

TEACHING PRONUNCIATION THROUGH ENGLISH FILM AT A JUNIOR HIGH SCHOOL IN GARUT

Ade Wandī¹, Evie Kareviati²

IKIP Siliwangi, Indonesia

¹ adwan.ikipsilwg.ac.id@student.ikipsiliwangi.ac.id, ² kareviatievie@gmail.com

Abstract

The aims of study is to determine the influence of watching English film towards students' pronunciation in speaking practice. The method was the quantitative method of pre experiment one group pretest posttest design. The population was taken from class VIII students from one of the junior high schools in Talegong in the 2020/2021 academic year. The data was taken from posttest and pretest one group design to know the students' pronunciation ability. The research was conducted by asking students to watch English film as a medium to improve students' pronunciation skills. The data that has been collected was analyzed using Paired T test and the results showed the pretest (0.007) and the post-test (0.16). It means that the results of pretest was lower than posttest. To find out the difference in these values, then the researcher used a paired Sample T test to organize the parametric statistical data of the study so that they are normally distributed. The data showed that the Sample Paired T test sig (two sides) is 0.000, with a significance level of 0.05. The result is a significance of 0.000 and < 0.05 meaning that the results are lower than the significant level, there is a difference between the post test and pretest data. We can conclude that the hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. It shows that the students' pronunciation is improved through watching English film many times.

Keywords: English Films; Pronunciation; Students' Speaking

INTRODUCTION

English has an important role in the world, it is used by native speakers and non-native speakers of the United States in various fields such as science, technology, arts, and learning processes (Rahmawati, 2017). There are several English skills that must be mastered in learning English, namely Speaking, Reading, Writing, and Listening. Speaking as a productive skill (Inayah & Parmawati, 2019) is very important to be mastered by students, especially for grade VIII students in one of the junior high schools in Talegong. According to Babiker (2018), speaking is a person's skill to produce sounds that have meaning and can be understood by others. From the statement before we can see that speaking is one of the communication tools carried out by the mouth that must be mastered in learning English to build human relationships with the environment. Learning English speaking is not easy because we must give the right, clear and correct meaning to others. Jaelani (2020) stated that learning English speaking is difficult because it is not learned by everyone and not everyone likes to learn a new language, especially in Indonesia. The difficulties for grade VIII SMP students in Talegong are that students do not know the aspects of language, have a little vocabulary, and have limited grammar in learning speaking skills whereas in learning speaking, there are several components that must be mastered including; vocabulary, grammar, pronunciation, and fluency. In order for the pronunciation of speech to be understood by others correctly and clearly, it is necessary to master several components correctly.

Burns (2019) states knowing the language and discourse knowledge components serves to gain knowledge about the sound style of language (in English) to demonstrate the ability to speak language intelligently at the segmental and suprasegmental levels, and must understand the grammar and vocabulary of the language (oral structure, grammatical features, and lexis) and need to have knowledge of how connected discourses (discourses, genres) are organized to fit socially and pragmatically (registers). According to Fauzi (2017) the components in speaking need to be known well in measuring students' abilities in speaking skills. In addition, knowledge and confidence as well as the way of delivery are the basic elements of an effective speech. In this case the researcher want to focus on pronunciation. Pronunciation is a way of speaking a word, especially a way that is accepted or generally understood (Kurniati, 2015). It is the most important component in learning English, if the speaker pronounces the word or sentence correctly, the context will be understood and heard by others correctly and clearly. So that good communication is created, therefore pronunciation is included in the speaking component. Therefore, pronunciation in learning English is very important, especially for eighth class students at one junior high school in Talegong. In this globalization era, there are many media that help students to improve learning english, such as listening to songs, watching films. In this research, the researchers used watching English film. Film is one of the mass communication media which is produced to bring messages to the audience. Students who often watch English films tend to be able to find new vocabulary and even understand the pronunciation of speaking English correctly. Furthermore, Wijaya (2017) states that film as a medium can also help teachers deliver material to students. In fact, not all English words are difficult to pronounce. Some of them are still easy enough for them. In this case the writers find the word 'put' which is pronounced /pat/; the word 'break' is pronounced /brik/ and the word 'book' became /buk/. Therefore, watching English film can be used as a tool in learning English, especially in improving correct pronunciation of vocabulary that is watched and listened directly from native speakers.

METHOD

To know the improvement of students' pronunciation, the students were asked to watch English film entitle "Hotel Transylvania" three times. The film is an American animated media franchise created by comedy writer Todd Durham and produced by Sony Pictures Animation. The researchers used a quantitative method Pre experiment one group pretest and posttest design. According to Akhir (2017), a pre-experimental layout is an observation of reading one organization or group and pretesting intervention all through the experiment. Quasi-Experiment One-Group Pretest-Posttest Design is a quasi-test in which a collection is measured and determined before and after treatment (Hita & William, 2019). In this case the tests were carried out before and after treatment to compare the differences between them.

Lismalinda (2021) said that the one group pretest posttest had three steps; 1). give a pretest to measure the dependence of the variable 2). Apply treatment to subject x. 3). conducted a Posttest to measure the dependent variable by comparing the post-test score with the pre-test.

The table below is a scheme for measuring the comparison of tests between pretest and posttest in the use of Pretest Posttest one-group design.

PreTest	Treatment	Post Test
T1	X	T2

T1 : Performed before doing the treatment.

X : The process is to provide treatment.

