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### **The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta**

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#### **Abstract**

This study aims at developing students' pronunciation skills by using English movies as a teaching media and investigating the students' perception of the use English movie in learning pronunciation. To attain the objectives, a two-cycled action research was conducted to 35 tenth graders at SMA Angkasa 2, East Jakarta in March to May 2017. Data were collected using test, some observation sheets, and a questionnaire. The results revealed that the movies developed the students' pronunciation skills. Their poor pronunciation (indicated by the pretest mean score of 48,11) developed after participating in Cycle I (mean score, 62.5) and developed higher after Cycle II (mean score, 76.08). Along with the increase of frequency of watching the movies and the researcher's improvement in facilitating the actions as well, the students' enthusiasm and involvement in the actions keep on increasing. It was concluded that using use movies as teaching media is effective to develop students' pronunciation skills. EFL teachers are, therefore, recommended to use movies as an alternative media to develop students' pronunciation skills. Further studies are recommended to carry out experimental studies to see the degree of effectiveness of using movies in pronunciation teaching to senior high school students.

**Keywords:** *English movie, pronunciation, ELT*

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## **Introduction**

The emphasis on the development of the learners' communicative competence in today's teaching of English as a second language (ESL) or teaching of English as a foreign language (EFL) has caused ESL and EFL teaching confined to grammar only irrelevant. Current English teaching has now directed to grow the learners' communicative language proficiency which will enable them to engage in meaningful communication in English. As a consequence, the mastery of the four language skills has been made the first priority in ESL or EFL teaching.

Among the four language skills, speaking seems to be the most important skill required for communication due to several reasons. First, speaking leads to improved language acquisition. Swain (2005) claims that "the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning", p. 471). Second, many language learners regard speaking ability as the measure of mastering a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. For them, speaking is the most important skill to acquire. Third, language teaching researches and conferences have long focused on the approaches and methods for teaching speaking. Fourth, a huge number of conversation and other speaking course materials and media, both in print or online, are endlessly published.

According to Fraser (2000), being able to speak English involves certain language elements, system, and sub-skills like vocabulary, grammar, and pragmatics. However, the most important of these is pronunciation. A person with good English pronunciation is likely to be understood although he has limited vocabulary or makes grammatical errors, whereas someone having bad pronunciation will not be understood, even if his grammar is perfect. (Pardede, 2010) states, "Good pronunciation is closely linked with clear oral communication". In terms of oral communication, people are judged by the way they speak, and so a person with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Since pronunciation is very important, it must be one of the first things to learn in English. Someone can live without an advanced vocabulary for he can use simple words to say what he wants to say. He can also live without advanced grammar because he can use simple grammar structures instead. However, there is no such thing as "simple pronunciation".

Despite its critical importance, pronunciation has been generally neglected in ESL and EFL classrooms. It is seldom explicitly taught by teachers due to their lack of pronunciation

knowledge, lack of institutional resources, insufficiency of suitable pronunciation materials, fear of producing English words incorrectly, lack of training, insufficiency of time, and lack of motivation and confidence, EFL teachers do not like to teach English pronunciation in their classes (Gilakjani & Sabour, 2016). Such negligence will certainly make the learners face a lot of problems in the future. Their poor pronunciation will make it difficult to understand native speakers of English and to be understood by their audiences on the other way round.

Based on the writer's observation, the students in SMA Angkasa 2 Jakarta had quite a great number of problems with English pronunciation. The majority of them tended to ignore many aspects of pronunciation while speaking, including sounds intonation, rhythm, pausing and linking. For instance, many of them did not discriminate the pronunciation of *dear* and *deer* or *see* and *she*. They also did not use different intonation for *Can you see Ali?* And *Can you see, Ali?* As a consequence, their utterances were difficult to understand.

To know why the problem occurred, preliminary interviews were conducted. Based on the responses of the English teacher and some of the students, it was mainly caused by the fact pronunciation was entirely neglected in their English class.

