

**THE IMPLEMENTATION OF USING ENGLISH MOVIE FOR IMPROVING
THE STUDENTS' PRONUNCIATION AT THE ELEVENTH GRADE
OF SMA YAYASAN PERGURUAN KELUARGA
PEMATANGSIANTAR**

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ABSTRACT

The aim of this research was to find out whether the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar in the academic year 2021/2022. This research used quantitative approach with true experimental research design. This research used saturated sampling as a technique to choose the sample and the sample of this research was 60 students. The instruments of this research were pre-test, post-test and recording. The data were taken from score of pre-test and post-test. The technique of collecting data in this research is using an oral test. The data of pre-test and post-test of both groups were analyzed by using SPSS 26.0. The result of the research shows that the testing hypothesis of post-test scores was found that the mean of post-test experimental class is 72.60 from 30 students with standard deviation 6.240 and standard error mean 1.139. Meanwhile, mean of post-test control class is 68.33 from 30 students with standard deviation 6.825 and standard error mean 1.246. And then, $f_{count} = 6.387 > f_{table} = 4.01$ at significance level $\alpha = 0.014$ with degrees of freedom (df) = 43, it means that H_a is proven to have a significant effect in improving students' pronunciation. Then, $t_{count} = 3.305$ and $t_{table} = 1.699$. So, $t_{count} = 3.305 > t_{table} = 1.699$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that, the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar.

Keywords: English Movie, Improving, Pronunciation

INTRODUCTION

The Background of Research

In Indonesia, English is used as a second language and it is also learnt as a compulsory subject in Junior High School, Senior High School and University level. English is the most important language because English is an international language. Descartes in (Evans, 2018) views language as a rational expression of the individual's preexisting rationality. And then, Cole in (Evans, 2018) regards language as an artefact used by the individual to mediate the world. Language is at the core and heart of the human. It is not only what makes us unique among our fellow beings on our planet, but it is arguable the single most important tool that we use in creating and maintaining human societies and civilizations. It is the glue that holds virtually everything else that we value together (Reagan and Obsorn, 2021).

There are four language skills that should be learned by the students in learning English, they are speaking, writing, listening, and reading. One of the four language skills is speaking, in this research focuses on speaking and the researcher choose one part of the speaking that is pronunciation. Speaking is the one of the most difficult aspects of language because the ability involves specific skill such as the use of pronunciation, structure of sentence, grammar and vocabulary. Speaking is the way of people to express and communicate ideas to others orally. Fulcher in (Baso and Amelia, 2014) states that speaking is the verbal use of language to communicate with others. According to Gert and Hans in (Zuhriyah, 2017), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. While, (Irawati, 2014) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. In producing the words and sentences to communicate with the other people, we should express the correct pronunciation.

Pronunciation is an important element in teaching English. The importance of teaching remained one of the most widely debated subjects in the field of language teaching. (Celce - Murcia, Brinton & Goodwin, 2000) says that the most important part of learning a second language rests on pronunciation. There is no doubt that we set about pronunciation to learn the foreign language, then we learn speaking, writing and we finally reaped the benefits and have access to the second language. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher Morley & Fraser in (Syarif, 2018). In this case the teachers are very active role in finding techniques and media that can be applied in the classroom to improve students' pronunciation ability in a way that is not boring.

Next, Prambudi in (Syarif, 2018) says that the most effective way to learn English is to listen and watch movies seriously. In this way the control of their pronunciation is easily understood. One can imitate the pronunciation of English movie so that a long time will get used to say. A number of researchers, such as Seferoglu, Florence and Ismaili in (Rayasa, 2018) pointed out that movies as a media of teaching have also been found to be an effective motivator for studying pronunciation. Moreover, (Deny's , 2012) study revealed that movie can improve the students' pronunciation ability. It is supported by the findings that: (a) the student make fewer mistakes in producing particular sounds; (b) they make fewer mistakes in reading the dialogue using English stress pattern; and (c) they are able to produce falling and rising intonation.

