



**THE EFFECT OF WATCHING MOVIE TO DEVELOP PRONUNCIATION AT
FIRST SEMESTER UNIVERSITY STUDENTS' DEPARTMENT OF ENGLISH
EDUCATION IN STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

THESIS

*Submitted to faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a
Partial fulfillment of the requirements For S-1 Degree*

by:

LENI HASAN

34.14.3.001

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

Medan

2021



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Maka kami menilai proposal ini sudah dapat diterima untuk di seminarkan dalam
sidang proposal Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

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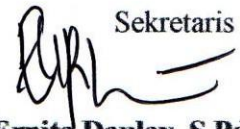
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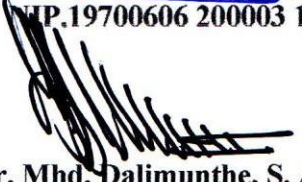
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 20 oktober 2021

Yang Membuat Pernyataan


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ABSTRACT



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Title: The Effect of Watching Movie to Develop Pronunciation at First Semester Students Department of English Education in State Islamic University of North Sumatra

This thesis is intended to find out whether watching English movies can provide benefits in the development of English understanding, especially pronunciation of the UIN SU English education department students. In this study researcher used the movie the greatest showman to see and get the value of the research results. This research is quantitative. In this research, it can be seen that students can take part in the research and from the scores obtained, students can follow the research flow and answer questions quite well. that means there is no bad or good effect in the addition of the method of watching movies in pronunciation development. the average student can answer the questions correctly. The data were taken from written test that was given to students. The test consists of 20 items. This research was done to 44 students as the sample in experiment class and 39 students in control class. From the result, the student's mean score of post test is higher than the students mean score of pre-test. The formula that used to analyze the data was t-table was. The result of t-test was higher than t- table. The researcher found that the mean of pre-test in experiment class was 85.6818 and control class was 95.6410. Mean of post-test in expeiment class was 80. 6818 and control class was 956410. It means that there was significant effect of watching movie.

Keywords: effect, movie,pronunciation

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In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

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Medan 8th april 2021

Leni Hasan

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
SURAT PENGESAHAN.....	iv
PERNYATAAN KEASLIAN SKRIPSI.....	vi
TABLE OF CONTENTS.....	vii
LIST OF APPENDICES.....	x
 CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of problems.....	2
C. Research Question.....	2
D. Objective of the Research.....	2
E. Limitation of the Study	2
F. Significant of the Study.....	3
 CHAPTER II: LITERATURE REVIEW	
A. Theoretical Framework	4
1. Pronunciation	4
2. Defenition of Pronunciation.....	5
3. Factors that affecting Pronunciation.....	5
a. Native Language.....	6
b. Exposure.....	6
c. Innate Phonetic Ability.....	6
d. Motivation and Concern for Good Pronunciation.....	6
B. Goals in Teaching Pronunciation.....	7
1. Functional Intelligibility.....	7
2. Functional Communicability.....	7
3. Increase Self Confident.....	8

4. Speech Monitoring Abilities.....	8
C. Previous related study.....	8
D. Conceptual framework	9
E. Hypothesis.....	10

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design.....	11
B. Research subject.....	12
C. Data Collection	13
1. The Method of Collecting Data.....	13
a. Procedure by Using Talkshow.....	13
b. Procedure by Using Movie.....	14
2. Instrument of The Data Collection.....	15
D. Data Analysis	15
1. The Normality Test.....	15
2. The homogeneity Test.....	16
3. The Validity Test.....	16
4. The Reliability Test.....	17
5. The T Test.....	17
E. Research Procedure	18
F. Statistical Hypothesis	18

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Research finding.....	20
1. Data description.....	20
2. Data of Students University Pronunciation Taught by Movie.....	20
3. Normality Testing.....	24
4. Homogeneity Testing.....	28
5. Hypothesis Testing.....	29
B. Discussion.....	35

CHAPTER V: CONCLUSION AND SUGESTION

A. Conclusion.....	40
B. Suggestion.....	40
C. Implication.....	40

BIBLIOGRAPHY	41
---------------------------	-----------

LIST OF APPENDICES

Appendix I: Lesson Plan Of Class PBI 4.....	44
Appendix II: Leson Plan Of Class PBI 3.....	49
Appendix III: Pre Test.....	54
Appendix IV: Post Test.....	55
Appendix V: Key of Answer.....	57

CHAPTER I

INTRODUCTION

A. Background of the Study

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.¹

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Surveys of student needs consistently show that our learners feel the need for pronunciation work in class. Thus some sort of pronunciation work in class is essential.

¹ Adult Migran, *English Program Research Center*, 1 October 2002

The writer choose movie to develop pronunciation because the writer believes that movie is one of fun way to entertain the students. The writer believes that movie can give how to practice pronunciation by watching mouth of the speakers and hearing by the words.

B. idenifications of Problems

Based on the background above, the problem can identified by

1. people with bad pronunciation has difficult to understood by learners.
2. Learners can not understand or the accent of native speaker speak English because the different of word and sounding/pronouncing
3. The students have difficulties to speaking English because influenced by mother language

C. Research Question

From those problems that the researcher has stated before, the formulation of the study is: is there any significant effect of watching movie on the students' pronunciation?

D. Objective of the Research

The objective of the study is to find out the effect of watching movie to develop pronunciation at the first semester students of department of English education, STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN.

E. Limitation of study

Considering the problems that have been identified above, the study is limited or focused on the effect of a media that will use in this pronunciation research. This study is focused on the develop of Students' pronunciation .

F. Significant of Study

The findings of this research are expected to be useful information and empirical benefits about the effect of watching movie in English teaching and

learning process for students, teachers, and everyone who is in the similar situation with this case.

1. Watching movie is hopefully able to develop students's pronunciation without feeling bored and until they will be able to understand their English lesson with more fun way in teaching-learning process.
2. The English teacher, has another way to teaching English with enjoy teaching-learning process.
3. For the reader, it can be used as reference for further study on teaching and learning English.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in this study to be explained.

1. Pronunciation

Meanwhile, pronunciation is the manner how to pronounce the sound correctly. Pronunciation is way in which a language or particular word or sound is spoken.² Besides that, AMEP Research Center stated that pronunciation refers to the production of sounds that we use to make meaning. In alqur'an surah al-hujarat:13 wrote

اللَّهُ عِنْدَ رَمَكُمُ أَكْ إِنَّ لِنَعَارِفُوا وَقَبَائِلَ شُعُوبًا كُمْ وَجَعَلْتُ وَأُنْتَى ذَكَرٍ مِّنْ خَلَقْنَاكُمْ إِنَّا النَّاسُ يَأْيُهَا
خَبِيرٌ عَلِيمٌ اللَّهُ إِنَّ أَنْفَعَكُمْ

“oh humanity! Indeed, we created you from a male and a female, and made you into peoples tribes so that you may get to know one another. Surely the most noble of you in the sight of allah is the most righteous among you. Allah is truly all a know, all a ware³

Her it is written that allah created man and woman to know each other. Her we can conclude that in fact, we as fellow human beings are required to communicate with eac other properly and correctly. God commands us to speak politely to each other.verily, allah seeing and hearing for every human is says bad or right.

HR bukhari said in a hadits that *اللسان حفظ في الإنسان سلامة* “humans salvation depends on his ability to guard his tongue”⁴

² Oxford University Press, *Concise Oxford English Dictionary*, (New York, Oxford University Press, 2008), p. 352.

