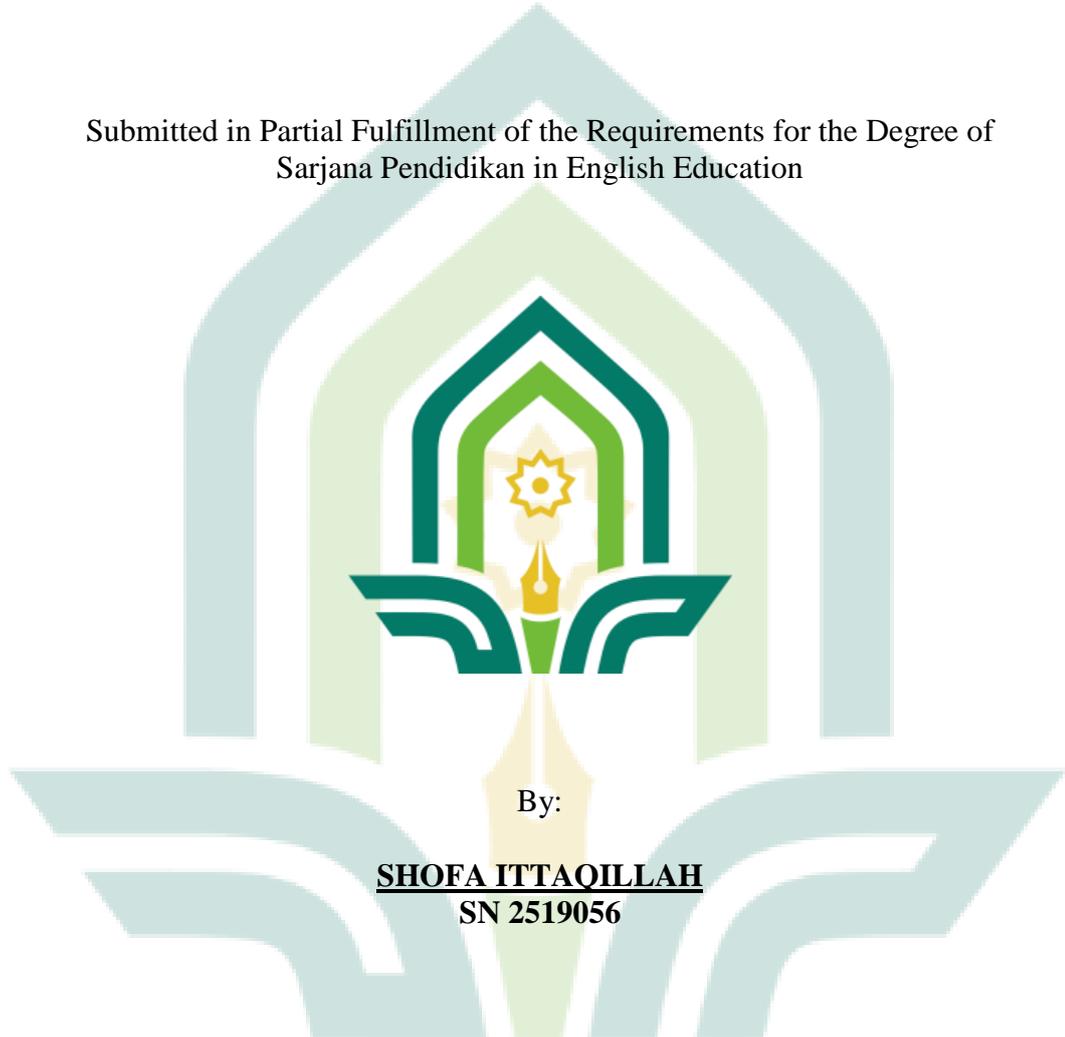


**THE EXPERIENCES OF WATCHING ENGLISH MOVIES IN
SUPPORTING STUDENTS' PRONUNCIATION: A
NARRATIVE RESEARCH**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

