

Journal of English and Education

Vol. 5 No. 2, October 2017, pp. 194 - 201

URL: <http://ejournal.upi.edu/index.php/L-E/article/view/10198>

TEACHING ENGLISH PRONUNCIATION USING FILM

Dyah Indri Fitri Handayani

Department of English Education, Indonesia University of Education
dyahindri33@gmail.com

First Received: 4 June 2017

Accepted: 25 July 2017

Final Proof Received: 25 October 2017

Published: 30 October 2017

Abstract

This study aimed to discover (1) whether the use of film is effective to improve students' pronunciation ability and (2) the students' response toward film in improving their pronunciation. The study applied a quantitative study in a private High School in Bandung. The participants of this study were class X IPA 2 and X IPS 2 with total 60 students. The data were gathered from test and interview. The result of this study showed that the use of film in teaching English pronunciation does not give major improvement. However, the students responded positively toward film as teaching media. Furthermore, the use of film in teaching enhances students' motivation in learning English. This research suggests that the use of film could be useful for educational purpose.

Keywords: pronunciation; film; teaching pronunciation

INTRODUCTION

Mastery of English has been problems to many Indonesian students. The most affecting problem is psychology barrier (Haidara, 2014; p. 515). In his journal, he stated that most of EFL students have weak motivation, lack in self-confidence, afraid of making mistakes, feeling shy or insecure while using target language. Tantri (2013; p. 39) mentions that English is used for specific purposes only by those who have learned it. Even though English is a general foreign language taught in every school, most of Indonesian students are still anxious to communicate using English.

In Indonesia, the aim of teaching English, as adopted by the government, is to develop communicative competence of the learners (Tantri, 2013; p. 38). Lynch and Anderson (2012; p. 1) stated that there are two important things relating to pronunciation; (1) International students do not need native-like pronunciation of English sounds in order to be comfortably understood and (2) other aspects of pronunciation are actually more important for the listeners than the sounds of non-native speakers' make. Although there is another difficult aspect such as English grammar, learners who have better pronunciation will

have more opportunities to communicate naturally with native speakers (Fraser, 2001; p. 5). It is necessary to understand and comprehend pronunciation because pronouncing a language is a key aspect to comprehend and being comprehended. Proper pronunciation is inherent to skilled speaker, and this skill could and must be trained on any non-native speaker (Marza, 2014). Several ways can be taught to EFL learners. According to Celce-Murcia, et al (1996; p.8, cited in Pratiwi, 2013; p. 79), there are eight techniques in teaching pronunciation amongst of them is audio-visual aids. Audio-visual aid describes something that involves seeing and hearing (Cambridge Dictionary). James (cited in Sabarish, 2014) stated that audio-visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic. From the definitions it can be concluded that film is one of the device which contains both sounds and pictures at the same time.

Film is a thin flexible strip of plastic or other material coated with light-sensitive emulsion for exposure in a camera, used to produce photographs or motion pictures (Oxford dictionary). Film can be useful media to

teach some skills in English including pronunciation. The use of film is aimed to improve the students' pronunciation ability in interesting way. It is also a familiar medium for students to keep their interest in theories and concept (Champoux&Anderson, 2007; p. 15). Features films are more intrinsically motivating than videos made for EFL teaching because they embody the notion that "a film with a story that wants to be told rather than a lesson needs to be taught" (Ward & Lepeitre, 1996, in King 2002). Although several ways have been taught to non-native students, pronunciation is still difficult to learn. There are several reasons why Indonesian students are not able to pronounce foreign language well, especially English. It is mentioned earlier that psychological barrier is the most common problem why learners feel anxious to learn English. This case also happens to Indonesian students since English is still foreign to most of them. However, in this paper, the researcher try to use film as media to teach chosen students in pronunciation and find out how effective it could be.

LITERATURE REVIEW

Pronunciation

In general terms, pronunciation can be defined as the production of important sound in two senses. First, sound is important because it is used as part of a code of particular language. Second, sound is important because it is used to achieve meaning in context of use (Dalton & Seidlhofer, 1994, p. 3) According to Kristina, Diah, et al (cited in Pratiwi, 2012; p. 12), pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.

Kelly (in Sihombing 2014) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Lindsay also said that pronunciation includes supra-segmental features and they are: sounds of the language, stress and rhythm, intonation (cited in Jahan, 2011; p.36).

