



Students' Interest towards the Use of Watching Health Movie in Increasing Their English Pronunciation

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Abstract

The problem statement of this thesis what is the students' interest toward the use of movie in improving pronunciation ability in English Students of IAIN Palopo. The Objective of the research is to identify the students' interest in using movie toward the students' pronunciation ability. This research was a descriptive study. This study was applied after the students followed the pronunciation teaching through watching Health Movies activities. Instrument of the Data Research is questionnaire. This instrument was given to find out students' interest in the use of movie. The questionnaire aims to find the students' interest by using movie. The questionnaire was composed based on ARCS component (Attention, Relevance, Confidence, and satisfaction) and the list construct agree with the researcher's needs. The questionnaire used Likert Scale. The questionnaire distributed to the respondent after the last treatment of using movie in teaching pronunciation. This research has 10 positive and 10 negative statements. The questionnaire was distributed to the students of experimental group after giving treatment to know their interest toward the implementation of movie in teaching pronunciation. The questionnaire determined whether the students have positive attitude or not. Based on the result of the questionnaire on the students' interest, the analysis of questionnaire showed the mean score of students' interest was 89.4 or equivalent to strongly positive classification. This leads to the conclusion that the use of movie can increase the interests of the English students at IAIN Palopo in learning pronunciation .

Keywords: Movie; Perception; Pronunciation.

Introduction

Pronunciation is very important in communication. Good English pronunciation is essential, because it is the basic of the good communication as Gimson stated (1980). Good English pronunciation is needed to avoid misunderstanding when people talk to another, especially when the teachers give the American accent to their students. Not only help and make students more confident in speaking but also in listening too. Someone who has a good pronunciation will be easy to identify and differentiate the words that they hear the researcher believes that someone who has good pronunciation will be able to talk to the foreign partners and make a new friend in the English speaking country with ease because pronunciation is one of language elements: vocabulary, structure, spelling and pronunciation itself (Jabu: 2018). From above statement, it is clear that in learning foreign languages, pronunciation is one of the main that should be given more attention in studying English.

Aan baker Sharon Goldstein (1998) stated that pronunciation is designed to help high beginning to intermediate students recognize and produce the sounds of American and British English, it covers all the vowel and consonant sound of the language, as well as stress, rhythm, intonation, linking and other features of connected speech. Knowing the part of pronunciation is one possible technique that can build their students speaking since the students will have more opportunity to identify the word in learning process. One of the interesting way which can use to improve English skills in pronunciation through watching movie. Therefore the researcher try to use movie media as a way to improve Language element of English specially pronunciation. Through movie students can study more about English from the center of language beside they enjoy the study by audio visual feature and by movie also directly they will know pronunciation of words by listening sound of actors in the movie. Student can get many new word, expression and study more about cross culture understanding by time also can change their articulation like native as supported by British council (2014), stated movie is an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Movie as a motivator also makes the language learning process more entertaining and enjoyable .Another benefit of using movie is that it provides a source of authentic and varied language. Movie provides students with examples of English used in real situations outside the classroom, particularly interlanguage -the language of real-life conversation and exposes students to natural expressions and the natural flow of speech. If they are not living in an English speaking environment, perhaps only movie and television can provide learners with this real-life language input.

Watching movies is a great way to improve your English language, especially your listening and speaking skills as Rahman stated (2013) Films are not usually created for English language learners, they are made for native English speakers.

Therefore, the language is exactly how you hear it in real life. it is spoken quickly, with native accents and pronunciation and using many idioms and colloquial expressions. English Language School in London, Bloomsbury international (2012) stated movie is a good idea to use this as your only method of learning English. it is much more advisable to study at an English school. However, Researcher would definitely recommend all English language students to watch films in English in their spare time for additional practice that you might not get in a classroom. Pedagogical benefits of movie in learning stated by Shepard & Cooper (1982) & Galbraith (2004) movie helps students to learn (Facilitating thinking and problem solving, assisting with mastery learning, inspiring and engaging students, increased student motivation and enhanced learning experience.

Seileek (2007), found that computer assisted pronunciation instruction was effective in improving the EFL learner's ability to produce and perceive correctly different stress pattern in words, phrase, and sentences and also the students had a positive attitude toward computer-assisted pronunciation instruction and activities.