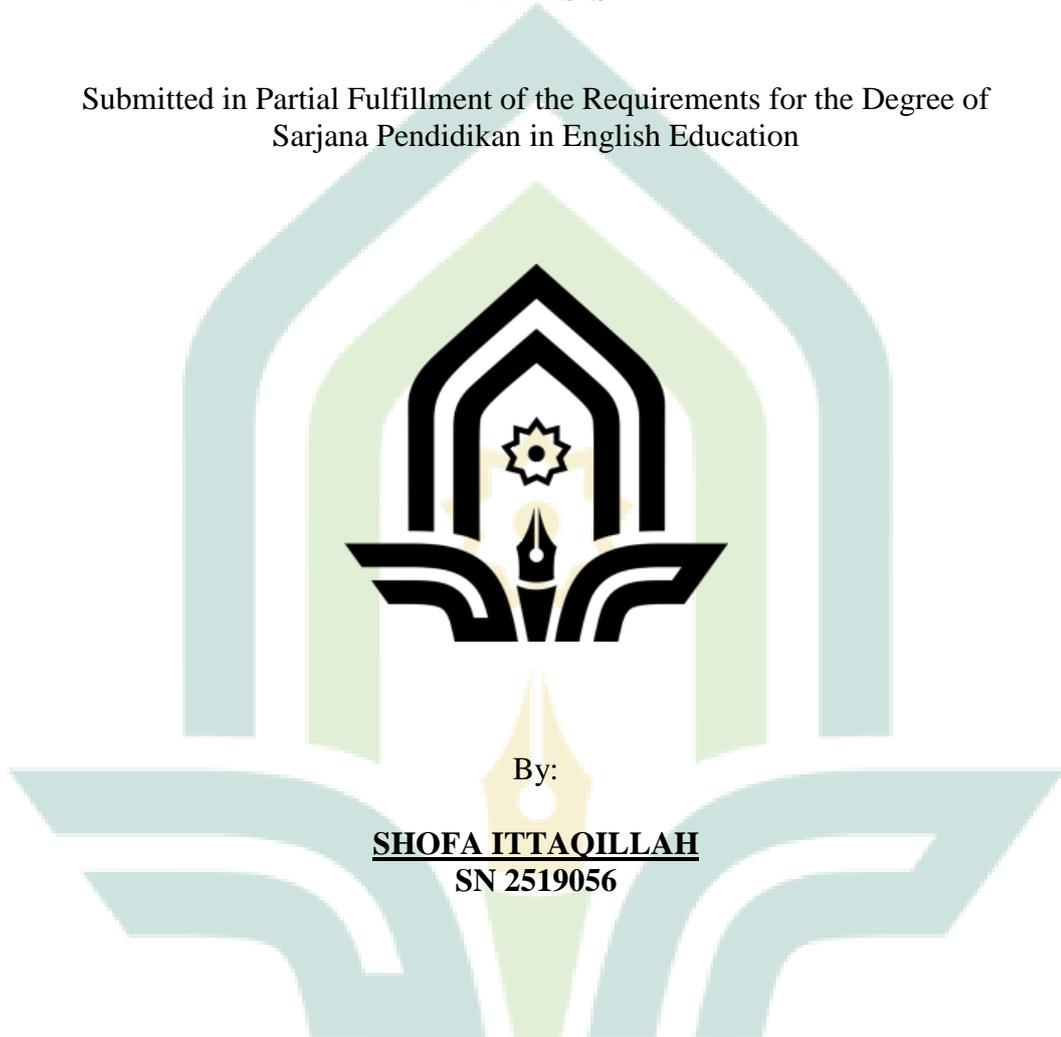
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**ENGLISH EDUCATION DEPARTMENT FACULTY OF
EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Judul : **THE EXPERIENCES OF WATCHING ENGLISH
MOVIES IN SUPPORTING STUDENTS'
PRONUNCIATION: A NARRATIVE RESEARCH**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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APPROVAL SHEET

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Praise and worship to Allah SWT, there is no might or power except with his permission. The Highest of everything, with his ridha I can finish my thesis and may sholawat and salam for our Prophet Muhammad SAW who always give goodness in the world.

