STUDENT'S PERCEPTION TOWARD CAPTIONED MOVIE AS LEARNING STRATEGY IN ENGLISH PRONUNCIATION CLASS

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Abstrak

Pengucapan adalah salah satu elemen penting dalam kerangka kerja bahasa yang mendukung interaksi yang baik. Namun, beberapa peneliti telah membahas tantangan dalam mengajar dan belajar pengucapan, terutama untuk pelajar ESL. Guru harus menyediakan strategi pembelajaran yang efektif bagi siswa untuk mengikuti standar bahasa Inggris terbaru. Tujuan dari pencapaian ini adalah agar siswa dapat mengatasi hambatan komunikasi dalam menggunakan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang strategi khusus yang melibatkan media audio-visual untuk meningkatkan prestasi siswa dalam kelas pengucapan. Media audio-visual yang digunakan dalam penelitian ini adalah film berbahasa Inggris asli dengan teks bahasa Inggris yang disediakan. Subjek penelitian ini melibatkan 30 siswa dari kelas 9 di sebuah sekolah menengah pertama. Data penelitian diambil dengan menggunakan kuesioner skala Likert. Data menunjukkan hasil yang positif mengenai persepsi siswa terhadap penggunaan media audio visual yang disebut "film dengan teks" sebagai strategi pembelajaran di kelas pelafalan. Setelah mengumpulkan data, temuan-temuan tersebut disajikan dalam bentuk kata-kata sebagai penelitian kualitatif. Sebagian besar responden menyatakan bahwa strategi ini menyenangkan dan lebih disukai untuk diterapkan di kelas pelafalan karena dapat mengurangi tekanan dalam belajar bahasa Inggris. Terutama, mereka menunjukkan manfaat dari penerapan strategi ini, yaitu memperluas pengetahuan kata dan memperkaya kosakata mereka. Oleh karena itu, peneliti berpendapat bahwa menyediakan film bersubtitel otentik untuk menstimulasi pengenalan kata siswa cocok untuk kelas pelafalan. Namun, peneliti menyarankan untuk menerapkan teknik ini hanya sesekali saja karena dapat mengurangi efektivitas pembelajaran.

Kata Kunci: Strategi pembelajaran pelafalan, Film dengan teks, Persepsi siswa.

Abstract

Pronunciation is one of the crucial elements in the language framework that supports proper interaction. However, several researchers have discussed the challenges of teaching and learning pronunciation, especially for ESL learners. Teachers must provide effective learning strategies for students to follow the latest English standards. The goal of this achievement is that students can overcome communication barriers in using the English language. This study aims to determine students' perceptions of a specific strategy that involves audio-visual media to enhance students' achievement in pronunciation class. The audio-visual media used in this research is an original English movie with an English caption provided. The subject of this study involved 30 students from grade 9 in a particular junior high school. The research data was taken using a Likert scale questionnaire. The data show positive results on students' perception of using audio-visual media called "captioned movie" as a learning strategy in pronunciation class. After collecting data, the findings are presented in words as qualitative research. Most respondents claimed that this strategy is joyous and preferable to be applied in pronunciation class since it may decrease their pressure on learning English. Mainly, they pointed out the benefit of implementing this strategy, widening their word knowledge and enriching their vocabulary. Therefore, the researcher argues that providing an authentic subtitled movie to stimulate students' word recognition is suitable for pronunciation classes. However, the researcher suggests applying these techniques only occasionally because it may reduce learning effectiveness.

Keywords: Pronunciation learning strategy, Captioned film, Student perception.

INTRODUCTION

Language is a tool that allows humans to communicate with other people both orally and in writing. The information must be conveyed and appropriately understood to avoid misunderstandings in oral communication. Thus, pronunciation plays a vital role in the success of the conversation. Murphy (1991), cited in Hall (1997), describes pronunciation as essential in providing the need for foreign language learning to create proper control over word vocalization. Many types of research have investigated several phenomena related to teachers' challenges in teaching pronunciation to ESL/EFL users (for example, see Liu et al. 2019). Based on their experience, teaching and learning pronunciation in terms of sound framework or silent stop are troublesome for teachers and students in the beginning stages of language class.

However, according to Hinofotis and Baily (1980:124-5), Ramesh Nair, Rajasegaran Krishnasamy & Geraldine de Mello (2017) claim that to a certain level of proficiency, the error that most severely cripples the communication process in ESL/EFL learners is pronunciation. In some cases, learners must have a specific accent heard by the interlocutor (see Levis J., Sonsaat S., & Link S., 2017). Generally, pronunciation is closely related to accent based on global English standards. The term 'accent' describes a natural sound effect associated with a pronunciation feature which determines where a person comes from, territorially or socially (Crystal, 2008). In the last decade, people have recognized the improvement of learning outcomes standards for languages such as World Englishes (WE), English as a Lingua Franca (ELF), and also English as an International Language (EIL). The standard does not prioritize certain accents that take precedence over communicating.

