THE IMPACT OF WATCHING ENGLISH MOVIE IN INCREASE

STUDENT'S PRONUNCIATION: A CASE STUDY AT ENGLISH

DEPARTMENT BATCH 2019 HASANUDDIN UNIVERSITY

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor Degree in

English Literature Study Program

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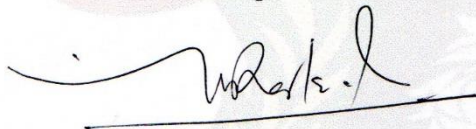
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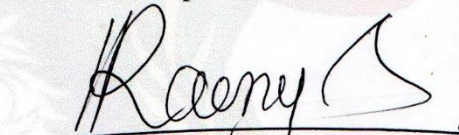
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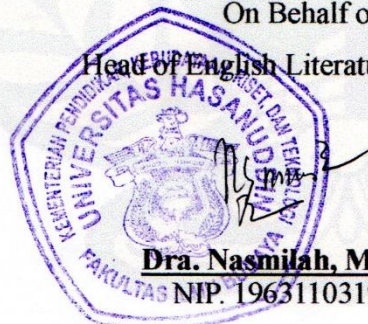NIP. 196004091987032001
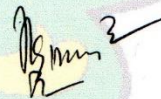
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LEGITIMATION

THESIS

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BY

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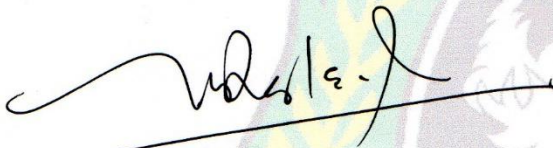
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It has been examined before the Board of Thesis Examination on **Friday, 04**[th] **August 2023** and is declared to have fulfilled the requirements.

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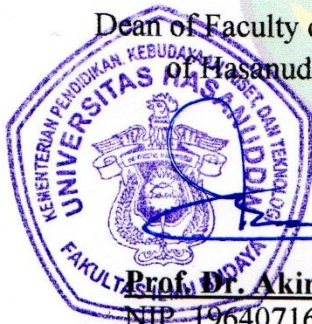
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AGREEMENT

On, 04th August 2023, the Board of Thesis Examination has kindly approved a thesis by Indah Dwi Agusty (F041191090) entitled **"THE IMPACT OF WATCHING ENGLISH MOVIE IN INCREASE STUDENT'S PRONUNCIATION: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2019 HASANUDDIN UNIVERSITY"** submitted in fulfillment one of the requirements to obtain Sarjana Sastra (S.S.) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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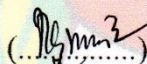
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DECLARATION

The thesis by Indah Dwi Agusty (F041191090)entitled The Impact of Watching English Movie in Increase Student's Pronunciation: A Case Study at English Department Batch 2019 Hasanuddin University has been revised as advised during the examination on 04th August 2023, and is approved by the Board of Undergraduate Thesis Examiners:

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STATEMENT LETTER OF AUTHENTICITY

I, the undersigned,

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Hereby, the writer declares that this thesis entitled:

THE IMPACT OF WATCHING ENGLISH MOVIE IN INCREASE STUDENT'S PRONUNCIATION: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2019 HASANUDDIN UNIVERSITY

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The undersigned,

Indah Dwi Agusty

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First of all, the author would like to say Alhamdulillah and thank Allah SWT. who has given mercy and blessing so that the author can finished the thesis entitled *"The Impact Of Watching English Movie In Increase Student's Pronunciation: A Case Study At English Department Batch 2019 Hasanuddin University"*. The author realizes that in the process of writing this thesis encountered many obstacles. But with the help, guidance and cooperation from some parties, the obstacles faced can be oversome. So that, the author would like to express her thanks to:

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Makassar, 29 July 2023

Indah Dwi Agusty

ABSTRACT

Indah Dwi Agusty, 2023, *The Impact Of Watching English Movie In Increase Student's Pronunciation: A Case Study At English Department Batch 2019 Hasanuddin University.* (Supervised by **Marleiny Radjuni** and **Sitti Sahraeny**.)

Listening, speaking, reading and writing are the important skills in English. Besides that, there is an important component that sometimes forgotten, that component is pronunciation. Pronunciation is the most important component in speaking. Pronunciation errors result in misunderstandings in speaking activities. In teaching pronunciation, especially in the intonation section in class, it is hoped that the lecturer will provide an effective and fun way for students. One way is to use English Film. This study aims to identify the effects and factors that influence students to use English movies to increase their pronunciation. There were 16 students of ELSP Batch 2019, Hasanuddin University as the sample of this research. In revealing the data, the researcher used qualitative descriptive method. The data were collected through questionnaire via Google Form and interview via Google Meet. The data revealed that the students have positive factors that influence students to use English movie on pronunciation improvement. The use of English movie for educational purposes is growing rapidly with the student's opinion said that they also use English movie to improve their speaking skills, listening skills, exploring many new vocabularies, exploring accents from native speakers, and also many features that support English learning.

