



**IMPROVING STUDENTS' PRONUNCIATION ABILITY BY
USING ANIMATION FILM MEDIA AT GRADE VIII
IN SMP NEGERI 8 PADANGSIDIMPUAN**

THESIS

*Submitted to State Institute For Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for Graduate
Degree Of Education (S.Pd.) in English*

Written By :

EVI NURUL SIREGAR

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**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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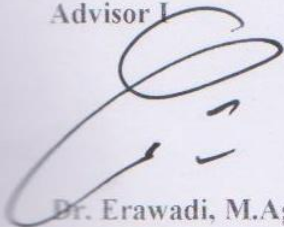
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After reading, studying and giving advice for necessary revises on thesis belongs to **Evi Nurul Siregar**, entitle *"Improving Students' Pronunciation Ability by Using Animation Film Media at Grade VIII in SMP Negeri 8 Padangsidempuan"*, we assume that the thesis has acceptable to complete the requirement to fulfill for the degree of islamic education (S.Pd), in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan. Thank you.

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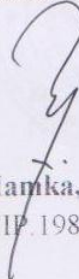
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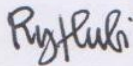


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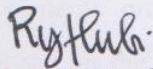
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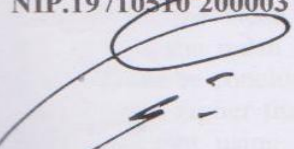
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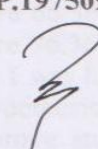
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ABSTRACT

This research discussed about students' problem in pronunciation at grade VIII in SMP Negeri 8 Padangsidempuan. The problems of the research are the students were low in pronouncing the English words and uninterested teaching media. As the result, the students felt difficult in pronunciation. The objective of this research was to know the improvement of the students' pronunciation using animation film media at grade VIII in SMP Negeri 8 Padangsidempuan.

The method of this research was conducted by Classroom Action Research (CAR) with quantitative and qualitative approach. Classroom Action Research method was used to test and to see the improvement of students' pronunciation using animation film media at grade VIII in SMP Negeri 8 Padangsidempuan. The source of the data was taken in class VIII-9, there were 22 students. Collecting the data was done by using test. To analyze the data, the researcher used formulation of average score on students' pronunciation.

Based on the result of the research, researcher showed the description of the data was found that the mean score of vowels in pre-test were 60.45 and consonants were 54.09, the mean score of vowels in cycle 1 were 66.36 and consonants were 75.45, then the mean score of vowels in cycle 2 were 76.36 and consonants were 80.90. It can be concluded that the mean score of cycle 1 was higher than pre-test and cycle 2 was higher than cycle 1. It means that the hypothesis was accepted. It was concluded that using animation film media can improve students' pronunciation. Finally, the researcher suggested using animation film media was affective to improve students' pronunciation at grade VIII in SMP Negeri 8 Padangsidempuan.

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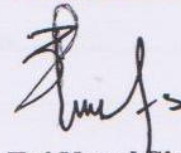
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Finally, I realize that this thesis is imperfect. Therefore, I expect the constructive criticisms and suggestions from readers to improve this thesis. This thesis is expected to be able to provide useful information to readers.

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Padangsidempuan, September 12th, 2017

The Researcher,



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CHAPTER I

INTRODUCTION

A. The Background of Problem

Pronunciation is one of the parts in English subject that is important for students. It is used to avoid the cases of misunderstanding in communication. When some teachers and learners complain about difficulties in speaking, they are often talking about pronunciation. Some English learners do not wish to have pronunciation like a native speaker but prefer instead to retain an accent that indicates their first-language roots and allows them to be identified with their ethnic community.

Students with good English pronunciation are likely to be understood even if they make errors in other areas, whereas students with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, so students with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge.

The same situation happened in SMP Negeri 8 Padangsidimpuan. Based on the observation that students' motivation are considered low.¹ They felt

¹The students at grade VIII-9 SMPNegeri 8 Padangsidimpuan, *Observation*, (SMP Negeri 8 Padangsidimpuan: March 8th, 2016 at 09:45 am).

shame and not confident when they pronounced English and did not know what they would to say. They also rarely practiced English because they often used their mother tongue instead to speak. This condition makes the students hard to focus on the lesson being taught. That is why their English achievement is low. The teacher informs that the most difficult skills in English faced by the students are speaking and listening. The students often make some mistakes especially when they produce oral English during the lesson. The common mistake in producing oral English is dealing with pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. Their unintelligibility pronunciation makes the researcher thinks that they speak different words. They cannot difference the unfamiliar English symbols such as vowels ə, æ, ε, et cetera and consonants θ, η, and so on. They pronounce bear [beə] as [bi:], five [faif] as [fif], back [bæk] as [bek], think [θiŋk] as [ting], et cetera.

The facilities that support the teaching learning process in this school are quite modern and complete. They are DVD player, library, in focus and laptop, but some of the facilities have just being purchased recently, so the teacher has not used them yet. The teacher usually uses pictures and books instead to teach English pronunciation. Therefore, the English teaching learning process especially pronunciation practice is not effective.

The researcher also asked the English teacher, her name is Masna Khairani. She said that she uses conventional teaching method to teach English

so it makes the students easily get bored.²If this condition continues, it's possible that the students' ability in producing oral English remains low. She does not use the strategy and media how the students can be interested in studying. If the students are interested in studying, they will understand easily. She also emphasizes on the reading skill instead of listening and speaking. She only asks the students to read the dialogue in front of the class and fixes some pronunciation mistakes made by the students. Actually, this method is good to inform correct pronunciation, but it is not enough. Students need to be aware of the pronunciation they produced. The teacher also uses Indonesian instead of English to deliver the material and to communicate with the students.

Therefore, the teacher must find the way to alleviate this situation by using dynamic teaching tool. It is teacher's duty to aid the memory of her charges through meaningful teaching. So, it is needed to find an appropriate media to teach pronunciation. Pronunciation is closely linked to ears, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students' own voice as a model will be the most effective way of doing this. So, an audiovisual media has an important role to improve students' pronunciation ability. Films are considered as audiovisual media that have a special position for the people since watching film. Film differs from viewing paintings, stage performances, or even slide shows. Films present

²Masna Khairani, *Private Interview*, (SMP Negeri 8 Padangsidempuan: March 8th, 2016 at 09:30 am).

audience with images in illusory motion. In fact, everyone loves films. Films are divided into several kinds, and among the films, animation films or cartoon films are considered as the closest one to the children or in this case, young learners, because of their strong characters and entertaining story, animation films are positioned as one of entertainment media. Besides, an animation film is used as a teaching medium as well.

The researcher tried to apply a media that is film. The researcher gave reason why choice to apply this media because of watching film the students will had been feel serious but will be relaxing. So they can receive some sounds or conversation easily. As stated Hakim said watching the film of Hollywood can be improving the learners' pronunciation and to see the gestures of facial expression can be help to understand the film of Hollywood.³Watching animation films will motivate students to hear right expressions in English, so they will have a motivation to imitate the expression, intonation and pronunciation of the character. They will also have motivation to produce correct pronunciation when they speak. Therefore, they must pronounce some words in the film correctly and avoid mispronouncing some words. The researcher chooses watching animation film to improve students' pronunciation because it will make students interested in learning English.

³Thursan Hakim, *Cara Termudah Membuat Kalimat Percakapan Bahasa Inggris*, accessed from <http://www.meningkatkanpronunciation.com/>, on Monday, 29 August, 2016 at 15:21 pm.

Based on the problem above, the researcher intends to do a research on the title: “IMPROVING STUDENTS’S PRONUNCIATION THROUGH ANIMATION FILM MEDIA AT GRADE VIII IN SMP NEGERI 8 PADANGSIDIMPUAN”.

B. The Identification of Problem

Based on background of problem, the researcher identified that students of grade VIII SMP Negeri 8 Padangsidimpuan had many difficulties in pronouncing English well and better. They are:

1. The students felt shame and not confident when they pronounced English, and did not know what they would say.
2. The students had less motivation to learn English.
3. The Students rarely practiced to use English communicate.
4. The teaching media was uninterested.

C. Focus of the Research

The researcher focused on students’ problems in pronunciation. It would be solved by using animation film media at grade VIII in SMP Negeri 8 Padangsidimpuan.

D. The Formulation of Problem

Based on the background of the problem above and to make it clearer in this research, the researcher formulated it as “Can using animation filmmedia improve students’ pronunciation at grade VIII in SMP Negeri 8 Padangsidimpuan?”

E. The Objective of Research

Based on formulation of the problem, the objective of the research was “To know the improvement of the students’ pronunciation using animation filmmedia at grade VIII in SMP Negeri 8 Padangsidempuan”.

F. The Definition of Key Terms

To avoid misunderstanding about some terms in this research so the researcher makes the definition below:

1. Improving

Improving is a process becoming or making better through several cycles by choosing technique, strategy, or media in learning.⁴ So, improving is going through better work to teach something.

2. Students’ Pronunciation

- a. Students are a person who is studying at college, polytechnic or university also boy or girl attending school.⁵ Indonesian dictionary student is a learner especially on the grade of elementary, junior, senior high school.⁶
- b. Pronunciation is the sound that is made while speaking. As speaker of a language, need to be able to understand each other with relative

⁴A.S. Hornby, *Oxford Advanced Learners’ Dictionary*, (Oxford University Press, 1995), p.598.

⁵A.S. Hornby, et. al., *Oxford Advanced Learners’ Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 859.

⁶Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 1077.

case.⁷ In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. Thus, it can be concluded that students' pronunciation is the process of sounding words to explore their feeling, thought and idea in spoken form until students can pronounce fluently.

3. Animation Film

Animation is always associated with kids and teenagers. Basically, animation is entertainment for kids and teenagers, even though nowadays the adults are familiar with this term since some animation films are made for the adults. There are many opinions about animation. Poulson says that basically animation is a form of media where using animation, characters are shown with simplified features, but still maintaining an ability to recognize.⁸ So, it can be concluded that animation film is a film that animates animal, human and others to entertain children.

G. The Significances of Research

Significances of the research are:

1. Headmaster, to encourage English teacher's improve in teaching English especially pronunciation subject.
2. Teacher, to find out the suitable method in teaching Speaking subject.

⁷ David Nunan, *Practical English Language Teaching*, (North America: McGraw-Hill, 2003), p. 112

⁸ Accessed from (www.cwrl.utexas.edu/poulson) retrieved September 16th, 2016.