From the definitions above it can be concluded that pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language (Bilash, 2009). Without proper pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated or lacking in knowledge. It is also mentioned in AMEP research centre (2002) that learners with good pronunciation are easier to be understood even if they make errors in other areas, even if their grammar is perfect.

Film Genre to Education

Genre is a French word meaning "kind". It is a category for classifying films in terms of common patterns of form and content (Corrigan, 2001, p. 98). Genre is a style, especially in the arts, that involves a particular set of characteristics (Cambridge Advance Learner's Dictionary). Genre is a class or category of artistic endeavour having a particular form, content, technique, or the like (www.dictionary.com). Relating to the study, the researcher chose animated-adventure and fantasy as genre for the film.

According to Dirks, adventure films are exciting stories, with new experiences or exotic locales and are very similar to the action film genre, in that they are designed to provide an action-filled, energetic experience for the film viewer. Adventure films share many elements with other genres, such as: *sci-fi*, *fantasy*, and *war films*.

Fantasy films are often in the context of the imagination, dreams, or hallucinations of the character or within the projected vision of the storyteller. Fantasy films often have an element of magic, myth, wonder, escapism, and the extraordinary. They may appeal to both children and adults, depending upon the particular film.

Animated film

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell & Thompson, 1997, p. 50). Animation films do not

always filming outdoor but they are created in one frame that involves sounds and series of images. When projected, the sequences of frames take on the solution of motion. (Yatimah, 2014, p. 22)

The researcher will use animated film entitled "Avatar The Legend of Aang". The reasons of choosing the film are because of its contents, clear pronunciation, and duration. For the first reason, the contents of the film are entertaining since the characters are mostly teenagers and there are always humor in every act. The second reason is the film has clear pronunciation. With this, the students will be able to follow the words said by the characters through available script text. For the last reason is the duration. It does not take a long time. Unlike any other animated-films, this film only take twenty-three minutes to play. This also will save time and decrease students' tediousness due to long duration.

Teaching Pronunciation Using Film

Pronunciation teaching is the most complicated but important aspects of ESL/EFL. In the process of communication, pronunciation has great importance because successful communication takes place only with proper pronunciation. Jahan (2011) stated that bad pronunciation of English will make people misunderstand the speaker easily and vice versa. Shojaee (N.d, p. 2) stated that teacher can teach pronunciation consciously and unconsciously, his statements are based on Ur's (1996) belief that unconscious pronunciation training is likely to be more helpful with younger learners and beginners where there is no direct teaching of pronunciation, no explanations, and no instruction. Conscious training is suitable for older and advanced learners. The teacher teaches pronunciation directly about pronunciation rules, explains about place of articulation of different sounds, and different types of sentences and their intonation pattern. Baluran (2013, p. 28) mentioned that for a second language learner of English, one of the most difficult area to navigate is the correct production of its sound. Rajadurai (2001) stressed that pronunciation has often been viewed as a skill in second language learning that is more resistant to

improvement and therefore the least useful to teach.

In teaching pronunciation, carefully selected instructional materials play a major role. Warschauer & Meskill (2000, in Shing & Yin, 2014) mentioned that in comparing the effectiveness of the different instructional approaches, the use of technology in language classrooms has been widely proposed as it could increase students' motivation and language proficiency. One of the suggested methods is the use of film strips. Giorgis and Johnson (1999, in Cornel, 2001; cited in Baluran, 2013) observed that since students encounter visual images and audio-materials in their daily lives and that 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.

Furthermore, Bello (1999) and Stempleski (1992) in Burt (1999) advanced that for English language learners, video has the benefit of supplying real language and cultural information. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

But films can do more than this. Properly selected and presented, films can do what is perhaps most difficult in university language teaching: move students to speak (Stewart, 2006, p. 1 par 2). Ruusunen (2011) likewise found movies as a versatile tool for foreign language teaching that can be used in several different ways when teaching the different aspects of a foreign language. Besides the aspect of authenticity, film is a good source to teach speaking skills as it could stimulate students' interest.