As foreign language learners, Indonesian students often find problem with pronunciation when they speak, read or listen to English words. It might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude and intelligence, while the external factors come from outside of the learners, such as the situation and condition of environment, learning materials, and the teacher's ability in handling the English teaching learning process. Based on the researcher's observation in the SMA Yayasan Perguruan Keluarga, the students understand when the teacher speak English but the most of students get difficulties when they speak English because they do not know how to pronounce the vocabulary they have correctly. The students like to watch movies but they just watch it in their leisure time. Nowadays, people really like watch movies because we can watch movies anywhere and anytime via handphone or laptop. We can also watch movies from the other country and any language, one of them is English movie.

The teacher can use English movie as a media. English movie media can be an alternative for students to improve their English language ability in particular pronunciation in English. Therefore, the researcher wrote this research with the title "THE IMPLEMENTATION OF USING ENGLISH MOVIE FOR IMPROVING THE STUDENTS' PRONUNCIATION AT THE ELEVENTH GRADE OF SMA YAYASAN PERGURUAN KELUARGA PEMATANGSIANTAR".

The Problem of Research

Based on explanation of the background above, the problem was formulated as follows: Does the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar?

The Objective of Research

Based on the statement above, the objective of this research is to find out whether the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar.

THE REVIEW OF LITERATURE

Media

The Concept of Media

The term of media comes from the Latin of language and it the plural of the word "Medium". Literally media can be understood as a central, intermediate, or introduction. In this case, the medium is the medium to convey the message. Thus, in a simple media can be understood as any form or conduit used to convey message / information to the others.

According to (Bakri, 2011), media is plural form of medium, which derives from Latin word *medius* that has meaning "middle". In Bahasa, medium means "between or interval". The meaning of media aimed at something that delivers information (message) between message sender and receiver.

Meanwhile, Gerlach and Ely in (Bakri, 2011) define teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that student can get new knowledge, skill or attitude. In this meaning teacher, book and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

Then, (Arsyad, 2011) says that media are all forms of intermediary used by humans to convey or spread ideas and opinions so that ideas and opinions that conveyed it to the intended recipient. In addition, Briggs in (Ramli, 2012) stated that teaching media is all physical form that can convey message and can stimulate students to learn, such as books, movies, cassettes, etc.

From the above limitation, there are similarities in among them that the media is anything that can used to transmit messages from sender to receiver. So that it can stimulate thoughts, feelings, attention and the student interest so that the learning process runs optimally.

According to (Ramli, 2012), in choosing educational tools, there are several things that need to be considered, namely:

1. Goals to be achieved;
2. The person using the tool;
3. Who is the tool for used;
4. The effectiveness of the used of the tool by does not produce any additional adverse effects.

From the definition of learning media above, then learning media actually includes two types, namely teaching aids and learning resources. On the other hand, the media also has its form concrete materials such as materials (blackboards, book, etc.), abstract such as teacher's voice, content, and others.

The Types of Media

In general, learning media can be divided into three large groups as follows, groups of learning media that can only be seen (visual), groups of learning media that can only be heard (audio), and groups of learning media that can be seen and heard (audiovisual).

Based on (Sahid, 2010) learning media can be grouped as follows:

- a. Visual media, such as picture, graphic, diagram, poster, comic, book, etc.
- b. Audio media, such as radio, tape recorder, etc.
- c. Projected still media, such as power point slide, micro film, etc.
- d. Projected motion media, such as film, television, video, etc.

The Concept of Movie

According to (Syarif, 2018) movie is a motion picture images in a frame in which a frame – by - frame projected through the projectore 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 sense at the same time. The movie is meant here is the audio-visual movie as a tool for instruction, illumination, or counseling. Many things can be explained through the movie, among others, about the processes occurring in our body or occurring in an industry, the events in nature, ways of life in a foreign country, various industries and mining, teach a skill, the history of life the people are great and so forth.

