

USING MOVIE TO INCREASE STUDENTS' PRONUNCIATION

THESIS

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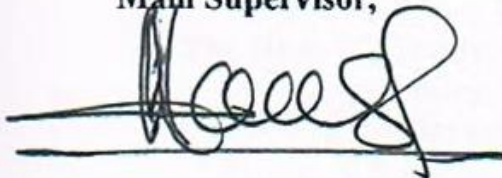
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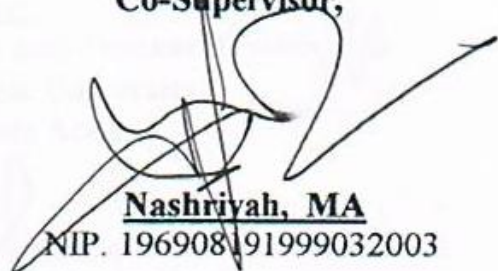
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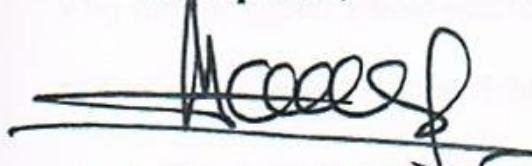
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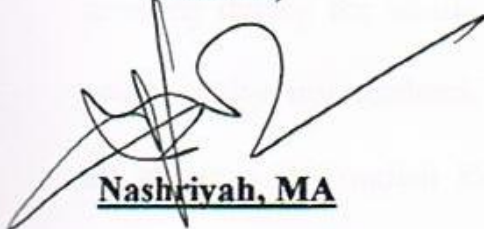
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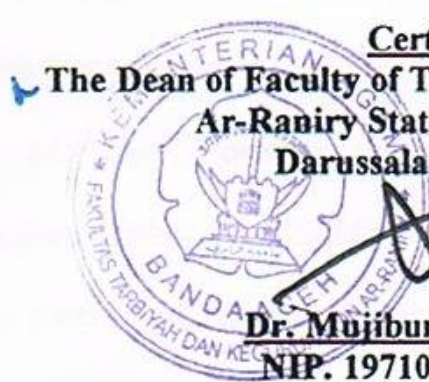
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The writer

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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *“Using Movie to Increase Students’ Pronunciation ”* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 July 2017

Saya yang membuat pernyataan,



(Nawal Aufa)

ABSTRACT

This research is designed due to a consideration that pronunciation has always been the most challenging skill faced by the students at English Department and media is very helpful in improving their pronunciation ability. Therefore, the purpose of this study is to identify whether movie is a good medium to improve students' pronunciation and to find out students' perception toward using movie as medium in learning English pronunciation. This research took place in UIN Ar-Raniry, at the second semester of English Department students (unit 6). 28 students of unit 6 had participated in this research. This research applied a quantitative approach and used a pre experimental research design including pre-test and post-test. The data were obtained from both tests and questionnaires to measure the students' ability and perception. The result showed that movie is effective in improving students' pronunciation ability. It is proved by the mean score of post-test which was higher than that of pre-test. The mean score of pre-tests was 60 while that of post-tests was 80. Equally important, the answers that students' chose in questionnaires greatly supported that movie is really effective in teaching pronunciation. After all, movie can help students to construct their ideas in practicing pronunciation better than before.

Keywords: Movie, Pronunciation

CHAPTER I

INTRODUCTION

A. Background of Study

I personally think that English is the world's most important language. Why do I say that? Firstly, English is an international language. It is spoken by many people all over the world, either as a first or a second language. Secondly, English is also the key which opens doors to scientific, and technical knowledge, which is needed for the economic and political development of many countries in the world. Thirdly, English is a top requirement of those who are seeking jobs. English as a foreign language is taught in all schools in Indonesia. It has been taught in every Educational Institution Level.

In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. All skills in English are essential because all these skills relate to each other. This research will not focus on the four skills, since it consumes a lot of times and needs continuous efforts. This research is only related to one skill, namely Speaking and I choose one part of the speaking, that is "Pronunciation". Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds. In many cases, students understand the meaning but find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word. However

important to improve pronunciation. As stated by Harmer (2000: 183) “made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English”. It means that the better of pronunciation and the better we understand the meaning.

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 the environment, learning materials, and the teacher’s ability in handling the English teaching learning process. As Kenworthy (1987: 4) observes that “there are many factors affecting pronunciation learning for EFL students such as hearing, native language and age of learners”.

In fact, based on the writer’s experience most of students get difficulties to speak English because they have lot of vocabularies and they do not know the way to pronounce it. Therefore in teaching learning process most of students want to speak English in a good pronunciation, they want to have more media to practice their English pronunciation not only from book or dictionary but also from the other media such as watch movie from television or from laptop. Most of people from different ages love watching movie from different genres. Exactly the students’ usually watch movie just for fun, to fulfill the leisure time without caring about the content, such as what the singer sings about, what the reporter informs, even if they do, they only know the tittle. The problem is how to make

these activities become useful, not only for fun but also for gaining the information and the knowledge inside.

Because of that, lecturers must know how to make students enjoy in learning and understanding what they are learning, exactly in mastering pronunciation. As a lecturer, it is important to create an interesting method, materials and media in teaching environment until the students understand about how to pronounce the word. The best one in teaching-learning process is active learning. In active learning the students are actively involved. Klippel (1984: 5) claims that “learning is more effective if the learners are actively involved in the process”. And then the researcher think to solve that problem, watching movie is one of the unique way and the alternative technique that can be used in teaching pronunciation. We can see the students’ ability of understanding the movie to increase pronunciation. Based on Keith Robinson (2007: 2) defines that “the power of seeing an actor speak, hearing their pronunciation, and linking it reforces learning, it challenging and makes you think”. And the writer’s has experience, most of the writer’s friends can speak English well and remember a new vocabulary and pronounce it without learning English course. They just watch the movie and they pronounce the word better than the writer does.

