**AN UNDERGRADUATE THESIS**

**THE CORRELATION BETWEEN WATCHING WESTERN MOVIE TOWARDS STUDENTS' PRONUNCIATION ABILITY**

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# APPROVAL SHEET

## THE CORRELATION BETWEEN WATCHING WESTERN MOVIE TOWARDS STUDENTS' PRONUNCIATION ABILITY

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# ABSTRACT

**PUTRI FAIRA:** The Correlation between Watching Western Movie towards Students' Pronunciation Ability. **Undergraduate Thesis. Majene: faculty of teacher training education and education Sulawesi Barat University, 2024.**

The aim of the research is to know the correlation between watching western movie towards students' pronunciation ability. The location of this research was at SMA Negeri 1 Tinambung. The research methodology was quantitative research with correlation analysis. In this research, the population was the eleventh grade students, while the sample of this research was 56 students from two classes. To collect the data, the researcher gave a questionnaires and test to the participants. The last, to analysis the data, the researcher used SPSS to obtain the data. The researcher analyzed the result using Person product moment. Correlation test of this study indicates the significance value of the product moment. Correlation test is 0.000 <0.05 and, rtabel, < rresult: 0,043 < 0,756, it showed that Ha is accepted and Ho is rejected. This means that the accepted hypothesis was $H_1 : \beta > 0$ . It means that, there was a high correlation between students' watching western movie and their pronunciation ability at SMA Negeri 1 Tinambung.

*Keywords*: *Correlation, Watching, Western Movie.*

# ABSTRAK

**PUTRI FAIRA:** Hubungan Menonton Film Barat Terhadap Kemampuan Pengucapan Siswa. **Tesis Sarjana. Majene: fakultas pendidikan keguruan dan ilmu pendidikan Universitas Sulawesi Barat, 2024.**

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara menonton film barat terhadap kemampuan pengucapan siswa. Lokasi penelitian ini di SMA Negeri 1 Tinambung. Metodologi penelitian yang digunakan adalah penelitian kuantitatif dengan analisis korelasi. Dalam penelitian ini yang menjadi populasi adalah siswa kelas XI, sedangkan sampel penelitian ini adalah 56 siswa dari dua kelas. Untuk mengumpulkan data, peneliti memberikan angket dan tes kepada peserta. Terakhir, untuk menganalisis data, peneliti menggunakan SPSS untuk memperoleh data. Peneliti menganalisis hasilnya menggunakan Person product moment. Uji korelasi penelitian ini menunjukkan nilai signifikansi product moment. Uji korelasi sebesar 0,000 < 0,05 dan rtabel < rhasil : 0,043 < 0,756 menunjukkan Ha diterima dan Ho ditolak. Artinya hipotesis diterima $H_1 : \beta > 0$. Artinya, terdapat korelasi yang tinggi antara menonton film barat dengan kemampuan pengucapan siswa di SMA Negeri 1 Tinambung.

*Kata Kunci: Korelasi, Menonton, Film Barat.*

# CHAPTER I
# INTRODUCTION

## A. Background

English originated in England and developed in a mix of different languages. During colonial times, the British Empire spread English to many parts of the world, making it widely popular. English has been used as a tool to communicate with people in the past. English has been utilized as a communication tool in a variety of disciplines, including politics, social issues, economics, communication, business, and education. A variety of elements influence pupils' English learning. Each student has a specific reason for studying English. For starters, studying English will help you find a better career. Second, learning English enables students to communicate with people all around the world. Third, studying English can increase a person's prestige or confidence in traveling anywhere. According to (Faliyanti, 2017), English is very significant because all countries have utilized it to interact with one another. Language is used as a communication tool between countries that will make it easier for users to communicate with each other. As Hamid (2014) in (Sari, 2021) mentioned that language is a highly significant tool in language communication and has become the most important mode of communication amongst people around the world. As an English student, this demonstrates how important language has been for engaging with others.

As a foreign language, English language skills have several factors that affect the learning processes. One of the effects is pronunciation as one of the important skills in learning English that foreign language learner have to learn. When speaking English, proper pronunciation with the appropriate intonation is required because faulty pronunciation alters the meaning of the word. According to Gilakjani and Ahmadi (2011), several factors influence English pronunciation learning, including attitude, motivation, teaching, and exposure to the target

1

language. These are some of the problems that trigger disturbances in the students' pronunciation learning process.  As a teacher, it is necessary to investigate the issue and devise a solution to facilitate the learning process, in this case focusing on pronunciation as the most affected area. According to Hornby (1989) in (Herni, 2013), pronunciation refers to how a language or term is uttered. A distinct sound has a different meaning, so learners or students must be attentive when pronouncing the words. According to (Marzá, 2014), p. 262, it is undeniable that properly pronouncing a language is an important component of knowing and communicating. Pronunciation should be emphasized to facilitate students' comprehension.