³ [Surah Al-Hujurat - 1-18 - Quran.com](#)

⁴ [Hadits Tentang Berkata Baik dan Artinya - Pinhome](#)

If we learn about the hadist above, saying good is one of the most preferred deeds. The reason is, it can bring many benefits to life. Therefore, it should be mandatory for everyone to take care the words at speak.

2. Defenition of Pronunciation

There are many experts that have views what pronunciation in language teaching is. Kelly is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.⁵

Pronunciation is the language feature that most readily identifies speakers as nonnative. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer says “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.” Producing sentences can have different meaning related to the way people pronounce sentences. indeed, pronunciation needs to be taught to students.⁶

3. Factors that Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect

⁵ Yosep Kusuma Wibawa, *Improving students "pronunciation through role plays for class vii c at smp n 3 tempel in the academic year of 2013/2014*, p. 11-124

⁶ Seidlhofer, *Celce-Murcia*, (New York, 2006), p. 117.

pronunciation. Below are the lists (adapted from Kenworthy 1987:4- as cited in Brown 2001:284-285) of the factors that should be considered by teachers:⁷

a. Native Language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

b. Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

c. Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

d. Motivation and Concern for Good Pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Those factors above can open the teacher mind of understanding a learner’s willing to improve their pronunciation. Teachers can assist learners toward these factors.

⁷ Yosep Kusma Wijaya, Op.Cit., p.13

B. Goals in Teaching Pronunciation

There are four realistic goals in pronunciation teaching, they are:⁸

1. Functional Intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English. The researcher found a hadits from HR Thabrani that says رَ وَالْوَقَا يِنَّةِ السَّكِّ لِلْعِلْمِ وَتَعَلَّمُوا تَعَلَّمُوا الْعِلْمَ مِنْهُ تَتَعَلَّمُونَ لِمَنْ وَتَوَاضَعُوا

“learn knowledges for peace and tranquility and be humble to those you learn from (HR Thabrani)”⁹

It means that to be kind as someone who learns everything about knowledge and has the nature of bowing to others as a reflection of people who are knowledgeable. Because science is not only about mastering knowledge but also making humans learns to be people with noble character.

2. Functional Communicability

It is the learner’s ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of “functional communicability.”

3. Increased Self-Confidence

Self-confidence should be possessed by students so that they can speak and be understood. Allah tell us to be a self confidence in al-anfal surah 2 that:

⁸ Morley. *Celce-Murcia*. New York, 2006.

⁹ [10 Hadits Menuntut Ilmu: untuk Memudahkan Jalan ke Surga \(detik.com\)](http://10HaditsMenuntutIlmu:untukMemudahkanJalankeSurga(detik.com))

رَبِّهِمْ وَعَلَىٰ إِيْمَانٍ زَادَتْهُمْ ءَايَاتُهُ عَلَيْهِمْ تَلَيَّتْ وَإِذَا قُلُوبُهُمْ وَجَلَتْ لََّ ذُكِرَ إِذَا الَّذِينَ الْمُؤْمِنُونَ إِنَّمَا يَتَوَكَّلُونَ

“The true believers are only those whose heart tremble at the remembrance of allah, whose faith increases when his revelations are recited to them, And who put in their trust in their lord”¹⁰

In fact, we must have self-confidence both in studying and learning process, because self confidence is the key for a student to show his ability in speaking.

4. Speech Monitoring Abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

C. Previous related study

To support this study, there are some researchers which are related with this study are listed below.

1. The research was conducted by Dewi Puji Lestari. She sought to find the effect of watching movie on students’ listening comprehension. The sample of this study was first semester department of English education at UIN SU. The findings showed that there was a significant effect between the use of movie on students’ listening comprehension. Furthermore, the research found that students who taught by using movie were performed better than those who taught by using picture. This shows that using movie in teaching could enhanced students’ listening and pronunciation skill.
2. The research is done by Rolando Guzman Martinez. He investigated the effect Or teaching pronnciation through watching movie. He studied the effect of the movie in students’ listening skills at Foreign Language Department of University of El-Salvador, the results showed that learning listening skill

¹⁰ [Surah Al-Anfal - 1-75 - Quran.com](http://Surah-Al-Anfal-1-75-Quran.com)

through movie was able to increase most students' pronunciation. This imply that listening skills could be enhanced by watching videos or movies.

3. The research is carried out by Jelizaveta Safranj, students of University of Novi Sad. She studied a group of 38 students and they were interviewed orally and given questionnaire. The results of her study shows that movies have some benefits in improving and advancing students listening ability by 97%, such as the students gained more than vocabulary by 78%, understood more foreign culture, and felt relaxed and had fun while learning in class.

The significant differences between the writer research and some of the previous studies is the media that the writer use in this research. In some of previous studies mostly used captioning movies, and English caption video meanwhile the writer media for this research is English movies.

D. Conceptual Framework

After reviewing the literature and the previous related study he understands that inputs and exposures are the most important things in the process of second and foreign language acquisition. The more students get comprehensible inputs and regular exposures, the more they will performed very well in learning and acquiring the target language. But, to be successful learners, students need to master all the language skills including listening. Listening within EFL or ESL context is somewhat difficult after it is not seriously taught in schools. And since listening is not as easy, thus teachers need to develop such a modern media to help improving students' listening skill. From the previous study shows that movies as the media for improving listening skill is actually worked and improve not only listening skill as the main concern of this study but also the other language skill such as their ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop students'

self-expression ability, and they unconsciously adapt to the language's grammatical forms and sentence patterns in context.

In addition, watching English movie has been proven by the other researcher that it is an enjoyable activity and also creates fun and meaningful learning. Therefore he safely assumed that watching English movie will improve students' listening skill and it is important to prove this assumption by implementing the English movies watching activity to the language classroom in order to improve students' listening skill.

E. Hypothesis

As regards to the theories, discussion of the previous studies, and the explanation of the English movies watching activity above, furthermore, In this action research, the writer hypothesizes that using English movies in English classroom can improve students, pronunciation

H_a: there is a significant effect of watching movie to develop student's pronunciation.

H₀: there is no significant effect of watching movie to develop students' pronunciation.

CHAPTER III

RESEARCH METHODOLOGY

G. Research Design

The method used in this research is quantitative method. This research will be conducted in experimental research design because experimental design is aimed to find out the cause-effect between two variables.¹¹ The design will be applied in order to investigate the effect of watching movie to develop students' pronunciation. This research consists of two different groups, namely experimental group and control group. The experimental taught by using movie and control group taught by using Talk Show. Both of group would be given pre-test and post-test with the same material and test.

Table 3.1 Research Design

Group	Pretest	Independent variable	Posttest
(R) Control Group	T1C	Talk Show	T2C
(R) Experimental Group	T1E	Movie	T2E

Where:

T1C : Pre-test of Control Group
 T1E : Pre-test of Experimental group
 T2C : Post-test of Control Group
 T2E : Post-test of Experimental Group

¹¹ John W. Creswell. 2012. *Educational Research*, Fourth Edition. United States of America: Pearson Education, Inc., p. 295.

There are two variables in this study; they are independent and dependent variable. Independent variable is the effect of Movie while the dependent variable is the students' Pronunciation.

H. Research subject

The research was conducted in department of English education at faculty of tarbiyah science and teacher training UIN SU which is located at Jl. William Iskandar No.5, kec. Percut Sei Tuan, Kab. Deli Serdang, North Sumatera. Population is a set of collection all elements process one or more elements of interest.¹² The population of this research is the first semester students of Department of English Education UIN SU. There are 72 students in the academic year 2020/2021 in total and divided into two classes. Sample is any part of a population of individual information is obtained.¹³ In the first semester students of Department of English Education UIN SU consist of two classes and both of them became a sample of this research.

