

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDING

This chapter presents the results of the research dealing with the research of problem. It elaborates the data about implementation Western Movie in teaching pronunciation and contribution of the use of the strategies in teaching pronunciation

A. Profile of MTsN 1 Batam

1. Geographic Condition of MTsN 1 Batam

Goldenprawn Street, Tj. Buntung, Bengkong sub-district, Batam City, Riau Islands. Batam MTsN is adjacent to YKB housing on the north side, MAN 2 Batam school and MIN Batam school on the west side.

2. Vision, Missions of MTsN 1 Batam

a. Vision

Realization of the Generation of Madrasah Tsanawiyah Negeri Batam that are Islamic, harmonious, smart, independent, love the environment, prosperous Born in spirit and noble morality

b. Mission

- 1) Improving the Quality of Education and Intensive Religious Guidance in Madrasah Through Practicing the True Islamic Teachings.
- 2) Improving the Quality of Students Creativity Development Through Coaching Talents and Interests in the fields of Science and

Technology (Science and Technology), Sports, Arts and Culture that breathe Islam.

- 3) Forming Akhlakul Karimah, Creating a Clean Culture and Building a Good Relationships Between Students, Teachers, Parents, Communities and the Environment.

B. Data Presentation

In this data presentation, the researcher presented the data based on the result of observation and interview.

1. Data Presentation on the Implementation of Western Movie in Teaching Pronunciation to the Eighth Grade at MTsN Batam

On 21 January 2019, the researcher conducted a classroom observations and investigated what was happening in class. The first thing was the researcher came to class directly then the researcher was introduced by the teacher to students and sat in the back seat class by conducting observations. The researcher would know the real condition that was happening in the classroom especially the teaching teaching and learning activities using Western Movie. The researcher observed the teaching strategies conducted by the teacher in the class. The teaching English related to the several strategies such as designing lesson plan, providing audiovisual media, drilling, doing repetition, and guided conversation. In implementing learning, the teacher used several strategies as follows :

(a) Designing Lesson Plan

Firstly, the teacher told the students that the teacher would use the method of watching Western Movie which aimed to improve the pronunciation of students. It was intended attract students' participation in the classroom.

The teacher had arranged all the lesson plans that would be used for teaching. At the beginning of teaching, the teacher displayed movies about twenty-five minutes of time used, then the teacher only paused the movies that students could observe and analyze the sentences that were spoken. The movie that displayed only lasts two times in week on 21 and 24 January.

In this case, the students also had a role in the selection of movies to watch. The students once asked the teacher to present other movies with according to their wishes, sometimes the teacher considered the students' requests by making sure the movies were suitable for learning. This strategy could measure students' abilities in pronunciation, because the different types of students had different abilities. The following was the quotation of teacher's statement dealing with due use of movie.

“Sometimes, the students ask me to play other movies, it depend on the students' wishes, so I grante the students' request with the aim of having educational content there and the values of improving student pronunciation”.

To strengthen the data, the researcher also interviewed the students, the student (S 1) said that.

“We choose the movies that contain education to help improving our pronunciation and choose the element of entertainment to be more enthusiastic”.

The student (S 3) also said that “*We also participate in choosing movies that can make it easier for us to talk English.*”

In general, The Western Movie or Foreign Movie generally contained many scenes that were indecent and immoral. This was what made Western Movie opposed by some people who felt that these Western Movies were inappropriate for the public to watch. Although, the Western Movie had many negative influences, it also did not mean that it could not be screened in society, because it also played a role in giving tax contributions to the nation. It was not all bad, because this movie did not contain adult elements in this movie and it is specifically for children. the Western Movie that was used for children's need which Western Movie had some values that affected their daily lives. In here, the students were free to choose in the movie selection but it did not mean they arbitrarily chose the movies, they chose movie that contained the moral values and other learning benefits.

