



IMPROVING PRONUNCIATION IN TEACHING SPEAKING OF SENIOR HIGH SCHOOL STUDENTS THROUGH ENGLISH FILMS

Yolla Kharisma Desrizon¹ and Don Narius²

English Department
Faculty of Languages and Arts
State University of Padang
yollakharisma2@gmail.com

Abstract

The writer will discuss about teaching reading comprehension to senior high school by using the reciprocal teaching technique. This technique was firstly introduced by Annemarie Palinscar and Ann Brown in 1984. There are several goals in implementing the reciprocal teaching technique on descriptive text, such as to help students finding main ideas and specific information in the text and to help students in improving the vocabulary. This technique is not only limited to descriptive text, but also to many other kinds of text. By using this technique, the students are expected to be more interested in reading since they are actively involved in the process.

Key Words: *Speaking, pronunciation, intonation, English film*

A. INTRODUCTION

Speaking is one of the major skills that need to be developed and enhanced as means of effective communication. Dalu, Setyawati, Arianto, and Azizaturrohmah (2017) also says that Speaking “is needed in learning language because it functions as the vehicle of communication”. When we speak we express our ideas, feelings, and thought. To achieve this purpose, there are some aspects in speaking that should be mastered by students. Harris (1974:4-11)states thatthe aspects of speaking that should be learned are grammar, vocabulary, content, pronunciation, and fluency. In shorts, when speaking English, the students should consider the aspects of speaking. Theaspect that will be the main focus in this paper is pronunciation in intonation.

Just like what Wang (2014:111) says,“Pronunciation plays an important role in understanding.” Mispronouncing a single sound causes the listener’s misunderstanding. Mairi (2017) added “that Good speaking skill establishes good first impression to the listeners and interlocutors at any speakingdemanded situation of non-native speakers. Various uses of stresses and intonations result in totally different meanings. And to be understood, a student needs a practical mastery of the sounds, rhythms and cadences of English and how they fit together in connected speech. Students with good pronunciation will be understood even if

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2017

² Lecturer of English Department of FBS Universitas Negeri Padang



they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and perfect grammar.

However, many students find that pronunciation is one of the most difficult aspects of English to master, and feel the benefit of explicit help right from the beginning of their language learning. Benzies (2013:41) assumes, "English pronunciation is considered to be one of the most difficult skills to acquire and develop. This may be due to a number of factors, e.g. the irregular correspondence between spelling and pronunciation and the impact on the learning process of factors such as age, motivation and amount of exposure to the L2." So, the importance of sounds for effective communication means that foreign language teachers need to emphasize pronunciation in teaching speaking classes.

EFL students of English encounter further problems when learning pronunciation. The first problem is students often face the problem in speaking pronunciation. Sometimes students can not speak well because they do not know how to pronounce the word. It is also hard for them to remember the pronunciation of each vocabulary because in English they do not read the words exactly like what they are written in Indonesian.

The second problem is students are lack of practice. As foreign language, English becomes third language for students after mother tongue and Indonesia Language. It causes students rarely use English as their daily communication. Students just practice English in English class when teacher asks them to speak. In daily life, students would prefer to speak in mother tongue or Indonesia Language than English. The situations make students unfamiliar with English.

The third problem is that teacher as a facilitator does not give enough attention to the students' speaking ability. The teachers only focus on written test rather than speaking ability. So the students do not get a chance to speak especially practice their speaking pronunciation. In addition, teacher's technique does not make all of students participate in the activity. It causes all of the students are not interested on learning English. The teachers also used monotonous strategy or technique while teaching, uninteresting media and use much Indonesia language in the class.

Furthermore, the students cannot learn to speak directly. They need something which can interact their interest. So, the teacher should find an appropriate way to teach speaking ability to make learning more fun and can motivate the students to learn.

Based on the problems, the writer suggests one appropriate way to improve students' speaking pronunciation at Senior High School by watching English films. English films will create a good atmosphere in the learning process and improve students' speaking ability. It can encourage students to speak up. The students can practice their speaking pronunciation by reporting it in front of class.

Since films are close to their daily lives, most students will like watching films. Watching films will help the students in gathering the information so they do not have to be in real situation because the films show it. This need can be met by audiovisual materials such as appropriate films. It is fun and attractive media that can be used in learning process because most teenagers love watching films.

Therefore, the writer proposes to use English films to teach pronunciation in teaching speaking for senior high school students. Showing English film is a tool that offers a simple practical technique of getting students to develop more pronunciation in speaking in foreign language as well as to take responsibility for their own language practice. It is not only that, using film in teaching speaking is an interesting media that most students are good to like. Using film is a great resource to use in class. There is no endless number of ways in exploiting it to create memorable classes with a high level of language production. Students will learn many new words, kinds of expressions, and intonation from it. So, if this media is applied in pronunciation in teaching speaking, it is expected that the students can develop their speaking pronunciation.

