THE EFFECT OF FREQUENCY IN WATCHING ENGLISH-MOVIE TOWARDS THE PRONUNCIATION OF EFL LEARNERS AT IAIN PALANGKA RAYA

THESIS

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THESIS

Presented to
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BY

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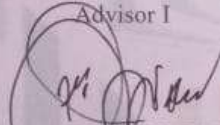
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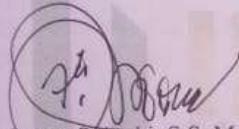|		
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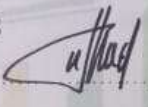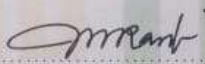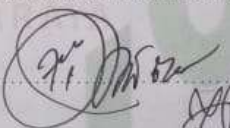|		
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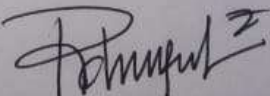
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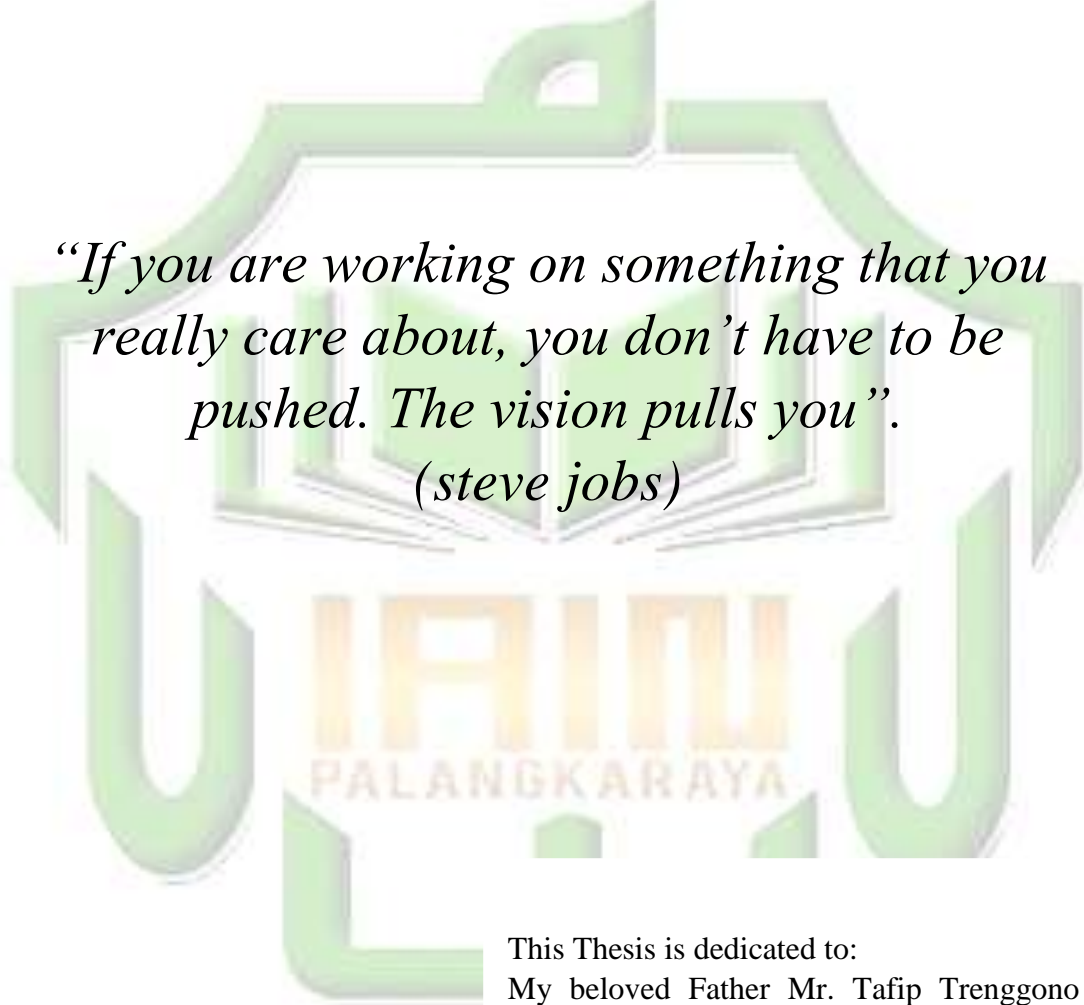
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MOTTO AND DEDICATION

"If you are working on something that you really care about, you don't have to be pushed. The vision pulls you".
(steve jobs)

This Thesis is dedicated to:
My beloved Father Mr. Tafip Trenggono and my Mother Mrs. Dahlina for their valuable endless prayer, sacrifice, and support also for my sister Afrida Respati Hayuningtyas and my young brother Tegar Tri Mukti Aji. Then, for my beloved friends PBI'15.

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Assalamu'alaikum Wr. Wb

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is to the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 2019

Yours Faithfully

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ABSTRACT

Mahardhika, Febby Febrina Ambar. 2019. *The Effect of Frequncy In Watching English-Movie Towards The Pronunciation of EFL Learners at IAIN Palangka Raya,* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M.Hum; (II) Zaitun Qamariah, M.Pd.

Key Words: Frequency Watching English-movie, Pronunciation

The aim of the research was to find out the effect of frequency in watching English-movie towards the pronunciation of English education study program at IAIN Palangka Raya on academic year 2018.

The type of the research is quantitative and uses ex post facto design. In collecting data the researcher gives a questionnaire consisting of 15 questions. After giving the questionnaire, the researcher conducted a pronunciation test using records and the students' grades were obtained from these results. In analyzing the data, the researcher used linear regression in SPSS 20.

The results of this study indicate that there is significant effect the frequency in watching English-movie towards pronunciation. Based on the linear regression calculation, that the obtained Fcount is 51.328 which means it is smaller than the Ftable 3.11 or (51.328 < 3.11). Then, p value is 0.01 which is smaller than 0.05 or (0.01 <0.05). Through this result, it can be concluded that Ho was rejected and Ha was accepted. Which means it can be concluded that there is significant effect of frequency in watching English-movie towards students' pronunciation. The conclusion of this study is that students often watch English-movie have an influence on the pronunciation.

ABSTRAK

Mahardhika, Febby Febrina Ambar. 2019. *Efek Dari Frekuensi Menonton Film Bahasa Inggris Terhadap Pelafalan Pelajar Bahasa Inggris di IAIN Palangka Raya,* Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr.Imam Qalyubi, M.Hum; (II) Zaitun Qamariah, M.Pd.

Kata kunci: Frekuensi menonton film, Pelafalan.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh frekuensi menonton film berbahasa Inggris terhadap pelafalan program studi pendidikan bahasa Inggris di IAIN Palangka Raya pada tahun akademik 2018.

Jenis penelitian ini adalah kuantitatif dan menggunakan desain ex post facto. Dalam mengumpulkan data, peneliti memberikan kuesioner yang terdiri dari 15 pertanyaan. Setelah memberikan kuesioner, peneliti melakukan tes pengucapan menggunakan teks dan nilai siswa diperoleh dari hasil ini. Dalam menganalisis data, peneliti menggunakan regresi linier dalam SPSS 20.

Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan frekuensi dalam menonton film berbahasa Inggris terhadap pelafalan. Berdasarkan perhitungan regresi linier, bahwa F hitung yang diperoleh adalah 51.328 yang berarti lebih kecil dari Ftabel 3.11 atau (51.328 < 3.11). Kemudian, nilai p adalah 0.01 yang lebih kecil dari 0.05 atau (0.01 <0.05). Melalui hasil ini, dapat disimpulkan bahwa Ho ditolak dan Ha diterima. Yang berarti dapat disimpulkan bahwa ada pengaruh frekuensi yang signifikan dalam menonton film berbahasa Inggris terhadap pelafalan siswa. Kesimpulan dari penelitian ini adalah bahwa siswa yang sering menonton film berbahasa Inggris memiliki pengaruh pada pelafalan.

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The researcher hopes that may Allah always keeps us on the straight path, reward and blesses us for what we do and this writing can be useful for all of us.

Palangkarayat, September 2019

The Researcher

Febby Febrina Ambar Mahardhika
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CHAPTER I

INTRODUCTION

This chapter provided the background of study that described the writer's reason of choosing this study. It is consisted of background of the study, research problem, and objective of the study, hypothesis of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

Pronunciation is one of element of the language that has big contribution for better English speaking (Allen, 1960 : 35). Pronunciation have a great influence so that when speaking can be understood, on the other hand pronunciation mistakes when speaking can cause misunderstandings (Chiu, 2008; Harmer, 2007). Based on Hişmanoğlu (2006), Teaching and learning pronunciation is very important for the step to speak directly well because it is an important aspect of communicative that is easy to understand. However, there are many barriers that hinder them to speak with good English pronunciation. Based on Hişmanoğlu (2006), pronunciation has remained one of the most difficult skills to teach and remained unknown in the classroom. Although good pronunciation is not the same as good speech, it will provide a channel for clarity of speech because the listener guarantees distinguished vowels and consonants and appropriate intonation contours to understand the speaker's speech (Brown, 1989; Munro

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Derwing, 1997). Moreover from an inter linguistic point of view, EFL language learners are likely to encounter difficulties when pronouncing sounds that do not exist in their first language. A number of studies (Chang, 2001; Wolfram & Johnson, 1982) it has been proven that both innate and systemic pronunciation difficulties are mainly the result of differences between languages.

In the department of English education, State Islamic Institute of Palangka Raya, pronunciation is in first semester courses, namely Pronunciation Practice. Based on researcher experience, reading with good pronunciation is very difficult. This problem can be seen from most students still reading in their first language accent. This has a negative effect for EFL learners, such as getting a low score when the pronunciation test, when the discussion misinterprets the meaning of the other person's speech and also the decrease in self-confidence in reading or representing in public. In an article by M. Arif Rahman Hakim (2012, p.245), based on his research in teaching Javanese students in the English Department at STAIN Bengkulu, he said that most of them said the word with a very strong Javanese accent. They have difficulty controlling and changing their pronunciation like British or American accents because their accent is very thick. As a result, most students there are still doing stress in phonetics. In University Sains Malaysia many learners of English as a second language have "major difficulties" with English pronunciation even after years of learning the language. This often

results in them facing difficulties in areas such as finding employment (Mohammad Reza Ahmadi, 2011 p.74). Hinofotis and Baily (1980, pp. 124-125) notes that "up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation", not vocabulary or grammar.

Some researchers (e.g., Al-Seghayer, 2005; Brett, 1995; Egbert & Jessup, 1996) have presented strong evidence that multimedia have useful effects on language learning because of their rich and authentic comprehensible input. One of them is Movie to improve pronunciation. Many scholars have revealed that movies used in EFL classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to "real language," used in authentic settings and in the cultural context which the foreign language is spoken (Merita Ismaili, 2013 p.121). They also have found that movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004). Moreover, Herron and Hanley (1992) concluded that using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom.

Based on those explanations and theoretically, it probably has positive effect of frequency in English-speaking movie watching towards the pronunciation. But in Indonesia rarely research about it. Merita Ismaili (2013) analyzes the effects of using movies in the EFL classroom. The study was

conducted on a sample of two groups: an experimental and a control group taught conventionally. The results of the study have shown that significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material.