3. Students, to motivate and make them interested in teaching English Speaking subject.
4. Researcher, who wants to conduct a research as the references for further other research.

H. The Indicator of Action

Classroom action is the process of studying in real school or classroom situation to understand and improve the quality of action or instruction.⁹ It means that action research is systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation, and reflection.

Action means the activities that will be done by someone. The researcher had made teaching program, lesson plan, and also using media in teaching pronunciation in the classroom. Additionally, researcher had collaborated with the English teacher to become a team work together to solve the students' problem in improving students' pronunciation through animation film media at grade VIII-9 SMP Negeri 8 Padangsidempuan.

Actually, animation film can be used to teach English pronunciation for young learners because it will make the students interest and perceive the true sounds from the native speaker. Animation film can be adopted from television, computer and online channel which create the teaching-learning situation based

⁹ Andrew P. Johnson, *A Short Guide to Action Research*, (USA: Pearson Education, 2005), p. 21.

on the students' excitement of watching animation film. The indicators of watching animation films are to know the ability of students in pronunciation. Moreover, there are some indicators of sound in pronunciation through animation film media, there were:

1. To know the vowels
2. To know the consonants

Moreover, the researcher scores the students' pronunciation that had recorded to know how the students could comprehend during watching animation film and pass the Minimum Mastery Criterion (KKM) 75 scores.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. The Description of Pronunciation

1. The Definition of Pronunciation

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As stated by Harmer that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.¹ Teaching pronunciation not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth are making the students aware of where words should be stressed. All these things give them extra information about spoken English and help them.

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group Ltd, 2000), p. 183.

very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Lado states pronunciation is the use of a sound system in speaking and listening.² Here, pronunciation is merely treated as the act that happens in speaking and listening.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.³ This definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Hornby in Oxford Advanced Learners' Dictionary mentions that pronunciation is a way in which a language or a particular word or sound is spoken.⁴ This definition has clear information as follows:

- 1) Pronunciation is a way of producing something.
- 2) The product of this act is language or word or sound.

² Robert Lado, *Language Teaching: A Scientific Approach*, (New York: McGraw Hill Inc, 1964), p. 70.

³ Diah Kristina and Zita Rarasteja, *Pronunciation 1*, (Surakarta: Sebelas Maret University Press, 2006), p. 1

⁴ A.S. Hornby, *Oxford Learner's Pocket Dictionary*, (Oxford University Press, 1995), p. 937.

It does not have any important information about how a language or a particular word or a sound should be spoken. The pronunciations are given those in use among educated urban speakers of English standard in Britain and the United States. While, Celce Murcia states that pronunciation is taught through intuition and imitation; students imitate to a model, the teacher, or a recording to do their best to approximate the model through imitation and repetition.⁵ From the definitions, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

2. The Aims of Pronunciation

There are many factors that influence language teaching especially English pronunciation teaching. Besides teachers should select the media that is suitable to be applied in teaching English pronunciation well by knowing the good way in teaching English pronunciation. Jeremy Harmer's states alternatives in teaching pronunciation:

1. Whole lesson: making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work.
2. Discrete slot: some teacher insert short separate bits of pronunciation work into lesson sequences.
3. Integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson.⁶

⁵Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin,& Barry Griner, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages*, (Cambridge: Cambridge University Press, 2010), p. 3.

⁶Jeremy Harmer, *Op. Cit.*, p. 183.

Teacher should make the teaching learning process more interesting by using media that suitable or techniques. Ur states that the aim of studying pronunciation is to make the students can pronounce a word like a native speaker but simple rather the students can pronounce accurately to be understood by listeners.⁷ In this case, teacher decides what alternative she chooses by deciding the alternative she uses in teaching English pronunciation, she can make a strategy based on alternative is integrative to get a maximum result.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says that “it is a crucial thing by teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”.⁸ In this case the teacher should let the students know that they are studying about pronunciation and they are expected to be able to pronounce English word correctly.

It needs an enthusiasm in teaching English pronunciation so that both the teacher and the students get a good result in it. It can be done by encouraging the students that they can do the best. Besides that, it also can be done by asking the students to present their ability in pronouncing

⁷Peny Ur, *A Course in Language Teaching, Practice and Theory*, (USA: Cambridge University Press, 1991), p. 52.

⁸Cameron Lyne, *Teaching Language to Young Learners*, (London: Cambridge University Press: 2001), p. 40.

English word so other students know they can do it well. By this, students have a great spirit to learn how to pronounce English word well.

3. The Concept of Pronunciation

Ur states that there are three concepts of pronunciation may be said to include sounds, rhythm and stress, intonation.

a. Sounds

It is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation. According to this, the sounds of the sample, the sentence “how are you?” would be represented by /haʊ/a:/ju:/. Sounds are divided in two categories. They are:

1) Vowels

Vowels are made in the mouth (place) with little or no air flow constriction (manner) and are always voiced in English. The system that describes vowels does in term four characteristics are tongue placement, tongue height, lip rounding, and tenseness. Vowels are divided in three kinds, such as:

a) Short Vowel

Short vowels are vowel sounds around mid and central vowels. The location of short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that sounds are shorter.⁹

⁹Hamka, *Standardizing Teaching English Vowels in Empowering Students' Pronunciation, Published Journal*, (Padangsidempuan: IAIN Padangsidempuan, 2016), p. 11.

(1) i	sit	/s <u>i</u> t/
(2) e	send	/s <u>e</u> nd/
(3) ɛ	get	/g <u>ɛ</u> t/
(4) æ	back	/b <u>æ</u> k/
(5) ɒ	love	/l <u>ɒ</u> v/
(6) o	boy	/b <u>o</u> i/
(7) u	put	/p <u>u</u> t/
(8) ə	the	/ð <u>ə</u> /
(9) ʌ	cup	/k <u>ʌ</u> p/

b) Long Vowel

If we compare some similar pairs of long and short vowels for example [i] with [i:], or [u] and [u:] or [ɒ] and [ɑ:] we can distinct differences in quality as well as in length.¹⁰

(1) i:	see	/s <u>i:</u> /
(2) ɑ:	car	/k <u>ɑ:</u> /
(3) ɔ:	your	/j <u>ɔ:</u> /
(4) u:	you	/j <u>u:</u> /
(5) ə:	early	/h <u>ə:</u> /

c) Diphthongs

A diphthong is sounds which consist of movement or glide from one short vowel to another.¹¹

(1) eə	head	/h <u>eə</u> d/
(2) ie	here	/h <u>ie</u> /
(3) uə	tour	/t <u>uə</u> /
(4) ei	day	/d <u>ei</u> /
(5) ɒ i	fine	/f <u>ɒ i</u> n/
(6) oi	boy	/b <u>oi</u> /
(7) ə u	go	/g <u>ə u</u> /
(8) ɒ u	how	/h <u>ɒ u</u> /

d) Triphthongs

A triphthong is a glide from short vowel to another and then to a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word *hour* begins with the vowel quality similar to [ɑ:], goes on to the glide towards the back close or high rounded area (for which we use the symbols [u]), then ends with the mid-central vowel (schwa

¹⁰*Ibid.*, p. 12.

¹¹*Ibid.*, p. 12.

[ə]). We use the symbols [ɑ uə] to presents the way we pronounce *hour*.¹²

Triphthongs are formed by adding a central glide [ə] to the closing diphthongs ending in [i] and [u]. They are composed of 5 closing diphthongs and ended with a schwa [ə]. They can be divided into two groups: ending in [i] + [ə] or ending in [u] + [ə].

(1) eiə	player	/pleiə/
(2) ɑ iə	fire	/fɑ iə/
(3) oiə	royal	/roiə/
(4) əuə	mower	/məuə /
(5) ʊ uə	vowel	/vʊ uəl/

2) Consonant

Every consonant may be defined according to its place of articulation and manner of articulation. The description of the sounds we call consonants are based on the human articulators system (lungs to pump air in and out, vocal folds, oral cavity including tongue and lips, and nasal cavity). There are seven places of articulation:

- a) Bilabial is both lips are closed. Bilabials are consonants for which the flow of air is stopped or restricted by the two lips. Bilabials may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).

¹² *Ibid.*, p.13.

- (1) p pie /pai/
 (2) b book /buk/
 (3) m me /mi/
 (4) w win /win/
- b) Labio-dental is upper teeth touch the lower lip. Labiodentals are consonants for which the flow of air is restricted by the lips and teeth. Labiodentals may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).
- (1) f fill /fil/
 (2) v verb /və :b/
- c) Inter-dental is tip of tongue between teeth. Interdentals are consonants for which the flow of air is restricted by catching the tongue between the teeth. Interdentals may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).
- a) θ thin /θin/
 b) ð then /ðen/
- d) Alveolar is tip of tongue touches hard palate. Alveolars are consonants for which the flow of air is stopped or impeded by creating a block or a small aperture between the tongue and the alveolar ridge. Alveolars may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).
- (1) t take /teik/
 (2) d day /dei/
 (3) n night /nɪ t/
 (4) s say /sei/
 (5) z zoo /zu:/
 (6) l low /leu/
 (7) r row /rə u/
- e) Palatal is front of tongue touches between hard palate and soft palate. A palatal consonant is a consonant that is pronounced with the body (the middle part) of the tongue against the hard palate (which is the middle part of the roof of the mouth).
- (1) ʃ she /ʃ i:/
 (2) ʒ measure /mi:ʒ e:/
 (3) tʃ chair /tʃ eə /
 (4) dʒ general /dʒ enə rɪ/

- (5) j yes /jez/
- f) Velar is back of tongue touch soft palate. Velars are consonants for which the flow of air is stopped or impeded by creating a block or a small aperture between the tongue and the velum ("soft palate"). Velars may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).
- (1) k cook /ku:k/
- (2) g good /gud/
- (3) ŋ single /sɪŋ gl/
- g) Glottal is stopped vocal cord.
- (1) H high /hɒ i/