It is important to choose films the students will feel motivated to watch. Stewart (2006, p. 1) stated that films can help on all counts. This is due in part to the fact that films use language so extensively in performing their cultural work. Narrative films in particular use language

to advance plot, define characters, establish mood, and simply tell us what is going on. In short, films provide an advantageous extension of the technologies of language acquisition that have been used to teach students the basics of English in elementary and high school. Bahrani and Tam (2011) suggested that showing ESL students with extensive input from fluent native or non-native speakers (such as via film or movie) is one of the most important ways of improving ESL learners' speaking proficiency. In addition, Sherman (2003) stated that eyes receive input faster than ears. Therefore, if a piece of information is sent in two forms, voice recording and animation, one will be able to receive the information transferred through animation more rapidly compared to voice recording. This could explain why the use of film in teaching English speaking skills should be encouraged.

METHOD

The research applies quantitative method which explains phenomena by collecting numerical data that are analyzed using mathematically based method (Aliaga and Gunderson, 2002, p.1). The research design is quasi-experimental, which is pre-test post-test non equivalent design. Cook and Campbell (1979) stated that quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change inferred.

The Site and The Subject of The Research

The research was conducted in one of Private Senior High Schools in Bandung, West Java. The reasons of choosing the school as the research site is because the school is relatively accessible. The classrooms selection were based on the discussion with the class teacher. The research was using two classrooms consist of the students of X Science 2 and X Social 2 with total 64 students. The students were observed during their English lesson.

Data Collection

Test

The data were collected using test. Since testing is very extensive (Cohen, 2007), the researcher will limit the test and derive the score from pre-test and post-test. The researcher will be testing the ability of the students at pronouncing some vocabularies in the beginning of the research (pre-test) and in the end of the research (post-test). The students will be tested based on the three aspects; *pronunciation, intonation, and stress.*

Pre-test

The researcher provided pre-test for the students in the beginning of teaching to find out their English pronunciation mastery. The researcher prepared the script and selected vocabularies from the script. In this pre-test, the students's pronunciation were recorded and they were asked to pronounce some words to gain score. The selected words are included in pronunciation aspects, such as: pronunciation (individual sound and combination sound), intonation (expression and level tone), and stress (simple words).

Post-test

After the treatment, the students were also given the same words from pre-test. In this stage, the researcher also recorded the students' pronunciation and took their final score.

Interview

The interview consists of five questions to be answered. The interview is conducted to answer research question regarding students' response toward film as teaching media to improve pronunciation ability.

Data Analysis

To calculate the data, the researcher uses t-test formula adapted from Anas Sudijono's book to find out whether there is significant difference between experimental class and control class. The t-test formula which is used in this research is as follows:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

After gaining the t-test, the researcher determines the level of significance at which

will conduct the test of the null hypothesis. Coolidge (2000, p. 149) stated that statisticians are in nearly complete agreement that the starting level of the significance level should be $p = .05$ (the conventional level of significance). The conclusion is gained as follows:

- a) H_0 is accepted if $(t_0) < (t_t)$ in significant degree .05
- b) H_a is accepted if $(t_0) > (t_t)$ in significant degree .05

FINDINGS AND DISCUSSION

As can be seen in Table 1, the highest score of pre-test of experimental class was 7.7 and the lowest score was 5.5 with average 6.5. And then, the highest score of post-test of the experimental class was 9.7 and the lowest score was 6.7 with average 8.9.

Table 2 shows that the score of pre-test and post-test of the control class showed the highest score on the pre-test was 7.4 and the lowest score was 5.6 with average 6.3. And then, the highest score on post-test was 9.2 and the lowest score was 6.5 with average 8.4.

Table 1. Experimental class (X) score

	Σ Pre-test	Σ Post-test	Difference Score (Df)
N=30	196.4	267.9	71.6
Mean	6.5	8.9	2.4
Max	7.7	9.7	
Min	5.5	6.7	

Table 2. Control Class (Y) Score

	Σ Pre-test	Σ Post-test	Difference Score (Df)
N=30	190.1	252.7	62.5
Mean	6.3	8.4	2.1
Min	7.4	9.2	
Max	5.6	6.5	

Table 3. Comparison Scores Between Experimental Class and Control Class

Difference Scores		X	Y	X ²	Y ²
X	Y				
71.6	62.5	-0.1	0.0	15.77	20.66

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_0 = \frac{2.38 - 2.08}{0.2}$$

$$t_0 = 1.5$$

$$df = (N_1 + N_2) - 2$$

$$= (30 + 30) - 2 = 58$$

The value of df 58 with degree of significance 5% is ± 1.673 .