Table I
Population and Sample

No	Class	Population
1.	PBI 4	44
2.	PBI 3	39
Total Sample		83

I. Data Collection

¹² Suharsimi Arikunto. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Pt RINEKA CIPTA, p.108-109

¹³ Sugiono. 2016. *Metode penelitian kuantitatif, kualitatif R & D*. Bandung : Alfabeta, p.81

Instrument is the tool of the method which used to obtain the data in the research. The researcher used kind of instrument to do the research, it is speaking test. The researcher would be used pronunciation test to test students' Pronunciation. The researcher used pronunciation test because it can be used with isolated words, words in a sentence context, or whole text.¹⁴ It means the researcher can design words questions in sentence, dialogue, monologue, as well paragraph form to measure students vocabulary mastery. Furthermore, multiple choice tests are one of vocabulary type of tests are popular and easy to score and design. The test was given to student consists of 20 test items that all questions of multiple choices based on material of vocabulary at seventh grade students of junior high school.

1. The Method of Collecting Data

In collecting the data, the pronunciation test will be given to the students at eight grade. The students will be instructed to listen to Movie or Talk Show. The test will be given to both groups experimental and control class. They were pre-test and post-test. To more explanation on how the method of collecting data is below:

a. Procedure by Using Talk Show

In getting the data, there are 3 procedures in this research: Pre-test, treatment, and post-test.

1. Pre-test

The researcher will give a pre-test to the class. There are 20 items of listening test by using multiple choice. It will be given to the the control groups. It is intended to know whether the students in individual relatively homogenous in their ability.

2. Treatment

¹⁴ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p. 132.

The control groups are thought by using video conversation of talk show. The researcher will explain the material. The researcher play the video of talk show and ask student to hear it. The researcher ask their opinion and the message from the clip. The researcher explain and answer students' question.

3. Post-test

The last step is giving post-test. It will be given after the treatment finished. The post-test is purposed to know the students' achievement after they have been given treatment. The researcher give student 20 items of listening test by using multiple choice.

b. Procedure by Using Movie

In getting the data, there are 3 procedures in this research: Pre-test, treatment, and post-test.

1. Pre-test

The researcher will give a pre-test to the class. There are 20 items of listening test by using multiple choice test. It will be given to the experimental groups. It is intended to know whether the students in individual are relatively homogenous in their ability.

2. Treatment

The experimental groups are thought by using movie. The researcher give the student a text of movie. The researcher play one movie and ask student to look at the text. The researcher explain some difficult word of the news. And ask student to ask question.

3. Post-test

The last step is giving post-test. It will be given after the treatment finished. The post-test is purposed to know the students' achievement after they have been given treatment. The researcher give student 20 items of listening test by using multiple choice test.

2. Instrument of the Data Collection

In collecting the data, the vocabulary test will be given to the students . pre-test and post-test will be conducted in both groups; experimental group and control group. The instrument of this research is test. Test is a set of question that make by the researcher and it will answer by the students. The test aimed to know the students' vocabulary. in this research, the students were given a test by the researcher.

J. Data Analysis

The data of this study analyzed by using t-test formula because it used to find out the differences between students' pre-test, and post-test score in each of experimental and control group. Before analyzing the data by using t-test, first has been tasted with normality test using formula Lilliefors and Homogeneity test using formula the comparison of Variant.

1. The Normality Test

The normality test has meaning as data variable research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same.

The steps of Lilliefors' formula of normality is following:

- a. Create the H_a and H_0
- b. Account the mean and deviation of data by using formula:

$$\bar{X} = \frac{\sum Xi}{n} \text{ dan } S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

- c. Each the data X_1, X_2, \dots, X_n be the numeral standard of Z_1, Z_2, \dots, Z_n by using the formula $Z_{\text{score}} = \frac{Xi - \bar{X}}{S}$, (\bar{X} and S as the mean and deviation of sample).
- d. For every the numeral standard and using the distribution of normal raw, then account the $F_{(Z_i)} = P(Z \leq Z_i)$.

- e. Next, account the proportion of Z_1, Z_2, \dots, Z_n minor or same with Z_i . If the proportion stated by $S(z_i)$. So, $S_{(Z_i)} = \frac{\text{Banyaknya } Z_i, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$. To easier of accounting the propotion of data should be sequenced from the smaller to the bigger.
- f. Account the deviation $F(z_i) - S(z_i)$ then finding the absolute value.
- g. Take the biggest value between deviation absolute value. This is called by L_0 .
- h. To accept and reject the nul hypothesis, we should compare between L_0 and L crisis for obvious level $\alpha = 0,05$. Accepted the H_0 if L_0 smaller than L table.

2. The Homogeneity Test

The meaning of homogeneity test is the data compared of a kind between the proportions of homogeny data. The formula of comparison the variants as following:¹⁵

$$A_{\text{account}} = \frac{\text{The biggest of Varians}}{\text{The Smallest of Varians}}$$

3. The Validity Test

The validity of test is the extent to which a test measures what it is supposed to measure and nothing else. It matters little that a test is reliable if what it is measuring is unrelated or only peripherally related to the information sought.¹⁶

The formula applied to find out the validity of the test was:

$$P = \frac{\sum R}{\sum T}$$

Where:

P = index of difficulty

R = Right answer

T = number of sample

¹⁵Indra Jaya & Ardat. 2012. *Penerapan Statistik Untuk Pendidikan* Medan: ILE N etwark, p. 250-261

¹⁶Sandra J. Savignon. 1983. *Communicative Competence* . USA : Addison-Wesley Publishing Company. p. 236

4. The Reliability Test

A reliable test is consistent and dependable. Sources of unreliability may lie in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scores) reliability. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar result; it should have test reliability.¹⁷

The test in this study used writing test form. The scoring of the writing test involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability. The formula as following:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

Where:

R : the reliability of the test

N : number of Students

$\sum x$: sum of rater 1 (R1)

$\sum y$: sum of rater 2 (R2)

5. The *t* – test

t-test is the statistical analysis that used to know whether there is the significance differences between two Mean Sample or not.¹⁸ The formula of t-test as following:

$$t_{\text{test}} = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Explanation;

$$SS_1 = \sum X_1^2 - \frac{\sum X_1^2}{N_1} \text{ and } SS_2 = \sum X_2^2 - \frac{\sum X_2^2}{N_2}$$

Where:

t_{test} = the effect

X_1 = the mean of experimental group

¹⁷Paul A. Gaeng. 1971. *Introduction to The Principles of Language*. New York; Harper & Row publisher. p.386

¹⁸Sri Wahyuna Saragih. *Statistik Pendidikan*.2017. Medan : Fakultas Tarbiyah UIN Sumatera Utara. .p. 80

X_2 = the mean of control group .
 SS_1 = the standard deviation of experimental group
 SS_2 = the standard deviation of control group
 N_1 = the total sample of experimental group
 N_2 = the total sample of control group¹⁹

K. Research Procedure

There are some procedures that will be applied in this research; they are:

- a. The researcher observe the location and population were carried out. The research will conduct in two classes (experimental class and control class). Before treating the students using movie and Talk Show, the researcher administer the pre-test to the students in both classes with the same instrument.
- b. The treatment is teaching pronunciation by using movie in VIII MIA 1 class as the experimental class and using movie in X MIA 2 as the control class.
- c. Post-test will be given after finishing the treatment. The researcher will use the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

L. Statistical Hypothesis

After obtaining the t-test, the researcher compares t_{test} and t_{table} . Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

H_a is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 .

H_0 is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

The hypotheses of this research are:

- a. Alternative Hypothesis (H_a): "There is a significance difference of students" pronunciation between students who are taught by using Movie and students who are taught by using Talk Show."