Furthermore, Saparta Rasyid (2016) find out whether the use of English cartoon movie can improve student's achievement. The researcher utilized experimental design one group pre-test and post-test. The instrument used was oral test. The speaking aspect covered in this study were grammar, vocabulary, and pronunciation. The result shows that the students speaking score increased in all aspects. However, Sue Ruey Shing & Lim Kun Yin (2014), researched tried to investigates the effectiveness of using films as an approach to teach English language speaking skills with specific focus on four voice aspects - pronunciation, intonation, stress and pauses. The study was conducted on twelve pre-selected form four students who were divided into two groups namely control and experimental group. The result data reveals that film only gives minor impact on the students' pronunciation. Theoretically, there variables should have positive relationship so that the writer needs to find out by herself what to improve in this research.

Furthermore, based on the above researchers who use movie to improve pronunciation, achievement or motivation skills. The results of researchers using experimental designs show significant results, can improve all aspects and also have a small impact. But not necessarily the results

obtained because indeed students watch movies during treatment there may be other factors that make students smart in pronunciation. Just like they are used to watching movies.

In this research the researcher used the ex post facto design. Ex post facto unlike experimental research, does not provide the safeguards that are necessary for making strong inferences about causal relationships (Ary Donald, chapter 12 p.333). According to Kerlinger (1973) ex post facto research is a systematic empirical investigation in which the researcher does not control the independent variables directly because the existence of the variable has occurred, or because the variable cannot be manipulated basically. Conclusions about the existence of a relationship between these variables are made based on differences that accompany free variables and dependent variables, without direct intervention. Thus this study determines whether watching movies can cause good pronunciation without going through treatment such as experiment.

Based on the explanation above, the researcher is interested to research this problem by the title **"The Effect Of Frequency In Watching English-Movie Towards The Pronunciation Of EFL Learners At IAIN Palangka Raya".**

The reason for choosing this topic are as follows; (1) Everyone has their abilities and interests to learn the Pronunciation from English Movie. Therefore, this study wants to find out the effect of frequency in watching

English-Movie. (2) There was some facts found that there are differences in the results of the pronunciation of students who say they often watch English Movie. (3) Based on the lesson, Pronunciation material has been learned in the first semester. So students have got basic knowledge and learn the pronunciation while in the first semester.

B. Research Problem

Based on the background of the study above, the problem of this study formulate with the question "Is there any effect of frequency in watching English-movie towards the pronunciation of EFL learners at IAIN Palangka Raya?"

C. Objective of the Study

Based on the research problem of the study above, the objective of this study is to find out the effect of frequency in watching English-Movie towards Pronunciation of EFL learners at IAIN Palangka Raya.

D. Hypothesis of the Study

Based on the theories were explained above, it can be posed a theoretical hypothesis as follows:

1. Alternative Hypothesis (H_a): there is significance effect of frequency in watching English-Movie towards Pronunciation of EFL learners at IAIN Palangka Raya.

2. Null Hypothesis (H_o): there is no significance effect of frequency in watching English-Movie towards Pronunciation of EFL learners at IAIN Palangka Raya.

E. Assumption

This study is conducted on the assumption that if students of the English Language Study Program on academic year 2018 of IAIN Palangka Raya have a good pronunciation then in addition to watching English-movie they used other alternatives to improve the quality of their pronunciation.

F. Scope and Limitation

This research includes a quantitative approach, especially ex post facto design. This study focuses on knowing the effects of frequency in watching English-movie towards the Pronunciation. This research is limited to students of the English Language Study Program at IAIN Palangka Raya have taken the 'Pronunciation Practice' course in the first semester. Therefore, the sample of this research was conducted on students of the English education study program on academic year 2018 in the second semester and the researcher choose students in the academic year 2018 because they had just completed the 'Pronunciation Practice' course and were still a period of enthusiastic new students. So the researcher used total sampling to take samples and the researcher measured scores from the frequency of watching English-movie students from the questionnaire. In addition, the researcher will measure score

of results from the students' pronunciation by conducting the pronunciation test.

G.   Significance Of The Study

The theoretical significance of this study is intended to determine the effects of frequency in watching English-movie. So in this way, students can emphasize their pronunciation skills and certain methods of learning English as a foreign language.

The practical significance of this study, the results can contribute to lecturers and students about students' pronunciation skills.

And the results of this research are sharing some of the contributions as a source of information for further research to conduct a similar study and library at the IAIN Palangka Raya.

H.   Definition Of Key Terms

There are some key terms used in this proposal, so to make the readers understand, the researcher tries to give the definition of key terms as follow:

1. Frequency of watching English-movie is how often English movie that watched by students.

2. Watching English Movie is an audio visual communication media to improve student pronunciation.

3. Pronunciation is the students' ability to sub-skill of speaking.

CHAPTER II

This chapter provided the review of related literature that discussed about related literature according to the research's point of view. It is consisted of related studies, movie, pronunciation, and theory techniques for teaching English pronunciation.

A. Related Studies

There are some previous studies which have a correlation with this study. The first is a study by Uswatun Hasanah & Akhmad Ali Mirza *"The Effectiveness of English Cartoon Movie Towards Vocabulary Score"* The study included in quantitative Approach with Quasi Experimental design, especially non randomized control group, pre-test and post-test. It was designed the Lesson Plan, conducted the treatment and observed the students' score by pre-test and posttest. The sample was determined using cluster random sampling technique. It meant that teaching vocabulary using English cartoon movie gave significant effect on vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya.

The similarities this study with the researcher is both also looking for the effects of watching English movie. In addition, the differences in this study are dependent and sample. Uswatun Hasanah and Akhmad Ali Mirza as writers focus on seventh grade students in junior high school and vocabulary

score. Meanwhile, in this case, the researcher focused on the second semester students in the English Education Study Program and Pronunciation.

Then the study by Nawal Aufa (2017) *"Using Movie To Increase Pronunciation"* .This research applied a quantitative approach and used a pre experimental research design including pretest and post-test. This research took place in UIN Ar Raniry, at the second semester of English Department students. The data were obtained from both tests and questionnaires to measure the students' ability and perception. The result showed that movie is effective in improving students' pronunciation ability.

The similarities this study with the researcher is both also looking for the effect of watching English-movie towards pronunciation on students of the second semester students of English education programs and using the same test and questionnaire instruments. In addition, the difference in this study is in the research design. Nawal Aufa as the author uses a pre-experimental design. Meanwhile, in this case the researcher used an ex post facto design.

The other research by Sue Ruey Shing & Lim Kun Yin (2014*) "Using Films to Teach Speaking in the ESL Classroom: A Case Study"*. The present study investigates the effectiveness of using films as an approach to teach English language speaking skills with specific focus on four voice aspects - pronunciation, intonation, stress and pauses. This study used a quasi-experimental design where group was named the control group and group b

was named the experimental group. Thus, the use of English movie only gives minor impact on students' pronunciation. In contrast, the data shows that the students achieved significant improvement in the aspects of intonation, stress and pauses after the treatment.

The similarities this research with the researchers is both also looking for the effects of watching English movie. In addition, the difference in this study is in the dependent and research design. Sue Ruey Shing & Lim Kun Yin as the author focus on teach speaking and using quasi experimental designs. Meanwhile, in this case the researcher focus on pronunciation and using ex post facto design. And research from Sue Ruey Shing & Lim Kun Yin states that English movie only have a small impact on students.

The next research by Merita Ismaili (2012) *"The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University"*. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally . The experimental group watched a novel based movie in English before their reading class, where they are going to read the same novel (after they had watched the movie) on the graded reading Books (Oxford University Press). The control group students were given the same readers, with the same question activities but without the movie accompanying the books. The results of the study have shown that significant differences between experimental and control grup of students on integrated skills, using video incorporated in the teaching

material. As the main disadvantage in watching the movie is that a movie must generally reduce events into two hours or so while there is no time constraint on a novel. Another disadvantage is that movies do not allow interacting with the plot or characters by imagining them in our minds.

The similarities this research with the researchers also sought the effect of watching English movie in students. In addition, the difference in this study is in the research design. Merita Ismaili as the author uses an experimental design. Meanwhile, in this case the researcher using ex post facto design. The research from Merita Ismaili found there were some disadvantages from the results of research that had been done.

And also study by Mustika Ratna Pratiwi (2010) *"Improving Pronunciation Ability Using Cartoon Films"*. In this research, the author uses techniques of collecting the qualitative and quantitative data. The method used in this research was a collaborative action research. The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The data were analyzed through constant comparative method and descriptive statistics. The research findings prove that cartoon films could improve the students' pronunciation ability.

The similarities of this study with the researchers also sought the effect of watching English movie towards pronunciation. In addition, the difference this study is in sample and type of research design. Mustika Ratna Pratiwi as the author focus on eighth grade students in junior high school and

uses techniques of collecting the qualitative and quantitative data. The method used in this research was a collaborative action research. Meanwhile, in this case the researcher focus on the second semester students and used the quantitative type and ex post facto design.

Overall, with the previous studies discussed and described above, there are some similarities and differences between these studies and previous studies. It can be seen from the variables studied and the design used. Several previous studies have focused on the effects of watching English-movie towards Pronunciation which are similar to this study. While the difference from this study is that researchers use ex post facto designs and researchers only focus on frequency of watching English-movie towards pronunciation of EFL learners.

B. Movie

1. Definition of Movie

Movie is a text that contains a series of photographic images that result in the illusion of motion and action in real life (Marcel Danesi, 2010: 134). Using videos or movie as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications (Yang et al., 2009). Furthermore, the movies have the influence to have immense audience, in which it motivates the EFL learners to learn new language easily and do matters so much to the public. Movies are stories of a far or presently day-by-day survival. For

people good movies are a way, mainly for adults, movies are to know and relate to the world in positive ways (Yaseen & Shakir, 2015 p.31).

2. **The Effect of English-Movie**

English movies are easily accessible to language learners and this activity in fact is one of the most common activity the learners do during their free time (Grover et al., 2014; Suh et al., 1999). The idea that leisure activities can be used as language learning tools can be attributed to the fact that the stress-free, autonomous environment is conducive for informal learning and that implicit learning is involved.

Out-of-class learning is informal learning. Benson (2001) defined out-of-class learning as learning activities that occur outside the classroom which are self-instructed, naturalistic and self-directed. Chusanachoti (2009) elaborated that out-of-class English activities or outside of classroom English activities as non-assignment activities carried out in English outside of formal classroom setting, academic or non-academic related done with or without intention to learn English.

Ellis (1994) defined implicit learning as "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation" (p. 1). Activities like watching movies provide opportunity for implicit learning to occur. Learners are attracted to activities that involve entertainment and watching movie is one of such activity (Hyland, 2004).

It has been observed in several studies that movies can improve learners'
language skills and other aspects of language acquisition. A study in Japan
involving undergraduate students from five universities were conducted in
order to test the strategy of English learning through an English movie and
Reader's Theatre assignments (Inage et al., 2013). The study reveals that
the students' enjoyment of the movie increased their motivation to learn
the language. The participants of the study also reported that this activity
had helped improve their pronunciation and vocabulary. However, the
study did not provide data on whether the students' English proficiency
had increased or not.

 A study conducted to examine students' English learning difficulties and
the ways they solved these difficulties also reveals the role of watching
movies as a learning tool (Nooreiny & Indira Malani, 2015). The study,
conducted in Universiti Kebangsaan Malaysia involving 30 undergraduate
students majoring in English Language Studies shows that one method the
students use to overcome their learning difficulties is through out-of-class
activities including watching western movies. Positive attitudes and high
motivation that comes with doing these activities were attributed as the
helping factors.

 The roles of motivations and attitudes are also explored by Hussein and
Parilah (2014) in a study conducted in the same university involving 30
undergraduate students. It is discovered that a majority of the students

have positive attitudes regarding watching English movies for learning English. It is explainedthat the students developed positive attitudes because of their interest in the American culture and therefore are motivated to learn the language for integrative purpose.