In relation to pronunciation, the researcher interviewed the students and teachers in senior high school, the researcher identified several issues that can impede students' English learning ability, and will focus on one particular problem, namely the pronunciation ability, that can affect the students' English learning process. And also there are some problems that can affect students' learning process of correct English pronunciation. Firstly, some student personalities can influence the learning process in this case, students' pronunciation. The most influential is the dialect of the region and their viewing habits. These two problems are the most frequently encountered. The habit of using the dialect of their  first language is the first challenge that every English teacher must solve. Secondly, the influences of film consumption in take for teenagers in particular, those who are at an active age from the age of 13 and above. And thirdly, students' motivation to learn is one of the decisive factors in the achievement of learning objectives. The researcher will investigate the correlation in watching western movies and students pronunciation skills and what factors can affect students' learning ability when learning Englishthrough western movies, as the culture of watching western movies has been deemed an appropriate English learning medium for students. Achieving clear and accurate pronunciation will create a pleasant impression when speaking, which is the primary objective of learning pronunciation skills. (Hidayatullah, 2018), states

that many students have difficulty in pronouncing English words or sentences due to lack of practice and lack of learning media.

One way to improve pronunciation is using western movie. Consumption of movies that students' watch is movies that they feel can increase their viewing pleasure and we already know that western movies provide movies that have a lot of interest from teenagers. According to Husna & Murtini, 2019, in the millennial era, in student's real life, they do not only use English in their communication, but they also use it to communicate on several website and application. According to *Liputan6.com*, one of the western movies that aired on 28/4/2019 was the superhero **Avengers: Endgame** which attracted audiences around the world at its premiere, and the biggest fans are unmistakably teenagers. The movie has shown that western movie / foreign movie fans are mostly teenagers.

Western films or western movie, also known as Westerns, refer to films produced in Western countries, primarily the United States, England, and European countries. The Western film industry has become one of the most dominant and influential in the world, producing many internationally recognized works with a wide fan base across the globe. Western films have undergone many changes in terms of technology, style, genre and storytelling.

The United States film industry, known as Hollywood, has been the most famous and influential center for Western film production. Hollywood produces films of various genres, including drama, comedy, action, adventure, horror and science fiction. Apart from Hollywood, the British film industry also has a significant influence on Western films. British cinema is well-known for its theatrical tradition and films that focus more on complex narratives and characters. Some famous British directors include Alfred Hitchcock, Stanley Kubrick, and Christopher Nolan. Over the years, Western movies have produced many works considered significant in the history of cinema. Some examples of famous Western classics include "Gone with the Wind," "Casablanca," "The Godfather," "Citizen Kane," "Lawrence of Arabia," and "Star Wars." Western films continue to evolve with technological innovations and cultural changes.

Advancements in visual effects, cinematography, and the use of digital technology have opened doors for creating spectacular films with increasingly realistic fantasy worlds.

According to the explanation above, hearing native speakers converse with one another will help you understand how words are spoken. The researcher choose western movie because there are native speaker that the students will be learn the pronunciation from, and pronounce the words correctly.

In this case, teachers are required to be creative in thinking about how students learn in order to show increased learning by using different media and of course it will not be boring for students. There are various kinds of learning media and different ways of teaching in every aspects of learning English. And to realize one of these aspects, in this case the pronunciation aspect, teachers need media that are easily accessible to students and simply rely on media that is currently widely used in various circles. In this research, the media that the researcher used was movie as well as western movie as the learning media. According to (Puspitarini & Hanif, 2019), teachers have a vital role in enhancing pupils' learning motivation because they spend so much time with them at school. Teachers can boost students' learning motivation by creating learning strategies that serve as an external motivator for them to learn. Learning techniques comprise the approaches and media used during the learning process.

According to the data that researcher found in the interview, the researcher was conducted the research on whether there was any correlation between watching western movies and students' pronunciation abilities. Researcher used western movie as the research media. According to (Kismoko & Roni, 2021), by watching, they (students) can see and hear directly from the player. Using movie/film is one of the teaching methods to attract students and add new vocabulary (Kismoko & Roni, 2021).

According to the explanation above, this research was investigated the correlation between student's pronunciation and watching western movie. There was a similarity and difference in this study and the previous related studies both

the method and the design. All of the previous related studies that mentioned in this research and this new research had the same method, namely quantitative research method and especially for the second and third research had the same design, namely correlation design. In addition, the previous related studies mentioned that western movies used in teaching and learning in (Murshidi, 2020), itused to analyze students' habit and listening skill in (Muhammad Fajar Sudrajat, 2021), and also used to find out the relationship between habit of watching and vocabulary mastery of students in (Rahmalia, 2020). Western movie was also used in teaching pronunciation as mention in the last two points of the previous related studies that had the same variable with this research, namely Western movies/English movies and pronunciation. The fourth research in previous related studies focused in students' pronunciation in general (Hidayatullah, 2018), and the fifth research was focused in investigating the effect of watching Western movie and pronunciation in general (Mahardhika, 2019). However, in this new research, the researcher was also focused on students' pronunciation skill but in the field of supra segmental feature, it was stress and intonation as the important elements of pronunciation.

## B. Problem Identification

Based on the background, this research problem focused on a problem that found in students during observation in the field. Nowadays, the problem found can arise from various directions, thus it can be concluded that there were several student problems in the field of pronunciation. The problem as follows:

1. Students' pronunciation ability which is still very lacking.

2. Lack of learning media that can effects student's learning process.

3. Lack of student motivation in learning English.

## C. Problem Limitation and Formulation

a. Problem limitation

Based on the background and the problem identification above, there were several problems affected student learning outcomes and this research problem was limited in the field of pronunciations and focused on students' pronunciation skill in learning through western movie in the field of supra segmental features sound which is stress and intonation.

b. Problem formulation

Based on the background and the problem identification above, there was a problem that can affect student learning outcomes in the field of pronunciations, this research problem was limited, namely:

1) Is there any correlation between students' pronunciation ability and watching western movie?