The researcher also found some previous researches that have been conducted by using movie as learning media to improve students’ ability in learning English. A researcher named Mustika Ratna Pratiwi. In her research, “*Improving Pronunciation Ability Using Cartoon Films*”, has discussed how to improve pronunciation by using cartoon films. In her research, final result prove that

cartoon films could improve the students' pronunciation ability. Then, Imayati Kaeon in her research "*Speaking Skill Improvement By Using Movie As Media*", her research result showed that movie is media to improve an effective students' speaking skill. Then I also found in Uin Ar-Raniry thesis especially at English Department, a researcher named Farisati Izza. "Increasing Vocabulary through Barbie Movie". The thesis discussed how to improve vocabulary by using barbie movie. Her research showed that teaching vocabulary using movie as media can improve students' vocabulary skill. Based on the result, the researcher concluded that movie is considered as an effective media in improving the students' ability in mastering pronunciation.

As seen above in previous study, movie can help students in learning English very well. In this case, it is different from the research before, the researcher focuses on improving the students' ability in English pronunciation by using movie as media. Based on the explanation above, the writer is interested in conducting a research with the title **"Using Movie to Increase Students' Pronunciation (An experimental research at Department of English Language Education in UIN Ar Raniry Banda Aceh)"**.

B. Research Questions

Based on the background of study, the writer formulates the research questions as follows:

1. Does using movie increase students' pronunciation ?

2. What do they perceive about watching movie as a medium in learning English pronunciation ?

C. The Aims of Research

The aims of the study can be stated as follows:

1. To identify whether movie is a good medium to improve students' pronunciation.
2. To find out students' perception toward using movie as medium in learning English pronunciation.

D. Hypotheses

Based on the background of study, hypotheses of the research are as follows :

Ho : If the movie is implemented for the students' of English Department of UIN Ar-Raniry, then the students' pronunciation ability will not enhance.

Therefore, the movie should not be implemented for them.

Ha : If the movie is implemented for the students' of English Department of UIN Ar-Raniry, then the students' pronunciation ability will enhance.

Therefore, the movie should be implemented for them.

E. Research Benefit

The researcher hopes that the result of this research will give some contributions to English language teaching and learning, as follows:

1. For teacher

The teacher will be able to use this media in order to increase students' pronunciation ability and also the teacher can apply this media in the classroom to make the students interest in learning process.

2. For students

Students will be able to increase their pronunciation ability by using movie and also the students feel interest because they can watch movie and they can learn pronunciation by watching movie.

3. For researcher

Through this research, the researcher will find an alternative way of teaching English in a fun way and this is a good method for researcher because it very interesting by using movie as media.

F. Research Terminology

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1. Movie

Movie is also called a film, is a series of still images which, when shown on a screen, creates the illusion of moving images. Hornby (1995:434) defines film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Then, according to Imayati Klean (2013:2) stated that "Movie is a kind of media that the researcher

believes will make students interest, because most of teenagers like to watch movie. Some factors that create positive learning environment are the plot, actors or actresses, and the dialogue as well. All of these will influence them during learning in the class and they will not feel bored. Also from the movie, they will automatically learn about the foreigner's culture, get knowledge, and know how the foreigners pronounce the words. Interesting movie will support the students to imitate what they see and listen, so it will influence their understanding in communication by using English. During learning activity, teacher guides and corrects the students' errors, so the result of teaching and learning activity by using movie as media will succeed".

In this research, the tittle of movie that I took are "Akeelah and the bee" and "Ron Clark" movie. They are education movie, therefore the students also learn educational values in the learning process.

2. Pronunciation

Pronunciation comes from word "pronounce". Hornby (1995: 928) says that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language". From the definitions above, we may conclude that pronunciation is the way a person utters a word or a language. Here, the researcher uses movie as media to learn pronunciation of English words. The standard pronunciation used in this study is the standard pronunciation of Oxford Learner's Dictionary.

CHAPTER II

LITERATURE REVIEW

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interested in learning. The pronunciation lecturer should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Lecturer should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000:183) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment.

1. Definiton of Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Further pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect.” 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.

Fraenkel (1984:96) express that there are two main steps to learning how to pronounce a language:

1) Receptive/list stage

In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

2) Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

2. Type of Pronunciation

1. English Vowels

According to Jones, vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise.

Jones (1958:15) in his book “The Pronunciation of English” classifies the vowels into 5 based on the position of the tongue:

(1). Front vowels, in the production of which the ‘front’ of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

(2). Back vowels, in the production of which the ‘back’ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

(3). Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.

(4). Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

(5). Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə / father.

2. English consonants

According to Kelly (2000:47) consonants can be described in terms:

(1). The place of articulation

(a). Labiodental

Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/

(b). Dental

Sounds articulated by the tip tongue against the upper teeth. e.g : / ð /

(c). Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/

(f). Palatals

Namely sounds articulated by the back of the tongue against the hard palate; e.g / j /.

(g). Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/

(h). Glottal

Namely sounds articulated in the glottis; e.g / h /.

(2). Manner of articulation

(a). Plosive

A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. /p/ and /b/

(b) Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t_/ and /d_/

(c). Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/

(d). Nasal

A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/

(e) Lateral

A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/

(f) Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

3. English Diphthongs

Diphthongs are sounds, which involve a change in quality during their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indicating the direction of the movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

(1). Raising or Closing Diphthongs.

The position of the tongue when the second vowel is pronounced higher than the first one. For example:

- /ai/, like in time /taim/, fine /fain/

- /ei/, like in make /meik/, take /teik/

- / i/, like in boy /boi/
- /au/, like in now /nau/, how /hau/
- /əu/, like in no /nəu/, go /gəu/

(2). Falling Diphthongs.

The position of the tongue when utters the second vowel is lower than the first one. For example:

- /i ə/, like in fear /fiə(r)/, hear /hiə(r)/
- /ə/, like in pure /pjə(r)/

(3). Centering Diphthongs

The position of the tongue when utters the second vowel is at the id central. For example:

- /ə/, like in fore /fə(r) /, more /mə(r)/
- / ɛə /, like in there /ðɛə /

(4). Supra-segmental phonemes

Supra-segmental phonemes are classified into seven classes; they are:

- Stress. Stress is the pressure of breath with which sounds are produced. Intonation. Intonation is the changes in the music of the voice while producing speech.
- Pause. Pause is the silent between parts of un utterance.
- Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.
- Rhythm. Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.

- Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word. For example, in Chinese there are four levels of sounds that can differentiate meaning.
- Length. Length is the long or short a phoneme should be pronounced.

4. Stress

According to Jones (1958:57), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed. It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Stress syllables are marked when necessary by 'placed immediately before them, thus *father*, 'f_:ə, *arrive*, ə'raiv, *opportunity*, _pə'tju:niti, *what shall we do?* '(h)w_t_əlwi:'du.

The same words and sentences are not always stressed in the same way. Variations are sometimes necessary for making the meaning clear, and they are eventually needed due to rhythmical considerations. Thus the word *injudicious* when simply taken to mean "foolish" would have stress on the third: 'di_əsyllable, *thus he was very injudicious*, hi:wəz'veriind_u:'di_əs, but when used in contrast with *judicious*, the chief stress would be on the first syllable, the stress on the third being only secondary, e.g. *that was very judicious*, __twəz'verid_u:'di_əs, and the answer is *I should call it injudicious*, 'ai_ədk_:litveri'ind_u:di_əs. Untrained speakers often fail to bring out contrast of this kind properly. In '(h)w_t_əlwi:'du:, '(h)w_t'_lwi:'du:, '(h)w_t_əl'wi:du:, the variations of stress

actually modify the meaning of the words. The word *unknown*, _nnoun shows clearly how rhythm may affect stress. Compare *an unknown land*, ən'_nnoun'l_nd with *quite unknown*, 'kwait_n'noun. When isolated the word would generally be pronounced, the two syllables having equal stress. The rhythmical principle underlying these changes is a tendency to avoid consecutive stressed syllables when possible.

5. Intonation

Jones (1958:59) states in speaking, the pitch of the voice, i.e. the pith of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners.

Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages to add attitudes to words (attitudinal function) and to differentiate between whquestions, yes-no questions, declarative statements, commands, requests, etc.

Generally speaking, the following intonations are distinguished:

- Rising Intonation means the pitch of the voice rises over time
- Falling Intonation means that the pitch falls with time
- Dipping Intonation falls and then rises
- Peaking Intonation rises and then falls

3. Component of Pronunciation

In pronunciation we have to paying attention to the component of pronunciation.

According to Djwandono (2008:124) There are four components of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

- Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- Fluency is as a whole of text can be pronounced fluently.
- Accuracy is words and parts of text are pronounced accurately.
- Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials in junior high school instruct Freudenstein in Alatis (1981: 275) says that there are three media in order to run the teaching and learning process effectively and efficiently. They are defined as follows.

- 1). Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.
- 2). Audio: radios and tape recorder.
- 3). Audio visual: film, TV, and video.

4. Definition of Movie

Movie is a motion picture or film produced for entertainment that tells a story. Hornby (1995:434) defines movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about movie. There are three important keys about movie based on his statement:

- Movies are story.
- Movies are recorded as moving pictures.
- Movies are shown on TV or cinema.

Movies are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement.

Here, movie is treated as a form of entertainment. Meanwhile, Allen and Gomery (1985:136) state that movie is an art which portrays man's interpretation of life.

Movie as an art and movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movie as entertainment media is to entertain the viewers. Meanwhile, the goal of movie as an art is to give particular messages to the viewers. Since movie gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art. From the definitions above, it can be stated that movie are story which portrays man's interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

Movie is the media of teaching which has benefit for lecturer and students. As the lecturer analyzes students' responses to the questions and situations which are projected, both lecturer and learner benefit from evaluative strength of audiovisual aids. One of the best uses of movie is to bring to the students experiments and demonstration which are ordinarily impractical in the classroom.

Goldwyn (1993:46) states that English teachers seem to have liked movie because of its artistic seriousness which in turn meant that is worth studying, pupils also liked this rather out of the ordinary treat so different from most of their lessons in school.

Forney in Smith (2009 : 126) suggests that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. She sees the value in these methods of learning, but she also states that a student can get a real active picture of material from a film, such as watching a counseling subject's progress over time in a film

like *Good Will Hunting* (1997: 147). She also explains how there are different student learning styles that different types of media can encourage, film being part of the ‘concrete experience’ group. Overall, Forney (2004: 143) finds entertainment media to be invaluable for the student learning experience based on its easy accessibility and the students’ built in knowledge of it. Watching movie was the favorite activity that students like. It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown (1983: 233), “movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform”. While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking. English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking.

5. Criteria of Movie

According to Wikipedia the criteria of movie as follows:

- 1) Factual movie present ideas and information precisely, using pictures and sound to clarify meaning in ways which are superior to and different from the usual illustrated lecture.
- 2) Pictorial reports are comprised of movie footage which records events such as track meets or time and motion studies much as they occurred with little or no editing.

- 3) Fictional drama movie often present stirring, believable versions of literacy classics. They are useful in developing attitudes, building appreciation, and presenting information.
- 4) True drama films portray events in the lives of actual people.
- 5) Travelogues give geographic information.
- 6) Training movie stress religious history and dramatize situation
- 7) Involving moral and spiritual values.
- 8) Documentary movie are a major special type with important educational opportunities.
- 9) Cartoon movie is a movie made by animating a series of drawings.

Leacturer use movie in many different ways and for a variety of purposes: to communicate information, to change or to strengthen attitudes, to develop skills, to stimulate interest, to raise problems, to seek moods, to emotionalize learning. They sometimes use movie to test abilities of their students to apply principles to problem situation.