TABLE 2.1
The Comparative English Symbols

Vowels		Consonants	
Symbols	Examples	Symbols	Example
/i/	<u>i</u> t/s <u>i</u> t	/b/	<u>b</u> ed/ <u>a</u> bout
/æ/	<u>a</u> pple/bl <u>a</u> ck	/d/	<u>d</u> o/s <u>i</u> de
/e/	<u>e</u> nd/p <u>e</u> n	/f/	<u>f</u> ill/sa <u>f</u> e
/ɜ /	g <u>e</u> t/b <u>e</u> d	/g/	<u>g</u> ood/b <u>i</u> g
/ɒ /	<u>o</u> pposite/st <u>o</u> p	/h/	<u>h</u> at/b <u>e</u> hind
/u/	put/st <u>u</u> dent	/j/	<u>y</u> es/ <u>y</u> ou
/ə/	<u>a</u> go/doct <u>o</u> r	/k/	<u>c</u> at/we <u>k</u>
/ʌ /	<u>u</u> p/l <u>u</u> ck	/l/	<u>l</u> ose/all <u>o</u> w
/o/	b <u>o</u> y/j <u>o</u> in	/m/	<u>m</u> e/l <u>a</u> mp
/i:/	<u>e</u> at/s <u>e</u> e	/n/	<u>n</u> ow/ <u>a</u> ny
/ɔ :/	<u>a</u> lways/m <u>o</u> re	/p/	<u>p</u> ut/st <u>o</u> p
/u:/	<u>y</u> ou/ch <u>o</u> ose	/r/	<u>r</u> un/ar <u>o</u> und
/a:/	<u>a</u> rm/p <u>a</u> rt	/s/	<u>s</u> oon/us <u>u</u>
/ə:/	M <u>e</u> rge	/t/	<u>t</u> alk/l <u>a</u> st
/iə/	<u>e</u> ar/n <u>e</u> ar	/v/	<u>v</u> ery/l <u>i</u> ve
/eə/	<u>a</u> ir/w <u>e</u> ar	/w/	<u>w</u> in/sw <u>i</u> m
/uə/	s <u>u</u> re/t <u>o</u> ur <u>i</u> st	/z/	<u>z</u> oo/lov <u>e</u> s
/ei/	<u>e</u> ight/d <u>a</u> y	/ʃ /	<u>s</u> hip/r <u>u</u> sh
/ai/	<u>e</u> yes/dr <u>i</u> ve	/ʒ /	mea <u>s</u> ure/un <u>u</u> sual
/oi/	<u>v</u> oice/ch <u>o</u> ice	/ŋ /	s <u>i</u> ng/h <u>o</u> p <u>i</u> ng
/əu/	<u>o</u> pen/ph <u>o</u> ne	/tʃ /	<u>c</u> heap/c <u>a</u> ct <u>h</u>
/ɒ u/	<u>o</u> ut/n <u>o</u> w	/θ/	<u>t</u> hin/b <u>a</u> th

eiə	<u>l</u> ayer	/ð/	<u>th</u> an/ <u>o</u> ther
ɑ iə	<u>l</u> ire	/dʒ/	<u>j</u> une/ <u>a</u> ge
oiə	<u>l</u> oyal		
əuə	<u>l</u> ower		
ɒ uə	<u>p</u> ower		

There are around 27 vowels and 24 consonants in English. The learner should learn it at all to be like a native-speaker in their pronunciation even it is hard to difference the sounds sometimes. To differ this phonemic the learner can find it in dictionary or listen to the online dictionary. There, a word will be pronounced correctly. The learner should be able to pronounce it clearly to make them easy to be understood by listeners.

b. Rhythm and Stress

Rhythm is characterized by tone units, a word or group of word which carries one central stressed syllable (other syllables, if there are any, are lightened). The symbol at the beginning of a syllable indicates that syllable is pronounced with primary stress. The symbol at the beginning of a syllable indicates that that syllable is pronounced with secondary stress. The symbol at the beginning of a syllable indicates that that syllable may be pronounced with either primary or secondary stress.

Stress involves simply making vowels longer or louder.¹³ Stress can also be indicated in writing: probably the simplest way to do so is to write the stressed syllable in capital letters.

c. Intonation

Intonation, the rises and the falls in tone that make the 'tune' of utterances, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation changes in his or her own language; others, however, may not find it so easy. From definition above we can conclude intonation refers to the way the voice goes up and down in pitch when we are speaking.

4. The Teaching Pronunciation

Teaching pronunciation in a high school is very essential. Teacher should give certain attention in teaching pronunciation and decide the area of sounds that become the basic need for students. Native-like pronunciation is difficult for most young learners to achieve in a foreign language. The achievement of it requires not only skilled teaching but also a high level of internal motivation of the student. Most young learners are satisfied with reasonably intelligible speech in the second language and this is an

¹³Peter Avery & Susan Ehrlich, *Teaching American English Pronunciation*, (UK: Oxford University Press, 1992), p.63.

acceptable goal for the English Foreign Language teacher. The teacher should give assistance during the regular speaking lesson to students who are having difficulty with particular sounds. The particular sounds that students will find it difficult will differ for different language backgrounds.

a. The Objectives of Teaching Pronunciation

Kenworthy states that the main goal of pronunciation for the learners is can be comfortably intelligible.¹⁴It means that the conversation between the speaker and the listener can be comfortable. It's not the condition where the speaker and the listener speak a native-like pronunciation, but both the speaker and the listener understand each other. Here are some objectives of teaching pronunciation:

- 1) Ability. The pronunciation should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.
- 2) Consistency. The pronunciation should be smooth and natural.
- 3) Intelligibility. The pronunciation should be understandable to the listeners.
- 4) Communicative Efficiency. The pronunciation should help to convey the meaning that is intended by the speaker.

¹⁴Joanne Kenworthy, *Teaching English Pronunciation*, (Essex: Addison Wesley Longman Ltd, 1987), p. 396.

Based on the goals above, the intelligibility is considered the main goal of pronunciation since the idea of pronunciation is to enable the listeners to understand what the speaker says.

b. The Problems of Teaching Pronunciation

Pronunciation is probably one of the hardest skills in English to be learnt. It takes a lot of time and effort to improve pronunciation. Some non-native speakers live for a long time in an English speaking country but still have poor pronunciation.

1) The Learner

The first issue encountered in designing the pronunciation curriculum is perhaps the one most immediately evident the learners themselves. The teaching of pronunciation is not exclusively a linguistic matter and we need to take into consideration such factors as our learners' ages, exposures to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language. Many experts have given their ideas related to the problems of teaching pronunciation of the learner.¹⁵

2) The Indonesian Learner

From the 26 Roman alphabet, there are only 5 vowels "a", "i", "u", "e" and "o". The difference between English to other languages that using Roman alphabet is that English has 22 vowels, while Indonesian has only around 5 vowels. Therefore, speakers of languages with fewer vowel sounds in American English are likely

¹⁵Marianne Celce-Murcia, *Op. Cit.*, p. 15.

to speak English using only the same number of sounds that exist in their native language. Unfortunately Indonesian does not have all these 22 vowel sounds. Consequently, many Indonesian speakers are having difficulties to differentiate certain American vowels such [æ], [ʌ], and so on. Based on researcher experience, this sound is considered hard for Indonesian speakers to be produced. Indonesian speakers often confused with sound [æ] and sound [e]. They pronounce action [ækʃn] as [ekʃn].

Besides, there are certain English consonants that do not exist in Indonesian speech sounds such as [θ], [ð], [ʃ], and so on. This sound does not exist in Indonesia. The Indonesian speakers tend to pronounce *think* [θɪ nk] as [ting].

3) The Teacher

The problems of the teacher related to pronunciation practices are stated below:

(a) The lack of knowledge about pronunciation

Sometimes, teachers are simply don't understand about pronunciation, so they often make mistake when they pronouncing words or utterances. They don't know how the sounds are produced, so they can't explain to their students.

(b) The lack of motivation to teach pronunciation

Many teachers ignore of the importance of pronunciation in language learning. They think that pronunciation is not as important as writing, reading, grammar, et cetera.

(c) The techniques of teaching pronunciation

Sometimes teachers teach pronunciation by using conventional technique. So that, the classroom is getting bore for students.

B. The Description of Animation Film

1. The Definition of Film

As an audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials in junior high school instruct Freudenstein in Alatis says that there three media in order to run the teaching and learning process effectively and efficiently. They defined as follows:

- a. Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.
- b. Audio: radio and tape recorder.
- c. Audiovisual: film, TV, and radio.

In this study, the researcher used film as media of teaching English Pronunciation. Film is also called movie, is a series of still images which when shown on a screen creates the illusion of moving images. Hornby

defines “film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema”.¹⁶ Films are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. Here, film is treated as a form of entertainment. Film is an art which portrays man’s interpretation of life. Film as an art and film as a form of entertainment are both right. The main difference between them is the goal. The goal of film as entertainment media is to entertain the viewers. Meanwhile, the goal of film as an art is to give particular messages to the viewers. Since film gives particular messages to the viewers, the writer have a tendency to appreciate film as an art. From the definitions above, it can be stated that films are story which portrays man’s interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

2. The Kinds of Film

Films are made in different kinds and different purposes. David and Kristin mentioned kinds of film are broken down into:

a. Animated Films

They generally consist of drawing and paintings by artist called cartoons.

b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

¹⁶A.S. Hornby, *Oxford Advance Learner’s Dictionary*, (Great Britain: Oxford University Press, 1995), p. 434.

c. Experimental and Avant-Garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.¹⁷

3. The Advantages and Disadvantages of Watching Film

a. The Advantages of Watching Film

Using film in teaching learning process have a lot of advantages because it can make students are happy and they feel fun when they follow teaching-learning process in the classroom. They do not feel bored and they feel happy. Film as an audio-visual is interesting and they have purposive communication. Kemp states that when such audiovisual materials as photograph, slides, filmstrips, overhead transparencies and motion pictures are carefully prepared and properly used they can:

- 1) Increase understanding of a topic. Add interest and a subject.
- 2) Lengthen the retention time of information.
- 3) Teach skill effectively.
- 4) Contribute to a desirable.
- 5) Stimulate people to action.
- 6) Offer experiences not easily obtained in the other ways.¹⁸

¹⁷David Bordwell and Kristin Thompson, *Film Art*, (New York: The McGraw Hill Companies, Inc, 1997), p. 42-51.

¹⁸Kemp. Jerrod, *Planning and Producing Audiovisual Materials*, (San Francisco, California: Chandler Publishing Company, 1963), p. 3.