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MOTTO

*“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease”
(Al-Insyirah: 5-6)*

*“God's gift depends on how prepared we are”
(Syekh Abu Bakar bin Salim)*



ABSTRAK

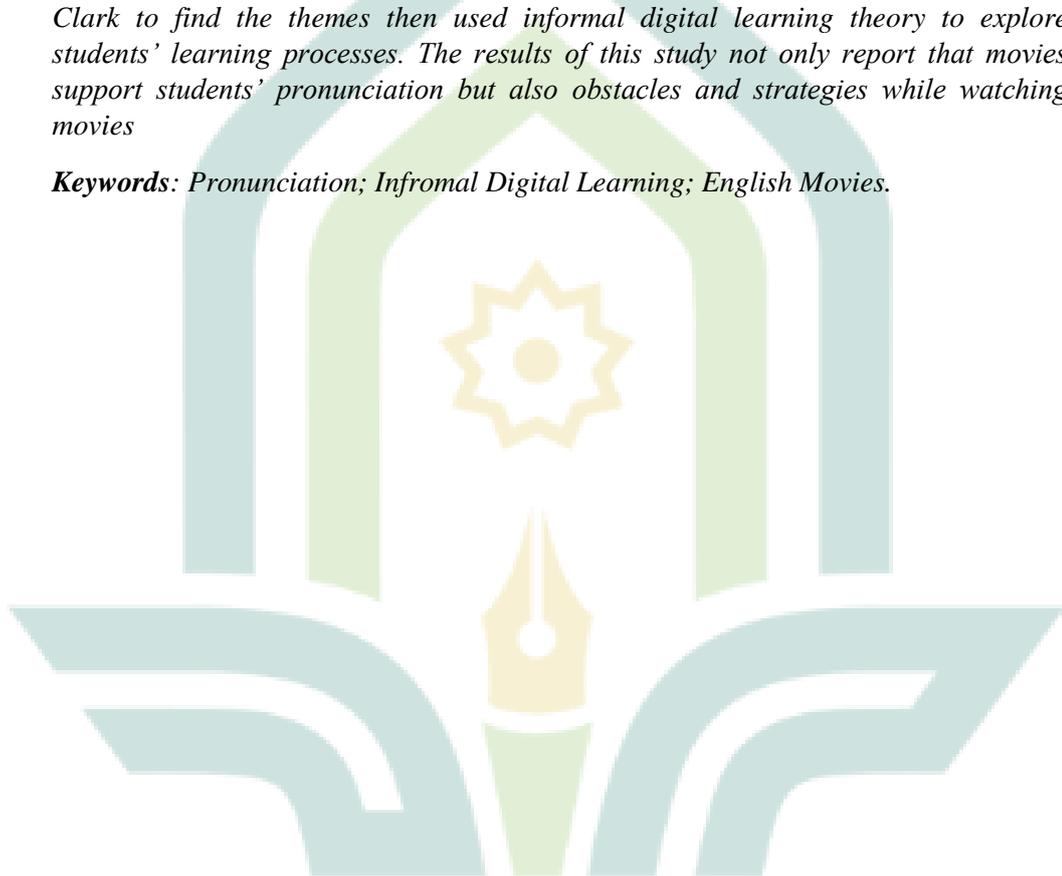
Film berbahasa Inggris merupakan cara mudah saat ini untuk belajar bahasa Inggris dengan dikemas melalui cerita audio visual. Siswa akan belajar pelafalan melalui film dengan cara menikmati film tersebut. Film bahasa Inggris membuat pembelajaran bahasa Inggris juga menjadi lebih menarik untuk mempelajari pelafalan bahasa karena secara signifikan akan mempengaruhi tidak hanya teks tetapi dengan beberapa aspek siswa akan mendapatkan penglihatan, dan pendengaran dari sebagian besar penutur asli untuk mendukung pelafalan bahasa siswa. Rumusan masalah penelitian ini adalah untuk mengetahui bagaimana Film Bahasa Inggris mendukung pelafalan siswa dan apa saja hambatan dan strategi untuk menyelesaikannya saat menonton Film Bahasa Inggris. Penelitian ini bertujuan untuk melaporkan pengalaman menonton Film Bahasa Inggris yang mendukung pelafalan siswa. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik oleh Braun dan Clark untuk menemukan tema-tema kemudian menggunakan teori informal digital learning untuk mengeksplorasi proses belajar siswa. Hasil dari penelitian ini tidak hanya melaporkan bahwa film mendukung pelafalan siswa tetapi juga hambatan dan strategi saat menonton film.