2) What are students' perceptions in learning English through watching western movie?

## D. Research Objectives

Considering to problem identifications, the researcher define objective of the research, namely:

1) To figure out is there any correlation between students' watching western movie and students' pronunciation skills.

2) To investigate students perception in learning English using western movie.

## E. Research Benefits

This study was intended to make both scholarly and practical contributions. Academically, it was envisaged that this research would serve as a future reference for comparable research. Practically, it might be utilized as a model to improve pupils' pronunciation skills.

The research could gave information about some of things that can be influence the students' interferences in pronunciation ability in English lessons and this research can provide benefits for teachers as well as to find out things that can affect students' skills. This also expected to provide benefit for the school, hence the school can design students' English learning by increasing skills for students in order to maximize the learning result.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Previous Related Studies

1. A thesis by Ghadah Hassan Al Murshidi (2020), entitled " Effectiveness of Movies In Teaching and Learning English as a Foreign Language at Universities in UAE"

   Through the use of the quantitative research technique and literature analysis, the utilization of movies as teaching resources in EFL classes has been recognized by the current study. Additionally, the effect of viewing English-speaking movies on students' speaking and listening abilities was investigated, as well as the moderating influence of their learning motivation. Convenience sampling was used to gather data from students enrolled at many universities in the United Arab Emirates. 221 students in all took part in the surveys. Data analysis was done using SPSS 22 and SmartPls3. The results demonstrated that students' speaking and listening skills increased when they watched English-language movies, and this beneficial relationship was further supported by their motivation to study. It will affect instructors as practitioners as well as students as EFL learners.

2. A thesis by Muhammad Fajar Sudrajat (2020), entitled "The Correlation Between Students' Habit in Watching Western-Movie and Listening Skill"

   The aim of this study is to ascertain whether or not there is a positive and significant correlation between students' listening abilities and their preference for viewing Western movies. The population of this study is made up of 31 samples, all of whom are sixth semester English Language Education students at Muhammadiyah University Purworejo. This study uses a quantitative correlation design. The instruments used include questionnaires and listening assessments. Using SPSS 25.0 and a manual calculation, the

coefficient correlation score is 0.845. The acquired r is bigger than the table r (otrr, which is 0.845 > 0.355) when compared to the r table with a 5% degree of significance (0.355). Sugiyono's interpretation table indicates that the score is in the category of exceptionally high correlation.

3. A thesis by Nia Rahmalia (2020), entitled "Correlation Between Students Habit in Watching English Movies and Vocabulary Mastery of The Students in English Education Study Program of Iain Palangkaraya"

The purpose of this study is to ascertain how vocabulary mastery at IAIN Palangkaraya and the practice of watching English-language movies are related. The purpose of this study is to determine how fifth semester IAIN Palangkaraya students' vocabulary ability and their inclination to watch English-language movies relate to one another. The nature of the investigation is quantitative. Researchers employed tests and questionnaires to gather data. The study's participants were IAIN Palangkaraya fifth semester students. The research sample consisted of sixty students. The sample method employed in this investigation is cluster sampling. Information on the watching habits of English-language films is gathered using a questionnaire. The vocabulary mastery data gathering approach makes use of tests. The data analysis method employs the Pearson product moment correlation.

The results of the study indicate that students' vocabulary mastery and their viewing habits of English-language movies are positively, although not significantly, correlated ($r_{xy} = 0.168 \leq r_{table} = 0.254$). The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is refuted. This claim suggests that there is a positive but not statistically significant correlation between students' vocabulary knowledge and their habit of watching English-language movies.

4.  A thesis by Mohammad Syarif Hidayatullah (2018), entitled "Improving Students' Pronunciation Through Western Movie Media"

    Finding out how western cinema media improve students' pronunciation is the aim of this study. In this study, class action research, or CAR, is applied. The four semesters that IAIN Sultan Amai Gorontalo offers English education are the subject of this research. There were thirty students in all, ten male and twenty female. The instruments used to collect the data were observation sheets on instructor and student activities and pronunciation tests. Action research was carried out in three rounds. In the first cycle, sixteen students received seventy-five, followed by eighteen in the second and twenty-eight in the third.

5.  A thesis by Febby Febriana Ambar Mahardika (2019), entitled "The Effect of Frequency in Watching English- Movie Towards The Pronunciation of Efl Learners at Iain Palangka Raya"

    The purpose of the study was to determine how frequently students watched English-language movies and how it affected their pronunciation within the English education program at IAIN Palangka Raya during the 2018 academic year. The research followed an ex post facto design and employed a quantitative approach. Data was gathered through a questionnaire with fifteen questions. After distributing the questionnaire, the researcher administered a pronunciation test, using the results to assign grades to the students. To evaluate the data, the researcher used the linear regression tool in SPSS 20. The results of the study indicate that the frequency of viewing English-language movies significantly affects pronunciation. The Fcount, which is smaller than the Ftable 3.11 or (51.328 < 3.11), is 51.328 based on the linear regression computation. Consequently, the p value is 0.01—smaller than 0.05, or 0.01 <0.05. Based on this outcome, it may be concluded that Ha was accepted and Ho was rejected. Thus, the frequency with which students watch English-language films has a considerable impact on their pronunciation.