Meanwhile, a case study conducted among four English Education students in Thailand to explore their engagement in English activities outside of classroom has revealed that engagement in English movies is beneficial for vocabulary acquisition as well as the learning of colloquial expression and slang—the conversational aspect of English that is not usually taught in a formal classroom setting (Chusanachoti, 2009). Moreover, movies also helped learners to contextualize words because characters in movies talk about various topics in various context. This study also revealed that movies contribute to the learning of pronunciation and different English accents.

Based on these studies, it could be observed that the studies on the use of movies as a language learning tool, whether it is for in-class activities or out-of-class activities, exist. Generally, movies are able to facilitate language acquisition which supports Krashen's view exposure to the language can help in the subconscious acquisition of the language meaning. In addition, this study also attempts to address the lack of research conducted in current research site.

3. **Frequency of Watching English-Movie**

The frequency of watching movies is how high or how often someone is watching an English film. The frequency of watching this film will be measured using a questionnaire. Questionnaires will contain questions about how often subjects watch English films in a week. Subjects are asked to choose one of the alternative answers provided. Each alternative answer contains how often to watch the film and the perception of watching to the influence of the pronunciation. The higher the number of English language films chosen by the subject means the higher the frequency of watching English films, and conversely the lower the number of watching English films chosen by the subject means the lower the frequency of watching movies.

4. **Watching English-Movie**

Watching movies are an enjoyable source of entertainment and language acquisition. Watching movies may serve as a bridge between learning skills and language objectives (output) (Merita Ismaili, 2013:122). In addition, watching movies provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input/output (Hanley, et al., 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999). Furthermore, watching movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings (Herron, et al., 1995; Lonergan, 1992; Kerridge, 1982; Singer &

Singer, 1998; Swaffar & Vlatten, 1997; Wellman, Keniston & Westby, 1978; Coniam, 2001).

C. **Pronunciation**

1. **Definition of Pronunciation**

Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching (Mohammad Reza Ahmadi, 2011 p.74).

It is important at this point in time to make a distinction between speaking and pronunciation as it is sometimes wrongly applied interchangeably. Due to the time restrictions on most courses for EFL, often the case of pronunciation teaching receives relatively the least attention. Gilbert (1995) stated that the skills of listening comprehension and pronunciation are interdependent, if people can't hear English well; they are cut off from the language if they can't be understood easily, and they are cut off from conversation with native speakers.

2. **The Goals of English Pronunciation**

Intelligibility is an ideal goal for many EFL learners and the goal of these learners is to be understood in conversation but there are

other learners who wish to communicate with native speakers. According to Fraser (2000), learners should be able to speak English with their favorite accent which is easily understandable to an English speaker. Jenkins (2002) stated that learners need to be intelligible to both native speakers and non-native speakers. Teachers should help learners become both intelligible and easy to understand.

EFL learners cannot completely pronounce English words exactly like native speakers. Intelligibility is an ideal goal for most learners although some of them like to pronounce more native-like than others for specific reasons (Abercrombie, 1991).

Yates and Zielinski (2009) said that 'intelligibility' itself is not an ideal aim. What is intelligible is dependent on the listener. What speakers interact is just as important as what they say and do. Listeners have their own attitudes, skills, experience, and biases that can impact their views about intelligibility. These involve familiarity with the speaker's accent, ability in comprehending speakers from various levels, and attitudes towards the speaker and the speaker's racial group. Thus, every listener judges the understandability of the same speaker differently due to some factors. These involve how kind they are to the speaker and how familiar they are with the speaker. How much they already know about what is being talked about is also important.

James (2010) and Pourhosein Gilakjani (2012) stated that speakers have understandable pronunciation when other persons can understand what they say and the speaker's English is good to listen to; that is, the speaker is 'comfortably intelligible.' The researchers continued that for some learners, the goal of learning pronunciation is to speak like native speakers. This may be a valuable goal for learners, it should not be the goal of teachers who want to improve their learners' pronunciation and confidence. Therefore, acceptable pronunciation is not to force learners to have an American or British accent, but teachers should encourage their learners to speak English clearly and understandably.

3. **Factors Affecting The Learning of Pronunciation**

   a) **Accent**

   An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). Many adult learners of English have foreign accents that identify them as nonnative speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation (Lenneberg, 1967). However, more recent research suggests that environment and motivation may be

more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd, Marshall, & Snow, 2000). An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Derwing & Munro, 1997). The primary aim is that students be understood. Good pronunciation is needed for this, but a "perfect accent" is not (Harmer, 1991).

b) **Stress, Intonation and Rhytm**

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1999). All syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter.

A more accurate description is that they are stress based or syllable based; that is, they are not completely in one category or the other, but tend to have more stress-timed or syllable-timed features (Low, 2006). Stress-based rhythm is achieved through the presence of reduced vowels for unstressed syllables in a sentence. Function words (e.g., articles, helping verbs, prepositions) typically have reduced vowels instead of full ones, and the reduced vowel version is known as a weak form. The distinction between stress- and syllable-based languages is important, especially if an adult English language learner speaks a first language that is different rhythmically from stress-based British or American English. An understanding of whether a learner's first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises. He determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality, utterances are significantly less intelligible than when only vowel quality is manipulated. Native and nonnative English speakers responded similarly when judging the intelligibility of words with misplaced word stress. O'Brien (2004) reported the results of research on the importance of stress, intonation, and rhythm for a native-like

accent in German. It was found that the native speakers focused more on stress, intonation, and rhythm than on individual sounds when rating speech samples as native-like. Implications of this research for classroom instruction are that teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learners in their classes.

c) **Motivation and Exposure**

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003). The review by Marinova-Todd et al., (2000) of research on adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer (2007) found that experience with

and positive orientation to the language appears to be important factors in developing native-like pronunciation.

Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

d) **Attitude**

In a study on pronunciation accuracy of university students studying intermediate Spanish as a foreign language, Elliot (1995) found that subjects' attitude toward acquiring native or near-native pronunciation as measured by the Pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation. In other words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones (Elliot, 1995). This study echoed earlier research done by Suter (1976), which found that students who were "more concerned" about their pronunciation (p. 249) had better pronunciation of English as a Second Language (Elliot, 1995). When discussing the attitude of the second language learners in relation to their pronunciation and second language acquisition, it is necessary

to note the work done by Schumann (1986) on acculturation and its role in the process of language learning.

e) **Personality**

Non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control (Miller, 2003), all have their share in the development of pronunciation skills. In addition, the degree of exposure to and use of the target language can support or impede pronunciation skills development. For example, learners who are out going and confident and get involved in interactions with native speakers are liable to practice their foreign language pronunciation (Avery & Ehrlich, 1992).

Conversely, some learners feel uncomfortable trying out new speech rhythm and melody patterns (Miller, 2003), while others feel stupid pronouncing "weird" sounds, and with time, they decide that it is futile and impossible to learn English pronunciation (Laroy, 1995). In this respect, Miller (2003) believes that changing – and not changing – speech patterns is affected by how much responsibility the student

takes, how much the student practices outside of class, and how ready the student is.

f) Mother Tongue Influence

Avery and Ehrlich (1992) claim that the first language becomes a second language and is likely to cause foreign accents. Mispronounced words by native speakers reflect the influence of the sounds, rules, emphasis, and intonation of their native language.

These researchers concluded that the transfer from the learners' native language influenced their production of English-like stress alternation across a phrase. In this respect, Avery and Ehrlich point out that the sound system of the native language can influence the learners' pronunciation of a target language in at least three ways.

First, when there is a sound in the target language which is absent from the learners' native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to

another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language.

In summary, while there are other factors that influence the learner's L2 pronunciation acquisition (Graham, 1994), the factors reviewed above may help ESL/EFL teachers consider what learners from different backgrounds are likely to face when learning English as a second language. These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by non-native speakers in order to help them overcome their foreign accent and consequently improve their pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction and design their teaching methodology according to student's need.

4. **The Indicators Pronunciation**

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono (2008, p. 124 - 125) There are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

Table 2.1 Indicators Pronunciation

No.	Indicators	Criteria
1.	Intelligibility	Pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
2.	Fluency	As a whole of text can be pronounced fluently.
3.	Accuracy	Words and parts of text are pronounced accurately.
4.	Native-like	Pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

D. Theory Techniques for Teaching English Pronunciation

According to Gottlieb (2006), teaching pronunciation needs understanding three aspects of speech: perception, production, and prediction. Perception of oral language includes hearing, listening, seeing, and feeling. This sensing and thinking about all of the parts of the speech system is necessary for pronunciation: lips, tongue, throat, vocal chords, sinuses, and facial muscles. Production of oral language needs time to listen, process, and form an answer, knowledge of the elements of the language and activation of

background knowledge. Prediction of oral communication needs comes through experience different contexts. Through teaching prediction strategies, EFL learners progress rapidly to become independent learners.

The history of language teaching has limited the speaking/pronunciation part to the drill or situational responsive answers. New methods have focused on accurate speaking activities focused on doing real-world speaking activities with attention to a single segmental or spelling, phrasing, rhythm, or tone element of pronunciation (Gottlieb, 2006).

Cook (2001) suggested a number of techniques for teaching and learning English pronunciation. They are use of phonetic transcript, imitation, discrimination of sounds, and communication. Schmitt (2002) mentioned some ways of learning English pronunciation like elicited mechanical production, ear training for sound contrast, and sounds for meaning contrasts.

According to Penny Ur (1996), the goal of pronunciation is not to obtain a complete mimicry of native accent but to make the learner to pronounce correctly to be understandable to other speakers. She stated some methods of pronunciation instruction. They are imitation of teachers or recorded models of sounds, recording of learners' speech and contrast with native model, systematic description and training, imitation exercises, repetition of sounds, different repetition of drills, learning dialogues, rhythms, tongue twisters, and self-correction by hearing to recordings of own speech.

According to Harmer (2006), learners should be given additional information about spoken English and teachers should aid them to gain the aim of comprehensibility. Harmer emphasizes intelligibility rather than perfection as the main goal of pronunciation teaching. Harmer said that the techniques of pronunciation instruction are focusing on individuals sound, minimal pair drill, pronunciation games, sound waves practice, and learning connected speech. Thorn bury (2008) demonstrated that intelligibility is vital in English pronunciation. He offers some techniques of teaching pronunciation such as preparing cards of rhyming words, telling story and noticing learners' mistakes and improving them, and presenting speaking exercises.

According to Cheng (1998), teachers can use the following strategies to teach pronunciation:

a) Meaningful materials: Teachers can use real materials for practicing linking, rhythm, stress, or intonation. Consequently, learners become active persons in their team work.

b) Using movies or songs, games, and tongue twisters: These activities can enhance learners' stimulation in pronunciation classes because it is an important factor in pronunciation.

c) Evaluating learners' improvement: Evaluating advancement is a significant factor in keeping learners' motivation.

Lin, Fan, and Chen (1995) indicated some strategies to teach pronunciation. They are intonation, stress and rhythm, consonants, and vowels. Noll and Collins (2002) mentioned certain strategies in pronunciation instruction. They are finger correction strategies, mime, and gesture strategies.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described; research design, variable of the study, population and sample, research instrument, research instrument, instrument reliability, instrument validity, techniques of data analysis, data collection procedure, and data analysis procedure.

A. Research Design

The design of this study was Ex-post Facto Research. Ex-post facto research is similar to an experiment, except the researcher did not manipulate the independent variable, which has already occurred in the natural course of events. The researcher simply compared groups differing on the pre-existing independent variable to determine any relationship to the dependent variable. Because there is no manipulation or control of the independent variable, one must be very careful regarding the conclusions that are drawn about any observed relationship (Ary Donald, chapter 12 p.332).