(b) Providing Audiovisual Media

The researcher looked at the circumstances around the class, the teacher and students only relied on audiovisual methods. The atmosphere in the class also influenced the supporting factors of student learning in the class. Basically, the students were still in junior high school level, the teacher did not want to make it difficult for students to learn pronunciation and accepted new vocabulary which was difficult to read. The Western Movie used was a suitable movies for students, and it could be understood for junior high school students, because this Western Movie was a western animated movie that passed censorship. The teacher had thought of Western Movies that

were suitable for students to watch that Western Movies like this that contained the useful content, especially for educational and pronunciation purposes for students.

In this case, the teacher using audiovisual to display Western Movie. In teaching activity, The teacher displayed the movies about natives' pronunciation or movie characters' pronunciation. The Western Movie they watched that using two subtitles with the aim that the students could know the meaning of the movies directly without being told the meaning by the teacher. They observed the pronunciation of movie characters, when a few minutes later the teacher paused the movie. The teacher instructed students to read directly until they understand the pronunciation spoken by the Western Movies character.

This statement was supported by interviewing the teacher about how the learning activities were going on. This data related by interviewing the teacher and students. Concerning with the use of Western Movie, the teacher said.

“Firstly, when students watch Western Movie that use two subtitles, both English and Indonesian, after that there are several sentences that I instruct the students to recite. I pause the movies for a moment then students read or follow what the Western Movie characters has said together or individually, if their pronunciation is correct, then I will continue but if there are the students who has not correctly pronounce it then I repeat the movies once again, then I pause the movies after that students who has not been able to pronounce it correctly, I instruct to read it until it is correct”.

The teacher's practice was supported by the student (S 1) who said that. *“When the teacher is displaying a movie then he paus the movies, so we are intructed to follow what the character say”.*

Meanwhile, another students (S 2) also said.

“The teacher only display western animated movies, after that the teacher just pause the movies and instructe the student to read what is said in the movies with the correct pronunciation.”

The researcher saw that the teacher just only used about twenty minutes to thirty minutes to play Western Movie. The time spent watching Western Movie was only two meetings. The teacher asked the students while analyzing the pronunciation of that western movie characters with the time used, although it took a lot of time to watch a movie, the students still focused on their initial learning goals, namely improving pronunciation. The students kept trying to understand eventhough it was difficult for them to understand how to pronounce the movie characters' pronunciation and they remained optimistic. The following was the result of interview conducted with the teacher about the use of time in watching Western Movie as follows :

“Sometimes about fifteen minutes or twenty minute or even one lesson. It depend on the movies, the movies with English language can be easily followed by the students. In that way, the students will be able to understand even though the student is not too fluent at least the students can increase a little knowledge.”

The researcher could immediately know the learning process carried out by them. The students only focused too much on watching Western Movie so the teacher did not want students to lose their concentration of learning when they faced with this learning problem, although there were many for new words that they had never heard, they kept trying to recite the difficult words. The students were able to overcome problems in pronunciation with

teacher's help. They could recited several vocabularies even though they were not sure they could speak clearly. The purpose of the teacher here also helped the students to overcome problems that the students could not handle themselves, such as the interaction between the students so that they were not nervous. The teacher made a close relationship with students so that the awkward moment that did not exist in them like the teacher made a jokes to melt the situation. The teacher learned the students' character and level of ability. Certainly, the teacher would be easier to pour ideas and choose what media was suitable for students. In the next occasion, the researcher interviewed the teacher and also the student to get the data. It was stated by the teacher as follows :

“We often interact with students, when watching Western Movie I asked them to study, repeat, memorize some vocabularies again and again, if there is no interaction. It means there is less improvement in the value of English for them, with the interaction we can ask, train, and we can tell them to repeat the sentences which heard in the Western Movies without any doubt. Sometimes, students are too focused on the movies or maybe they enjoy the movies. So, my role as a teacher also melted the atmosphere so that students are not too rigid about this learning, such as adding jokes. I also explaine what was meant by the pronunciation of the character in the movies”.