According to the study's findings, students' frequent viewing of English-language films influences their pronunciation.

Furthermore, when students study hard to learn the target language, there are several factors that can influence how they pronounce it. Accent, stress and intonation, rhythm, motivation and exposure, attitude, training, age, personality, and mother language influence were some of the factors mentioned as having an impact on pronunciation.

In general, these previous related studies had different variables, especially in the first, second, & third research. The first research, the research variable is movie and students learning and teaching. The second research used movie and listening skill, and third research used movie and vocabulary mastery. Meanwhile, the fourth & fifth journals each had the same variables with this research, namely movie and pronunciation. However, the focus of the studies carried out in the fourth and fifth research by each researcher was different. The fourth journal was focused in pronunciation in intelligibility, fluency and accuracy. The fifth research, researchers focus on frequency of watching English-movie towards pronunciation of EFL learners. Meanwhile, this research was about to found out whether there is any correlation in watching western movie and students learning pronunciation skill as a new way for learning at grade 11 of SMA Negeri 1 Tinambung. Additionally, the novelty of this research was the data collecting methods which used correlation design in quantitative and researcher only focused on students pronunciation inthe supra segmental feature section as one of the type of speech features, and focused in the two important elements of this type, namely stress and intonation whose cases were still rarely studied.

As what the researcher explained in the background of this research, this research investigated the correlation between student's pronunciation and watching western movie. There was a similarity and difference in this study and the previous related studies both the method and the design. All of the previous related studies that mentioned above and this new research had the same method, namely quantitative research method and especially for the second and third research had the same design, namely correlation design.

## B. Theoretical Framework

## 1. Pronunciation

### a. Definition of Pronunciation

According to the Oxford Dictionary, pronunciation refers to how a language, words, and sounds are uttered. According to Wikipedia, "pronunciation is the way in which language or a particular word or sounds is spoken".

Pronunciation is a very crucial aspect for foreign language learners. There are numerous issues in understanding English spoken at a natural pace by native speakers with varying accents. As a result, second or foreign language students must be able to pronounce words correctly. Pronunciation is a crucial aspect of learning new languages because it is how those languages are pronounced. According to Kristina Ayu Putri (2013) in (FATIMA, 2022), pronunciation is the process of pronouncing or producing sounds from words. Pronunciation is one of the most difficult subjects to learn in English, along with grammar and vocabulary. Non-native English speakers have difficulty speaking with and being understood by others. Some pupils are still having difficulty with this. To master English pronunciation, an English student must practice pronouncing words every day. However, before they can accurately pronounce the sound or intonation of a word, English learners must first hear how native speakers speak the term, which will make it easier for them to digest the pronunciation of the words they are learning.

In a simple way, when students speak words correctly, the interlocutor finds it easier to understand them. Learning to speak things with a native accent is the aim of pronunciation instruction, according to Penny (1996). We should pronounce the words well to make sure the other person understands what we're saying because pronunciation might affect how well the other person understands what we're saying. According to Harmer (2008), Pronunciation education not only increases students' awareness of various sounds and their qualities, but it also enhances 10. Drawing on the preceding statement, the researcher concludes that pronunciation is the ability to understand how to pronounce a word, as well as the construction and interpretation of the meaning of sounds in a certain language in order to obtain meaning in language-use scenarios. One of the most important aspects of learning a second language is mastering the sound system to speak the language.

Pronunciation is the process by which humans create sounds to express their meaning. Pronouncing words correctly in English is highly tough, and students struggle to understand how to pronounce the words after reading them. In the broadest sense, it entails paying attention to gestures and expressions that are closely related to our language use, as well as specific language sounds (segments) and aspects of speech that extend beyond the individual sound, such as intonation, phrasing, stress, timing, rhythm, and voice quality. A phrase can be spoken differently by different persons or groups depending on a range of characteristics, such as where they grew up and where they now live, their socioeconomic class, or education.

The 44 English sounds of the alphabet are separated into two categories: consonants and vowels. According to Mulatsih (2015), the act of making speech sounds to communicate is the act of pronunciation. This is one of the most complex aspects of English. According to Jessica, Basri and Ohoiwutun 2015, the component of language that is essential for communication is pronunciation. Since there are differences between the symbol and the sound, pronunciation is one part of English for communicating with others. We must

have a good vocabulary when we are communicating with others, but also know how to pronounce it. Thus the subject is to learn how to pronounce it. In foreign language teaching, there is a strong emphasis on pronunciation. Teaching pronunciation is complicated by many challenges. Since, when it comes to communication, pronunciation plays a major role. First, there are often difficulties for teachers to pay attention to English instructions when they have a sufficient amount of time in the classroom. When a teacher has the time, he can teach pronunciation, give frequent instructions on presentation, and practice a series, all of which appear to be unrelated.

The repetition of drilling sounds frequently has negative consequences, resulting in students and teachers avoiding pronunciation at the same time. According to Maki (2015), when learning English, there are two types of speech features that can be found: segmental and supra segmental features.