According to (Barsan & Monahan, 2010) define movie is a story that picture in set of celluloid strips / films, where are shown on a screen with a certain speed to give an impression of moving. As the technology growing so fast, the movie industry is also affected in the making of the movie. Instead of using celluloid strips, the movie making nowadays are more digital, but the main characteristic of the movie itself remains the same, movie and film are "motion pictures".

From the definition of movie above, it can be concluded that movie is a motion pictures that contains a story which can be used as an entertainment and shown on television, cinema, youtube, etc.

The Types of Movie

Using movie in education and teaching classroom is very useful mainly for develop thoughts and opinions of the students, adding memory to the lesson, develop a power fantasy to the students, and growing interest and motivation to learn.

Based on (Sahid, 2010) learning media can be grouped as follows:

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The Concept of Pronunciation

In English sound system, there are many styles of speak for each individual is influence by a variety of causes such as locality, early influences, and social surroundings. The pronunciation of English involves the production of individual or isolated sounds and the utterance of words, phrases, and sentences with correct spelling and stressing and/or rhythm intonation. In addition, there is a way how to read the word correctly called 'phonetic transcription' (phonetic transcript), which is defined as a kind of alphabetic writing where each letter represent a sound. Phonetic transcript aim is to provide clear and unambiguous to the language learner, for example, the sound of which one should be used on a word or phrase, and in what order to use the sound.

According to (Yates, 2014), 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, rhytm (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. Cook said, pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcome the bias of the first language (Gilakjani, 2012).

Then (Kelly, 2000) argues that pronunciation has two main features namely phonemes and suprasegmental features. He has broken down the main features of pronunciation and explain it by showing a diagram below.

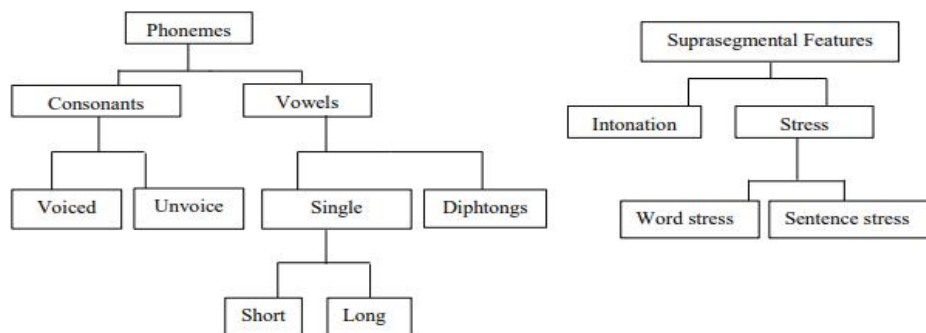


Figure 1 Pronunciation Features

The researcher conclude that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them because both segmental and suprasegmental features are connected to each other. Pronunciation are devided into three parts, they are Monophthong, Diphtong and Triphthong.

Monophthong

Monophthong also called vowel, vowel is sound produced with a free passages. A free passage here means that vowel sounds are produced without obstruction (Reed & Levis, 2015). English vowels are divided into two kinds, those are long vowels and short vowels. Long vowels consist of /i /, / /, /u /, /u /, / /, while short vowels consist of /ɪ /, /e /, /æ /, / /, / /, / /, / /.