Besides that, Wittich and Schuller state that the humor in film has great stimulative benefit, even for students with limited ability. Animation elicits great interest, builds pronunciation and confidence in using it. It stimulates conversation and generally increases pupil participation.¹⁹

Based on the statements above, it can be concluded that animation films give important benefits to the students, in this case building their motivation and interest in learning English pronunciation.

b. Disadvantages of Watching Film

Azhar states that the disadvantages of using film in teaching learning process are:

- 1) Procurement of English film generally is expensive and cost a lot of time.
- 2) When the movie is showed, the pictures will keep changing making all students are not able to follow the information given through the film.
- 3) Films not always appropriate with the needs and desired learning objective.²⁰

This is the reason why the researcher is interested in taking up the title of the research, because film gives a new enjoyable atmosphere when they are learning in the class. Although this procurement film has disadvantages, the researcher has some planning to overcome the problem by doing strategic stopping and rewind giving student a chance to receive the

¹⁹Wittich and Schuller, *Audio Visual Materials Third Edition*, (USA: Harper and Brothers, 1962), p. 138.

²⁰ArsyadAzhar, *Media Pembelajaran*, (Jakarta: RajawaliPers, 2011), p. 50.

information given from the film and remove some appropriate scene shown in the film so the students' concentration will not wane if they watch for too long.

4. The Procedures of Using Film in the Classroom

Because of the advancement in technology, present day generation are more interested in visual stuff like television, cartoon or animation films and mobile phones. It is generally observed that most kids all over the world spend long time in front of these electronic devices watching with unabated interests.

As it is known that most people like films, therefore using it as a tool for teaching English as a foreign language could be a brilliant idea. It would be advisable for a teacher who wants to use films to teach to take into consideration students' taste. In this case, the teacher should check how interested the students are in film, because there is a tendency that not all of them might be interested.

The film that is introduced in class must be carefully selected to avoid any scene that might be inappropriate to students' cultural sensitivity. This is to prevent negative backlash that will be detrimental to the process of teaching and learning English. A culturally accepted film will effectively promote the teaching and learning process. On the other hand, identifying films or movies containing characters which are generally loved and

accepted by students can positively promote students understanding and therefore the learning process.

After completing the above steps, and you have chosen the most appropriate and acceptable movie or film, then you would like to use it in a manner that students would derive benefits from it. The following activities can be used by a teacher to make using films in class academically rewarding:

- a. Making a lesson plan and deciding on its focus. The level of the students, goal of the lesson and possible problems with the film pronunciation, such as slang or conversation, should else be taken into account.
- b. Organizing materials for film-related pronunciation. After that preparing and testing the materials to ensure they work and to gauge the length of time the teacher will need.
- c. Having fillers or activities on hand in case the lesson slows down or teacher has extra time she needs to fill. Twenty questions can be modified to consist of film pronunciation, either by general topic of specific films.
- d. Introducing film as a conversation topic. It could be brainstorming film genres, jobs in film or a discussion of favorite films in small groups.
- e. Following teacher's lesson plan but not being too strict with it. Allowing slower classes more time and more advanced classes the chance to cover extra ground. Nothing any problems students have with film pronunciation, like accent or usage.
- f. Concluding the lesson with a group feedback or revision and assigning homework that follows up on the film terms or writing an essay on a favorite or least favorite film.²¹

Based on the procedures of using film in the classroom above, it can be summarized into:

²¹Vaughnle Leonard, *Teach English through Film*. (At http://www.ehow.com/how_4443505_teach-englishthroughfilms.html, accessed at 16th September, 2016, retrieved at 10:15 a.m., p. 1-3.

a. Teacher Preparation

- 1) Teacher prepares the course unit.
- 2) Teacher selects and determines the film she is going to use to achieve the learning objectives.
- 3) Teacher integrates the animation film to her lesson plan.
- 4) Teacher previews the animation film prior to the class. By doing so, she can gain complete data about the animation film she is going to use.

b. Class Preparation

- 1) Teacher prepares the classroom and all required equipments.
- 2) The students should be prepared before they join the class using animation film. Teacher must be able to motivate them, so that, they can analyze and comprehend the materials by using media.

c. Presentation the Film.

1) Opening

- (a) Teacher greets the students.
- (b) Teacher checks the students' attendants.
- (c) Teacher tells the students the topic going to be learnt.

2) Main Activities

- (a) Teacher explains the students what they have to do while watching the film that is remembering the pronunciation and answering the practice about pronunciation.

- (b) Teacher lets the students watch the animation film.
- (c) Teacher stops in certain scene then reviews the pronunciation that was presented.
- (d) Teacher checks the students' understanding of the pronunciation from the film.
- (e) Teacher makes note about any problems in pronunciation.

3) Closing

- (a) Teacher gives practice about pronunciation that had been learnt.
- (b) Teacher evaluates the students' pronunciation and gives short explanation.
- (c) Teacher reviews the lesson and asks the students' understanding.
- (d) Teacher ends the lesson.

4) Evaluation

- (a) Teacher gives test
- (b) By using the result of the test and the result of the teacher's note, teacher evaluates the learning activities whether the objective is achieved or not.

In conclusion, using movies in a class by setting specific goals for the students prepares and enables them to progress even out of the classroom, because they would have acquired the skills that help them to deduce

language benefits from any movies that they might watch. I would be most appreciative for any comment about how to use movies effectively in classroom.

5. The Film as Teaching Media

Films or motion pictures are pictures in frames where frame-by-frame projected through the projector lens mechanically so that the screen looks alive. Using films in teaching in the classroom is very useful, such as:

- a. Develop thoughts and opinion of the students
- b. Adding memory to the lesson
- c. Develop the power of students' fantasy
- d. Growing interest and motivation to learn

Film should be selected to suit the lesson that is being provided, so that, the teacher should know the available films and watching it first to see the benefits for the lesson. After the film was shown there should be a discussion. Sometimes films need to be screened twice or more to pay attention.

There are three kinds of film that allowed for teaching in the classroom, they are:

- a. Documentary film. A documentary film made based on facts not fiction.

Important patterns in this film are to illustrate the problems of human

life covering the fields of economy, culture, relationships, ethics and so others. The documentary can also display important record of human history. For example, a film about the social impact of globalization on culture in a region or country, a film about the history of Indonesian independence.

- b. Docudrama. Docudrama is a documentary film that requires played. Stories that exist in the docudrama are the adaptation of the true story, can be drawn from history. For example, stories of the Prophets and Apostles.
- c. Animated film. An animated film is animate human or thing to make it alive like speak and move. Animated film also often called 3D film because it is done by computer to make it alive. While watching this film will make the consumer imagine . For example, Dora the Explorer has a map that can speak.

So, it can be concluded that animation film can be used in the classroom for teaching learning process.

6. The Definition of Animation Film

Animation is always associated with kids. Basically, animation is entertainment for kids, but nowadays the adults are familiar with this term since some animation films are made for the adults. There are many opinions about animation. Poulson says that basically an animation is a form of media where using animation, characters are shown with simplified features, but

still maintaining an ability to recognize.²² Wittich and Schuller say that animation is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion.²³ While animation definition stated in Oxford American Word Power Dictionary is a movie or television program that tells a story by using moving drawings instead of real people and places.

Based on the definitions above, it can be concluded that animation is a form of media as the representation of man's character, man's idea, and certain situation by using drawings instead of real people and places. Having stated those two definitions of film and definitions of animation, it can be assumed that animation films are story which portray man's interpretation of life recorded as a set of moving images by using drawings instead of real people and places.

7. The Role of Animation Film in Pronunciation Practice

Wittich and Schuller state pronunciation ability can be achieved in some ways. The use of audio-visual media will provide some important aspects in stimulating students' motivation in producing the correct pronunciation. In many subjects, films can open up range of worthwhile learning activities.²⁴ They also state their opinion that classroom using films

²²Accessed from (www.cwrl.utexas.edu/poulson) retrieved 16 September 2016 at 10 a.m.

²³Walter Arno Wittich and Charles Francis Schuller, *Audiovisual Materials: Their Nature and Use*, (New York: Harper and Brothers Company, 1953), p. 135.

²⁴Walter Arno Wittich and Charles Francis Schuller, *Op. Cit.*, p. 138

has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase.²⁵

C. Review of Related Findings

Beside of theory study above the researcher found some researches related to this research. The first the research had been done in English Educational Department of IAIN Padangsidimpuan, 2014. His name is Sapran Pasaribu, his thesis was about *“Improving students’ pronunciation through drama at grade XI MAN Sibolga”*²⁶. He told that drama can improve the students’ pronunciation.

The second is the research of Sri Nurdani Hasibuan (2014) in English Educational Department of IAIN Padangsidimpuan. The title is *“The effect of watching film to students’ vocabulary mastery at grade XI SMK Negeri 1 Padangsidimpuan”*.²⁷ The result is the score of experimental group is higher than control group and from the calculation indicated $t_o > t_t (1.69 > 1.67)$.

The third is the research of Reza Amalia Nasution (2016) in English Educational Department of IAIN Padangsidimpuan. The title is *“Improving Students’ Vocabulary Mastery through through Frozen Film Animation in SMP*

²⁵*Ibid.*, p. 404.

²⁶Sapran Pasaribu, *Improving Students’ Pronunciation Through Drama at Grade XI MAN Sibolga*, Unpublished Thesis (Padangsidimpuan: IAIN Padangsidimpuan, 2014).

²⁷Sri Nurdani Hasibuan, *The Effect of Watching Film to Students’ Vocabulary Mastery at Grade XI SMK N 1 Padangsidimpuan* Unpublished Thesis, (Padangsidimpuan, IAIN Padangsidimpuan, 2014).

Negeri 3 Padangsidimpuan. She wrote in her thesis that frozen film animation can improve students' vocabulary.²⁸

If the researchers before concluded that teaching pronunciation had been succeed by using method or technique in teaching pronunciation, in this case, the researcher was interested to do research about "*Improving students' pronunciation through animation film at grade VIII in SMP Negeri 8 Padangsidimpuan*". The researcher would like to look or find the differences or even the similarity from the students but in the different location and different way in teaching pronunciation with the strategy was watching animation film.

D. Conceptual Framework

Pronunciation is the one of the most important things in English. In fact, most of students can't pronounce the words well. They can't fully practice the word and sentence as well as the teacher or native speaker. It can be known from their teacher's explanation that his students still low in pronunciation. They often feel that pronouncing English words is difficult and bored and also teaching media applied by teacher was bored too. Therefore, the suitable of teaching strategy was very important to improve student's pronunciation and to overcome its problems.

²⁸Reza Amalia Nasution, *Improving Students' Vocabulary Mastery through Frozen Film Animation in SMP Negeri 3 Padangsidimpuan*, *Unpublished Thesis*, (Padangsidimpuan: IAIN Padangsidimpuan, 2016).