¹⁹Sukardi. 2005. *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. Jakarta: PT Bumi Aksara. p.90

b. Null Hypothesis (H_0): “There is no significance difference of students” pronunciation between students who are taught by using Movie and students who are taught by using Talk Show.”

CHAPTER IV

RESEARCH FINDING AND DICUSSION

A. Research Finding

1. Data Description

The data of the students university pronunciation were found from the test which were given to 83 students of first semester of department of English education UIN SU, Medan who became the research respondents. There two classes that the researcher chooses PBI-3 and PBI-4. For were taught by watching movie a the test. Then the researcher gave the test to the students to get the data about the effect of watching movie to develop pronunciation. After getting the data of this research, the researcher analyzed each variables one after another.

2. Data of students university pronunciation taught by movie

In collecting the data of the students university pronunciation by using movie, the researcher gave a set of test to the students of PBI-3. It means that PBI-3 as a experimental group while PBI-4 as a control group by using Talk Show.

The score of pre-test and post test of experimintal group

No	Initial name	Pre-test	Post-test
1.	AS	80	90
2.	NL	70	40
3.	IT	80	100
4.	SNH	70	50
5.	PR	80	80
6.	M	80	90
7.	MNF	100	80
8.	DNL	90	50

9.	FM	100	80
10.	PMP	90	80
11.	AINH	90	80
12.	TR	90	50
13.	HR	70	70
14.	AS	80	100
15.	IH	80	90
16.	MZ	90	100
17.	AAH	90	100
18.	IH	90	100
19.	FA	90	100
20.	IA	90	100
21.	MRH	60	90
22.	AWP	90	70
23.	YJ	80	70
24.	RA	90	90
25.	NJUT	60	80
26.	BG	100	100
27.	PAP	80	40
28.	TT	100	100
29.	sH	100	100
30.	MP	100	50
31.	IH	80	100
32.	NA	80	90
33.	SMA	100	80

34.	NM	100	70
35.	FA	90	100
36.	sWN	80	100
37.	BDN	70	100
38.	SAN	80	90
39.	KEH	80	90
40.	NR	100	50
41.	RRM	70	30
42.	DMS	90	50
43.	MM	90	100
44.	DK	90	100
Mean		85.6818	80.6818
valid		44	44
missing		0	0

Based on the table above, the student's test pronunciation in experimental group showed the lowest score of pre-test was 60 , and the highest score of pre-test was 100 and the mean of pre-test was 85.6818. On the other hand the lowest score of post-test was 30, and the highest score of post-test was 100 and the mean of post-test was 60.6818.

The score pre test and post test in control group

No	Initial name	Pre test	Post test
1.	AN	100	100
2.	HI	90	90
3.	NEWS	100	100

4.	NDB	100	100
5.	PAD	100	100
6.	NS	100	100
7.	GB	100	100
8.	SA	100	100
9.	TUJN	70	80
10.	KD	90	90
11.	SMD	100	100
12.	HEK	100	100
13.	MM	100	100
14.	MI	100	100
15.	AA	90	90
16.	TSM	100	100
17.	AI	100	100
18.	IH	100	100
19.	KIA	90	90
20.	HT	100	100
21.	HR	100	100
22.	PM	100	100
23.	YL	90	90
24.	YA	100	100
25.	AH	100	100
26.	PAA	100	100
27.	AA	90	90
28.	AAU	90	90
29.	HI	90	90
30.	YA	90	90
31.	II	90	90
32.	AM	90	90
33.	HALI	90	90
34.	PILA	90	90
35.	AA	90	90
36.	AA	100	100
37.	AI	100	100
38.	HL	100	100

39.	HRD	100	90
mean		95.6410	95.6410
valid		39	39
missing		0	0

Based on the table above, the student's score in vocabulary mastery in control group the lowest score of pre-test was 70, and the highest score of pre-test was 100 and the mean of pre-test was 95.6410. On the other hand the lowest score of post-test was 40, and the highest score of post-test was 80 and the mean of post-test was 95.6410.

3. Normality testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

a. Normality testing of experimental group

Frequency distribution of pre test in experimental group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	2	120	140	280
2	70	5	350	700	1400
3	80	12	960	1920	3840
4	90	15	1350	2700	5400
5	100	10	1000	2000	4000
SUM		44	3780	7460	14920

Based on the data above, the result of $F_i X_i^2$ is 14920 and $F_i X_i$ is 3780. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where: \bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{3780}{44}$$

$$= 85.90$$

b. Variant

Where: S^2 = Variant

N = Number of sample

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$\frac{44 \times 14920 - (3780)^2}{44(44 - 1)}$$

$$= \frac{652.700}{1892}$$

$$= 344.97$$

$$= 18.57$$

c. Standar deviation

$$s = \sqrt{s^2}$$

$$s = \sqrt{18.57}$$

$$= \sqrt{4.309}$$

After the get the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality vocabulary mastery can be seen in the following table:

Normality testing of pre test in experimental group

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	60	2	2	-136.72	0.0122	0.045	-0.077
2	70	5	7	-699.73	0.054	0.159	-0.0105
3	80	12	19	-1915.69	0.01459	0.273	-0.01186
4	90	15	32	-2695.15	0.2578	0.72	-0.02506
5	100	10	42	-1994.61	0.1711	0.95	0.01616

Based on the table above, it can be seen that the respondents of the research are symbolized by (F). Cumulative frequency (Fcum) is the running total of the frequencies in this case the sum of respondents. Then, the transformation of numbers to notation of the normal distribution that symbolized by (Zi). The formula : $Z_i = \frac{x_i - \bar{X}}{s}$

F (Zi) : Large calculation of 0-Zi. It can be seen from Z table distribution. For example, $Z_1 = -2,04$ the large for Z_1 the large of under curve normal cumulative for $Z_1 = 0,4875$. So, the value of $0 - Z_1 = 0,5 - 0,4875 = 0,9875$. However, especially for positif value of Z_i , value of $0 - Z_i = P(Z_i) - 0,5$.

Whereas, S (Zi) : Empirical cumulative probability, with the formula: $S(Z_i) = \frac{F_{Cumulative}}{N}$

From the table of data finding above, it can be found that the coefficient of Liliefors observation or $L_{count} = 0.0985$ where as the coefficient of table Liliefors or L_t with $N = 36$ and at real level $\alpha = 0.05$ is found the coefficient of $L_{table} = 0.1476$. Therefore, the coefficient of $L_{count} (-0.1832) < L_{table} (0.1476)$. So that it can be

Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	70	1	70	140	280
2	90	14	1260	2520	5040

3	100	24	2400	57600	115200
Total		39	3730	60260	120520

Based on the data above, the result of $\sum F_i X_i^2$ is **120520** and $\sum F_i X_i$ is **3730**. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where: \bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

$$\begin{aligned}\bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{3730}{39} \\ &= 95.87\end{aligned}$$

b. Variant

Where: S^2 = Variant

N = Number of sample

$$\begin{aligned}S^2 &= \frac{N(\sum F_i X_i^2) - (\sum F_i X_i)^2}{N(N-1)} \\ &= \frac{39 \times 120520 - (3730)^2}{39(39-1)} \\ &= 3169.62\end{aligned}$$

c. Standard deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{3169.62} \\ &= 56.29\end{aligned}$$

After the get calculation of mean, variant and deviation standard. The next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality listening comprehension can be seen in the following table:

Normality Testing of Pre Test in Control Group

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
----	-------	---	------	----	-------	-------	--------------

1	70	1	1	-138.75	0.0934	-39	-38.96
2	90	14	15	2486.29	0.0075	-0.38	-37.99
3	100	24	39	57598.2235	0.5120	1	0.488

a. Finding Z score

$$\text{Formula } Z_i = \frac{X_i - \bar{X}}{s}$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

F (Z_i) : Large calculation of 0-Z_i. It can be seen from Z table distribution. For example, Z₁ = -2,01 the large for Z₁ the large of under curve normal cumulative for Z₁ = 0,4778. So, the value of 0 - Z₁ = 0,5-0,4778 = 0,0222. However, especially for positif value of Z_i, value of 0 - Z_i = P(Z_i) - 0,5.