The next observation was conducted on 23 january 2019, the teacher was still playing the movies. The teacher who immediately implemented the strategy by using Western Movies as one of the media that made it easier for students to improve the pronunciation of students. The students would know firsthand the process of this method, they could know how to pronounce it directly from the native speaker in western movies. The students would know a various thing such as the intonation, stressing in speaking and

various expressions released from movies characters. The students were told to read what movies characters said, so students remembered their intonation. The aim of this strategy of watching Western Movies was not only to improve students' pronunciation but also to provide entertainment and moral value from that movie. The following was the result of interview conducted with the teacher about the use of audiovisual as follows :

“Firstly, to improve English pronunciation, I use Western Movie media. The students will directly know how native speakers speak in English. They can know the intonation, stressing and students can find out the expressions of the Western Movie characters how they are happy, sad etc. The teacher temporarily stop the movies and each student were told to repeat a few sentences or words spoken by the movie character, the purpose was that students always remember about their intonation and other meanings. With this strategy, the aim of watching Western Movies do not just improve students' pronunciation but to entertain the students and to find out the moral values in this movie”.

The statement of interviewing students, the researcher found that they enjoyed learning pronunciation, it was stated by students (S 4).

“We enjoy a few moments in this learning to improve pronunciation, because we can see two subtitles as well as and how native speakers recited some words”.

The next statement was also stated by student (S 4) who said that.

“Initially, I still look at some unfamiliar words with the intonation of the movie character, but now we know”.

In this class, the role of the teacher was a motivator and facilitator in the class. The use of learning media in the teaching and learning process could arouse students' interest and desires students. The learning that adjusted the conditions of the present without using conventional methods. The teacher often used the listening method then the students had difficulty using the

listening method. Sometimes, they heard a few difficult words because they did not see the subtitles because what they heard they did not know how to write the words. In addition, that was the reason they got trouble to adapt to new words. The students would be easier to understand by watching western movies because the students could hear pronunciation while seeing English and Indonesian subtitles. Certainly, the movies had own way to attract the attention of the audience with the distinctive entertainment, If they used the listening method the students could only sharpen their hearing, but by watching western movies they could see directly the pronunciation process and some actions performed by the movie characters.

(c) Drilling

On 24 January, they still display the Western Movie, it depended on students' needs, the teacher was only a facilitator and mentor. In addition, the listening method was a difficult thing for them because this school did not have native speaker teachers or native English speakers. In an effort to improve pronunciation, The teacher used the drilling method to facilitate students in applying Western Movie. The teacher paused the movie in the middle time and then instructed the student to write the sentence that the characters were saying by looking at the subtitles. They wrote down some words they had never heard, The students were instructed to read repeatedly until they were fluent, then the teacher appointed the students one by one to pronounce the words spoken by characters movie. In addition, the students were still unfamiliar with foreign words but, the teacher corrected their pronunciation errors. By watching Western Movie, the students could train

hearing and also how to pronounce words by native speakers. Dealing with the use of drill the teacher gave explanation as follows :

“The students listen and watch people who has native speaker language directly, of course the children can pay attention clearly. The intonation, the pronunciation, the style are like native speaker’ styles. The children will increasingly be able to imitate directly with people who has this language than teachers who said it. so we do the drilling so that they will be influent, the children are told to say the word, but by watching this movie, the students immediately follow their style, their intonation, stressing how children will know, if we as teacher who say a few words. It will be better if native speakers pronounce and it will be better that students watch the Western Movies directly so that the students can immediately understand”.

The same statement was also stated by student (S 1) as follows : *“The teacher gave us training to improve our pronunciation”.*

In this case, with the many benefits of this learning media, it might be known that not all could be done by the teacher. In here, the teacher did some exercises that being fit this method such as drilling. The media of watching Western Movie had the advantage that students could see and listen directly from native speaker words. The students could understand everything about intonation and pronunciation styles that encouraged students' speaking skills significantly, although the teacher could also be a native speaker for students. Therefore, it was important for teacher to understand the needs of students and the character of each learning media. The teacher had prepared everything in a structured manner. The effects of watching a Western Movies, students could follow the style of speech, the intonation of the movie's characters and the emphasis on the word although at the beginning of teaching was very difficult. The students understood so

much better when the teacher became a native speaker but the teacher used Western Movie to find out accurate pronunciation. On 28 January 2019, in the class 8.1 The teacher gave them more practice, in this case the teacher gave five vocabularies from Western Movie and the student was told to compose a sentence from the vocabulary. The students were given 15 minutes to complete their assignments. After they solved it, they wrote sentences on the board. They trained their dexterity in doing something by thinking fast and thorough to achieve the perfect results. The relation to the level of students in the learning process, so there was a need for the encouragements and tricks so that students enjoy the learning activity. The implementation of this method was highly recommended so that students knew the cause of errors that happening and they could correct to be good then.

