

THESIS APPROVAL

This thesis entitled “**Teaching Pronunciation Through English Movie at The Second Year Students of STAIN Palopo. (Classroom Action Research)** ” yang which is written by **Pipit Suci Anggriani . REG.NUM. 08.16.3.0032**, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, has been examined and defended in Munaqasyah session which is carried out on hari ,Mayth 2013. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, May 20th 2013

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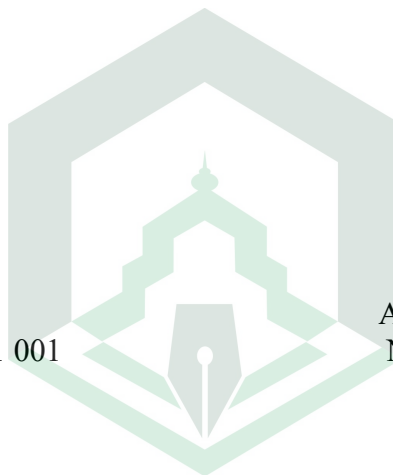
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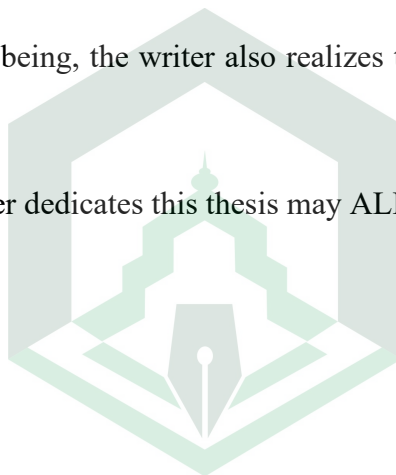
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Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.



The Writer,

IAIN PALOPO

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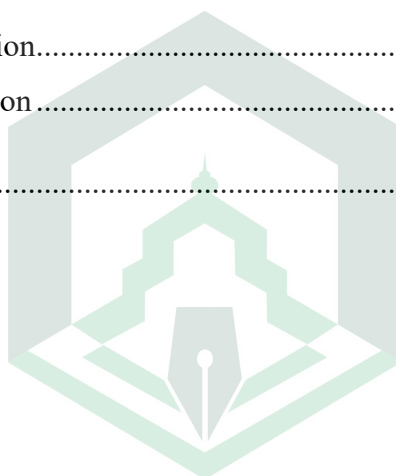
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ABSTRACT

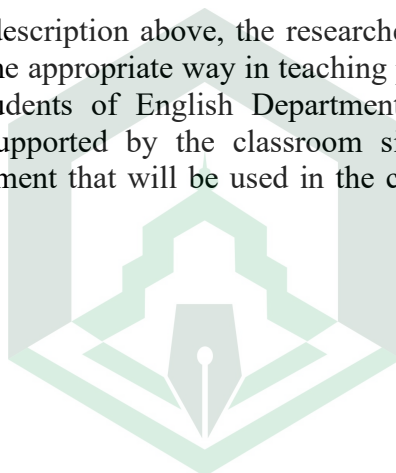
Suci, Pipit, Anggriani. 2013. Teaching Pronunciation through Movie at The Second Year Students of English Department of STAIN Palopo. Thesis. English Study Program of Tarbiyah Department STAIN Palopo. Consultants (1) Wisran., S.S., M.Pd. (2) Amalia Yahya., S.E., M.Hum.

Key Words: Pronunciation and Movie

This thesis deals with teaching pronunciation through movie at the Second Year Students of English Department of STAIN Palopo. The problem statement of this thesis : “What is the appropriate way of using movie in teaching pronunciation at the second year students of English Department of STAIN Palopo? “.

This research is focused on the second year students of English department of STAIN Palopo. They were 20 students and the researcher took 15 students as the respondents. This research used the classroom action research (CAR) method. The instruments of this research were test reading task (word list, sentence and passage reading task), interview guide, observation list, discussion between the researcher and observer, movie, LCD, speaker, laptop, camera and recorder as the instrument in collecting data.

Based on the description above, the researcher answer the objective of the research is to find out the appropriate way in teaching pronunciation through movie at the second year students of English Department of STAIN Palopo and the appropriate way are supported by the classroom situation, the students' sitting position, and the instrument that will be used in the class such as the movie script, headphone and etc.



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CHAPTER I

INTRODUCTION

A. Background

Language is system of arbitrary signals, vocal simbols which permit all the people in given culture, or other people who have learned the system of that culture, to communicate, or to interact.¹ It is very important, because with the language we can talk everything in many aspects such as in economic, politic, social and culture. Beside that we can also express our feelings, sympathy, and our opinion to the other people. Without language we can not understanding what a speaker wants and needs because language is a system of conventional signals communication by a whole community.²

There are so many languages in this world, such as Spanish, Dutch, Arabic, Korean, Chinese, Indonesian, French, English, and many others. And the most popular language in the world is English. We have known that English is an international language which is used by many people in this world, at least a few of people in some of countries in the world know English and use it in their daily life although it is not their second language. But there also the countries use it as the second language in their country. It is not impossible for us to go to abroad or meet with the foreign people who speak in English, so that we need English to face the

¹ Finnocchiaro in Douglas Brown, *Principles of language Learning and Teaching*, University of Illinois, p. 4.

² Ac. Gimson. *An Introduction to The Pronunciation of English*, London, Edward Arnold, Third Edition. 1980.

globalisation era and to communicate with the other people from the other countries. In the other hand English will make us easy to get a job because most of the corporation in Indonesian gives the requirement to their employee to have a skill especially English.

English has four essential skills and one of them is speaking. Talking about speaking it will correlate with pronunciation. It is a main thing in speaking that should give more attention. Because nobody can speak a language without pronunciation, so to be understood by the people mean when they speak we should have a good pronunciation. Have a bad pronunciation will make the listeners boring, unpleasant feeling, not interested and also cause losing the listeners' attention when they speaking. That's why everyone who wants to master a language should have a good pronunciation of that language because language is tool to communicate with the people. The clear voice and correct pronunciation is very important because if a non native speaker has a very bad pronunciation they will not be able to communicate orally even though they have a good grammar and has many vocabulary.

For example "I see the sheep on the ship"(saya melihat domba di atas kapal). The words "sheep" and "ship" in the sentence if pronounced or listened by the someone who have not mastered pronunciation will hear it same whereas mean both of the words are very different. That sentence is one of the little example how important to learn and mastering pronunciation.

Good pronunciation is needed to avoid misunderstanding when people talk with one and another, especially when we give the material to our students. Not only help and make us more confident in speaking but also in listening too. Someone who has a good pronunciation will easy to identify the words that they heard, they can differentiate what words that the speaker mean so they will easy in listening. In addition, it will make us easy to make a new friend in the English speaking country; we will be able to talk to the business partners with ease. It could be a very important skill when it comes to negotiations, explaining a new project or technology when we have a foreign partner, so we cannot be afraid again that the people will not understand us or we will not understand them.³

Based on the researcher pre observation on the speaking class and interview at the second year students of English Department of STAIN Palopo, more than 85% percent of them are mispronouncing some words such as in pronouncing word “delicious” they pronounce it “delisos”, “delisus”. They find the difficulties in differentiating the pronunciation between “s” and [ʃ]. They said that pronunciation is very difficult to learn and to be mastering then they still lazy to open the dictionary to make sure if the pronounce of the words are correct. Some of the students find the difficulties in pronouncing palate alveolar fricatives voiceless [ʃ].

In addition some of the lecturers who teach them in another subject also said that if the pronunciations of the students in that class are still poor and very bad

³ John Doey, May 04 2010, *4 Reasons Why You Should Improve Your English Pronunciation*. Online, <http://www.ezinearticles.com>. Accessed on September 19th 2012.

moreover under the average. That is why the researcher believed that it is important to teach the students pronunciation before they learn speaking specially in English.

There are various techniques that can be used to teach English skills especially pronunciation. One of the interesting media which can use to teach English skills is movie. Therefore the researcher try to use movie as a media in teaching English specially pronunciation. Watching movie will help to increase the students' sensibility in hearing sense and their participation during the class. It will make the learning process getting more interested, relax, and enjoyable for both teacher and students. The students can listen and repeat the native speaker voice in pronounce the words, watch the movie and read the subtitle that appear on the screen then see how the native speakers are pronounce the words or listen the sound of the native speaker in pronouncing the words correctly then repeat it . It can motivate the students to learn pronunciation like native speaker and pay attention to the material and they will not get bored during the class.

Based on the explanation above, so the researcher has the initiative to use English movie in teaching pronunciation and present a thesis entitled “ **Teaching Pronunciation through Movie at The Second Year Students Of English Department STAIN Palopo**”.

B. Problem Statement

Based on the fact stated in the background above, the researcher formulates the problem statements as follow :

“What is the appropriate way of using movie in teaching pronunciation at the second year students of English Department of STAIN Palopo? “

C. Objective of Research

Based on the problem statement above, the objective of this research is to find out what is the appropriate way in teaching pronunciation through movie at the second year students of English Department of STAIN Palopo?

D. Significance of Research

The result of this research will be useful:

1. The theoretical, in this case, the researcher expects that the result of the research is expected to be useful contribution in pronouncing field. By knowing the best way in teaching pronunciation. Therefore they hoped to have a good ability to pronouncing English word.

2. The practical, this research also expected to be useful information for all teacher or lecturer and students in teaching pronunciation in Phonetic and Phonology subject. In addition, it will be useful to be a feedback for the students about their ability in pronunciation.

3. Help the students to get the interesting media in teaching pronunciation.

E. Scope of Research

The scope of the research will be restricted to different sounds in English based on received pronunciation produced by the second year of English Department of STAIN Palopo. It will focus on Palato Alveolar Fricative Voiceless [ʃ].

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are few researchers who has conducted previous research aimed at improving students' ability in pronunciation.

Ariza R. Dyah in her experiment research of Teaching English Using Cartoon Film to Improve the Students' Pronunciation at The third Year Students of SDN 2 Banyudono in 2007/2008 Academic Year makes conclusion that mean score of "t₀" (65,49) than "t_s" (2,10). It means that cartoon film influence the students' achievement of experimental group and prove that film is an effective way in teaching pronunciation to the third year students.⁴ She suggested that the teacher should use some different and appropriate media and methods to attract the students' attention in learning English.

Merlin in her research shows that there is a significant difference between before and after giving the treatment by watching English movie. Watching English movie can motivate the students to improve their ability and made them more interested in learning listening. It is proven from the students' mean score of the posttest which is higher (8.87) than the students' mean score of the pretest (3.97).⁵

⁴ Ariza R. Dyah, *Teaching English Using Cartoon Film To Improve Students' Pronunciation at The Third Year of SDN Banyudono in 2007/2008 Academic Year*, (Surakarta: UNISMUH Surakarta, 2008). Online. [Http://www. Etd.eprint.usms.ac.id](http://www.Etd.eprint.usms.ac.id), Accessed on 23rd Sept 2012.

⁵ Merlin, *Improving Students' Listening Skill by Watching English Movies of the First Year Students of SMA Negeri 1 Bua Ponrang*, (Palopo: UNCOK Palopo,2011).

That's why the researcher use movie as media in teaching pronunciation. She suggested the People are hoped to use English movie in improving their ability and quality in English, especially in listening skill. It is intended to make people more understand and more enjoyable in learning English.

Anggar Wulandari in his research "Improving Students' Pronouciation by using Audio Visual Aids (AVAs) at the fifth year students of Al-Azhar Syifa Budi Elementary School of Surakarta in Academic year 2007/2008" states that the implementation of AVAs technique is very effective in teaching pronunciation to the students' of elementary school and really improve the students' pronouciation because AVA's is very interested for the students.⁶ The researcher finds that AVAs technique has been known by the students as a interested and can motivate the students to have a good pronunciation like the native speaker.

According to the some studies above, researcher will use English movies in this research to improving the students' skill in pronouncing the English word, because more fun and interesting for student.

B. Conceptual of English Pronouciation

The Longman pronunciation dictionary by John C Well for example denotes 24 consonant and 23 vowels used in Received Pronunciation (RP). To be understood

⁶ Anggar Wulandari, *Improving Students' Pronunciation Using Audio Visual Aids (AVAs) at the Third Year of Al-Azhar Syifa budi Elemntary School of Surakarta In Academic Year 2007/2008*,(Surakarta:FIKIP-UMS2008). Online,Http ://www .eprint. ums.ac.id //1_ANGGAR_W .pdf.Accessed on 23th September 2012.

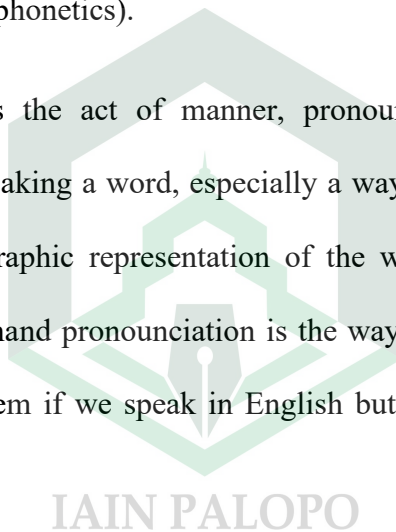
the speech sounds and phonetic features are organized in language, they can be used to create contrast as a mission of phonology.

The concept of ‘pronunciation’ may be said to include:

1. The sound of language
2. Stress and rhythm
3. Intonation⁷

There are two fields of pronunciation, they are phonetics and phonology. Phonology deals with the sound systems of languages and phonetics deals with the physical realisation of the elements of the sound system, e.g. how the sound is physically produced (articulatory phonetics), or the acoustic characteristics of the speech sound (acoustic phonetics).

Pronunciation is the act of manner, pronunciation something articulate utterance. A way of speaking a word, especially a way that is accepted on generally understood. And the graphic representation of the way a word is using phonetic symbols.⁸ In the other hand pronunciation is the way to produce of word in native speaker. Become problem if we speak in English but we can speak like the native speaker.



⁷ Ur Penny, *A Course in language Teaching*, (Cambridge University: 1996), p. 47.

⁸ The Free Dictionary, *Pronunciation*, 2004. Online, [Http://www.thefreedictionary.com](http://www.thefreedictionary.com). Accessed on 23rd September 2012.

Jeremy Harmer adds three areas to know about pronunciation:

a) Sounds

All words are made up of sounds like this, and speaker of a language need to know these sounds if they understand what is said to them and be understood in their turn.

Some problem of the speaker in English language that they have the difficulty with individual sounds for example: the Javanese who says a word which sound like “light” instead of the intended “right”.

b) Stress

Stress is the part of word or phrase which has the greatest emphasis because the speakers increase the volume or changes the pitch of their voice.

Native speaker of language unconsciously know about stress and how to use works. They know which syllables of words are stressed and they know how to use stress to change the meaning of phrases, sentences, and questions.

c) Intonation

Intonation is clearly important then and the competence users of the language, recognize what meaning it has and can change the meaning of what they say through using it in different ways.⁹ IAIN PALOPO

⁹ Jeremy Harmer, *The Practise of English Language Teaching*, (New York: Longman, 1991), p. 11.

Daniel Jones says that there are six types of pronunciation, they are:

1. No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings.

2. It is thought by many that from several points of view that a standard speech would have its uses. A standard pronunciation would also be useful to the foreigner learners of English.

3. But though attempts have been made to devise and recommend standards, it cannot be said that any standard exists. Londoners speak in one way, Bristolians in another, Scotsmen in several other ways, and American speech too is very different.

4. There are also styles of speech for each individual. There is rapid colloquial style and slow formal style, and there are various shades between the two extremes.

5. The science dealing with such matters is called Phonetics. It is in which, given a fairly detailed description of the form of English pronunciation which, though not a standardization at least be said to be easily understood throughout the English speaking world, and attention is called to some of the more outstanding divergences of style employed by individual speakers.

6. Nearly every reader is likely to find a point which is pronunciation differs from the Received Pronunciation described.¹⁰

¹⁰ Daniel Jones, *The Pronunciation of English*, (Definitive Edition, Britain; Cambridge University press, 1994), p. 1.

C. *Concept of Phonetic and Phonology*

Only by studying both the phonetics and phonology it is possible to acquire a full understanding of the use of sound in English speech.¹¹

The purpose of phonetic is provided an inventory and description of the sound found in speech, there are several ways of looking at these sounds. First, sounds as generated by source; second, sounds as transmitted through a medium; and third, sounds as perceived by receiver¹².

There are some opinions of about the definition of phonetics:

1). Phonetics is the study of the sounds of speech, phonemes and allophones and the way they are produced, transmitted and received by the listener.¹³

2). Phonetic is the study of how the vocal track makes different sound.¹⁴

3). Phonetic is the study of the production, transmission and reception speech sounds.¹⁵

¹¹ Roach Peter, *English Phonetics and Phonology*, (Britain; Cambridge University.1983), p.35.

¹² Ashar Arsyad, *English Phonology; an Introduction*, (Ujung Pandang; Fak.Tarbiyah.IAIN Alauddin.1989), p. 3.

³Ronald Wardhaugh, *Introduction to Linguistics*, (New York; Mc. Graw hill 1981), p. 271.

⁴ Mary Finochiaro and Robert Rodman, *an Introduction to Language*, (New York; Regents Pub. Company. Inc 1979), p. 281.

¹³ Finocchiaro (1973:271) in Arsyad,Azhar , *English Phonology; an Introduction*, p. 1,

¹⁴ Victoria Frompkin, Robert Rodman, and Nina Hyams. *An introduction to Language*. P. 28.

4). Phonetic is the science which studies the characteristic of human sound making, especially those sound used speech and provide methods for their description, classification and transcription.¹⁶

And based on the opinions above it can be conclude that phonetics is the study of how the vocal track produce the sounds and received by the listener.