Many studies about pronunciation teaching have recently been conducted. According to Celce-Murcia, Brinton, and Goodwin (2000) the goal of teaching pronunciation to ESL/EFL learners is not to make them sound like native speakers of English. They overstate that establishing intelligible pronunciation should be the necessary component of oral communication. This is in line with Thornbury (2008) who accentuates "intelligibility (i.e. being understood) is more important than sounding like a native speaker". However, how can teachers help their students make intelligible pronunciation? Ur (1996) also states that the goal of pronunciation is not to obtain a complete mimicry of a native accent but to make the learner pronounce correctly, to be understandable to other speakers.

Concerning the pronunciation teaching and learning techniques, Cook (2001) suggested some techniques, i.e. the use of phonetic transcript, imitation, discrimination of sounds, and communication. Schmitt (2002) mentioned some ways of learning English pronunciation, like elicited mechanical production, ear training for sound contrast, and sounds for meaning contrasts. In addition, Celce-Murcia, Brinton, and Goodwin (2000) suggested the techniques of listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids (e.g. sound-colour chart, fidel wall charts, rods, pictures, mirrors etc.), tongue twisters (e.g. a technique

from speech correction strategies for native speakers), developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, and recordings of learners' production. Thornbury (2008) suggests some exercises for teaching pronunciation, among others: preparing cards of rhyming words, e.g. take, make, do, true etc., telling story and watching learners' mistakes and finally correcting them, and setting up a speaking exercise, e.g. dialogue, role-play, chat, etc.

After considering some literature and suggestions from some experienced teachers, the writer finally decided to conduct an action research by using movie to enhance the students' pronunciation. A number of researchers, such as Seferoğlu (2008), Florence (2009), and Ismaili (2013) pointed out that movies as a media of teaching have also been found to be an effective motivator for studying pronunciation. A film, also called a movie, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Nasution (2005, p. 104) stated that "each student can learn something from the movie, from the clever one or less intelligent." They can learn about language style, culture, and also the native speaker's expression. So they can enhance their English pronunciation more easily. Media such as a movie could motivate the student to learn pronunciation and to make the atmosphere of teaching different from what they usually get in their class.

Based on her study results, Pratiwi (2010, p. 140) reported that "English movies really affected students to comprehend pronunciation." Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies they were so good at English stress patterns. Kanean (2013, p. 155) pointed out that "teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie." Students can listen how to link their words together. Moreover, Deny's (2012) study revealed that movie can improve the students' pronunciation ability. It is supported by the findings that: (a) the students 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.

This action research used English movie as a media for developing students' pronunciation. The study is conducted to seek answers to the following problems: (1) Does students' pronunciation ability enhance if it is taught by using English movie as teaching media at

SMA Angkasa 2 East Jakarta? (2) How do the students' perceive the use English movie in learning pronunciation?

### **Methodology**

This study is a classroom action research, which is defined by Pardede (2013) as a research method conducted by teachers as the main practitioners in the field of education to understand and solve problems related to learning in their class or school. It was conducted in March to May 2017 at SMA Angkasa 2 which located on Jl. Angkasa VIII, Halim, East Jakarta. The participants were 38 tenth graders consisting of 23 male students and 15 female students.

The action research was carried out in two cycles. Each cycle had eight sessions. Every session was held at the end of the students' English class. The action research was conducted as an additional learning activity for the class. A session was conducted in about 15 minutes, during which the writer played 2 episodes of the videos entitled "Let's Talk" series available on YouTube. Each episode runs in about 1 to 1.5 minutes. In the first 4 minutes, the selected episodes were played two times. In the next 8 minutes, the transcripts of the dialogues were presented through PowerPoint slides, and the students chanted them in various ways (in large or small groups). Special attention and repetitive chanting are given to sounds that the students find difficult to produce, i.e. vowels [æ] and [ɜ:], diphthongs [eə], [əʊ] and [aʊ] and fricatives [θ], [ð], [ʃ], [z] and [ʒ]; stress, and linking. Finally, the rest 3 minutes was used to replay the movie scenes for the students.