(d) Doing Repetition

In this case, there were some errors in pronunciation when students saying words that were difficult and students could not understand. Every scene in the movie, where there were difficult words that were not easily pronounced by students. The teacher paused the movie for students by doing repetitions. The teacher's task here was to guide the students to do repetition by adjusting intonation and emphasizing of the word. The teacher used this learning model by taking full responsibility in identifying learning goals and basic skills that will be taught to students, then the teacher conveyed some knowledges to students, provided modeling or demonstration in reciting difficult words in Western Movie and provided the opportunities for

students to practice applying concepts or skills that had been learned so that they could develop their mindsets in individually or groups.

The teacher explained again about learning so students did not forget about the learning that just had been done because the students easily forgot. The repeated lessons would provide clear responses, and not easily forgotten, so it could be used by students to solve problems. The explanation about the process of repetition was stated the teacher as follows:

“I train them to imitate sounds, sentences, words etc. They repeat again the sentences that they hear in the Western Movie in personally. Eventually they will understand between writing and reading correctly”.

In this case, doing repetition when playing Western Movie, they only did Displaying - Pausing - Imitating - Repeating and so on. One thing that difficult for students was that they imagined how they would say the word without pausing the movie (accurate pronunciation). They had a little time to understand the word by word of native speaker, sometimes native speaker spoke quickly and sometimes slowly. The teachers doing repetition for students so they would understand even though they did not fully understand.

(e) Providing The Guided Conversation

On 28 January 2019, in the class 8.1 The students were very enthusiastic when using Western Movie as learning media. In various schools, the use of audiovisual media in the world of education would have an impact on both teachers and students. The learning process became interesting because students liked entertainment from watching Western Movie, so that the motivation of students was increased and able to create

ideas that they rarely found. The teacher also advised students to stay focused on learning or pronunciation in the movie so that they knew the style of pronunciation, the characters' expressions, accents etc. In this case, the students preferred entertainment but the teacher was more concerned with improving student pronunciation in terms of entertainment as well as learning.

In teaching and learning activity, while the movie was displayed, the teacher was pausing Western Movie then instructed students to write native speakers' conversation or dialogue from movie. The students looked for their respective conversation pairs and practiced reading the text with the appropriate pronunciation taught by the teacher. After they had finished practicing, one group had two pairs to come forward to the class to read the dialogue. The teacher only supervised students' conversations while correcting students' pronunciation errors. The students were rather nervous about dealing with this problem but the teacher calmed the students and gave some ideas so that students were more free when speaking. This statement was supported by interviewing the teacher about how the learning activities were going on.

“I do a guided conversation for students with the aim of entertaining students and certainly increase the pronunciation with a various ideas for them”.

The same statement was also stated by the student (S 5) as follows :

“Some groups are doing conversations in front of the class with teacher guidance”.

After they finished doing the guided conversation, they continued watching Western Movie until the end. They were so happy in learning and

not bored when the teacher spoke. Sometimes, teachers used preaching methods that made students not want to learn, therefore teachers often used western movies as a trigger for students' learning enthusiasm at the end of their study hours. That was the idea emerged that teachers wanted to use western movies as their new method.

In this class, the teacher and students spoke English simply. The teacher told students to communicate frequently by adjusting the circumstances around them when they got a new vocabulary from the dictionary, western movies, listening and vocabulary from the teacher. The students would get used to these conditions and try to be more effective. The mastery of students' English would be visible when they practiced, but if they did not practice carefully students would get into trouble. Based on interview the teacher said that. The statement of interviewing teacher, the researcher found that how the teacher gave a instruction to students as follows :

“The teacher and students use the actual language, I must instruct the students to speak English when they excuse or aske questions. They use simple English, with simple language students will get used to it. Certainly, students will get used to speak English pronunciation easily but if they are not trained, they will also get difficulties.”