The purpose of phonetic is provided an inventory and description of the sound found in speech. To learn how the speech sounds are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators and the study of them is called Articulator Phonetic.

The concrete phonetic characteristic of the sounds used in language are:

1) Acoustic Phonetic

The study of physical characteristic of sounds in language uses laboratories instrument.

2) Auditory Phonetic

Studies the way of perception in produce sounds.

3) Articulator Phonetic

Studies the way in which speech sounds are made (articulated) by the vocal organs.¹⁷

There are some opinions of phonology, they are:

¹⁶ David Crystal. *A Dictionary of Linguistic and Phonetic*. (New York: basil Black Well, 1985). P. 230

¹⁷ David Crystal, *A Dictionary of Linguistic and Phonetics*, (Boston; Littke Brown Company, 1978), p. 229.

- 1) Phonology is the study of how the speech sound form pattern.¹⁸
- 2) Phonology is the study of how sounds are combined form words.¹⁹
- 3) Phonolgy is about things that are basically phonetic, it requires the concept, terminology, and notations of phonetics.²⁰
- 4) Phonology is the description of systems and patterns of sounds that occur in a language.²¹

Based on the definition above it can be say that phonology is the study of how the sounds are combined form words. Phonology is concerned with the sound structure of language. It involves studying a language to determine its distinctive sounds and to establish a set of rules that describe the set of changes that take place in sounds.²² When they to occur in different relationship with other sounds.

a. **Articulators**

The general term in phonetics for physiological movements involved modifying airflow to produce the various types of speech sounds using vocal tract above the larynx. The action of vocal cord, the position of the soft palate and other

¹⁸ Thomas Carlyee. *Phonology: The Sound patterns of Language*, 1881, p.267.

¹⁹ Victoria Frompkin, Robert Rodman, and Nina Hyams, eds. *An Introduction to Language*. Seventh Edition Belmont, CA: Heinle Publishing. 2002, p. 28.

²⁰ Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 1.

²¹ Peter Ladefoged. *A course in Phonetics*. (Los Angles: University of California, 1982), p.22.

²² Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 1.

organs in the mouth-tongue and lips particularly. Any specific parts of the vocal apparatus involved in the production of sounds are called Articulators²³.

There are seven parts of articulators used in speech sounds, namely:

1. Pharynx

A tube which begins just above the larynx, it is about 7cm long in women and 8cm long in men. It is top end divided into two, one part being back of the mouth and the other being in beginning of the way through the nasal cavity.

2. Velum or Soft palate

One of the articulators that can be touched by the tongue. The other important thing about the velum is that it one of the articulators that can be touched by the tongue.

3. Hard Palate

Is often called the roof of the mouth.its smooth curved surface with tongue.

4. Alveolar Ridge

Between the top front teeth and the hard palate. Its surface is really much rougher than it feels, and is covered with little ridges. Sounds made with the tongue touching here (such as t and d) are called alveolar.

²³ David Crystal. *Op. Cit.*, p. 22.

5. Tongue

Very important articulators and it can be moved into many different places and different shapes. It usual divides the tongue into different parts, though here are no clear dividing lines within the tongue.

6. Teeth

The tongue is in contact with the upper side teeth for many speech sounds. Sounds made with the tongue touching the front teeth are called dental.

7. Lips

Are important in speech, they can be pressed together (when we produce p and b), brought into contact with the teeth (as in f and v) or rounded to produce the lip for vowels like u:. Sounds in which the lips are in contact with each other called bilabial, while those with lip to teeth contact are called labiodentals²⁴.

b. Vowels and Consonant

From the practical phonetics stand points, it is convenient to distinguish two types of speech sounds. Simply because the majority of sounds described and classified most appropriately according two types of this sounds. Speech consists of alternation of two major sound-type: vowels and consonants.²⁵

²⁴ Peter Roach, *English Phonetics and Phonology* (Ed.V; Britain; Cambridge University Press, 1994), p. 9.

²⁵ Patricia Ashby, *Understanding Phonetics*. London: Hodder Education, 2011, p.4.

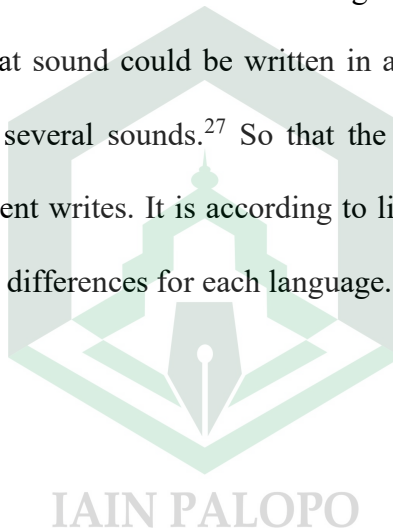
1. Vowels

This category of sounds is normally made with a voiced regressive air-stream without any closure or narrowing such as would result in the noise component characteristic of many consonant sounds moreover, the escape of the air is characteristically accomplished in any impeded way over the centre line of the tongue.

A description of vowel sounds can be explained by three factors as follows:

- a) The position of the soft palate raised for oral vowels lowered for nasalized vowels
- b) The kind of aperture formed by the lips-degree of spreading or rounding
- c) The part of the tongue which is raised and the degree of raising.²⁶

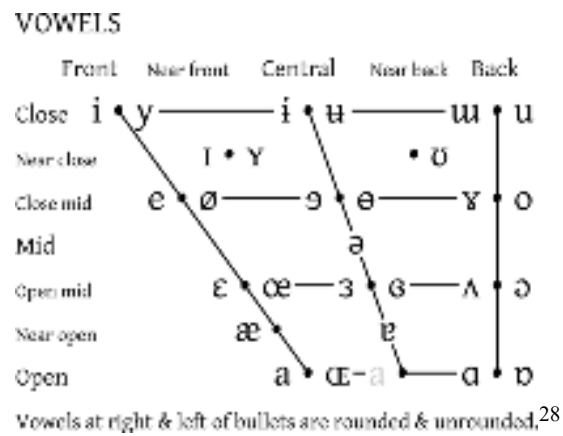
Gimson argues that sound could be written in a number of ways or the same spelling do service for several sounds.²⁷ So that the same word might be spelt in different ways by different writes. It is according to linguistic rule that occur in any language, but some of it differences for each language.



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²⁶ A. C. Gimson, *An Introduction to The Pronunciation of English* (Ed. III; London; University College London, 1984), p. 39.

²⁷ *Ibid.*

Table 1. Vowel Chart

2. Consonant

Consonant articulations are relatively easy to feel and as a result most conveniently described in terms of place and manner of articulation.

According to position of the vocal cords the consonant can be divided by:

1. Voiceless : p,t,k,f,s,ʃ,θ,h.
2. Voiced : the rest of consonant

Mackey finds that place of articulation is the exact point in the oral cavity at which the air stream is modified that is lips, teeth, alveolar ridge, gives a second dimension for classifying consonant²⁹.

²⁸ Wikipedia, *Vowel Chart*, 2005. Online <http://en.wikipedia.org>. Accessed on 11 february 2012.

²⁹ Ian, Mackey R.A, *Op.cit.*, p. 115.

The oral cavity means that a resonating chamber of primary importance to speech, since its size and shape can be modified so greatly. Its internal volume can be changed by modification in tongue and jaws position. In other words it means that our anatomic have important role in producing the sound. The classification of sound system relate with the articulators like tongue, lips, teeth, and vocal cord.

Steinberg argues the ability of person to develop and control the muscles of the body is an essential component of the speech production process.³⁰ In order to produce speech muscles must control all of articulator phonetic. The fact new skills become more difficult to acquire the early teens.

To describe consonant by the position at which part of mouth come together to produce a closure or a near closure that allow the passage of a narrow Stream of air. These position are called point of articulation, for English consonant there are seven primary of point from font to back, they are;

1) Bilabial (literally “two lips): the upper and lower lips. Bilabial sounds are p, b, m, and w.

2) Labio-dental: the upper teeth and lower lip. Labio-dental sounds are made by bringing the lower lip into conyact with the upper teeth. They are f (voiceless) and v (voiced).

3) Dental (interdentally): the upper teeth and the tip of the tongue. Interdental sounds are made by placing the tongue tip between the teeth.

³⁰ D, Steinberg, *Psycholinguistic, Language, Mind, and World* (New York; Longman 1982), p. 176.

4) Alveolar: the tooth, or gum, ridge behind the upper teeth and tip of the tongue. The tongue touches the alveolar ridge. The sounds made in the alveolar area are t, d, n, l, s, and z.

5) Palatal: the front part of the palate and the front part of the tongue. Here the tongue does not touch strongly, but forms a narrow passage through which air escape.

6) Velar: the back soft palate or velum and the back of the tongue, the velum is the soft fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the tongue into contact with the velum.

7) Glottal: The “h” sound is release of air through the vocal cord of glottis³¹.

Picture 1. Picture Place of Articulation



³¹ Ashar Arsyad, *English Phonology; an Introduction*, (Ujung Pandang; Fak.Tarbiyah.IAIN Alauddin. 1989),p. 39.

³² Amaliah Yahya, Data Powerpoint Tataran Linguistik: Fonetik dan Fonologi, 15th November 2007.

- 1) Bilabial
- 2) Labio-dental
- 3) Interdental (Dental)
- 4) Alveolar
- 5) Post-alveolar
- 6) Palatal
- 7) Velar
- 8) Glottal

Manner of articulation is the air stream from the mouth, is modified (blocked, restricted, diverted, etc). Provide a means of classifying consonants. Based on definition of manner of articulation it the type of the closure of narrowing at the point of articulation it divided into five types.

Roach notes that consonant with characteristic that when they are produce, air escapes through a small passage and makes a rising sound. All language have fricative, fricative are continuant consonants, which means that you can continue making them without interruption as long as you have enough air in your lung.

Besides the place of articulation and the condition of the glottis (whether the sounds is voiced or voiceless) must be refer to a third characteristic in order to uniquely describe a speech sounds. This is the manner of articulation – the action of the vocal apparatus as sounds is being produced.

a. Stops a stop is produced by completely blocking the breath stream, then releasing it abruptly, there are six stops evenly divided among here points of articulation; the bilabial (p) and (b), the alveolar (t) and (d), and the velar (k) and (g).

b. Affricates; are complex sounds that merge two manner of articulation; a preceding stop and following fricative. Affricates appear initially in chin “chin” and “gin” and finally in “itch” and “edge”.

c. Fricatives: in producing the fricatives sound one of the articulation is brought close to one of the points of articulation creating a narrow opening. When the air stream is forced through this opening, a turbulence or frinction is created.

d. Liquids: the liquids are l and r the word “liquid” its self is not descriptive term as “stop” or “nasal” rather its cover term used to group together two sounds which pattern similarly in many respect, l is sometime called lateral since the air flow around one or both sides of the tongue and r is sometime called a retroflex since the tongue tip is turned back during its production (both liquids are voiced).

e. Nasal: when the air is allowed to escape through the nose we have a nasal. Since the action of the tongue and the velum are independent of one another. We have nasal at various points of articulation in the oral cavity:

1) m is bilabial nasal

2) n is alveolar nasal

3) ŋ is velar nasal

(all nasal are voiced)

f. Glides (also called Approximate or semi vowel) glides are sounds which provide transition to or from other sounds they appear following true vowel and at the end of such word as my, toy, now, and throw. My and toy end with a, y glide.

g. Sibilant; the fricative s, z, š, and ž are particularly noisy. These are sibilant since the affricates č and ĵ each and in a sibilant fricative they too called sibilants³³.

Table 2. Table of English Consonant Phonemes

		Place of Articulation											
		Bilabial	Labio-dental	Inter-dental	Alveolar	Alveo-palatal	Palatal	Velar	Glottal				
Manner of Articulation	Stop	p	b		t	d			k	g	ʔ		
	Fricative			f	v	θ	ð	s	z	ʃ	ʒ		h
	Affricate							tʃ	dʒ				
	Nasal		m				n				ŋ		
	Lateral Approximant						l						
	Retroflex Approximant							ɻ					
	Glide	ɹ	w							j			
			State of the Glottis										
		Voiceless					Voiced						

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³³ Ashar Arsyad, *Op. Cit.*, p. 44.

³⁴ Gerald Kelly. *Teach Pronunciation*. Series Editor. Malaysia: Longman; Pearson Education Limited, 2000. p.7

In this consonant table there are two consonant sounds. They are voiceless and voiced. The voiceless is in the left side with the white column and the voiced is the right side with the black column.

c. Palato Alveolar Fricatives Voiceless

The sound is not articulated in exactly the same way by everybody. Its manner of formation depends to some extent upon the shape of the speaker's teeth and palate. More usually the tongue-tip is raised but some keep the tongue-tip down near the lower teeth.³⁵ We should observe how we place our tongue when we make the palato alveolar fricative voiceless sound /ʃ/ and should experiment and see whether we can make an equally distinct one with our tongue-tip in position different from the one to which we are accustomed.

The palato alveolar fricative voiceless /ʃ/ is usually spelled sh in English. It is the sound that we can find in the words "ship", "special", "fish" "delicious", "shef", "nation" and etc. , is articulated by bringing the blade of the tongue close to the part of the roof of the mouth where the alveolar ridge and hard palate are join.³⁶

/ʃ/ called palato alveolar, which can be taken to mean that their place of articulation is partly palatal, and partly alveolar. The tongue is contact with an area slightly further back than that s. If we make s then ʃ, we should be able to feel our

³⁵ Daniel Jones, *The Pronunciation of English*, (Definitive Edition, Britain; Cambridge University press, 1994), p. 104.

³⁶ Ian, MacKay. *Introducing Practical Phonetics*. (Boston : Little Brown Company,1978), p.120.

tongue move backwards. The air escapes through passage along the center of the tongue. *ʃ* is common and widely-distributed phoneme.³⁷

Below are some examples of palate alveolar fricative voiceless /*ʃ*/

1. Initial position: sheep /*ʃi:p*/, sugar /*ʃʊgə*ʀ/, ship /*ʃi:p*/, chef /*ʃef*/.
2. Middle position: pressure /*preʃə*ʀ/, mushroom /*mʌʃrʊm*/, special /*speʃl*/
3. Medial position: dish /*dɪʃ*/, wish /*wɪʃ*/, mesh /*meʃ*/, fish /*fɪʃ*/,

4. There also another criteria: the letter ‘c+h’ like chef, chamois, chalet, cliché, parachute, etc. The letter ‘ti+vowel’ such as negotiate, partial, initiate, patient, etc. The letter ‘ci+vowel’ such as facial, deficiency, judiciary, ancient, facetious, etc. ‘_+tion’ such as station, tradition, radiation, etc.

D. Teaching English Language

The development of the technology in this era has been influence the human life in all aspects includes at education. It means that the teachers should use the technology as an interesting media in teaching process.

English as foreign language is an international medium language. It is global language which uses to communicate with the other people from foreign language. In Indonesia English have taught for a long time at school, it started from the elementary school until the university. But although it have taught since elementary school, English still difficult to be mastering by the students.

³⁷ Peter Roach, *English Phonetics and Phonology* (Ed.V; Britain; Cambridge University Press, 1994), p. 40.

In Indonesia the English learning is stressed to the mastering grammar while pronunciation is always neglected although it is taught at school, it just a half-taught. Just remembering my experienced when I was watching movie with my friend who a bachelor of English S1. I asked my friend that could she translated and understood that movie without the subtitle?, and she said that she could not but he could translate all of the words if it did not use subtitle. It means that there was a problem in listening and speaking in this case is pronunciation. The big problem in our understanding of English is the stressing in mastering grammar whereas it is a big wrong. The first thing and the main thing that should be mastering by the students is pronunciation. Learn English is the same as learn to read the holy Quran where the first thing that learnt is makhorijal of the letter in Arabic, so pronunciation is very important and more important before we learn a language especially English.

Language is skill which should be used in the real life. It is the key to be successful in mastering a language. English is the same as with Indonesian language, English also must be practiced in our daily life so what we have learnt at school will easy to be mastering and memorable.

For example there is a student who has many vocabularies, it is not guarantee that he or she able to speak in English fluently or understand, a student who memorizes tenses or grammar is not definite that he or she can write well, and a student who knows many expressions in English is not certain that they can use it. ³⁸

³⁸ Nanang Kc, *Mengapa Pembelajaran Bahasa Inggris Kita Gagal?*, 05 Januari 2012, Online, <http://www.padepokan.guru.org>. accessed on 27th September 2012.

E. Teaching English through Media

English is an international language would be better if it taught from an early age and start in a basic things in life. In learning English, the students prefer and need an interesting and interactive media, and the media interesting media in learning is the right solution. In Indonesia most of the teacher still use book as guidance in teaching English whereas it is difficult to be understood and received by the students as the learning tools.

Media is derived from the Latin word 'medium' that means 'between'. The terms refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional media is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. Teacher can select media from the traditional ones up to modern ones. Media can be interpreted as an introductory messages from the teacher to the students. An interesting and interactive media can interact directly with the students. In teaching and learning needs created a fun atmosphere during the class, so the students will be a memorable more than the students does not impress.

Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.³⁹

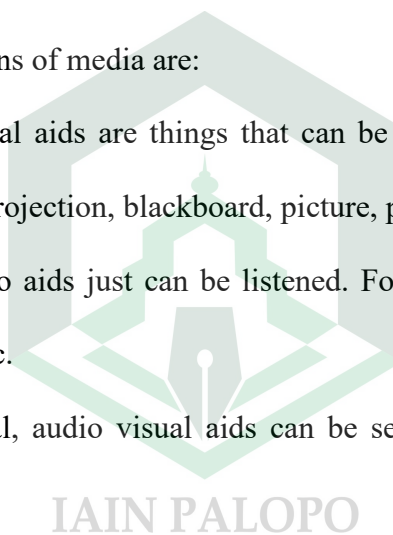
³⁹ Asnawir and M. Basyirudddin Usman, *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), p. 11.

