

**IMPROVING STUDENTS' PRONUNCIATION
THROUGH WESTERN MOVIE MEDIA**
*(A Classroom Action Research at 4th semester in English Education
of IAIN Sultan Amai Gorontalo)*

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ABSTRACT

This research aims to determine how does Western Movie Media improve the students' pronunciation. This Research uses a Class Action Research (CAR). The subject of this research is the four semester of English Education at IAIN Sultan Amai Gorontalo. There were 30 students consisting of 10 male students and 20 female students. The instruments of data collection were observation sheet on teacher's and students' activity, and pronunciation test. The action research carried out in three cycles. There were 16 students got 75 in the first cycle, second cycle increased 18 students, and in third cycle 28 students.

Penelitian ini bertujuan untuk mengetahui bagaimana Media film barat dapat meningkatkan pengucapan atau pelafalan siswa. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Subjek dari penelitian ini adalah mahasiswa semester 4 Pendidikan Bahasa Inggris di IAIN Sultan Amai Gorontalo. Jumlah mahasiswa keseluruhan adalah 30 orang yang terdiri dari 10 siswa laki-laki dan 20 siswa perempuan. Alat pengumpulan data dilakukan dengan lembar pengamatan aktivitas guru, lembar pengamatan aktivitas siswa dan tes pengucapan. Dari data penelitian ini dianalisis dengan kuantitatif dalam bentuk presentase dan penjelasan data diperlihatkan dalam deskriptif data. Dari hasil penelitian yang dilakukan dalam tiga siklus selama proses pembelajaran dengan melalui media Ffilm Barat, pengucapan pada mahasiswa semester 4 IAIN Sultan Amai Gorontalo meningkat dari 36 % pada tes awal atau 11 orang menjadi 46% (16 orang) pada siklus I dan kemudian pada siklus II meningkat menjadi 60% (18 orang) dan pada siklus III menjadi 93%(28 orang).

Keywords: *Pronunciation, Western Movie Media*

A. Introduction

Pronunciation is one aspect in supporting the English language skills due to speak in English needed a good pronunciation of the language in order to be delivered clearly understand able because when either the pronunciation would change the meaning of that, actually cause the other person will feel confused. Most of the students find it difficult to pronounce the sentence in the English language due to the absence of habituation and the right media

Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). In this case the teachers are very active role in finding techniques and media that can be applied in the classroom to enhance students' pronunciation skills in a way that is not boring

To support a good learning required a medium appropriate and affordable because the media is a tool used in a study without a media, the classroom becomes less than the maximum there are many ways and media that students can use to improve pronunciation skills in English language one of which is by using media that is already popular today is the western or foreign movie media so students will be able to see and hear firsthand how the sentences in the English language is spoken correctly and clearly so that students learn the pronunciation in English in a good way.

Nowadays movie are much in demand to be watched is the western movie or foreign movie. Western movie or foreign movie favored by many people, especially in adolescent essay. In addition to an interesting story, western movie or foreign movie also use English. In the field of English language education is very important. As for the language used in western movie or foreign movie can also affect mastery in English. Usually someone who often watch western movie or foreign movie a good mastery of the English language.

(Prambudi, 2013) 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 Western or foreign movie so that a long time will get used to say (Prambudi, 2013).

The students needed to find the good media and western movie media that can be an alternative for students to improve their English language skills in particular pronunciation in English, in this case the researchers will examine the students' pronunciation skill through

western movie media. The research questions in this research is: Does the Western Movie Media improve students' pronunciation?

B. Literature Review

1. The Nature of Learning Media

The term of media comes from the Latin of language and is the plural of the word "Medium". Literally media can be understood as 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 messages / information to the other.