There were some sentences that might be pronounced at certain times using English. These sentence were just a general sentence, at least it could make it easier for students to practice the pronunciation. They often pronouncing the word, hearing the words it would also improve their pronunciation in understanding natives' words and speaking alone. It meant that the success of communication depended not only on their ability to

speak but also the effectiveness of our listening and attention to phonetic ways.

Basically, not all students had the ability to understand student pronunciation. The researcher did not only see the teaching and learning process from beginning to end but the teacher also gave some advice to students. Certainly, the teacher also provided feedback to emphasize students in improving the pronunciation of students, by the students discussing with each other. In this case, the teacher knew the best for students because most students found it difficult to understand listening. The teacher also provided training or homework to memorize the new vocabulary obtained in the Western Movie they had watched. Dealing with the use of the guided conversation the teacher gave explanation as follows :

“The feedback is I tell them to repeat what they have seen, what they have heard from the native speaker of the Western Movies. They are told to repeat again, telling them to repeat the English sentences both at home and at school, especially after watching the the movies. So thus the movies that is watched directly can bring a positive impact on the students such as knowing the moral value, improve pronunciation or knowledge about English”.

Sometimes, they needed a lot of practice with some tips from the teacher when they were not in school. The most effective thing was that students often had to watch short videos or English music, automatically they would get used for this exercise.

2. Data Presentation on the Contribution of the Use of the Strategies in Teaching Pronunciation to the Eighth Grade at MTsN Batam

In implementing the Western Movie in teaching pronunciation, the teacher did the strategies presented in the table 4.1.

No.	Strategies	Description
1.	Designing Lesson Plan	The lesson plan design provided the basic foundation for teacher and students in achieving basic competencies and indicators, because it was prepared using a systems approach, giving the effect to students individual development, because it was carefully designed before learning. In here, the teacher told about the learning method to students that would be taught in the form of practice with the help of audiovisual media in improving pronunciation. With careful planning, all possibilities and the problems would arise that could be anticipated so that the solution could also be predicted.
2.	Providing Audio Visual	Audio visual media was a vehicle for giving some informations or learning messages to students, with the audio visual media the teacher can stimulate students' brain development. It encouraged the desire to know more, In this case, the interesting audio-visual nature with

		drawings made as interesting as possible which made the students interested and had the desire to know more. The role of western movie that could affect the mastery of speaking skills in English, such as the mastery of pronunciation, vocabulary, moral values and culture.
3.	Drilling	Drilling activity was a pronunciation exercise that was done many times from the same word to measure students' ability to pronounce difficult words which was suitable with native speaker pronunciation. Drilling helped the students to gain the knowledge and skills, so it became permanent. The establishment of habits that were done and added accuracy and speed in speaking that did not really require concentration in implementation.
4.	Doing Repetition	The students repeated the words or sentences of the movie characters aloud once the teacher finished pronouncing the words. The students repeated the words without seeing the writing of the utterances or words that they said. The words that were trained, it must be short so that they were easily captured by the ears. In every cool scene where the teacher always paused the

		movie to ask students to recite some words.
5.	Guided Conversation	Firstly, the teacher asked the students to have a conversation based on dialogue in the movie, so that the teacher could see their progress in speaking and could improve the language grammar when students could not pronounce the correct pronunciation. Many students who previously did not know how to pronounce a word in English finally they could understand because of the guidance of the teacher.

Based on observations and interviews with the teacher and students, the steps taken by the teacher such as designing lesson plans, providing audiovisual media, drilling, doing repetition, and guided conversation. It contributed greatly to students such as increasing interest in learning, students could get used to hearing a variety of accents, with conversations conducted by characters in the movies students watched, of course the students could find a new vocabulary that they could learn, when finding vocabulary they would write it down on the paper, so they could search more about the word after they finished watching movies. They would find out new cultures such as culture shock which were outside the country, besides that the entertaining story could also provide inspirations and moral values to them to work harder. Sometimes, when studying in class, there were a number of points from lessons that were less understood for students,

to overcome this, by watching Western Movie could provide a deeper understanding of it. This activity was explained by teacher as follows :

“The foreign words that they do not know by watching this movie, they will know because there were English texts and Indonesian. They can listen and also read, so by watching this movie could entertain students. They can know the moral values that contain in this movie. Their English skills, especially their pronunciation and hearing, will indirectly be trained they will have sharp hearing”.