B. IMPLEMENTATION OF IMPROVING PRONUNCIATION IN TEACHING SPEAKING OF SENIOR HIGH SCHOOL STUDENTS THROUGH ENGLISH FILMS

1. Preparation

In this step, the teacher should prepare several things before teaching speaking pronunciation in the class, which are:

a. Selecting Teaching Materials

Teacher should choose materials that are appropriate with syllabus and also curriculum. That material must be appropriate with students' ability level and their interest. It is the film which are appropriate with Senior High School students.

b. Preparing Media

The media that will be used for are laptop, projector, LCD, and speaker.

c. Preparing Lesson Plan

In making a lesson plan, there are several essential elements in preparing lesson plan. They element is objective, material, limitation of time, and what students and teacher do in the classroom that is activities itself.

2. Teaching Procedures

Teaching procedures are divided into three parts. They are Pre-Activity, Whilst Activity, and Post Activity.

a. Pre-Teaching Activity

In this phase, there are some preparations that teacher has to do before presenting the lesson in the classroom.

- 1) Preparing the students, both psychologically and physically to join in the learning process. Teacher can start the lesson by greeting the students in order to catch their first attention and asking students' condition. Then, check students' attendance.
- 2) Before coming to the lesson, teacher has to create a good atmosphere in the classroom in order to make them enjoy and comfortable to study and teacher checks the readiness of the students.
- 3) Teacher builds students' background knowledge by asking several questions related to lesson—the expression of complimenting.

b. Whilst Teaching Activity

In the whilst-teaching, there are some processes which involve, they are exploration, elaboration, and confirmation.

1) Exploration

- a) After building students' background knowledge about the materials—the expression of complimenting, teacher gives students a dialog of expression of complimenting by giving the printed out.
- b) Teacher gives questions about the dialog.
- c) Teacher asks the students to work in group. The members of group consist of 2-3 students each group and should be seated next to partners so they can practice with each other.
- d) Teacher asks students to pay attention to the dialog that has been given and try to analyze how to express and speak in English intonation from the dialog.
- e) After the students analyze the dialog, teacher asks students to practice the dialog in group.

2) Elaboration

In elaborating process, the students are given an example of dialog through English film. In this case, teacher presents the film by using laptop, projector, and speakers because it is more interesting. The teacher shows the film which is related to the lesson. After that, the teacher asks students to pay attention to the dialog of the native speakers speak.

After watching the film, the teacher asks the students to practice the dialog from the film in group. After that, they discuss the information about expression and intonation form from the dialog.

After practice and discuss the dialog by using English intonation, the teacher needs to do these processes:

- a) Teacher explains how to apply the intonation by displaying the text on a whiteboard by giving a graphic of the sentences from the dialog the film showed.
- b) After explaining the dialog using English intonation, the students are asked to practice the dialog was used in film by letting them apply the intonation that they learned.
- c) Asking the students in groups to play the dialogues that they learned in front of class.

3) Confirmation

In this process, the teacher and the students discuss the result of the elaboration. The teacher leads the students to elaborate their understanding about the materials. The students do the task given by the teachers in group. The teacher then gives some rewards for the students as the achievement of the learning.

c. Post-Teaching Activity

In post-teaching activity, the teacher and the students evaluate the process of learning. The teacher creates conclusion of the materials by doing reflection of the activities that have been done. Teacher gives

feedback from process and the output of learning. Then, the teacher and students conclude or summarize the lesson together. At the end, the teacher may give the students homework as follows up activities and conveys briefly the lesson for the next meeting.

C. DISCUSSION

1. Conclusion

Teaching speaking pronunciation through English film is an alternative strategy in improving pronunciation. This strategy can be helpful for the teacher to create good teaching and learning atmosphere since it keeps the students engaged with the material to fulfill their curiosity.

Teaching speaking pronunciation through English film is done through three stages: Pre-teaching activity, Whilst-teaching activity, and Post teaching activity. Pre-teaching activity is done at the beginning of the class. The main point of pre-teaching activity are to give students' background knowledge about the expression and build their confidence.

The second stage is Whilst-teaching activity. There are three phases that should be followed by the teacher: exploration, elaboration, and confirmation. *First*, Exploration, the teacher gives a dialog based on the material given to activate the students' background knowledge and ask them to practice it. *Second*, Elaboration, the teacher shows a film which is related to the material. The teacher asks students to pay attention to the dialog of the native speakers speak. After that, the teacher asks students to practice the dialog on the film in group and discuss the information from the film. Then, teacher explains how to apply the intonation by displaying the text on a whiteboard and asks students to practice the dialog by letting them apply the intonation they learned. The last, ask students to play the dialog in front of class. *Third*, confirmation, the teacher and the students discuss the result of the elaboration, gives task and gives rewards for the students as the achievement of the learning.

Therefore, the last stage is post-teaching activity that is very necessary, the teacher leads the students to reflect the lesson they get from Whilst-teaching activity.

2. Suggestions

Based on the conclusion above, the writer gives some suggestions for the senior high school teachers in using English film to improve pronunciation in teaching speaking as following:

For teacher:

1. Teacher should find the interesting English film.
2. Avoiding to use a long movie.
3. Teacher should motivate students or give them strong if they have mistakes during the lesson.
4. For senior high school have less of media for the learning process, the teachers should find a way to support the material by using their own.

For students:

1. Students should see, hear, and concentrate on studying.

2. Students should have self confidence in pronouncing English intonation and do not afraid if their pronunciation is not correct.

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