The study used quantitative approach. Related to this, Aliaga and Gunderson in Daniel stated that "quantitative research is explaining phenomena by collecting numerical data that are analyses using mathematically based methods". In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs (Creswell, chapter 1 p.13). Ex post facto research is conducted after variation in the variable of interest has already

been determined in the natural course of events. This method is sometimes called *causal comparative* because its purpose is to investigate cause-and-effect relationships between independent and dependent variables. Researches use it in situations that do not permit the randomization and manipulation of variables characteristic of experimental research. Thus, much of the basic rationale for experimental and ex post facto is the same. They both investigate relationships among variables and test hypotheses (Ary Donald, chapter 12 p.332).

This study knows the effects of frequency in watching English-movie towards the pronunciation of EFL learners at IAIN Palangka Raya on academic year 2018.

B. **Population and Sample**

1. **Population**

Population is a group of individuals have the same characteristics (Cresswell, p.142). The study population included all 2018 academic English Education Study Program students had completed the 'Pronunciation Practice' course in the first semester. In addition, the number of active students in the English Education Study Program 2018 academic year was 97 students.

2. **Sample**

Samples are subsets of the population that represent the entire population. This means that it requires that all relevant population

characteristics must be known. Subgroups of the target population that researchers plan to study to be generalized about the target population (Creswell, 2012, p. 142).

The sample is the process of selecting a portion of the population to represent the entire population known as the sample (Ary, Jacobs, Razavieh & Sorenson, 2010, p.148). The sample of this study is the second semester students of English language study programs at IAIN Palangka Raya on academic year 2018. Arikunto said that, "if the total population is more than 100, it is better to take 25% or more" (Arikunto, 2006, p.134). The sampling technique used in this study was random sampling.

Based on the explanation above, the sample was taken as much as 85% of 97 students. Then a sample of 82 students consisted of representatives of 4 classes. The steps in simple random sampling consist of the following:

a.) Determine the population.

b.) List of all members of the population.

c.) Selecting samples using a procedure where there is a real opportunity to determine the mines taken by the members in the list for the sample (Ary, Jacobs, Razavieh & Sorenson, 2010, p.150).

C. Research Instrument

In this study, data collection was conducted by questionnaire and pronunciation test. Data needs to prove and support this study. By this collecting data, the researcher found out the effect of frequency in watching English-movie towards the pronunciation of EFL learners at IAIN Palangka Raya. There are instruments used in this study, namely questionnaire and pronunciation test.

1. Questionnaire

The researcher gave a questionnaire to the research sample which is the second semester student of the English Education Study Program to find out how often students watch English-movie and use movie to practice pronunciation. A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990:377).

This study adapted the questionnaire from Merita Ismaili (2013) and Nawal Aufa (2017) with some modifications to adjust to the condition of the students in the study. Before distributing the questionnaire to the study sample, the questionnaire was tested using SPSS 20 software to check the validity and reliability of the questionnaire.

In addition, the validity test is aimed to measure how far the instrument is appropriate to test what will be tested. In consequences,

before distributing the questionnaire to sample of the study, researcher has to test the validity to measure whether the instrument is appropriate to be distributed. Besides, researcher also tests the reliability of instrument. Reliability is aimed to measure the consistency of instrument if it is conducted twice or more. It means that reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the sample of the study.

To see the validity and reliability test of instrument, the researcher has distributed questionnaire which consisted of 15 items to 23 students of English Education Study Program on academic year 2018. The result of questionnaires was calculated by using software of SPSS 20. The researcher used the level of significance 0.05 to find the valid items.

Based on the results of validity test, the questionnaire consisted of 15 items. Questionnaire items can be considered valid if r- value is higher than r-table. R table is 0.413. Therefore, the results show that 15 items are valid. And the results of reliability test, researcher obtained Cronbach's Alpha 0.945. Therefore the data criteria can be determined if the reliability coefficient (r^1) > 0.6. The reliability test results are 0.945, or (0.945 > 0.6) therefore, it can be concluded that the questionnaire is reliable.

In addition, questionnaires have been distributed to research samples in the second semester students of the English Education Study

Program on academic year 2018, IAIN Palangka Raya. The questionnaire consisted of 15 items that described the characteristics of questions such as how often to watch English-movie and practice pronunciation. The questionnaire consisted of frequency and attitude in watching English-movie. Because this questionnaire aims to test positive statements; Therefore the answer can be printed on the Likert scale as follows:

a. Very Often/Strongly Agree   = 4

b. Often/Agree   = 3

c. Seldom/Disagree   = 2

d. Never/Strongly Disagree   = 1

Therefore, after distributing the questionnaire to the research sample, the researcher calculated all student questionnaires using Excell 2010 and SPSS 20 to find out the total score of the questions as frequency and attitude in watching British film students. Based on the Likert scale above, it is possible that the highest score from the acquisition of the questionnaire is divided into two namely 20 and 60. Because the total questionnaire frequency is 5 items then 5 X 4 (highest statement response) = 20 and the total attitude questionnaire is 10 items then 10 X 4 (highest statement response) = 40. The questionnaire obtained will be added up based on their responses from scores 1, 2, 3 and 4 in each item.

2. **Pronunciation test**

   The type of test used is a reading test to collect data, namely the pronunciation test. The writer adopts from *English Speeches* about 'Start Helping One Person' which the original speaker is Rihanna as a test they will read and when they read the recorded voice to be measured. Many researchers in previous research relied on recording as a tool to collect their data for example (Ma; Lin, 1994)

   This test is an individual test. By using individual tests, researcher can obtain complete and accurate information about the grading system. In this study, the main data was used to measure the English pronunciation skills of students of the English language education study program at IAIN Palangka Raya on academic year 2018. The assessment rubric used by researcher is as follows, which contains four components that such as intelligibility, fluency, accuracy and native like.

   According to Djiwandono Soenardi (2007) the elements of the ability to recite and the details are summarized in the following table 3.1:

Table 3.1

Scoring Rubric of Indicators Pronunciation test

No.	Indicator	Details of Skill Pronunciation	Score			
			4	3	2	1

1.	Intelligibility	The whole pronunciation of the text and its parts sounds clear and does not doubt or cause misunderstanding.				
2.	Fluency	The whole pronunciation of the text and its parts sounds clear and does not doubt or cause misunderstanding.				
3.	Accuracy	Overall the pronunciation of words and parts of the text is expressed precisely.				
4.	Native Like	Overall the pronunciation of words and parts of the text is expressed as naturally as a native speaker.				

Based on score pronunciation of table 3.1. The total score is 4 items, therefore 4 X 4 (highest statement response) = 16. The gained score will be summed based on their response from score 1, 2, 3 and 4 in

each item. Will be calculated by the following formula $\frac{score\ results}{16}\ X\ 100$.

3. Instrument Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary Donald, p.225). Spolky states that there are several types of validity:

a. Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course the relationship between the test items and the course objectives always being apparent. There is a strong tendency especially in multiple-choice testing to test only those areas of the language which lend themselves readily to testing (Heaton, 1974: p.160).

b. Face Validity

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The question is, "on the face of it," does the test appear to be valid? Although it is not a technical form of validity, face validity can be important to ensure acceptance of the test and cooperation on the part of the examinees (Ary Donald, p.228).

c. Construct Validity

A test is said to have content validity if its content constitutes a representative sample. It refers to the extent to which the instrument represents the content of interest. In the other words, it is concerned with the question how well does the content of the instrument represent the entire universe of content which might be measured (Ary, Jacobs, Razavieh & Sorenson, 2010, p.410-411).

4. **Instrument Reliability**

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable (Ary Donald, p.236).

In this case, to score composition as fairly and consistently as possible, the researcher uses inter-rater method (test of reliability). Inter-rater reliability is a procedure used when making observations of behavior. It involves observations made by two or more individuals of an individual's or several individuals' behavior. The observers record their scores of the behavior and then compare scores to see if their scores are similar or different. Because this method obtains observational scores from two or more individuals, it has the advantage of negating any bias that any one individual might bring to scoring (Creswell, p.161).

D. Data Collection Procedure

The researcher used interval data. Interval data is a data of measurement that orders objects or events and has points equidistant from one another (Ary, Jacobs, Razavieh & Sorenson, 2010, p.102). To collect the objective data the writer applied the steps as follows:

1. The researcher observes the class.

2. The researcher gave a questionnaire to students.

3. The researcher gave score to the students' answer

4. The researcher gave a pronunciation test to students.

5. The researcher analyzes the data obtained using linear regression.

6. The researcher interprets the results of the analysis.

7.   The researcher concludes the ability of English student pronunciation, whether there is influence from watching English movies or not, it is based on the data obtained.

E. Data Analysis Procedure

This research used software of SPSS 20 to analyze the data. After getting the data from questionnaire and pronunciation test, furthermore it is important to analyze the data to examine the hypothesis. This research used linear regression to investigate between the effect of frequency in watching English-movie and students' pronunciation. Hence, linear regression is regression analysis which is used to learn the functional relationship between the variables. Therefore, linear regression is appropriate to be used to test the causal relationship between two variables. Basically, linear regression is different with linear correlation; linear correlation is used to test between the relationship of two variables and the degree of variable X and Y can be changed their position or it can be said it is a vice versa relationship. While the linear regression, the degree of the variables X and Y cannot be changed or it can be said it is a causal relationship. Furthermore, this study used F-test to test the hypothesis. F-test is used to examine the influence of independent variable and dependent variable.

After obtaining the questionnaire and pronunciation test, then the writer will analyze data of questionnaire score and result of pronunciation test score into some steps:

1. Analyze the score of students' questionnaire frequency in watching English-movie towards pronunciation and then input them in the SPSS 20

2. Input the score of students' result pronunciation test into SPSS 20

3. Decide the Mean value from variable 1 (questionnaire frequency in watching English-movie towards pronunciation)

4. Decide the Mean value from variable 2 (students' result of pronunciation test).

5. Decide the maximum and minimum score of frequency in watching English-movie towards pronunciation and result of pronunciation test.

6. Decide the mode, median and the sum of frequency in watching English-movie towards pronunciation and result of pronunciation test.

7. Decide the interval, frequency, and percentage of students' frequency in watching English-movie towards pronunciation.