Kata kunci: *Pengucapan; Pembelajaran Digital Informal; Film Bahasa Inggris.*

ABSTRACT

English movies are an easy way nowadays to learn English by being packaged through audio-visual stories. Students will learn pronunciation through movies by enjoying the movies. English movies make learning English also becomes more interesting to learn language pronunciation because it will significantly affect not only the text but with some aspects students will get sight, and hearing from most native speakers to support the pronunciation of a student's language. The formulation of the research problem is to find out how English Movies support students' pronunciation and what obstacles and strategies to solve while watching English Movies. This study aims to report the experiences of watching English Movies supporting students' pronunciation. The researcher used semi-structured interviews to collect the data. The data was analyzed using thematic analysis by Braun and Clark to find the themes then used informal digital learning theory to explore students' learning processes. The results of this study not only report that movies support students' pronunciation but also obstacles and strategies while watching movies

Keywords: *Pronunciation; Infomal Digital Learning; English Movies.*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “The Experiences of Watching English Movies in Supporting Students’ Pronunciation: A Narrative Research” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the Final Project Course requirements. In arranging this paper, the writer encountered many challenges and obstructions. Because of that, the writer would like to thank all individuals who helped in the process of writing this final project. The writer also realizes that this paper is not perfect yet. Therefore, criticism and constructive suggestions for improving this paper are highly expected. Hopefully, this paper can be useful to everyone in need.

Pekalongan, November 13th 2023



The Writer

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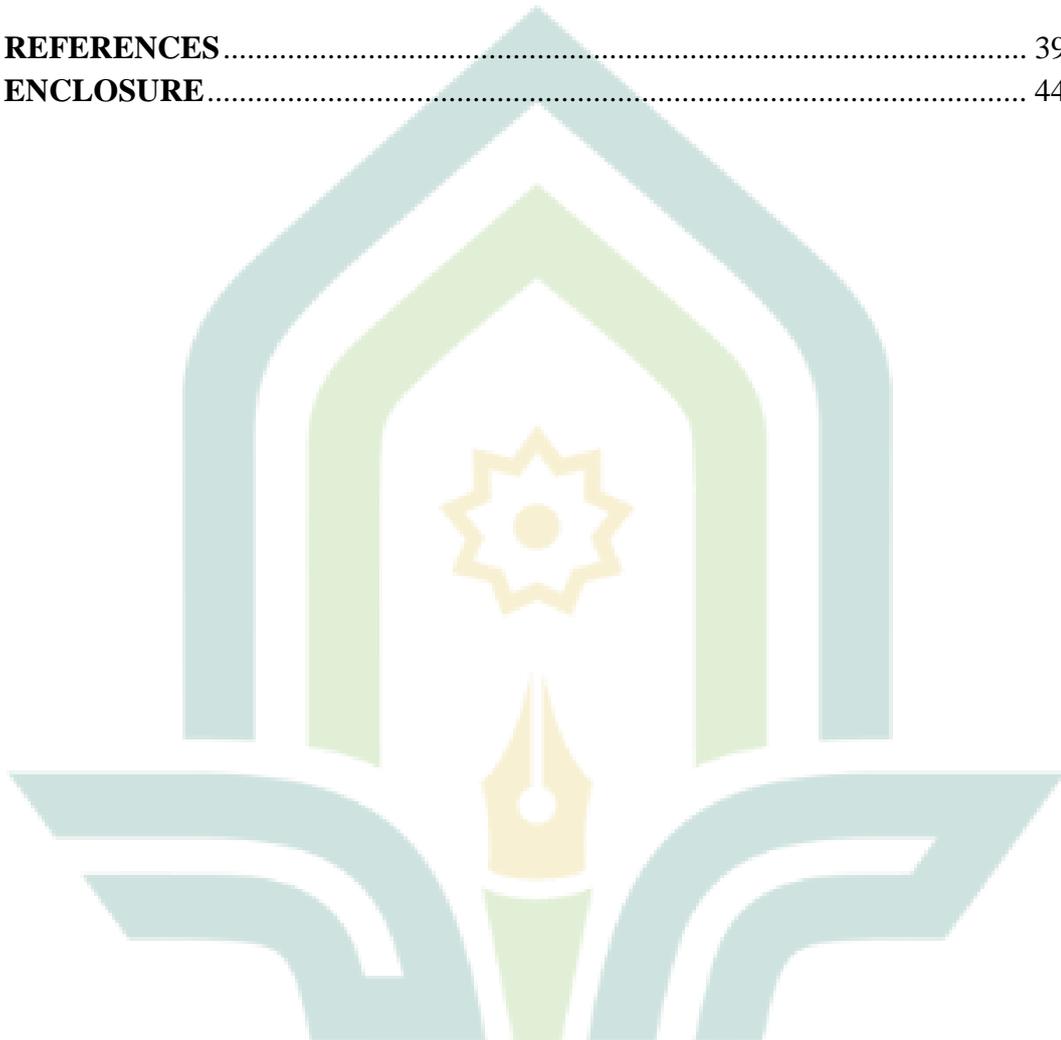


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CHAPTER I

INTRODUCTION

1.1 Background

Pronunciation is considered one of the vital elements in learning the English language. Pronunciation is a meaningful way of pronouncing language (Handayani, 2017). Pronunciation itself in English is different to Indonesian. In Bahasa, there is no difference in pronunciation and writing. Meanwhile, in English the pronunciation and writing are different.