Interview Result

Regarding to the students' response toward film which is used in teaching, it can be concluded that students' response is excellent. Most of the students feel more motivated and enthusiastic about it. It could be seen on how they focus on the film during the learning session. At that moment, the students kept on watching, repeating the words and expression that happened from the film.

Hypothesis Test

There are two research questions in this research: (1) is the use of film effective in improving students' pronunciation ability?, and (2) what is the students' response toward film in improving their pronunciation? To answer the first question, the statistical hypothesis can be seen as follows:

H_a : there is a significant difference between students' achievement in improving pronunciation which is taught by using film.

H_0 : there is no significant difference between students' achievement in improving pronunciation which is taught by using film

The criteria is used as follows:

- If t-test (t_0) > t-table (t_t) in significant degree of .05, H_0 (null hypothesis) is rejected.
- If t-test (t_0) < t-table (t_t) in significant degree of .05, H_0 (null hypothesis) is accepted.

From the result of the calculation, it shows that the value of t with df 58 in significance 5% is 1,673, while the value of t_0 is 1,5. Since t_0 score is lower than t score obtain from the

result of calculating, so the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

CONCLUSION

From the data analysis, it is shown that teaching pronunciation using film does not give many significant difference compare to usual English teaching. Even though, the pre-test and post-test score of experimental class and control class showed slightly different result, the differences were not enough to achieve what has expected in the beginning of hypothesis. In the experimental class, the mean of post-test score is 8,9 and the mean of pre-test score is 6,5 with the gained score of 2,4. These scores were slightly higher compared to the control class with the mean of pre-test score 6,3 and the mean of post-test score was 8,4. In the data analysis, the test hypothesis was determined by t-test ($t_0 > t\text{-table} (t_t)$ in significance degree of .05 or 5%. The value of t_0 was 1,5, while the value of df 58 in the significance degree of 5% was 1,673 which is higher than the t_0 . It means that the alternative hypothesis is rejected because there was no significant difference.

Furthermore, the data collected by interviewing some students showed that students were basically more motivated when it comes to film. It can be seen on how they were able to focus on the film during the learning session. However the teachers need to pay attention in selecting film in order to avoid unsuitable contents of the film for the students.

SUGGESTION

For teachers

Based on the result of this research, English teachers are suggested to use film in teaching English because film has many potentials in teaching English skills including pronunciation. Therefore, the teachers need to be well prepared in preparing the materials. Selecting the film that is enjoyable for the students yet educational and related to the lesson plan as well.

For Students

Based on researcher's experience in learning English pronunciation, it is recommended for students who want to improve their English pronunciation skills by watching films. Beside entertaining the viewers, film can be used in educational purpose. In fact, film is a good way to learn foreign language better and in faster way. Because Through watching films, students will learn unconsciously and enjoy the film at the same time. Students could also learn other things related to English, such as vocabularies.

For Other Researchers

In view of the limitation of the researchers have come across, there is a need for further research with bigger sample size. It will help obtaining more data and more concrete conclusion. For the future study, the researcher is also suggested to provide longer treatment period to get the better result in improving pronunciation.

REFERENCES

- Aliaga&Gunderson. (2002). *Interactive Statistics (2nd Edition)*. United States: Prentice Hall.
- Baluran, C. (2013). *Use of Film and Podcasts in Teaching English Pronunciation to ESL Students*. International Journal in Management and Social Science, 2321-1784. Vol.01 Issue-02. Retrieved from <http://www.ijmr.net> (Accessed on, January 15th 2016)
- Champoux & Anderson. (2007). *Films as a teaching resource*. Retrieved from <http://symptommedia.com/wp-content/uploads/teaching-resources.pdf> (Accessed on, January 30th 2017)
- Cohen, Manion, & Morrison. (2007). *Research Methods in Education (6th Edition)*. New York: Routledge.
- Cook & Campbell. (1979). *Quasi-experimentation: Design and Analysis issues for field settingd*. Boston: Houghton Mifflin Company.
- Coolidge. (2000). *Statistics: A Gentle Introduction*. London: SAGE Publication Ltd.
- Corrigen. T. (2001). *A short film guide to writing about film 4th edition*. New York: Longman.