It is very essential to conduct a research about the improvement of students in pronunciation by using movie. By the application of this study, The researcher hopes that it will improve the student's interest as Sadiman & Raharjo (2007) view movie is a motion pictures or film that produce to entertainment and tells a story. In addition Asbar, (2015) also stated that English students of English department of UNM academic year 1999/2000 are interested in studying speaking and listening through oral communication activities. While another research Syamsuryadi (2016), in his thesis states that listening ability through radio English program of English students of SMP Muhammadiyah is interesting. The students are agreeing with the use of radio English program. So the researcher Suggest that teacher must do more than just provide learners with linguistic knowledge. New information that is acquired should be put into practice. The learners should be provided with the opportunity to use language for communication in a meaning full context. Emba (2010), showed that the use of cartoon movie is effective in improving the vocabulary achievement of the tenth grade students of SMA Neg. 1 Labakkang Pangkep. It is indicated by the significant difference between the result of post-test in the experimental and control group. Furthermore, the data were collected from the questionnaire showed that the students have positive attitude toward the use of cartoon movie in learning vocabulary, which was scale of 83 or categorized as positive.

It means that through movie one will not be restricted anymore just to learn by coming into the class that time has been decided. By this, ones can learn anytime if they are on the home. So, the student will be motivated in learning it and they will not get bored during the learning process because can incorporate learning happiness. The previous study are only focused in one aspect either media or technique, while this study will focus both media and technique which shows audio and visual in movement in teaching pronunciation and will know their interest in

using movie to enhance the pronunciation. Problem statement of the research is what is the students' interest toward the use of movie in improving pronunciation ability in English Students of IAIN Palopo ? and the Objective of the Research is To identify the students' interest in using movie toward the students pronunciation ability.

Method

This research was a descriptive study. This study was applied after the students followed the pronunciation teaching through watching Health Movies activities. Instrument of the Data Research is questionnaire. This instrument was given to find out students' interest in the use of movie. The questionnaire aims to find the students' interest by using movie. The questionnaire was composed based on ARCS component (Attention, Relevance, Confidence, and satisfaction) and the list construct agree with the researcher's needs. The questionnaire used Likert Scale. The questionnaire distributed to the respondent after the last treatment of using movie in teaching pronunciation. This research has 10 positive and 10 negative statements. The questionnaire was distributed to the students of experimental group after giving treatment to know their interest toward the implementation of movie in teaching pronunciation. The questionnaire determined whether the students have positive attitude or not

The population of this research was the sixth semester English department of IAIN Palopo in academic year 2016/2017. The total number of population was 109 students in four classes. The researcher used cluster random sampling technique in this research that takes two classes out of four classes that spread in the two classes. They were divided into one experimental group and one control group which is D class as an experimental group consist of 24 students and B class as the control group consist of 26 students. It means the total sample of this research is 50 students.

This instrument was given to find out students' interest in the use of movie. The questionnaire aims to find the students' interest by using movie. The questionnaire was composed based on ARCS component (Attention, Relevance, Confidence, and satisfaction) and the list construct agree with the researcher's needs (Keller: 2017). The questionnaire used Likert Scale with the options: strongly agree, agree, undecided, disagree, and strongly disagree are the options for the statements. The questionnaire distributed to the respondent after the last treatment. This research has 10 positive and 10 negative statements.

The data from the questionnaire was analyzed on the Likert Scale. The Researcher use Likert Scale which is divided into; positive statement and negative statement. In positive statement are scored strongly agree 5, agree 4, undecided 3, disagree 2 and, strongly disagree 1. While negative statement are scored in which strongly agree 1, agree 2, undecided 3, disagree 4 and, strongly disagree 5 (Gay, 1981:298). Those of the item always reflect to the ACRS development to compose it

is instructional sentences.

Table 3.3 Likert Scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree	5	Strongly Agree	5
Agree	4	Agree	4
Undecided	3	Undecided	3
Disagree	2	Disagree	2
Strongly Disagree	1	Strongly Disagree	1

Source: Sugiyono, 2008: 135

The questionnaire of this research employed 10 positive and 10 negative statements. Hence, if a respondent answers all positive statement with strongly agree along with all ten negative ones with strongly disagree, he get 100 score, and the one who answer all the positive statement with strongly disagree along with all ten negative ones with strongly agree get 20 scores. The mean score and percentages being also calculated by using statistical program. The indicator of the students' interest can be seen the category of the students' responses on questionnaire as follows:

Table 3.4 Rating score of interest category

Score	Category
85-100	Strongly Positive (Strongly Interested)
69-84	Positive (Interested)
52-68	Fairly Positive
36-51	Negative (Uninterested)
20-35	Strongly Negative (Strongly Uninterested)

Results and Discussion

To know the students' interest toward the use of movie in pronunciation comprehension, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale. The results show that the students have interested in pronunciation by using movie. This is indicated by the percentage of the students' questionnaire shown in the following table:

Table 4.6 the rate Percentage of students' Interest

No	Classification Score	Frequency	Percentage
1	Strongly positive	85- 100	73,3%
2	Positive	69-84	26,7%
3	Fair positive	52-68	0%
4	Negative	36-51	0%
5	Strongly Negative	20-35	0%
Total			100%

Based on the percentage analysis of the students' interest on the table 4.6 above, the analysis shows that there were no students who states negative statement to the use of movie. It is proved that the result of students' percentage obtained through the questionnaire were 11 students (73.3%) have very positive perception, 4 students (26.7 %) have positive perception, none student have fair positive, negative or very negative perception toward movie in pronunciation activities.

Table 4.7 the mean score of students' score.

Total respondent	Total of students' score	Mean	Standard Deviation
15	1341	89,4	6.54

The table shows that the mean score of the students' interest is 89.4 which are meant it is in very interested category according to the range of students' interest score. That is revealed that English students IAIN Palopo have interest to the use of movie in pronunciation comprehension. This is quite promising that they will continue to learn English language in general and pronunciation comprehension in particular more often in an effective way. This activity has been expected to make the students feel enjoy and excited in learning foreign language. It can be also inferred that there was a reasonable view increase between students' pronunciation comprehension and their own interest in learning pronunciation toward the use of movie. The students' interest is essential since it could give the contribution on their achievement in learning particularly in pronunciation comprehension itself. The greater the students well very interested in learning, the better or even best the achievement would be reach.

In addition, the researcher can simplify that the use of movie as an audio-visual media or motion media is applicable for teaching pronunciation. During the

treatment the researcher found that students enjoy pronunciation while watching movie. They felt engage in watching moving picture. They felt curious to know more about the movie so the class that was usually very crowd especially in English class became quite and they paid full attention to the movie. The more emphasis on strengthening this idea comes from Emba (2010) who believes that a better understanding of the use teaching strategies and teaching materials which suit the needs of the students can improve their performance and help them promote learning autonomy.

Movie media was applicable in teaching pronunciation ability. Most of the students participate actively in learning pronunciation with movie media that find enthusiastic sentences in term of word connection during movie play. It was supported by Tyler (2015) states participation is the key to a lively class. He added that students' participation provides the opportunity to practice pronunciation. After conducting the research, the researcher had assumption that the use of movie in pronunciation is one of the ways to enable the students to clear the pronunciation ability.

The result of questionnaire that was given after the post-tests shows the students' interested in the use of movie as an audio-visual material in developing ideas and could use to improve the students' pronunciation comprehension. It showed that the mean score of students' interest was 89.4. It is relevant to Penny Ur (1996) statement that there are many ways to arouse students' interest by considering clear goals, varied topics, visuals, challenging, entertainment, and personalization. By using questionnaire to measure the students' interest, it showed that audio-visual method or movie method could significantly improve the students' pronunciation achievement and students' interest in pronunciation. The questionnaire was given after the post-test to experimental class to know the students' interest in using movie technique. Based on the analysis of questionnaire the writer concludes that the students were interested toward the use of movie technique. It means there is a good applicable in adjusted student's pronunciation comprehension.

Conclusion

Based on the result of the questionnaire on the students' interest, the analysis of questionnaire showed the mean score of students' interest was 89.4 or equivalent to strongly positive classification. This leads to the conclusion that the use of movie interests the English students IAIN Palopo. The researcher limited the problem into more specific problems. The researcher focus on interest of the students of English department of IAIN Palopo by using movie with Aan Cook's theory. One of recommended media to learn pronunciation comprehension is movie because more fun and interesting for student and the students will not be bored and in other hand they will be curious to know more about the movie and also pay full attention to the movie. English teacher should use various sources of

media to vary the classroom presentation and to avoid boredom of students, so the researcher suggests using movie as a media in teaching pronunciation comprehension.

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