In this research, the tittle of movie that the researcher took are “Akeelah and the bee” and “Ron Clark Story” movie. The researcher choose both of movie because they are education and inspiration movie, therefore the students also learn educational values and practice their pronunciation in the learning process. They are the synopsis of story movie :

The first movie "Akeelah and the Bee" may inspire you in the process of mastering and memorizing vocabulary. Akeelah and the Bee is an inspirational movie, produced by 2929 Productions and Starbucks entertainment directed by

Michael Romersa and Danny Liewely. This film tells of a 11-year-old girl who struggled to follow the spelling bee name "Akeelah Anderson". Akeelah is a middle-school students from Crenshaw south Lost Angels. She is a genius girl who has a high memory, especially in spelling words. But she did not have a good kinship relationships, within the family and in school. She is the youngest of four brothers, his father has died since she was a child and his mother was a nurse who is always busy with his job. In her school environment she did not have many friends and she often gets ribbing from his friends. She's always got an A+ every spelling test, and therefore his teacher Ms. Cross asked him to partisipate at the spelling bee contest and represented her school in the contest. Initially she was a timid girl and never spoke in public. When she was asked to join the spelling bee that she refused for fear will be the mockery his friend, but she won the spelling bee at her school and had to represent her school for the district spelling bee. When she followed the district spelling bee she does not have a coach and not get support from her family and she almost failed in the race. Luckily the last participant to commit fraud and finally she had a chance to win a third championship. To confront the regional spelling bee akeelah get a coach named Dr. Joshua Larabee. This is the most interesting part of this film the process of learning and memorizing vocabulary. From her teacher akeelah learn so many words and have lots of learning strategies. She learned to memorized the words with games, scrabble, by making own word list "dictionary itself" and by moving the body to remember vocabulary and correct spelling. Dr.Larabee teaches him to know, remember and spell the word not only memorized but also learn from

reading the essays or articles, apply it in a sentence, knowing where it came from the word including the wording. He said to Akeelah that difficult word is a combination of simple words. So exactly no difficult words that can not to remember and to spell. It's time in the regional spelling bee. Akeelah has a rival named Dylan Chiu he has followed the spelling bee and won both the national level twice. Dylan's father is obsessed with Dylan in order to win the race. Akeelah can spell all the words that has give by the jury, but suddenly his mother came and told Akeelah to quit the race because his mother did not know the capabilities of her daughter. Akeelah has hard worked and support from his coach finally Akeelah can advance to the national level. To face the race to spell the national level coaches have been preparing for 5000 cards that contain vocabulary that must be memorized and studied by Akeelah. Akeelah get support from everyone in the neighborhood because her mother saying "that everyone can be a coach and wherever you are could be a place of your learning". Akeelah prepare for the race to spell the national level with the helped of many people. Finally Akeelah included in the final race with Dylan main opponent. It was Akeelah know the distress experienced by Dylan for his father's pressure. Akeelah intend to succumb to Dylan could to be the winner but Dylan did not receive it. He thinks victory in this way is not fair. Finally they did the best that they can and they become a double champion. jointly lifted the championship trophy. What lessons can we take from the movie Akeelah and the Bee?

The first, in moral terms we can learn the importance of support from the people closest to us / the family, school and community environments in teaching

and learning. The necessity and seriousness of purpose in doing all things without fear of any kind, keep trying and never give up. This film has taught us to keep the spirit and self-assured and open mind. In learning should not only become fixated on one theory and one way, but also try to learn a variety of ways and make it comfortable. This is the importance to open your mind.

The second, from the academic side we can learn how to memorize vocabulary. From this film we can learn ways to enrich our vocabulary, there are :

1. Make a list of new words that we find or words that we do not understand its meaning in our personal dictionary. So we have a list of words that we can open at everytime and everywhere. Personal dictionary is very useful to help us in the process of memorizing vocabulary.
2. Learn vocabulary by playing games like Scrabble, flip words, etc. Learn to play will be very helpful. It is the easiest way to optimize the workings of the brain to remember vocabulary. So the brain will be encouraged to think and keep thinking to find the right answer. Learning with game can reduce stress in the study making it easier for the brain to accept new things.
3. Read a lot. All science is all around us especially if we want to read a lot. Not only have to read from books, but also from everything that we can see, hear and feel. Included in enriching our vocabulary must be a lot of reading so that our vocabulary is also growing. Vocabulary is not to memorize but to understand and use.
4. Various ways to move the body to stimulate the brain in memorize vocabulary, such as moving the fingers, spinning, jumping rope, etc.

That some lessons that we can draw from the movie “Akeelah and the bee”. This movie has inspired many people who to learn to do best. For all students at English department it is very important to watch the movie “Akeelah and The Bee” to find and to know how to memorize vocabulary effectively.

The second movie “The Ron Clark Story” is the inspirational movie tells the real-life of Clark (Matthew Perry), a teacher from upstate New York who moves to Manhattan and re-instills courage and hope into the lives of many down-and-out students. Via highly innovative teaching strategies and rule sets, and an ongoing, strenuous effort, Clark manages to turn several lives around and raises students' test scores to admirable levels. His star pupils include a young girl forced to both attend school and care for her siblings and a graffiti-prone young man who rechannels his energies into more traditional painting with Clark's encouragement. In the end, even when pneumonia threatens to keep Clark down, he refuses to let it. Ernie Hudson (Ghostbusters) and Hannah Hodson co-star; Granada America produced. Max Enscoe and Annie deYoung scripted. The story is about a teacher who is in a nice town with decent students. This teacher always encourages his students to go for their dreams and they could be anything they want to be. When they make his own personal parking space he sees it as his tombstone, or where he will spend the rest of his life.

The writer is interested to select this movie because the main characters in this movie provided the reader some moral values conveyed the moral value implied among others such as: courage, hard work and self sacrifice. The movie is one of good to be chosen as a supplementary material enrichment in instruction.

Now days, many teachers only teach the students without paying attention the students' ability in learning the material but the teacher only chase the time and finish the material, whereas the character of a good teacher should make their lessons interesting and make the students be able to understand the material.