In learning process there are two important elements, they are methodology and media of learning process. The use of media in learning process will increase the students' interest, attention, motivation, and stimulate them in learning process. A good learning media is a media which deal with the goal and stimulate the students in learning process. One of the media which demand on those criteria is movie which can use in teaching English. It is very important tool to improve the language skill.⁴⁰

One of the aspect that determine the successful in learning process is the process in sorting the correctly media. Hamalik states that an effective media in learning process can increase the students' motivation, interested, provide the attractive and accurate data, make easy in interpretation data and the last is make the information clear.⁴¹

The classifications of media are:

1. Visual, visual aids are things that can be seen. For example film strip, transparencies, movie projection, blackboard, picture, poster, chart, and globe.
2. Audio, audio aids just can be listened. For example recorded, tramples, electronic, radio, and etc.
3. Audio visual, audio visual aids can be seen and listened. For example film and television.



⁴⁰Sweeting Arizio, *Kegiatan untuk menggunakan film dalam pengajaran bahasa Inggris*, 2009. Online. <http://www.ihjournal.com>. Accessed on 27th September 2012.

⁴¹ Wiwik Yulihaningsih, *Media Pembelajaran Bahasa Inggris*, 13 January 2011. Online, <http://www.wiwikiulihaningsih.wordpress.com>. Accessed on 27th September 2012.

4. Dramatize, for example pageant, pantomime, socio-drama, and demonstration.⁴²

F. Teaching Pronunciation through Movie

Right now movie which cannot be separated in our life is not only as an entertainment but also as a media in learning process. Many people spend their time in front of television just to watch movie, entertainment, news etc. It is also become a medium to describe about human life and all aspect of problem; it can be retell a story or event in the last time. By watching movie, we can know about habit, culture or language in the world.⁴³ Movie is one of the effective media to deliver the information or learning material. It is because of the audio and visual elements so the students can easy to reserve the material while enjoy the class.

Movie are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). People in every part of the world watch the movies as a type of entertainment; a way to have fun. By using movie in the English class, the students will improve their speaking, listening skill, their vocabulary and their pronunciation.

More than 80% of the population in countries like Netherlands or Sweden has an excellent command of speaking English. The young children, teenagers, adults, and even some elderly people can speak English fluently with a good pronunciation whereas it is not their mother tongue because of television. They

⁴² H. Asnawir and M. Basyiruddin Usman, *Op. Cit.*, p. 15.

⁴³ Mohammad Agus Salim El Bahri, *The role of Watching English Movie In Learning English.* , 31st December 2008. Accessed on 30th September 2012.

watch movie, cartoon, soap operas, and other programmes are broadcasted in original version with subtitles.⁴⁴ It is prove that everyone can improve their pronunciation by watching television or movie and it is clearly that movie is an effective media in teaching pronunciation.

Learning English by watching movie is learning by input. The learning process is similar. First we get lots of correct English sentence into our head. Then we can imitate them and we can make our own sentences. That's why watching movie is such a great way to learn English.

There are important differences between learn by movie and book. With books, we learn how native speakers write English but with movies we learn how they speak English.

Those are some the benefit of using movie in teaching English:

a. We learn what words the native speaker use. When speaking, native speaker use words and phrases that we often will not find in a book. Spoken language is different from "book language".

For example:

Book: the price of five dollars was acceptable, and I decided to purchase it.

Spoken: it was, like, five bucks, so I was like "okay".

b. In many movies, the dialog is like real spoken English. Movies also us learn informal and slang words which are not yet in English dictionaries. For example, in a

⁴⁴Carme Porcel, *Learning English Through Films*, June 2010. Online, <http://www.hlomag.co.uk>. Accessed on September 27th 2012.

movie we might hear “give me the freaking keys!”, but we will not find the word freaking on the dictionary.

c. We learn how the native speakers are say the words. Movie let us improve our pronunciation, not only grammar and vocabulary. If we listen to Americans or Britons speaking English, we can learn to speak like them.

d. We learn to understand spoken language. Movies are made for native speakers talk in real life.⁴⁵

English movie are develop nowadays and known in Indonesia as the effect of globalization era on information sector. Watching English movie is very useful for English students, not only as something enjoyable but also as a medium to learn English. Finally, the students can also learn a lot of things from watching English movie such as pronunciation, vocabulary, style, intonation even western culture, habits and etc. Foreign films are ideal, that allowing us to watch the shapes of the actors' mouths as they pronounce the words.

The development of the technology in this era has been influence the human life in all aspects includes at education. Because of that the teachers have found the interesting media in teaching process. A good learning media is a media which deal with the goal and stimulate the students in learning process. One of the media which demand on those criteria is movie.

⁴⁵ Tomasz P. Szynalski, *Watching Movie in English*. Online, <http://www.antimoon.com>. Accessed on September 27th 2012.

Related to the foreign language learning which usually looks as a something too difficult to learn by the learners. But through movie the students will help to learn the foreign language by stimulate their sensibility in hearing sense to attention how the native speaker pronounce the word, they can know about the foreign habit, culture or language in the world.

There are many advantages that can be obtained in the use of movie as a medium to convey in teaching. The advantages are:

- a. Movie can describe a process, for example making a second hand skill.
- b. Movie can create the impression of space and time.
- c. The sound generated can cause the reality on the image, in the form of pure expression.
- d. Can describe the theory and animation design.
- e. Providing a way to read the correct form of audio that facilitate students learn pronunciation.

Besides the advantages which mentioned above, movie also has some disadvantages as follow:

- 1) Silent movie cannot be interspersed with clear sign pronounced when the movie started, stop, play back will distract an audience.
- 2) The audience will not be able to follow well the movie if it is playing too fast.
- 3) What has passed is difficult to turn back repeated expect as a whole.
- 4) Manufacturing costs are relatively expensive.

Listen to native speakers as often as possible. The key to good pronunciation knows what the language is supposed to sound like. Tune in to a foreign language radio station or watch movies in the language. Foreign films are ideal, allowing you to watch the shapes of the actors' mouths as they pronounce the words. Foreign dubs of English films work as well.⁴⁶

Film is a very exciting way to learn about things no matter what it is, but if you're trying to learn English, the films give you not only the pronunciation and all of the information while seeing a picture of actually what's happening, which I think is very helpful, but films are also powerful in the fact that they give you sounds and background and a lot of other unspoken parts of our English language, and I think that that's very important.⁴⁷

In addition there is also the characteristic of movie whether the movie is good or not to use as the media in teaching process. And below is the Oemar hamalik argued that a good film can be characterized as follow:

- a) Can be interesting the child.
- b) True and authentic.
- c) Up to date within the setting clothing and environment.
- d) In accordance with the degree of maturity of an audience.
- e) Use the correctly vocabulary.

⁴⁶ Mark Keller, *How to Improve Your Foreign Language Pronunciation*. Online, <http://www.ehow.com>. Accessed on 25th September 2012.

⁴⁷ Katie Chasey, *How to Teach English Through Films*. Online, <http://www.ehow.com>. Accessed on 25th September 2012.

- f) Unity and it's fairly regular sequence.
- g) The technique used enough to meet the requirements and it's satisfactory.⁴⁸

Based on the fact above, it is proved that movie is very effective to improving pronunciation.

G. Conceptual Framework

The conceptual framework shows the process of the research in improving the students' pronunciation by using movie. In English learning process as input or English material will measure the students' pronunciation and the process of learning by using English movie. English movie would use in the class room action research which consist of some cycles, the step would plan to use cycle I, cycle II and cycle III, the researcher made planning then did the action, observation and prepared the teaching material, and then students will watch a movie where they would listen the native speaker pronounce the words correctly, then identified the words which consist of palate alveolar fricative voiceless /ʃ/

The researcher would observe the students' respond, participants and the researcher would do the reflection to analyze, to understand, and to make conclusion of the activity in the first cycle as the result if English movie is effective to improve the students' pronunciation.

The conceptual of framework in this research is given in the following flow chart:

⁴⁸ H. Asnawir and M. Basyiruddin Usman, *Op. Cit.*, p. 96.

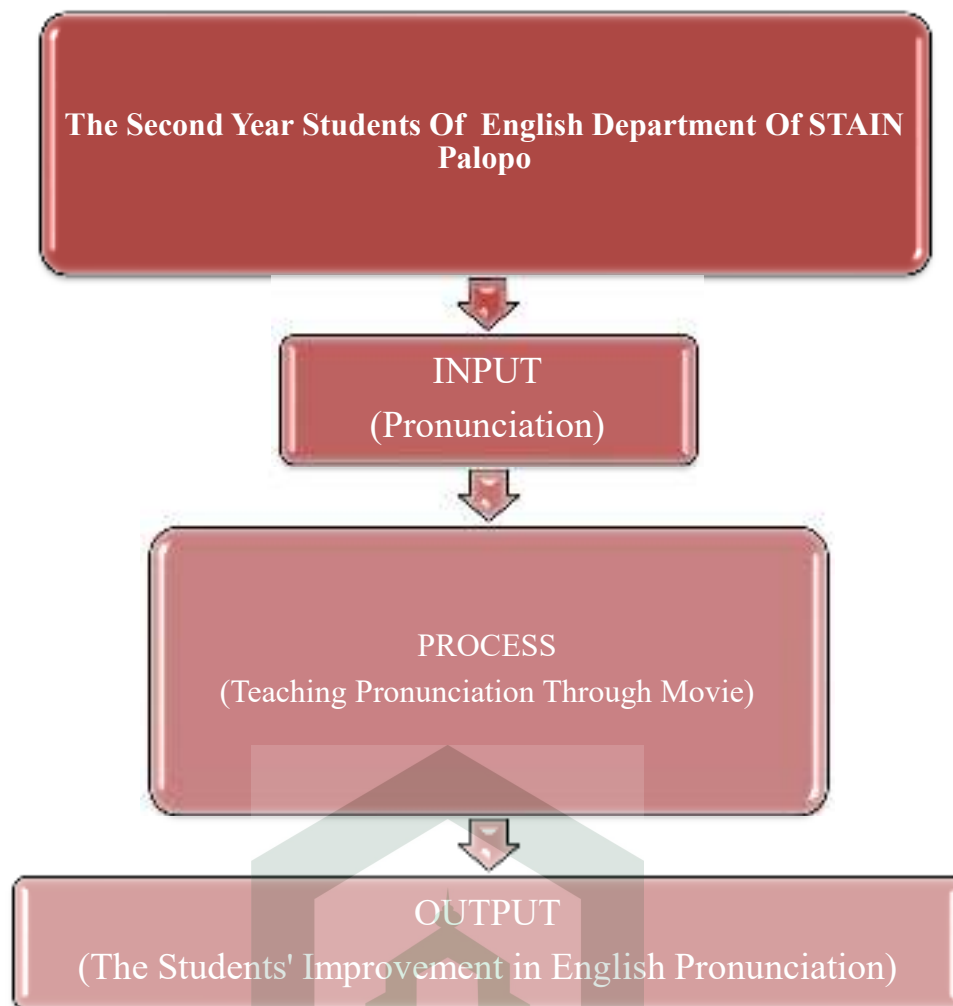


Table 3. Flow Chart of Conceptual Framework

1. Input refers to the material that will be teach.
2. Process refers to the all activities during the pronunciation class by watching English movies.
3. Output refers to the students' ability in English pronunciation.

CHAPTER III

RESEARCH METHOD

A. Research Types

This research would apply the Classroom Action Research (CAR) method which consist of four stages, they are: Planning, Implementation of Action, Observation, and Reflection.

There are three cycles that would be held by the researcher. Each cycle is the series of activities which have close relation. The realization of the next cycle will be continued and repaired from the previous cycle.

B. Design of The Research

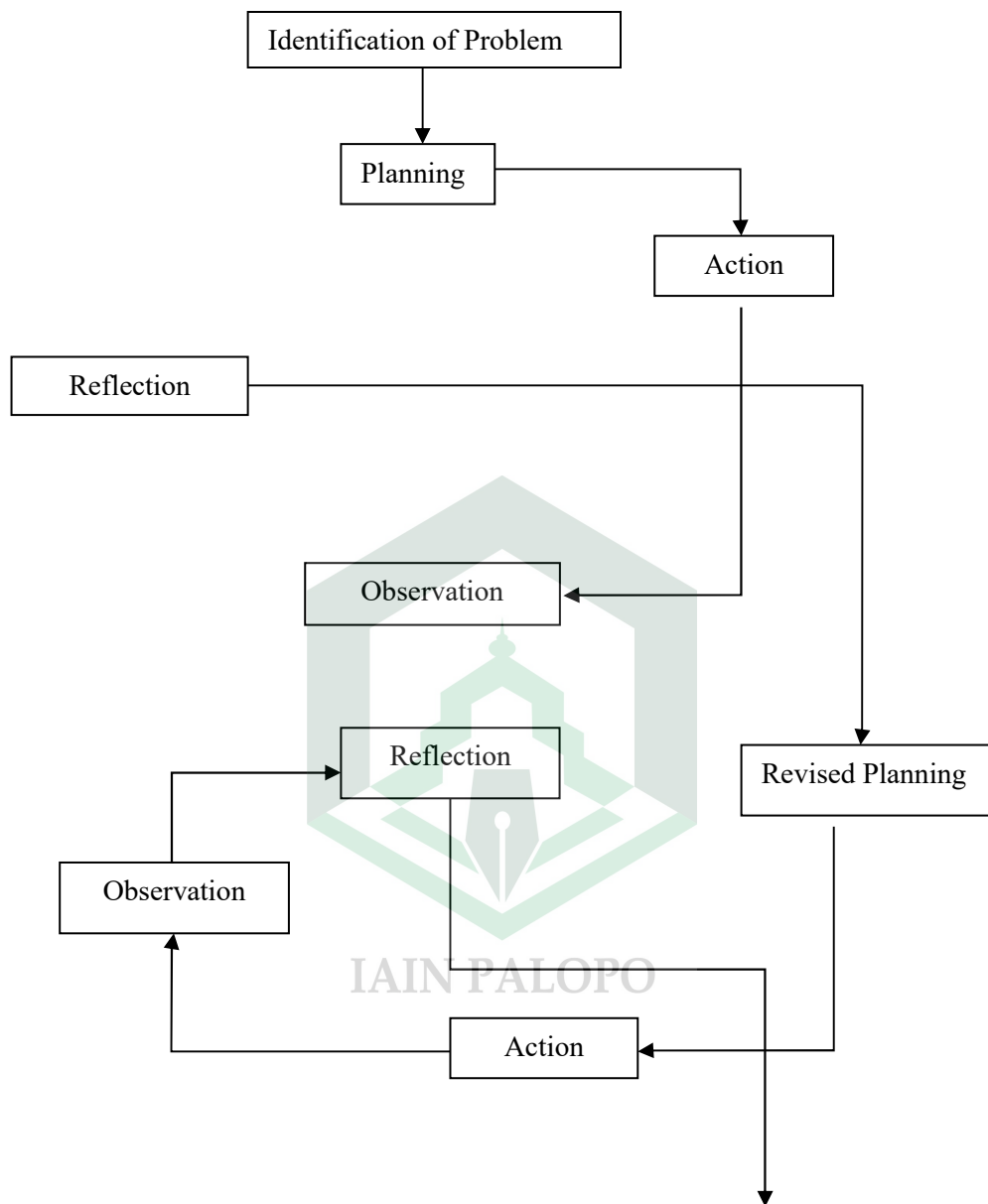
This research would be conducted in three cycles, in order to find out the appropriate way in teaching pronunciation through English movies to the third students of English department in STAIN Palopo. In this research the researcher presented classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection.¹ The researcher would present the action research model Hoppkins where he states that the action research is doing by form the spiral which started from felt that there was a problem by arrange the planning, implementation of action, do the observation, and reflection, do the re-planning, re-action, and so on.² The basic

¹ Suharsimi Arikunto, Suhardjono, dan Supardi. *Penelitian Tindakan Kelas*.(Jakarta: PT. Bumi Aksara. 2007), p.16.

² Wina Sanjaya. *Penelitian Tindakan Kelas*.(first edition). Jakarta : Kencana. 2009, p.53.

competence which will be focused in this classroom action research is the competence in mastering pronunciation through English movie by preparing the audio visual English movie, and the movie script.

Table 4. The Procedure of Classroom Action Research Model Hopkins³



³ Wina Sanjaya. *Ibid*, p.54.

C. Setting of The Research

The researcher conducted this research in STAIN Palopo, especially in the second year students of English Department. The total number of students is more than 15 students. This research will be conducted into three cycles, in order to find out the appropriate way in teaching pronunciation by using English movie to the students.

D. Research Participant

The participants of the research are:

1. Teacher

The teacher in this research is as the researcher partner during the research where the teacher would become an observer. The teacher would observe the students, so the researcher would be able to know the students condition during the class and would give the some weakness and suggestions to the researcher for the problem and the solution to overcome these problems in each cycle.

2. Students

The position of the students in this research is as the object of the research, the researcher hopes after researching the students' ability in pronouncing the palate alveolar fricative voiceless /f/ would improve.

3. Researcher

The position of the researcher in this research as the subject of the research where the researcher would improve the students' ability in pronouncing the palate alveolar fricative voiceless /f/

E. Instruments of Collecting Data

The instruments would use in collecting data in this classroom action research are:

1) Test: To find out the students' correct pronunciation score. In collecting the data, the researcher would use reading task. The reading consists of three types. They are word list, sentence, and passage.

a. Word List Reading Task

This task contains ten words that have the palato alveolar fricative voiceless /f/. These words are distributed in three word positions (initial, medial and final).

b. Sentence Reading Task

The sentence reading task is created based on the word list. All of the words in the word list are also found in the sentences of the sentence task.

c. Passage Reading Task

The passage reading task are also created based on the word list.