In the grade VIII of SMP Negeri 8 Padangsidempuan, first of all, teacher explained the material briefly pronunciation practice by using animation film media, asked the students to give the conclusion after they have performed. Then all of their performance in individually had been given appreciation in scoring form.

From some explanation above, the researcher had seen some advantages by applying this strategy. Students are not passive in the class but they are more active, they could practice to pronouncing the words easily without become bored. Using animation film media is one of many ways in improving students' pronunciation. Using animation film media is considered to one effective way of teaching pronunciation because it enables the students' communicated effectively and give them many changes to practiced target language. It is needed by the students to be more active to listened and speak again because this method ask the students to express their remembering in pronunciation. The teacher will collaborate with the students to found the goal of the learning.

The researcher describes the conceptual framework as follow:

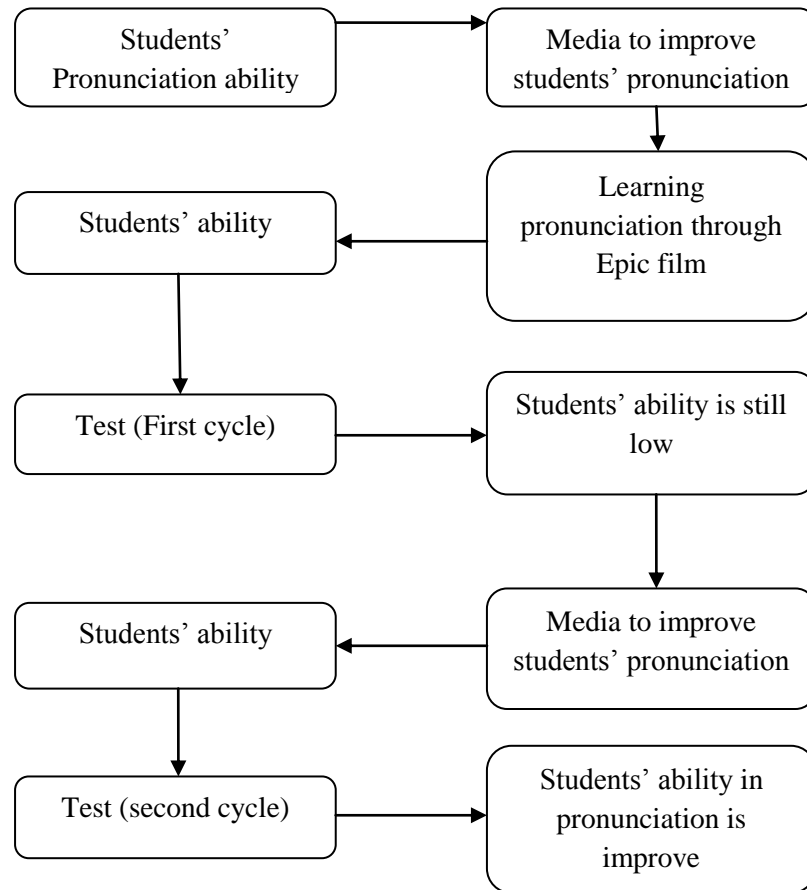


Figure 2.1: Conceptual Framework

E. The Hypothesis of the Action

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. Bruce W. Tuckman in Yogesh states that a hypothesis is an

expectation about the events based on generalization of the assumed relationship between variables.²⁹

A hypothesis states what we are looking for. It is a proposition which can be put to a test to determine its validity. It may prove whether it is correct or incorrect. So, the hypothesis of this research is “using animation film as media can improve students’ pronunciation in SMP Negeri 8 Padangsidimpuan.

²⁹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited Publishers, 2006), p. 55.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

This research had done at SMP Negeri 8 Padangsidimpuan and this subject of research was grade VIII-9 students of SMP Negeri 8 Padangsidimpuan 2016/2017 academic year. This research had conducted from April 15th, 2017 until October 5th, 2017.

B. Research Design

In this research, classroom action research was applied. Based on Gay and Airasian, classroom action research is a type of practitioner research that it used to improve the practitioner's practice: action implies doing or changing something.¹ This research is conducted to improve the students' pronunciation by using animation film media.

Action research can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction² and action research is used to refer the ways of investigating professional experience with link practice and the analysis of practice into a single productive a research participant into a single community of interested colleagues.

¹ L.R. Gay & Peter Airasian, *Educational Research: Competence for Analysis and Application*, (USA: Prentice Hall, Inc, 2000), p. 593.

²Andrew P. Johnson, *A Short Guide to Action Research*, (USA: Pearson Education, 2005), p. 21.

Classroom action research concerned into four steps; planning, action, observation, and reflection. Planning means the reflection of the action will be done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other. Reflection is to purpose what have done. The action research follows the model that was developed by Kemis and Robin in Ortrun. It is a famous representation of the action research “spiral” that contain four stages; planning, acting, observing, and reflecting. The model is described in the following:

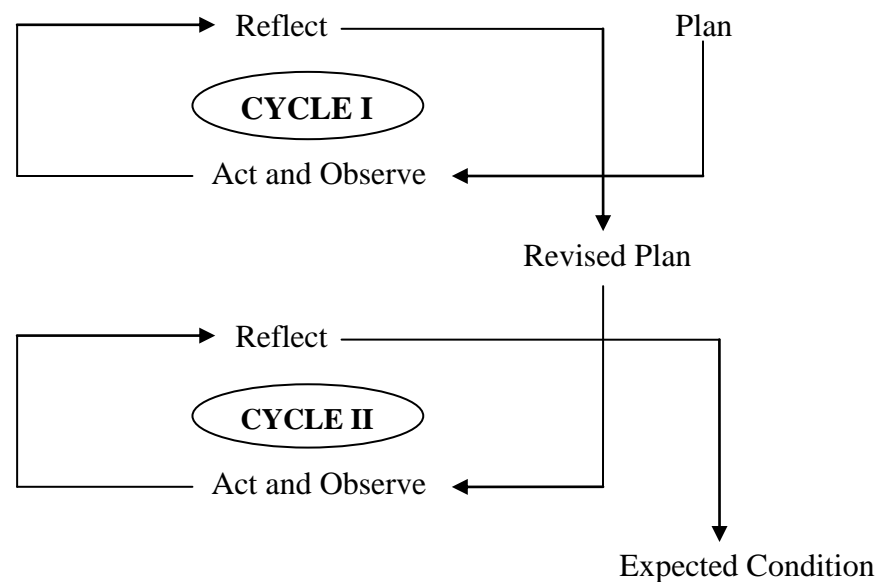


Figure 3.1: Action Research Design³

³Ortrun Zuber-Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

C. The Participants

The subject of this research is grade VIII-9 which consists of 22 students. The reason for choosing this class is because the researcher found the problems in students' pronunciation in SMP Negeri 8 Padangsidempuan after the researcher observed⁴ and interviewed⁵ students in the classroom. The teacher observed the execution while the researcher was doing and action in this class. Then the researcher also collaborates with the teacher to make the class more effective make plans for each cycle.

D. The Instrumentation

In this research, the students' pronunciation tests used quantitative research approach. Meanwhile the qualitative research consists of interview and observation.

1. Observation

Observation is a research instrument which has special character among other research instruments. It observes not only about the person, but also the environment.⁶ The collaborator teacher observes all conditions that happened during the teaching and learning process.

⁴*Observation*, Students of SMP Negeri 8 Padangsidempuan, March 8th 2016.

⁵*Interview*, Students of SMP Negeri 8 Padangsidempuan, March 8th 2016.

⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p.

2. Interview

Interview is used as tool to collect data, if the researcher had known the information which will be gotten. So, the researcher had prepared a research instrument as some questions and their answer.⁷The researcher interviewed the students about students' interest in English subject after action.

3. Test

Instrument of collecting data is very important to support every research. In this research, the researcher used to measure the students' pronunciation. The researcher gave pre-test and post-test to get the students' score and improvement of their pronunciation by using the appropriate instruments. The researcher gave pronunciation test to students that consisted of 20 lists of words each test. From the test, the researcher analyzed the students' vowels and consonants.

E. The Procedures for Classroom Action Research

Before doing the research procedure, the researcher administered observation and get the license research from the school and orientations identify the basic knowledge of students about pronunciation in the school. The procedure of the data collection of the study is conducted within two cycles. The first cycle is two meetings and the second cycle is two meetings, so there are four

⁷*Ibid.*, p. 139.

meetings in the action research. Each meeting includes four stages namely planning, action, observation, and reflection.

1. The procedures of First Cycle

Before doing the cycle 1, the researcher gave a sheet to test the students' pronunciation. After that, the researcher did the steps of first cycle. Here, the researcher used one lesson plan for two meetings.

a. The First Meeting

1) Planning

Planning is arrangement of doing something. In planning, it is considered everything relates to the action and it is also preparing everything that is needed in the teaching and learning process. There are many activities that had planned, they were:

- a) The teacher made the lesson plan.
- b) The teacher prepared the teaching material of pronunciation.
- c) The teacher prepared the instrument for collecting data.

2) Action

Action is implementation of planning. The procedures of the action research are:

- a) The teacher greeted the student.
- b) The teacher checked the attendance.
- c) The teacher introduced the phonemic symbols.
- d) The teacher introduced the animation film to students.

- e) The teacher played the animation film.
- f) The teacher repeated the film (if needed).
- g) The teacher commanded students to listen the pronunciation of animation film.
- h) The teacher asked students to pronounce the list of words of exercise in front of class.

3) Observation

In this research, the observations focus on:

- a) Situation of teaching-learning process.
- b) Students' activities.
- c) Students' ability in pronouncing the words.
- d) Students' comprehending about the animation film.
- e) The interaction between teacher and students.

4) Reflection

- a) The teacher discussed with the collaborator teacher what did the result during pronounce the words.
- b) The teacher explained the result of participant activity.
- c) The teacher and co-teacher analyzed the students' mistake in pronouncing the words.
- d) The teacher and co-teacher solved the problem by giving the solution in pronouncing the words.

b. The Second Meeting

1) Planning

- a) The teacher continued the previous lesson plan.
- b) The teacher prepared the teaching material of pronunciation.
- c) The teacher prepared the instrument for collection data.
- d) The teacher prepared the score list.

2) Action

- a) The teacher greeted the students.
- b) The teacher checked the attendance.
- c) The teacher taught the phonemic symbols.
- d) The teacher continued the scene of the animation film.
- e) The teacher repeated the animation film (if needed).
- f) The teacher commanded students to listen the pronunciation of animation film carefully like before in the first meeting.
- g) The teacher asked students to pronounce the test in front of class.
- h) The teacher recorded the students' pronunciation.