Keywords: Pronunciation, English Movie, Students, Increase.

ABSTRAK

Indah Dwi Agusty, 2023, *The Impact Of Watching English Movie In Increase Student's Pronunciation: A Case Study At English Department Batch 2019 Hasanuddin University.* (Supervised by **Marleny Rajuni** and **Sitti Sahraeny**.)

Mendengarkan, berbicara, membaca dan menulis adalah keterampilan penting dalam bahasa Inggris. Selain itu, ada satu komponen penting yang kadang terlupakan, komponen itu adalah pengucapan. Pronunciation adalah komponen terpenting dalam berbicara. Kesalahan pengucapan mengakibatkan kesalahpahaman dalam kegiatan berbicara. Dalam pengajaran pronounciation khususnya pada bagian intonasi di kelas, diharapkan dosen memberikan cara yang efektif dan menyenangkan bagi mahasiswa. Salah satu caranya adalah dengan menggunakan Film Bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi efek dan faktor yang mempengaruhi siswa menggunakan film berbahasa Inggris untuk meningkatkan pelafalan mereka. Terdapat 16 mahasiswa ELSP Angkatan 2019 Universitas Hasanuddin sebagai sampel penelitian ini. Dalam mengungkapkan data, peneliti menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan melalui kuesioner melalui Google Form dan wawancara melalui Google Meet. Data mengungkapkan bahwa siswa memiliki faktor positif yang mempengaruhi siswa untuk menggunakan film bahasa Inggris pada peningkatan pelafalan. Penggunaan film bahasa Inggris untuk tujuan pendidikan berkembang pesat dengan pendapat siswa mengatakan bahwa mereka juga menggunakan film bahasa Inggris untuk meningkatkan keterampilan berbicara, keterampilan mendengarkan, mengeksplorasi banyak kosakata baru, mengeksplorasi aksen dari penutur asli, dan juga banyak fitur yang mendukung pembelajaran bahasa Inggris.

Kata Kunci: Pengucapan, Film Bahasa Inggris, Siswa, Peningkatan.

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CHAPTER I

INTRODUCTION

A. Background of The Study

One of the most widely spoken and influential languages in the world today is English. This impacts each and every workspace. There is no doubt that English plays a significantly larger role in the globe, and as a result, it is unavoidable that people will neglect it entirely. It has a promising future, can assist us in connecting with people in other parts of the world, and can also assist us in our personal and professional lives. Learning English might be challenging and time-consuming, but it turns out that education has many benefits and can open up many doors to opportunity. Communicating language using one's mouth is the behavior that we refer to as speaking. Under this circumstance, a number of different elements of the body, including the lungs, the vocal tract, the vocal cords, the tongue, the teeth, and the lips, all produce sounds. When it comes to determining whether or not someone has been successful in learning a language, speaking is considered by language learners to be on par with hearing and reading as a reference. The speaker has the ability to express their feelings, make a request, discuss, and exchange teaching materials when they are speaking. The degree to which a student has mastered the language that they are studying can be evaluated by observing how well they are able to

communicate verbally in the target language. In this sense, the ability to speak refers to a person's capacity to communicate with other people through the utilization of spoken language.

Pronunciation is one of the aspects of the language that makes a significant impact on one's ability to communicate effectively in English. The way a word is pronounced has a significant impact on whether or not it is understood when it is said; on the other hand, incorrect pronunciation can cause confusion when someone speaks. Learning pronunciation is a step that must be taken before one may talk directly and fluently. This is because proper pronunciation is an essential component of clear and concise communication. Unfortunately, there are a lot of obstacles that get in the way of people speaking English with a decent pronunciation. The correct use of pronunciation has remained one of the most challenging abilities to instruct, and the significance of this issue in the educational setting has been generally disregarded. Good pronunciation is not the same as good speech, but it will provide a channel for clarity of speech because the listener is assured distinct vowels and consonants as well as proper intonation contours to understand the speaker's speech. In addition, good pronunciation will provide a channel for clarity of speech. This is because the listener is better able to differentiate between the various sounds that make up the language when the speaker has strong pronunciation. In addition, from the perspective of interlinguistic communication, students learning English as a foreign language are likely to struggle when attempting to pronounce sounds that

do not appear in their native language. The fact that different people speak different languages is the fundamental factor that contributes to both the intrinsic and systemic difficulties associated with correct word pronunciation.