The instrument administered to collect the data was three tests, observation sheets, and a questionnaire. The three tests (pretest, posttest I and posttest II) were used to collect quantitative to assess the participants' proficiency of the pronunciation elements focused in the treatment, i.e the sounds [æ], [ɜ:], [eə], [əʊ], [aʊ], [θ], [ð], [ʃ], [z] and [ʒ]; stress, and linking. The observation sheets were used to monitor the action implementation, and the questionnaire was used to collect qualitative data concerning the students' perceptions on using English movie in learning pronunciation. All of the collected data was analyzed using the descriptive analysis technique. The success indicator used in this study was the school minimum passing standard, i.e. the score of  $\geq 75.0$ .

## Findings and Discussion

The participants' initial poor pronunciation was reflected by the scores they obtained in the pre-test conducted before Cycle I was carried out, i.e. on Monday, March 20, 2018. The pretest scores showed that none of the participants passed the standard minimum score. The majority of them (68.42%) got "poor" category; 28.95% got "fair" category, and only 2.63% got "Good" score. (See Table 1).

Table 1:  
*The Range of Score of Students in Pre-test*

No	Score Range	Frequency	Percentage	Category	Mean
1	≥ 75	0	0,00	Very Good	
2	70-74.9	1	2,63	Good	48.11
3	50-69.9	11	28,95	Fair	
4	≤ 49.9	26	68,42	Poor	
<b>Total</b>		38	100%		

## Report of Cycle I

The actions of Cycle I was conducted in eight meetings on March 27 and 30, April 3, 6, 10, 13, 17 and 20, 2012. As having been agreed with the class English teacher, the time allotted for the action research was the final 15 minutes of each class scheduled on Tuesday and Thursday. Each session included the following activities: (1) playing two episodes of "Let's Talk" series twice and the students watched them, (2) displaying the episodes' dialogues using power-point slides and ask the students to chant the dialogues by paying special attention to elements of pronunciation difficult for the students, (3) replaying the two episodes before ending the action research.

To end Cycle I, the posttest for this cycle was conducted on Monday, March 24, 2017. Similar to the pretest, this test was carried out by asking the students reading a dialog a lot. This activity was recorded and rated by paying attention to the sounds [æ], [ɜ:], [eə], [əʊ], [aʊ], [θ], [ð], [ʃ], [z]and [ʒ]; stress, and linking. After the test, a discussion was conducted with all students to get their feedback for making the action research better. In their opinion, the pronunciation development by using the movie would be more effective if each of them could have the copy of the movies and the dialogue transcriptions used so that they could watch and study them outside of the classroom.

Table 2:  
*The Range of Score of Students in Post-Test Cycle 1*

No	Score Range	Frequency	Percentage	Category	Mean
1	≥ 75	8	21,05%	Very Good	62.5
2	70-74.9	10	26,32%	Good	
3	50-69.9	11	28,95%	Fair	
4	≤ 49.9	9	23,68%	Poor	
<b>Total</b>		38	100%		

As shown in Table 2, the posttest scores of Cycle I indicated the activities in the eight sessions of this cycle managed to enhance the students' pronunciation skills. If in the pretest none of the students got “Very Good” score category and only 2.63% got “Good” score, after participating in Cycle I, 21,05% of them got “Very Good” score category and 26.32% got “Good” score. If in the pretest the majority (68.42%) got “poor” score category, in the posttest of Cycle I only 23.68% who still achieved this category.

To monitor the implementation of the actions, a colleague of the researcher was asked to observe the process. Using an observation sheet, the observer checked whether the actions were carried out in accordance with the action plan, whether the learning tools were of high quality, and whether the students enthusiastically participated or not. Table 3 recapitulates the results of the observations administered in every session. As shown by the table, in the first session the actions were not well conducted yet, because only 45% of the required activities and conditions was fulfilled. The movies sound was not clear to everyone in the classroom; some of the students did not pay full attention; the dialogues transcriptions were not readable to those sitting in the back row; and the chant was monotonous.

Using the previous sessions' observation sheet as a feedback, the researcher kept trying to make necessary improvements in the following sessions. As a result, more and more weaknesses were reduced, and beginning from the fifth session, all activities and conditions could be fulfilled.

