MOVIE- MEDIATED PRONUNCIATION LEARNING: EFL UNIVERSITY LEARNERS' PERCEPTIONS

Anindya Dewi Agatha[1], Dadang Danugiri[2], Mobit[3]

Universitas Singaperbangsa Karawang, Indonesia
[1] dewiagatha31@gmail.com, [2] danugiridadang@gmail.com, [3] mobit@fkip.unsika.ac.id

Abstract

This study aims to know about the EFL student's perception in learning pronunciation movie-assisted and the impact of English movie for learning pronunciation. The researcher uses interview as a research design. By using interview, the researcher investigate students' perceptions during learning pronunciation activities movie-mediated. Then, the data obtained were analyzed. The results showed that students' perceptions and impact of movie-mediated learning pronunciation. The impact movie-mediated learning for EFL students is increasing the student's vocabulary knowledge. Based on these findings, it can be concluded that most students can learn pronunciation by themself through movie-mediated learning. Movie-mediated learning is increase their vocabulary knowledge and how to pronounce it through the dialogue on the movie. The students also perceived that learning pronunciation movie-assisted was not enough with one movie, they need more than one movie to make the learning process more comprehensive.

Keywords: Pronunciation; Movie-Mediated Learning; Learning Pronunciation

INTRODUCTION

In human daily life, communication takes an important role. People manage perceptions by expressing their communal and personal identities in a number of ways that they deem appropriate for putting themselves forward, making their intentions clear, and serving a range of audiences and objectives (Pennington & Revell, 2019). In Indonesia, learning English language has been a priority from lower to higher education. To be able speak English fluently students require continuous practices. According to Frijuniarsi (2018), to be fluent to speak in English students need more than just understanding or comprehension of the theory. In addition, speaking skill needs other aspects include cultural and social matters. The purpose of this research was to know about the EFL student's perception in learning pronunciation movie-assisted and the impact of English movie for learning pronunciation. By knowing the EFL student perception in learning pronunciation movie assisted and the impact of learning pronunciation trough movie would help to improve and design more active methods in teaching English pronunciation for EFL student. English movies have long been utilized in classrooms to teach English as a second or foreign language. The previous research shows that students were basically more motivated when it comes to movies. It could be seen on how they were able to focus on the movie during the learning session.

Fluency of pronunciation is an essential component of communication. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). One of the most important aspects of learning English is improving your ability to produce sounds. This includes various factors that can change pronunciation and lead to different meanings. With the concepts of global English era many people use English with no longer look to the

pronunciation of people. Teachers must use appropriate techniques and media to teach English effectively and to encourage students (Parmawati & Inayah, 2019). Besides, pronunciation is a complex skill that influenced by biological, social, and psychological factors. According to Frijuniarsi, 2018 in EFL course, error analysis can be used by the teacher as useful method to help them predict and understand the pronunciation difficulties faced by their students, while for the students, it is also important to make them aware of the differences between their native language and second language during the learning process. In addition, student habits help in learning English, especially in speaking. For example, listening to songs, using chat applications, and watching movies. English teachers need to use a variety of media sources to vary classroom presentations and avoid boredom of students.

The difference of language features between Bahasa and English may cause difficulty in learning this foreign language for Indonesian students, and it will guide to production of error (Frijuniarsi, 2016). The alphabets of English and Bahasa Indonesia are the same in quantity but the way it pronounced is different. Learning pronunciation trough movie is more useful in learning a foreign language like English as the learners can get the real experience of listing to the voices of the native speakers of the language (Rao, 2019). This activity aims to give students the joy and excitement of learning a foreign language. The students believe that watching English movies is a positive experience that they enjoy and greatly benefit from. Apparently, it helped me develop important English skills such as listening, understanding and communication skills. Moreover, it connected them to British culture in general and allowed them to understand some aspects of it. Not to mention the joy it brought them. Students' self-confidence was increased. They were not afraid of making mistakes (Parmawati & Inayah, 2019).

Pronunciation is a very important element of language where when the sound is pronounced incorrectly, there would be problems like mishearing or misunderstanding which can cause miscommunication while communicating (Talib, Anwar, & Mujahidah, 2018). Most learners may think that pronouncing words correctly is hard since there were many similar sounds of different words in English. The teacher needs to be the role model to talk in the English language to make the learners learn pronunciation directly (Rahayu & Munir, 2018). The implementation of this method can be done through intuition and imitation where students imitate a model (whether the teacher or a recorded audio) that has been prepared in front of the classroom.