3) Observation

Teacher observed students' pronunciation activity of learning by watching animation film.

- a) The teacher and co-teacher kept observing every class condition, teaching and learning process.

- b) The teacher and co-teacher observed the students' pronunciation.

4) Reflection

- a) The teacher and co-teacher discussed what did the result during pronounce the words.
- b) The teacher explained the result of participant activity.
- c) The teacher and co –teacher analyzed the students' mistake in pronouncing the words.
- d) The teacher and co-teacher solved the problem by giving the solution in pronounce the words.

The researcher reflected and analyzed the all meetings to make conclusion of using animation film media in teaching students' in mastery pronunciation. Those meetings are what the researcher said in the first cycle.

2. The procedures of second cycle

The difference between first cycle and second cycle is in the action. The action of second cycle is the teacher walked around the classroom to control and manage the students' activities while watching film to make the teaching learning process more effective. This cycle also used one lesson plan for two meetings.

a. The Third Meeting

In this third meeting, the students' pronunciation was measured and their problems in pronunciation are also analyzed.

1) Planning

For this meeting, there were many activities that had been planned, they were:

- a) The teacher made the lesson plan.
- b) The teacher prepared the teaching material of pronunciation.
- c) The teacher prepared the instrument for collecting data.

2) Action

In action of this third meeting, just like the meetings before, the procedures of the action research were:

- a) The teacher greeted the students.
- b) The teacher checked the attendance.
- c) The teacher taught the phonemic symbols.
- d) The teacher continued the scene of the animation film.
- e) The teacher walked around the classroom.
- f) The teacher repeated the animation film (if needed).
- g) The teacher commanded students to pronounce the list of words of exercise in front of class.

3) Observation

In this research, the observations focus on:

- a) Situation teaching-learning process.
 - b) Students' ability in pronouncing the sentences.
- 4) Reflection
- a) The teacher and co-teacher discussed what did the result during pronounce the words.
 - b) The teacher explained the result of participant activity.
 - c) The teacher and co-teacher analyzed the students' mistake in pronunciation.
 - d) The teacher and co-teacher solved the problem by giving the solution in pronounce the words.

The researcher made the result of the reflection that used to take further action for the next meeting.

b. The Fourth Meeting

The researcher made the plan based on the difficulties of students' pronunciation to improve their pronunciation in the fourth meeting.

- 1) Planning
 - a) The teacher continued the lesson plan.
 - b) The teacher prepared the teaching material of pronunciation.
 - c) The teacher prepared the instrument for collecting data.
 - d) Preparing the score list.
- 2) Action
 - a) The teacher greeted the students.

- b) The teacher checked the attendance.
- c) The teacher taught the phonemic symbols.
- d) Teacher continued the scene of the animation film.
- e) The teacher walked around the classroom.
- f) The teacher repeated the animation film (if needed).
- g) The teacher asked students to pronounce test in front of class.
- h) The teacher recorded students' pronunciation.

3) Observation

The teacher observed students' pronunciation activity of learning by watching animation film.

- a) The teacher and co-teacher kept observing the class condition, teaching and learning process.
- b) The teacher- and co-teacher observed the students' pronunciation.

4) Reflection

- a) The teacher and co-teacher discussed what does the result during pronounce the words.
- b) The teacher explained the result of participant activity.
- c) The teacher and co-teacher analyzed the students' mistake in pronunciation.
- d) The teacher and co-teacher solved the problem by giving the solution in pronounce the words.

The researcher had reflected the all meetings and analyzed to make conclusion of using in teaching students' mastery in pronunciation.

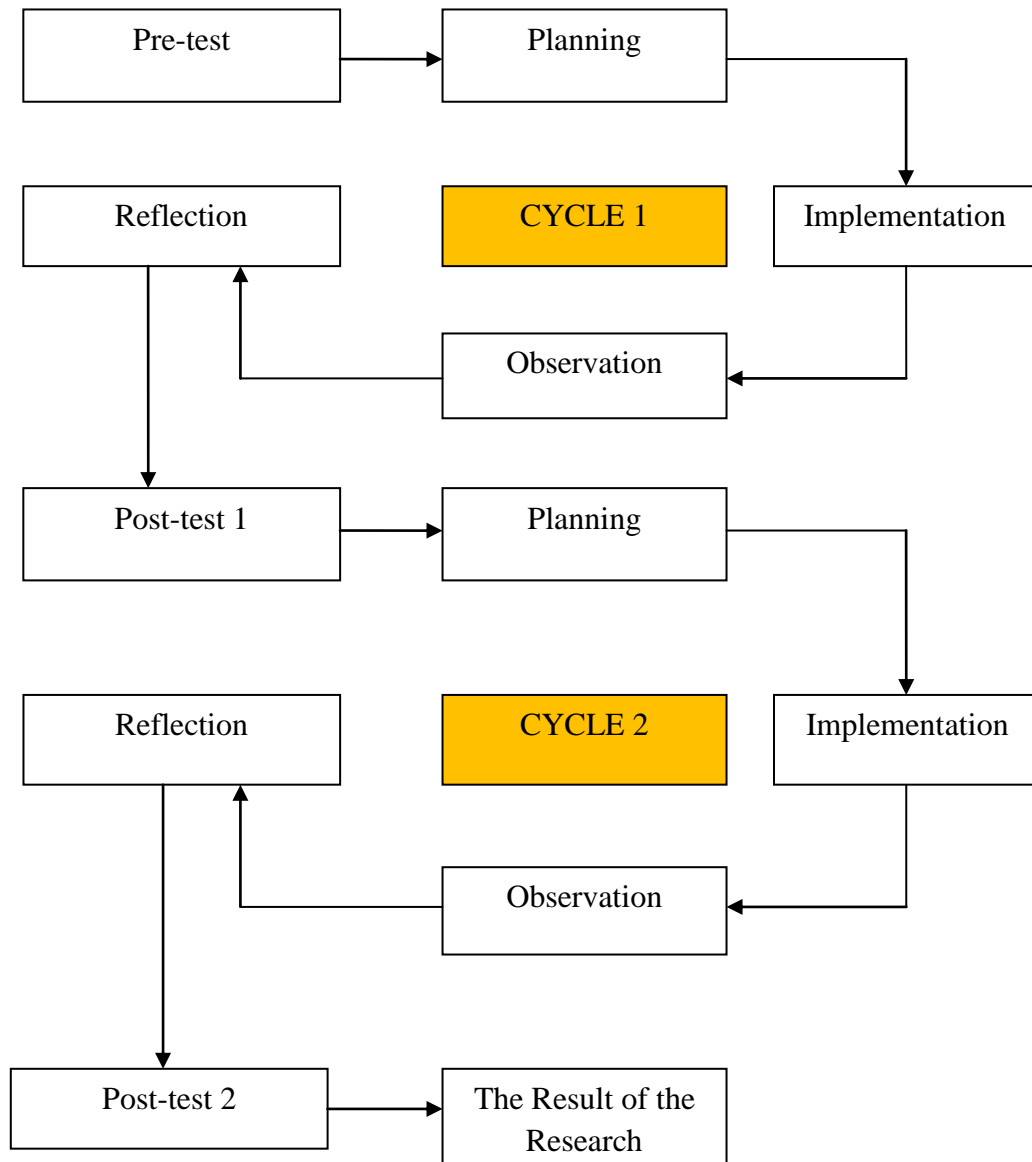


Figure 3.2: Sketch of Classroom Action Research

F. The Techniques of Analyzing Data

In this research, the researcher did the collecting data group through recording the students' pronunciation. Then, the researcher counted by quantitative data which computing the score of the test students.

The formula is the following:⁸

$$X = \frac{\sum x}{n}$$

Where:

X : The mean score of the students

x : The total score

n : The students' size

To calculate the students' improvement of pronunciation test score, the researcher calculate the test in cycle 1 and cycle 2 by using the formula as follows:⁹

$$P = \frac{R}{T} \times 100\%$$

Where:

P : Percentage of students who passed the Minimum Criterion Mastery (KKM)

R : The number of students who gets the score up 75

T : Total number of students do test

⁸Sudjana, *Metode Statistika ed. 6*, (Bandung: Tarsito, 2000), p. 67.

⁹Zainal Aib, et. al., *PTK untuk Guru SD, SLB, TK*, (Bandung: CV. Yrama Widya, 2008), p.

Indicator of test

No	Indicators	Item	Score
1	Students are able to pronounce vowels	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	50
2	Students are able to pronounce consonants	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	50

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate students' pronunciation through animation film media, the researcher had calculated the data using pronunciation test. Applying quantitative analysis, the researcher used the formulation of mean score. Next, the researcher described the data as follows:

A. The Data Description

In this chapter, the researcher analyzed each data that had been gotten from the teaching process and evaluation in each cycle of this research. In this research, analyzing was started from pre-test, cycle 1 and cycle 2, because this research used action research. Furthermore, analyzing was done with test.

1. Pre-Test

In this step, the researcher gave pre-test to know the students pronunciation before implementing the action to improve students' pronunciation. Based on the students' pronunciation on pre-test, most of them pronounce the words appropriate to the written form. For example, *survival* became *surpipal*, *count* became *koun*, *drunk* became *drung*. It can be seen in appendix 5 until 7. The pre-test was conducted on Thursday, April 15th, 2017. It started at 10:15 am. until finish. There were 20 list of words in which of the students carried out the test during 30 minutes. Based on the

result of the pre-test, the data showed that the mean score of vowel is was 60.45 and the mean score of consonant was 54.09. There, five students passed the Minimum Mastery Criterion (KKM). It showed that the students' pronunciation was still low. The data can be seen as follow:

TABLE 4.1
The Mean Score of Pre-test

No	Initial	Indicators		Score
		Vowels	Consonants	
1	A	7	8	75
2	AN	6	5	55
3	DL	5	5	50
4	E	6	7	65
5	HS	6	4	50
6	JM	7	8	75
7	NSJ	6	5	55
8	NS	4	6	50
9	NH	7	8	75
10	NA	6	4	50
11	RW	5	7	60
12	RA	6	3	45
13	RC	6	3	45
14	SAN	7	8	75
15	SHN	5	4	45
16	SAM	6	6	60
17	TRSN	6	5	55
18	UA	7	8	75
19	UR	7	5	60
20	WR	7	3	50
21	YH	6	4	50
22	EAL	5	3	40
TOTAL		133 x 5 = 665	119 x 5 = 595	1260
$Mean = X = \frac{\sum x}{n}$		60.45	54.09	57.27
Percentage				22.72%

2. The First Cycle

The first cycle was conducted for two meetings. It carried out from April 18th and 19th, 2017. The meeting was done for 90 minutes. Every meeting was done for 2 x 45 minutes, so, two meeting were done for 4 x 45 minutes or 180 minutes. It was done in VIII-9 grade of SMP Negeri 8 Padangsidempuan, consisted 22 students. Here, the researcher made the activities and gave the process of improvement students' pronunciation at the first cycle as follow:

a. First Meeting

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and did not have motivation to study English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

1) Planning

Before the research was conducted, the researcher had to prepare and plan the materials that would be taught to the students. The researcher made the lesson plan, determining the lesson plan 1 and 2 about animation film, made observation notes to describe the situation in the class while teaching-learning process. In addition, the researcher also prepared the lesson material like phonetic chart or IPA (International Phonetic Alphabet).