Students need to practice a lot both inside and outside of the classroom in order to improve their pronunciation, just like they need to practice a lot in order to improve their other language skills. The instructor may assign the students extracurricular listening activities, such as listening to English songs, the news, lectures, or speeches, or watching English movies, with the goal of helping the students improve their pronunciation outside of the classroom. Norris (1993) is the one who sparked the thinking that led to the idea of asking pupils to see an English movie. According to him, in order to assist students in achieving academic success, teachers need to plan lessons that include exercises that make it easier for students to practice their listening skills. These exercises should be based on students' existing knowledge about the characteristics of informal spoken English. Since students enjoy viewing movies in English, learning a foreign language through activities such as watching English movies could become an exciting activity, particularly for improving students' hearing and speaking skills. The following activity, which is making a report to be presented in the classroom, comes after the activities of watching an English movie.

Because English movie dialogues from highly proficient English speakers, it can be good authentic learning materials for listening skill and

pronunciation skill. This is because the dialogues in English movies can contribute to an easier understanding of how native English speakers pronounce words. When it comes to listening, students of English have access to a wider variety of information thanks to English films. In other words, the pupils are able to simultaneously listen to what is going on and watch what is happening. It's a good idea to select out scenarios that feature a lot of visually interesting action. It will be much easier to comprehend the information that is delivered in the movie as long as the graphics indicate what is being said on the audio track. Because students are supposed to listen to things that are pertinent and interesting to them, which maintains their motivation and attention levels, certain English television series, English films, and advertising could increase student motivations. Learners now have access to non-verbal behavior as well as paralinguistic parts of spoken text, which enables learners to improve their listening ability in contexts that are more difficult to understand. This is due to the fact that English films feature a large number of settings, dialogues, meaningful expressions, as well as a wide variety of vocabulary, phrases, and sentences. Due to the fact that it is either staring or being dubbed by native speakers, the English movie also has accurate pronunciation.

The principles presented up until this point are consistent with those presented by Porcel (2010). She believes that watching movies in English can be of great assistance to the pupils in many ways. They are able to enhance their ability to listen and communicate, they are able to increase the

amount of vocabulary they know, and they are able to improve their pronunciation and intonation. In addition, she claims that making use of English films in her English classes has been one of the most enriching experiences she has ever had.

In this case, the writer observes English Department Batch's students 2019. The writer wants to focus on the the impact of watching English movie to increase student's pronouncation.

B. Identification of Problems

In this research, the writer identified some problems in increase students pronouncation as follows:

1. Students find it difficult to select an appropriate English film to use.

2. An inability to manage over the speed at which speakers speak.

3. The student's vocabulary was very limited.

4. Students of English have a difficult time understanding native speakers' pronunciations and accents due to the different of word and sounding/pronouncing.

5. The use of movies as a teaching tool in pronunciation classes was not standard at all educational institutions.

6. People with poor pronunciation are more difficult to understand for people who are still learning the language.

C. Scope of Problems

In this research, it will be limited to the following matters:

1. The impact of watching English movie in increase student's pronunciation.

2. The factor that motivate students to use English movie in increase their pronunciation.

D. Research Questions

1. How effective is English movie in increasing student's pronunciation?

2. What motivate students to use English movie in increase their pronunciation?

E. Objectives of The Study

1. To explain how effective is English movie in increasing student's pronunciation

2. To examine factors that motivate students to use English movie in increase their pronunciation.

F. Significance of The Study

The findings of this study are expected to be useful for students or readers, especially for students of the Department of English batch 2019. Theoretically, this study result is expected to contribute to educational studies, especially for the theory of pronunciation and authentic material. Practical Benefit, the study is expected to be significant for the students, lecturers, academic institutions, and future researchers. It will inform

students to use English movie as an effective method in learning methods to increase their pronunciation. Also, it will help the lecturers know that English movie also can be an effective method in the class to increase students' pronunciation and the educational institution about the benefits that the students can achieve by using English movie as their effective method to increase their pronunciation. Lastly, it will help other researchers in their research in studying the influence of English movie in education.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The writer tries to support her research by searching related research about the impact of watching English movie to increase student's pronouncation to compare the previous research with the writer's research. Based on the previous research, the writer found several similarities and differences. Below is the previous research that have been mentioned:

Nawal Aufa (2017) "USING MOVIE TO INCREASE STUDENTS' PRONUNCIATION". In her research, Nawal Aufa (2017) claimed that the study applied a quantitative approach and a pre experimental research design, which included both a pre-test and a post-test. This was included in the study. In order to measure the students' capabilities as well as their perspectives, the data were collected using several test and questionnaires. This study was conducted at the University of Arkansas at Little Rock during the second semester of the English Department's students. (unit 6). There were a total of 28 students from the unit 6 that took part in this research. The findings demonstrated that viewing the movie has a positive impact on the pupils' overall pronunciation skills. It is demonstrated by the fact that the mean score on the post-test was higher than the score on the pre-test. The mean score on the pre-test was 60, while the mean score on the post-test was 80. Equally as important, the responses that students gave in questionnaires provided a great deal of support for the notion that the movie

is actually good in teaching pronunciation. After all, seeing a movie can assist students in better constructing their ideas and practising their pronunciation than they were previously able to.