6. Relevant Researches

A researcher named Mustika Ratna Pratiwi, in her research titled *"Improving Pronunciation Ability Using Cartoon Films"* has discussed how to improve pronunciation by using cartoon films. In her research, final result prove that cartoon films could improve the students' pronunciation ability. Then, Imayati Klean in her research under the title *"Speaking Skill Improvement By Using Movie As Media"* her research result showed that movie is media to improve an effective students' speaking skill. Then I also found in Uin Ar-Raniry thesis especially at English Department, a researcher named Farisati Izza. *"Increasing Vocabulary through Barbie Movie"*. The thesis discussed how to improve vocabulary by using barbie movie. Her research showed that teaching vocabulary using movie as media can improve students' vocabulary skill. Based on the result, the researcher concluded that movie is considered as an effective media in improving the students' ability in mastering pronunciation.

In conducting this research, the researcher was inspired from their previous research above, but in different way, the researcher measure students' pronunciation ability, not vocabulary or others. The researcher wants to know whether movie is an effective media too in teaching speaking, also what is students perception toward using this media in teaching learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. According to Cohen, Manion & Morrison (2007:446), method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this research, the researcher used a quantitative approach to analyze the data. The researcher applied a pre-experimental research design, involving pre-test and post-test to measure students' ability in pronunciation. Also, the researcher used questionnaire in the last meeting to know about students' perception toward learning English using movie to enhance pronunciation ability.

The researcher conducted a research at Uin Ar-Raniry Banda Aceh especially at English Department and chose only one class as sample.

B. Population and Sample

According to Barker, Pistrang & Elliot (2002:179), population is the defined group from which the participants in the study are to be selected. Sample is the subset of the target population consisting of those participants who actually take part in the study.

The population of this research was the second semester at English Department which consisted of seven unit. The sample of this research was the students of unit 6. The samples were selected by using intact classes based on Alison Mackey (2005: 141).

C. Technique of Data Collection

a. Test

Test was given to the students in order to figure out their pronunciation ability. In this research, test was divided into two categories; Pre-test and Post-test. The aim of pre-test was to find out the students' ability toward their pronunciation skill before the treatment is conducted. On the other hand, post-test was to find out whether their pronunciation skill improved or not after the treatment. The test was conducted by using movie as a media, and in this time watching movie was used.

To collect the data of pre-test and post-test, the researcher applied oral proficiency test. Oral proficiency scoring categories suggested by Brown (2001:406) are employed in the test to score the students' performance.

b. Questionnaire

The researcher distributed the questionnaire to the students in order to obtain the real data about their perception after the students were examined by the test. The questionnaire were adapted from Ms. Nashriyah (2014) and used Likert scale to measure students' perception. There were twenty one questions from the questionnaire set question that would be asked to

the students to answer the second research question about the students perception of using English pronunciation in learning English. The questions are about pronunciation.

D. Technique of Data Analysis

a. Analysis of the Test

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. According to Sudjana (2008: 158), the formula is:

$$M1 = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

Note:

x_i : Middle Score of interval class

f_i : Frequency

$f_i \cdot x_i$: The amount of multiplication between frequency and \middle interval.

b. Analysis of the Questionnaire

The data obtained from the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It is used to know the students' responses after being taught toward the use of movie in teaching pronunciation. Based on Sudjana (2008: 160), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = Number of sample

100% = Constant of value

E. The Brief Description of Research Location

1. Time of Research

This research was conducted from 20 April until Mei at the Department of English Education of UIN Ar-Raniry.

2. Location of Research

The reasearch took place at UIN Ar-Raniry, Banda Aceh. It is the Islamic University under the authority of Department of Religious Affair. UIN Ar-Raniry was fristly known as IAIN Ar-Raniry, established on October 5th1963, then, on October, 1st 2013, based on President Decree No.64 year 2013, IAIN changed to UIN Ar-Raniry. It is located at Jl.Ar-Raniry Kopelma Darussalam (Lingkar Kampus)- Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. It has contributed a very valuable in develving Islamic thought in Southeast Asia, especially in Aceh.

The rector of UIN Ar-Raniry is Prof. Farid Wajdi Ibrahim, MA. UIN Ar-Raniry has graduated thousands scholars and some proffessor. The aim of this faculty is to educate pious Muslims, in order to become an

expert in the field of education and teaching of Islam and are able to develop and proficient in applying knowledge in a variety of educational institutions or universities.

The Department of English Education which is known as *Pendidikan Bahasa Inggris (PBI)* is the place where the writer conducted the research. It was chosen because it represents the writer's population and sample. This is one of the famous and leading department which is much favored by students, especially newcomers. At it was named, this department specializes in teaching English teacher at school or a professional in universities. The headmaster of the Department of English Education is Dr. T. Zulfikar, S.Ag.,M.Ed, now the Department has 21 permanent lecturers and 650 students who come from several regions in Aceh.

3. The students

Table 3.1: The Number of the Students at English Department 2016

Unit	Number of the Students
1	35
2	35
3	35
4	35
5	35

6	28
7	35

The total number of students at English Department of semester 2 are 205 students and I choose unit six for my research.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Data Analysis

To analyze the data, the researcher used statistical calculation to the tests given for this research. There were two types of the test in this research, pre-test and post-test. The following table is the result of the pre-test and post-test.

1. The result of Pretest Posttest

The table below is the score from average of students' scale of fluency, comperehension, vocabulary and pronunciation.

Table 4.1 The score of pre-test and post-test

No.	Name	Score	
		Pre-test	Post-test
1	MS	65	81
2	RJ	57	70
3	AM	40	65
4	EY	60	80
5	RP	65	84
6	RM	81	86
7	FN	65	84
8	DS	57	74
9	TA	63	85
10	FA	59	75
11	IF	74	85
12	PM	48	72

13	WM	50	79
14	SN	41	66
15	Ya	74	85
16	MH	65	84
17	UH	57	69
18	HA	83	90
19	Sa	84	94
20	Hu	61	85
21	YR	49	69
22	Fa	43	67
23	SR	61	85
24	NA	83	90
25	YM	50	79
26	Yu	83	90
27	JW	60	80
28	AF	57	74

Pre-test

The score of the pre-test achieved by 28 students can be identified from the lowest to the highest ones, they are as follows:

40	41	43	48	49	50	50	57
57	57	57	59	60	60	61	61
63	65	65	65	65	74	74	81
		83	83	83	84		

To analyze the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using some statistical formulas, which are:

- a. Range is the difference of the highest score with the lowest score.