8. Decide the interval, frequency, and percentage of students' result pronunciation test.

9. Examine the normality test of frequency in watching English-movie towards pronunciation.

10. Examine the homogeneity of both variables: frequency in watching English-movie towards pronunciation and result pronunciation test

11. Examine linear regression to test the hypothesis at SPSS 20
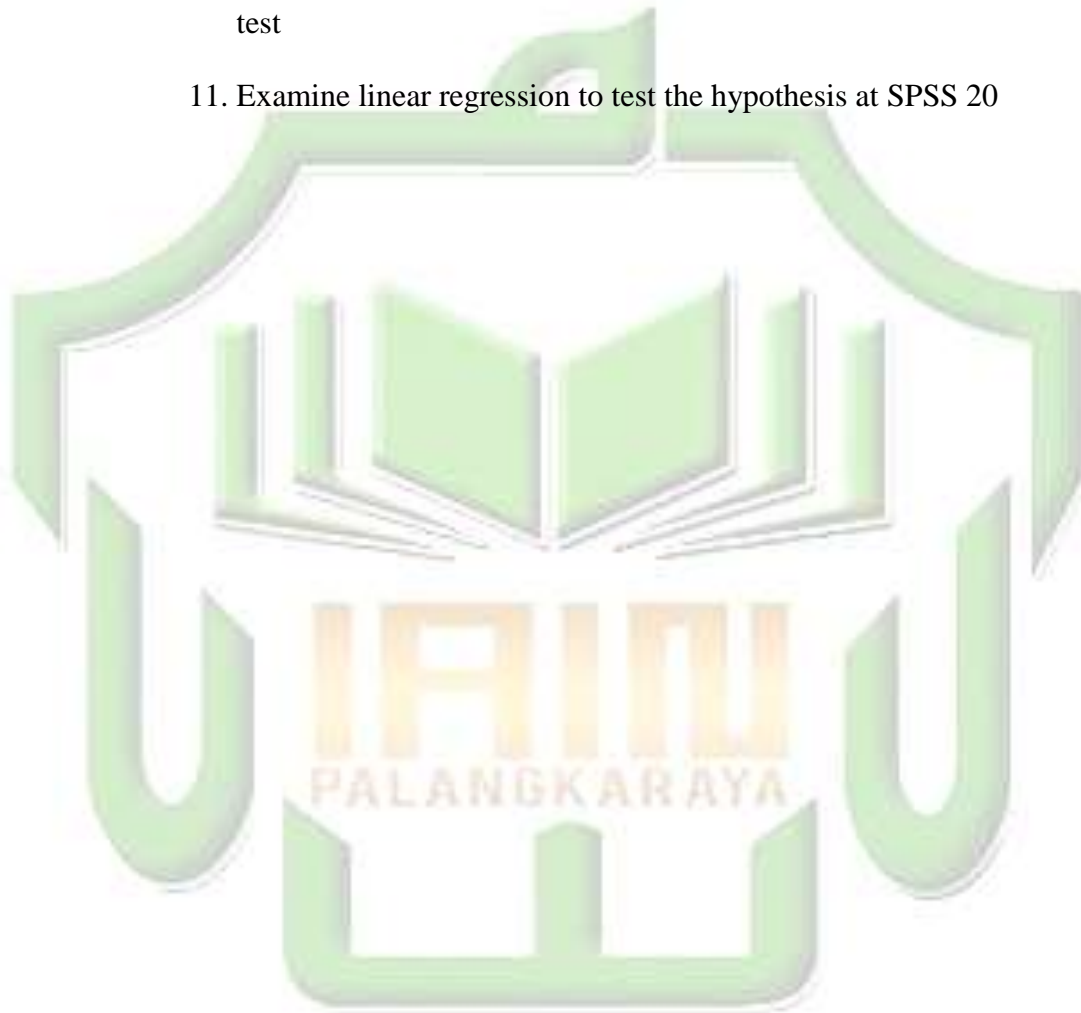
CHAPTER IV

RESULT FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the research findings about students' frequency in watching English-movie and students' pronunciation test. The first step, the researcher discusses the description of students' questionnaires scores. Then the researcher shows the students' score of pronunciation test. Hence researcher describes the data analysis which consists of the normality and homogeneity test. Furthermore, researcher reports the result of linear regression which examines the hypothesis of the study.

A. **Data Presentation**

The research data consists of questioning as a frequency in watching English-movie as an independent variable and Pronunciation as a dependent variable. Data has been collected through a questionnaire to determine the frequency in watching English-movie and the results of student recording pronunciation tests obtained based on scores from inter-rater. The description of the data shows the mean, median mode, minimum and maximum frequency in watching English-movie and the results of student's recording pronunciation test. All data descriptions will be discussed in the following discussion comprehensively.

1. **Questionnaires**

a.)Frequency In Watching English-Movie

To find out the frequency in watching English-movie of students, the researcher distributed questionnaires to students of the second semester of the English Education Study Program at IAIN Palangka Raya on academic year 2018 as the research object. After collecting data on the frequency in watching English-movie, researcher calculated the questionnaire using SPSS 20 to find out the total score of students of the frequency in watching English-movie.

Table 4.1 The Score of Student's Frequency In Watching English-Movie

No.	Students Code	Score	Students Code	Score
1.	S1	14	S42	10
2.	S2	12	S43	11
3.	S3	14	S44	13
4.	S4	15	S45	11
5.	S5	11	S46	11
6.	S6	12	S47	12
7.	S7	16	S48	9
8.	S8	10	S49	14
9.	S9	15	S50	11
10.	S10	16	S51	13
11.	S11	14	S52	9
12.	S12	12	S53	13
13.	S13	12	S54	11
14.	S14	13	S55	14
15.	S15	14	S56	11
16.	S16	13	S57	10
17.	S17	15	S58	16
18.	S18	9	S59	10
19.	S19	16	S60	16

20.	S20	11	S61	12
21.	S21	13	S62	18
22.	S22	13	S63	12
23.	S23	12	S64	14
24.	S24	12	S65	14
25.	S25	13	S66	9
26.	S26	10	S67	11
27.	S27	11	S68	15
28.	S28	11	S69	13
29.	S29	11	S70	15
30.	S30	16	S71	11
31.	S31	12	S72	11
32.	S32	13	S73	7
33.	S33	9	S74	13
34.	S34	13	S75	12
35.	S35	13	S76	15
36.	S36	14	S77	14
37.	S37	14	S78	12
38.	S38	13	S79	19
39.	S39	12	S80	13
40.	S40	11	S81	10
41.	S41	11	S82	17
N Valid			**82**	
Missing			**0**	
Mean			**12.60**	
Median			**12.50**	
Mode			**11**	
St. Deviation			**2.221**	
Variance			**4.935**	
Range			**12**	
Minimum			**7**	
Maximum			**19**	
Sum			**1033**	

Table 4.1 which represents the frequency in watching English-movie of students show that the highest score is 19 and the lowest score of watching English-movie is 7. It can be concluded that there is a significant difference between the highest and lowest scores of watching English-movie with a range of 12. Then the sum score of the frequency in watching English-movie is 1033. Meanwhile the mean score of the frequency of watching English-movie is 12.60, it means that the mean score frequency in watching English-movie is enough. Table 4.1 also shows that the median score of watching English-movie is 12.50. In addition, the mode score is 11. In the mode score, most students get 11 scores; that means there are quite a lot of students often watch English-movie and using to practice pronunciation. Then, the result of standard deviation was 2.221. The result of variance was 4.935. All of the above data descriptions are calculated using SPSS 20 descriptive statistics.

After calculating the descriptive data, the researcher shows the data can be explained in detail in the chart below:
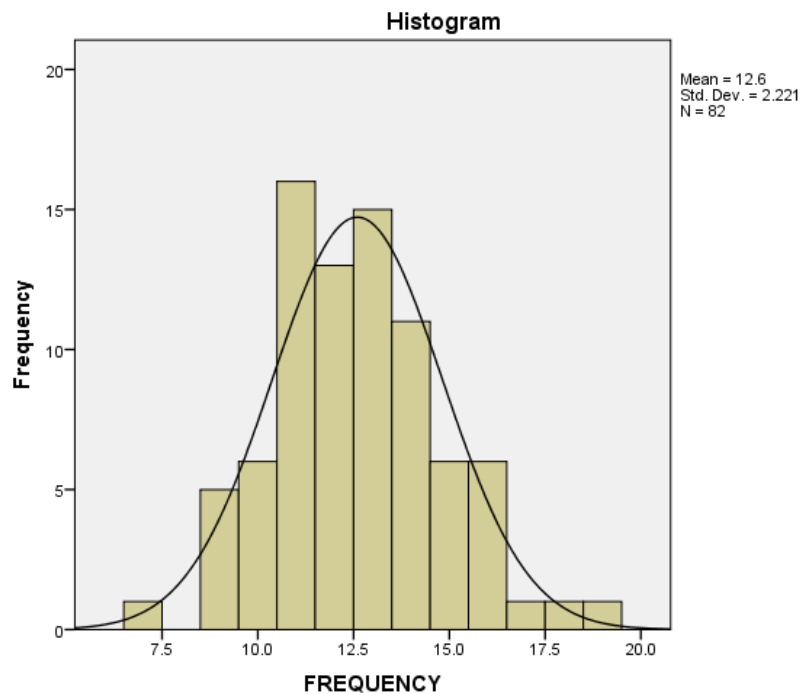
Figure 4.1 Frequency Distribution of Student's Watching English-Movie

Moreover, the researcher presented the data presentation of questionnaire from frequency in watching English-movie by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below:

Table 4.2 Scale Student's Frequency In Watching English-Movie Towards Pronunciation

Item		Scale							
		VO	O	S	N	Total	MN	MDN	SD
1	Number	18	30	34	0	82	2.80	3	0.78
	Percent	22%	37%	41%	0%	100%			
2	Number	11	18	41	12	82	2.34	2	0.89
	Percent	13%	22%	50%	15%	100%			
3	Number	6	19	51	6	82	2.30	2	0.71

	Percent	7%	23%	62%	7%	100%			
4	Number	10	18	27	27	82	2.13	2	1.02
	Percent	12%	22%	33%	33%	100%			
5	Number	24	35	23	0	82	3.01	3	0.76
	Percent	29%	43%	28%	0%	100%			

Based on the table 4.2 above the results of the questionnaire illustrate the highest mean score of 3.01 on items 5, at median 3 on items 1 and 5, at the standard deviation there is the highest score 1.02 on item 4.

Table 4.3

Item 1 *"I often watch English movie"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	34	41.5	41.5	41.5
	O	30	36.6	36.6	78.0
	VO	18	22.0	22.0	100.0
	Total	82	100.0	100.0	

Based on the table 4.3 above, it can be seen that the highest score is 41.5% of students choosing the "seldom" option, 36.6% of students choosing the "often" option, and 22.0% of students choosing the "very often" option.

Table 4.4

Item 2 *"In a week I can watch 2 to 3 movies"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	12	14.6	14.6	14.6
	S	41	50.0	50.0	64.6
	O	18	22.0	22.0	86.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	VO	11	13.4	13.4	100.0
	Total	82	100.0	100.0	

Based on the table 4.4 above, it can be seen that the highest score is 50.0% of students choosing the "seldom" option, 22.0% of students choosing the "often" option, 14.6% of students choosing the "never" and 13.4% of students choosing the "very often" options.

Table 4.5

Item 3 *"In a week I only 1 movie"*

		Frequency	Percent	Valid Percent	Cumulative Percent
	N	6	7.3	7.3	7.3
	S	51	62.2	62.2	69.5
Valid	O	19	23.2	23.2	92.7
	VO	6	7.3	7.3	100.0
	Total	82	100.0	100.0	

Based on the table 4.5 above, it can be seen that the highest score is 62.2% of students choosing the "seldom" option, 23.2% of students choosing the "often" options and 7.3% of students choosing the "very often" and "never" option.

Table 4.6

Item 4 *"In a week I don't watch movie"*

		Frequency	Percent	Valid Percent	Cumulative Percent
	N	27	32.9	32.9	32.9
Valid	S	27	32.9	32.9	65.9
	O	18	22.0	22.0	87.8

VO	10	12.2	12.2	100.0
Total	82	100.0	100.0	

Based on the table 4.6 above, it can be seen that the highest score is 32.9% of students choosing the "seldom and never" option, 22.0% of students choosing the "often" option, and 12.2% of students choosing the "very often" option.

Table 4.7

Item 5 *"I often English movie to practice my pronunciation"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	23	28.0	28.0	28.0
	O	35	42.7	42.7	70.7
	VO	24	29.3	29.3	100.0
	Total	82	100.0	100.0	

Based on the table 4.7 above, it can be seen that the highest score is 42.7% of students choosing the "often" option, 29.3% of students choosing the "very often" and 28.0% of students choosing the "seldom" option.

b.) Attitude In Watching English-Movie towards Pronunciation

After questions about the frequency of watching English-movie students. Researcher added questions about the attitude of watching English-movie towards the pronunciation of students. After collecting data about the attitude of watching an English-movie towards the

pronunciation, the researcher calculated the questionnaire using SPSS 20

to find out the total score of students.