The quality of a vowel is usually described in terms of three basic variables: open/close; front/back; and rounded/unrounded. The first two depend on the position of the highest point of the tongue when producing the vowel. If the tongue is high in the mouth, we describe the vowel as close, while if it is low in the mouth, we say that the vowel is open; if the tongue is towards the front of the mouth, we describe the vowel as front, while if it is bunched at the back of the mouth, we say that it is a back vowel. The third variable depends on whether the lips are rounded or not. For example, the

vowel in the food (represented by the symbol /u/ by most people in Britain, though many in North America prefer to show it as /u/) can be described as close back rounded, as the tongue is close to the roof and at the back of the mouth and the lips are not rounded. Many scholars (e.g., Harrington 2010) have suggested that this variables, particularly open/close and front/back, are in fact related more closely to the acoustics of the vowel rather than its articulation, as there is considerable variation in the ways that different speakers produce the same vowel. Nevertheless, the traditional labels provide an effective way of describing the quality of vowels even if they do not in fact reflect their actual articulation very closely.

The quality of the vowels can be shown on a vowel quadrilateral such as that in Figure 2.1, in which the front vowels are towards the left while the back vowels are on the right and close vowels are at the top while open vowels are near the bottom. This two-dimensional figure does not show rounding, but in English /u/, /ɔ:/, /ɑ:/ and /ɒ/ are all rounded.

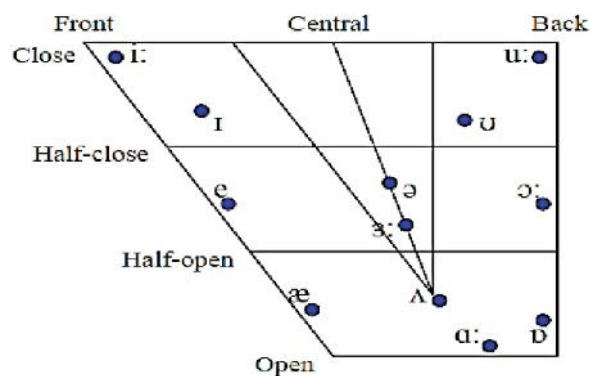


Figure 2 The English Monophthong Vowel Chart

Diphthong

Diphthong is included in a vowel sound with a special feature. Kelly (2000) draws that diphthong is a part of vowels in the main features of pronunciation diagram as follow:

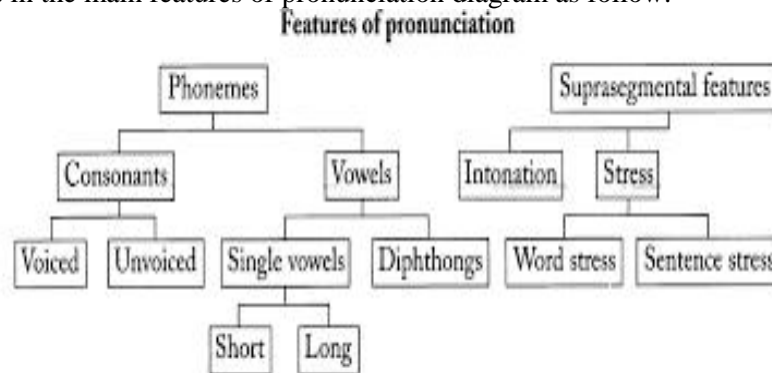


Figure 3 The Main Features of Pronunciation

Diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /ei/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: lay, how, hair, boy, poor, etc.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other.

Triphthong

Triphthongs are a glide from one vowel to another and then third, all produced rapidly and without interruption. Those can be heard in careful pronunciation, (Roach, 2009). Those are vowel in which three vowel qualities can be perceived. Here is the description of the triphthongs.

1. Triphthong /eɪ /, formed by [eɪ] + [ɪ], [e], found in word player /ple eɪ r/.
2. Triphthong /aɪ /, formed by [aɪ] + [ɪ], [a], found in word fire /faɪ /.
3. Triphthong /ɔɪ /, formed by [ɔɪ] + [ɪ], [ɔ], found in word royal /rɔɪ l/.
4. Triphthong /ɔɪ /, formed by [ɔɪ] + [ɪ], [ɔ], found in word lower /lɔɪ r/.
5. Triphthong /aɪ /, formed by [aɪ] + [ɪ], [a] found in word tower /taɪ r/.