From the table of data finding above, it can be found that the coefficient of Liliefors observation or L_{count} = 0.0985 where as the coefficient of table Liliefors or L_t with N = 36 and at real level α = 0.05 is found the coefficient of L_{table} = 0.1476. Therefore, the coefficient of L_{count} (0.0985) < L_{table} (0.1476). So that it can be concluded that the data distribution of students' mastering of idiomatic expression of the students PBI 4 UIN SU Medan is **great**.

4. Homogeneity testing

Experimental group

	n	minimum	maximum	mean	S. deviation
Post test score	44	70.00	100.00	856818	974028
Pre test score	44	30.00	100.00	806818	2150151
	44				

Control group

	n	Standard deviation
Post test	39	640513
Pre test	39	552262

Valid n	39	
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5. Hypothesis testing

The score of pre-test and post test of experimental group

No	Initial name	Pre-test	Post-test	Decrease
1.	As	80	90	10
2.	NL	70	40	-30
3.	IT	80	100	20
4.	sNH	70	50	-20
5.	PR	80	80	0
6.	M	80	90	10
7.	MNF	100	80	-20
8.	DNL	90	50	-40
9.	FM	100	80	-20
10.	PMP	90	80	-10
11.	AINH	90	80	-10
12.	TR	90	50	-40
13.	HR	70	70	0
14.	As	80	100	20
15.	IH	80	90	-10
16.	MZ	90	100	10
17.	AAH	90	100	10
18.	IH	90	100	10
19.	FA	90	100	10
20.	IA	90	100	10
21.	MRH	60	90	30
22.	AWP	90	70	-20
23.	YJ	80	70	-10
24.	RA	90	90	0
25.	NJUT	60	80	20
26.	BG	100	100	0
27.	PAP	80	40	-40
28.	TT	100	100	0
29.	sH	100	100	0

30	MP	100	50	-50
31	IH	80	100	10
32	NA	80	90	10
33	sMA	100	80	-20
34	NM	100	70	-30
35	FA	90	100	10
36	sWN	80	100	20
37	BDN	70	100	30
38	sAN	80	90	10
39	KEH	80	90	10
40	NR	100	50	-50
41	RRM	70	30	-40
42	DMs	90	50	-40
43	MM	90	100	10
44	DK	90	100	10
mean		85.6818	80.6818	
valid		44	44	
missing		0	0	

The score of pre test and post test of control group

no	Initial name	Pre test score	Post test score	decrease
1	AN	100	100	0
2	HI	90	90	0
3	NEWS	100	100	0
4	NDB	100	100	0
5	PAD	100	100	0
6	NS	100	100	0
7	GB	100	100	0

8	SA	100	100	0
9	TUJN	70	80	10
10	KD	90	90	0
11	SMD	100	100	0
12	HEK	100	100	0
13	MM	100	100	0
14	MI	100	100	0
15	AA	90	90	0
16	TSM	100	100	0
17	AI	100	100	0
18	IH	100	100	0
19	KIA	90	90	0
20	HI	100	100	0
21	HR	100	100	0
22	PM	100	100	0
23	GL	90	90	0
24	YA	100	100	0
25	AH	100	100	0
26	PAA	100	100	0
27	AA	90	90	0
28	AAU	90	90	0
29	HR	90	90	0
30	YA	90	90	0
31	II	90	90	0
32	AM	90	90	0

33	HALI	90	90	0
34	PILA	90	90	0
35	AA	90	90	0
36	AA	100	100	0
37	AI	100	100	0
38	HL	100	100	0
39	HRD	100	90	-10
MEAN		95.6410	95.6410	
VALID		39	39	
MISSING		0	0	

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

T test of experimental group

t-Test: Two-Sample Assuming Equal Variances		
	80	90
Mean	85	70
Variance	116.6667	422.2222
Observations	10	10
Pooled Variance	269.4444	
Hypothesized Mean Difference	0	
df	18	
t Stat	2.043345	
P(T<=t) one-tail	0.027969	
t Critical one-tail	1.734064	
P(T<=t) two-tail	0.055938	
t Critical two-tail	2.100922	

Interpretation of the Results of Statistical Analysis Hypothesis Test t-test

1. Mean is the average value of Brand Machine Output Average A = 85 and the average value of Brand Machine Output Average B = 70
2. Variance is the variation value of Brand Machine Output variation A = 116.6667 and the value of Brand Machine Output variation value B = 422.2222
3. Observations are the number of observations of Brand A Machines and Brand B Machines respectively
4. Pooled Variance is a combined variation of Machine Brand A and Machine Brand B, namely 269.4444
5. Hypothesized Mean Difference is the average difference between Machine Brand A and Machine Brand B, but for this example, we assume there is no difference so that the value is "0"
6. df is the degree of freedom or degrees of freedom obtained by calculating $n_1 + n_2 - 2$ so that $10 + 10 - 2 = 18$.
7. t-stat is the value of t count that is equal to 2.043345.
8. P ($T \leq t$) one tail is a p-value of 0.027969.
9. One-sided critical t table is the value of t table, namely 1.734064.

Information:

1. Because the hypothesis shows one direction, namely $\mu_1 > \mu_2$ (bigger), only the p-value and the table (t table) in one direction are seen, namely ONE TAIL.
2. For this Case Example, don't see the result that says TWO TAIL.
3. We can use the p-value acceptance criterion or the t-count (you can use only one of them).

Conclusion Statistics:

From the results of the t-test Hypothesis Test Statistical Analysis above, we can conclude the following:

t count (1.809) > t table (1.734) means we reject H_0 (ACCEPT H_1)

or

p-value (0.045) < alpha (0.05) means we reject H_0 (ACCEPT H_1)

Conclusion Practice:

From the results of the t-test Hypothesis Test Statistical Analysis above, we conclude that Brand A machines produce more output than Brand B machines.

T test of control group

t-Test: Two-Sample Assuming Equal Variances		
	100	100
Mean	95	96
Variance	94.44444	48.88889
Observations	10	10
Pooled Variance	71.66667	
Hypothesized Mean Difference	0	
df	18	
t Stat	-0.26414	
P(T<=t) one-tail	0.397338	
t Critical one-tail	1.734064	
P(T<=t) two-tail	0.794676	
t Critical two-tail	2.100922	

Interpretation of the Results of Statistical Analysis Hypothesis Test t-test

1. Mean is the average value of Brand Machine Output Average A = 95 and the average value of Brand Machine Output Average B = 96
2. Variance is the variation value of Brand Machine Output variation A = 94.44444 and the value of Brand Machine Output variation value B = 48.88889
3. Observations are the number of observations of Brand A Machines and Brand B Machines respectively
4. Pooled Variance is a combined variation of Machine Brand A and Machine Brand B, namely 71.66667
5. Hypothesized Mean Difference is the average difference between Machine Brand A and Machine Brand B, but for this example, we assume there is no difference so that the value is "0" (see step 9 above).
6. df is the degree of freedom or degrees of freedom obtained by calculating $n1 + n2 - 2$ so that $10 + 10 - 2 = 18$.
7. t-stat is the value of t count that is equal to -0.26414.
8. P (T <= t) one tail is a p-value of 0.397338.
9. One-sided critical t table is the value of t table, namely 1.734064.