Table 4.8 Score of Students' Attitude In Watching English-Movie Towards Pronunciation

No.	Students Code	Score	Students Code	Score
1.	S1	32	S42	25
2.	S2	26	S43	31
3.	S3	28	S44	32
4.	S4	40	S45	26
5.	S5	26	S46	27
6.	S6	31	S47	32
7.	S7	36	S48	25
8.	S8	28	S49	36
9.	S9	31	S50	36
10.	S10	31	S51	28
11.	S11	31	S52	28
12.	S12	30	S53	32
13.	S13	30	S54	24
14.	S14	30	S55	34
15.	S15	31	S56	29
16.	S16	27	S57	29
17.	S17	29	S58	33
18.	S18	28	S59	28
19.	S19	36	S60	29
20.	S20	28	S61	26
21.	S21	28	S62	31
22.	S22	34	S63	26
23.	S23	24	S64	35
24.	S24	27	S65	34
25.	S25	31	S66	27
26.	S26	28	S67	28
27.	S27	29	S68	32
28.	S28	31	S69	27

29.	S29	28	S70	30
30.	S30	32	S71	29
31.	S31	26	S72	26
32.	S32	29	S73	26
33.	S33	25	S74	30
34.	S34	32	S75	30
35.	S35	28	S76	33
36.	S36	37	S77	33
37.	S37	32	S78	30
38.	S38	29	S79	34
39.	S39	29	S80	32
40.	S40	28	S81	31
41.	S41	30	S82	33
N Valid			**82**	
Missing			**0**	
Mean			**29.91**	
Median			**30.00**	
Mode			**28**	
St. Deviation			**3.229**	
Variance			**10.425**	
Range			**16**	
Minimum			**24**	
Maximum			**40**	
Sum			**2453**	

Table 4.8 which represents the attitude in watching English-movie towards pronunciation students' show that the highest score is 40 and the lowest score is 24. It can be concluded that there is a significant difference between the highest and lowest scores of watching English-movie towards pronunciation with a range of 16. Then the sum score of the attitude in watching English-movie towards pronunciation is 2453. Meanwhile the mean

score is 29.91, it means that the mean score attitude in watching English-movie towards pronunciation is good. Table 4.8 also shows that the median score is 30.00. In addition, the mode score is 28. In the mode score, most students get 28 scores; that means there are many students agree to watch English movie to practice pronunciation to show good influence. Then, the result of standard deviation is 3.229. The result of variance is 10.425. All of the above data descriptions are calculated using SPSS 20 descriptive statistics.

After calculating the descriptive data, the researcher shows the data can be explained in detail in the chart below:
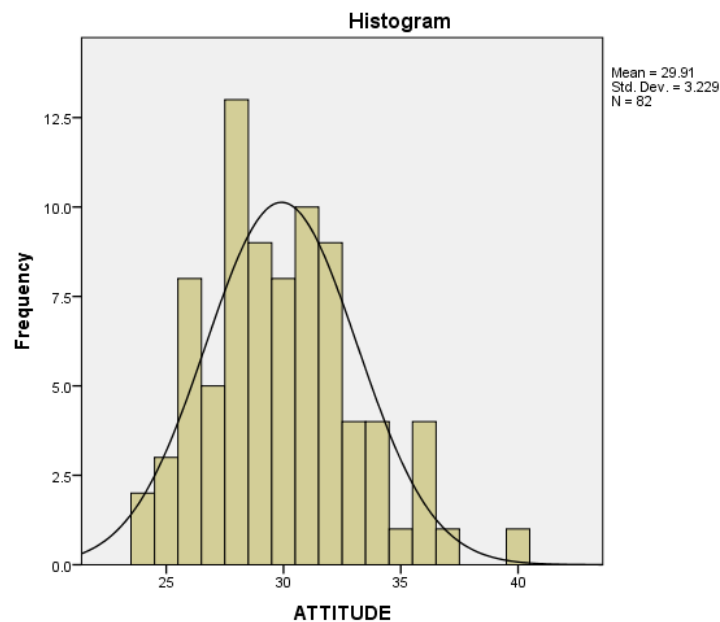
Figure 4.2 Frequency Distribution of Students' Watching English-Movie Towards The Pronunciation

Moreover, the researcher presented the data presentation of questionnaire from attitude in watching English-movie towards the pronunciation by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below:

Table 4.9 Scale Student's Attitude In Watching English-Movie Towards Pronunciation

Item		Scale					MN	MDN	SD
		SA	A	D	SD	Total			
6	Number	38	42	2	0	82	3.44	3	0.55
	Percent	46%	51%	2%	0%	100%			
7	Number	34	44	4	0	82	3.37	3	0.58
	Percent	41%	54%	5%	0%	100%			
8	Number	33	46	3	0	82	3.37	3	0.56
	Percent	40%	56%	4%	0%	100%			
9	Number	20	49	13	0	82	3.09	3	0.63
	Percent	24%	60%	16%	0%	100%			
10	Number	34	43	4	1	82	3.34	3	0.63
	Percent	41%	52%	5%	1%	100%			
11	Number	17	48	14	3	82	2.96	3	0.73
	Percent	21%	59%	17%	4%	100%			
12	Number	2	10	46	24	82	1.88	2	0.71
	Percent	2%	12%	56%	29%	100%			
13	Number	34	46	1	1	82	3.38	3	0.58
	Percent	41%	56%	1%	1%	100%			
14	Number	4	6	35	37	82	1.72	2	0.81
	Percent	5%	7%	43%	45%	100%			
15	Number	36	42	3	1	82	3.38	3	0.62
	Percent	44%	51%	4%	1%	100%			

Based on the table 4.9 above the results of the questionnaire illustrate the highest mean score of 3.38 on items 13 and 15, at median 3 on items 6, 7, 8, 9, 10, 11, 13 and 15, at the standard deviation there is the highest score 0.73 on item 11.

Table 4.10

Item 6 *"I have a positive attitude about watching English-movie to learn my pronunciation"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2.4	2.4	2.4
	A	42	51.2	51.2	53.7
	SA	38	46.3	46.3	100.0
	Total	82	100.0	100.0	

Based on the table 4.10 above, it can be seen that the highest score is 51.2% of students choosing the "agree" option, 46.3% of students choosing the "strongly agree" option, and 2.4% of students choosing the "disagree" option.

Table 4.11

Item 7 *"Movie enhance my motivation to learn pronunciation"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	4.9	4.9	4.9
	A	44	53.7	53.7	58.5
	SA	34	41.5	41.5	100.0

Total	82	100.0	100.0	

Based on the table 4.11 above, it can be seen that the highest score is 53.7% of students choosing the "agree" option, 41.5% of students choosing the "strongly agree" option, and 4.9% of students choosing the "disagree" option.

Table 4.12
Item 8 *"Movie helps me in improving my English accent".*

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	3.7	3.7	3.7
Valid	A	46	56.1	56.1	59.8
	SA	33	40.2	40.2	100.0
	Total	82	100.0	100.0	

Based on the table 4.12 above, it can be seen that the highest score is 56.1% of students choosing the "agree" option, 40.2% of students choosing the "strongly agree" option, and 3.7% of students choosing the "disagree" option.

Table 4.13

Item 9 *"I able use English accent from the movie that I watched".*

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	13	15.9	15.9	15.9
Valid	A	49	59.8	59.8	75.6
	SA	20	24.4	24.4	100.0

Total	82	100.0	100.0	

Based on the table 4.13 above, it can be seen that the highest score is 59.8% of students choosing the "agree" option, 24.4% of students choosing the "strongly agree" option, and 15.9% of students choosing the "disagree" option.

Table 4.14

Item 10 *"Movie gives me more understanding about the stress and intonation well".*

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	1.2	1.2	1.2
	D	4	4.9	4.9	6.1
Valid	A	43	52.4	52.4	58.5
	SA	34	41.5	41.5	100.0
	Total	82	100.0	100.0	

Based on the table 4.14 above, it can be seen that the highest score is 52.4% of students choosing the "agree" option, 41.5% of students choosing the "strongly agree" option, 4.9% of students choosing the "disagree" option and 1.2% of students choosing the "strongly disagree" option.

Table 4.15

Item 11 *"Sometimes conversations in English movie can affect me".*

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	3.7	3.7	3.7
	D	14	17.1	17.1	20.7
	A	48	58.5	58.5	79.3
	SA	17	20.7	20.7	100.0
	Total	82	100.0	100.0	

Based on the table 4.15 above, it can be seen that the highest score is 58.5% of students choosing the "agree" option, 20.7% of students choosing the "strongly agree" option, 17.1% of students choosing the "disagree" option and 3.7% of students choosing the "strongly disagree" option.

Table 4.16

Item 12 *"I felt that my pronunciation is not increasing when I watched English movie"*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	29.3	29.3	29.3
	D	46	56.1	56.1	85.4
	A	10	12.2	12.2	97.6
	SA	2	2.4	2.4	100.0
	Total	82	100.0	100.0	

Based on the table 4.16 above, it can be seen that the highest score is 56.1% of students choosing the "disagree" option, 29.3% of students choosing the "strongly disagree" option, 12.2% of students choosing the "agree" option and 2.4% of students choosing the "strongly agree" option.

Table 4.17

Item 13 *"Learning pronunciation from watching movie makes the learning process interesting".*

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	1.2	1.2	1.2
	D	1	1.2	1.2	2.4
Valid	A	46	56.1	56.1	58.5
	SA	34	41.5	41.5	100.0
	Total	82	100.0	100.0	

Based on the table 4.17 above, it can be seen that the highest score is 56.1% of students choosing the "agree" option, 41.5% of students choosing the "strongly agree" option and 1.2% of students choosing the "disagree" and "strongly disagree" option.

Table 4.18

Item 14 *"I did not get benefit from learning pronunciation by watching English movie"*

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	37	45.1	45.1	45.1
	D	35	42.7	42.7	87.8
Valid	A	6	7.3	7.3	95.1
	SA	4	4.9	4.9	100.0
	Total	82	100.0	100.0	

Based on the table 4.18 above, it can be seen that the highest score is 45.1% of students choosing the "strongly disagree" option, 42.7% of students choosing the "disagree" option, 7.3% of students choosing the "agree" option and 4.9% of students choosing the "strongly agree" option.

Table 4.19

Item 15 *"Movie really helped me in practicing my pronunciation skill".*

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	1.2	1.2	1.2
	D	3	3.7	3.7	4.9
Valid	A	42	51.2	51.2	56.1
	SA	36	43.9	43.9	100.0
	Total	82	100.0	100.0	

Based on the table 4.19 above, it can be seen that the highest score is 51.2% of students choosing the "agree" option, 43.9% of students choosing the "strongly agree" option, 3.7% of students choosing the "disagree" option and 1.2% of students choosing the "strongly disagree" option.