Stress

According to (Poldauf, 1984) stress is defined as greater force (more articulation energy application) when pronouncing an element of articulated speech which can be different from another element, or elements of the same rank while word stress is the relative position of the force peak or peaks in a word (or a lexical unit, a lexeme) opposed to other positions the force peak or peaks could occupy in a word in consideration of the number of its syllable. In other words, stress deals with the process of giving more air pressure on certain part of a word while word stress deals with the position where the air pressure placed.

In English, word stress is considered potential factor in distinguishing meaning of similar words such as convict as a noun and convict as a verb (Prabandari, 2008). In other words, the role of word stress in English is to differentiate meaning and word class.

From the explanation above, the definition of word stress is the prominence in a word created by air pressure given to certain syllable which function to distinguish meaning.

Intonation

Intonation can be form by a sequence of contrasting pitch levels in a sentence (Wahyukti, 2008). According to (Ramelan, 2003) intonation is the going up and down of pitch over different syllables in an utterance. So, intonation is the movement of the voice between high and low pitch when speaking.

Intonation involves pitch variations/fluctuations in an utterance or stretch of speech. The study of intonation is important because the pitch fluctuations help to give prominence to particular syllables and, at least in some native varieties of English, help to convey different meanings within the utterance. As a result intonational form and function do impact intelligibility when speakers from different varieties of English communicate with each other.

THE METHODE OF RESEARCH

In this research, the researcher used a quantitative approach to analyze the data with true-experimental research design. The source of data is the student from the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar and the sample for the research are 61 students. The technique of collecting data in this research is using an oral test. The analysis quantitative data is used to measure the score of the students by using test (pre - test and post - test). In scoring pronunciation test, the researcher used the scoring system which was adapted from the book of Language Assessment Principles and Classroom Practices by (Brown, 2004). After the researcher knowing the score of the students, the researcher will give the level categories to the students. The researcher calculating the frequency and normality of the test by using SPSS (Statistical Product and Service Solutions) version 26.0.

THE RESEARCH FINDINGS AND DISCUSSION

The Findings

The finding in pre-test of control class, the total of score is 2017 and the data is valid 100% with total students are 30 followed by mean 67.23, standard deviation 5.952, the lowest score is 59 and the highest score is 80. Median of pre-test in control class is 67.00 with variance 33.426 and range 21. The test is normal with Asymp. Sig. 0.083 > 0.05. Then, the findings of post-test score in control class, the total score is 2050 and the data valid with the total of students are 30 followed by mean 68.33, standard deviation 6.825, the lowest score is 59 and the highest score is 84. Median of post-test in control class is 67.50 with variance 46.575 and range 25. The test is normal with Asymp. Sig. 0.158 > 0.05.

Meanwhile, the research findings in pre-test of experimental class, the total score is 2064 and the data is valid 100% with the total of students are 30 students. Followed by mean 68.80, standard deviation 6.217, the lowest score is 59 and the highest score is 85. Median of pre-test in experimental class is 69.50 with variance 38.648 and range 26. The test is normal with the Asymp. Sig. $0.159 > 0.05$. Furthermore, the findings in post-test of experimental class is valid with the total of students are 30 students and the total score is 2178. Followed by mean 72.60 and standard deviation 6.240 with the lowest score is 62 and the highest score is 90. Median of the post-test experimental class is 72.50 with variance 38.938 and range 28. The test is normal with Asymp. Sig. $0.111 > 0.05$.

From the research findings above, the researcher found that the test is valid and normal, but in control class the score is lowest than experimental class. From the explanation, it's clearly seen that they were significantly different, in brief it shows that the score of experimental class in improving students' pronunciation by using english movie can be achieved.