Mohammad Syarif Hidayatullah (2018) "IMPROVING STUDENTS' PRONUNCIATION THROUGH WESTERN MOVIE MEDIA". In his research, Mohammad Syarif Hidayatullah (2018) seeks to answer the question, "How does Western Movie Media Improve Students' Pronunciation?" over the course of his research. This study employs a Class Action Research (CAR). The four semesters of English Education offered at IAIN Sultan Amai Gorontalo are the focus of this particular piece of research. There were a total of thirty students, with 10 male students and 20 female students present. The observation sheet on the activities of the students and the teacher, as well as the pronunciation test, were the instruments that were used to collect the data. In total, there were three cycles of the action research. In the first cycle, there were 16 students who received 75, in the second cycle, the number of students climbed to 18, and in the third cycle, there were 28 students.

Dyah Indri Fitri Handayani (2017) "Teaching English Pronunciation Using Film". In her research, Dyah Indri Fitri Handayani (2017) aims to uncover, via her research, (1) whether the usage of film is useful to improve students' pronunciation ability, and (2) the students' response toward film in the context of enhancing their pronunciation. Quantitative study was conducted in a private high school in Bandung for the purpose of this study.

Participants in this study included the students from class X IPA 2 and X IPS 2, for a total of sixty students. The information was gleaned from both the test and the interview. The findings of this study indicated that the usage of movies in the classroom to instruct students on proper English pronunciation does not result in a significant improvement. On the other hand, the students had positive reactions to the use of film as a teaching medium. The usage of movies in the classroom has been shown to boost students' interest and motivation in the English language. According on the findings of this research, the utilization of cinema in educational settings can be beneficial.

B. Theoretical Background

1. Pronunciation

The term "pronunciation" refers to a method of speaking that is universally accepted and understood through making use of the sounds of the language, as well as the correct stress, rhythm, and intonation. Not only is it important for picking up a language, but it is also a critical component for speaking effectively in that language. Without correct pronunciation, persons run the risk of being misinterpreted by others, which in turn increases the likelihood that they will be perceived as incompetent, uneducated, or lacking in knowledge. It is also indicated in AMEP research centre (2002) that learners with good pronunciation are simpler to understand even if they make errors in other areas, even if their grammar is

perfect. This holds true even if they are speaking a language that is not their native language.

According to another definition of pronunciation that can be found in the Oxford Dictionary, pronunciation is the manner in which a language, a particular word, or a particular sound is uttered. If someone is stated to have "correct pronunciation," then it relates to both the speaker and the way they articulate their words within a certain accent. There are several elements that can influence how an individual or group pronounces a word, including: the region in which they were raised, the region in which they currently live, whether or not they have a speech or voice disorder, their racial or ethnic group, their socioeconomic status, or their level of education. One word can be pronounced in a variety of ways by different people or groups. According to Fraenkel (1984:96), there are two primary processes involved in the process of learning how to speak a language:

a. Receptive/list stage

Listening to the language allows us to progress to the next stage, where we learn to distinguish between significant sounds and patterns.

b. Productive/speaking stage

At this point, we are able to put what we have learnt in earlier stages into words or into action.

2. Type of Pronunciation

a. English Vowels

According to Jones, vowels are a type of continuous voiced sound that can be created in the mouth without any blockage and without the accompaniment of any frictional noise.

Based on where the tongue is placed in the mouth, Jones (1958:15) in his book "The Pronunciation of English" divides the vowels into the following five categories:

1) When producing front vowels, the "front" of the tongue is brought forward in the direction of the hard palate. Back vowels are produced without this movement of the tongue. For example, /i:/ in /fi:d/ feed.

2) When producing back vowels, the "back" of the tongue is brought forward in the direction of the soft palate. Back vowels are also known as retroflex vowels. For example, /u:/ in /fu:d/ food.

3) Central vowels occur when the tongue is placed in the middle of the mouth or in an intermediate position between the front and back positions. For example, /ɜ:/ in /bɜ:d/ bird.