Often students experience difficulties and make mistakes in pronouncing English because of the strong influence of their mother tongue, difficulty pronouncing consonants and vowels correctly, difficulty identifying homographs and homophones, and difficulty pronouncing vocabulary properly. Meanwhile, the teacher's negative factors are teachers neglecting to correct students' pronunciation, teachers are overly apathetic to correcting students' pronunciation whether the students' pronunciation is right or wrong and teachers are not realizing that pronunciation is important in English communication (Soleh and Muhaji, 2015). This can lead to errors and mistakes in speech. According to Megawati (2016), there are three elements called micro-skills that especially support four English skills in learning the English language, namely pronunciation, vocabulary, and grammar. Inaccurate pronunciation alters meaning and hinders understanding, while appropriate pronunciation

facilitates interaction (Sebane, 2019). Therefore, activities are needed to improve pronunciation in various ways in the learning process.

One way to gain knowledge to improve pronunciation is by informal digital learning of English (IDLE). According to Lee & Lee (2019) IDLE is autonomous English learning within the digital framework of extracurricular English classes. Students are better able to retain the material when they use IDLE (Informal Digital Learning of English) as a teaching method. Informal Digital Learning of English (IDLE) helps pupils develop their language skills. In order to provide more engaging and dynamic teaching materials, self-learning content creation needs to use more media, such as images or audio, than traditional learning. (Maulida, Mardiana and Irfan 2022). Digital media include computers, audio, and videotapes, TV, internet, corporate network, satellite broadcasting, and compact disks (Lin, Lim, and Jiow 2017).

Watching subtitled English videos was probably one of the richest ways to present authentic input because it combined three media, namely aural, visual, and textual (Itagaki et al, 2020). Yaseen and Shakir (2015) stated that when watching English movies, students get the correct pronunciation of the actors and the vocabulary used in different scenes, so students can practice their pronunciation based on what they have watched. Watching movies can also motivate students to learn because they provide stories that need to be told rather than lessons that need to be taught. Learning with audio-visual media is a method of learning that uses

media that contains elements of sound and images, with the process of absorbing the material involving the senses of sight and hearing (Febaliza & Zul, 2015).

Many previous studies have investigated whether watching English movies are supported in pronunciation, but the research with informal digital learning of English (IDLE) in pronunciation is still limited. Therefore, this research will focus on students' experience in watching English movies supporting pronunciation, difficulties encountered, and strategies when watching movies. By conducting this research, it is aimed to enrich knowledge and also add empirical data on pronunciation studies.

1.2 Research Question

This research will target two questions:

1. How are English movies used to support students' pronunciation?
2. What are the obstacles faced by students while learning English pronunciation through watching movies and what are the strategies to solve them?

1.3 Operational Definitions

To avoid misunderstanding the terms in this study, the researcher provides several definitions related to research as follows

1. Movie is animated graphics that contain color, and sound to capture and maintain student attention (Sharjeel & Dadabhoy, 2013).

2. Pronunciation is an inseparable part of speaking and it is inevitably important to understand the meaning exchanged in the communication process (Pranoto and Suprayogi, 2019).
3. Experience is the act or process of directly perceiving events or reality (Merriam Webster)

1.4 Aim of the Research

The study aimed to reveal students' experience while watching English movies can support pronunciation.

1.5 Significances of the Research

1. Theoretical: This study uses the theory of informal digital learning (IDLE). Informal digital learning is an autonomous second language that is used outside of the classroom in a digital environment and is unrelated to official language instruction. IDLE concept is self-study using various digital device.
2. Empirical: This research gives empirical insights about the experience of watching English movies in supporting students' pronunciation
3. Practical: This study presents information for the readers about students' experience of watching English movies in supporting pronunciation.