Another finding is based on the table 4.17, the researcher found the significance value of post-test is 0.590. So, $0.590 > 0.05$ it means that the data of post-test has same variance or homogen. Then, the researcher found that $f_{count} = 6.387$ is bigger than $f_{table} = 4.01$ at significance level $\alpha = 0.014$ with degrees of freedom (df) = 58. It means that H_a is proven to have a significant effect in improving students' pronunciation. Next, in paired samples statistics the researcher found that the mean of post-test in experimental class is 72.60 from 30 students with standard deviation 6.240 and standard error mean 1.139. Meanwhile, mean of post-test in control class is 68.33 from 30 students with standard deviation 6.825 and standard error mean 1.246. Then, in table paired samples correlations the researcher found that the correlation between post-test experimental and post-test control class is 0.417 and significant 0.022 with total of each class is 30 students. Next, in table paired samples test the researcher found that the mean of post-test experimental and post-test control class is 4.267 followed with standard deviation 7.071 and standard error mean is 1.291. The researcher also found that $t_{count} = 3.305$ and $t_{table} = 1.699$. So, $t_{count} = 3.305 > t_{table} = 1.699$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that, the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar.

The Discussion

The purpose of this research is to find out whether the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar. The score of experimental class such as total score, mean score were higher than in control class because the researcher conducted the research in experimental class by using a treatment while in control class there was no treatment. By the analysis the data, it shows that english movie media can help students learn to speak in english more easily. This is because the students listen directly how to pronounce the word correctly by the native speaker in the movie. In English, the Minimum Completeness Criteria (KKM) is 70. Before the researcher doing this research, the students' pronunciation ability and their KKM in pre-test is low. But, after doing the research their KKM raise significantly. Approximately 75% of students experienced improvement in pronunciation ability after English Movie was carried out in class. The researcher applied the english movie media through several steps. (1) the researcher gave some texts of the dialogue from the movie to the students, (2) playing the movie entitled "Turning Red", the movie is played four times for four meetings, this is done so that students can understand and remember how to pronounce the word of the dialogue in the movie correctly, (3) after watching the movie, the student read the dialogue texts that had been distributed, (4) Then, the students ask the researcher if there are words that are difficult to pronounce, (5) the researcher asked the students to read the dialogue texts that had been distributed.

Before the researcher gave the treatment, the students were afraid of pronouncing the words. After the researcher gave the treatment, the students were excited to watch the movie and they enjoy the movie. Then, they were no afraid of speaking in English. English movie media has a good effect in improving students' pronunciation ability, because english movie can encourages students to listen, imitate and pronounce what is said by the movie.

THE CONCLUSION AND SUGGESTION

Conclusion

After doing the research, the researcher found that $f_{\text{count}} = 6.387$ is bigger than $f_{\text{table}} = 4.01$ at significance level $\alpha = 0.007$ with degrees of freedom (df) = 58. It means that H_0 is proven to have a significant effect in improving students' pronunciation, $t_{\text{count}} = 3.305$ and $t_{\text{table}} = 1.699$. So, $t_{\text{count}} = 3.305 > t_{\text{table}} = 1.699$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that, the implementation of using English movie effective for improving the students' pronunciation at the eleventh grade of SMA Yayasan Perguruan Keluarga Pematangsiantar. Before the researcher doing this research, the students' pronunciation ability and their KKM in pre-test is low. But, after doing the research their KKM raise significantly. Approximately 75% of students experienced improvement in pronunciation ability after English Movie was carried out in class. English movie media has a good effect in improving students' pronunciation ability, because english movie can encourages students to listen, imitate and pronounce what is said by the movie.

Suggestion

Based on the conclusion above, there are some suggestion for the english teacher, students and the next researcher :

1. The teacher should give the interesting media in teaching english that can make the students interested to study english.
2. The teacher should be creative in using teaching media so that the learning can more effective.
3. The students must pay attention when the teacher is teaching so that the student can focus on following the lesson.
4. The students should active to practice English pronunciation.
5. For the next researcher, the researcher is expected to further develop this media for the better.

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