Information:

1. Because the hypothesis shows one direction, namely $\mu_1 > \mu_2$ (bigger), only the p-value and the table (t table) in one direction are seen, namely ONE TAIL.
2. For this Case Example, don't see the result that says TWO TAIL.
3. We can use the p-value acceptance criterion or the t-count (you can use only one of them).

Conclusion Statistics:

From the results of the t-test Hypothesis Test Statistical Analysis above, we can conclude the following:

t count (1.809) > t table (1.734) means we reject H₀ (ACCEPT H₁)

or

p-value (0.045) < alpha (0.05) means we reject H₀ (ACCEPT H₁)

Conclusion Practice:

From the results of the t-test Hypothesis Test Statistical Analysis above, we conclude that Brand B machines produce more input than Brand A machines.

B. Discussion

After conduct research and study student data, it was found that the experimental group used movie and the control group used talk shows as teaching materials. It can be seen in this trial that the control group has more value than the experimental group. This means that learning pronunciation using movie has no effect on the benefits and increases in student grades, however, both movie and talk show can stimulate students' willingness to learn. movie can be a learning variant to be more interesting and engaging and also not boring.

Relate to research about the effect of movie to develop pronunciation writing by Mohammed Syarif Hidayatullah from IAIN Sultan Amai Gorontalo²⁰ The result of English learning especially pronunciation of students at IAIN Sultan Amai Gorontalo at five semester in English Education before action has done the

²⁰ IMPROVING STUDENTS' PRONUNCIATION THROUGH WESTERN MOVIE MEDIA (A Classroom Action Research at 4th semester in English Education of IAIN Sultan Amai Gorontalo), Mohammad Syarif Hidayatullah Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan IAIN Sultan Amai Gorontalo Email: hidayatullahsyarif@gmail.com, Februari 2018

action may be said to have maximal effect of the lack of attention and knowledge and lack of students involvement in learning pronunciation, and tend to be students as passive recipients. It is evident that most students cannot pronounce well. In the Cycle I, there were some problems: (1) in the learning process, teachers are still not optimal in applying the western movie media. (2) Teachers are still lacking to explain

how good pronunciation training or guiding students in their pronunciation. (3) Teachers still less give more motivation to the students. (4) Teachers still difficult to provide an assessment to the students. (5) Students do not understand the importance of learning pronunciation. (6) In the learning process, students are still lacking participate in each meeting. (7) Students are still afraid of the performance to speak English because they are still stiff in pronunciation. In the Cycle II, the problems were: (1). the students were shy to express the sentence because they didn't know how to pronouncing the words. (2) They were motivated by the researcher that they had to pronounce and intonation correctly because if they were wrong in pronunciation they will get wrong to meaning the movie. (3) The students had not fun feeling because the class condition is not conducive. They couldn't spelling the words same like the actor on the movie. But problems from cycle 1 are repaired, on the Cycle 2 the teacher is optimal to using Western Movie Media and Explaining to the students about pronunciation and on the Cycle 2 The Teacher always motivated the students. the last Cycle is Cycle III the Researcher Repair all of the mistake from Cycle 1 and Cycle 2, The Teacher do all of the activities on the Observation Sheet of Teacher Activities Like using media, Explaining the material with clear Pronunciation, Motivated The students, Guiding the students until the students get a satisfy score and reach the successful indicators.

Based on the result data students' pronunciation at the post test in the cycle 1 is 36% from 30 students' 11 students get value 80. Based on the assessment result, the researcher continue the research to the next cycle because the students have got the minimum standard that is 36% from 30 students. the minimum standard of this research is 75% students get value >80. On the cycle 2, researcher have an increase that is 75% students get value >80. At the next chapter, researcher obtain minimum standard that is 46% from 30 students. The cycle 3 researcher obtained an increase in the data that is 93% or 28 students from 30 students. This means that the researcher has succeeded in making improvements to the research.

On the other research writing by Reggy Rayasa a teacher from SMA Angkasa 2, east Jakarta²¹ The participants' initial poor pronunciation was reflected by the scores they obtained in the pre-test conducted before Cycle I was carry out, on Monday, March 20, 2018. The pretest scores showed that there are not participants passed the minimum standard. The majority of students is (68.42%) got "poor" category; 28.95% got "fair" category, and only 2.63% got "Good" scores.

The action of Cycle I researcher conducted in eight meetings on March 27 and 30, April 3, 6, 10, 13, 17 and 20, 2012. the time allotted for the action research was 15 minutes of each class on Tuesday and Thursday. Each session included the following activities: (1) playing two episodes of "Let's Talk" series twice and the students watched them, (2) replaying the episodes' dialogues using power-point then ask students to repeat the dialogues by paying special attention to elements, (3) replaying two episodes before ending the research. To end Cycle I, the post test for this cycle was conducted on Monday, March 24, 2017. Similar to the pretest, the test was carry out by asking the students by reading the dialog loudly . This activity was recorded and rated by paying attention to the sounds [æ], [ɜ:], [eə], [əʊ], [aʊ], [θ], [ð], [ʃ], [z]and [ʒ]; stress, and linking. After the test, a discussion was conduct with all students to get their feedback for making the action research better. In their opinion, the pronunciation development by using the movie would be more effective if each of them get the copy of the movies and the transcription of dialog used so that they could watch and learn outside of the classroom.

the post test scores of Cycle I indicated the activities in the eight sessions of this cycle managed to enhance the students' pronunciation skills. If in the pretest none of the students got "Very Good" score category and only 2.63% got "Good" score, after participating in Cycle I, 21,05%of them got "Very Good" score category and 26.32% got "Good" score. If in the pretest the majority (68.42%) got "poor" score category, in the posttest of Cycle I only 23.68% who still achieved this category.

Cycle II, conducted on April 3, 6, 10, 13, 17, 20, 24, and 27, 2012, was directed in the same procedure of Cycle I. The only difference in Cycle II were (1) the copies of movie episodes to be used in the whole sessions of this cycle had been given to the students in the first session and (2) the dialogues' transcription of each session was printed out and distributed to every student. The provision of

²¹ The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta, Reggy Rayasa, JOURNAL OF ENGLISH TEACHING triannual publication on the study of English Language Teaching, volume 4, number 2, June 2018

movie copy the dialogues' transcription made it possible for the students to practice more outside of the classroom.

The results of the posttest of Cycle II (conducted on May 4, 2017) indicated the students' pronunciation skills were developed. If in the posttest of Cycle I, 21,05% got "Very Good" score category and 26.32% got "Good" score category, in posttest of Cycle II 55.26% got "Very Good", 39.47% got "Good", 5.26% got "Fair" and none got "Poor" score category. Overall, the development was shown by the increase of the test. Although some students had not achieved the minimum passing standard, since the class mean score had exceeded the minimum passing standard and certain administrative constraints, the action research was ended.

Similar to the actions in Cycle I, Cycle II was observed by the same researcher. The observation sheet was add with four items as a result reflection process of Cycle I which was specifically triggered by the students' request to have the movie and transcription copy.

To see how the students viewed the use of movies to learn pronunciation, a short questionnaire was administered at the end of Cycle II. Most of the students had a positive perception to the practice. The majority of them (88.1%) "strongly agreed" and "agreed" that learning pronunciation using movie is interesting, and the same proportion liked it. In addition, 81.62% of them "strongly agreed" and "agreed" that movies are very helpful to increasing pronunciation. However, there was a smaller portion (74.32%) of them who "strongly agreed" and "agreed" the short movies in "Let's Talk" increase their English pronunciation.