2) Guide interview list: To find out the level of successful in implementing the use of English movie in teaching pronunciation and also as the supporting data.

3) Observation list : It useful to observe the students' participation during teaching the pronunciation by using movie in each cycle and also as the basic instrument among in discussing the part of the researcher and the observer as the way to make the reflection of each cycle.

4) Discussion : Sharing the activity between the researcher and the collaborator about the result during in the research as a way to make reflection in each cycle.

5) Movie : To attract the students' attention.

6) Recorder or Mobile Phone: To record the students' sound production in pronouncing the words.

7) Camera : To take the students pictures during the pronunciation class.

8) LCD : LCD (Liquid Crystal Display) is a technology use for display the movie to the students.

9) Notebook : Use for playing the movie.

10) Speaker : Use to clearly the voice and the students will interested to watch the movie.

F. Data analysis Technique

The data which collected in every observation in each cycle would analyze descriptively through percentage technique.

a. Test

The data of this research analyzed as follow:

a) Transcribing the recording result of students' sound production in pronouncing the palato alveolar fricative voiceless /ʃ/.

b) Scoring the students' correct pronunciation of the pronouncing palato alveolar fricative voiceless /ʃ/ in the reading task would count by using the formula, as follow:

$$\text{Score} = \frac{\text{Students' Correct Pronunciation}}{\text{Total test items}} \times 10$$

c) Classifying the score of the students into the following criteria:

1. 9.6 to 10 is classified as excellent
2. 8.6 to 9.5 is classified as very good
3. 7.6 to 8.5 is classified as good
4. 6.6 to 7.6 is classified as fairly good
5. 5.6 to 6.5 is classified as fair
6. 3.6 to 5.5 is classified as poor
7. 0.0 to 3.5 is classified as very poor

d) Calculating the rate percentage of students score by using the following data:

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

Where: P = Rate Percentage

F = Frequency

N = The total number of the students

b. The Students' Participation Activeness

It would analyze by considering the students' participation and classify into passive and active classification. The following are the classification of students' participation activeness:⁴

⁴Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a CAR)*, A Thesis S1, Unpublished, (Palopo: perpustakaan STAIN Palopo), p. 55.

a) **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

b) **Active:** the students responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.

c) **Less active:** the student pays attention and gives responses once in a while.

d) **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

c. Implementation of learning by using English movie in teaching pronunciation by analyzing the successful level of implementation, then it will categorize into **success, less success and not success.**

G. Procedures of the Research

Cycle 1

1. Planning

a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the third year students of STAIN Palopo.

b. Made a lesson plan about the use of English movie in teaching pronunciation particularly words in the English movie.

c. Classroom management numbers of students were more than 15 students then made the classroom more comfortable.

d. Made the instrument which use in each cycle of the classroom action research.

e. Among the researcher and the collaborator discussed and made the solutions to overcome all of the problem that faced by the students during the class in the first cycle.

2. Acting

a. The researcher prepared all of the instruments in the class before start teaching such as LCD, Notebook, speaker etc.

b. Greetings and opening the class.

c. The researcher introduced the materials of the lesson and explain it.

d. The researcher played the movie and showed the movie through LCD.

e. The researcher asked the students to watch the movie then asked them to write the words which consist the sound of palato alveolar fricative voiceless /f/ that they have heard.

f. The researcher asked the students one by one to come in front of the class to write the words that they thought consist of palato alveolar fricative voiceless /f/.

g. The researcher asked the students to identify the words together.

h. The researcher explained how to pronounce the words correctly.

i. Closed the class.

3. Observation

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There are some important things that would observe they are:

a. Pronunciation test.

b. Students' participant during the learning process.

4. Reflecting

This Classroom Action Research will success if some of the following requirements are fulfilled:

- a. The percentage of the students' frequency of occurrence the target sound of palato alveolar fricative voiceless /f/ (75%).
- b. Most of the students are active during the learning process (75%).

Cycle 2

The second cycle is the continue of the first cycle where all of the weakness and problem in the first cycle would be conduct in this cycle.

1. Planning

- a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the third year students of STAIN Palopo.
- b. Made a lesson plan about the use of English movie in teaching pronunciation particularly words in the English movie.
- c. Classroom management numbers of students were more than 15 students then made the classroom more comfortable.
- d. Made the instrument which use in each cycle of the classroom action research.
- e. Did the cycle 2 in the language laboratory.

2. Acting

- a. The researcher prepared all of the instruments in the class before start teaching such as LCD, Notebook, speaker etc.
- b. Greetings and opening the class.

- c. The researcher giving the theory about palate alveolar fricative voiceless.
- d. The researcher distributed the script to the students.
- e. The researcher played the movie but did not show the movie through LCD.
- f. The teacher asked the students to use the headphones.
- g. The researcher asked the students to listen the native speaker sound in pronouncing the words then asked them to identified the words and mark the words which consist palate alveolar fricative voiceless' sound in the movie script.
- h. The researcher and the students identified the words together.
- i. The researcher played the movie and skipped the movie until twice to make clear if the students' identification were true or not.
- j. The researcher asked the students to repeat the native speakers' sound in pronouncing the words together.
- k. The teacher explained how to pronounce the words correctly while played the movie and showed through LCD.

l. Closed the class.

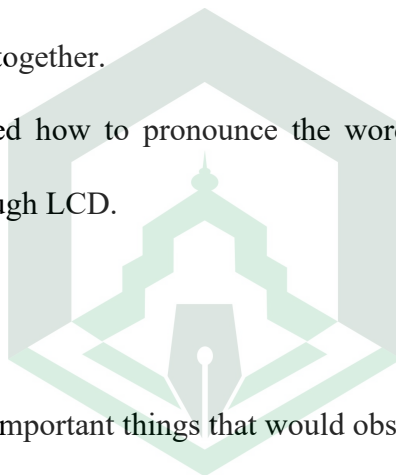
3. Observation

There are some important things that would observe they are:

- a. Pronunciation test.
- b. Students' participant during the learning process.

4. Reflecting

This Classroom Action Research would success if some of the following requirements are fulfilled:



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- a. The percentage of the students' frequency of occurrence the target sound of palato alveolar fricative voiceless /ʃ/ (75%).
- b. Most of the students are active during the learning process (75%).

Cycle 3

1. Planning

- a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the third year students of STAIN Palopo.
- b. Made a lesson plan about the use of English movie in teaching pronunciation particularly words in the English movie.
- c. Classroom management numbers of students were more than 15 students then made the classroom more comfortable.
- d. Made the instrument which use in each cycle of the classroom action research.
- e. Among the researcher and the collaborator discussed and made the solutions to overcome all of the problem that faced by the students during the class in the second cycle.

2. Action

- a. Greetings and opening class.
- b. The researcher giving the theory about palate alveolar fricative voiceless.
- c. The researcher played the movie and showed the movie through LCD.

- d. The researcher asked the students to watch and listen the movie then asked them to did not forget to listen the native speakers' sounds in pronouncing the words which consist palate alveolar fricative voiceless' sound.
- e. The researcher leaved the students to watch the movie in their own position seat so they can enjoy the class while watching the movie.
- f. Closed the class.

3. Observation

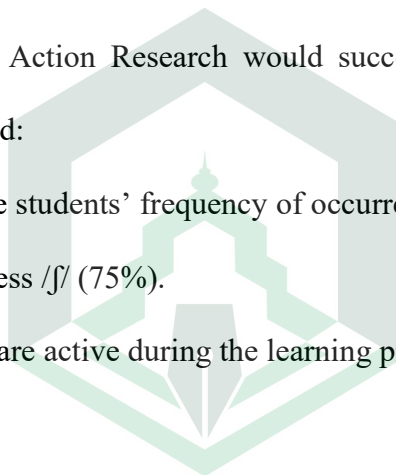
There are some important things that would observe they are:

- a. Pronunciation test.
- b. Students' participant during the learning process.

4. Reflecting

This Classroom Action Research would success if some of the following requirements are fulfilled:

- a. The percentage of the students' frequency of occurrence the target sound of palato alveolar fricative voiceless /f/ (75%).
- b. Most of the students are active during the learning process (75%).



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion:

A. Findings

In the previous description, it has been explained that the data analysis in this research used qualitative. The description explain that the result of test from three cycles and observation. The data analyze explained in the cycles of learning and teaching process of this current research and performed from the cycle I, cycle II and cycle II.

1. The explanation of cycle 1

a. Planning

In planning section, the researcher prepared to carry out the lesson that required different tools which had been created and developed previously namely learning implementation plan (LIP/RPP), the supported instrument guidelines for observation sheet and camera. In this section, the researcher prepared what had to do in the action step. In this section, the preparation which was prepared by the researcher before acting in the cycle I were:

1. The researcher and collaborator discuss about the students problem and activity since they taught in the class A. The researcher prepared the class and all of the instruments in the class before started teaching such as LCD, Notebook, speaker etc.

2. Greetings and opening class.
3. The researcher introduced the materials of the lesson and explained it.
4. The researcher played the movie and showed the movie through LCD.
5. The researcher asked the students to watch the movie then asked them to write the words which consist of the sound of palate alveolar fricative voiceless /ʃ/ that they have heard.
6. The researcher asked the student one by one to come in the front of the class to write the word that they thought consist of palate alveolar fricative voiceless /ʃ/.
7. The researcher and the students identified the words together.
8. The researcher explained how to pronounce the words correctly.
9. Closed the class.

b. Action

Action was based on the schedule of phonetics and phonology classes, they are on Friday in STAIN Palopo. The material that had been presented in the cycle 1 was talking about the phonetic and phonology and part of them, then introduction of palate alveolar fricative voiceless /ʃ/.

It was 14th March 2013 the cycle 1 conducted, and the researcher started the class by telling the importance of pronunciation skill in English then researcher explained the material of phonetics and phonology and next the introduction to the palato alveolar fricative voiceless /ʃ/. Before explain the material the researcher did the preliminary study to know the level of students' pronunciation before they learnt the pronunciation of palato alveolar fricative voiceless /ʃ/ by using

movie. To make the students interest and enjoy in learning pronunciation, the researcher decided to use movie as the media during the pronunciation class it is because the media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.¹

. Then the researcher played the movie which was entitled of “RATATOULLIE”. The researcher chose the cartoon movie to avoid the porn and vulgar action which are not suitable with our culture like kissing in public place and etc. Beside that cartoon movie is more interested for anyone. In this cycle the researcher used the movie by showing the Indonesian subtitle.

The researcher took that topic because as the researcher experienced in the class the students of class A find the difficulties in pronouncing words which consist of sound palate alveolar fricative voiceless /f/. They could not differentiate when to pronounce the words palate alveolar fricative voiceless /f/ and alveolar fricative voiceless /s/.

The researcher explained the material about palate alveolar fricative first before the student watched the movie which showed in the wall by using LCD and the researcher asked the students to attention full to the native speakers sound in pronouncing the words specially the words which has the palate alveolar fricative

¹ Asnawir and M. Basyirudddin Usman, *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), p.11.

voiceless sound then wrote the words. After that the researcher played the movie and the students started to watch it.

After 35 minutes watching the movie the researcher asked the students to prepare the words that they had found during they were watching the movie. Then the researcher asked the students one by one to come in front of the class to write the words in the whiteboard, the words that they had heard in the movie which consist of palate alveolar fricative voiceless sound. Then the researcher and the students identified the words together by pronounce the words and the describing of the characteristic of palate alveolar fricative voiceless /f/. And the researcher explained how to pronounce the word correctly.

Meanwhile the students watched the movie the researcher and partner studied and observed the students' participation and the difficulties that the students faced during the class.

c. Observation

On observation activity made by researcher and observer in the cycle 1, the researcher and observer observed that some of the students were active during the class, but there also the students were focus to the story of movie, they curious to the story of the movie, what would happen to the actor because it was the first time for them to watch the movie while they were study so they did not attention the way of the speaker in pronouncing the words or the speaker voice in pronouncing the words. It could be seen when the researcher asked the students to come in the front

of the class to write the word which they had heard in the movie which consist the palato alveolar fricative voiceless' sound, most of them were enthusiasm and wanted to write the target sound that they heard in the whiteboard, but most of the words that they have written were not consist of palato alveolar fricative voiceless' /ʃ/ sound. The researcher also focus on the students' sitting arrangement where their sitting position were too near each other made them sometimes had a chat with their friends. In this class there also students were active and focus to the speaker sound in pronouncing the words. But the sound of the movie during the class was reverberating, it made the students too difficult in identified the native speaker sound in pronouncing the words correctly. When the researcher identified the words only some words correct and they still thought palate alveolar fricative voiceless' sound were similar with alveolar fricative voiceless /s/ and alveolar fricative voiced /z/.

Based on the problems above, the researcher and the observer decided to do the next learning process in the language laboratory so the students could use the headphones and they could be more focus on listening the native speaker sounds in pronouncing the words and then watched movie especially in the way of native speakers' in pronouncing the words correctly so they could repeat it without listen to their friend which can broke their attention and they would not listen another sounds again. The situation in laboratory is quite than the situation in the class so the students would be not disturb by another voice or the voice in the outside or another class that could be disturb the students' attention during the class. The

students' seat position in the laboratory also made them was difficult to have a chat or could be save them from their friends' tricks. The other problem was the students were not full attention to the Indonesian subtitle to overcome this problem the researcher and the observer decided to distributed the movie script to the students in the next cycle so they can read the words and identified the word before they watch the movie then when the movie played they can listen that their perception were true.

d. Reflection

The reflection was done by the researcher and observer caused by there were still weakness in implementing or using movie in teaching pronunciation and this was needed to be repaired in the next cycle.

There were significant weaknesses in the first cycle that the researcher and the observer found:

1. Most of students were focus on movie, they just focus to watch the story of movie and they did not pay attention full to the speaker sound and how the speakers pronounce the word correctly. When the researcher asked the students why they were enthusiasm in watching the movie that the researcher played during the class, they admitted that they were very enthusiasm to watch the movie because of the movie that the researcher play was the movie which they never watch before it and they were curious with the story of the movie.

2. The students found the difficulties in identifying the words because the sound of the speakers in the movie was reverberating and it was noisy based on the

observer observation and when the researcher asked to the students what was the difficulties that they faced during the class, most of them said that the sound was reverberating and noisy and it made them found the difficulties to listen the native speakers' sound in pronouncing the words.

3. The students' sitting position was too near each other made the students did not focus in watch the movie because they sometimes had a chat with their friend. It was based on the researcher and observer observation during the class.

4. The students did not attention to the Indonesian subtitle so the researcher and the observer decided to distribute the movie script in the next meeting so the students would be easier to see the words that the native speaker said.

The following is the explanation of the students' score in correct pronunciation of the target sound of palato alveolar fricative voiceless /f/ in cycle 1.

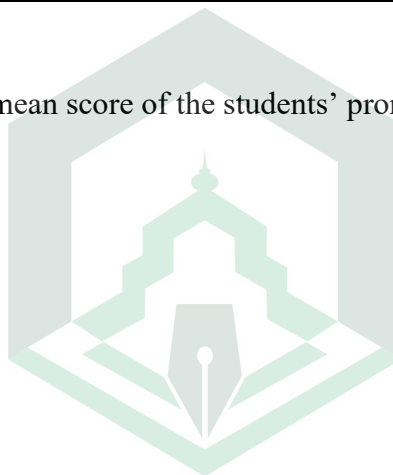
Table 5. The Students' Scoring In Correct Pronunciation Of The Target Sound Palato Alveolar Fricative Voiceless /f/

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	20	6,7
RD 2	21	7
RD 3	25	8,3
RD 4	19	6,3
RD 5	25	8,3

RD 6	28	9,3
RD 7	22	7,3
RD 8	30	10
RD 9	27	9
RD 10	30	10
RD 11	28	9,3
RD 12	26	8,6
RD 13	28	9,3
RD 14	28	9,3
RD 15	20	8,6
TOTAL		$\Sigma X=127,30$

Calculating the mean score of the students' pronunciation test of cycle I:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{127,30}{15} \\
 &= 8,49
 \end{aligned}$$



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Where:

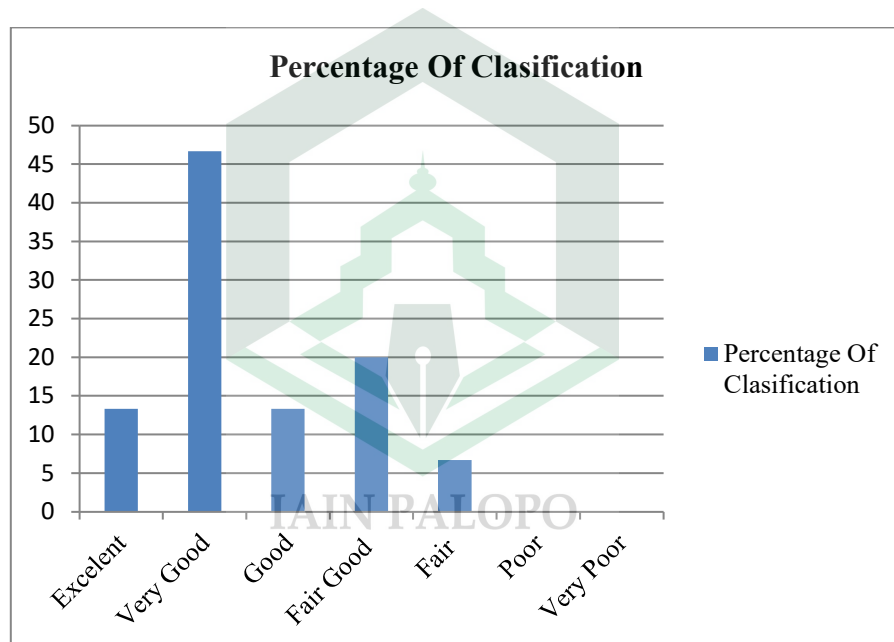
X = Mean Score

ΣX = Total Score

N = total of the respondents

Table 6. The Rate Percentage Of Students' Score In Cycle I

No.	Classifications	Score	Frequency	Percentage (%)
1.	Excellent	9,6 – 10	2	13,33
2.	Very Good	8,6 – 9,5	7	46,67
3.	Good	7,6 – 8,5	2	13,33
4.	Fair Good	6,6 -7,5	3	20
5.	Fair	5,6 – 6,5	1	6,67
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-

**Table 7. Bar Chart Of The Students' Score Percentage In Cycle I**

The table above shows that the Second Year students of STAIN Palopo in reading task pronunciation test in cycles I; there was 2 students (13,33%) get excellent, 7 students (46,67 %) very good , 2 students (13,33%) got good, 3 students (20%) got fair good, 1 students (6,67%) got fair, and there was not student get poor, and very poor classification. It can be conclude that there were 73,33% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound palato alveolar fricative voiceless /f/ correctly and fluently because most of could identify the target sound /f/ and they had been hindered by their mother tongue .