Table 3:  
*Observation Results (done and undone activities) of Cycle I (✓ = Yes; x = No)*

No.	Activities / Conditions	Sessions							
		1	2	3	4	5	6	7	8
1.	The selected 2 episodes of "Let's Talk" are played twice at the beginning of the actions.	✓	✓	✓	✓	✓	✓	✓	✓
2.	The movies' picture quality is good	✓	✓	✓	✓	✓	✓	✓	✓
3.	The movies' sound quality is good	x	✓	✓	✓	✓	✓	✓	✓
4.	Students watch the movie attentively	x	x	x	✓	✓	✓	✓	✓
5.	Students like the movies.	✓	✓	✓	✓	✓	✓	✓	✓
6.	The episodes' dialogues are displayed using power-point slides.	✓	✓	✓	✓	✓	✓	✓	✓
7.	The dialogues in the slides are readable to the whole students	x	✓	✓	✓	✓	✓	✓	✓
8.	The researcher asks the students to chant the dialogues by paying special attention to elements of pronunciation they found difficult to produce.	x	✓	✓	✓	✓	✓	✓	✓
9.	The dialogues are chanted by the students in various ways	x	x	✓	✓	✓	✓	✓	✓
10.	Students are enthusiastic in chanting the dialogues.	x	x	x	x	✓	✓	✓	✓
11.	The session is ended by replaying the 2 episodes of "Let's Talk".	✓	✓	✓	✓	✓	✓	✓	✓
Total		5	7	8	10	11	11	11	11
Percentage of executed activities		45	64	73	91	100	100	100	100

### Report of Cycle II

Cycle II, conducted on April 3, 6, 10, 13, 17, 20, 24, and 27, 2012, was directed in the same procedure of Cycle I. The only differences in Cycle II were that (1) the copies of movie episodes to be used in the whole sessions of this cycle had been given to the students in the first session and (2) the dialogues' transcription of each session was printed out and distributed to every student. The provision of movie copy the dialogues' transcription made it possible for the students to practice more outside of the classroom.

The results of the posttest of Cycle II (conducted on May 4, 2012) indicated the students' pronunciation skills were developed. If in the posttest of Cycle I, 21,05% got "Very Good" score category and 26.32% got "Good" score category, in posttest of Cycle II 55.26% got "Very Good", 39.47% got "Good", 5.26% got "Fair" and none got "Poor" score category (Table 4). Overall, the development was shown by the increase of the test mean scores (from 62.5 in the posttest of Cycle I



to 76.08 in Cycle II). Although some students had not achieved the minimum passing standard, since the class mean score had exceeded the minimum passing standard and certain administrative constraints, the action research was ended.

Table 4:  
*The Range of Score of Students in Post-Test Cycle 2*

No	Score Range	Frequency	Percentage	Category	Mean
1	≥ 75	21	55,26%	Very Good	76.08
2	70-74.9	15	39,47%	Good	
3	50-69.9	2	5,26%	Fair	
4	≤ 49.9	0	0%	Poor	
Total		38	100%		

Similar to the actions in Cycle I, Cycle II implementation of was also observed by the same colleague. The observation sheet was now added with four more items as a result of the reflection process of Cycle I process which was specifically triggered by the students' request to have the movie and transcription copy. Table 5 recapitulates the results of the observations administered in every session. As shown by the table, the first session was not well conducted yet for some of the students did not do activity 13 and 14. Using the observation sheet as a feedback, the researcher kept trying to make necessary improvements in the following sessions. As a result, beginning from the fifth session, all activities and conditions could be fulfilled.