2. **Pronunciation Test**

The pronunciation test is a test carried out by reading text and being recorded. The results of the test were assessed by the inter-rater based on the scores of the Second Semester students of the English Education Department, IAIN Palangka Raya on academic 2018. This inter-rater takes into account the two sets of scores obtained from two correctors, each scoring the same number of test takers (Djiwandono, 2008: 187). The pronunciation test score can be seen in table 4.8 as follows:

Table 4.20 The Score of Student's Pronunciation Test

No.	Students Code	Rater 1	Rater 2	Total Score	Accepted Score
1	S1	68.75	81.25	150	75
2	S2	62.5	68.75	131.25	65.625
3	S3	62.5	75	137.5	68.75
4	S4	75	87.5	162.5	81.25
5	S5	50	62.5	112.5	56.25
6	S6	50	62.5	112.5	56.25
7	S7	87.5	93.75	181.25	90.625
8	S8	50	62.5	112.5	56.25
9	S9	68.75	81.25	150	75
10	S10	75	87.5	162.5	81.25
11	S11	62.5	75	137.5	68.75
12	S12	62.5	62.5	125	62.5
13	S13	50	62.5	112.5	56.25
14	S14	62.5	75	137.5	68.75
15	S15	75	81.25	156.25	78.125
16	S16	56.25	56.25	112.5	56.25
17	S17	68.75	75	143.75	71.875
18	S18	50	62.5	112.5	56.25
19	S19	87.5	93.75	181.25	90.625
20	S20	56.25	56.25	112.5	56.25
21	S21	68.75	81.25	150	75
22	S22	75	87.5	162.5	81.25
23	S23	62.5	62.5	125	62.5
24	S24	68.75	68.75	137.5	68.75
25	S25	75	81.25	156.25	78.125
26	S26	56.25	56.25	112.5	56.25
27	S27	68.75	62.5	131.25	65.625
28	S28	75	75	150	75
29	S29	62.5	62.5	125	62.5
30	S30	75	87.5	162.5	81.25
31	S31	50	62.5	112.5	56.25
32	S32	68.75	81.25	150	75
33	S33	50	62.5	112.5	56.25
34	S34	68.75	81.25	150	75

35	S35	62.5	81.25	143.75	71.875
36	S36	75	81.25	156.25	78.125
37	S37	68.75	75	143.75	71.875
38	S38	68.75	68.75	137.5	68.75
39	S39	62.75	68.75	131.5	65.75
40	S40	50	62.5	112.5	56.25
41	S41	62.5	81.25	143.75	71.875
42	S42	50	62.5	112.5	56.25
43	S43	68.75	81.25	150	75
44	S44	75	81.25	156.25	78.125
45	S45	62.5	68.75	131.25	65.625
46	S46	50	56.25	106.25	53.125
47	S47	68.75	81.25	150	75
48	S48	50	56.25	106.25	53.125
49	S49	68.75	81.25	150	75
50	S50	68.75	81.25	150	75
51	S51	75	75	150	75
52	S52	68.75	75	143.75	71.875
53	S53	68.75	81.25	150	75
54	S54	62.5	68.75	131.25	65.625
55	S55	75	81.25	156.25	78.125
56	S56	50	68.75	118.75	59.375
57	S57	50	62.5	112.5	56.25
58	S58	75	87.5	162.5	81.25
59	S59	31.25	50	81.25	40.625
60	S60	62.5	75	137.5	68.75
61	S61	50	68.75	118.75	59.375
62	S62	62.5	81.25	143.75	71.875
63	S63	50	68.75	118.75	59.375
64	S64	75	81.25	156.25	78.125
65	S65	62.5	81.25	143.75	71.875
66	S66	62.5	75	137.5	68.75
67	S67	62.5	75	137.5	68.75
68	S68	68.75	87.5	156.25	78.125
69	S69	62.5	75	137.5	68.75
70	S70	68.75	81.25	150	75

71	S71	62.5	68.75	131.25	65.625
72	S72	68.75	56.25	125	62.5
73	S73	50	50	100	50
74	S74	68.75	75	143.75	71.875
75	S75	62.5	75	137.5	68.75
76	S76	68.75	87.5	156.25	78.125
77	S77	68.75	81.25	150	75
78	S78	50	56.25	106.25	53.125
79	S79	75	87.5	162.5	81.25
80	S80	50	62.5	112.5	56.25
81	S81	50	50	100	50
82	S82	62.5	68.75	131.25	65.625
N Valid			**82**		
Missing			**0**		
Mean			**68.75**		
Median			**68.75**		
Mode			**56**		
St. Deviation			**9.991**		
Variance			**99.825**		
Range			**50**		
Minimum			**41**		
Maximum			**91**		
Sum			**5581**		

Table 4.20 shows that the maximum pronunciation test score is 91 and the minimum score is 41. There is a significant range between the maximum score and the minimum pronunciation test score with a range of 50. Then the sum pronunciation test score is 5581. Meanwhile the mean pronunciation test score students are 68.07; it means that the mean pronunciation test score of students is quite good because the score is greater than the score of mode 56. Therefore, table 4.20 also shows that the

median score of the students' pronunciation test is 68.75. The mean value and mode of students' pronunciation tests are the same in this case. In addition, the mode score is 56; that means there are many students get. Then, the result of standard deviation is 9.991. The result of variance was 99.825. In addition, all data descriptions above were calculated using SPSS 20 descriptive statistics.

After calculating the descriptive data, the researcher will show the interval, frequency, and percentage of students' pronunciation tests. The data below is calculated using Microsoft Excel 2010. The following table explains in detail about the results of students' pronunciation tests.

Table 4.21 Relative frequency distribution of student's pronunciation test

No.	Interval	Category	Frequency	Percentage
1	36-49	Very Less	1	1%
2	50-63	Less	26	32%
3	64-77	Good	39	48%
4	78-91	Very Good	16	20%
			Σf= 82	

From the table 4.21 above, it can be seen the frequency and percentage of results of the pronunciation test of 82 students. There are 1% of students score between 36-49, namely 1 students with *very less* categories. Then there are 32%

students score between 50-63, namely 26 students with *less* categories. Meanwhile there are 48% of students score between 64-77, namely 39 students with *good* categories. This means that the most scores obtained by students with the highest score. And most of them there are 20% of students score between 78-91, which is 16 students with *very good* categories.

After calculating the frequency distribution of students' pronunciation test results, the data can be explained in detail in the chart below:
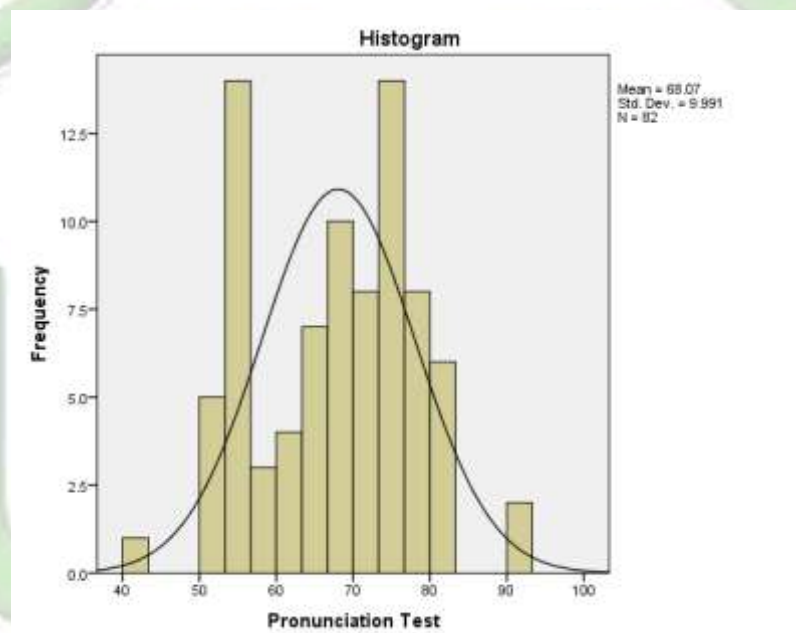

Figure 4.3 Frequency Distribution of Student's Score Pronunciation Test

B. Research Findings

    1. Testing Normality and Homogeneity

Normality test is a test to know about what the pronunciation test had given to the students normally, it showed on :

a) **Normality Test**

Before examining a research hypothesis, there are steps that must be checked beforehand; they are tests of normality and homogeneity. Therefore, in this section, the author will show the results of the Kolmogorov Smirnov Test normality test and be analyzed using SPSS 20 with $\alpha = 0.05$. The purpose of this analysis is to see if the data in the study are normally distributed. The normality test results can be seen as follows:

Table 4.22

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		82
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	6.58881686
Most Extreme Differences	Absolute	.084
	Positive	.067
	Negative	-.084
Kolmogorov-Smirnov Z		.762
Asymp. Sig. (2-tailed)		.607

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation using SPSS 20 Program, the asymptotic significance normality of frequency in watching English-

movie towards the pronunciation was 0.607. Then, the normality was consulted with the table of Kolmogorov-Smirnov test (= 0.05). Because the significance normality of frequency in watching English-movie towards the pronunciation upper than (0.607 > 0.05), it could be concluded that the data was in normal distribution.

b) **Homogeneity Test**

In addition to testing normality, this study also tested data homogeneity. This is done to find out whether the data variance is homogeneous. If the data is homogeneous, it shows that the data have the same characteristics. This test uses Levene statistics as a homogeneity test technique. The results of the variance homogeneity test using SPSS 20 are presented as follows:

Table 4.23

Test of Homogeneity of Variances

pronunciation

Levene Statistic	df1	df2	Sig.
1.204	7	70	.312

Based on calculations using the SPSS 20 Program, the homogeneity of asymptotic significance of the student test variance was 0.312. Then, the variance homogeneity was consulted with the

Levene test table ($\alpha = 0.05$). Because of the significance of the homogeneity of the student test variance above α ($0.312 > 0.05$), it can be concluded that the data in the population is homogeneous.

2. **Testing Hypothesis**

Testing hypothesis aims to test between two variables, namely the frequency of watching English movie as an independent variable and pronunciation as the dependent variable. Then based on the normality test and homogeneity test, the results show that the data is normally distributed and the data variance is homogeneous. Therefore, the researcher analyzed the data between the two variables using linear regression in SPSS 20 to see whether the frequency of watching English movie affected the results of recorded pronunciation tests. Furthermore, based on SPSS 20 calculations, data are collected as follows:

Table 4.24

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752[a]	.565	.554	6.672

a. Predictors: (Constant), Attitude, Frequency
b. Dependent Variable: Pronunciation

In this section there is R-Square = 0.565 (56.5%). This shows that 56.5% of the dependent variable variation (Y) can be explained by the independent variable (X), meaning that the effect of watching English-

movie frequently on pronunciation is 56.5% while the remaining 43.5% is

influenced by other variables besides the independent variable X.

Table 4.25

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4569.406	2	2284.703	51.328	.000ᵇ
1	Residual	3516.413	79	44.512		
	Total	8085.820	81			

a. Dependent Variable: Pronunciation
b. Predictors: (Constant), Attitude, Frequncy

Hypothesis:

Ho: Frequency in watching English-Movie does not affect students'
   Pronunciation

Ha: Frequency in watching English-Movie affect students' Pronunciation.

Test Criteria:

Ho: accepted if F-ratio (Fo) <F-table (Ft) and probability (sig.)> 0.05

Ha: accepted if F-ratio (Fo)> F-table (Ft) and probability (sig.) <0.05

Based on the table above, the gain of the F ratio is 51.328 which is

greater than the F table (3.11) which can be found in the appendix (51.328

> 3.11). Then, the *p value* is 0.01 which is less than 0.05 (0.01 <0.05).

From these results, it can be concluded that Ha is accepted and Ho is

rejected. This means that frequency in watching English-Movie affect

students' pronunciation.