As revealed by the pretest results, almost of the participants of this action research had big problem in English pronunciation, at least in producing the sounds [æ], [ɜ:], [eə], [əʊ], [aʊ], [θ], [ð], [ʃ], [z] and [ʒ]; stress, and linking. The pretest scores showed the majority of them (68.42%) got "poor"; 28.95% got "fair" category, and only 2.63% got "Good" score category.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the obtained data, the result of the students pronunciation by used talkshow is higher than used movie at the first semester students university of UIN SU. The talkshow was significant to be used in increasing the students' pronunciation . The result of t_{observed} is 71.66667 and t_{table} is 269.4444 ($t_{\text{observed}} > t_{\text{table}}$, $71.66667 > 269.4444$). It means that H_0 is rejected and H_a is accepted. There is a significant effect of talkshhown on the students' pronunciation.

B. Suggestion

Based on the conclusion above, researcher give some suggestions as follows:

1. English lecturers are suggested to use movie in their teaching learning process in order to increase the students' pronunciation.
2. The researchers who are interested in related to study to use movie as teaching media to increase students university ability at pronunciation.

C. Implication

Implication are drawn from the research finding. The discussion of the data from research finding points out that teaching and learning listening by using movie is effective toward students' pronunciation. It was showed by the students' achievement in pronunciation task by movie are performed better.

Moreover, movie use interesting and relevant topics especially critical for listening tasks. These advantages led us to teach the following course to improve our students' productive use of high frequency English words and improve their pronunciation.

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APPENDIX I

LESSON PLAN FOR EXPERIMENT CLASS

School	: UIN Sumatera Utara
Subject	: English
Class/Term	: PBI 4/ I
Material	: Movie
Skill	: pronunciation
Time Allocation	: 2 X 45 Minutes

A. MAIN COMPETENCY

- KI 1 : Living and practicing the religious teachings it embraces
- KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying

procedural knowledge to specific field of study according to his or her talents and interests to solve problems

- KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.
3.10 Analyze the social function, text structure, and linguistic elements of the texts about hot issue, in the context of use.	3.10.1 Identify the social function, the structure of the text, and linguistic element the expression of praise and response.
4.14 Capturing meaning on movie that are spoken	4.14.1 Express the word and pronounce it accurately, fluently and

	gratefully.
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C. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

1. Identify the linguistic elements' and the structure' conversation of the movie .
2. Analyzing the social functions and language features of the movie in a disciplined manner.
3. Spell the word correctly based on movie.
4. Identifying the difficult words on the movie.
5. Expressing summary of the movie verbally accurately, fluently and thankfully through responsible group presentation activities.

D. MATERIAL

Movie : The Greatest of Showman

E. MODEL AND METHOD OF LEARNING

1. Model : Cooperative Learning
2. Method : Ceramah, Discussion, Test, Tanya jawab

F. MEDIA AND SOURCE OF LEARNING

1. Media : Laptop, Loudspeaker, White Board and Movie
2. Source of material : website

G. LEARNING ACTIVITIES

D. Learning process

- Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendant list.
 - The teacher ask the student about their pronunciation.
- Main Activities
 - The teacher ask the student to spell their name correctly.

- ☐ The teacher explain about pronunciation.
- ☐ The teacher ask the student to answer the question (pretest).
- ☐ The teacher give the time for the student's to answer the test.
- ☐ Post Activities
 - ☐ The teacher give praise for the student's.
 - ☐ The teacher give comment and suggestion for the student's.
 - ☐ The teacher give salam for closing the class.
- ☐ Meeting-II
 - ☐ Pre Activities
 - ☐ The teacher give salam and pray together.
 - ☐ The teacher check the attendent list.
 - ☐ Motivation : The teacher ask the student about media of pronunciation
 - ☐ Main Activities
 - ☐ The teacher ask the student to sit in group.
 - ☐ The teacher explain about pronunciation.
 - ☐ The teacher give time for student to ask question.
 - ☐ The teacher plays the movie (The Greatest Showman) for the student's.
 - ☐ The student's watch the movie and find the new vocabulary.
 - ☐ The teacher explain about pronunciation in movie and explain how to pronounce.
 - ☐ The teacher ask the student's to pronounce the word based on movie.
 - ☐ Post Activities
 - ☐ The teacher give praise for the student's.
 - ☐ The teacher give comment and suggestion for the student's.
 - ☐ The teacher give salam for closing the class.

E. Evaluation

No	Scoring Criteria	Scoring Scale			
		1	2	3	4
1	Pronunciation				
2	vocabulary				
3	fluency				
4	comprehension				

Ratings:

4 = Very Good

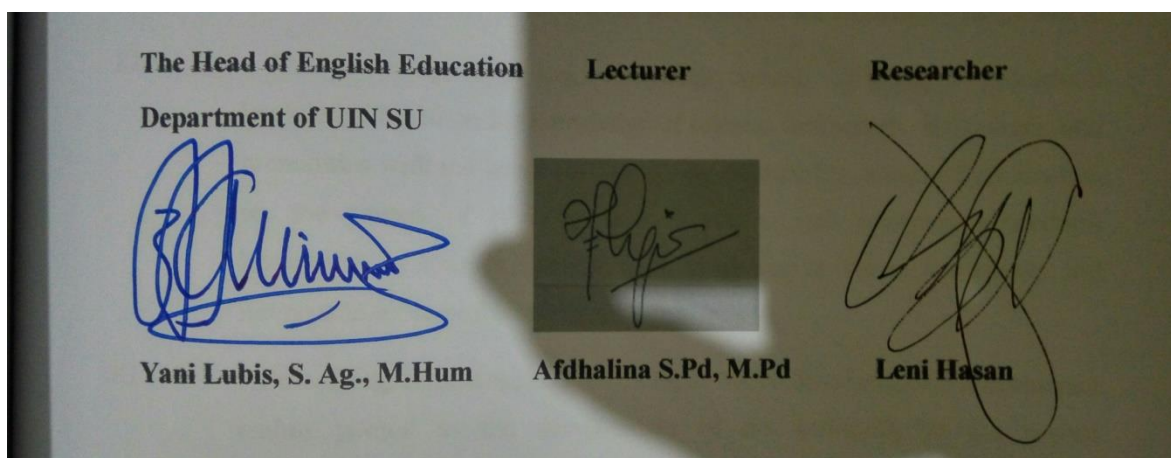
3 = Good

2 = Enough

1 = Weak

Final score is total point x 4

Maximum score is 100



APPENDIX II

LESSON PLAN FOR CONTROL CLASS

School	: UIN Sumatera Utara
Subject	: English
Class/Term	: PBI 3/ I
Material	: Talk Show
Skill	: pronunciation
Time Allocation	: 2 X 45 Minutes

H. MAIN COMPETENCY

- KI 1 : Living and practicing the religious teachings it embraces
- KI 2 : Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to specific field of study according to his or her talents and interests to solve problems
- KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

I. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATOR
1.1. Grateful for the opportunity to learn English as the language of instruction International communication embodied in the spirit of learning.	1.1.1 Conducting activities in earnest during the learning process as a form of gratitude to learn English as the language of instruction International communication embodied in the spirit of learning.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	2.2.1 Carry out confident and responsible behavior in carrying out transactional communication with teachers and friends. 2.2.2 Completed tasks based on self-employment. 2.2.3 Perform responsible duties.
2.3 Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.3.1 Implement the conduct of cooperation in carrying out group work with friends.
3.10 Analyze the social function, text structure, and linguistic elements of the texts about hot issue, in the context of use.	3.10.1 Identify the social function, the structure of the text, and linguistic element the expression of praise and response.
4.14 Capturing meaning on talk show that are spoken	4.14.1 Express the word and pronounce it accurately, fluently and gratefully.