4) Close vowels occur when the tongue is held as high as it can go without making a squeaking or clicking sound. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

5) Open vowels are produced by keeping the tongue as far down in the mouth as possible as in /a:/ in /fa:ðə / father.

b. English consonants

Consonants are able to be defined using the following concepts, as stated by Kelly (2000:47):

1) The place of articulation

    a. Labiodental : The sound that is produced when the tip of the tongue is pressed against the upper teeth; e.g. /f

    b. Dental : The sound that is produced when the tip of the tongue is pressed against the upper teeth; e.g : / ð /

    c. Alveolar : Specifically, sounds that are produced by pressing the tip or blade of the tongue on the ridge of the teeth; e.g. normal English /t/

    d. Palatals : Specifically, sounds produced by the rubbing of the posterior surface of the tongue against the hard palate; e.g / j /.

    e. Velars : Specifically, sounds produced by pressing the posterior surface of the tongue against the soft palate; e.g. /k/

    f. Glottal : Specifically, noises that are produced in the glottis; e.g / h /.

2) Manner of articulation

    a. Plosive : Along with the elevation of the soft palate, this procedure results in the complete closure of the vocal tract at some point. The air pressure builds up behind the closing, and when it's finally released, it's described as "explosively." e.g. /p/ and /b/

b. Affricative : Somewhere in the mouth, a complete closure is made, and the soft palate is lifted. The closure causes a buildup in air pressure, which is subsequently gradually released, in contrast to the abrupt release seen in plosives, e.g. /t_/ and /d_/

c. Fricative : When two vocal organs are brought into such close proximity that the flow of air between them may be audibly distinguished, e.g. /f/ and /v/

d. Nasal : It is possible for the lips or the tongue to create a seal against the plate. After this, the soft plate is lowered, and air is expelled through the nose, e.g. /m/ and /n/

e. Lateral : The blade of the tongue presses on the alveoral ridge, which results in a partial closure of the oral cavity. It's possible for air to go all the way around the sides of the tongue, e.g. /l/

f. Approximant : The vocal organs are close to one another, but not so close that audible friction is produced between them, e.g. /r/ and /w/

c. English Diphthongs

The generation of sounds known as diphthongs involves a shift in the quality of the sound being produced. It is a mixture of the sounds of the vowels. The phonetic representation of diphthongs is made up of sequences of two letters. The first one will indicate where the action will begin, and the second one will point out the path that will be taken. There are three

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distinct varieties of diphthongs. There are three types of diphthongs: falling diphthongs, centering diphthongs, and closing diphthongs.

1) Raising or Closing Diphthongs.

The placement of the tongue during the production of a second vowel that is pronounced higher than the first. For example:

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

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

- / i/, like in boy /bɔi/

- /au/, like in now /nau/, how /hau/

- /əu/, like in no /nəu/, go /gəu/

2) Falling Diphthongs.

When producing the second vowel, the tongue is placed further back in the mouth than it was when producing the first vowel. For example:

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

- /ə/, like in pure /pjə(r)/

3) Centering Diphthongs

When one makes the second vowel, the tongue is placed in the center position to produce the sound. For example:

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

- / ɛə /, like in there /ðɛə /

4) Supra-segmental phonemes

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

a. Stress.

    The pressure of the breath that causes sounds to be made is referred to as stress.

b. Intonation.

    Intonation refers to the alterations that are made to the vocal music in the process of making speech

c. Pause.

    The gap in silence that occurs between different components of an utterance is called a pause.

d. Juncture.

    Juncture is a break that is only a few seconds long. It is the pause that occurs in spoken language between individual sounds or phrases.

e. Rhythm.

    Language has a beat that can be felt through rhythm. Now is the time of most tension. There is no difference in meaning between the two primary stresses.

f. Pitch.

    The height and/or direction (up-down contrast level of pitch can differentiate words) of a sound is referred to as its pitch.

In Chinese, for instance, there are four distinct levels of sounds that can be used to discriminate between meanings.

g. Length.

The length of a phoneme refers to how long or short it should be pronounced.

