
STUDENTS' STRATEGIES IN PRACTICING PRONUNCIATION THROUGH ENGLISH MOVIES

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Abstract

The purpose of this research is to report how high school students use movies as a strategy to practice English pronunciation. This research is a qualitative research with a case study design. The subject of this research involved 29 students from a SMK in Bogor. The instruments used in this study were questionnaires and interview. The results show that students' strategies in learning and practicing English pronunciation using movies involve (1) The watching movies frequency (2) the use of Indonesian subtitles (3) the use of English subtitles (4) note-taking for newly discovered vocabulary. In accordance with the results of this study, practicing pronunciation using movies really helps students in learning English pronunciation.

INTRODUCTION

Language learning strategies contribute to independent learning, leading to an increase in students' language learning. Independent learning involves developing attitudes, beliefs, knowledge and strategies for students to take action related to their own learning. Getting to know English pronunciation terms requires a variety of strategies to practice pronunciation. Foreign language learning requires appropriate learning strategies so that it can take place effectively and efficiently. Language learning strategies have two categories, namely direct and indirect strategies. The direct strategy consists of clarifying verification, rote monitoring, guessing inductive references, deductive reasoning, practice. In addition, indirect strategies play an important role in second language learning (Mufidah, 2017).

Direct strategies are divided into 3 sub categories; First, memory strategies (creating mental connections, applying images and sounds, reviewing well and using actions). Second, cognitive strategies (practice, receive and send messages, analyze and reason, structure input and output). Third, compensation strategy (smart guessing and overcoming limitations in speaking and writing).

The indirect strategy is divided into three; metacognitive strategies (focusing on learning, organizing, planning, and evaluating the learning), affective strategies (addressing anxiety, encouraging oneself and attending emotional turbulence) and social strategies (asking questions, cooperating with others, and empathizing with others).

English pronunciation is one of the most difficult skills to acquire and learners have to spend a lot of time improving their pronunciation (Pourhosein, 2016). A person who speaks English well is likely to be reachable even if he or she has a limited vocabulary or makes grammatical errors, while a person with poor pronunciation will not be successful, even if his grammar is perfect. Pronunciation has an important role and is one of the things that must be learned in English. Pronunciation is the action or way of expressing words. Pronunciation is very important because it is closely related to vocabulary development (Tarigan, 2011). Another thing to develop besides pronunciation is vocabulary building because it involves distinguishing between the sounds that combine to form words and concepts. According to the definition of pronunciation according to the Oxford Dictionary, it is the way a certain language sounds orally. This will make ones' spoken communication comprehensible to the interlocutors. To achieve the communicative purpose, pronunciation has a key role in learning so we have to pay a lot of attention to it and various instructions (Yates & Zielinski, 2009).

According to Soenardi (2008) there are four indicators of pronunciation, namely: clarity, fluency, accuracy and authenticity.

- Clarity is the whole text and parts that will sound clear or unambiguous.
- Fluency is the entire text that can be spoken fluently.
- Accuracy is the words and parts of the text that are pronounced accurately.
- Authenticity refers to native-like speaking, but considering the shift of perspectives in English learning that is navigated toward intercultural communication, this study will refer to it as the organic use of language in the global communicative purposes. Hence, learners are not driven to achieve native-like communication, they are encouraged to communicate with global community whose accents may not sound like native speakers.

Video is one of the learning tools used by students in their own language learning strategies to practice their English pronunciation. Instructional videos increase students' interest in learning topics and motivation to learn new subjects (Wetzel, Radtke, & Stern, 1994). In this context, the videos used are movies, that act also as one of authentic learning materials that demonstrate real-life communication. This is curated as an attempt to create a safe space for students to learn real-life communication examples within the relatively secured classroom context. The use of video-based teaching materials tends to increase students' motivation, interest, and acquisition of practical skills for learning foreign languages (Donkor, 2011). Movie is a type of entertainment that tells a story with a series of images that give the illusion of continuous motion. Based on Law no. 8 of 1992 which describes movies, movies are works of cultural art that are protected by copyright which are communication media recorded on celluloid tape, video tape, video disc, and other technological inventions in all shapes, types, and sizes through electronic or other processes. audible or silent processes, which can be performed and displayed with mechanical, electronic, and other projection systems.

Movie has several types of message delivery. Pratista (2008) added that movies or movies are divided into three types, namely: Documentary Movies, Fictional Movies and Experimental Movies. This delivery is also based on the way of delivery, namely narrative (story) and non-narrative (non-story).