1) Segmental Feature Sound

Segmental features are units, like as consonants and vowels, arranged in a series of occurrences. The differences in their functions and modes of production within an utterance serve as the basis for the classification.

a) Vowel

According to Hidayatullah (2018), vowels are defined as air that flows easily through the mouth and throat without constriction or narrowing, causing no friction. In English, vowels are classified as long or short. Diphthongs are in addition to the two types of vowels previously addressed. A diphthong is a syllable-bound sound consisting of two vowels produced in close succession (Manik, 2014:6).

b) Consonant

When air struggles to narrow the sound of friction in the mouth and throat, it produces a consonant, which can be either a on or off letter (Hidayatullah, 2018:101). The scenario is completely different in Indonesia. It has twenty-one consonants and just five vowels. If pupils are struggling to learn English, it could be the case (Manik, 2014:6).

2) Supra Segmental Feature

Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental, namely stress, pitch/intonation, pause and rhythm.

a) Stress

Stress The energy or volume used to emphasize a syllable during pronunciation is referred to as stress. (Manik, 2014:7) Ramelan.

Word stress and phrase stress are the two categories of stress. Sentence stress is the amount of tension in a sentence or a set of thoughts, while word stress is the stress within a word. Stress is significant in English because it separates meaning from purpose.

b) Intonation

Tone is the musical accompaniment that goes with speech. Tone refers to the rhythm of a person's speech. For instance, he will speak with a high voice when he is angry and a low voice when he is depressed.

c) Pause

Word clusters are pronounced in English, with pauses in between. There are two types of pauses: a final pause and a quick pause.

d) Rhythm

It refers to the tempo of speaking. English has a stress-based rhythm. This implies that there is an equal length of time between two major strains. If there are many words between the two fundamental stresses, these syllables will be spoken quickly; If there are only a few syllables between the two fundamental stresses, they will be spoken softly and simply (Manik, 2014:7).

The 44 phonemes represented below are in line with the International Phonetic Alphabet (IPA) from *www.speechactive.com* .

