that the speaker can get correct pronunciation. To get correct pronunciation, the students



must pay attention to four dimensions is important. Such as, awareness, accuracy, level of achievement, and the effort.

## **2.3 Multimedia**

### **2.3.1 Definition of Multimedia**

In this modern era, technological growth is very rapid. As the development of the times, media is used in the learning process. Various types of learning media are available that can attract the learners', such as OHP, LCD projector, videos cassette recorders (VCRs), internet, mobile phone, videos, mp3, and so on. However, the tools that can absorb and acquire of the learners is multimedia (Pelani, 2016). Multimedia can attract students' interest in learning English. Multimedia contains supporting components for learning that can be adapted to English subject matter.

According to (Large et al., 1994) the multimedia is the combination of text, sound, and images. The other definition about the meaning of multimedia is "mix various media such as text, audio, and video" or maybe means the development of computer-based hardware and software packages (Almara'beh et al., 2015). So, from the statement above, it can be concluded that basically multimedia can be said that as a learning tool, that multimedia contains audio, pictures, video and text, that can be called as elements of multimedia.

### **2.3.2 Elements of Multimedia**

In multimedia, there are elements that supported multimedia. According to Veigas (2016) divides some elements that must be present at multimedia,

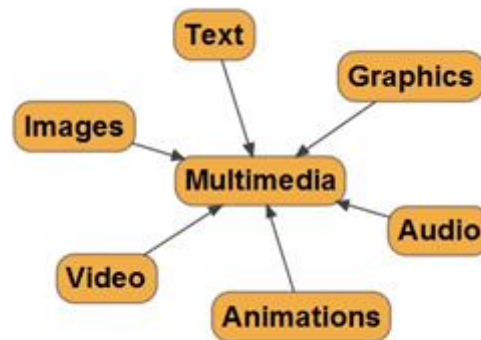


Figure 2.2 Elements of multimedia

1) Text

Text and symbols are very important for communication. Usually contains information related to the contents of material in multimedia.

2) Graphics and Images

Images play a very important role in multimedia. It is expressed in the form of a still picture, painting or a photograph taken through a digital camera. It can make the learners attract to use it.

3) Audio

Audio can enhance learning concepts and reinforce ideas presented as text or graphics on the screen. Using audio may be essential to the teaching of topics such as a foreign language or music appreciation. There are three types of audio assets that are commonly used in e-learning: Music, Narration (voice-overs), Sound effects.

4) Video

The video is very useful for conveying certain information. Using videos in learning helps show equipment and processes realistically.

## 5) Animations

Animation describes the concept with movement, shows the process, or draws attention to the area or screen element. Because animations usually involve images, they are very dependent on the size and type of image that is being animated.

From the above classification, it can be concluded that it can be called multimedia if there are all the above elements. Each element has the advantages that can give interest to the students. With multimedia the students will enjoy to learn English without boredom.

## **2.4 Cartoon Conversation Video**

### **2.4.1 Definition of Cartoon Video**

According to Wyk (2017) cartoon is a stand-alone illustration, containing text or non-captioned and short comic strip format. Using cartoon in the learning process is considered effective because there is additional humor in a topic. The cartoon is a picture or series of images intended for satire, caricature, or humor. The cartoon also called animation and comic strip (Merriam-webster).

Abuzahra et al (2016) believed that using the cartoon in the process of learning English will have a good impact. Watching cartoons as a source of authentic language allows teachers to engage the learners to attract their attention, make the atmosphere comfortable in delivering information, and has the potential to be improved critical thinking process and discussion skills Clark in (Abuzahra et al., 2016).

From the statement above, cartoon video is an interesting media, because there are positive sides, such as, satire, caricature, or humor. With cartoon, the students feeling will be happy and of course it attracts the students' motivation.

#### **2.4.2 The Advantages of Using Cartoon Conversation Video**

Learning by using cartoon video certainly attracts learners' attention, especially for junior high school. According to Rule and Montgomery (2013) cartoon is a form of interpretation of learning strategies that can increase learners' understanding with motivation through humor in the cartoon. Cartoons contain socially relevant messages that can affect influence on young minds. Though there is often a preoccupation with looking for negative messages in cartoons Mitchell's in (Macgillivray, 2005). In using cartoon video for learning English pronunciation there is a sufficient supporting component to learn pronunciation such as interesting image and video, text as English subtitles, and audio as the original native speakers.

Learners who watch cartoon video very often are effective in their communication and assist the learners in developing their language skills. Sajana (2018) Mentions several benefits of using cartoon video as learning media:

- 1) Cartoons are very good attention to capturing devices and motivate the learners.
- 2) They can reveal the truth or reality about the people, events, and incident in an interesting way.
- 3) They are useful in modifying behavior and developing a positive attitude, interests, and character of learners.

- 4) They are capable of creating humor and interest among the viewers explaining various concepts.
- 5) They are helpful for providing an opportunity for self-expression and creativity among learners.
- 6) Cartoons encourage learners to listen to their own speech and read their own writing.
- 7) Cartoon exposes the learners to a wide variety of language and it increases creative thinking.

Based on the explanation above, cartoon conversation video is the right multimedia as an English learning media. In the cartoon conversation video, there is an English conversation with native speakers.

### **2.4.3 Steps of Using Cartoon Conversation Video**

In using learning media, it must adjust to the class conditions that the teacher will teach. This aims to prevent the limitations of other media or tools if they are not available in the class. According to Papkoff (2015), there are 4 steps to use all types of media in the classroom:

- 1) Decide where the video will be used.

As the direct instruction media, the video is 3-5 minutes to introduce the material to learn

- 2) Decide how you'll assess students' understanding and accountability.

The teacher use questions when the quiz appears as an overlay in the video. It can make it easier for teachers to give an assessment.



- 3) Decide whether you will make your own instructional video or borrow from another educator.

In using videos as a learning media, teachers can create their own videos or take from another educator or sources.

- 4) Decide how you will share the video with your students.

Posting the video to a web-based platform or multimedia will make the video accessible and enable you to pair it with an assessment or assignment.

Above are the steps to use all types of media in the classroom by papkoff, and in this research, the researcher uses the following steps to implement the research in the class based on the steps from papkoff (2015).

- 1) In using cartoon conversation video, the teacher must be in the classroom with a LCD Projector.
- 2) In cartoon conversation video there are voices from native speakers, so it is easy for teachers to assess students based on the video.
- 3) To teach pronunciation using cartoon video, a lot of material is available on You Tube. Many of the videos are interesting and the voice is from native speakers.
- 4) Videos will be displayed on the LCD projector and will use the sound system, so students can clearly watch the video.

In the use of cartoon conversation video, can get good result if there are good, interest, and innovative contents. The students will be easier with simple and interesting material, because in cartoon conversation video there are English subtitle, native speaker voice, and interesting cartoon video.