RESEARCH METHOD

Researchers use a case study design because researchers are interested in obtaining in-depth information about this research problem. This research was completed using a questionnaire and interview guide to 29 high school students at a school in Bogor. Questionnaires are data collection techniques that are carried out by providing a set of questions or statements to respondents to answer (Sugiyono, 2008). In survey designs and in exploratory and descriptive studies, interviews are usually used to collect data (Fox, 2009). Interviews were conducted involving 5 students in a semi-formal setting so that respondents felt comfortable giving information. These five participants are recruited for interview sessions because all of them are actively involved in and engaged to the classroom discussions.

Miles & Huberman (1994) stated that qualitative data analysis consisted of three activities, namely data reduction, data presentation and drawing conclusions (Irawan, 2020). Data that has been collected through questionnaires and interviews will be analyzed using Miles and Huberman's (1994) framework to find answers to research questions.

FINDING AND DISCUSSION

A. Students' Intensity in Watching Movies

This study found that respondents had various processes on how to use Movies as a medium for learning English pronunciation.

Table 1. Students' Intensity in Watching Movies

Result	Amount	Percentage
More than 3 times	6	20.7%
3 times	0	0%
2 times	11	37.9%
1 times	10	34.5%
Never	2	2%

The results of a survey of 29 respondents reveals that 20.7% of 6 respondents answered "more than 3 times", 0% of 0 respondents answered "3 times", 37.9% of 11 respondents said "twice", 34.5% of 10 respondents said "once" and 2% of 2 respondents said "never". From the survey results it can be concluded that most of the respondents said that they watch English movies twice a week. The rest of the respondents said they watched English movies only once a week, but as many as six respondents said they watched English movies more than three times a week. From this it can be concluded that students are very interested in watching English movies. This is reinforced by the results of several interviews with researchers. Participant 4 said: "I often watch movies that are more adventurous like Jumanji: Welcome to the Jungle, Aladdin, and some Marvel movies." (Participant 4)

Based on the results of interviews with these respondents, it was seen that watching English movies helped students improve their understanding of English. Respondents said that watching English movies could improve their ability to speak English or understand English text/audio. English is said to be able to arouse more interest in English compared to ordinary movies.

B. Recognizing Intonation and Accent in Simple Movies

The students choose simple English movies because they believe that simple English movies can also improve their basic English skills. Because the language used in the movie is understandable even though the word is often heard or encountered in everyday situations. However, if repeated, students will get used to it, so using simple English movies can be the right choice for learning English.

The selection of simple English movies aims to improve students' understanding of English, especially with regard to pronunciation, so that future pronunciation errors can be minimized. The repetition process in English also makes the words or phrases spoken in the movie very memorable so that they can be used or implemented in everyday life. Based on data obtained from student interviews about the process of using movie as a pronunciation learning tool, namely;

"By looking for vocabulary from every dialogue that I hear, then I practice the pronunciation of the vocabulary that I get and when I watch English Movies I always watch it again to follow the intonation and pronunciation of accents in the movie I watch, namely the movie Aladdin, then I learn by looking for words I don't know." (Participant 5)

The author found the results of research on how the process of students using movie as a medium to learn their English pronunciation. With the results, students choose movies that are simple to learn English pronunciation, for example in the movie "Aladdin" they use strategies to learn pronunciation, namely by following the intonation in the movie, examples of intonation in sentences in the movie Aladdin are as follows;

- (1) I don't steal anything (/) (Rising)
- (2) We jump? (/) (Rising)
- (3) You can do this (\) (Falling)
- (4) She is princess (\) (Falling)
- (5) She just walked out (∨) (Fall-Rise)

Not only intonation, but in the Aladdin movie, there are various different accents, such as the characters played by the evil Arabs in Aladdin using foreign accents, while the Arab characters in the kingdom, Aladdin and Jasmine, use American accents. It can be analogous that students prefer movies that are simple to learn pronunciation through movies by following various intonations in the movie and knowing various kinds of accents in English pronunciation.

C. The Use of Indonesian Subtitle

Table 2. The Use of Indonesian Subtitle

Result	Amount	Percentage
Yes	26	89.7%
No	3	10.3%

This study found that respondents had various processes on how to use Movies as a medium for learning English pronunciation, which was carried out by each student, one of which was in the results of the questionnaire. the results of 29 respondents in the questionnaire. It can be seen that 89.7% of 26 respondents stated "Yes", and 10.3% of 3 respondents stated "No". It can be concluded from the results of the questionnaire on the questions that the majority of students still use Indonesian subtitles in watching English movies because they are still not used to being able to directly understand the meaning and meaning conveyed in the movie so students must use Indonesian subtitles while watching the English language movie.