2) Action

The first meeting was conducted on Tuesday, April 18th, 2017 at 10:00 am until finished. In the classroom activities, the researcher as the teacher started the lesson by saying greeting and introduced patiently to students. Before introducing the first part of the film, the researcher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. Then, researcher explained about phonemic symbols.

The researcher told the students about animation film media as media to improve the pronunciation. After that, the researcher played the film. In this case, the researcher ordered to focus and memorized the pronunciation in the film. The researcher also motivated the students to enjoy when study English.

3) Observation

Based on the observation was done by the researcher, the English teacher of grade VIII SMP Negeri 8 Padangsidempuan used field notes or students' activity in teaching learning process to observe the teaching learning process.¹ There is 1 student made noise, 1 student walked in the class, 2 students asked for

¹Observation, *English Teacher of Grade VIII*, (Padangsidempuan: SMP Negeri 8 Padangsidempuan), April 24th, 2017 retrieved at 10:30 am.

permission, and 2 students talked with friend while other students felt interesting and enjoyed in teaching learning pronunciation.

4) Reflection

In this step, the researcher and the English teacher discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity. From the observation note field, there are 6 students who did not interest the learning process even other students were interested.

b. Second Meeting

In the second meeting, the researcher also found some problems of students learning process but the researcher had a solution to motivate students' pronunciation. So, the researcher applied four steps for doing the research. It could be described as follow:

1) Planning

After reflecting the first meeting, the researcher planned the action again and prepared the material to apply in the second meeting. The researcher also prepared the post-test 1 to collect the data. The test is used to know whether there were some students' improvement score from pre-test to post-test 1. Here, the researcher also prepared phonetic chart of or IPA (International Phonetic Alphabet).

2) Action

This meeting was held on Wednesday, April 19th 2017 at 10:00 am. The researcher implemented the teaching learning process based on the lesson plan has been made. Here, the researcher motivated students to focus on the lesson. The researcher also explained how important the pronunciation in speaking English. Then, the researcher taught them again about animation film media as media to improve the pronunciation. Afterwards, to know how well students' comprehension of the pronunciation, the researcher explained firstly about phonetic chart and list of words. After that, the teacher exercises the students to pronounce words and gave post-test 1.

3) Observation

In this step, the researcher observed the class situation and students' responses during teaching learning process by using field notes or students' activity in teaching learning process. There is 1 student made noise, 1 student walked in the class, 2 students asked for permission, and, 2 students talked with friend while other students felt interesting and enjoyed in teaching learning process. After teaching learning process finished, in this step, it was also carried out the post-test 1 exactly on the second action of the first

cycle to measure how well the students' pronunciation that have been studied.

4) Reflection

The last, reflected related to process of the action. The researcher and the teacher discussed the conclusion of implementing the action. The researcher and the English teacher discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity. From the observation field note, there are 6 students who did not interest the learning process even other students were interested. In this cycle, many students still confused to pronounce the words. However, regarding the first cycle, the researcher and the teacher felt satisfied enough because there effort to improve students' English pronunciation had increased although not all the targets could accomplished yet. So, the researcher and the teacher must be more effort to improve students' pronunciation through animation film media. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle 2.

After doing the test, the researcher analyzed students' achievement based on their performance in front of class. The

researcher found the students' pronunciation scores as the following table bellows:

TABLE 4.2
The Mean Score of Cycle 1

No	Initial	Indicators		Score
		Vowels	Consonants	
1	A	8	8	80
2	AN	7	8	75
3	DL	7	8	75
4	E	7	8	75
5	HS	7	7	70
6	JM	8	8	80
7	NSJ	7	6	65
8	NS	6	6	60
9	NH	7	9	80
10	NA	7	6	65
11	RW	7	8	75
12	RA	6	6	60
13	RC	5	6	55
14	SAN	7	9	80
15	SHN	5	7	60
16	SAM	7	8	75
17	TRSN	6	8	70
18	UA	7	9	80
19	UR	6	9	75
20	WR	7	8	75
21	YH	6	8	70
22	EAL	6	6	60
TOTAL		146 x 5 = 730	166 x 5 = 830	1560
$Mean = X = \frac{\sum x}{n}$		66.36	75.45	70.90
Percentage				54.54%

3. The Second Cycle

The third meeting was held on Tuesday, April 25th and 26th, 2017. The topic for the second cycle was same with the previous cycle that is Epic film. The difference of cycle 1 and cycle 2 is only on the action. In cycle 2 the researcher walked around the classroom to control students' activities. The steps of the second cycle can be seen as follow:

a. The Third Meeting

1) Planning

In this step, the researcher and the teacher modified the previous lesson plan based on the researcher result of reflecting step in the first cycle. In the second cycle, the main activity of lesson plan was added.

2) Action

The action of cycle 2 was done on April 25th, 2017. In this step, the researcher greeted the students and checked the attendance list. The teacher explained again about IPA (International Phonetic Alphabet) and played the film. The researcher walked around the classroom to control the students' activity while watching film because in the observation of cycle 1 showed that 6 students did not put their concentration on the lesson. Then, the researcher taught them about some words in the animation film. The teacher pronounced the words and the students imitated. After that, the

teacher gave the students a few minutes to practice their pronunciation. Then, the teacher gave them list of words.

3) Observation

In this step the class situation in teaching-learning process was better than previous cycle. It could be seen from the students' observation field note. There is 1 student asked for permission and 2 students talked with friend. Most of them were enthusiastic to follow the teaching learning process.

4) Reflection

The researcher and the teacher again discussed the conclusion of implementing the action. Then, the researcher and teacher analyzed students' activity while teaching learning process was done. There are 3 students who did not interest the learning process even other students were interested.

b. The Fourth Meeting

1) Planning

In this step, the researcher and the teacher continued the previous lesson plan of third meeting. . The researcher also prepared the post-test 2 to collect the data. The test is used to know whether there were some students' improvement score from post-test 1 to post-test 2. Here, the researcher also prepared phonetic chart of or IPA (International Phonetic Alphabet).

2) Action

The fourth meeting was held on 26th, 2017 about 10:00 am. The researcher entered the classroom and greeted the students warmly to relax them about the film. Researcher then checked their attendance list. Nobody was missing on that day. It was good because all of them could participate in the test. The researcher had a little talk with them. Then, the researcher played the film and also walked around the classroom to control students' activity. In this meeting, to measure students' achievement, the researcher had done the second test. For starting the test, the researcher gave list of words like in the first cycle about animation film then pronounced it correctly.

3) Observation

In this step the class situation in teaching-learning process was better than previous meeting. It could be seen from the students who were ready to follow the lesson and when they followed the animation film. There is only 1 student asked for permission and 2 students talked with friend. Most of them were enthusiastic and pronounce the words. Shortly, most of them seemed quite active in the classroom in practice their pronunciation. In the cycle 2, the researcher was held on post-test 2 regarding students' pronunciation. Based on the result of post-

test 2, the mean score of vowels were 7.63 and consonants were gained 8.09 which were 20 students who passed the Criterion of Minimum Completeness (KKM).

5) Reflection

The reflection of Classroom Action Classroom Action Research (CAR) was carried out after getting the score result of pronunciation test. The researcher and the teacher felt very satisfied with their efforts to improve their pronunciation had been done. From the observation field note of cycle 2 there is only 3 students who did not interest in teaching learning process even other students were interested the teaching learning process.

After doing the test, the researcher analyzed students' achievement based on their performance in front of class. The researcher found the students' pronunciation scores as the following table bellows:

TABLE 4.3
The Mean Score of Cycle 2

No	Initial	Indicators		Score
		Vowels	Consonants	
1	A	8	9	85
2	AN	7	8	75
3	DL	7	8	75
4	E	7	9	80
5	HS	7	8	75
6	JM	8	9	85
7	NSJ	7	8	75

8	NS	8	8	80
9	NH	8	9	85
10	NA	8	7	75
11	RW	8	9	85
12	RA	8	6	70
13	RC	8	7	75
14	SAN	9	8	85
15	SHN	8	7	75
16	SAM	7	9	80
17	TRSN	6	9	75
18	UA	9	9	90
19	UR	8	8	80
20	WR	8	7	75
21	YH	7	9	80
22	EAL	7	7	70
TOTAL		168 x 5 = 840	178 x 5 = 890	1805
$Mean = X = \frac{\sum x}{n}$		76.36	80.90	82.04
Percentage				90.90%

Based on the data in the table, the researcher could explain that the mean score of vowels are 76.36 and the mean score of consonants are 80.90. The result of second cycle is better than first cycle. Students showed their improvement in learning pronunciation through animation film media.