The following is the explanation of the result of the researcher and observer observation of the students' activeness participation during the class and the result of students' sound production of the target sound of palato alveolar fricative voiceless /f/ that researcher found during the cycle I.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:** the students responses the material by watching, listening, identifying the words, speaking and interacting with others, whether to the teacher or his/her friends.
- c. **Less active:** the student pays attention and gives responses once in a while.

d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 8. The Result of Students' Activeness Participation during The Class in Cycle I

Respondent	Very active	Active	Less active	Not active
001	-	-	√	-
002	√	-	-	-
003	√	-	-	-
004	-	-	-	√
005	√	-	-	-
006	-	√	-	-
007	-	-	√	-
008	√	-	-	-
009	-	√	-	-
010	√	-	-	-
011	-	√	-	-

012	-	√	-	-
013	-	√	-	-
014	√	-	-	-
015	-	-	-	√
JUMLAH	6	5	2	2

Table 9. The Percentage of Students' Activeness Participation during The Class

No	Classification	Frequency	Percentage (%)
1.	Very Active	6	40
2.	Active	5	33,33
3.	Less Active	2	13,33
4.	Not Active	2	13,33

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

Where:

P = percentage

F = Frequency

N = total of students

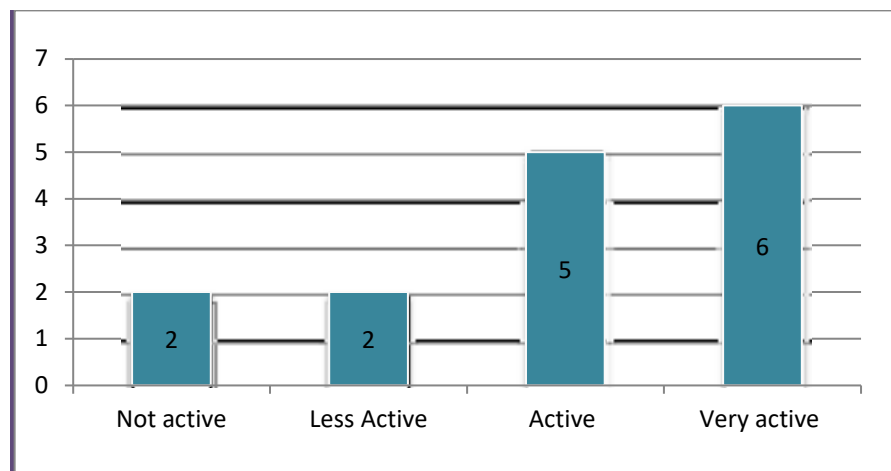


Table 10. Bar Chart of The Students' Activeness Participation During The Class in Cycle I

Most of the students were active during the pronunciation class, because the students participated fully in the all activities such as watching, listening, speaking, identifying the words and interact each other during the class pronunciation. They were very interested to watch the movie because it was the first time for them to watch movie while they were studying especially pronunciation, they were enthusiasm to come to in the front of the class when the researcher asked them one by one to write the words that they thought had the palato alveolar fricative voiceless sound /ʃ/ and they also joined in identifying the words that they had written on the whiteboard were true or false. But there also some of them had a chat with other friends.

There were 6 students were very active they enthusiasm with all the activities, 5 students were active, 2 students were less active they always had a chat with their friend and 2 student was not active they look confuse when the researcher and their

friends were identifying the words. It means that the students' active in class only 73,33% and this cycle was less success because this cycle would be said success if the students' activeness was 75 %.

And below is the table of students' sounds production of the target sound palato alveolar fricative voiceless /f/.

Table 11. Target Sound /f/ Palato Alveolar Fricative Voiceless in Word List Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	138	92
	Substituted by /s/	9	6
	Substituted by /tʃ/	1	0,66
	Substituted by /k/	1	0,67
	Substituted by /z/	1	0,67
	Total	150	100

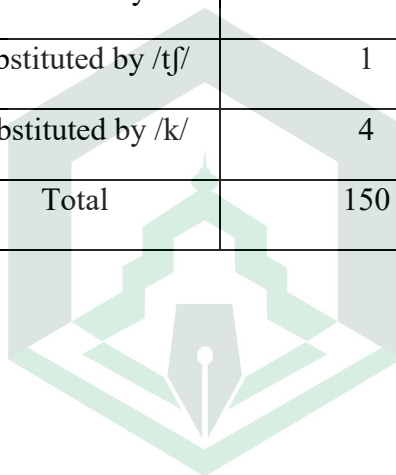
Table 12. Target Sound /f/ Palato Alveolar Fricative Voiceless in Sentence Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	137	87,33
	Substituted by /s/	9	6

	Substituted by /tʃ/	1	2
	Substituted by /k/	2	1,33
	Substituted by /z/	1	0,67
	Total	150	100

Table 13. Target Sound /f/ Palato Alveolar Fricative Voiceless in Passage Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	135	90
	Substituted by /s/	10	6,67
	Substituted by /tʃ/	1	0,67
	Substituted by /k/	4	2,66
	Total	150	100



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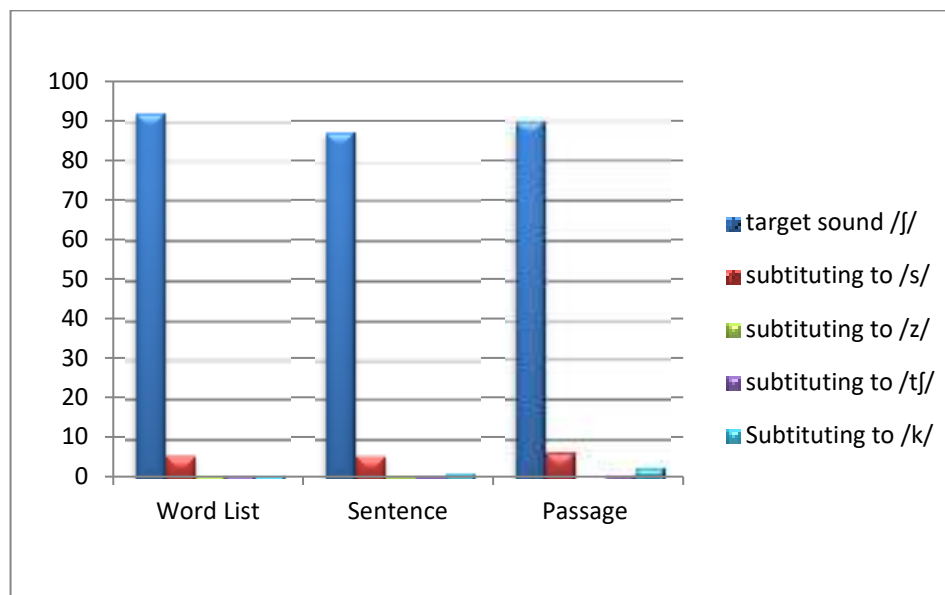


Table 14. Bar Chart of Percentage The Students' Sound Production of Target Sound /f/ In The Cycle 1

Statistically, we can see that there is the significance difference in students' production of target sound /f/. As we can see in the chart above most of the students can produce the target sound /f/ correctly. It seems that most of the students had been hindered by their mother tongue interference even though some of them still influenced by their mother tongue so there were six variation of sound /f/ and they were /s/, /z/, /tʃ/, and /k/. Some of the students were still could not differentiate between the sound of palato alveolar fricative voiceless /f/ and the sound of alveolar fricative voiced /s/. Most of the students were still could not differentiate between the sound of palato alveolar fricative voiceless /f/ and the sound of alveolar fricative voiceless /s/. When the researcher asked the students why they substituted the target sound /f/ into the variation, they said that it was so difficult for them to produce the

target sound and the researcher found that it was because of their mother tongue that they usually use in their daily life influenced them in pronouncing the words.

II. The explanation of cycle II

a. Revised Planning

1. The researcher conducted the cycle 2 in the language laboratory because the situation in the laboratory more quite and there was not another voice from another class that could disturb the students' attention. In the cycle I the researcher conducted the research in the class.

2. Greetings and opening class.

3. The researcher giving the theory about palate alveolar fricative voiceless. In the first cycle the researcher only introduced and explain the material in commonly so in the cycle 2 the researcher explained the material about palato alveolar fricative to be more clear and detail by explained the characteristic of the words which consist of palato alveolar fricative voiceless /ʃ/, explained how to pronounce it correctly.

4. The researcher distributed the script to the students. It was the revised planning because of in the cycle 1 the students did not pay attention full to the subtitle that the researcher showed in the movie.

5. The researcher played the movie but did not show the movie through LCD.

6. The teacher asked the students to use the headphones. It was the revised planning in the cycle 1 where the students find the difficulties to listen the native speakers' sound in pronouncing the words because of the speaker sounds during the cycle 1 was reverberating.

7. The researcher asked the students to listen the native speaker sound in pronouncing the words then asked them to identified the words and mark the words which consist palate alveolar fricative voiceless' sound in the movie script.

8. The researcher and the students identified the words together

9. The researcher played the movie and skipped the movie until twice to make clear if the students' identification were true or not.

10. The researcher asked the students to repeat the native speakers' sound in pronouncing the words together.

11. The teacher explained how to pronounce the words correctly while played the movie and showed through LCD. Because in the cycle 1 the researcher just explained how to pronounce the words which consist of palato alveolar fricative voiceless /ʃ/ so to make it clearer the researcher in the cycle 2 explained how to pronounce it correctly while played the movie then the students could be sure and agree with the researcher.

12. Closed the class.

b. Action

It was on 22nd March 2013 the action on the cycle two conducted then researcher giving the theory about palate alveolar fricative voiceless /ʃ/. The researcher explained palate alveolar fricative voiceless /ʃ/ and the characteristic of the words which consist of palate alveolar fricative voiceless /ʃ/ when it is in the initial position, middle, and the final position. After that the researcher gave the students opportunities to ask about the material if there was the researcher

explanation was not clear. And then the researcher distributed the movie script to the all students and while the researcher prepared the movie, she asked the students to identify and marked the words which consist of palate alveolar fricative's sound in the script because the researcher did not show the movie through LCD. Then the researcher asked the students to use the headphone and the researcher played the movie without showing the movie through LCD. They were enthusiasm in listening the native speakers' sound by using headphone and identify the word in the movie script. And they were also enthusiasm when the researcher play the movie again and showed it through the LCD. It can be seen in the picture above.



Picture 2
The Students were Enthusiasm
In Watching The Movie



Picture 3
The Students were Identifying The
Word By Using Headphone

Then the students identified the words while the researcher played again the movie and asked the students which words were consist the palate alveolar fricative's sound then the researcher skipped the movie until twice to make clear if the students identification were true or not by listening the native speaker sounds in pronouncing

the words and asked the students to repeat the native speakers' sound in pronouncing the words.

c. Observation

Based on the observation activity made by researcher and observer in the cycle 2, the researcher and observer observed that some most of the students were very active during the class it because of the situation in the language laboratory was quite so there was another voice that could be disturb their attention during the class; they were enthusiasm to listen the native speakers' sound in pronouncing the words while they were using the headphones during the class but the headphones' condition were bad. When the researcher asked to the students why they were less active during the class the students said that they ears were sick after using the headphone and it made them was not too clear in listening the native speakers' sound in pronouncing the words and they complained that they found the difficulties to listen the native speaker sound in pronouncing the target sound of palato alveolar fricative voiceless /ʃ/ they asked to the researcher to repeat the native speaker sound in pronouncing the words until four times to make clear the native speaker pronunciation because of the movie that the researcher played was influenced by the France dialect. Fortunately they have been known the characteristic of the words which consist of the palato alveolar fricative voiceless /ʃ/ that the researcher have explained before the researcher played the movie so it made them easier to identified the words which consist of palato alveolar fricative voiceless /ʃ/ in the

movie script. And when the researcher played the movie, the observer observed that there also some of the students were still focus the way of movie, what would happen to the actor and did not attention the way of the speaker in pronouncing the words or the speaker voice in pronouncing the words. They also had a chat with their friend only once in a while because the sitting position in the laboratory was not too near made them were not easy to usually have a chat with their friends.

d. Reflection

There were some weakness that the researcher and the collaborator found in the cycle 2, it was the headphone condition were old made the students' ears were sick if they used it for a long duration so in the next cycle the researcher and the observer decided to did not use the headphones during the class. They complained to use the headphone then listen and identified the words which consist of palato alveolar fricative voiceless /ʃ/ in the movie script. They ears were sick when they used it. So in the cycle 3 the researcher would not asked the students to use the headphone when they watching the movie.

The following is the explanation of the students' score in correct pronunciation of the target sound of palato alveolar fricative voiceless /ʃ/ in the cycle II.

**Table 15. The Students' Score In Correct Pronunciation of the Target Sound
Palato Alveolar Fricative Voiceless /f/ in Cycle II**

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	29	9,67
RD 2	30	10
RD 3	28	9,3
RD 4	20	6,7
RD 5	30	10
RD 6	26	8,6
RD 7	25	8,3
RD 8	30	10
RD 9	30	10
RD 10	30	10
RD 11	28	9,3
RD 12	28	9,3
RD 13	28	9,3
RD 14	29	9,7
RD 15	26	8,6
TOTAL		$\Sigma X = 138,78$

**Table 16. The Rate Percentage Of Students' Score
In Cycle II**

NO.	Classifications	Score	Frequency	Percentage
1.	Excellent	9,6 – 10	7	46,66
2.	Very Good	8,6 – 9,5	6	40
3.	Good	7,6 – 8,5	1	6,67
4.	Fair Good	6,6 -7,5	1	6,67
5.	Fair	5,6 – 6,5	-	-
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-

Calculating the mean score of the students' Pronunciation test of cycle II:

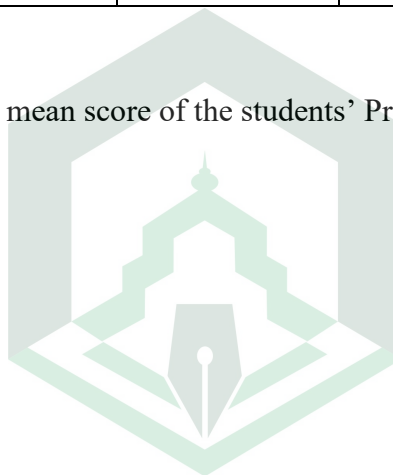
$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{138,77}{15} \\
 &= 9,25
 \end{aligned}$$

Where:

X = Mean Score

$\sum X$ = Total Score

N = total of the respondents



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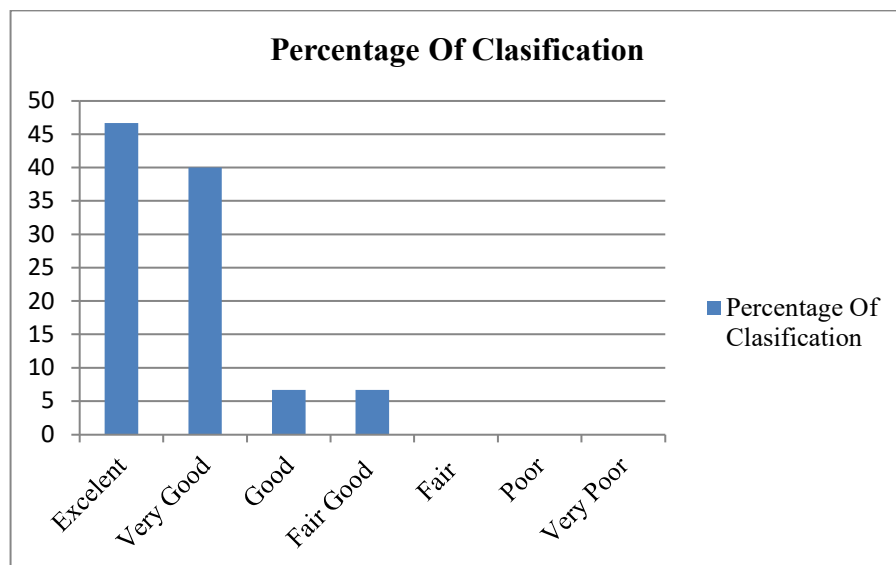


Table 17. Bar Chart Of The Students' Score Percentage In Cycle II

The table above shows that the Second Year students of STAIN Palopo in reading task pronunciation test in cycles II; there was 7 students (46,66%) get excellent, 6 students (40 %) very good , 1 student (6,67%) got good, 1 student (6,67%) got fair good, and there was not student fair, poor, and very poor classification. It can be conclude that there were 93,33% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound palato alveolar fricative voiceless /f/ correctly and fluently because most of them could identify the target sound /f/ and they had been hindered by their mother tongue .