- Cresswell . (1994). *Research Design: Qualitative & Quantitative Approaches*. United State: Sage Publications.
- Dalton, C&Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press
- Dirks. (N.d.). *Adventure Films*. Retrieved from www.filmsite.org (Accessed on, April 27th 2016)
- Fraser, H. (2001). *Teaching Pronunciation: A Handbook for Teacher and Trainers (Three Framework for an Integrated Approach)*. Departement of Education Training and Youth Affairs (DETYA): Departement of Education Training and Youth Affairs (DETYA). Retrieved from www.eslmania.com/teacher/esl_teacher_talk/Pronunciation_Handbook.pdf (Accessed on, January 5th 2016)
- Haidara. 2014. *Psychological Factor Affecting English Speaking Performance for The English Learners in Indonesia*. Retrieved from eprints.uny.ac.id/24941/1/22.pdf (Accessed on August 13th, 2016)
- Jahan. (2011). *Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh*. Journal of Education and Practice, 2222-288X. Vol.2, No.3. Retrieved from www.iiste.org (Accessed on, January 13th 2016)
- King, J. (2002). *Using DVD feature film in the EFL classroom*. Retrieved from <http://www.eltnewsletter.com/back/February2002/art882002.htm> (Accessed on, February 2nd 2016)
- Lynch&Anderson. (2012). *Effective English Learning: Unit 8. Pronunciation*. ELTC Self-study materials. Retrieved from http://ed.ac.uk/files/imports/fileManager/UNIT_8_Pronunciation.pdf (Accessed on, January 5th 2016)
- Marza. (2014). *Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals*. Journal of Language Teaching and Reserch. Vol.5, No. 2, pp. 262-273. doi: 10.4304/jltr.5.2.262-273.
- Olenka, B. (2009). *Improving Second Language Education: Pronunciation*. Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/pronunciation.html> (March, 25th 2016)
- Pratiwi, M. R. (2010). *Improving Pronunciation Ability Using Cartoon*. Retrieved from <http://core.ac.uk> (Accessed on, January 5th 2016)
- Rajadurai, J. (2001). *An investigation of the effectiveness of teaching pronunciation to Malaysian tesl students*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/01-39-3-c.pdf (Accessed on, September 21st 2016)
- Ruusunen, V. (2011). *Using movies in efl teaching: The point of view of teachers*. Master's Thesis, University of Jyvaskylä. Retrieved from <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/URN:NBN:fi:jyu2011121611812.pdf?sequence=1> (Accessed on, January 15th 2016)
- Shing & Yin. (2014). *Using Film to Teach Speaking in the ESL Classroom: A Case Study*. UNISEL Journal of Social Sciences and Humanities, 1 (1): 50-56. Retrieved from <http://ojs.journals.unisel.esdu.my/index.php/ujssh/article/download/5625> (Accessed on, January 10th 2016)
- Shojaee (N.d). *Teaching Pronunciation. Azad University*. Retrieved from portal.farsedu.ir/Portal/channels (Accessed on August 13th, 2016)
- Sihombing, M. (2014). *The Correlation Between The Students' Pronunciation Mastery and Their Ability in Speaking*. The Second International Conference on Education and Language (2nd ICEL), 2303-1417. Retrieved from <http://artikel.ubl.ac.id> (Accessed on, January 5th 2016)
- Stewart, D. (2006). *Film English: Using Films to Teach English*. Electronic Journal of English Education. Retrieved from <http://ejee.ncu.edu.tw/articles.asp?period=24&flag=24> (Accessed on, January 15th 2016)
- Sudijono. (2004). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Tantri. (2013). *English as Global Language Phenomenon and the Need of Cultural Conceptualizations Awareness in Indonesian ELT*. Journal of English Language & Translation Studies, 2308-5460.

Vol.1.2013. Retrieved from
www.eltsjournal.org (Accessed on, April
12th 2016)
Yatimah, D. 2014. *The Effectiveness of Using
Animated Film as The Medium in Writing*

Narrative Text. Retrieved from
<http://www.perpus.iainsalatiga.ac.id/docfiles/fulltext/10c375e7ba9645b5.pdf>
(Accessed on August 17th, 2016)