**Consonant Sounds – Voiced & Unvoiced Pairs with International Phonetic Symbols – IPA**

1. **/p/**

pay **/peɪ/**

happy /ˈ**hæ.pi/**

cup **/kʌp/**

2. **/b/**

bay **/beɪ/**

trouble /ˈ**trʌ.bəl/**

rub **/rʌb/**

3. **/t/**

tip **/tɪp/**

letter /ˈ**le.tə/**

sat **/sæt/**

4. **/d/**

dip **/dɪp/**

ladder /ˈ**læ.də/**

sad **/sæd/**

5. **/k/**

came **/keɪm/**

talking **/tɔ:.kɪŋ/**

back **/bæk/**

6. **/g/**

game **/geɪm/**

bigger /ˈ**bɪ.gə/**

bag **/bæg/**

7. **/f/**

fine **/faɪn/**

offer /ˈɒ.fə/

off **/ɒf/**

8. **/v/**

vine **/vaɪn/**

saving /ˈseɪ.vɪŋ/

of /ɒv/

9. **/θ/**

thin **/θɪn/**

method /ˈme.θəd/

both **/boʊθ/**

10. **/ð/**

then **/ðen/**

other /ˈʌ.ðə/

with **/wɪð/**

11. **/s/**

sue **/suː/**

missing /ˈmɪ.sɪŋ/

face **/feɪs/**

12. **/z/**

zoo **/zuː/**

crazy /ˈkreɪ.zi/

phase **/feɪz/**

13. **/ʃ/**

show **/ʃoʊ/**

pushing /ˈpʊ.ʃɪŋ/

rush /rʌʃ/

14. /ʒ/
measure /ˈme.ʒə/

asia /ˈeɪ.ʒə/

vision /ˈvɪ.ʒən/

15. /tʃ/
choke /tʃoʊk/

watching /ˈwɒ.tʃɪŋ/

catch/kætʃ/

16. /dʒ/
joke /dʒoʊk/

charging /ˈtʃɑːˈdʒɪŋ/

large /lɑːdʒ/

**Consonant Sounds – Voiced Consonants**

1. /l/
love /lʌv/

follow /ˈfɑː.loʊ/

well /wel/

2. /m/
mail /meɪ.jəl/

humor /ˈhjuː.mə/

some /sʌm/

3. /n/
nail /neɪ.jəl/

funny /ˈfʌ.ni/

nine /naɪn/

4. /ŋ/

singer /ˈsɪ.ŋə/

sing /sɪŋ/

5. /h/

heal /hiːl/

maybe /pəˈhæps/

6. /r/

real /riːl/

correct /kəˈrekt/

7. /h/

you /juː/

beyond /biˈjɒnd/

8. /w/

we /wiː/

showing /ˈʃoʊ.wɪŋ/


**English Short Vowels in the IPA**
1. /ɪ/

hit /hɪt/ pick /pɪk/

miss /mɪs/ tip /tɪp/

2. /e/

let /let/ neck /nek/

mess /mes/ wet /wet/

3. /æ/

sat /sæt/ back /bæk/

hat /hæt/ cap /kæp/

4. /ɒ/

hot /hɒt/ sock /sɒk/

boss /bɒs/ top /tɒp/

5. **/ʌ/**

cut **/kʌt/** luck **/lʌk/**

fuss **/fʌs/** cup **/kʌp/**

6. **/ʊ/**

put **/pʊt/** look **/lʊk/**

cook **/kʊk/** good **/gʊd/**

7. **/ə/ – schwa**

apart**/əˈpɑ**:**t/** pilot /ˈ**paɪ. lət**

carrot /ˈ**kæ.rət/** minute /ˈ**mɪ.nət**


**English vowels exercises on long English vowel phonetics with IPA**

1. /i:/

heat **/hi:t/** peak /**pi:k**/

piece /**pi:s**/ leak /**li:k**/

2. /a:/

start /**sta:t**/ dark /**da:k**/

glass /**gla:s**/ laugh /**la:f**/

3. /u:/

suit /**su:t**/ threw /**θru**:/

juice /**dʒu**:**s**/ room /**ru**:**m**/

4. /ɔ:/

caught /**kɔ:t**/ pork /**pɔ:k**/

horse /**hɔ:s**/ form /**fɔ:m**/

5. /ɜ:/

hurt /**hɜ:t**/ work /**wɜ:k**/

nurse /**nɜ:s**/ sir /**sɜ:**/

**English vowels exercises on double / diphthong**

1. **/aɪ/**

light **/laɪt/** like **/laɪk/**

rice **/raɪs/** ripe **/raɪp/**

2. **/eɪ/**

late **/leɪt/** lake **/leɪk/**

race **/reɪs/** train **/treɪn/**

3. **/ɔɪ/**

boy **/bɔɪ/** join **/dʒɔɪn/**

choice **/tʃɔɪs/** noise **/nɔɪs/**

4. **/aʊ/**

about **/əˈbaʊt/** found **/faʊnd/**

house **/haʊs/** down **/daʊn/**

5. **/oʊ/**

note **/noʊt/** coke **/koʊk/**

hose **/hoʊs/** phone **/foʊn/**

6. **/ɪə/**

hear **/hɪə/** near **/nɪə/**

fear **/fɪə/** beer **/bɪə/**

7. **/eə/**

hair **/heə/** share **/ʃeə/**

pear **/peə/** chair **/tʃeə/**

8. **/ʊə/**

Tour **/tʊə/** lure **/lʊə/**

Cure **/kʊə/** pure **/pʊə/**

**2. Movie**

a. **Definition of movie**

Film, in Hornby's opinion, is a narrative that is captured as a collection of moving images for viewing on television or in a theater (Hornby, 1995:34). In addition to providing amusement, movies are more effective teaching resources for teaching English in a natural setting, making them more beneficial for second or foreign language learners (Srinivas Rao, 2019).

A movie is a frame-by-frame motion picture that is mechanically projected through the projector lens at specific speeds to give the screen an animated appearance. In order to create a continuous visual, the movie travels fast and alternately, or it is a sequence of images projected onto the screen at a specific speed to make the order levels continue to describe the movement that appears natural (Aziz, 2019).

With the use of sound and a series of images that create the appearance of continuous movement, a movie is a type of entertainment. Movies can be a useful teaching and learning tool since they encourage students' productive (writing and speaking) and receptive (listening and reading) skills. Hornby provides a concise description of a movie and identifies three crucial elements of films.

1. Movies are story.
2. Movies are recorded as moving pictures.
3. Movies are shown on cinema or TV.

b. **Advantages of movie**

Increasing the frequency of our movie viewing can help us expand our vocabulary. Because we hear and use vocabulary often in our daily lives, it gets ingrained in our memory. Because of these benefits, viewing movies can also be a method of vocabulary enrichment. It is also a technique that provides resources based on the intelligences of audio and visual intelligence.

According to Muhammad Adnan (https://medium.com/@muhammad-adnan/benefits-of-watching-english-movies-343df3d9e0f6), here are seven benefits of watching English movies that you may not have considered:

1. Improve English language learning

Watching English-language movies can help you improve your vocabulary, grammar, and comprehension. It will accelerate your English language study and allow you to absorb information faster. It also enables you to acquire idiomatic idioms and colloquialisms that are not commonly taught in standard language schools.

2. Improve Cultural understanding:

Movies can provide insight into the culture and society of the country where a language is spoken. Watching English movies can help you learn more about the habits, traditions, and values of English-speaking countries. It's a quick method to learn about other cultures throughout the world.

3. Improve listening skills:

Watching English-language movies can improve your listening abilities by exposing you to diverse accents and speaking styles. For example, American accents and speaking patterns differ from those of British individuals. Movies assist you become acquainted with various dialects.

4. Improve English fluency:

Fluency develops through practice, but viewing English movies can help you become more fluent in the language because you will hear a variety of

terms, grammar structures, and idiomatic expressions. The greatest approach to improve your speaking skills is to constantly practicing, whether in front of a mirror or with friends.

5.  Entertainment:

Watching movies can be a fun and relaxing way to pass the time. Watching English-language movies allows you to develop your language skills while also having fun. Movies can occasionally make you feel better, and the best ones include comedy, action, thrillers, mysteries, and much more.

6.  Better understanding of English-language media:

The greatest approach to learn about English media is to watch and listen to various media channels. It will help you become more knowledgeable, and you will be better prepared to comprehend and enjoy other forms of English-language media, such as music, TV shows, and podcasts.

