

# **Improving English Pronunciation Using Drama Movie in EFL Classroom for Children**

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## **Abstract**

This research is designed due to a consideration that pronunciation has always been the most challenging language element faced by the students and media is very helpful in improving their pronunciation ability. Therefore, the purpose of this study is to identify whether movie is a good media to improve students' pronunciation and to find out students' perception toward using movie as media in learning English pronunciation. This research took place in Smart Student Association (SSA) course, at the VII<sup>th</sup> grade. 20 students had participated in this research. This research applied a quantitative approach and used a pre experimental research design including pre-test and post-test. The data were obtained from tests, questionnaires and interview to measure the students' ability and perception. The result showed that movie is effective in improving students' pronunciation ability. It is proved by the mean score of post-test which was higher than that of pre-test. Equally important, the answers that students' chose in questionnaires greatly supported that movie is really effective in teaching pronunciation. After all, movie can help students to construct their ideas in practicing pronunciation better than before.

*Keywords: Drama Movie, Pronunciation, EFL Classroom*

## **INTRODUCTION**

The teaching methods in English as a foreign language (EFL) in countries where English taught as a compulsory subject still follow the traditional one which causes so much passiveness and boredom among the students. That is part of the reason why students are weak of the target language in conversation especially where English is taught as a second or foreign language. Textbooks and teachers' talk are the only dominant sources of information and knowledge. This is the cause of reticence in most of the learners when they are in communication

situations or in interaction with other students in lessons. Movies are an enjoyable source of entertainment and language acquisition. As an authentically rich source, featured movies have been being mostly used for listening speaking comprehension courses. Many scholars have revealed that movies used in EFL classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to “real language,” used in authentic settings and in the cultural context which the foreign language is spoken. They also have found that movies catch the learners’ interest and it can positively affect their motivation to learn (Kusumarasyati, 2004; Luo, 2004). Using movies is generally highly appropriate for teaching cultural aspects. on the other hand, be affected by authentic movies (Hinkel 1999: 6). Movies can work for instance as a springboard for discussion or as an introduction to a new culture. As a teacher, it is important to create an interesting method, materials and media in teaching environment until the students understand about how to pronounce the word. The best one in teaching-learning process is active learning. In active learning the students are actively involved. Klippel (1984: 5) claims that “learning is more effective if the learners are actively involved in the process”. And then the researcher thinks to solve that problem, watching movie is one of the unique ways and the alternative techniques that can be used in teaching pronunciation. We can see the students’ ability of understanding the movie to increase pronunciation. Robinson (2007: 2) defines that “the power of seeing an actor speak, hearing their pronunciation, and linking it reinforces learning, it is challenging and makes you think”. And the researcher has experience, most of the researcher’s friends can speak English well and remember a new vocabulary and pronounce it without learning English course. They just watch the movie and they pronounce the word better than the writer does.

Movie can help students in learning English very well. In this case, it is different from the research before, the researcher focuses on improving the students’ ability in English pronunciation by using movie as medium. The researcher takes *Aqeelah* and *Bee* movie by Doug Atchison as the media for students in learning pronunciation.

Based on the explanation above, the researcher is interested in conducting a research with the title “Improving English Pronunciation Using Drama Movie In EFL Classroom For Children”.

The aims of the study can be stated as follows:

1. To identify whether movie is a good medium to improve students’ pronunciation or not.
2. To find out and describe students’ perception toward using movie as medium in learning English pronunciation.
3. To identify and describe their motivation in studying English through watching movie.

## **REVIEW OF RELATED LITERATURE**

Pratiwi (2010), in her research, her title is “*Improving Pronunciation Ability Using Cartoon Films*” that has discussed how to improve pronunciation by using cartoon films. In her research, final result proves that cartoon films could improve the students’ pronunciation ability.

Kalean in her research under the title “*Speaking Skill Improvement By Using Movie As Media*” her research result showed that movie is media to improve an effective students’ speaking skill.

Then the researcher also finds in UIN or-Rainry thesis, especially at the English Department, a researcher named Izza. “Increasing Vocabulary through Barbie Movie”. The thesis discussed how to improve vocabulary by using Barbie movie. Her research showed that teaching vocabulary using movie as media can improve students’ vocabulary skill. Based on the result, the researcher concluded that the movie is considered as an effective medium in improving the students’ ability in mastering pronunciation.

In conducting this research, the researcher was inspired from their previous research above, but in different ways, the researcher measure students’ pronunciation ability, not vocabulary or others. The researcher attempted to know

whether the movie is an effective media in teaching speaking, also what is students' perception toward using this media in teaching learning process.

## RESEARCH METHOD

This research, the researcher used a mixed method (quantitative-qualitative) to analyze the data. The researcher will apply a pre- experimental research design. Involving pre-test and post-test to measure students' ability in pronunciation. Also, the researcher uses in-Depth interview in the last meeting to know about students' perception toward learning English using movie to enhance pronunciation ability. The researcher also will apply direct observation for describing the motivation of the students'. The researcher will conduct a research at SSA course and chose only one classes as sample. . The population of this research is 20 secondary students . The sample of this research is the students of grade 7th. The researcher select the grade 7th because this movie is suitable with their age. The researcher used three instruments, they were: test, interview, and questionnaire. The researcher visited SSA Course where the students are taken as the sample. The researcher explained to SSA officers about the purpose of the research and the procedures would be involved. The researcher attended the English' classes of seventh grade in turn to have the direct observation.