Table 5:  
*Observation Results (done and undone activities) of Cycle II*

No.	Activities	Sessions								
		1	2	3	4	5	6	7	9	
1.	The selected 2 episodes of the movie are played twice in the beginning.	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	The movies' picture quality is good	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	The movies' sound quality is good	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Students watch the movie attentively	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Students like the movies.	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	The researcher displays the movies' dialogues using power-point slides.	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	The dialogues in the slide are readable to the whole students	✓	✓	✓	✓	✓	✓	✓	✓	✓
8.	The researcher asks the students to	✓	✓	✓	✓	✓	✓	✓	✓	✓

repeat chanting the dialogues								
9.	The dialogues are chanted by the students in various ways	✓	✓	✓	✓	✓	✓	✓
10.	Students are enthusiastic in chanting the dialogues.	✓	✓	✓	✓	✓	✓	✓
11	The session is ended by replaying the 2 episodes of “Let’s Talk”.	✓	✓	✓	✓	✓	✓	✓
12	The researcher reminds the students to repeat watching the 2 episodes at home	✓	✓	✓	✓	✓	✓	✓
13	The researcher distributes the dialogues’ transcription	✓	✓	✓	✓	✓	✓	✓
14	The researcher reminds the students to practice the dialogues using the transcription	✓	✓	✓	✓	✓	✓	✓
15	All students admit they watched the 2 episodes used in the previous session at home	x	x	✓	✓	✓	✓	✓
16	All students admit they practiced the dialogues in the transcription distributed in the previous class	x	x	x	x	✓	✓	✓
Total		14	14	15	15	16	16	16
Percentage		88	88	94	94	100	100	100

To see how the students viewed the use of movies to learn pronunciation, a short questionnaire was administered at the end of Cycle II. As shown by Table 6, most of the students had a positive perception to the practice. The majority of them (88.1%) “strongly agreed” and “agreed” that learning pronunciation using the movie is interesting, and the same proportion liked it. In addition, 81.62% of them “strongly agreed” and “agreed” that movies are very helpful in improving pronunciation. However, there was a smaller portion (74.32%) of them who “strongly agreed” and “agreed” the short movies in “Let’s Talk” enhanced their English pronunciation.

Table 6:

*Students’ Perception of the Use of Movies to Learn Pronunciation (n=35)*

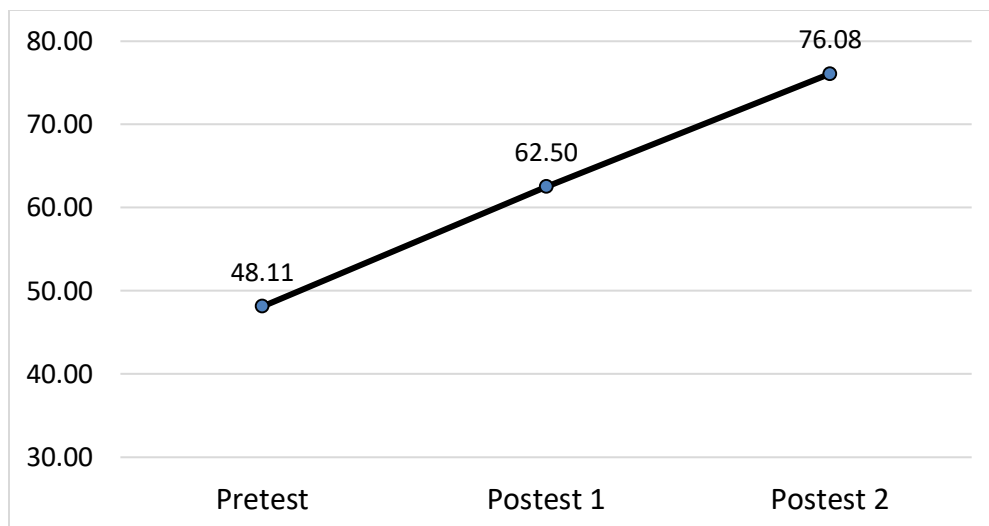
No.	Statements	SA	A	D	SD
1	Learning pronunciation using the movie is interesting.	20 (52.63%)	15 (35.47%)	3 (7.89)	0 (0%)
2	I like learning pronunciation using movies	20 (52.63%)	15 (35.47%)	3 (7.89)	0 (0%)
3	Movies are very helpful in improving pronunciation.	18 (46.15%)	15 (35.47%)	6 (15.38%)	0 (0%)
4	Movies make learning pronunciation easy.	17 (44.74%)	14 (36.84)	5 (13.16%)	2 (5.26%)
5	The short movies in “Let’s Talk”	16	13	7	2

	enhanced my English pronunciation.	(42.11%)	(34.21%)	(18.42%)	(5.26%)
6	I recommend the use of movies to learn vocabulary.	14 (36.84%)	15 (39.47%)	7 (18.42%)	2 (5.26%)