The following is the explanation of the result of the researcher and observer observation of the students' activeness participation during the class and the result of students' sound production of the target sound of palato alveolar fricative voiceless /f/ that the researcher and observer found during the cycle 2.

The researcher divided the students' participation activeness into four points, namely:

1. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
2. **Active:** the students responses the material by watching, listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. **Less active:** the student pays attention and gives responses once in a while.
4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 18. The Result of Students' Activeness Participation During the Class in Cycle II

Respondent	Very active	Active	Less active	Not active
001	-	✓	-	-
002	✓	-	-	-
003	-	✓	-	-
004	-	-	-	-
005	✓	-	-	-
006	✓	-	-	-

007	-	√	-	-
008	√	-	-	-
009	√	-	-	-
010	√	-	-	-
011	-	√	-	-
012	-	√	-	-
013	-	√	-	-
014	√	-	-	-
015	-	-	√	-
JUMLAH	7	6	2	

Table 19. The Percentage of Students' Activeness Participation During The Class in Cycle II

No	Classification	Frequency	Percentage (%)
1.	Very Active	7	46,7
2.	Active	6	40
3.	Less Active	2	13,3
4.	Not Active	0	0

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

Where:

P = Percentage

F = Frequency

N = Total of the respondents

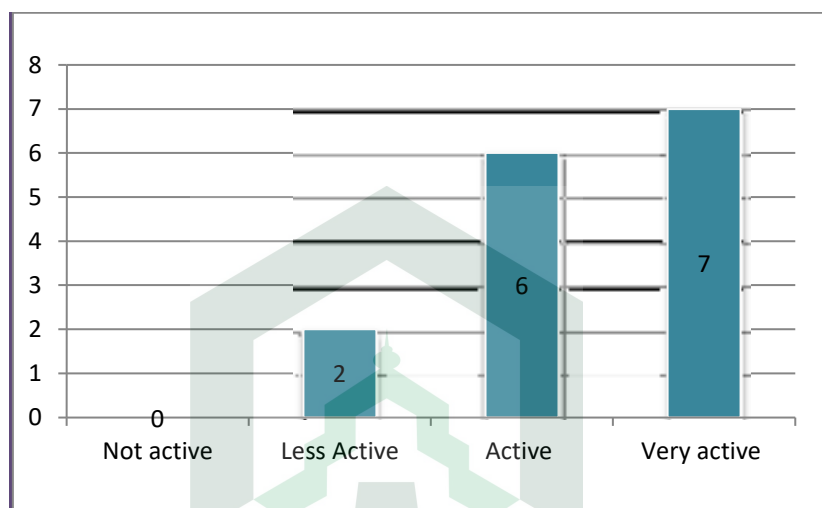


Table 20. Bar Chart of the Students' Activeness Participation During The Class in Cycle II

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Most of the students were active 7 students were very active and 6 students were active in learning process, because the students participated fully in the all activities during the class pronunciation. They were very interested to watch the movie because they want to know what will happen in the end of the movie, they

admitted that they were very enthusiasm to listen the native speaker sound in pronouncing the palato alveolar fricative voiceless /ʃ/ by using the headphones and to identified the words that they thought had the palato alveolar fricative voiceless /ʃ/ and they also joined in identifying the words in the script that they had heard were true or false. There were 7 students were very active, 6 students were active, 2 students were less active and none student was not active. It means that the students' active in class only 86,7% and it can be said that this cycle was successful.

Table 21. Target Sound /ʃ/ Palato Alveolar Fricative Voiceless in Word List Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/ʃ/	Target sound /ʃ/	140	93,33
	Substituted by /s/	8	5,33
	Substituted by /tʃ/	1	0,67
	Substituted by /k/	1	0,67
	Total	150	100

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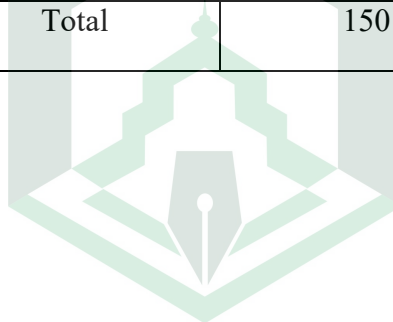
Table 22. Target Sound /ʃ/ Palato Alveolar Fricative Voiceless in Sentence Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/ʃ/	Target sound /ʃ/	138	92

	Substituted by /s/	8	5,33
	Substituted by /tʃ/	1	0,67
	Substituted by /k/	3	2
	Total	150	100

Table 23. Target Sound /f/ Palato Alveolar Fricative Voiceless in Passage Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	140	93,33
	Substituted by /s/	6	4
	Substituted by /tʃ/	1	0,67
	Substituted by /k/	3	2
	Total	150	100



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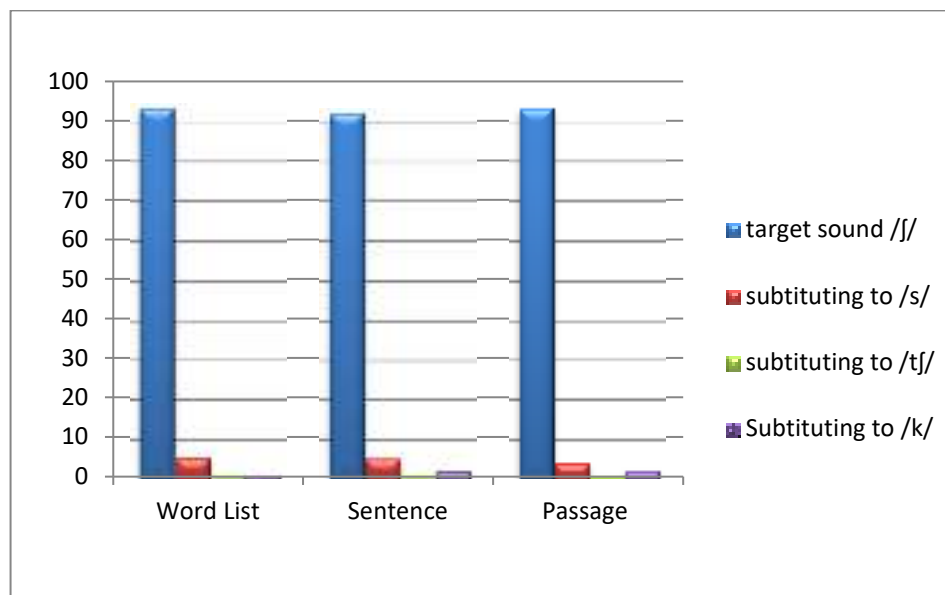


Table 24. Bar Chart of Percentage The Students' Sound Production of /ʃ/ In The Cycle II

Statistically, we can see that there is the significance improvement in students' production of target sound /ʃ/. As we can see in the chart above most of the students can produce the target sound /ʃ/ correctly and fluently. It seems that most of the students have been hindered by their mother tongue interference even though there also the students still influenced by their mother tongue so there are three variation of sound /ʃ/ and they are /s/, /tʃ/, and /k/. Some of the students are still could not differentiate between the sound of palato alveolar fricative voiceless /ʃ/ and the sound of alveolar fricative voiceless /s/. It happen after the researcher revised the planning in the cycle 1 by looking all the weakness and the difficulties that students faced during the cycle 1.

III. Explanation of Cycle 3

a. Revised Planning

1. Greetings and opening class.
2. The researcher giving the theory about palate alveolar fricative voiceless to be more specific than the explanation in the cycle 2.
3. The researcher played the movie and showed the movie through LCD. In the cycle 2 the researcher only played the movie after the students identified the words in the movie script.
4. The researcher asked the students to watch and listen the movie then asked them to did not forget to listen the native speakers' sounds in pronouncing the words which consist palate alveolar fricative voiceless' sound. In the cycle 2 the researcher asked the students to listen the native speaker sound by using the headphone but did not showed the movie through LCD.
5. The researcher leaved the students to watch the movie in their own position seat so they can enjoy the class while watching the movie. in the cycle 2 the researcher asked the students to sit in their cabin.
6. Closed the class.

b. Action

This cycle was on 5th April 2013, the action on the cycle three were the researcher explained the material about palato alveolar fricative voiceless /ʃ/. While the researcher prepared the movie, the researcher asked the students to watch and listen to the native speakers' sound in pronouncing the words which consist of palate

alveolar fricative /ʃ/. During class the researcher showed the movie through LCD and played the movie for 1 hour 45 minutes and 15 seconds. The researcher made the setting of the class as the cinema where the students watch the movie in their own sitting position so they could be found the enjoyed sitting position that they like while watching movie.

In the beginning of the movie played, the students looked enthusiasm in watching the movie and they sat up there also the students prepare the paper to write the words that they heard. It can be seen in the picture below.



**Picture 4. And Picture 5.
The Students were Watching Movie**

But in the 25 minutes later the movie played, some of them begun to change their sitting position, they leaned their head on the seat and on the wall of their table, lifted their legs, crossed their legs on the chair and sitting cabin. At the 45 hour the movie played there were students sleepy, felt bored and two of the students slept. They slept until about 10 minutes before the movie end. It can be seen in the picture below.



Picture 6.
The Students Were Sleeping



Picture 7.
The Students' Sitting Position

c. Observation

Based on the observation activity made by researcher and observer in the cycle 3, the researcher and observer observed that some most of the students were very active during the class, they were watching the movie while listen the native speakers' sound in pronouncing the words while they had a seat in their own way. They were free to choice the way they want to seat to find the best position of their way to seat to enjoy the movie. Most of the students leaned they head on the seat, cross their legs and lifted it on the chair and there also the students sleep at about 45 minutes the movie was playing, they felt bored and sleepy because the movie had long duration whereas they just spent the time during the class only to watch the movie and did not the commercial break. In addition they had watched the movie before for twice in the two meetings before even though in last cycle they just watched it for 45 minutes and did not until the end of movie.

d. Reflection

There was the weakness that the researcher and the collaborator found in the cycle 3 was the movie had a long duration that made the students felt bored and sleepy and badly they slept during the movie played. It was because of they had watched the movie before for twice in the two meetings before.

The following is the explanation of the students' score correct pronunciation of the target sound of palato alveolar fricative voiceless /f/ in the cycle III.

Table 25. The Students' Score Correct Pronunciation of the Target Sound Palato Alveolar Fricative Voiceless /f/ in Cycle III

RESPONDENTS	CORRECT PRONUNCIATION	SCORE
RD 1	30	10
RD 2	27	9
RD 3	22	7,3
RD 4	19	6,3
RD 5	29	9,7
RD 6	28	9,3
RD 7	21	7
RD 8	29	9,7
RD 9	27	9
RD 10	27	9

RD 11	28	9,3
RD 12	30	10
RD 13	27	9
RD 14	29	9,7
RD 15	27	9
TOTAL		$\Sigma X=133,3$

Table 26. The Rate Percentage Of Students' Score In Cycle III

NO.	Classifications	Score	Frequency	Percentage
1.	Excellent	9,6 – 10	5	33,33
2.	Very Good	8,6 – 9,5	7	46,67
3.	Good	7,6 – 8,5	-	-
4.	Fair Good	6,6 -7,5	2	13,34
5.	Fair	5,6 – 6,5	1	6,66
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-

Calculating the mean score of the students' pronunciation test of cycle III:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{133,3}{15} \\
 &= 8,8
 \end{aligned}$$

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Total of The Respondents

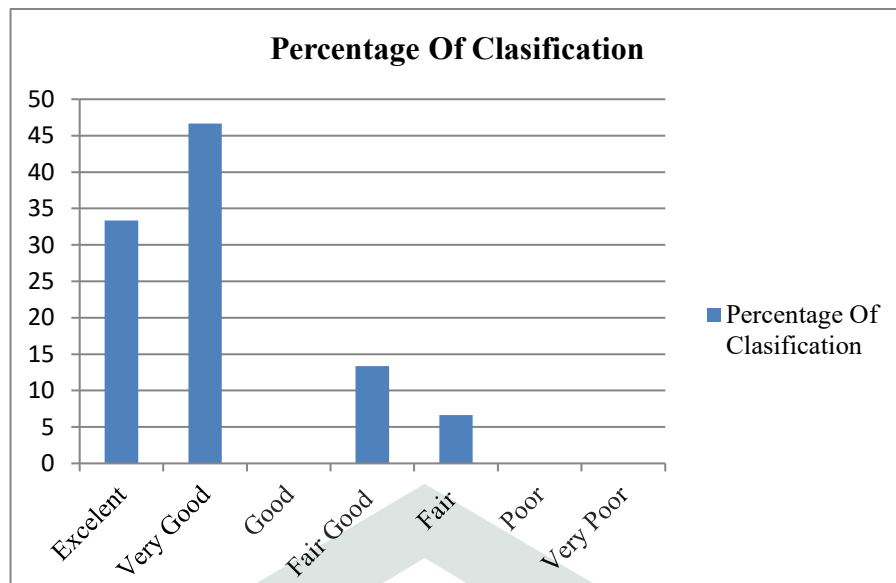


Table 27. Bar Chart Of The Students' Score Percentage In Cycle III

The table above shows that the Second Year students of STAIN Palopo in reading task pronunciation test in cycles III; there were 5 students (33,33%) get excellent, 7 students (46,67 %) very good , 2 students (13,34%) got fair good, 1 students (6,67%) got fair, and there was not student got good, poor, and very poor classification. It can be conclude that there were 80% students in this cycle had ability in pronunciation test and they had known to pronounce the target sound palato alveolar fricative voiceless /ʃ/ correctly and fluently because most of could identify the target sound /ʃ/ and they had been hindered by their mother tongue .

The following is the explanation of the result of the researcher and observer observation of the students' activeness participation during the class and the result of students' sound production of the target sound of palato alveolar fricative voiceless /ʃ/ that the researcher and the observer found during the cycle 3.

The researcher divided the students' participation activeness into four points, namely:

1. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.
2. **Active:** the students responses the material by watching, listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. **Less active:** the student pays attention and gives responses once in a while.
4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, sleepy and sometimes leaves the class.

Table 28. The Result of Students' Activeness Participation During The Class in Cycle III

Respondent	Very active	Active	Less active	Not active
001	√	-	-	-
002	-	√	-	-
003	-	√	-	-

004	-	√	-	-
005	√	-	-	-
006	√	-	-	-
007	-	-	-	√
008	√	-	-	-
009	-	-	-	√
010		-	-	-
011	-	√	-	-
012	-	√	-	-
013	-	√	-	-
014	-	√	-	-
015	-	-	-	√
JUMLAH	5	7	0	3

Table 29. The Percentage of Students' Activeness Participation During The Class in The Cycle III

No	Classification	Frequency	Percentage (%)
1.	Very Active	5	33,33
2.	Active	7	46,67
3.	Less Active	0	0
4.	Not Active	3	20

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

Where:

P = Percentage

F = Frequency

N = Total of the respondents



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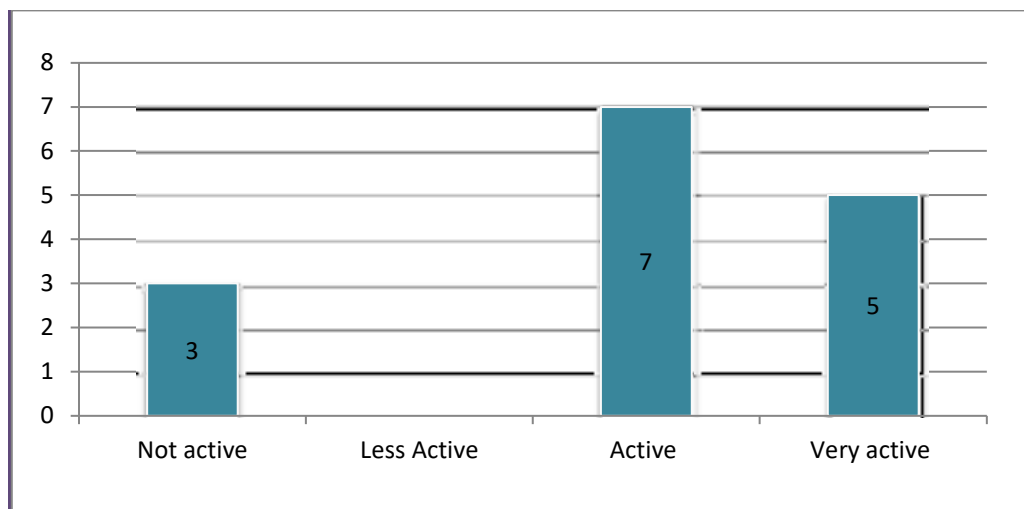


Table 30. Bar Chart of The Students' Activeness Participation During The Class in Cycle III

Most of the students were active in learning process, because the students participated fully in the all activities during the class pronunciation. They were not too enthusiasm in watching the movie because they have watched it for twice in the two meetings before. But they were happy because the researcher left them to have a seat in their own way. They were free to decide what sitting position they want during the class. There were 5 students were very active because they so seriously in watching the movie and they did not have a chat with their friends, 7 students were active in watching the movie because they watched the movie but they also had a chat with their friends once in a while, none students was less active and 3 students were not active because they were sleepy and two of them slept at the 45 minutes the movie played. It means that the students' active in class only 80%.

And below is the percentage of students' sound production the target sound.