d. Stress

According to Jones (1958:57), the force of the breath that is used to pronounce a syllable is referred to as the stress of that syllable. The emphasis is placed on different syllables at different times. It is said that a syllable is stressed when it is uttered with more emphasis than the syllables that immediately surround it. In point of fact, it is in most cases adequate to differentiate between simply two degrees, strained and unstressed. When it is essential, a 'put immediately before them' is used to indicate a stress syllable; for example, the words "father," "f_:_," "arrive," "raiv," and "opportunity," "p'tju:niti," and "what shall we do? "(h)w_t_lwi:'du." The emphasis placed on individual words and phrases does not always take the same form. There are times when variations are required in order to make the meaning crystal apparent, and there will come a time when rhythmic considerations will require them. Thus, when the word injudicious is used to simply mean "foolish," the stress falls on the third: 'di_syllable; for example, "he was very injudicious," "hi:wz'veriind_u:'di_s." However, when the word is used to contrast with "judicious," the primary emphasis falls on the first syllable, with the stress on the third being secondary; for

example, " People who have not had sufficient training in language often fail to properly bring out contrasts of this kind. The variations in stress that occur in '(h)w_t_lwi:'du, '(h)w_t'__lwi:'du, and '(h)w_t_l'wi:du actually change the meaning of the words. The word "unknown, nnoun" exemplifies how the presence of rhythm can influence stress. Contrast the phrase "quite unknown" with "an unknown land," which is written as "n'_nnoun'l_nd." When spoken by itself, the term would typically be pronounced with equal emphasis placed on each of its two syllables. The inclination to avoid having consecutive stressed syllables whenever it is possible is the rhythmical principle that lies at the root of these shifts.

e. Intonation

According to Jones (1958:59), when one is speaking, the pitch of the voice, also known as the "pith" of the musical note generated by the vocal chords, is in a state of perpetual change. Intonation is the term used to refer to these fluctuations in pitch. (or inflection). Therefore, intonation is completely distinct from stress, despite the fact that novice musicians frequently mix the two.

Pitch fluctuations can take the form of either an ascending or descending change in pitch. Although the realisation and function of intonation in different languages may appear to be different, it is present in all languages, including tonal languages. In non-tonal languages, it is used to add attitudes to words (the attitudinal function), as well as to differentiate between whquestions, yes-no questions, declarative statements, commands,

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requests, and other types of questions and statements. In general, the following intonations are differentiated:

1) Rising intonation indicates that the pitch of the voice is increasing with time;

2) Falling intonation indicates that the pitch is decreasing with time;

3) Dipping intonation indicates that the pitch is decreasing before rising again; and

4) Peaking intonation indicates that the pitch is increasing before decreasing again.

3. Component of Pronunciation

When pronouncing words, it is essential to take into consideration each component of the pronunciation. Intelligibility, fluency, accuracy, and sounding like a natural speaker(native-like) are the four qualities that make up a good pronunciation, as described by Djiwandono (2008:124).

a. The intelligibility of a document is determined by whether or not all of its components, taken individually, can be understood without any difficulty.

b. Fluency is achieved when the entirety of a sentence can be pronounced effortlessly.

c. Accuracy refers to the correct pronounciation of individual words and sections of writing.

d. The entire text is pronounced in a native-like manner, and its individual portions are pronounced in the manner of a native speaker.

It is possible to draw the following conclusion from the explanation that was presented earlier: when pronouncing the words, phrases, and statements, we need to pay attention to the indicators that were presented earlier.

One of the tools that can be used to teach proper pronunciation is an audiovisual assistance. The most essential reason for utilizing audiovisual materials in junior high school instruct According to Freudenstein as quoted in Alatis (1981: 275), in order to carry out the teaching and learning process in an effective and efficient manner, there are three different types of media. They are described as follows.

a. Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and photographs.

b. Audio: radios and cassette recorder.

c. Audio visual: movies, TV, and video.

4. Difficulties in Learning English Pronunciation

According to Gilakjani (2011), one of the reasons why English as a Second Language (ESL) students have difficulty learning proper pronunciation is because they are not interested in the subject matter, they are not exposed to the target language very often, and teachers do not emphasize the significance of pronunciation nor do they have the appropriate tools to assist their students in learning proper pronunciation. It is essential that teachers of English use the appropriate strategies and make effective use of the appropriate instruments in order to draw attention to the

significance of correct pronunciation in the classroom setting. This is necessary in order to attract attention to the importance of correct pronunciation. There is a school of thought that contends that the differences between the learner's native language and the target language, in this case English, are the root cause of the difficulties in acquiring proper English pronunciation. This subfield of linguistics focuses on researching how the target language differs from the learner's mother tongue in order to forecast the challenges that language students might encounter. In the public institutions throughout Indonesia, the primary mode of communication between teacher and student is the Indonesian language, which is also the country's official language. In all of Indonesia's educational institutions, students are required to study English as a second language. Even though Indonesia and English share the same alphabet system, the two languages' alphabets and phonemes are pronounced differently due to contrastive analysis. This is the case even though the two alphabets share the same system. When first learning how to pronounce English sounds and words, it is therefore to be expected that students will experience some level of confusion and will likely make some pronunciation mistakes. On the bright side, the findings of contrastive analysis will not only be able to explain the potential reasons behind pronunciation mistakes made by Indonesian students, but they will also make it possible for language teachers to make use of this understanding to educate them in the classroom pedagogy that they employ. If language teachers in Indonesia are aware of which sounds

are most likely to be challenging for their students, they will be in a better position to determine how much time they should spend on each sound and which sounds they should place the most emphasis on when instructing students in English pronunciation