CHAPTER V

CONCLUSION

5.1 Summary of the findings

In closing, this research can provide empirical data that movies as media help students in independent learning that is flexible not necessarily in the classroom and through different media not only with books as in the classroom as related to IDLE. Movies also help students learn with fun activities. They feel excited and happy when watching movies. From students' learning through the movie, it is very effective to improve pronunciation in accuracy and clarity of pronunciation. However, movies also provide obstacles to self-learning such as confusion with accents, and the duration of the movie being too long making students bored. The rest of this research uses Informal Digital Learning of English (IDLE) which can be applied to students' experience of learning English.

5.2 Recommendation

In this section, the researcher would like to contribute some suggestions for further research to explore the use of movies to improve students' pronunciation. In addition, this research was conducted only with interviews, so further research can be done with other variations of data collection. This research also uses limited participants so that further research can be increased in the number of participants and the rest can use the theory of gender differences. The researcher expects this study can be

used as a reference by the lecturers, teachers, and students to improve their language teaching and learning, especially in pronunciation.



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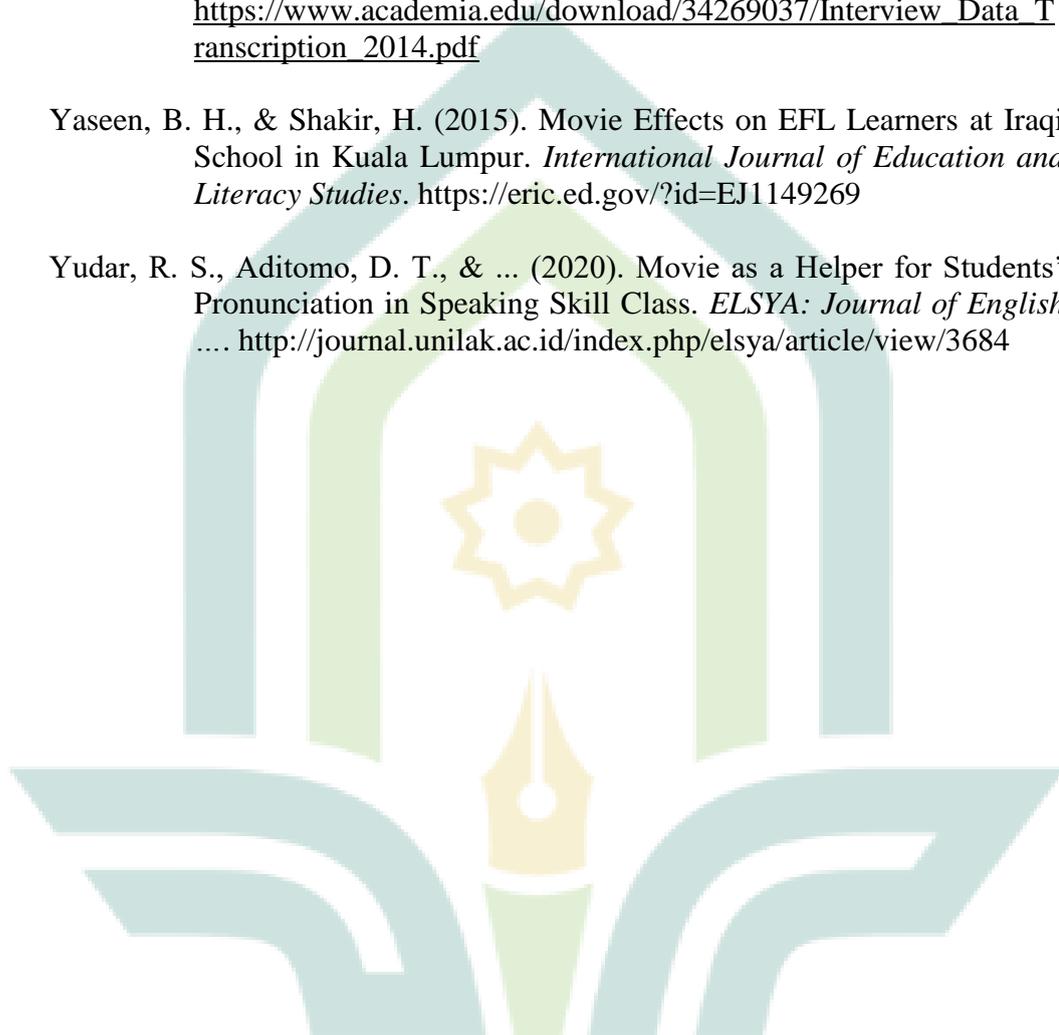
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3. MAS Simbang Kulon Buaran Pekalongan (2019)