To find the result, the researcher used the following formula:

$$\mathbf{R=H-L}$$

Remarks:

R= the range score

H= the highest score

L= the lowest score

It can be seen that the highest score is 84 and the lowest score is 40. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 84-40 \\ &= 44 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$\mathbf{CN= 1+3.33 \log n \text{ (total sample)}}$$

$$\begin{aligned} CN &= 1+ (3.3) \log 28 \\ &= 1+ (3.3) (1.447) \\ &= 1+ 4.7751 \\ &= 5.7751 \text{ (it can be taken 6)} \end{aligned}$$

- c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

$$I = \frac{44}{6}$$

I = 7.33 (it can be taken 7)

- d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2 The frequency's table of pre-test

Final Class

Note:

X_i = refer to the middle score of interval class

Fi = refer to frequency

FiXi = refer to the amount of multiplication between frequency and middle class

Based on the table above, the mean is identified by using the formula below;

$$\begin{aligned}
 M1 &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{1670}{28} \\
 &= 59.642 \text{ (it can be taken 60)}
 \end{aligned}$$

Post-test

The score of the post-test achieved by 28 students can be identified from the lowest to the highest ones, they are as follows:

65	66	67	69	69	70	72	74
74	75	79	79	80	80	81	84
84	84	85	85	85	85	85	86
90	90	90	94				

To analyze the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using some statistical formulas, which are:

- a. Range (R), is determined by using the following formula:

$$R = H - L$$

It can be seen that the highest score is 94 and the lowest score is 65.

Thus, the range is:

$$\begin{aligned}
 R &= H - L \\
 &= 94 - 65 \\
 &= 29
 \end{aligned}$$

- b. Class Number can be found out by using the formula below:

CN= 1+3.33 log n (total sample)

$$\begin{aligned}\text{CN} &= 1 + (3.3) \log 28 \\ &= 1 + (3.3) (1.447) \\ &= 1 + 4.7751 \\ &= 5.7751 \text{ (it can be taken 6)}\end{aligned}$$

- c. Interval, the researcher identified interval used the following formula:

$$\mathbf{I} = \frac{R}{CN}$$

$$I = \frac{29}{6}$$

I = 4.8 (it can be taken 5)

- d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.3 The frequency's table of post-test

[illegible]

Then, the researcher calculated the mean (\bar{X}) to find out the average post-test score of the students. Based on the table above, the mean can be identified by using the following formula:

$$\begin{aligned}
 M1 &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{2227}{28} \\
 &= 79.535 \text{ (it can be taken 80)}
 \end{aligned}$$

The aim of the test is to know the students' improvement in pronunciation through the use of movie as media. Based on the table above, in the pre-test, the average score is 60. Further the result of the post-test is 80. The result difference indicates that after getting treatment, students' pronunciation ability was improved. It can be seen that there was difference in the improvement of students' pronunciation ability by using movie as media. So it can be concluded that movie is an effective media in teaching pronunciation.

Examining Hypothesis

In examining hypothesis, the researcher used "t" test (t_0) to determine the significant difference in examining the students' pre-test and post-test scores. First of all, alternative hypothesis (H_a) and null hypothesis (H_0) were determined as:

(H_a) : Movie will be effective in improving students' pronunciation ability

(H_0) : Movie will not be effective in improving students' pronunciation ability

The next step, the researcher was listing the pre-test and post-test score in order to find up the difference score between those tests.

Table 4.4 The difference score of pre-test and post-test

No.	Nama	Score		X-Y (D)	D ²
		Pre-test (Y)	Post-test (X)		
1	MS	65	81	12	144
2	RJ	57	70	13	169
3	AM	40	65	25	625
4	EY	60	80	20	400
5	RP	65	84	19	361
6	RM	81	86	5	25
7	FN	65	84	19	361
8	DS	57	74	13	169
9	TA	63	83	22	484
10	FA	59	75	16	256
11	IF	74	85	11	121
12	PM	48	72	24	576
13	WM	50	79	29	841
14	SN	41	66	25	625
15	Ya	74	85	11	121
16	MH	68	84	19	361
17	UH	57	69	12	144
18	HA	83	90	7	49
19	Sa	84	94	10	100
20	Hu	61	85	24	576
21	YR	49	69	20	400
22	Fa	43	67	24	576
23	SR	61	85	24	576
24	NA	83	90	7	49
25	YM	50	79	29	841
26	Yu	83	90	7	49
27	JW	60	80	20	400
28	AF	57	74	17	289
N= 28				Σ484	Σ9688

After finding the difference score, the researcher has to find Standard

Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{9688}{28} - \left(\frac{484}{28}\right)^2}$$

$$SD = \sqrt{346 - (17.28)^2}$$

$$SD = \sqrt{346 - 298.59}$$

$$SD = \sqrt{47.4}$$

$$SD = 6.88$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{484}{28}$$

$$M_D = 17.28$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{6.88}{\sqrt{28-1}}$$

$$SEM_D = \frac{6.88}{\sqrt{27}}$$

$$SEM_D = \frac{6.88}{5.19}$$

$$SEM_D = 1.32$$

Then, the score of t_0 can be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{17.28}{1.32}$$

$$t_0 = 13$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N-1$$

$$= 28-1$$

$$= 27$$

Hypothesis of this research used T_{table} at significant level of $\alpha = 0.05$.

According to T_{table} list, the value of distribution table at 27 as degree of freedom was 1.32. However, in this research $T_{score} < T_{table}$ ($13 < 1.32$), so that it can be concluded H_a was accepted and H_0 was rejected. In line with this, it appears that using movie is effective in improving students' pronunciation ability.