Table 31. Target Sound /f/ Palato Alveolar Fricative Voiceless in Word List Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	138	92
	Substituted by /s/	9	6
	Substituted by /tʃ/	2	1,33
	Substituted by /k/	1	0,67
	Total	150	100

Table 32. Target Sound /f/ Palato Alveolar Fricative Voiceless in Sentence Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	131	87,33
	Substituted by /s/	15	10
	Substituted by /tʃ/	3	2
	Substituted by /k/	1	0,67
	Total	150	100

Table 33. Target Sound /f/ Palato Alveolar Fricative Voiceless in Passage Reading Task

Target sound	Sound production	Frequency of Occurrence	Percentage (%)
/f/	Target sound /f/	133	88,67
	Substituted by /s/	14	9,33
	Substituted by /tʃ/	1	0,67
	Substituted by /k/	2	1,33
	Total	150	100

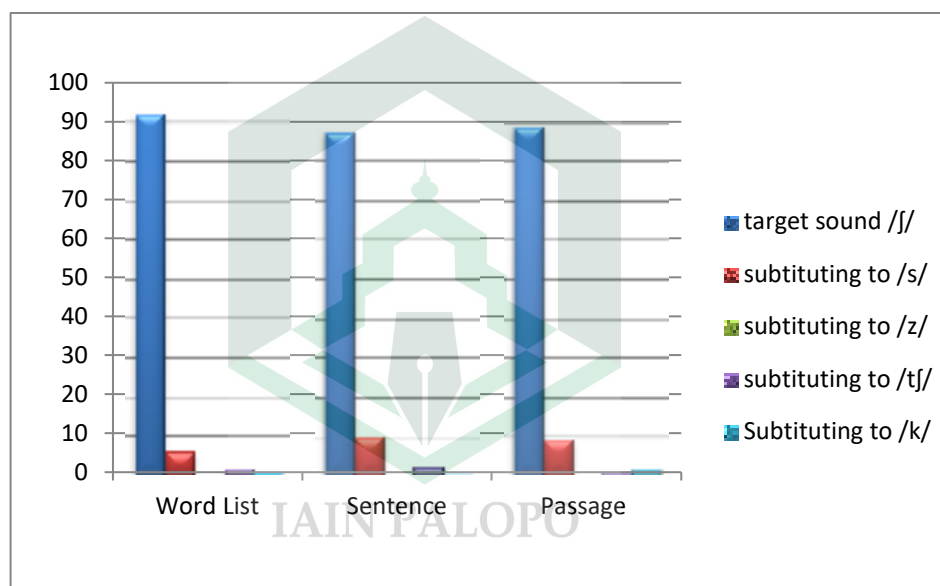


Table 34. Bar Chart of Percentage of Production of /f/ In the Cycle III

Statistically, we can see that there is the significance difference in students' production of target sound /f/. As we can see in the chart above most of the students

can produce the target sound /ʃ/ correctly. It seems that most of the students have been hindered by their mother tongue interference. But there also the students still influenced by their mother tongue so there are four variation of sound /ʃ/ and they are /s/, /z/, /tʃ/, and /k/.

B. Discussion

Looking the findings above the researcher presented the discussion of the data of some of students. This section is set to discuss the result of data analysis. It describes the students' improvement in each cycle in pronunciation skill after they learnt pronunciation especially the palato alveolar fricative voiceless /ʃ/ through movie in phonetic and phonology subject. They were the students at the second year students in class A of English Department STAIN Palopo and the result were less success in the cycle I. There were the students just focus on the story of movie and forgot to pay attention to the native speaker sounds in pronouncing the words but in the Cycle II and cycle III the result were good, most of the students were in excellent, very good, and good classification score, they percentage variation of the target sound very good and they were active in all activities during the class. Below is the researcher explanation:

Based on the analysis from the students' scoring pronunciation test in reading task there were 73,33% students had a good ability in pronounce the target sound of palato alveolar fricative voiceless /ʃ/ and the students' participation in the cycle I were less success and the criteria of full in this research is 75% of the students were active in the all activities and the percentage of students participation during the

class was only 73,33%, it showed by the students activities during the class they were enthusiasm and curious in watching the movie. It is same as with the Oemar Hamalik argued that one of the characteristic of the good film is it can be interesting the students.² But in the cycle II there was the significance improvement after the researcher revised the planning in the cycle I by looking the students' participation and score in pronunciation test and the difficulties that students faced during the cycle 1. It can be seen that the students' score in pronouncing the words which consist of palato alveolar fricative voiceless in the reading task were 93,33% of the students in a good classification and their activeness participation during the class was 86,7% of them were active during the class in cycle 2. It showed that the cycle 2 was successful because the standard of the students' activeness success criteria was 75%. And in the cycle 3 was also successful because the students' scoring percentage was 80% in good classification and their percentage if activeness participation during the class 80% of them were active in all activities in this cycle. All of that happened because of learning English by watching movie was learning by input. The learning process was similar. First the students got lots of correct English sentence into their head. Then they could imitate the native speaker and they could make their own sentences. That's why watching movie is such a great way to learn English especially in pronunciation.

The observation activities in the first cycle were the researcher and the observer found some weakness in the first cycle they are: a) most of the students

² H. Asnawir, dan M. Basyiruddin Usman. *Media Pembelajaran*. Jakarta : Ciputat Pres. 2002.p. 96.

were focus on the movie and the story of the movie they did not active in listening the native speaker sounds in pronouncing the words especially palato alveolar fricative /ʃ/ because they focus on the story of the movie which the researcher played and they admitted enthusiasm to watch it because they never watched it before and then they loved the cartoon movie. b) The students found the difficulties in identifying the words because the sound of the speakers in the class which the researcher used during playing the movie was reverberating so it made the students found the difficulties to listen the native speaker sound in pronouncing the words correctly especially the words which consist of palato alveolar fricative voiceless /ʃ/. After finishing the class the students complained to the researcher after the class that they could not listened the native speaker sound clearly because the sound was reverberating and another sound from outside was disturb them in listening the native speakers' sound in pronouncing the words correctly. c) The students' sitting position was too near each other made the students did not focus in watching the movie because they sometimes had a chat with their friend. d) The students did not pay attention to the Indonesian subtitle because they just focus on the story of the movie. e) When the researcher asked the students to come in front of the class one by one to write the target sound of palato alveolar fricative voiceless /ʃ/, the students were enthusiasm to come in the front of the class to write the words which consist of palato alveolar fricative voiceless /ʃ/ that they have heard when the movie was playing. In this cycle the researcher less success in applying the movie in Phonetic and Phonology class because 73,33% of the students were active and participated in

all the activities during the class like watching the movie, come to in front of the class to write the target sound of palato alveolar fricative voiceless /ʃ/, active in identifying the words. When they pronouncing the words, such ambitious there were the students pronounce it /æmbizius/, /æmbitious/ and /æmbisəs/. They substitute the palato alveolar fricative voiceless /ʃ/ to the alveolar fricative voiceless /s/, alveolar fricative voiced /z/, and alveolar stop voiceless /t/. When the researcher asked them, they said that it because of they still use their feeling in pronounce it and they admitted that they are speak in a bugis, luwu', and one of them speak in Javanese so they still hindered by their mother tongue in pronounce that word and they influenced of their mother tongue where in their language that they usually use in their daily life they rarely use the sound of /ʃ/ or it always spelt "sh" in English. So the researcher decided to explain more detail the material of palato alveolar fricative voiceless /ʃ/ and the way how to pronounce the palato alveolar fricative voiceless /ʃ/.

In addition the students gave the suggestion to the researcher when they met the researcher out of the class that when the researcher gives the material the researcher should give more detail explanation and to be clearer again to give the example in pronouncing the words in the next meeting. And the observer also gave the same as suggestion to the researcher. So the researcher continued to the cycle II.

Based on the interview to the students and the observer observation that there are some difficulties that the students faced, such as: 1) the students did not pay attention to the Indonesian subtitle so the researcher and the observer decided to distribute the movie script to the students. It would made the students easy to

identified the words which consist of palato alveolar fricative voiceless /ʃ/ and they just marked it on the script then the students also can read the words that the native speakers said in the movie. 2) The students found the difficulties to focus in listening the native speakers' sound in pronouncing the words of palato alveolar fricative voiceless /ʃ/, they complained because the movie sound during the movie played were reverberating, it made the students too difficult to identified the words which consist of palato alveolar fricative voiceless /ʃ/ so in the cycle II the researcher and the observer decided to conduct the cycle 2 in the language laboratory because the situation in the language laboratory was quite so the students could be more focus and use the headphones and they could be more focus on listening the native speaker sounds in pronouncing the words. 3) The students' sitting position were too near each other made them easy to have a chat with their friend but in the language laboratory they could not have a chat with their friends because sitting cabin in the laboratory.

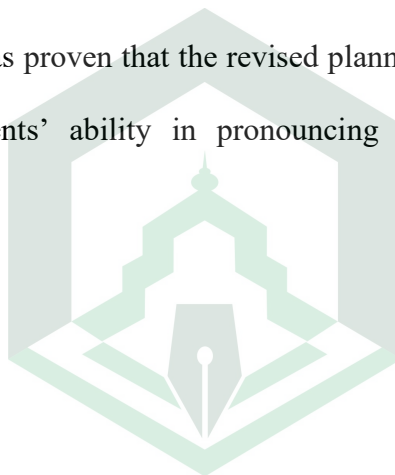
The cycle 2 is the improvement of using movie from the cycle 1 by revised the planning. Based on the analysis from the students' participation in the cycle I, The criteria success in this research is 75% of the students were active in the all activities and the percentage of students participation during the class in the cycle 2 was 86,7%, it showed by the students activities during the class they were enthusiasm in watching the movie. The observation activities in the second cycle were the researcher and the observer found some weakness in this cycle, it was the condition of the headphones were very bad if it use for a long duration because it had

been old and most of them were broke. The researcher and the observer found the problem during the class that made the student did not too active and it was because of the headphones which the students used during the class were bad. After identified the words together the students complained that the headphones that they used were very bad and it made them difficult to listen correctly. It made their ears were sick when it used for the long duration so they found the difficulties to focus in listening the native speaker sounds in pronouncing the words especially the words which consist of palato alveolar fricative voiceless /ʃ/. Whereas the researcher and the observer used the headphones to the students to make the students easier and focus on listen the native speakers' sound in pronouncing the words of palato alveolar fricative voiceless /ʃ/. To overcome this problem the researcher and observer decided only asked the students to use the headphone during the indentifying the words' activities and did not use it when watching the movie. But most of the students had known how to pronounce the palato alveolar fricative voiceless /ʃ/ correctly it can be seen in the result of their sound production of target sound palato alveolar fricative voiceless /ʃ/ /ʃ/, they could pronounce it fluently even though their pronunciation of the word sometimes did not correct such as the word of ambitious they pronounce it /ambɪʃəs/ or /embɪʃəs/ but they have been produce the target sound of palato alveolar fricative voiceless /ʃ/. They had been hindered by their mother tongue interference. They had been could to control themselves in pronouncing the word which consist of palato alveolar fricative voiceless /ʃ/ in the initial position, medial and final position in reading task that gave by the researcher. And there was the significance

improvement in their sound production of the target sound when the researcher revised the planning when in the cycle 1 according to the observer observation and the result of the discussion after doing the cycle 1 such as in the cycle 1 the students found the difficulties to listen the native speakers' sound in pronouncing the words because the speaker sound at the time was reverberating so in the cycle 2 the researcher asked the students to use the headphone. Then when it was in the cycle 1 the students did not pay attention full to the subtitle which the researcher showed in the movie so in the cycle 2 the researcher and the observer revised that planning by distribute the movie script to the students.

And below is the table of the students' sound production of the target sound.

We can see that the students' percentage in pronouncing the target sound was higher than its variation. It was proven that the revised planning in the cycle 2 was success to improve the students' ability in pronouncing the palato alveolar fricative voiceless /ʃ/.



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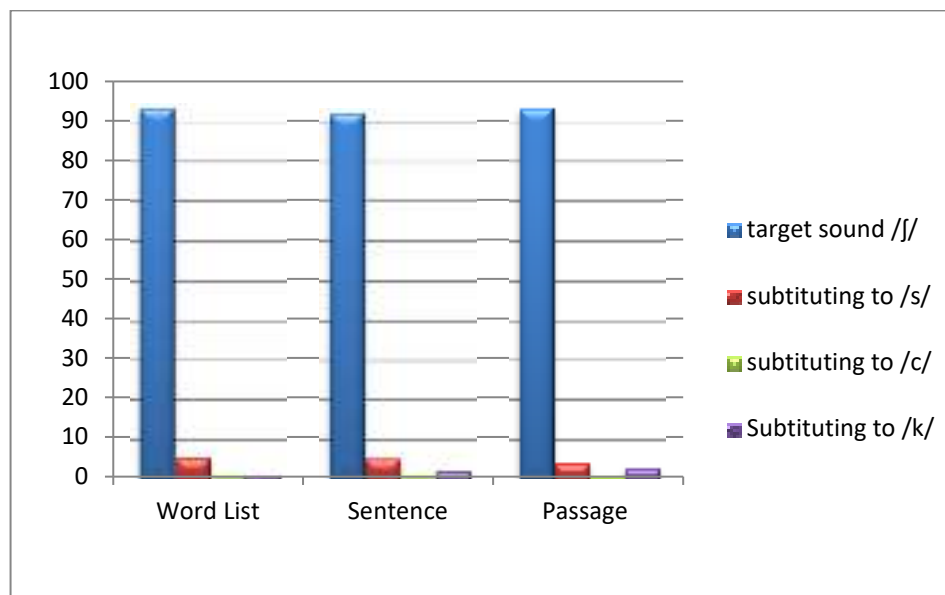


Table 24. Bar Chart of Percentage The Students' Sound Production The Target Sound /ʃ/ In the Cycle II

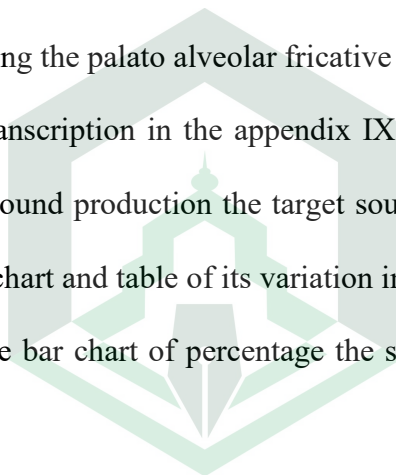
Statistically, we can see that there is the significance difference in students' production of target sound /ʃ/. As we can see in the chart above most of the students can produce the target sound /ʃ/ correctly. It seems that most of the students have been hindered by their mother tongue interference even though there also the students still influenced by their mother tongue so there are three variation of sound /ʃ/ and they are /s/, /c/, and /k/. Some of the students are still could not differentiate between the sound of palato alveolar fricative voiceless /ʃ/ and the sound of alveolar fricative voiced /s/.

The cycle 3 is improvement from the cycle 2 in using the movie. There are some changes in teaching process from the first cycle. In the cycle 3 the researcher played the movie with the English subtitle and left the students to seat in their own

sitting position until they found the enjoyed seat position. At the 45 minutes the movie was playing there were three students sleepy and two of them slept during the class. Then researcher asked to the students why did they sleep during the class and they answered that it happened because they have watched the movie for twice and they have known the story of the movie and the movie duration was too long and took much time also made them felt bored. So both of the researcher and the observer thought that using the various movies in teaching pronunciation is the way to overcome this problem and there will be not the students feel bored and sleep during watching the movie in the pronunciation class or if the movie have used for twice it should be change with another movie.

Even though during the cycle 3 there were two the students slept, but they still could to pronouncing the palato alveolar fricative voiceless /ʃ/ fluently. It can be seen in the students transcription in the appendix IX and also in the chart and the table of the students' sound production the target sound of palato alveolar fricative voiceless/ʃ/ and in the chart and table of its variation in the cycle 3.

And below is the bar chart of percentage the students' sound production the target sound.



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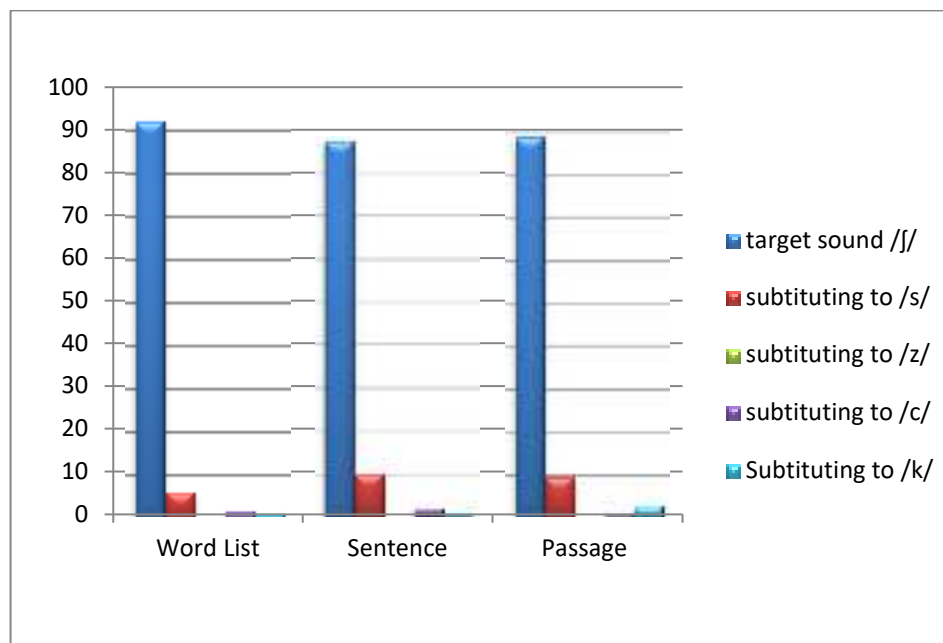


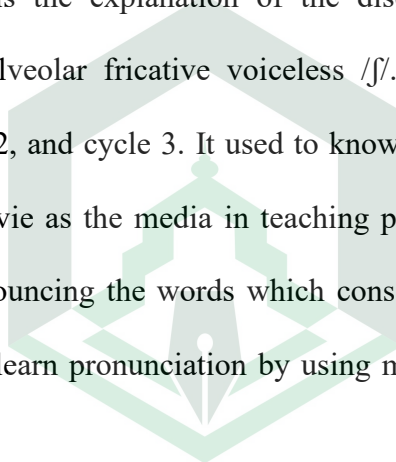
Table 34. Bar Chart of Percentage The Students' Sound Production The Target Sound of /ʃ/ In the cycle 3

Statistically, we can see that there is the significance difference in students' production of target sound of palato alveolar fricative voiceless /ʃ/. As we can see in the chart above most of the students can produce the target sound /ʃ/ correctly. It seems that most of the students have been hindered by their mother tongue interference. Even though there also the students still influenced by their mother tongue and there are four variation of sound palato alveolar fricative voiceless /ʃ/ that they produced in the cycle 3 and they are alveolar fricative voiceless /s/, alveolar fricative /z/, palato alveolar affricative voiceless /tʃ/, and velar stop voiceless /k/. Most of the students are still could not differentiate between the sound of palato alveolar fricative voiceless /ʃ/ and the sound of alveolar fricative voiceless /s/. When the researcher asked the students why did they substitutu the target sound

/ʃ/ into the variations, they said that it was so difficult for them to produce the target sound of palato alveolar fricative voiceless /ʃ/ and the researcher also found that it was because of their mother tongue that they usually use in their daily life. It influence them in pronouncing the English words especially the words which consist of the target sound of palato alveolar fricative voiceless /ʃ/.