Gagne (1970) states that the learning media are different types of components in the environment of the learners who can motivate students to learn. Learning media can be understood as well as everything that can be used to deliver messages from the teacher to the students so as to stimulate their thoughts, feelings, interests, and attention of students to the learning process can take place effectively. Learning media can also be understood as a means, methods, techniques used in order to further streamline the communication in the learning process (Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain, 1995 : 120)

The media as a tool in the learning process is a reality that cannot be denied. Because it is the teacher who is willing to assist the teacher in delivering the message of the lesson material provided by the teacher to the students.(Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain, 1995 : 121) Teachers are aware that without the help of the media, then the lesson material is difficult to digest and understood by all students, especially teaching materials that complicated or complex.

Each of the subject matter would have a varying degree of difficulty. On the one hand there is the need of teaching materials in the form of media teaching aids such as globes, charts, drawings, and so on. Teaching materials with a high degree of difficulty is certainly difficult to be processed by the students. Especially for students who are less fond of teaching materials delivered it.

Students quickly feel tired and exhausted of course they could not avoid, due to the teacher's explanations are difficult to digest and understand. Wise teacher certainly aware that boredom and fatigue of the students are given an explanation stems from the teacher maze, no focus on the problems. This of course and must find a way out. If the teacher does not have the ability to describe a material with good way. What is wrong if a media as a teaching tool in order to achieve the goals set before the implementation of the teaching.

As a tool, the media has a function pave the way towards achieving the goal of teaching. It is based on the belief that learning with helping by the media and heightens the learning activities of the students within the time limit long enough. That means the learning activities of the students with the help of the media and the process will produce better learning outcomes than without the help of the media (Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain, 1995 : 122).

However, the use of media as a tool cannot be any according to the inclinations of teachers. But must pay attention to and consider the purpose. Media that can support the achievement of the goal of teaching is certainly more attention. While the media do not support the course must be removed away for a while. Competence of teachers themselves should be used as the calculation. Whether capable or not to use the media. If not, then do not use it, because it would be futile. In fact, can disrupt their nets lerned teaching process. Finally, it is understood that the media is a tool in the process of teaching lerned. And the teachers who use it to teach students to achieve teaching objectives.

Learning is a process that processes a number of values to be consumed by all students. Those values do not come by itself, but drawn from a variety of sources. Learning resources which actually means a lot once found everywhere; at school, in the courtyard, in the city center, in the countryside, and so on. Udin Saripudin and Winataputra (199: 65) classifying learning resources into five categories, namely humans, books / library, mass media, environment, and media education.

Therefore, a learning resource is anything that can be used as a place where there is a teaching materials or to learn a person's origin. Media education as a learning resource teacher helped enrich the knowledge of students. Various forms and types of educational media used by the teacher becomes a source of knowledge for students. In light of an object, the teacher can bring the object directly to the presence of students in the class. By presenting the object along with a description of the object, then the object was used as a learning resource.

If in education in the past, the teacher is the only source of learning for the students. So that educational activities are likely still traditional. The device technology is still very limited distribution and have not yet entered the world of education. But it is different now, the technology already exists everywhere. Growth and development, almost uncontrollably, so that outbreaks was infiltrated into the world of education. In schools now, especially in big

cities, the technology, which was agreed as the media, not only as a tool, but also as a source of learning in the learning process.

The media as a source of learning is recognized as a tool for auditory, visual, and audiovisual. The use of three types of learning resources is not arbitrary, but must be adapted to the formulation of instructional goals, and of course with the competence of teachers themselves, and so on.

Suggestion to use the media in learning is sometimes difficult to implement, due to limited funds to buy them. Realizing this, it is suggested back in order not to force myself to buy it, but enough to make a simple educational media for supporting the achievement of the objectives of teaching. Quite a lot of raw materials for the purposes of making use of educational media and with adequate skills. To achieve the goal of teaching should not be seen from the expensiveness of a media, can also achieve simple, as long as the teachers are good at using it. So the clever use of the media teacher is a teacher who can manipulate the media as a source of learning and as a conduit of information from the material presented to students in the learning process.

Media Divided into: Visual media is media that only rely on the sense of sight. The existing visual media that displays still images such as strip (film rope), slides (film frame) photographs, drawings or paintings, and prints some visual media that displays images or symbols that moves like a silent movie, and the movie card. Audiovisual media is media that has elements of sound and image elements. These media types have the ability better, because both types of media which includes first and second.