D. The Use of English Subtitle

Table 3. The Use of English Subtitle

Result	Amount	Percentage
Yes	17	58.6%
No	12	41.4%

In the results of the study, this study found that respondents had various processes on how to use movie as a medium for learning English pronunciation. It can be concluded that the results of the questionnaire on the questions that have answers that are almost 50% are almost the same, namely as many as 58.6% of 17 respondents stated "Yes" which means that students use more English subtitles as a form of practice to gain an understanding of pronunciation in movies, students still find it difficult to pronounce consonants in English pronunciation as they are often pronounced in English movies.

E. Making Notes for New Vocabulary

Vocabulary carried out by students while watching English movies is to use subtitles, both English subtitles and Indonesian subtitles. This is done in order to facilitate the process of acquiring previously unknown words so that new vocabulary is obtained by students. Based on the results of the interviews, it was found that to be able to acquire new vocabulary, students tried to be able to follow the words and readings in the movie. Then students make small notes as a reminder of the unknown vocabulary. This is in line with what was conveyed by students, namely he stated:

"I made small notes to make it easier for me to remember vocabulary I don't know." (Participant 1)

"Usually I search or open google to understand the vocabulary I want to understand." (Participant 2)

Based on the results of these interviews, students stated that they sometimes made small notes when watching English movies by paying attention to the pronunciation and vocabulary spoken so that if there was an unknown vocabulary, they would look for the meaning of the word to get the meaning conveyed in the movie.

DISCUSSION

The purpose of this study was to find out how students use movies as a medium for learning English pronunciation. students use movies as a medium for learning English pronunciation in a variety of ways, one of which is the memory strategy. And from the data above, students also have their own perceptions about the use of Movies as a medium for learning English pronunciation.

From the research results taken using direct questionnaires and interview methods, We gathered and answered research questions about how students use Movies to learn English pronunciation.

As for how to use movies as a medium for learning English pronunciation, this study found that the results of the questionnaire showed that 72% of students often watched movies, namely 1 to 2 times and even more a week to learn English pronunciation. Smith (2009) suggests that Movie is a good tool for students because it allows students to learn beyond the average, such as in books, papers, and the like. Watching English Movies is highly recommended for students who want to improve their understanding of English pronunciation. Through English movies they can give a higher interest in English. this is because when we watch English movies indirectly we will learn English through visual conditions where it is very helpful in learning English pronunciation which helps students easily understand something. words in English through voice or writing. Then, from the results of the data above, it is explained that students choose simple movies to practice their English pronunciation. this happens because the use of language in simple movies can be understood even though the word has often been heard in everyday situations. Nowadays, various students are very happy to learn English pronunciation by watching the movies they like. By choosing a simple English language movie to learn pronunciation students also know a lot about the various intonations spoken by the actors in the movie. Students recognize various kinds of intonation such as falling [∨], rising [/] and fall-rise [∨] and recognize various accents in English such as pronunciation of American accent and British accent. The results of interviews with the participants above show that the movies that students watch are action and fiction genre movies, such as Disney Series, Marvel Series, and Movies.

In the movie, there are many things that we can learn in English pronunciation, based on the results of research that 89.7% of students still use Indonesian subtitles in watching English movies which aim to make students understand the meaning or meaning of the actions and words that are used. happened in the movie. Then another result in the study was that as many as 58.6% stated that students also used English subtitles as a form of their English pronunciation practice, that by using English subtitles students tried to follow the speech in the movie by paying attention to the language style in the discussion in each chat. Students also make small notes to make it easier for them to remember vocabulary that they did not know before. The availability of notes can be used as a means to revisit the previous learning artifacts, thus it plays an important role to support students' learning development.

CONCLUSION

This study found how students' strategies in practicing pronunciation through English movies. First, students can watch English movies two times or more a week where watching English movies is believed to help students improve their understanding of English and watching English movies can improve their speaking English skills or understanding of English text/voice. Second, students choose simple movies to watch which aim to make it easier for students to learn about intonation and accent in English pronunciation.

Third, students use Indonesian subtitles when watching English movies to better understand the meaning or meaning of the actions and words that occur in the movie. fourth, students also use English subtitles when watching English movies as a form of practice to gain an understanding

of the pronunciation of the movie. And finally, students make small notes for vocabulary that they did not know before.

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