It was strengthened by the student (S 2) as follows : *“There are many benefits that we get from this method such as easy memorization of vocabulary”.*

The same statement was also stated by the student (S 3) as follows : *“Initially it is difficult when we adapt but eventually we get some benefits such as the moral value of the movie”.*

The next statement was stated by student (S 4) as follows : *“We has plenty of time to memorize vocabulary and enjoy entertainment from watching movies”.*

Learning through watching movies was perfect for students who had a type of visual and auditory learning. Through the pictures and sounds available from the movie, it would make it easier for them to learn. Furthermore, through an interesting story line, of course in addition for being entertained with stories from the film, their interest in learning would also improve. By getting used to hearing these various accents, it certainly would improve students' ability to communicate well. Therefore, they would more grasp the words of their interlocutors in English.

C. Research Finding

In this study, the researcher presented some data about the applying of Western Movies in conducting pronunciation teaching.

1. Findings on the Implementation of Western Movie in Teaching Pronunciation

The teacher told about the new method to students before starting the lesson, the method used was watching Western Movies with the aim that improved the pronunciation and trained the students to develop learning skills in speaking comprehension and students were not bored in learning as a new step. In this study, the teacher using several strategies to facilitate teaching such as several strategies such as designing lesson plans, providing audiovisual media, drilling, doing repetition, and guided conversation.

(a) Findings on teaching English pronunciation by Designing Lesson Plan

At the beginning of teaching, the teacher had a lesson plan that had been structured in order to start teaching and learning, the teacher told students about the new methods that would be applied to students, namely the teaching of pronunciation applying Western Movies. Watching movies only had twenty five minutes in one lesson so watching movies only took two meetings a week. In teaching and learning activity, the students only observed and analyzed some words and sentences from native speakers. In addition, the students used their thinking skills to digest the foreign words with the effort of full concentration. The students also had a role in choosing the movies to watch, of course the students chose the movies that had an educational element and helped them to make the right decisions.

(b) Findings on Teaching English pronunciation by Providing Audiovisual Media

In this case, the teacher taught the students by using audiovisual media which was playing Western Movie. In teaching activities, teachers used laptops, projectors and sound speakers to display the activities and conv

ersations of native speakers or movie characters. The students were instructed to observe how the native speaker or movie character pronounced correct pronunciation. The teacher was pronouncing what native speaker said. The role of the teacher as a counselor was to correct students' mistakes and gave new ideas to students. The teacher chose the right method in which audiovisual was one of the ease in the form of teaching using movie. The audiovisual was one of strategy that made it easy for teachers to convey messages that was understandable to students. The students could find new things such as new knowledge, new experiences, etc. In addition, with audiovisual learning that had some benefits that were able to improve the sense of hearing and fluent pronunciation of students. The students tended to understand the native speaker's words by looking at two subtitles and watched native speakers recited rather than using the listening method because students felt difficult with the listening method. This strategy increased students' motivation and interest in learning because it contained entertaining content for students in learning.

In the end of teaching and learning activity, the teacher gave homework to students. The teacher provided several vocabulary words obtained from Western Movie so students could get new knowledge, new words and how

to pronounce it correctly. In addition, students could get used to foreign words and could improve their pronunciation easily.

(c) Findings on Teaching English pronunciation by Drilling

The data obtained by the researcher was the teacher used drilling to improve students 'skills in pronunciation, knew students' weakness in pronunciation and reduced students' pronunciation errors. There were several materials taught by the teacher into three part.