As explained above, that each medium of instruction has the efficacy of each, it is expected to teachers in order to make their choice according to need during a time of meeting. It is intended not to use a barrier media learning process for teachers do in the classroom. Great hope of course that the media into a tool that can accelerate / facilitate the achievement of the goals of teaching. When a media will be chosen, when a media will be used, which is when some principles need to be a teacher noticed and considered?

Each medium has certain characteristics, both in terms of potency, how to make, and how to use it. Understanding the characteristics of various teaching media are basic skills that should be possessed of teachers in relation to the selection of skills of teaching media. Besides, it provides the possibility for teachers to use different types of media teaching

varies. Whereas if less understand the characteristics of the media, the teacher will be faced with difficulties and tend to be speculative.

Selector is essentially a decision-making process of the various alternatives. Teachers can determine the choice of which media will be used if there are some media which can be compared. While teaching media if there is only one, then the teacher cannot choose, but the use it. In using the media should pay attention to the teacher a certain number of principles for the use of the media can achieve good results. Those principles, according Dr.Nana Sudjana (1991: 104) are:

- a. Determine what type of media to the right; that is to say, should teachers choose beforehand which of in accordance with the purpose and teaching materials that will be taught.
 - b. Establish or take into account the subject appropriately; that is to say, it should be taken into account whether the use of the media in accordance with the level of maturity / capability of the students.
 - c. Presenting media appropriately; means, techniques and methods of use of media in teaching must be adapted to the purpose, method of materials, time, and existing facilities.
 - d. Placing or show the media at the time, the place and the right situation. That is, when and in which situations the media are used when teaching. Certainly not at any time or during the learning process continually demonstrate or explain something to the medium of instruction.
- These four principles should be considered by the teacher when he began using the medium of instruction.

2. The Nature of Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested (Dr. Lynda Yates, 2015 : 1).

Precisely speaking, great pronunciation competence in English is able to make others understand easily; whereas, English pronunciation inferior to basic level increases the misunderstanding among conversations with others (Gilakjani, 2011; Jahan, 2011). It is not necessary to speak English like a native speaker but “well enough to be understood” (Jesry, 2005).

Pronunciation is a particular way of uttering words in general. There are differences of English pronunciation; there are also individual peculiarities for which it is difficult or impossible to understand. Pronunciation is a noun, way in which a language or a particular word or sound is spoken. Among these sounds there are some who have an extremely close so it is very difficult to be interpreted when heard by non-native speakers. How to pronounce the sound of a word in English is called as the pronunciation is usually written with symbols in a slash. These components range from the individual sounds that make up speech, to the way in which pitch-rise and fall of the voice. It is use to convey meaning.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Spelling words in English is challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, many English words are not spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion.

Derwing and Munro said having a good pronunciation of the language can help in normal communication, particularly, intelligibility. However, that is not only reason for developing a stable pronunciation of a new language. The aim should be speak English which is both intelligible and acceptable to the recipients, those who listen to the pronunciation. The both criteria are important, especially when so much emphasis is given to communication nowadays.(Jerry Abbott, 1985 : 38).

Barbara Seidlhofer said pronunciation plays a central role in both our personal and our social lives: as individuals, we project our identity through the way we speak, and also indicate our membership or particular communities. At the same time or sometimes also in conflict with this identity function, our pronunciation is responsible for intelligibility: whatever or not we can convey our meaning (R.Carter and D.Nunan, 2001 : 56).

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.

Pronunciation can also be helped through a deliberate focus on individual sounds, consonants clusters, and supra-segmentals. Fluency activities may also have a role to play in the improvement pronunciation. Because fluency and accuracy effect each other, working on very easy tasks to improve fluency may also have a positive effect on pronunciation accuracy, although this remains to be researched (I.S.P Nation and Jonathan Newton, 2009 : 96).

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 (Abbas Pourhosein Gilakjani, 2012 : 96).