2. The analysis of Questionnaire

In order to get the real data of the students' perception toward using movie in learning English pronunciation. The researcher was distributed the questionnaires to the students. It consisted of 21 questions in a closed form. As the mentioned in chapter III, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

Furthermore, the result of each questionnaire questions will be elaborated in detail in the following tables;

Table 4.5 Analysis Questioner

NO.	Statements	SA	A	D	SD
I. Learning Process					
1.	Learning process prepare in a good way	57.14%	42.85%	0%	0%
2.	The material prepare can help me to study English, especially Pronunciation..	50%	46.42%	3.5%	0%
II. Movie as media of pronunciation					
3.	Learning pronunciation by watching movie as media can make learning process interesting.	82.142%	17.851%	0%	0%
4.	Learning pronunciation by watching movie as media can make learning process become challenge.	57.142%	35.714%	0%	7.142%

5.	Movie as media help me to comprehend pronunciation.	75%	25%	0%	0%
6.	I think movie as media is boring.	0%	0%	25%	75%
7.	Movie as media make me difficult to understand pronunciation.	0%	0%	32.142%	67.857%
8.	Learning pronunciation by using movie as media make me feel unhappy.	0%	0%	21.428%	78.571%
9.	I feel my pronunciation is not enhance by using movie as media.	0%	0%	50%	50%
10.	Movie as media can make me become intellegent, exactly pronunciation.	50%	50%	0%	0%
11.	Movie as media make me understand the important think to pronounce the word correctly.	64.285%	35.714%	0%	0%
12.	I don't get the advantages of learning pronunciation using movie as media.	0%	0%	35.714%	64.285%
13.	I get the advantages of learning pronunciation using movie as media, thats make me understand pronunciation and understand the benefit of movie.	64.285%	35.714%	0%	0%
III. Assignment					
14.	Pronunciation given was suitable my understanding.	35.714%	35.714%	25%	3.57%

15.	I think the challenge of learning suitable my ability.	39.285%	32.142%	21.42%	0%
16.	The assignment influence to me can help to master pronunciation.	35.714%	35.714%	25%	3.57%
17.	The assignment was given make me to learn more.	67.857%	28.571%	3.57%	0%
18.	The time provided material was given adequate.	67.857%	28.571%	3.57%	0%
19.	The movie display is interest to discuss for pronunciation.	75%	28.571%	0%	0%
IV. Overall Evaluation					
20.	I like learning pronunciation by using movie as media.	78.571%	21.428%	0%	0%
21.	I will recommended this learning pronunciation by using movie as media to others student.	92.85%	7.14%	0%	0%

Based on the table above, the researcher concludes that there are four kinds of questions. The first one is learning process. In the section, most of the participants strongly agreed with the statement and only 3,5% disagreed. The second one is movie as media of pronunciation. In this section most of participant strongly agreed with the statement only 7,142% disagreed. But in this section, there are three statements in the negative ways. It means that the participants should answer disagreed for the answer and finally all of participant strongly disagree about the statement. The third one is assignment. In this section, most of

the participants strongly agreed with the statement and few of them disagreed. The last is overall evaluation. In the last section, all of students strongly agreed with the statement.

Discussion

Based on the analysis of the data, the researcher would like to discuss about the research question in this study. The first research question is “Does using movie increase students’s pronunciation ?”. To answer this research question, the researcher conducted tests, involving pre-test and post-test. The pre-test was given to the students before the treatment was held in the first meeting, while the post-test was given after the students done with the treatment. Both tests were presented in same level of difficulty.

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation above, the mean score of pre-test was 60 and the post-test was 80. It means that teaching pronunciation by using movie is effective in improving students’ pronunciation ability in retelling stories. It was proved by the mean score of post-test were higher than pre-test.

In addition, the result of data analysis showed that t_{score} is 13 and t_{table} at significant level of $\alpha = 0.05$ is 1.32. Thus, it can be stated that t_0 was higher than t_{table} ($13 > 1.32$). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In consequence, the hypothesis accepted was movie is effective in improving students’ pronunciation ability.

Then, to answer the second research question, which is “What do they perceive about watching movie as a medium in learning English pronunciation?”, the researcher distributed a set of questionnaire to the students in order to get the real data about their perceptions toward learning English (pronunciation) by using movie. Exactly, the researcher found students have a huge interest in movie. It was proved by the answer that students chose in the questionnaire, and the result of the questionnaire indicated movie is a good media in teaching pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this research is to identify whether movie are effective to improve students' pronunciation. Also, to find out students' perception toward using movie in learning English. Based on the result and discussion in the previous chapter, the researcher would like to summarize some conclusions as follow:

- a. Teaching pronunciation through movie can be one of an effective ways to increase students' pronunciation ability to the second semester of English Department. It can be seen from the result of the post-test was higher than the pre-test. The score of pre-test was 60, while the post-test was 80.
- b. The use of movie could motivate and interest the students in learning English much better. The researcher also found students have a huge interest in movie. It was proved by the choice of the students in questionnaire set indicating students' interest. Therefore, movie is considered as an effective media in learning English

B. Suggestion

In order to complete this research, there are some suggestions that can be considered to make students more interested in pronunciation, as follow:

1. The researcher suggests to teachers to use movie to increase students' interest in learning English, especially in enhancing pronunciation ability.
2. Students are expected wisely to practice more to improve their pronunciation skill. In this case, students should select a good media to train themselves in order to manage and construct the ideas.
3. The role of teacher in the classroom is the most important thing than anything else, therefore in order to make students more active in the classroom, teacher should give a great support and motivate the students. Then, it can increase their ability in pronunciation.

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Indonesia.

LESSON PLAN

(Using Movie to Increase Students' Pronunciation.

A Study at Department of English Language Education in UIN Ar Raniry)

Course / Code : Vocabulary and Pronunciation/ PBI 2811

Semester / Year : II / 2016-2017

Unit : 6 (six)

Time : 9.40 - 11.20

A. Standard of Competence

Increase students' pronunciation through movie.

B. Indicators

- Spell the word correctly based on movie.
- Identifying the difficult words on the movie.

C. Purpose of The Study

1. To identify whether movie is a good medium to improve students' pronunciation.
2. To find out students' perception toward using movie as medium in learning English pronunciation.

