

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used by almost every people in the world. By mastering English, one will be able to follow developments of information so that one can possibly absorb information covering various branches of science. Mastery of English as a foreign language is begun with English learning activities through learning it skills properly.

Basically, there are four language skills that every single human being should require in order to be able to communicate with others. They are reading, writing, listening, and speaking. Speaking is an important skill must be mastered by every person who wants to study English. Before learning speaking skill, someone is recommended to learn pronunciation skill because it is the fundamental basic for those including teachers and students who want to master speaking skill. People can speak English better if they master pronunciation skill.

The best time to teach pronunciation is when the teacher teaches his pupils in an early time. Pronunciation skill will be an appropriate skill for junior high school, especially for seventh grade students in academic society because it is a basic skill for learning English particularly pronunciation.

Pronunciation acquisition is a process, for the sake of the effectiveness it needs to be conditional on a real or near actual situations. Having realized that the pronunciation mastery can only be developed effectively through the activities

that enable the learners to convey real pronunciation, people pay greater attention to the practice of the pronunciation independently.

Students have many ways to improve their pronunciation independently. One of them is listening to native speakers saying in order to find out their real pronunciation. This way is not difficult because the students must not pay attention to a native speaker directly in a certain place. They can use much media to do that easier. One of them is through watching films. The students can learn something from it especially pronunciation skill.

Moreover, through watching films ones can learn how words in English are pronounced by each character. Students also know how the stress patterns of a word and as well the intonation. Exactly, those features bring the opportunity for students to improve their English pronunciation. As the other ways of learning pronunciation media, its existence brings about many impacts, good or bad one. Therefore, this study will not focus on the controversy of the opinions about watching films.

Most of people watch TV every three to five hours a day and film with English language has been played every day in all TV stations in Indonesia. There are many assumptions that film can improve students' achievement. Learning pronunciation through watching films has been frequently discussed in the literature as they offer many advantages. It can be concluded that if students have frequently watching films, so they have better achievement in mastery pronunciation. From the assumptions, the researcher wants to find out the

relationship between watching films and students' pronunciation mastery among seventh grade students at SMPN 1 Pakem.

B. Identification of the Problem

Mistaken pronunciation is a big problem in learning English, because Indonesian mix the way of their first language and English as second language when they pronounce English words. This phenomenon can be proved by following. English pronunciation is completely different from Indonesian language pronunciation. Some English spelling word may have various sounds after becoming a word, even sometimes it is in contrast between them. For instance, the sound / u /, if the / u / sound is combined with / k / and / p / sounds in the word “cup” / k p /. There is a sound changing from the / u / sound become / ju: / sound. Another example of consonant sound is / s / sound. If it is combined with / k / and / i / sounds in “kiss” / kiss /, the / s / sound is voiceless. If the / s / sound is combined with / k /, / i /, and / d / sounds in “kids” / kidz /, the / s / sound becomes / z / or voiced sound. Thus, English has vowel and consonant sounds changing.

Whereas, Indonesian pronunciation has no various sounds after becoming word. For instance, letter A” / a /, if it is combined / a / sound with / m / and / s / sounds in word “mas” / mas /. There is no vowel sound changing at all. Both English and Bahasa Indonesia use the same 26 letter alphabets, divided similarly between vowels and consonants. Neither language uses accent marks for any of the 26 letters. However, Indonesian Language doesn't have the same phenomena

as English has like phenomena above. Therefore, these phenomena make Indonesian students rather difficult to master English pronunciation.

In learning pronunciation, students try to imitate teachers' pronunciation, and most of the students make errors. It always happens when they are speaking. Students usually produce errors, because of the different way between their native language and target language such as the different of motivation level of their understanding. In this case, teachers need a strategy to solve this problem because strategy is a way to convey material of teaching. Therefore, students will easily understand it. Since to the fact that pronunciation is difficult to master by students, and it needs particularly to solve the problem.

Students of SMPN 1 Pakem have problems in learning English, especially in pronunciation. Many students have difficulties in pronouncing words in English. The cause of the students difficulties are English is not students' mother tongue because most of the students are Javanese and students' environments do not support the students to use English frequently. Furthermore, the English teacher is only focusing on the students' vocabulary and also still lack of facilities in teaching and learning process. It causes students do not really able to produce words in English.

Students can use audiovisual media in order to help them in learning pronunciation skill. Audiovisual is an interesting media for students because they need a media which requires enjoyable activities for them.

Films are kinds of audiovisual media. Watching films is one of the activities which students like to do. Films as a learning media can increase the

student's interest and motivation in learning pronunciation skill. Moreover, films provide interesting stories and scenes.

C. Limitation of the Problem

The preceding sub-chapter has described ways by which the use of watching films can have an impact in student's pronunciation skill. However, because of the limited time, energy, finance, and the knowledge the researcher states that the content of the study focused only on the impact of watching films to the students' pronunciation mastery. The researcher also takes the data only in the seventh grade students at SMPN 1 Pakem, Sleman.

D. Formulation of the Problems

Based on the background, identification and delimitation of the problem, the researcher formulates the problems as follows:

1. What is the level frequency of watching films among students in SMP N 1 Pakem?
2. What is the level of students' pronunciation mastery?
3. Is there any relationship between the frequency of watching films and the level of the student's pronunciation mastery?

E. Objective of the Study

In accordance with the formulation of the problems, the objectives of this research are drawn as follows.

1. To find out the level of students' frequency of watching films.
2. To find out the level of students' pronunciation mastery.

3. To find out the relationship between watching films and the students' pronunciation mastery.

F. Significance of the Study

Theoretically, this research is aimed at giving some additional references to other researchers in the education field. Practically, this research is expected to be useful for:

1. The academic society, the result of this study will provide some information about relationship between watching films and the students' pronunciation mastery. Therefore, this study will be useful to be a valuable source and a reference for those who take the relevant research study.
2. The reader, the result of this study will help the readers who want to know more about the relationship between watching films and students' pronunciation mastery.