J. THE OBJECTIVES OF LEARNING

After the process of observing, questioning, gathering information / trying, associating, and communicating, learners can:

1. Identify the linguistic elements' and the structure' conversation of the talk show .
2. Analyzing the social functions and language features of the talk show in a disciplined manner.
3. Spell the word correctly based on talk show.
4. Identifying the difficult words on the talk show.
5. Expressing summary of the talk show verbally accurately, fluently and thankfully through responsible group presentation activities.

K. MATERIAL

Talk Show : Ellen Degeneration

L. MODEL AND METHOD OF LEARNING

3. Model : Cooperative Learning
4. Method : Ceramah, Discussion, Test, Tanya jawab

M. MEDIA AND SOURCE OF LEARNING

3. Media : Laptop, Loudspeaker, White Board and Talk Show
4. Source of material : website (Youtube)

N. LEARNING ACTIVITIES

E. Learning process

- Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.
 - The teacher ask the student about their pronunciation.
- Main Activities
 - The teacher ask the student to spell their name correctly.
 - The teacher explain about pronunciation.
 - The teacher ask the student to answer the question (pretest).
 - The teacher give the time for the student's to answer the test.

- Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.

- Meeting-II
 - Pre Activities
 - The teacher give salam and pray together.
 - The teacher check the attendent list.
 - Motivation : The teacher ask the student about media of pronunciation
 - Main Activities
 - The teacher ask the student to sit in group.
 - The teacher explain about pronunciation.
 - The teacher give time for student to ask question.
 - The teacher plays the talk show (The Greatest Showman) for the student's.
 - The student's watch the talk show and find the new vocabulary.
 - The teacher explain about pronunciation in talk show and explain how to pronounce.
 - The teacher ask the student's to pronounce the word based on talk show.
 - Post Activities
 - The teacher give praise for the student's.
 - The teacher give comment and suggestion for the student's.
 - The teacher give salam for closing the class.

F. Evaluation

No	Scoring Criteria	Scoring Scale			
		1	2	3	4
1	Pronunciation				
2	vocabulary				

3	fluency				
4	comprehension				

Ratings:

5 = Very Good

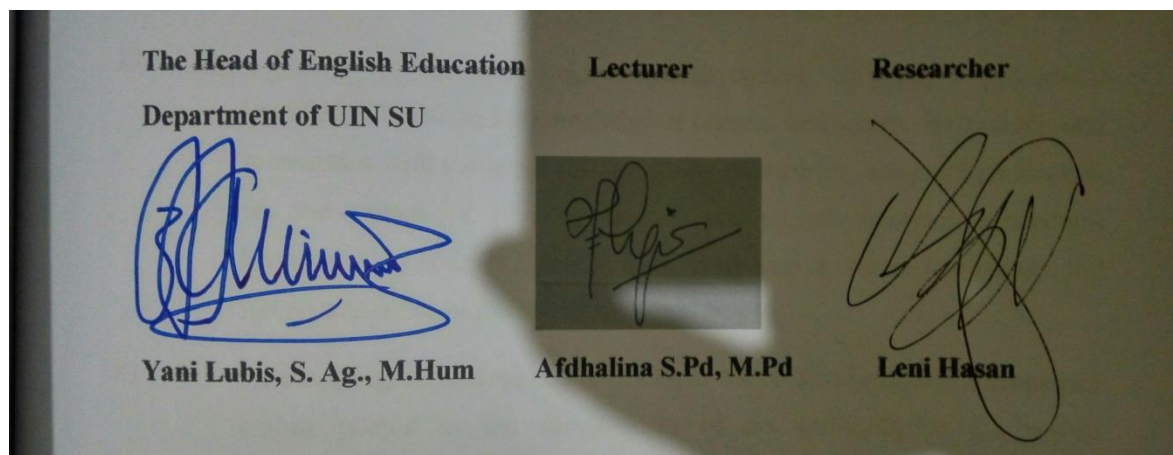
4 = Good

2 = Enough

1 = Weak

Final score is total point x 4

Maximum score is 100



APPENDIX III

PRE-TEST

Task 1 fill in the Blank

Give for each pronunciation description the correct word

No.	Pronunciation description	English word
1.	blang-kit	
2.	ap-uh l	
3.	lis-uh n	
4.	ej-oo-key-shuhn	
5.	reed	
6.	pen-suh l	
7.	bak	
8.	lurn	
9.	liv	
10.	sich-oo-ey-shuhn	

Task 3 fill in the blank

Ladies and _____

This is the _____ you've waited for

You been searching in the _____

Your sweat soaking through the _____ and buried in your _____

There's an ache

that you can't _____

Takin' your _____

Stealin' your _____

And all that was real is _____ behind

Don't _____ it, It's comin' for you, runnin' at you

APPENDIX IV

POST-TEST

Task 1 fill in the blank

Give for each pronunciation description the correct word

No.	Pronunciation description	English word
1.	blang-kit	
2.	ap-uh l	
3.	lis-uh n	
4.	ej-oo-key-shuhn	
5.	reed	
6.	pen-suh l	
7.	bak	
8.	lurn	
9.	liv	
10.	sich-oo-ey-shuhn	

Task 3 fill in the blank

Ellen: Hello, Jerry Morrison the third.

Jerry: Hey, Mrs. Ellen.

Ellen: Hi. So this is'nt our _____ time meeting. You've been on the show before but I wasn't here. You were here when my friend Mila Kunis was here.

Jerry: Yeah.

Ellen: Did you _____ it?

Jerry: Yes, it was _____. I loved it.

Ellen: Great. Are you happier here that I'm here ____?

Jerry: Yeah, I was so _____.

Ellen: _____.

Jerry: A little _____.

Ellen: And nervous?

Jerry: Yeah, a little nervous but a little excited too.

Ellen: Good. Well just be excited _____ I'm excited to see you. OK so there's something different than when you were here the last time. There's a _____ missing.

Jerry: Yeah. There is a tooth.

Ellen: OK.

Jerry: Yeah, I see there is.

Ellen: When did that _____?

Jerry: So after my space presentation, when I went home, I took out my tooth. But then I lost it. But really, I lost it and then I couldn't find it. And then I had to write a letter to the tooth fairy, and then I really didn't then. And then she didn't do it that time. But then I never gave up, and then finally she gave me some money.

Ellen: Never give up.

Jerry: That's right.

Ellen: So you had a girlfriend, I understand. I read up about what happened last time.

Jerry: Yeah.

Ellen: Her name is Brianna?

Jerry: Yeah.

Ellen: Yup.

Ellen: You still with her?

Jerry: Yeah. I have to tell you a secret.

Ellen: OK.

Jerry: My mom wouldn't let me have a girlfriend but I still do.

Ellen: Good.

Jerry: Well that'll be our little secret.

Ellen: So have you gone on a date with her?

Jerry: Not that much.

APPENDIX V

KEY ANSWERS

Task 1

1. gentleman
2. moment
3. dark
4. floor
5. bones
6. ignore
7. breath
8. mind
9. left
10. fight

Task 2

1. Blanket [blang-kit]
2. apple[ap-uh l]
3. listen[lis-uh n]
4. education[ej-oo-key-shuhn]
5. read[reed]
6. pencil[reed]
7. back[bak]
8. learn[bak
9. live[liv]
10. situation[sich-oo-ey-shuhn]

task 2 post test

1. first
2. enjoy
3. great
4. now
5. exited

6. good
7. nervous
8. because
9. tooth
10. happen