As revealed by the pretest results, almost all of the participants of this action research had big problem in English pronunciation, at least in producing the sounds [æ], [ɜ:], [eə], [əʊ], [aʊ], [θ], [ð], [f], [z] and [ʒ]; stress, and linking. The pretest scores showed that the majority of them (68.42%) got “poor”; 28.95% got “fair” category, and only 2.63% got “Good” score category. The problem, as the results of the preliminary interviews indicated, was due to the fact that the students had never got specific instruction and exercises in their English class. This is in line with Harmer (2001) who accentuated that a lot of teachers do not pay enough attention to English pronunciation due to various reasons.

Pronunciation neglect in their English class made the students tended to be unwilling to get involved in the initial sessions of the action research. As shown by Table 3, the observer noted that the students did not watch the movie attentively although they seemed to like the movies. (Thus, it was due to their understanding it was a part of pronunciation learning program). In addition, they were also not enthusiastic in chanting the dialogues during the first four sessions.

Along with the increase of frequency of watching the movies and researcher’s improvement in facilitating the actions as well, the students’ enthusiasm and involvement keep on increasing. This was also supported by their request at the end of Cycle I to have the copy of the movies and the dialogue transcriptions used so that they could watch and study them outside of the classroom. Although not all of them directly study. This positive trend is in line with their pronunciation skills development. The mean score achieved in the pretest was only 48.11. After the actions during Cycle I, it increased to 62.5. Finally, at the end of Cycle II, it increased 76,08 (See Figure 1). Thus, this answer the first research question: the use of movies could develop the pronunciation skills of the tenth graders of SMA Angkasa 2 Halim, East Jakarta.



*Figure 1: Students' Tests Mean Score*

In relation to the send research question, “How the students’ perceive the use English movie in learning pronunciation”, it was clear that although they initially felt reluctant to get involved in the actions, their enthusiasm and interest grew along with the increase of frequency of watching the movies and researcher’s improvement in facilitating the actions. The findings through the questionnaire, that majority of them (88.1%) “strongly agreed” and “agreed” that learning pronunciation using movie is interesting. The same proportion also responded that they liked it.

The main possible reason for the students’ change of perception might be due to the fact that **learning from movies is essentially motivating and enjoyable, they provide authentic and varied language, they offer** auditory (natural pronunciation, everyday vocabulary, spoken grammar, common idioms, and slang) and visual (gestures, settings, etc.) materials, and they can facilitate students with different learning styles. Watkins and Wilkins (2011) accentuate that movies (YouTube)offer two benefits, i.e. the exposure to authentic English and the promotion of a learning style that is more autonomous and student-centered.

### **Conclusion and Suggestions**

Using movies in as a learning media in an action research to develop the pronunciation skills of the tenth graders of SMA Angkasa 2 Halim, East Jakarta is an effective strategy. Although the students' initial pronunciation skill was poor (mean score of 48,11), after participating in the action research, their pronunciation skills developed (as indicated by the mean score of posttest I, 62.5; and the mean score of posttest II, 76.08).In addition to their pronunciation skills development, their enthusiasm and involvement in the actions keep on increasing, along with the increase of

frequency of watching the movies and the researcher's improvement in facilitating the actions as well.

Realizing its high effectiveness, EFL teachers in senior high schools are recommended to use movies as an alternative to develop students' pronunciation skills. In addition, further researches are recommended to carry out experimental studies to see the degree of effectiveness of movies use in pronunciation teaching to senior high school students. Applying other strategies influencing EFL learning Dakhi (2014) will be also challenging.

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