5. Definition of Movie

Movies are moving pictures that are displayed one frame at a time through the lens of the projector, making it appear as though the image on the screen is coming to life. Movie is a series of images projected onto the screen at a certain speed so as to make the order levels continue to describe the movement that seems normal. The movie moves rapidly and alternately so as to provide continuous visual or movie is a series of images projected onto the screen at a certain speed. The movie is essentially a new discovery in the field of teaching and learning interactions that connected two different types of senses at the same time. When we talk about movies in this context, we are referring to audio-visual movies that can be used as a teaching, illuminating, or counseling instrument. You can learn many things from watching the movie, including, among other things, about the processes that take place in our bodies or in an industry, the events that take place in nature, the ways of life in a foreign country, different industries and mining, teach a skill, the history of life, and the history of great people, among other things.

The meaning of the term "movie" According to Republic Act number 8 of Article 1 of 1992 on movies, works of art and culture are the

mass communication seeing-hearing media that are made based on the principles of cinematography with recorded on celluloid, video tape, video disk, and the material findings of other technologies in all forms, types, and sizes through chemical processes, electronic processes, or other processes, with or without sound. This law was passed in accordance with the Republic Act number 8 of Article 1 of 1992 on movies. It is compatible with both mechanical and electrical projection systems, so it can be screened and broadcast.

6. Concept of Movie

During this time period, movies became extremely commonplace. Movies have the ability to give viewers pleasure while they observe them. A narrative or event that is captured by a camera as a series of moving images and then exhibited in a theater or on television is referred to as a motion picture, or movie. People are able to gain motivation, ideas, and information from movies, as well as learn something new, when they watch movies. That will be interesting when somebody takes the time to seriously attempt to comprehend the movies by watching the movie's setting, plot, dialogue, and characters.

Film is the form of entertainment that is most widely recognized all over the globe. Movie has a lot of fascinating facets that we can look at. Begin with the action, audio, visual, location, circumstance, technology, and many more components. The moving picture is an amalgamation of different elements, including movement, lyrics, music, and colors.

There is a wide variety of film styles. Which include comedies, horror films, musicals, comedies, action-adventure films, and so on. Action movies are a subgenre of the motion picture industry in which action sequences, such as battling, stunts, car pursuits, or explosions, are prioritized over other aspects of the film, such as character development or intricate plotting. The second genre is the adventure film. Exciting stories, often involving novel situations or unusual locations, are typically told in this film. It is frequently paired with the action movie category because of the strong similarities between the two.

A comedy movie is a movie that intentionally sets out to amuse and provoke amusement and jokes. This is accomplished by grossly exaggerating the circumstances, the language, the action, the relationships, and the characters. The background of comedy in film includes a variety of subgenres, such as slapstick, screwball, spoofs and parodies, romantic comedies, and others. Horror The audience is meant to be terrified while watching horror pictures. It frequently culminates in a frightening or shocking moment, while also charming and entertaining us throughout the experience as a whole. The film categories of fantasy and the supernatural are not typically considered to be the same as the horror film genre. And finally, we will discuss the orchestral film. A musical movie is a film with cinematic forms that, in a significant way, bring out complete scores or song and dance routines. Typically, a musical or dance performance is incorporated as part of the film's storyline. According to the previous

explanation, movies are a form of visual communication that make use of moving pictures and sound in order to tell stories, educate, and assist people in gaining knowledge. Movies are enjoyed as a form of entertainment and a way to have fun all over the globe by people of every nation and culture. The term "fun movies" can mean different things to different people. For some, it refers to movies that make them laugh, while for others, it refers to movies that make them cry or feel scared.

7. Relation between Movie and Education

The impact of technology on society is profound. The more it is used, the more it alters both the object and the people who use it. The application of technology gives birth to ideas for its improvement, and the development of new technology leads to further advancement, which spirals upward in terms of speed and complexity. Other aspects of living are also being altered as a result of developments in fields such as solar energy, radio, and television. When it comes to the community's ability to socialize and communicate with one another, information technology plays a very significant role. Movie is not a language, but it is similar to language, and since language is similar to movie, some of the techniques that are used to study language could possibly be applied to a study of movie in a productive way. The ability of a movie to connect concepts with feelings makes it an effective educational tool. According to research, individuals learn and remember information more effectively when their feelings are engaged. The effectiveness of films as educational tools is also greatly influenced by

the visual pictures that they present. Another essential aspect that contributes to film's status as an effective educational tool is the medium's dramatic storytelling. In addition, there is a very strong connection between education and the film industry. This is due to the fact that films can now serve as an efficient tool for parents to use when instructing their children in important life lessons. Children can be taught important life lessons and have positive morals instilled in them through the medium of movies, which can be used as a teaching tool.