7.  Help You in English Exam:

It will help you prepare for English examinations such as the IELTS, TOEFL, and PTE by improving your listening and speaking skills. These are significant assessments for foreign students who desire to study abroad but do not speak English as their native language.

c.  **Types of movie**

Movies are form of entertainment. In general, movie can be divided into several types, including: (Nur Hikmah, 2020).

1.  Action movie

Fight sequences featuring physical or magical prowess are common in this kind of cinema. It can be produced by genres like die-hard scenarios, heroic carnage, chicks with guns, and so forth. Car chases and stuntman-led gunfights are only two examples of the many stunning aspects that can be

found in action movies. 'Goodies' and 'baddies' are often involved, so crime and war are attractive subjects. It takes little work to watch action movies 24 because the plot is typically straightforward. In Die Hard, for example, terrorists take possession of a skyscraper and demand a large sum in exchange for not murdering the employees. In some ways, one individual becomes a hero, saving everyone. Action films rarely move viewers to tears; but, if the picture is also a drama, emotion will be engaged.

2. Adventure movie

A character that travels, solves problems, or moves from point A to point B during the film is usually the subject of this genre. You can find derivative genres here, such as road movies.

3. Comedy movie

It doesn't need to be explained because the phrase itself suggests that comedy, which sometimes disregards the story's logic, is the main characteristic of this kind of film. You can then proceed to news programs such as comic-drama, horror comedy, remarriage comedy, or anarchic comedy: Comedy-drama, comedy horror, comedy of remarriage, or anarchic comedy.

4. Criminal movie

This film genre explores the lives of criminals. Typically, those appointed are world-renowned criminals. You can find 25 from genres such as criminal thrillers, film noir, detective films, and true crime.

5. Documentary movie

Generally speaking, this type of documentary film is one that tells a true narrative without the use of fictional characters or settings. Travel documentaries, docu-fiction, and docudrama are examples of derivative genres. The main goals of documentaries are to document reality, educate viewers, and offer social or political criticism. To put it another way, documentaries are best viewed as nonfiction if we regard narrative films as fiction. Real people, places, and events serve as the raw material for documentaries, which always depict objective reality. In the past,

documentaries have been divided into four groups: propagandist, factual, educational, and persuasive. Factual movies usually depict people, locations, or procedures in ways that are obvious and intended to inform and amuse viewers without excessively influencing them. The purpose of instructional movies is to teach audiences about shared interests rather than persuade them to accept certain viewpoints. These days, audiences are more likely to learn fundamental skills from these films, including yoga, cooking, or golf swings. Before being synonymous with all factual films, persuasive films were referred to as documentary films. Although fighting social injustice was the primary goal of persuasive documentaries, any film that aims to present a particular viewpoint on social issues or corporate and governmental wrongdoing of any type could be considered persuasive today. To get their points across, governments create compelling documentaries, which frequently overlap with propaganda movies that spread false or skewed information.

6. Fantasy movie

Unusual and odd scenarios are usually what define this type of movies. Think of tales including dragons, witches, and fairy life. It can be traced back to genres such as fantasy anime, high fantasy, and sword and sorcery.

7. Horror movie

The audience is amused by this kind of film by being frightened and horrified. Death and the otherworldly are recurring themes in the narrative. Cannibal films, J-horror, K-horror, psychological horror, and slasher films are examples of derivative genres.

8. Animated movies

Fake images, like talking pigs, are used in animated movies to tell storylines. Originally constructed by hand, one frame at a time, these videos are now produced by computers.

The distribution of films by kind and length can be broken down into a number of categories, including: (Hidayatullah, 2018).

a.   Fictional films For instance, animation, action, drama, etc.

b.   Film Documentaries

The documentary portrays a reality based on factual information about the actual state of affairs and environmental existence. Examples include features, biographies, histories, diaries, inventions, reconstruction, portraits, and educational materials.

A movie can be categorized into two main categories based on its length:

a.   Short movie

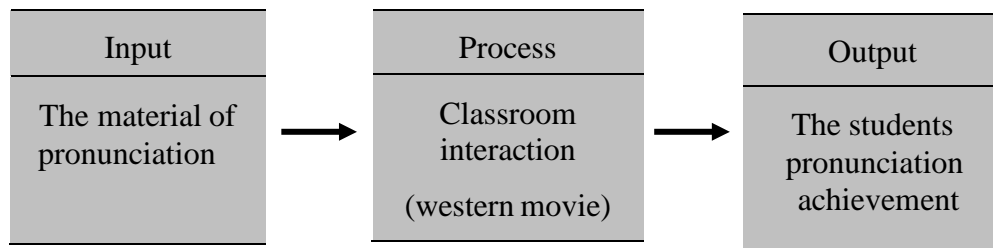Short movie is movies with duration less than 60 minutes.

b.   Length movie

Length movie is movies with duration more than 60 minutes. Using movie in education and teaching  in classroom is very useful mainly for; develop thoughts and opinion of the students; growing interest and motivation for student to learn; develop a power of fantasy to the student; and adding memory to the lesson.

Using movies in education and teaching in the classroom is very usefulmainly for: (Aziz, 2019)

a.   Develop thoughts and opinions of the students.

b.   Adding memory to the lesson.

c.   Develop a power fantasy to the students.

d.   Growing interest and motivation to learn.