B. The Comparative Result of Action

Based on the result pre-test, first cycle and second cycle, it can be concluded that students' pronunciation can be improved by using animation film media. It could be seen from the result of test in pre-test, cycle 1 and cycle 2. These tests

showed that, there was improvement. Based on average of mean score and percentage of the test in pretest, post-test 1, and post-test 2 can be seen as follow:

TABLE 4.4
The Comparative of Students' Percentage Completeness Study

Test	Mean Score	
	Vowels	Consonants
Pre-Test	60.45	54.09
Cycle 1	66.36	75.45
Cycle 2	76.36	80.90

Based on the table above, the mean score of vowels in pre-test were 60.45 and consonants were 54.09; the mean score of vowels in cycle 1 were 66.36 and the consonants were 75.45; the mean score of vowels in cycle 2 were 76.36 and consonants were 80.90. It means that the mean score of pre-test to post-test 1 was better and also post-test 1 to post-test 2. It can be seen as follow:

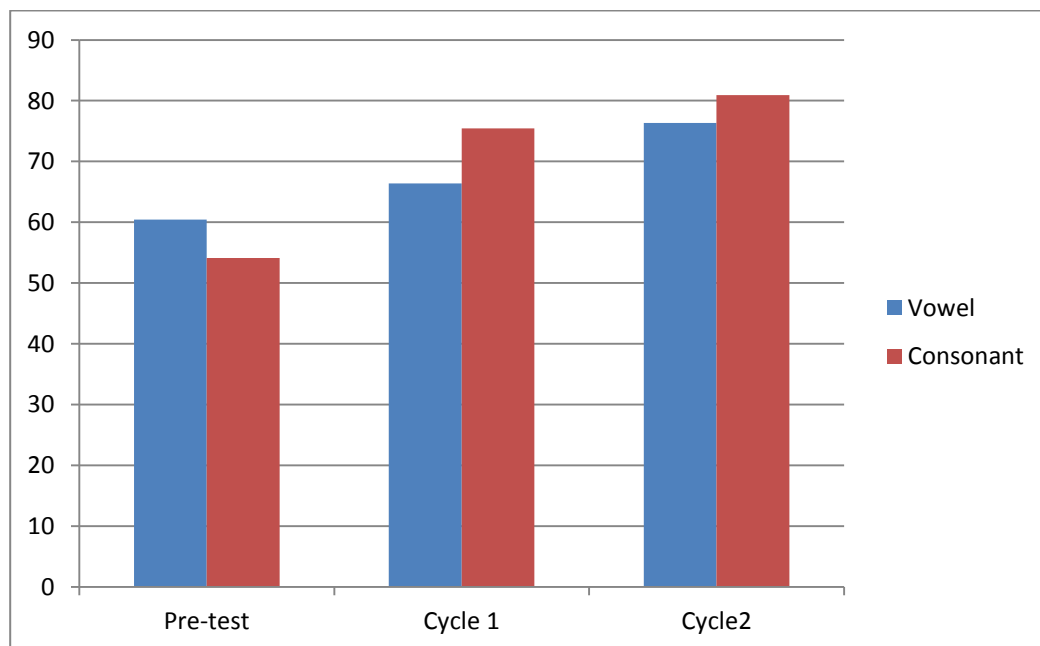


Figure 4.1: The comparison Mean Score between pre-test, cycle 1 and cycle 2

1. The First Test

The first test was done on Wednesday, April 19th, 2017. It was about Epic film in part 1. Many students were still low in pronunciation because they were confused to understand the phonetic symbols. In this test, the students still fewer to get score the minimum mastery criterion or KKM, because there were just 12 students that passed the minimum mastery criterion or KKM and 10 who did not passed the test.

2. The Second Test

The second test is about Epic film too. The score of the students improved. Many students got score above minimum mastery criterion or KKM with score was 75. There were 20 students who passed the minimum mastery criterion or KKM and 2 students did not passed the minimum mastery criterion or KKM because they said hard to pronounce new words but they were enthusiastic during the lesson taught.

C. The Discussion of the Research Findings

During teaching learning process that was implemented animation film media, the co-teacher observed the entire process of teaching and learning on each cycles. The teacher also kept monitoring the class along the teaching and learning activity. The students showed their interest when they watch the film. They pronounce the practice enthusiastically. Many students could understand how to pronounce the words correctly through animation film but others still

confused. Many students were confuse in pronounce new words with the same vowel or consonant.

Before doing the test, the teacher gave some examples in every meeting how to pronounce the vowels and consonants but many students were hard to followed the teacher said. They did not pronounce correctly. In the second cycle, the researcher found the students were more interested and active because they liked the film story. They look more confident in pronounce the words. Then, it can be concluded that animation film media in teaching pronunciation gave improvement. By using the animation film media, the students are guided to pronounce the words correctly. Listening to native speaker could help the students to get more knowledge about pronunciation.

The researcher organized all the quantitative and qualitative data from all meetings. In two meetings, the researcher conducted one pronunciation test. The students' mean score of vowels in cycle 1 were 66.36 and consonants were 75.45 and also the mean score of vowels in cycle 2 were 76.36 and consonants were 80.90. In conclusion, the students' pronunciation after using animation film media improved. Based on the result of observation field notes in the first cycle, the researcher found that 6 students did not interest during the activity, so the researcher walked around the class to control the students' activity in cycle 2. In cycle 2 the students showed their interested in teaching learning process. There are 19 students were interested in teaching learning process and only 3 students who did not interested. They showed their interest when watching the film. They

pronounce the practice with the teacher enthusiastically. From the discussion above, it can be concluded that the hypothesis of action is accepted.

After doing action, the researcher interviewed the students by using interviewed sheet to know the students' interest in study English after using film media. Question number one, all of them said they got correct pronunciation from the film. And question number two, the students said their pronunciation is better after watching film. From the definition above, it can be concluded that using animation film media can improve students' pronunciation.

D. The Treats of the Research

In doing the research, the researcher found some threats in this research, they were:

1. The tool that used in collecting the result of students' pronunciation was incomplete because the researcher just used tape recorder. DVD or other tools were needed to make the mark more subjective and learning process more effective and efficient.
2. The researcher found the students' problems in the classroom while teaching and learning process. They were still low in motivation while study English.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

The researcher found that animation film media can improve students' pronunciation. It can be seen from the students' score. But before doing action, the researcher gave test to the students to know the students' score in pronunciation. The mean score of vowels in Pre-test were 6.31 and consonants were 5.13. There were 5 students who passed the Minimum Mastery Criterion (KKM). From the result, it can be concluded that students' pronunciation is low. To solve the problem, the researcher used animation film media to improve students' pronunciation because from the film, the students could hear right pronunciation. The researcher also taught the students the phonetic symbols. To know the improvement students' pronunciation, the researcher gave test to the students. From the result of the test, the mean score of vowels in post-test 1 were 6.63 and consonants were 7.54 and the mean score of vowels in post-test 2 were 7.63 and consonants were 8.09. It can be concluded that the animation film media can improve students' pronunciation.

B. The Suggestion

Based on the explanation of the conclusion, it had been described improved students' pronunciation and the implication of the result goes to English teachers of Junior High School. In addition, the English teachers can use the media in

teaching and learning process because by using the media, the students could explore their skill in pronunciation and they can focus on learning without felt lazy and bored while studying English. Therefore, the students had high motivation to study bravely and fluently.

The researcher would give some suggestions of this research to good input for next researcher and teacher. The suggestions are:

1. Animation film media should be applied in teaching pronunciation because film media is a simple way to get students attention in building their understanding of pronunciation.
2. Prepare interactive media in order to let the students interested and be active to thing about focus of the teaching learning process and also to avoid them getting bored during the activity.
3. Teacher should prepare a good and familiar animation film. It can make the students more interest and clear of their pronunciation.
4. For other researcher, this research is needed to expand the findings for literature the source. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in other related research.

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CURRICULUM VITAE

A. Identity

Name : Evi Nurul Siregar
Reg. Number : 11 340 0009
Place/Birthday : Rokan Baru/December 21st, 1993
Sex : Female
Religion : Islam
Address : Rokan Baru

B. Parents

Father's Name : Raja Halomoan Siregar
Mother's Name : Nurhayati Ritonga

C. Educational Background

1. Elementary School : SD Negeri 105480 Rokan Baru (1999)
2. Junior High School : SMP Negeri 2 Halongonan (2005)
3. Senior High School : SMA Negeri 1 Rantau Selatan (2008)
4. Intitute : IAIN Padangsidimpuan (2011)

APENDIX I

SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **SMP Negeri 8 Padangsidempuan**
Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **VIII / 2**
Pertemuan : **I dan 2**
Alokasi Waktu : **4 x 45 Minutes**

A. Standar Kompetensi : Memahami makna pengucapan yang terdapat dalam film yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar : Merespon pengucapan dan mengingat pengucapan dalam film secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Tema : Epic

D. Indikator :

- Merespon makna dan mengingat pengucapan yang terdapat pada film secara lancar dan akurat.
- Merespon berbagai informasi yang terdapat dalam film.
- Mengidentifikasi berbagai informasi yang terdapat dalam film.

E. Tujuan Pembelajaran :

- Siswa mampu merespon dan mengingat pengucapan yang terdapat pada film dengan benar.
- Siswa mampu merespon berbagai informasi yang terdapat dalam film.
- Siswa mampu mengidentifikasi berbagai informasi dalam film.

F. Media Pembelajaran : Film Animasi

G. Langkah-langkah Kegiatan:

1. Kegiatan Pendahuluan

- a. Salam / tegur sapa
- b. Absensi
- c. Motivasi
- d. Memberitahu siswa topic yang dipelajari

2. Kegiatan Inti

- a. Guru menjelaskan kepada siswa apa yang harus dilakukan ketika menonton film, yaitu mengingat pengucapan.
- b. Guru meminta siswa menonton film.

- c. Guru memberhentikan scene film lalu mengulang pengucapan dari film yang telah siswa tonton.
- d. Guru meminta siswa untuk mengucapkan kembali kata yang didengar dalam film.

3. Kegiatan Penutup

- a. Guru memberi latihan kepada siswa tentang pengucapan dalam film.
- b. Guru mengevaluasi pengucapan siswa dan memberikan penjelasan tentang pengucapan bahasa Inggris.
- c. Guru mengulang dan bertanya kepada siswa apakah sudah memahami pelajaran tersebut.
- d. Guru menutup pelajaran.

H. Teknik Penilaian:

- 1. Setiap pengucapan yang benar akan diberikan skor = 5
- 2. Skor maksimal = 100
- 3. Total = Jawaban yang benar

No	Komentar	Skor
1	Pengucapan yang benar	5
2	Pengucapan yang salah	0

Guru Bahasa Inggris

Pengajar

Masna Khairani, S.Pd
Nip.19760615 200604 2 011

Evi Nurul Siregar
NIM. 11 340 0009

LATIHAN

Ucapkan kata-kata di bawah ini dengan benar!

- | | |
|-----------|--------------|
| 1. Help | 11. Raging |
| 2. Cross | 12. Decay |
| 3. Work | 13. Forces |
| 4. Use | 14. Forest |
| 5. Ask | 15. Supposed |
| 6. Mean | 16. Thinking |
| 7. Change | 17. Tired |
| 8. Move | 18. Done |
| 9. Look | 19. Bugs |
| 10. See | 20. Realize |