It can be seen that there is the significance improvement in the percentage of the students' sounds production. The percentage of the students' sound production the target sound /ʃ/ is higher than its variation. It because of most of the students have been hindered by their mother tongue interference so they can pronounce the target sound of palato alveolar fricative voiceless /ʃ/ fluently and correctly.

The following is the explanation of the discussion the students' sounds production of palato alveolar fricative voiceless /ʃ/. It took after the researcher conducted the cycle 1, 2, and cycle 3. It used to know the level of successful of the implementation the movie as the media in teaching pronunciation and to know the students' score in pronouncing the words which consist of palato alveolar fricative voiceless /ʃ/ after they learn pronunciation by using movie during the Phonetic and phonology subject.



The researcher presents the chart of the students' sounds production in the cycle 1, cycle 2, and the cycle 3 to know the level of the students successful after the researcher revised the planning in each cycle by looking all the weakness and the difficulties that students found during the researcher conducted the research by

using movie as the media in teaching pronunciation to the students. It used to compare how success is the implementation of movie in teaching pronunciation at the second year students of STAIN Palopo.

And below is the comparison table of the students' classification scoring in cycle 1, cycle 2, and cycle 3.

Table 35. The Table Comparison Of Students' Classification Scoring In Cycle I, Cycle II And Cycle III

NO.	CLASSIFICATION	PERCENTAGE		
		CYCLE I	CYCLE II	CYCLE III
1.	Excellent	13,34	46,66	33,33
2.	Very Good	46,66	40	46,67
3.	Good	13,33	6,67	-
4.	Fair Good	20	6,67	13,34
5.	Fair	6,67	-	6,66
6.	Poor	-	-	-
7.	Very Poor	-	-	-

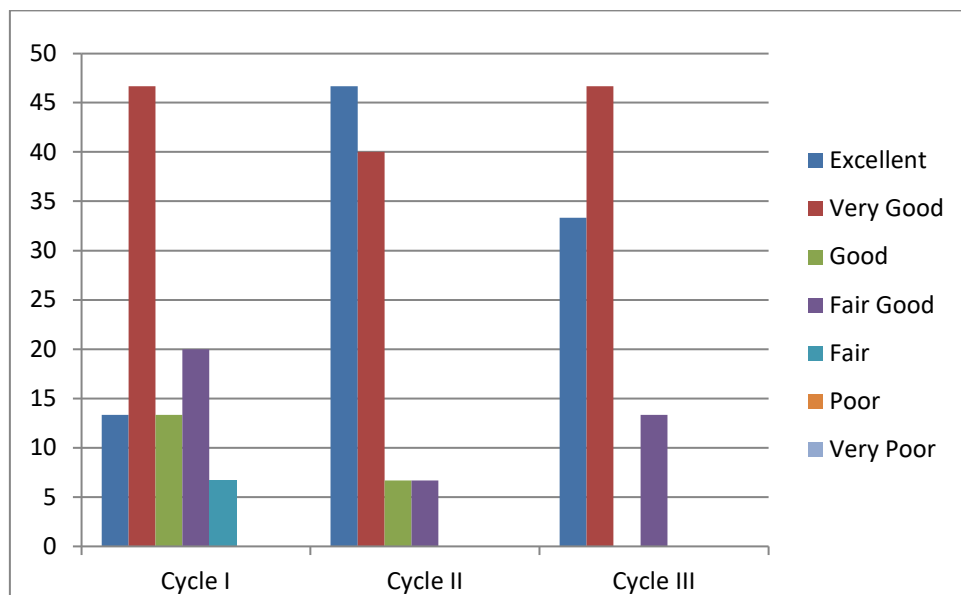


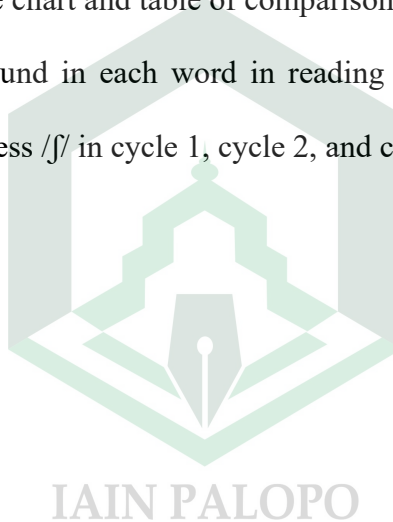
Table 36. Bar Chart of The Comparison of Students' Classification Scoring In The Cycle I, II, and III

On the table above we can see the students' percentage in classification in the cycle 1, cycle 2, and cycle 3 showed that the students' classification score of excellent in the cycle 2 is higher than cycle 1 and cycle 3. In the cycle 2 there were 46,66% students in excellent classification while in the cycle 1 and cycle 3 only 13,34% and 33,33%. The students classification' score in excellent is higher than the cycle 1. It happen after the researcher and the observer decided to revise the planning in the cycle 1 by looking all the weakness that happen during the class and the difficulties that the students faced in the cycle 1. And when the planning in the cycle 1 revised, the students' scoring in cycle 2 was higher than the cycle 1. It proved that the students had been hindered by their mother tongue so they could pronounce the words which consist of palate alveolar fricatives voiceless /f/ in reading task fluently

and correctly. It can say that there was the significance results in implementation of the movie to the students in teaching pronunciation it is because of Foreign films are ideal, allowing the students to watch the shapes of the actors' mouths as they pronounce the words. Foreign dubs of English films work as well.³

Based on the explanation above the researcher found that there is the significance improvement of the students pronunciation in the cycle 2 and cycle 3 after the researcher and the observer revised the planning then teaching pronunciation to the students by using movie as the media, the students could produce the target sound of palato alveolar fricative /ʃ/ correctly and fluently even though some of the words that they pronounce are not correct.

And below is the chart and table of comparison the students' total variation in producing the target sound in each word in reading task which consists of palato alveolar fricative voiceless /ʃ/ in cycle 1, cycle 2, and cycle 3.



³ Mark Keller, *How to Improve Your Foreign Language Pronunciation*. Online, <http://www.ehow.com>. Accessed on 25th September 2012.

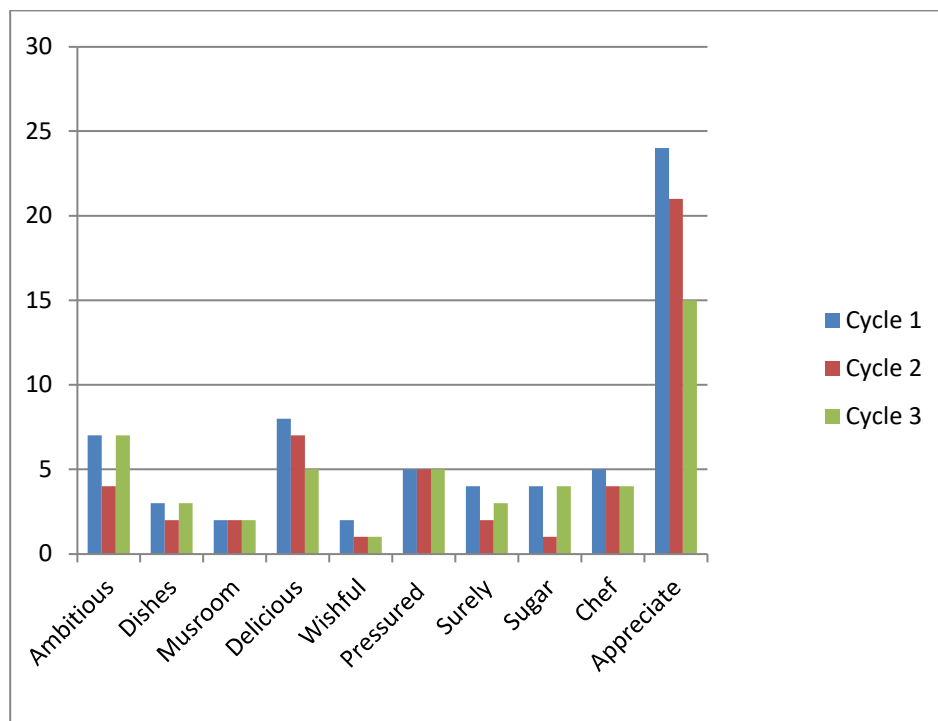


Table 37. Bar Chart of The Comparison of Students Variation to The Target Sound /f/ In The Cycle 1, 2, and 3

Table 38.
The Comparison Table of Total Variation of Target Sound /f/

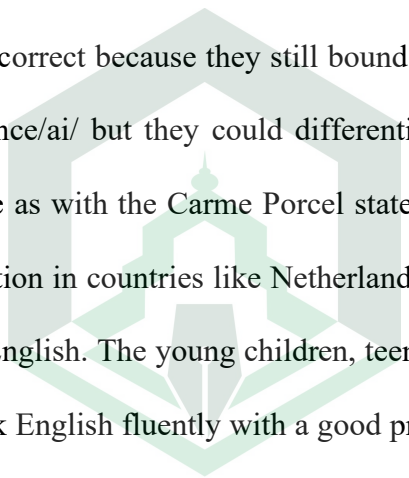
NO.	Words	Target Sound	Total Variation		
			Cycle 1	Cycle 2	Cycle 3
1.	Ambitious	/æmbɪʃəs/	7	4	7
2.	Dishes	/dɪʃəs/	3	2	3
3.	Mushroom	/mʌʃrʊm/	2	2	2

4.	Delicious	/dɪlɪʃəs/	8	7	5
5.	Wishful	/wɪʃfʊl/	2	1	1
6.	Pressure	/preʃər/	5	5	5
7.	Surely	/ʃʊrli:/	4	2	3
8.	Sugar	/ʃʊgər/	4	1	4
9.	Chef	/ʃef/	5	4	4
10.	Appreciate	/əpri:ʃiət/	24	21	15

On the table above we can see that total variation of the target sound /ʃ/ which students produced in the cycle 1, cycle 2, and cycle 3. The students' sound production of the variation the target sound /ʃ/ in the cycle 2 is lower than cycle 1 and cycle 3. In the cycle 2 the students produce the variation of target sound /ʃ/ is lower than the cycle 1. It happen after the researcher and the observer decided to revise the planning in the cycle 1 by looking the weakness that happen during the class and the difficulties that the students faced. And when the planning in the cycle 1 revised, the students' sounds production of variation in each word that the students produced was lower variation than the total variation of each word in the cycle 1. It proved that the students had been hindered by their mother tongue and could control

their way in pronouncing the word correctly. It can say there were the significance results in implementation of the movie to the students in teaching pronunciation at the second year students of STAIN Palopo. It the same as with Ariza R Dyah in her experiment research found that cartoon movie influence the students' achievement of experiment group and prove that movie is an effective way in teaching pronunciation to the third year students of SDN 2 Banyudono.⁴

Based on the explanation above the researcher found that there is the significance improvement of the students pronunciation in the cycle 1 after the researcher and the observer revised the planning then teaching pronunciation to the students by using movie as the media, the students could produce the target sound of palato alveolar fricative /ʃ/ correctly and fluently even though some of the words that they pronounce are not correct because they still bound by the rule of English where the letter "i" is pronounce /ai/ but they could differentiate the target sound /ʃ/ with another sound. . It same as with the Carme Porcel statement in her article that more than 80% of the population in countries like Netherlands or Sweden has an excellent command of speaking English. The young children, teenagers, adults, and even some elderly people can speak English fluently with a good pronunciation whereas it is not



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⁴ Ariza R. Dyah, *Teaching English Using Cartoon Film To Improve Students' Pronunciation at The Third Year of SDN Banyudono in 2007/2008 Academic Year*, (Surakarta: UNISMUH Surakarta, 2008). Online. [Http://www. Etd.eprint.usms.ac.id](http://www.Etd.eprint.usms.ac.id), Accessed on 23rd Sept 2012.

their mother tongue because of television. They watch movie, cartoon, soap operas, and other programmes are broadcasted in original version with subtitles.⁵

In addition most of the students produced the total variation in the cycle 3 was higher than the cycle 2. Only two target sound of the total variation in the cycle 3 was lower than the cycle 2 and two the total variation had the same as with the total variation in the cycle 2.

The chart above had describe that there was a big improvement of the students' ability in pronunciation especially in producing the target sound palato alveolar fricative voiceless /ʃ/ after they teaching pronunciation in the phonetic and phonology subject by using movie as the media in teaching during the pronunciation class. It prove that using movie as the media in teaching pronunciation at the second year students of STAIN Palopo are the best way and an effective media to teach the students at the second year students of STAIN Palopo in phonetic and phonology subject because the students had the big improvement in producing the target sound of palato alveolar fricative voiceless /ʃ/ then they motivated and interested in learning pronunciation. It the same as with Hamalik statement, he states that an effective media in learning process can increase the students' motivation, interested,

⁵Carme Porcel, *Learning English Through Films*, June 2010. Online, <http://www.hlomag.co.uk>, Accessed on September 27th 2012.

provide the attractive and accurate data, make easy in interpretation data and the last is make the information clear.⁶

And based on the result of the researcher and observer discussion by looking the students activeness during the class and the students total variation that they produced in each cycle that the researcher found that most of the students were active during the cycle 2. They were very active because in the cycle 2 they were easier to know the word that the native speakers said and the movie script helped them. Then the headphones and the sitting position in the language laboratory also made them could be more focus. It could be seen 86,7% of them were active in all the activities during the class. They were active in watching the movie and indentified the words. It is prove that using movie is one of the effective media in teaching pronunciation at the second year students of STAIN Palopo. It is because the students see the movie as a form of relaxation where the researcher is trying to use it as a positive learning aid. The students can see the people or native speaker are speaking and can have a visual context for what is being said.⁷ In addition based on the students' interview that the researcher did to the students after doing all of the cycles in the pronunciation class the researcher found that most of the students chosed the way in watching movie during the pronunciation class in the cycle 2.

And the appropriate way in teaching pronunciation through movie are supported by the classroom situation, the students' sitting position and the instrument

⁶ Wiwik Yulihaningsih, *Media Pembelajaran Bahasa Inggris*, 13 January 2011. Online, <http://www.wiwikiulihaningsih.wordpress.com>. Accessed on 27th September 2012.

⁷ Jeremy Harmer. *The Principle of English Language Teaching*. New York :Longman.1991, p.214.

that will be used in the class such as 1) Distribute the movie script to the students so the students can more focus on words that the native speaker said and they will be easier to identify the words. 2) When teaching the pronunciation through the movie the teacher should not use the movie which has long duration or if she/he uses the long movie she/he should skip it to make an efficient time. 3) The teacher should not use the non-English movie. 3) The pronunciation class does in the language laboratory which is completed by the headphones and sitting cabin. 4) The classroom situation is silent.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two sections, they are conclusion and suggestion.

A. Conclusion

Based on the findings and discussion of the data analysis which presented in the chapter four, the researcher would like to describe the conclusion as follows:

Watching movie is an effective media in teaching pronunciation at the second year students of English department of STAIN Palopo, it improved the students' pronunciation skill. Movie is an interesting media in teaching pronunciation because based on the observation all the student interested to learn pronunciation and more active during the class, and the appropriate way in using movie as the media in teaching pronunciation is supported by the classroom situation, the students' sitting position, and the instruments which will be used in the class like the movie, the movie script, headphones, LCD, and etc.

B. Suggestions

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. The teacher could play the movie in teaching pronunciation as one of the best way and effective way in teaching pronunciation palate alveolar fricative voiceless /ʃ/.

2. To create an effective time in teaching pronunciation by using movie the teacher should not to use the movie which has long duration or if she/or use the long movie she/he should skip it.

3. To create an effective way in using movie as the media in learning process the teacher should use the British movie or the movie which use full English British which do not influence with the dialect language non English.

4. It would be good when teaching the students by using movie as the media the teacher give the movie script to the students so they can more focus to see the words that the native speaker said and the will easier to identify the words.

5. To get an ideal sitting position of the students during the learning process by using movie the teacher could use the language laboratory because the sitting position in the laboratory will make the students do not be easy to have a chat with their friends.

6. To make the students more focus in listening the native speakers' sound in pronouncing the words it would be good if the teacher use the instruments like headphones.

7. To make the students do not bored when watching the movie during the learning process of pronunciation the teacher should use the various movies.

8. The researcher hopes that there will the next research which correlate with this research so there will be the significance discovery.

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