**Table 1.1**

**Process in Collecting the Data of Pronunciation**

| Input | | Process | | Output |
|---|---|---|---|---|
| The material of pronunciation | → | Classroom interaction (western movie) | → | The students pronunciation achievement |

- INPUT        : This variable is refers to the material that researcher used to teach the students.
- PROCESS       : This process refers to be the implementation of the input in the classroom. The students learning pronunciation by western movie.
- OUTPUT        : The output refers to the result of independent variable that was the student's pronunciation achievement.

In this research, the researcher used the conceptual framework above, and used interview and tests as the instruments. This research was a preliminary study that aims to determine how the influence of watching western movies in the learning process in this new way of learning media. To find out problem identifications, researcher took a look on what kinds of students' interference that might influence them in pronouncing after watching a western movie. English language in pronunciation sometimes interrupted by the accent in use of their local dialect, and related them influencing the ability of speaking English actually in daily life or educational environment.

### 3. Hypothesis

A hypothesis is an assumption or an idea that is proposed for the sake of argument, in order to be tested if it might be true or not. Based on the framework of thought and theoretical studies that had been described, this conjecture was an allegation of the problem research. A research hypothesis, also known as a scientific hypothesis, is a clear, detailed, testable, and falsifiable assertion regarding the expected relationship between variables or an explanation of an occurrence. The researcher developed the following research and statistical hypotheses:

a. Research hypothesis

There is a positive influence between learning outcomes using western movie media on grade 11 (eleventh) of SMA Negeri 1 Tinambung.

b. Statistic hypothesis

The characteristics or form of a probability distribution for a particular population or populations, or more generally, a probabilistic mechanism that is anticipated to produce the data, are the subject of a statistical hypothesis. The researcher formulated the following statistical hypotheses:

*Hypothesis:*

$H_0$ = There is no positive correlation between learning outcomes using western movie media on grade 11 (eleventh) of SMA Negeri 1 Tinambung.

$H_1$ = There is a positive correlation between learning outcomes using western movie media on grade 11 (eleventh) of SMA Negeri 1 Tinambung.

With the following parameters:

$H_0 : \beta \leq 0$

$H_1 : \beta > 0$

# CHAPTER V
## CONCLUSSION AND SUGGESTION

### A. CONCLUSSION

Based on the final result of the research that had been done using correlation design to find out the correlation between watching Western movie and Students' pronunciation ability at SMA Negeri 1 Tinambung, Polewali Mandar, there was a high significant correlation. It can be proven from the finding which shows the difference between the tests.

1. From the results of the pronunciation test and the first questionnaire test, the students who had a high value in pronunciation test also had a high value in the first questionnaire test. That meant that the students who watch Western movie more often can affect their pronunciation ability. This means there was a correlation between watching Western movie towards students' pronunciation ability.

2. The results of the second questionnaire test also had a connection with the pronunciation test and the second questionnaire test. The students who had a high value in pronunciation test and the first questionnaire test also had a high value in the second questionnaire test. In the second questionnaire test, many students had a high value. That meant that the students' has a positive response in learning through watching Western movie.

## B. SUGGESTION

Based on the results of the research, there were some suggestions offered, namely:

1. For English Teacher

As an English Teacher, teacher are required to be more active and creative in teaching English lessons, so that the students will interested and not getting bored when they learning English. This way to learn English can be used as a new way to teach the students in learning English to improve their pronunciation and their vocabulary mastery.

2. For the students

According to the results of the research, some of the students can improve their pronunciation ability in learning through Western movie. That means that all of the students may improve their pronunciation ability using Western movie if they want to learn. They should pay attention in learning English to achieve their goals in mastering English lessons especially their pronunciation ability in this case.

3. For the next researcher

For the next research, the researcher should be able to improve the new way in learning English especially in utilize the use of Western movie. They should develop the way they improve the use of Western movie in learning English to improve students' English mastery. They can use this research as a reverence in their new research.

Despite its completion, this thesis is not without its strengths and limitations. One of the key strengths of this research lies in its relevance to contemporary language learning contexts, particularly in how English-language movies serve as informal yet influential tools for acquiring pronunciation. By adopting an interdisciplinary approach that draws from linguistics, sociolinguistics, and media studies, the thesis offers a well-rounded perspective on the role of pronunciation in Western films. Additionally, the use of popular media as a source makes the research engaging and relatable, while the analysis of natural-sounding dialogues provides valuable insight into conversational English. However, certain limitations must also be acknowledged. Movie dialogues are scripted and performed, which may reduce the authenticity of the speech analyzed. Actors may exaggerate or alter their pronunciation for dramatic purposes, potentially affecting the reliability of pronunciation patterns observed. Furthermore, the dominance of standardized accents in mainstream films limits the representation of diverse English varieties. The study also leans more toward quantitative non-experiment interpretation rather than empirical phonetic analysis, which may impact its objectivity and scientific rigor. Nevertheless, these limitations do not diminish the overall contribution of the thesis but rather highlight areas for future research and improvement.

Focusing on pronunciation in Western (English-language) movies offers a fascinating lens to explore linguistics, cultural representation, and language learning. By analyzing how different accents and speech patterns are portrayed in these movies, we can provide valuable insights into how pronunciation varies across regions, social classes, and movie genres. However, challenges such as exaggerated performances, stereotyped portrayals, and limited phonetic diversity might make it difficult to draw precise conclusions about real-world pronunciation.

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