Table 4.26

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.163	6.909		.892	.375
	Frequency	1.990	.417	.442	4.774	.000
	Attitude	1.231	.287	.398	4.293	.000

a. Dependent Variable: Pronunciation

In the table 4.26 can be shows the value frequency of Tcount = 4.774 with a significance value of $0.000 < 0.05$, then Ho is rejected and Ha is accepted, which means there is a significant variable effect of frequency watching English-movie (X) variable on the Pronunciation (Y). And the value attitude of Tcount = 4.293 with a significance value of $0.000 > 0.05$ then Ho is rejected and Ha is accepted, which means there is a significant attitude affect to pronunciation.
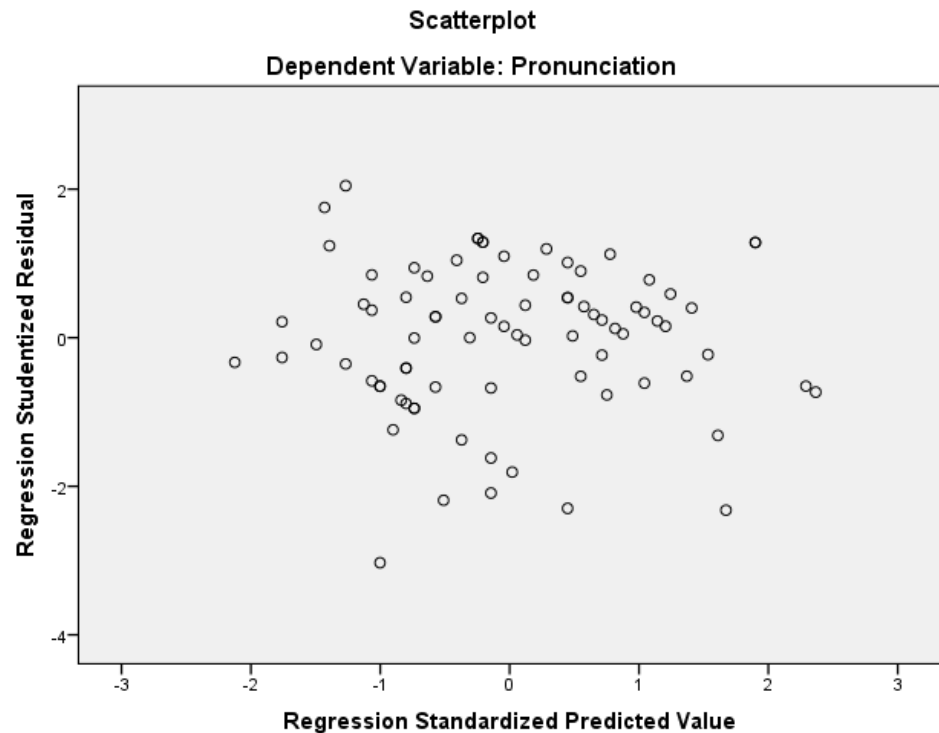
Figure 4.4 Scatterplot of Hypothesis

3. Interpretation of the Results

In this study, some analysis of this study also showed that the normality test revealed normally distributed data. Then the homogeneity test results also show that the data is homogeneous. In other words, there are the same characteristics between the two variables: frequency in watching English-Movie as an independent variable and pronunciation as the dependent variable. In addition, according to the above hypothesis criteria, this shows that the results of the F-test or (51.328 > 3.11). It can

be concluded that the frequency in watching English-movie affect the pronunciation of students.

Based on the interpretation of the data above, it shows that the frequency in watching English-movies affect students' pronunciation. In other words, students who have the frequency of watching English-movies affect their pronunciation.

In short, the results show that the hypothesis Ha is accepted and Ho is rejected. It can be concluded that the frequency in watching English-movie affect students' pronunciation.

C. Discussion

Based on description of this data it shows that there is a significant effect of frequency in watching English-movie towards the pronunciation of students. R-square value or the value of influence obtained is 56.5%, the remaining 43.5% is influenced by other variables besides the independent variable X which is not examined by researcher. And the Fcount value on ANOVA is 51.328 greater than Ftable which is 3.11. Then the Tcount value is 4.774 with a significance value of 0.000 <0.05. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on this information it can be concluded that the frequency of watching English films affects the pronunciation of students. The possible reason for this result may be because there are other factors that affect students' pronunciation.

The same results were also found in a study from Nawal Aufa (2017), finding that there was an effect of using English-movie to improve the pronunciation skills of second semester English students at UIN Ar-Raniry Darussalam Banda Aceh. In addition previous research by Mustika Ratna Pratiwi (2010), this study also showed that there was a positive influence in the use of English-movie to improve students' pronunciation, even though the sample used was eighth grade junior high school students. And this research focuses on English cartoon movies. In addition, a study conducted by Merita Ismaili (2012), showed that the results significant or there was an influence on the use of English-movie for teaching foreign languages that focused on pronunciation, although in this study there was a slight disadvantage namely that the movie did not allow interaction with a plot or character by imagining it in their mind.

On the other hand, a study in Japan by Inage (2013) found that learning pronunciation using English-movie increased their motivation for learning languages. This study also reports that this activity has helped improve students' pronunciation and vocabulary. However, this study does not provide data on whether students' English proficiency is improved or not. In addition, Bernaus, Masgoret, Gardner, & Reyes (2004) also found that motivation, personality or professional learning English can influence the need and desire for pronunciation like native people. This means that an English movie is only a support for learning because the intention to be able

to pronounce is the main one. And the same case with Laroy and Miller (2003) found that some students felt uncomfortable or unable to focus on movies for pronunciation practice while others felt over time, they decided that it was futile and impossible to learn English pronunciation using movie . This researcher believes that changing and not changing speech patterns is influenced by how much students are responsible, how much students practice outside the classroom, and how ready students are.

Related to the theories above and related to research, researcher conclude that using and watching English-movie frequently in students in English education study programs plays a role in improving their Pronunciation even at different levels, such as that of Avery & Ehrlich (1992) also argues that often watching English movies and individual personalities in many countries is one of the most important factors that can affect students 'pronunciation of foreign languages universally, and from this study can be evidence that the frequency of watching English movie can affect students' pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestions to the future researcher.

A. Conclusion

Based on the calculation using SPSS 20 program with Linear Regression. Then the result showed that the model summary R-Square = 0.565 (56.5%). It means that there is an influence of watching English-movie frequently on students' pronunciation as much as 56.5%. Then, the Fcount of ANOVA is 51.328 and Ftable is 3.11. It meant that Fcount greater than F table or 51.328 > 3.11. And the Coefficient is Tcount = 7.989 with a significance value of 0.000 < 0.05. Meanwhile, 43.5% are influenced by other variables, the possible reason why this study has an effect is because there are other factors that the researcher is not careful about. So there could be many factors that influence them for pronunciation skills in every English course, even their skills or abilities from their own personality. So that's why watching English-movies often can affect students' pronunciation skills and sometimes not.

Moreover, the result of the calculation was counted by Linear Regression and showed that Fcount is 51.328 which is greater than the

*F*table (3.11) which can be found in the appendix (51.328 > 3.11). Then, the *p value* is 0.01 which is less than 0.05 (0.01 <0.05). From these results, it can be concluded that Ha was accepted and Ho was rejected. This means that frequency in watching English-Movie affect students' pronunciation.

B. Suggestion

Based on the research findings, the researcher wants to propose a number of suggestions that may be useful and valuable for the second semester students of the English study program at IAIN Palangka Raya and the next lecturers and researchers:

1. For Students

It is recommended that students learn more aspects of the pronunciation, because if you rely on watching English films without continuing to practice and the strong intention has little effect. Because the results in this study there is significant effect of frequency in watching English movie towards pronunciation. So students must find many suitable strategies to learn more about how to have a good pronunciation and also their performance in understanding pronunciation when speaking a foreign language.

2. For Lecturers

It was suggested the lecturer that to the students' understanding level, problems in learning English, and students' strategy in learning English. Especially, to study Pronunciation more seriously and place

the material in an understanding course using English-movie or other alternatives.

3. For the Next Researchers

This study investigates the effect frequency in watching English-movie towards pronunciation. This is quantitative research with ex post facto design. It is also recommended to follow up these findings by conducting similar research with further researcher might have another research or another aspect of watching English-movie towards pronunciation.
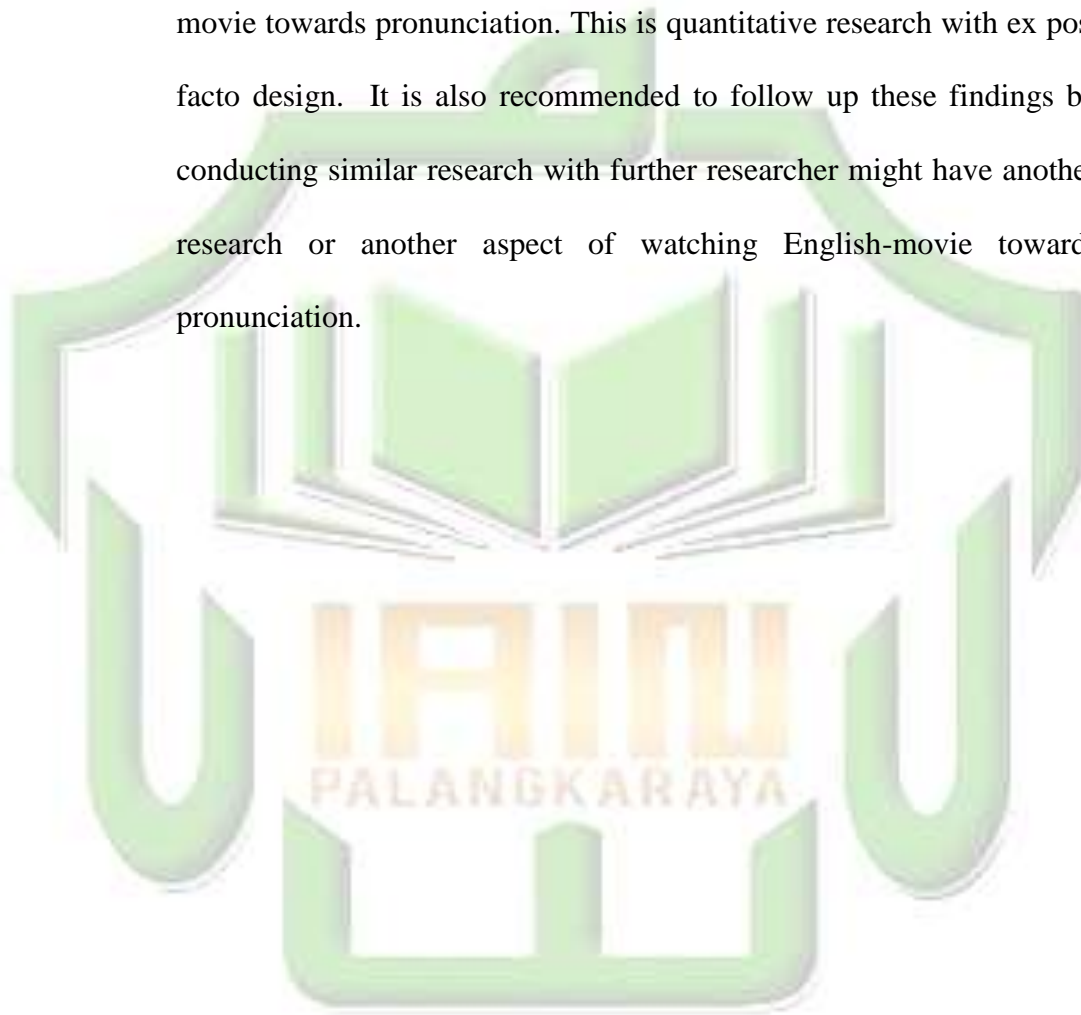
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