T2 : The process of taking post-test

The activities in this study were carried out in one of the Junior High Schools in Talegong. Samples were taken from 18 students of class VIII. Collecting data by taking pretest and posttest. The Pre test is a test to determine students' pronunciation ability before being given treatment and Post-test is a test to determine students' pronunciation ability after being given treatment. Then in conducting the treatment, the researcher used "Hotel Transylvania" film as a medium to improve students' pronunciation skills by conducting a post-test to ensure the progress of the treatment. To collect data in this study, researchers used SPSS version 22.

RESULTS AND DISCUSSION

Results

The results of the study using SPSS version 22 are described and the results obtained are in the data below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	60	75	68,33	5,941
PostTest	18	75	90	83,06	3,888
Valid N (listwise)	18				

Descriptive statistical data showed a minimum pretest score of 60, post test 75 and for maximum data, the maximum pretest score was 75, post-test was 90 and the average pretest was 68.33 and the post-test average was 83.06. The researchers are doing a normality test to find out the data were normal or not. In this normality test using Shapiro-Wilk with the hypothesis as follows:

If $\text{sig} \geq 0.05$, It is assumed that the data is normally distributed.

If $\text{sig} < 0.05$, it is the data is not normally distributed

Test of Normality

	Kolmogorov-smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Pre Test	,202	18	,049	,846	18	,007
Post Test	,247	18	,005	,868	18	0,16

From the results above, Asymp. The sig (two-sided) of the baseline test is 0.007 and Asymp. The sig (two sides) of the final test is 0.16. Due to the significance of its value with Asymp. $\text{sig} (\text{two sides}) \geq 0.05$. This shows that the data has been counted as normal. Then the researcher conducted a paired sample T-test to find out whether there was a difference between the two paired samples' averages. Paired sample T-test serves to adjust the research parametric statistical data so that it can be seen that it is normally distributed.

If $\text{sig. (2-tailed)} < 0.05$, there is a significant difference between the learning outcomes in the pre test and post test data.

If sig. (2-tailed) \geq 0.05, there is no difference between learning outcomes in the pre test and post test data.

Paired Samples Test

		Paired Difference					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	PreTest - PostTest	-14,722	6,295	1,484	-17,853	-11,592	-9,923	17	,000

From the data in the table, it states that Asymp. sig (two-sided) is 0.000, with a significance level of 0.05. These results show a significance of 0.000 and $<$ 0.05, which means that the results are lower and there is a difference between the pretest and posttest data. We can conclude that the hypothesis (H0) is rejected watching English films can not improve the pronunciation of eighth-graders in one junior high school in Talegong and the hypothesis (Ha) is accepted watching English films can improve the pronunciation of eighth-graders in one junior high school in Talegong. In this study the researchers used a pre-experimental one-group pretest-post-test design, the researchers conducted the study in three meetings, in the first meeting before the students watched English film the researchers gave pre-test, on the second day the researchers gave treatment and the third day the students are given treatment and post-test. The students got an increase in score compared to the value in the previous test.

CONCLUSION

The results show 0.000 and $<$ 0.05, meaning that the results are lower than the significant level, so there is a difference between the pretest and post-test data, it can be concluded that watching English film can improve the pronunciation of 18 students, especially class VIII students at one of the Junior High Schools in Talegong.

ACKNOWLEDGMENTS

We give thanks and gratitude to Allah SWT who has provided health for me in completing this course assignment, and thanks also to the headmaster of the SMP in Talegong who has facilitated and encouraged the smooth running of this research. The researcher also expresses his gratitude for the assistance to the supervisor of the research journal who has helped a lot in completing this research.

REFERENCES

Akhir, M. (2017). Penerapan strategi belajar reciprocal teaching terhadap kemampuan membaca pada siswa SD. *Indonesian Journal of Primary Education*, 1(2), 30-38.

- Babiker, A. (2018). Improving speaking skills in EFL classes through collaborative learning. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 44(1), 137-154.
- Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1-11.
- Jaelani, A. and Zabidi, W.,O. (2020). Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section. *Journal of English Language Teaching, ELT FORUM 9 (1) (2020)*.
- Kurniati, V., Wijaya, B., & Suhartono, L. (2015). Improving Students' pronouncing Ability Using Phonics. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 7(1).
- Masbiran, G., & Fauzi, A. (2018). Speaking skill in using community language learning (CII). *Indonesian Journal of Integrated English Language Teaching*, 3(2), 198-205.
- Parmawati, A., & Inayah, R. (2019). Improving Students' Speaking Skill Through English Movie In Scope Of Speaking For General Communication. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 7(2), 43-53.
- Rahmawati, R. (2017). Improving English speaking ability using the Team-Games-Tournament technique. *English Education Journal*, 8(1), 1-13.
- Rizka, B., & Lismalinda, L. (2021). The Influence of Problem-Based Learning Model on Students' Learning Outcomes in Aceh Private University. *Media Komunikasi FPIPS*, 20(1), 56-60.
- Wijaya, A. A., Mayasari, L., Wijaya, A., & SS, M. P. (2015). *The Effectiveness Of making Short Film For Students' speaking Ability* (Doctoral dissertation, Universitas Muhammadiyah Surabaya).
- William, W., & Hita, H. (2019). Mengukur Tingkat Pemahaman Pelatihan PowerPoint Menggunakan Quasi-Experiment One-Group Pretest-Posttest. *Jurnal SIFO Mikroskil*, 20(1), 71-80.