

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Lynch and Anderson, there are two key points about pronunciation, foreign students do not need to pronounce English sounds with a native-like accent in order to be understood, and Other pronunciation factors are actually more significant for listeners than the sounds non-native speakers make.¹

Even though English grammar is a challenging component of the language, learners who have superior pronunciation will find it easier to interact easily with native speakers. Understanding and being able to pronounce a language correctly is essential to understanding and being able to understand.

Any non-native speaker can and needs to be taught how to pronounce words correctly because it comes naturally to the experienced speaker. EFL students can be taught in a variety of ways. Audio-visual aids are one of eight approaches for teaching pronunciation, according to Celcemurcia. The term "audio-visual

¹ Tony Lynch et al., "EFFECTIVE ENGLISH LEARNING Unit 7 : Speaking," *Effective English Learning*, no. 1 (2012): 1–20.

assistance" refers to something that combines sight and sound.² According to James, an audio-visual aid is any tool that can be utilized to enhance learning by making it more lively, realistic, and concrete.³ A movie is one of the media that simultaneously includes sound and visuals, as may be inferred from the definitions.

A movie can be a helpful teaching tool for English pronunciation and other language skills. The goal of using movies is to help students learn pronunciation in a fun way. Indonesian students struggle to enunciate foreign languages, particularly English, for a variety of reasons. As was already said, psychological barriers are the most frequent cause of learners' anxiety when learning English. Due to the fact that most Indonesian students still do not speak English, this situation also affects them.⁴

In *Teaching English Pronunciation Using Film* by Dyah Indri Fitri Handayani, The study's findings, according to the researcher, indicate that using films to teach English pronunciation does not significantly improve student outcomes. According to this study, using films for education could be beneficial. But in *The Use of*

² M Celcemurcia, D Brinton, and J Goodwin, "Teaching Pronunciation : A Reference for Teachers of English to Speakers of Other Languages," 1996.

³ James S. Kinder, "Chapter VIII: Visual Aids in Education," *Review of Educational Research* 12, no. 3 (1942): 336–344.

⁴ Dyah Indri Fitri Handayani, "Teaching English Using Film," *Journal of English and Education* 5, no. 2 (2017): 194–201, url: <http://ejournal.upi.edu/index.php/LE/article/view/10198> TEACHING.

English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta by Reggy Rayasa, The study's findings, according to the researcher, showed that using movies as teaching media is effective to develop students' pronunciation skills. EFL teachers are, therefore, recommended to use movies as an alternative media to develop students' pronunciation skills. Further studies are recommended to carry out experimental studies to see the degree effectiveness of using movies in pronunciation teaching to senior high school. And in Using Movie to Increase Students' Pronunciation By by Nawal Aufa, The researcher claims to have discovered that the video is successful in enhancing students' pronunciation skills. The responses provided by students in questionnaires strongly suggested that this film is useful for teaching pronunciation

Students who take English language proficiency tests like the TOEFL iBT test will benefit from having enhanced listening skills. A person's ability to utilize and understand English online is assessed with this exam. There are tests for speaking, writing, listening, and reading. Writing, reading, speaking, and listening make up the four assessment components of the TOEFL iBT, which has a score range of 0-120. And for listening assessment there is part one.

In the millennial era as it is today, the use of media has certainly been widely used by people, the media can be used for many things, such as electronic media for cell phones, laptops, and others. In the world of education, the media is certainly one of the important components in learning activities, where the media becomes a tool in explaining material from the teacher to his students, one example is the use of movies as a medium in learning. Watching movies at this time is certainly one of the activities favorite by many students, foreign movies are the favorite of many students. In this paper, the researcher tried to make the activity of watching an Aladdin movie in students' learning media, they can listen, and at the same time know how to pronounce the words or sentences spoken by the native and find out how to influence it. According to Ms. Fika Nurul Hanifia as an eleventh-grade English teacher, there is a gap in ability between Science class and Social class, compared to social class, natural class achieves better grades and engages in more active learning. And social class requires more treatment in learning especially in pronunciation, so the researchers decided to conduct research on eleventh grade Social one and three at SMAN 6 Kota Serang.

B. Statement of the Problem

1. Is there any effect on students' pronunciation after watching the dialogue of the Aladdin movie?
2. How is the development of students' pronunciation after watching the dialogue of the Aladdin movie?