English pronunciation involves the production of each sound and pronunciation of words, phrases, and sentences with correct spelling, compressing and/or correct 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

The sound systems in English Language are divided into three groups, namely:

a) Vocals (vowel)

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

b) Diphthong

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long (Joseph Desmond O'Connor, 1989 : 86).

c) Consonants (Consonant)

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

1) According to the point of articulation

a. Labial, the sound to the point of articulation of the lips. Divided labial, bilabial, that sounds

articulated by the two lips (p, b, m), and labio-dental, the sound between the lower lip to the upper teeth (f, v).

b. Dental, which sound articulated by the tip of the tongue to the front teeth (θ, ð)

c. Alveolar that sounds articulated by the tip of the tongue to the gums (t, d)

d. Palatal-alveolar that sound articulated by the tongue to the palate (tʃ, dʒ)

e. Palatal that sounds articulated by the front of the tongue to the front of palate (j).

f. Velar that sounds articulated by the back of the tongue to the back of the palate (k, g, ŋ).

g. Glottal, the sound produced at the glottis.

2) According to the of articulation

a. Plosive, the sound produce by closing the air cavity completely (p, b).

b. Affricate, the sounds like a plosive but separation articulator organs do not particularly fast (tʃ, dʒ)

c. Nasal, mouth fully enclosed, rear ceiling remain low so that air passes freely cavity (m, n, ŋ)

d. Lateral, obstacle lies in the middle of the mouth, air freely out (l)

e. Rolled, the sound generated by the rapid movement of a number of organs that are elastic (r).

f. Flapped sounds that resemble rolled consonants but consist of only one quick movement only(r)

g. Fricative, noise created by narrowing the air cavity so that air discharge causing hissing sound (f, v, θ, ð, s, z, ʃ, ʒ, h).

h. Semi-vowel, the sound produced by the rapid movement of the vocal organs of speak covered to some other vowel.

d) Clusters (Cluster)

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

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

The pronunciation including the ability to using English with the correct pronunciation, it is understandable and acceptable. With the correct pronunciation, of the different sound of language, syllables, words, phrases, and sentence discourse in general, thought content revealed a language user will be able to understand without any misunderstanding, confusion or strange feeling on the part of those who listen.

According to the relationship between the components of the evaluation of learning outcomes with learning activities, pronunciation skills test should test should be conducted with a variety of targets based on the elements that are part of the ability to recite. The elements that include:

(a). The clarity of pronunciation (intelligibility)

Intelligibility 'the extent to which a listener actually understands an utterance' or is able to decode a message (Lynda Yates, Beth Zielinski, Elizabeth Pryor, 2008 : 5).

(b). Pronunciation fluency (Fluency)

As Lennon, fluency is an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiency. In identifying which performance qualities (measures of utterance fluency) relate to the listener's impression of fluency (perceived fluency).

(c). Pronunciation accuracy (accuracy)

The three elements and the ability to recite the details based on the level ability can be seen in the following table:

3. The Nature of Movies

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

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

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

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

a. Distribution of Movies By Type and Duration

Based Kind, the movie can be divided into several types such as:

1. Fiction Movies

Example: Drama, action, animation, etc.

2. Documentary Movies

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

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

3. Community Movies

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

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

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

1. Short Movie

Movies with a duration of less than 60 minutes.

2. Length Movie

Movies with a duration of more than 60 minutes.

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

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

Carpenter and Greenhill (1956) in reviewing the results of research on the film concludes as follows:

1. The movie produced well, when used either alone or in a series can be applied as a primary tool for teaching the skills (performance) is certain and to convey some kind of factual data.
2. Tests after watching will boost the study, if the student has to be told what must be noticed in the movie, and that they will be tested on the content of the movie.
3. Students will learn more if given a study guide for each movie that is used in teaching and learning activities.
4. Record while watching a movie should be avoided, because it would disrupt the reactor students' attention the movie itself.
5. Performing on the movie alternately can enhance learning.
6. Short movies can be cut into the movie continued and useful for the benefit of a practice or workout.

