

CHAPTER V

DISCUSSION

A. Discussion

This chapter presents the ideas of the researcher in interpreting the research findings. It discusses the findings from observation and interview that has been described in previous chapters concerning the implementation of Western Movie in students' pronunciation comprehension of the eighth grade at MTsN Batam.

1. The Implementation of Western Movie in Teaching Pronunciation

The researcher observed the teaching strategies conducted by the teacher in the class. The researcher observed how teacher implemented Western Movie to students, of course the teacher as a supervisor had prepared a various tools. The teaching English related to the several strategies such as designing lesson plans, providing audiovisual media, drilling, doing repetition, and guided conversation. In implementing learning, the teacher used several strategies as follows :

a. Discussion on Teaching English Pronunciation by Designing Lesson Plan

The teacher told about the new method before starting the lesson, the method used was the implementation of watching Western Movie in teaching pronunciation with the aim that the students could improve their pronunciation with entertainment without difficulty and word improvement from the teacher's guidance. In addition, The teacher had

designed a strategy, the supporting resources such as preparing the learning instruments and tried to prevent problems that occurred in learning. In this case, the teacher invited students to participate in choosing the movies to watch. The Western Movie that students chose was animation genre and suitable for them with a teenage age. With this movie, Western Movie also provided the inspiration for students in their learning.

It was supported by Chatib (2014) saying that Lesson plan is defined as planning made by the teacher before teaching. However, at the time of teaching, many teachers do not make Lesson plan first. If starting with the making of a lesson plan, the quality of a teacher's learning will be different than that of a non-preparing teacher. Moreover, Depdiknas (2007) stated that Lesson plan is a plan that describes the procedure and organization of learning to achieve one basic competency.

In this part the researcher describes how the teacher prepares a lesson plan. One of these activities were good because, the teacher giving students the instruction according programmed in lesson plan. The learning that using careful planning would be provided the feedback that could illustrate a various weaknesses that existed, so that it would improve the program. In addition, it prevented the gaps between teacher and students in communication. So, they could anticipate a various problems encountered. Lesson plan would make learning take place systematically.

b. Discussion on Teaching English Pronunciation by Audiovisual

Based on the result of interview and observation, it could be said that teaching by using audiovisual had some steps in applying material in the classroom such as the teacher displayed Western Movie or native speakers speaking. It could be called by modelling then the students focused on watching activity. The teacher displayed Western Movie using two subtitles namely Indonesian and English with the aim that the students could know the meaning of the movie. The students analysed about what native said, while the students watching and listening to the movies. The teacher did his duty, that were pronouncing what native speakers said. The role of the teacher as a counselor was to correct students' mistakes and gave new ideas to students, then the teacher asked the students to repeat it together for several times. It could be three or four times or more.

This strategy is good as it is stated by Cakir (2006:67) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. Moreover, River (1981:399) that audiovisual contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

This is the part of the researcher's idea that describes about audiovisual. In the cognitive development of children, audiovisual media was very beneficial for children, because with audiovisual media, students learned while playing so that the meaning contained in the movie that could be understood by them. The audiovisual equipment could be classified as learning experiences gained from sensing sight and hearing, but also as tools that provided a concrete experiences to students. The audiovisual media had a varied properties so students did not get bored with learning because this media had the ability to display images, graphs, diagrams or stories.

c. Discussion on Teaching English Pronunciation by Drilling

Based on the result of interview and observation, the first step was 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 movie, 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 vocabularies to students. The third part was practicing section, students were told to practice reading some words with correct pronunciation. 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 to pronounce it. The teacher gave another exercise in the form of giving ten or eight vocabulary words from the movie that would be used as a sentence by students. After they finished their assignment, they were

told to come forward to the class to read the results of their assignment. According to Kohn is as follows Swanto (2014) contended "a growing facility with words and numbers derives from the process of finding answers to their own questions" in other words it is unnecessary to provide students with drill and practice on basic academic tool skills. Instead, the teacher need only to encourage children to ask and to solve questions they may have. In the process of constructing their own meanings from these activities, the students will become fluent readers and skilled calculators. This strategy was good, because The students' abilities would continue to increase when they often practiced in the right time. In learning and teaching activity, drilling methods had been used for a long time. With this approach, they had skills that had been trained in pronunciation.

d. Discussion on Teaching English Pronunciation by Repetition

Repetition exercises were easy if done continuously with the guidance of teacher. The students could observe and see the repetition process carried out by the teacher. In this case, students made a loud repetition so they could remember for a long period of time. It was supported by Suherman, Repetition is repetition, with the aim of deepening and broadening the understanding of students who need to be trained through problem solving or assignments (Ubaidah, 2017). This method was good, because by training repetition it would help them in the process of remembering, because if the information stayed longer in their memory, it would get a big chance when the memory could be

stored in their memory in long-term. The implementation of this method was highly recommended which those students know the causes of errors that occurred and could then be corrected. The students were more active in expressing their ideas and had a lot of experience to find something in solving problems.

e. Discussion on Teaching English Pronunciation by Guided Conversation

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 Movie 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 movies. 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.