C. The Aims of the Study

1. To find out the effect on students' English pronunciation after watching the dialogue of the Aladdin movie.
2. To find out the development of students' English pronunciation after watching the dialogue of the Aladdin movie.

D. Delimitation of the Study

In line with the identification of the problems, the focus of the research was on learning pronunciation by watching the dialogue of the Aladdin movie. The decision was taken by considering Aladdin's movie much liked by various groups, especially students. The writer assumed that watching the dialogs of the Aladdin movie activity can be the one of techniques to enhance the pronunciation ability of students.

E. Significant of the Study

The next section elaborates on how the study's findings are anticipated to be useful in both theory and practice.

Theoretically

1. The study's findings are anticipated to reinforce views about

Practically

1. The findings of this study should help English teachers, especially in advising pupils on how to pronounce English in engaging and successful ways.

Additionally, it is anticipated that this will help students recognize the distinctive English pronunciation information contained in the movie Aladdin's dialog.

F. Previous Study

The researcher incorporated a number of similar earlier studies into this analysis. The following quotations contain it:

1. The first review, by Dyah Indri Fitri Handayani, is on this study and is titled "Teaching English Pronunciation Using Film." This study aims to determine whether using films in class helps students pronounce words more clearly and how students react to watching films that help them pronounce words more clearly. Researchers utilize quantitative study to

examine data. She applied Dirk's theory to analyze film genre to educate meaning, Stewart, Bahrani, Tam, and Sherman's theory to analyze teaching pronunciation using cinema meaning, and Kristina, Kelly, and Lindsay's theory to analyze pronunciation meaning. The study's findings, according to the researcher, indicate that using films to teach English pronunciation does not significantly improve student outcomes. According to this study, using films for education could be beneficial.⁵

2. The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta by Reggy Rayasa is the second review associated with this study. The goal of this study is to develop students' pronunciation skills by using English Movies as a teaching medium and investigating the students' perception of the use of English movies in learning pronunciation. Researchers employ tests, some observation sheets, and a questionnaire when assessing data. pronunciation meaning, English movie meaning. The study's findings, according to the researcher, showed that using movies as teaching media is effective to develop

⁵ Dyah Indri Fitri Handayani, Teaching English Using Film, 194–201.

students' pronunciation skills. EFL teachers are, therefore, recommended to use movies as an alternative media to develop students' pronunciation skills. Further studies are recommended to carry out experimental studies to see the degree effectiveness of using movies in pronunciation teaching to senior high school.⁶

3. The third review in this series is by Nawal Aufa and is titled "Using Movie to Increase Students' Pronunciation." This study aims to determine whether watching a movie can help students pronounce words more clearly and to learn what students think about utilizing movies to learn English pronunciation. Researchers employ tests and questionnaires for assessing data. In order to analyze the meaning of pronunciation, he utilized the Oxford Dictionary and Fraenkel's theory, and in order to analyze the meaning of movies, he used Hornby, Allen and Gomery, and Forney in Smith's theory. The researcher claims to have discovered that the video is successful in enhancing students' pronunciation skills. The responses provided by students in questionnaires

⁶ Reggy Rayasa, "The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta," *JET (Journal of English Teaching)* 4, no. 2 (2018): 118.

strongly suggested that this film is useful for teaching pronunciation.⁷

G. Organization of Writing

The researcher will arrange three chapters and each chapter consists of some points to explain the chapter.

1. Chapter I is the Introduction. Which contains: the background of the study, the Statement of the Problem, the Aims of the Study, the Delimitations of the Study, the Significance of the Study, the Previous Study, and the Organization of the Study.
2. Chapter II is Literature Review. This chapter contains the theories of pronunciation learning from some experts who have conducted research related to this research.
3. Chapter III is Research Methodology. This chapter consists of the methodology of the research, unit of analysis, research analysis, collecting data, and technique of analyzing the data.
4. Chapter IV is Findings and Discussions. This chapter presents the results of data analysis and discussions of Enhancing Students' Pronunciation Ability Through the Dialogue of Aladdin Movie.

⁷ Naufa Aufa, "Using Movies to Increase Students' Pronunciation" 110265 (2017): 110493.

5. Chapter V is Conclusion and Suggestion. This chapter presents the conclusions of the overall content of the research and suggestions given by the researcher to the readers.