7. Students can watch a movie for an hour without reducing the effectiveness of the purpose of the meeting.
8. The effectiveness of learning through the movie to be evaluated.
9. After a movie was shown, and the main points of the contents explained and discussed, will reduce misunderstandings among students.
10. Follow-up activities after watching the movie should be promoted in order to enable a more complete understanding.

The movies should be chosen to match the lesson that is being given. For that teachers should know the movies available and the first to see it to know the benefits for the lesson. After the movies was shown there should be a discussion, which also needs to be prepare earlier. There are times when certain movies need to be screened twice or more weeks to pay attention to certain aspects. So that children do not just look at the movies as entertainment, before they are assigned to pay attention to certain things. Then it can be tested how much they can catch from the movie.

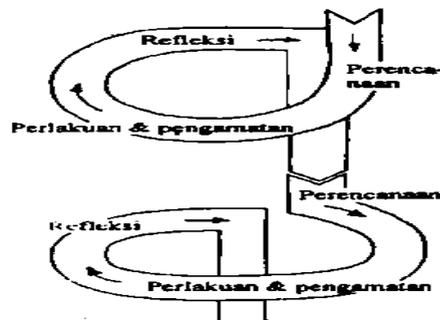
There are several steps to be taken in the use of film as a medium of instruction. The steps are as follows:

Teacher Preparation: First of all teachers have to prepare a unit of study in advance. And then choosing the right movies to achieve teaching objectives expected. Also keep in mind the length of the movie, the movie recommendation level, the production as well as a description of the movie. Besides the movie explicitly tested contains a plan on how to connect the movie stretcher with other activities. Class Preparation: The Audience prepared beforehand so that they get answers to questions that arise in their minds while watching the movie. For it can do the following things: explain the purpose of making the movie, briefly describes the content of the movie, explaining the parts that should receive special attention when watching movies, it must be explained why there is incompatibility with the opinion of the content of the movie section when encountered discrepancies. Step Presentation: Once the audience is prepared before the movie is playing. In this presentation should be prepared equipment required such as: projector, screen, speakers, power cords, movies, extra roll, and a projector. Teachers must pay attention to the dark room or not, and also teachers can connect with a variety of other tools. And also the teacher prepares the model of the movie like: **Animation Movies (Cartoon Movie)** such as, Avatar the legend of Korra Book One

Part 1, Avatar the legend of Korra Book One Part 2, and Avatar the legend of Korra Book One Part 3

C. Method of Research

This Classroom Action Research was conducted at four semesters in English Department of IAIN Sultan Amai Gorontalo. The subjects of research were 30 students, 20 male and 10 female. The design of Classroom Action Research (CAR) used McTaggart model.



The data of this research collected from test and observation sheet. Test used to know students' pronunciation through Western Movie Media and observation sheet of teacher's and students' activities. The data analyzed by using the following formula:

$$\text{percentage} = \frac{nm}{N} \times 100\%$$

Note:

nm: number of checking aspects

N : total of assessment aspects

D. Discussions

The result of English learning especially pronunciation of students in IAIN Sultan Amai Gorontalo at five semester in English Education before action has done the action may be said to have maximal effect of the lack of attention and knowledge and lack of students involvement in learning pronunciation, and tend to be students as passive recipients. It is evident that most students cannot pronounce well.

In the Cycle I, there were some problems: (1) in the learning process, teachers are still not optimal in applying the western movie media. (2) Teachers are still lacking to explain

how good pronunciation training or guiding students in their pronunciation. (3) Teachers still less give more motivation to the students. (4) Teachers still difficult to provide an assessment to the students. (5) Students do not understand the importance of learning pronunciation. (6) In the learning process, students are still lacking participate in each meeting. (7) Students are still afraid of the performance to speak English because they are still stiff in pronunciation.