8. Teaching Pronunciation Using Movie.

Teaching proper pronunciation in ESL and EFL is one of the most challenging and time-consuming elements of these languages. Because correct pronunciation is necessary for effective communication to take place, it is of utmost significance in the process of communication. A lack of proper pronounciation of the English language can make it simple for listeners and speakers of the language to misunderstand one another, and vice versa. There is no direct teaching of pronunciation, so there are also no explanations or instructions given. Unconscious pronunciation training is likely to be more helpful with younger learners and beginners in situations where there is no instruction. Adults of a more advanced age and more experienced students will benefit from conscious training. The instructor will teach students explicitly about pronunciation rules, as well as the place of articulation of various sounds, as well as the various types of sentences and the intonation pattern that corresponds to each type of sentence.

Mastering the correct pronunciation of English sounds is one of the elements of learning English as a second language that presents one of the greatest challenges. This holds particularly true for individuals whose first language is not English. According to Rajadurai (2001), pronunciation has traditionally been regarded as a talent in the acquisition of a second language that is the most difficult to improve and, as a result, the one that is the least beneficial to instruct.

The use of carefully selected instructional resources is an important component of the process of teaching pronunciation. Warschauer and Meskill (2000, as cited in Shing and Yin, 2014) mentioned that when comparing the effectiveness of the various instructional approaches, the use of technology in language classrooms has been widely suggested because it has the potential to increase students' motivation and language proficiency. The utilization of film strips is one of the recommended approaches to the problem. Giorgis and Johnson (1999, in Cornel, 2001; cited in Baluran, 2013) made the observation that since students encounter visual images and audio-materials in their daily lives, and since they are required to constantly use and interpret these images and sounds, as well as analyze and think critically about the importance of what they hear and see, the film and television are valuable materials for training and preparing them to perform their learning task. This is because students encounter visual images and audio-materials in their daily lives.

In addition, Bello (1999) and Stempleski (1992), as cited in Burt (1999), proposed that learning English through video has the advantage of providing real-world examples of the language as well as real-world examples of the culture. Video can be controlled (stopped, paused, and replayed), and it can be shown to a group of students, to individual students, or for individual students to use in their own independent study. Learners are able to simultaneously see facial expressions and body language as well as hear the language's stress, intonation, and cadence. This gives them a more complete understanding of the target language.

However, movies are capable of much more than this. Movie, if they are chosen and presented in the appropriate manner, have the potential to accomplish what may be the most challenging aspect of university language instruction: they can motivate students to communicate. Movies are a useful medium for teaching students of other languages a variety of skills. When teaching students about the many facets of a foreign language, movies can be used in a variety of different methods to teach them about the various aspects of the language. In addition to its authenticity, film is an excellent medium for teaching students how to communicate effectively because it has the potential to pique their attention. This makes film an excellent medium for teaching students how to communicate effectively.

It is essential to select movies that will inspire curiosity and interest among the students. Movies have the potential to be useful in any and every situation. This can be partially attributed to the fact that movies rely heavily

on language in order to successfully carry out the societal mission that they have set for themselves. Language is utilized in films, particularly narrative films, to further the plot, define characters, set the mood, and simple tell the audience what is going on. In a nutshell, videos offer an advantageous extension of the technologies of language acquisition that have been utilized to teach students the fundamentals of the English language in primary and secondary education settings. The demonstration of extensive input from fluent native or non-native speakers to ESL students is one of the most essential methods for enhancing the speaking proficiency of ESL students (such as via film or movie). The ability to rapidly receive information is possessed by the eyes more so than by the ears. Therefore, one will be able to receive the information transferred through animation more quickly compared to the information transferred through voice recording if a piece of information is sent in both a voice recording and an animated version. It is possible that this is the reason why it is important to encourage the use of film when training English speaking skills.

C. Theoretical Framework

The main theory that the writer uses is the theory of Nawal Aufa (2017) as a reference for the impact of watching English movie to increase student's pronunciation.

According to Nawal Aufa (2017), Teaching pronunciation through movie can be one of an effective ways to increase students' pronunciation ability . 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. The researcher's main focus was on the impact of watching English movie to increase student's pronunciation is similar to the writer's main focus. Therefore, the writer assumes it is important to know that watching English movie to increase student's ponunciation is effective.