D. Media

Movie

E. Learning process

- Meeting-I
 - Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.
 - The teacher ask the student about their pronunciation.
 - Main Activities
 - The teacher ask the student to spell their name correctly.

- The teacher explain about pronunciation.
 - The teacher ask the student to pronounce the vocabulary in the text (pretest).
 - The teacher give the time for the student's to pronounce the word.
 - The student pronounce the words.
- Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.
- Meeting-II
 - Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.
 - Motivation : The teacher ask the student about media of pronunciation
 - Main Activities
 - The teacher ask the student to sit in group.
 - The teacher explain about pronunciation.
 - The teacher give time for student to ask question.
 - The teacher plays the movie (Akeelah and the bee) for the student's.
 - The student's watch the movie and find the new vocabulary.
 - The teacher explain about pronunciation in movie and explain how to pronounce.
 - The teacher ask the student's to pronounce the word based on movie.
 - Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.
- Meeting-III
 - Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.

- Motivation : The teacher ask the student about pronunciation.
- Main Activities
 - The teacher ask the student to sit in group.
 - The teacher explain about pronunciation
 - The teacher give time for student to ask question.
 - The teacher plays the movie (Ron Clark Story) for the student's.
 - The student's watch the movie and find the new vocabulary.
 - The teacher explain about pronunciation in movie and explain how to pronounce.
 - The teacher ask the student's to pronounce the word based on movie.
- Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.
- Meeting-IV
 - Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.
 - Aperseption: The teacher ask the student's about last meeting.
 - Main Activities
 - The teacher ask the student to pronounce the vocabulary in the text (posttest).
 - The teacher give the time for the student's to pronounce the word.
 - The student pronounce the words.
 - Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.

F. Evaluasi

Form Evaluasi Pretest dan Posttest

No.	Scoring Criteria	Scoring Scale			
		1	2	3	4

1	Pronunciation				
2	Vocabulary				
3	Fluency				
4	Comperehension				

Ratings:

3 – Very Good

2 – Good

1 – Enough

1 – Week

Final score is total point x 4

Maximum score is 100

Table 7.2. Oral proficiency scoring categories (Brown, 2001, pp. 406–407)

	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.

	Fluency	Pronunciation	Task
very ence, ts if speech, e.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
at technical at require dgel.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
the rate of	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
the range	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
an aver.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

TEST INSTRUMENT

PRE TEST

PRE-TEST

Please spell this word correctly !

*our deepest fear is not that we are inadequate.

Our deepest fear is that what we are powerful beyond measure.

We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous?

Actually, who are you not to be? We were born to make manifest the glory of God that is within us.

And as we let our own light shine, we unconsciously give other people permission to the same.

*The problem isn't the kids. It's not even what they can achieve. The problem is what you expect them to achieve. You are setting the bar here. Why? Set it up here! They can make it.

This community judges us by scores. Government funding judges us by scores. People who give me scores, they get my respect.

Okay good. In May, they'll all test at grade level.

New York public schools are desperate for good teachers. Newspaper says they're begging for them. Dad, every year I tell my students to go for what they want in life-dream big, take risks. It's time I start living up to my own words.

TEST INSTRUMENT

POST-TEST

POST-TEST

Please spell this word correctly !

*our deepest fear is not that we are inadequate.

Our deepest fear is that what we are powerful beyond measure.

We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous?

Actually, who are you not to be? We were born to make manifest the glory of God that is within us.

And as we let our own light shine, we unconsciously give other people permission to the same.

*The problem isn't the kids. It's not even what they can achieve. The problem is what you expect them to achieve. You are setting the bar here. Why? Set it up here! They can make it.

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QUESTIONNAIRE INSTRUMENT

The Result of Learning Vocabulary and Pronunciation by Using Movie

A. Students Profile

Name :
Student ID :
Unit :

B. Learning Outcome

Put a check mark (√) on one of the column

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree.

NO.	Statements	SA	A	D	SD
I. Learning Process					
1.	Learning process prepare in a good way				
2.	The material prepare can help me to study English, especially Pronunciation..				
II. Movie as media of pronunciation					
3.	Learning pronunciation by watching movie as media can make learning process interesting.				
4.	Learning pronunciation by watching movie as media can make learning process become challenge.				
5.	Movie as media help me to comprehend pronunciation.				
6.	I think movie as media is boring.				
7.	Movie as media make me difficult to understand pronunciation.				
8.	Learning pronunciation by using movie as media make me feel unhappy.				
9.	I feel my pronunciation is not enhance by using movie as media.				
10.	Movie as media can make me become intellegent, exactly pronunciation.				
11.	Movie as media make me understand the important think to pronounce the word correctly.				
12.	I don't get the advantages of learning pronunciation using movie as media.				
13.	I get the advantages of learning pronunciation using movie as media, thats make me understand pronunciation and understand the benefit of movie.				

III. Assignment				
14.	Pronunciation given was suitable my understanding.			
15.	I think the challenge of learning suitable my ability.			
16.	The assignment influence to me can help to master pronunciation.			
17.	The assignment was given make me to learn more.			
18.	The time provided material was given adequate.			
19.	The movie display is interest to discuss for pronunciation.			
IV. Overall Evaluation				
20.	I like learning pronunciation by using movie as media.			
21.	I will recommended this learning pronunciation by using movie as media to others student.			

Banda Aceh,2017

Responden,

(.....)

AUTOBIOGRAPHY

Personal Identity

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Nationality : Indonesian, Acehnese
Marital Status : Single
Occupation : Student
Address : Jl. Mawar, Lamkeneng, Tungkop. Aceh Besar.
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Parent

Father's Name : Syarifuddin
Mother's Name : Mawarni
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Educational Background

Kindergarten : TK Simpang Tiga (2000-2001)
Primary School : SDN. 1 Sigli, Pidie (2001-2007)
Junior High School : MTss Jeumala Amal, Pidie Jaya (2007-2010)
Senior High School : MAS Jeumala Amal, Pidie Jaya (2010-2013)
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Banda Aceh, July 13th 2017

Nawal Aufa