In the Cycle II, the problems were: (1). the students were shy to express the sentence because they didn't know how to pronouncing the words. (2) They were motivated by the researcher that they had to pronounce and intonation correctly because if they were wrong in pronunciation they will get wrong to meaning the movie. (3) The students had not fun feeling because the class condition is not conducive. They couldn't spelling the words same like the actor on the movie. But problems from cycle 1 are repaired, on the Cycle 2 the teacher is optimal to using Western Movie Media and Explaining to the students about pronunciation and on the Cycle 2 The Teacher always motivated the students.

And on the last Cycle is Cycle III the Researcher Repair all of the mistake from Cycle 1 and Cycle 2, The Teacher do all of the activities on the Observation Sheet of Teacher Activities Like using media, Explaining the material with clear Pronunciation, Motivated The students, Guiding the students until the students get a satisfy score and reach the successful indicators.Improving learning pronunciation student's achievement during three cycles can be explained as follows:

Cycle I

The implementation of learning pronunciation through Western Movie Media on cycle I with the subject matter is Movie. This media is used to motivated students to learn pronunciation. However the method was used new and some students seemed confused in starting activities. This leads to the learning process by using Western Movie Media on cycle I can be classified into the category of poor.

The statement above can be seen in the average score of the analysis of learning by using Western Movie Media on cycle I that result of final test (Posttest) measures the cycle I, obtained an average grade 46. The highest score was 8 and the lowest score are 3. Learning Achievement has not been achieved according to the criteria of success defined action. Acquisition value of the cycle I Increase slightly from the test result before the

action. Students who completed in the pretest or before action were 11 from 30 students (36.66%) and after cycle I was 14 students or (46.66%).

Increased success of students learning quite a lot that is from 11 students become 14 students. Despite an increase in cycle I but, still not achieve the specified learning exhaustiveness that at least 75% students get value >80.

Cycle II

Implementation of the students' pronunciation through Western Movie Media on the cycle II by movie of "*Avatar the legend of korra*". In the cycle II, Implementation is basically the same as the cycle I. Because in the cycle I the standard target have not achieved. So it must be improve on cycle II.

On the cycle II emphasized how the students more motivated, more activity and more provoked so they can enhance their pronunciation skill to pronounce well. Because the cycle I most students are still confuse when asked pronounced. And in the cycle II still not achieved the specified learning same with cycle I. Although, on cycle II have change more good than cycle I but based on the result post test on the cycle II standard target not achieved.

The statement above can be seen in the average score of the students' pronunciation by using Western Movie Media on the cycle II. The last result of final test (posttest) earned an average 60. The highest score was 8 and the lowest score 4.

Cycle III

Implementation of the pronunciation through Western Movie Media on the cycle III, aspect material namely same with previously cycle but more focus on Pronouncing. The three cycles is only performed repairs on the basis of reflection on the cycle I and II. Because in the cycle I and II the standard target have not achieved. So it must be improved on cycle III.

On the cycle III emphasized how the students more motivated and active as well as more provoked so they can enhance their pronunciation skill. Because the cycle II most students are still confused also when make sentence same with on cycle II. And in the cycle II obtained maximum result and the result is success.

The statement above can be seen in the average score of the analysis of learning by Western Movie Media on the cycle III. The last result of final test (posttest) earned an average grade 93. The highest score was 8 and the lowest score 5. Learning achievement has achieved according to the criteria of success defined action. Grade of cycle III increased

slightly from the test result before the action and increased when compared with the first action

E. Conclusions

Based on the data of result students' pronunciation at the post test in the cycle 1 is 36% from 30 students' 11 students get value 80. Based on the result of the Pronunciation assessment, the researcher continued to the next cycle because the students that achieved minimum standard just 36% from 30 students. While, the minimum standard of this research is 75% students get value >80.

The cycle 2 the researcher be found that this cycle had increase although not yet achieved the minimum standard of this research is 75% students get value >80. For the next, the researcher that achieved minimum standard just 46% from 30 students.

The cycle 3 gotten the data that the students who could got the passing Grade Minimum 93% or 28 students from 30 students. It means that successful indicators on the cycle 3 had achieved.

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