The first part was watching western movies, the teacher used a laptop, projector and sound speaker to play the movie. The teacher instructed students to focus on the native speaker pronunciation. The second part was the teacher pausing the movies, then the students were instructed to write some words or sentences spoken by the native speaker of the movie, then they looking at the subtitles below and adding some vocabularies to students. The third part was practicing section, students were told to practice reading words with correct pronunciation by teacher. The teacher asked students to pronounce correctly four or three times to get used to it after that the teacher asked students one by one or together to pronounce it. The teacher played the same scene twice so that students could understand what native speakers said. In the next section, the teacher corrected the pronunciations errors spoken by students.

The teacher gave them more practice, in this case the teacher gave five vocabularies from Western Movie and the student was told to compose a sentence from the vocabulary. The students were given 15 minutes to

complete their assignments. After they solved it, they wrote the sentence they made in front of the board.

(d) Findings on Teaching English pronunciation by Doing Repetition

In this teaching strategy, the teacher did repetition so easily so that they could understand about the intonation and stress of words. The teacher did many times so that students understood then they could demonstrate in reciting difficult words in Western Movies. In addition, teachers did this with the students' efforts not easily forgotten or be a long-term memory. It was the teacher's responsibility to make students understand difficult pronunciation by doing various exercises.

(e) Findings on Teaching English pronunciation by Guided Conversation

In this strategy, the researcher presented data that the teacher had many ways to teach. Using the Guided Conversation strategy to make it easier for students to carry out language speaking skills. The use of Guided Conversation inspired many students to create a communicative atmosphere in providing ideas, thoughts and responses while at the same time giving criticism in correcting conversations. The teacher asked students to look for two pairs of people to have a conversation in front of the class. The students were asked to write natives' conversations in western movies and then the teacher gave fifteen minutes to practice their pronunciation. The students came forward in groups to have a dialogue by reading text based on conversations in Western Movie. In addition, the teacher also supervised them when starting the conversation and observed the pronunciation, if

students said erroneous pronunciation the teacher guided students to open students' thoughts in easily understood languages. The teacher also talked the appropriate pronunciation in the movie. The utterance of students who had not been right would be guided by the teacher slowly so that students were able to develop.

In the end of teaching and learning activity, the teacher provided feedback to all students to stay focused on this problem. The teacher felt that many students might be more active in learning even though it was difficult for students.

2. Finding on These Strategies Contribute to Students in Teaching Pronunciation

Table 4.2 : Research Findings Contribution Strategies

No.	Strategies	Description
1.	Designing Lesson Plan	The lesson plan design provided the fundamental foundation for teacher and students in achieving basic competencies and indicators, because it was prepared using a systems approach, In here, the teacher told about the learning method that would be taught in the form of practice with the help of audiovisual media in improving pronunciation. With careful planning, all possibilities and the problems would arise that could be anticipated so that the solution could also be predicted.

2.	Providing Audio Visual	Audio visual media was a vehicle for giving some informations or learning messages to students, with the audio visual media the teacher can stimulate students' brain development. It encouraged the desire to know more, tIn this case, the interesting audio-visual nature with drawings made as interesting as possible which made the students interested and had the desire to know more. The role of western movie that could affect the mastery of speaking skills in English, such as the mastery of pronunciation, vocabulary, moral values and culture.
3.	Drilling	Drilling activity was a pronunciation exercise that was done many times from the same word to measure students' ability to pronounce difficult words which was suitable with native speaker pronunciation. Drilling helped the students to gain the knowledge and skills, so it became permanent. The establishment of habits that were done and added accuracy and speed in speaking that did not really require concentration in implementation.
4.	Doing Repetition	The students repeated the words or sentences of the movie characters aloud once the teacher

		<p>finished pronouncing the words. The students repeated the words without seeing the teks of the utterances or words that they said. The words that were trained, it must be short so that they were easily captured by the ears. In every cool scene where the teacher always paused the movie to ask students to recite some words.</p>
5.	<p>Guided Conversation</p>	<p>Firstly, the teacher asked the students to have a conversation based on dialogue in the movie, so that the teacher could see their progress in speaking and could improve the language grammar when students could not pronounce the correct pronunciation. Many students who previously did not know how to pronounce a word in English finally they could understand because of the guidance of the teacher.</p>