Self-regulated learning is a strategy of learning that allow learners to be independent in learning to increase their academic achievement. It also the way learners regulate their cognition, behaviour, emotions, and environmental aspects during their learning (Al-Jarf, 2022). Learners who can regulated their learning may have clearer idea of what they were doing and have better transform mental ability into academic skills through self-regulatory strategy as monitoring, controlling, adjusting, self-directing, and self-assessing (Zimmerman in Deng, Wang, & Xu, 2022). There were many useful tools to help learners with their self-regulated pronunciation learning (Faridah, Friatin, & Rohayati, 2022). Technology assisted self-regulated learning were more likely to have positive impact to language learning process for the learners and it contributes to the enhancement of learners' language skills (Retnaningsih, Milaningrum, Nugroho, & Putra, 2022).

METHOD

To investigate EFL student's perception in learning pronunciation through movie-assisted and the impact of English movie for learning pronunciation, the researcher carried out this study with narrative inquiry since it allowed the researcher to explore participants' perceptions on the matter that has been mentioned and presented the data in a descriptive story form (Kim, 2016).

By using the narrative inquiry, the researcher got to know in detail the perceptions from the participants while they were using the movie-assisted learning method to learning pronunciation from a movie called *Five Feet Apart*. The researcher choose English education college students as the participants because the researcher was interested in discussing about their pronunciation through English movie later on. To understand the EFL student's perception in learning pronunciation through movie-assisted and the impact of English movie for learning pronunciation, the researcher used a semi-structured interview to collect the data. This research collected its data through semi-structured interview with the interview guideline as the instrumentation. The interview consist of 7(seven) questions for the participants.

RESULTS AND DISCUSSION

Results

The results from Indonesian college student's response during interview process shows the variety of student's perceptions would be presented implicitly through a few points related to this issue including the impact of English movie for students' learning pronunciation. EFL students perceive that learning pronunciation through movie was fun and interesting way to learn for them. It also helped them to know how the words pronounced directly by the native speaker. In addition, this method was easier for them to do since they enjoy this way of learning pronunciation. EFL students choose watching movie as their method to learn pronunciation because not only it was a fun method to learn and easier than other method, but also help students to improve their knowledge. This way, the students' will have more confidence while pronouncing English words in their daily life. The EFL students also stated that beside the *five feet apart* movie, they also looking for another movie to be used as their pronunciation learning material which will let them know more knowledge about new pronunciation and how to use them in their real-life situation. Based on the interview result, a more explanation related to the impact of English movies in learning pronunciation presented that learning pronunciation through *five feet apart* movie has impact for the EFL students where they can acquire new vocabulary from listening to the unfamiliar words spoken by the actors/actress along with how to pronounce those words. This means that learning pronunciation through five feet apart movie also help them to build new vocabulary which was useful for them.

Discussion

Regarding the findings that have been written previously about the EFL students' perception on learning pronunciation movie-assisted. Based on the findings that has been mentioned before, EFL students perceive that learning pronunciation through movie-assisted was fun and interesting because this method makes them enjoying the learning process (Hamed, 2018; Rizal, Hamdan, & Suyati, 2020). Learning pronunciation from the native speaker surely easier to do as long as the native speaker was not the fast-speaker type or else the students' will have faced difficulty in catching the words they say. This method also increases their knowledge regarding new vocabularies and how to pronounce them correctly, which makes them confidently speak those words in their daily life because they already know how to say it (Frijuniarsi, 2018). Besides knowing about how the words sounds, learning pronunciation through movie-assisted method allows them to knows how those words written if they activate the subtitle feature while watching the movie. From the explanation above, it can be seen that the students shown positive perception toward movie-assisted method in learning pronunciation. The previous research also shown that the students have interested in pronunciation by using movie, students seemed to be enjoying the experiment as they were able to listen to the local pronunciation while watching the movie scenes (Rizal, Hamdan & Suyati, 2020). Furthermore, since the movie mostly take

place in the hospital, which was might happened in real life, the students stated that they acquire many new vocabularies related to the medical stuff which was unfamiliar for them. However, this was useful for the students because the students know more words related to the medical stuff, both how those words spoken and written, after learning pronunciation through a movie called *five feet apart* (Djurayeva, 2021).

CONCLUSION

Regarding the impact of movie-assisted learning on EFL students learning pronunciation process, the conclusion was; a) the most prominent impact was when they hear the actors speaks use unfamiliar vocabulary, it will increase their vocabulary knowledge and how to pronounce it. b) part of five feet apart movie that has impact was the part when they were at hospital because in this part presented a medical vocabulary that students do not know. This showed that the scene when they are in the hospital impacts EFL students on increasing the student's vocabulary knowledge so they know how to pronounce the words unfamiliar for them. Based on these findings, we can conclude that English movie can help students to learn how to pronounce unfamiliar vocabularies through the dialogue on the movie.

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