## FINDINGS AND DISCUSSION

The result of Pre-test Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	57,0000	20	14,90320	3,33246
	Post-Test	83,0000	20	14,90320	3,33246

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	20	,611	,004

Paired Samples Test					
	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference	
				Lower	Upper
Pair 1 pre test- post test	-26,00000	13,13893	2,93795	-32,14921	-19,85079

Paired Samples Test		
T	Df	Sig. (2-tailed)
-8,850	19	.000

Hypothesis of this research used  $T_{table}$  at significant level of  $\alpha = 0.05$ . According to  $T_{table}$  list, the value of distribution table at 19 as degree of freedom was 2,093. However, in this research  $T_{score} < T_{table}$  ( $-8,850 < 2,093$ ), so that it can be concluded  $H_a$  was accepted and  $H_o$  was rejected. In line with this, it appears that using drama movie increases students' pronunciation ability.

The analysis of Questionnaire

No.	Statements	SA	A	D	SD
<b>I. Learning Process</b>					
1	Learning process prepare in a good way.	35%	65%	0%	0%
2	The material prepare can help me to study English especially pronunciation.	30%	65%	5%	0%
<b>II. Movie as Media of Pronunciation</b>					

3	Learning pronunciation by watching movie as media can make learning process interesting.	30%	65%	5%	0%
4	Learning pronunciation by watching movie as a media can make learning process become challenge	20%	75%	5%	0%
5	Movie as media help me to comprehend pronunciation.	15%	85%	0%	0%
6	I think movie as media is boring.	10%	15%	20%	55%
7	Movie as media makes me difficult to understand pronunciation.	5%	20%	55%	20%
8	Learning pronunciation by using movie as media make me feel unhappy.	0%	20%	50%	30%
9	I feel my pronunciation is not enhance by using movie as media.	0%	20%	65%	15%
10	Movie as media can make me become intellegent, exactly pronunciation.	5%	80%	15%	0%
11	Movie as media make me understand the important think to pronounce the word correctly.	0%	95%	5%	0%
12	I don't get the advantages of learning pronunciation using movie as media.	0%	0%	70%	30%
13	I get the advantages of learning pronunciation using movie as media, those advantages make me understand pronunciation and understand the benefit of movie.	30%	70%	0%	0%
<b>III. Assignment</b>					
14	Pronunciation given was suitable my understanding.	15%	85%	0%	0%
15	I think the challege of learning suitable my ability.	10%	90%	0%	0%
16	The assignment influence to me can help to master pronunciation.	20%	80%	0%	0%
17	The assignment was given make me to learn more.	25%	75%	0%	0%
18	The time provided material was given adequate.	10%	50%	25%	15%
19	The movie display is interest to discuss for pronunciation.	15%	85%	0%	0%
<b>IV. Overall Evaluation</b>					

20	I like learning pronunciation by using movie as media.	10%	90%	0%	0%
21	I will recommended this learning pronunciation by using movie as media to others student.	15%	85%	0%	0%

## Interview

There are 5 perceptions of the movie by the participants.

### 1. Easy to understand

*“Jelas sekali kak, karena enjoy ki belajar tidak tertekan ki jadi nonton sambil belajar ki.” (interview transcript student 1)*

*Of course Ms. because we enjoy watching the movie, we watch while learning from the movie.*

### 2. Learning English

*“Jadi toh kak setelah nonton itu film yang di kelas kemarin, banyak bisa ku dapat seperti cara mengucapkan huruf dalam bahasa inggris yang benar, belajar berbicara.” (interview transcript student 2)*

*So, after watching that movie in our class yesterday. Many things that I can get from the drama movie, like how to spell the word correctly and how to speak.*

### 3. The participants found many new vocabularies.

*“Banyak juga kosa kata baru yang ku dapat kak.” (a part interview transcript student 3)*

*“Many new vocabularies that I can get from the movie.”*

#### 4. Getting life lessons

*“dari menonton film yang dapat mendidik siswa dan banyak pengetahuan yang bisa di dapat seperti film Akeelah and the Bee mi ini kak. “ (Interview transcript 4)*

*By watching movie which can educate the students and much knowledge that we can get from Akeelah and Bee movie.*

#### 5. The media is fun.

*“Its the fun way to learn English.” (interview transcript student 4)*

It can be seen from the interview, the participants agreed that watching drama movie helps the participants to increase their pronunciation. Using movies can be an entertaining and motivating tool also for learners with different skill level. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English environment.

### **CONCLUSION AND SUGGESTION**

The main purpose of this research is to identify whether movie is effective to improve students' pronunciation. Also, to find out students' perception toward using movie in learning English. Based on the result and discussion in the previous chapter, the researcher would like to summarize some conclusions as follow: Teaching pronunciation through movie can be one of an effective ways to increase students' pronunciation ability to students of SSA course. It can be seen from the result of the post-test was higher than the pre-test. The score of pre-test was 60, while the post-test was 100. The students perception about watching movie as a media in learning English pronunciation, they like watching movie to increase their pronunciation also watching movie is the fun way to learn pronunciation. It can be seen from the interview transcript. 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 .

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

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

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