The guided conversation are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication

(Holandyah, <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/download/602/537/>, akses 12 07 2019). This strategy was good, because the students would get used to do conversation practices in an open or closed environment if they knew the size of the difficulties that existed in the form of conversation. They paid attention and listened to the context in Western Movie so the teacher guided students to speaking comprehension, because to obtain information from audiovisual students might be trained in how to get information from the conversation presented.

2. The Contribution of the Use of the Strategies in Teaching Pronunciation

The teacher also applied several strategies for students in suppressing intonation, stressing and character movies expressions. The teacher's goal was not only to teach pronunciation in movies but also to provide entertainment. The interaction between teacher and students went well thanks to this method of watching western movies. The students and teachers also often used English that was easy to understand. The teacher urged them to often memorize the words of movies to add vocabularies when they had a conversation even though it was a mixture of Indonesian. In addition, the students could also adapt to words or sentences that were foreign to be heard.

a. Discussion on the Use of the Strategy by Designing Lesson Plan

The lesson plan helped the teacher setting the direction of learning to anticipate a deficiencies in teaching learning. The students could easily expedite and improve the results of the teaching-learning process. This strategy is good as it is stated by Mulyasa (2009:153) Developing a lesson plan is an important part to be considered, which will determine the quality of learning as a whole and determine the quality of education and quality of human resources (HR), both in the present and future. Therefore, under any circumstances, teachers should still make Lesson plans because planning is a learning guidance. Moreover, Baharun (2018) Lesson plan learning media known as Teaching Aids is also a component of Content in a creative lesson plan. Teaching aids is a learning medium created with the creativity of each teacher. It does not have to be technology-based but also simple things like paper and markers. Teaching Aids is also not only a teacher who makes but also the work of students. This is the part of ide that describes about lesson plan from the researcher. Using the methods and media appropriately, which bring the students closer to direct experience.

b. Discussion on the Use of the Strategy by Audiovisual

The audio visual media helped students to improve their pronunciation by using projectors and films. The students could analyze the sentences or words in the movie. It was supported by River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the

language, through both audio and visual means. Moreover, Cakir (2006) that audiovisual is a great advantage of video is that it provides authentic language input. The movies and TV programmes are made for native speakers, so in that sense video provides authentic language input. Based on the above theory, The audio visual media was very interesting tool, the audio visual media was an intermediary of media or the use of material and its absorption through sight and hearing so as to establish conditions that could make students obtained knowledge, and skills.

c. Discussion on the Use of the Strategy by Drilling

In learning activities, the teacher asked the students to write sentences or words from the Western Movie subtitles and the teacher told them to pronounce the words many times until they could. The teacher gave them more practice, in this case the teacher gave eight or ten vocabularies from Western Movie and the student was told to compose a sentence or story from the vocabulary. The students were given 15 minutes to complete their assignments. After they solved it, they read the sentence they made in front of the class. According to Swanto (2014) Basically without realizing it, most of the language teachers are using this drilling technique or this strategy to help their low proficiency students in passing their English papers. They have use this technique in years of teaching the students but did not know the specific terms to describe it. Usually, the English language teachers would use this technique in teaching writting because in most of the time and throughout the years the low proficiency students had to be drilled to make sure that

they would be able to write a few sentences during their examinations. Practically drilling is a good technique to train students' pronunciation. The above theory said that this technique was often used in learning by providing benefits to students being accustomed to their pronunciation.

d. Discussion on the Use of the Strategy by Repetition

Based on the results of observation, the teacher applied two kinds of activities in applying repetition. The teacher stated some words then he instructed the students to repeat the words or sentences loudly. The next activities was the teacher read a short text and asked the students to repeat him. The teacher's strategy was in line with Ubaidah's (2017) idea the result of learning are serious changes in a person's behavior and personality can be permanent, because in the learning process there is a certain amount of information or subject material that is expected to be stored in the brain. Moreover, the strategy applied by the teacher was supported by Swanto (2014) who explained that One effective strategy for improving the child's memory for the task is frequent repetition of instructions. For tasks that take place over an extended period of time, reminding the child of crucial information for that particular phase of the task rather than repetition of the original instruction is likely to be most useful. Finally, one of the best ways to ensure that the child has not forgotten crucial information is to ask them to repeat it. These activities were good, because the students were given opportunity to practice pronouncing the words through repetition.

e. Discussion on the Use of the Strategy by Guided Conversation

Based on the result of observation, 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. So they began to be brave and accustomed to the guidance of the teacher. The teacher's strategy was in line with Sadli's (1989: 201 and Oxford, 1986: 308) idea that The word Guided is derived from English, which means to guide, direct, guide, inform, show, guide and encourage. This method often used in other class .The exercise using guided conversations was a variation in teaching. This method was one of method that was very good in improving students' speaking practice. So they could speaking with teacher using English language.