For example, Hendriks, B., F. van Meurs, and AK Reimer. (2018) stated that over the past two decades, English has been widely used as a medium of instruction in all educational modules and is increasingly dominant in higher education institutions at various levels. In addition, Chan (2016) suggests that 'Standard English accent' generally represents Accepted Pronunciation (RP) or Common American Language (GA). However, in Indonesia, for example, the standard of English accent should no longer be the only benchmark for students, given their position as a multilingual and multicultural country (Jenkins, 2006). Therefore, the prior critical question is, "Are native or native-like teachers still more desirable to teach pronunciation to EFL students?"

A common assumption is that students prefer native or native-like teachers in language learning because of their biased belief about innateness. For example, a study by Levis, J., Sonsaat, S., and Link, S. (2017), investigated 160 EFL and ESL learners' perceptions about the aspects that must exist as a qualified English teacher in terms of learning technique and their accent for pronunciation class. The result shows that all respondents were relatively leaning on skilled and experienced native English teachers for pronunciation-focused learning. Still, they could not decide between native from non-native Speech.

Moreover, there is no evidence of native English teachers or teachers like native speakers who can manage students to do better in pronunciation. According to John Levis, Sinem Sonsaat & Stephanie Link (2017), pronunciation teaching does not require authenticity but prioritizes the 'teacher's cognitive and knowledge base.' Furthermore, the cognitive basis of the teacher refers to the teacher's awareness of the sound framework of English and its prosody. Also, the capacity to make students recognize their mistakes and pinpoint the exact part of their errors are fundamental stages that should be considered (Murcia et al., 2010).

To find a suitable pronunciation learning model for students, teachers should understand what students really expect and need from comprehending the language. By investigating students' perception of the learning objective, teachers can determine which technique can be applied in language class. According to Diana, Yunita and Harahap (2021), perception is a process of observing, selecting, organizing and interpreting environmental stimuli through five sensory systems. In addition, Sobur (2009), cited in Diana, Yunita anf Harahap (2021) explained two possible factors influencing someone's stimuli. Firstly, an internal factor is indeed related to experience, individuality, and manner. Secondly, an external factor is affected by frequency, unfamiliarity and social habit. Considering those factors might solve teacher hesitancy in selecting a suitable learning activity.

In early language teaching approaches (spoon-feeding method or grammatical translation), English teachers emphasize students' ability to fill the worksheet instead of using the language as a communication medium (Thomson & Derwing, 2015). In line with that, Lamb (2017) claims that a significant issue related to the student's social psychology can be seen in their attitude toward language, their teachers, and their expectation to learn it. Thus, a teacher needs to consider the appropriate method for various possibilities related to the student's condition and focus on the process. He also described a "good teacher" as a motivator who provides a pleasant atmosphere in class and encourages students to be more active. Therefore, overcoming students' disinterest in pronunciation class, which can be done by preparing a

planned teaching method, is necessary for all language teachers. Researchers suggest involving media or tools during activities to increase students' motivation and let them experience new ways of learning.

According to Wilson (2001), visual aids, like pictures or movies, provide a chance for innovative learning techniques that are essential in obtaining students' attention. Using visual media in foreign and second language teaching improves target language use. Meanwhile, audio media enable students to enhance listening practice. Thus, authentic audio-visual media can promote students' pronunciation development by imitating the sound produced by a native speaker. Yoshida, M. T. (2018) argues that several criteria can be used as basic information in choosing aids as learning media. Students need proper illustrations to state interconnected, long, yet meaningful sentences. Also, students must pronounce a sentence in a more complex arrangement; thus, an appropriate explanation of how to produce the word is needed. Therefore, involving technology, especially audio-visual media, as a pronunciation model in language class activities can maximise the teacher's effort to achieve the learning objective (MT Yoshida 2016). However, a teacher should also fundamentally pay attention to how the pronunciation will fit into interactive language learning so that students can easily practice it for daily communication.

1. Appropriate for learning objectives; media should help follow the learning objectives and help teachers create effective learning.

2. Credibility; the media must provide appropriate standards of learning and pedagogy.

3. Ease of use; the media does not burden the teacher when teaching and makes it easier for students to access.

4. Affordable; is the media handmade or purchased? Is it disposable or reusable? If you buy, cheap or expensive? Teachers must consider the cost of media not to bother both students and teachers.

On the other hand, it is also crucial for teachers to manage their students' pronunciation outside the classroom because pronunciation learning gradually depends on students' self-regulation efforts (Dickerson, 1994). In line with that, Yoshida MT (2018) states that understanding students' efforts to improve their pronunciation will help teachers monitor student's learning activities. Since participants live in rural areas, which are not used to utilizing complex technology and learning apps, providing authentic videos with subtitles is wiser to develop students' pronunciation skills. Furthermore, improving conceptual awareness of phonetic contrasts across languages led students to overcome

common assumptions (such as "English is difficult") in learning pronunciation (Best & Tyler, 2007). However, the lack of pedagogical standards and curriculum setting causes pronunciation not to receive proper attention (Thomson & Derwing, 2015). Although audio-lingual would be great for improving students' English skills, this media is mainly used to develop listening skills, especially in terms of meaning and interaction instead of pronunciation (Levis, 2005). In contrast, pronunciation is key to leading a successful conversation because it can avoid miscommunication.

According to Vanderplank (2010, 2016), English teachers can provide authentic audio-visual sources such as short videos, films, or TV series beneficial for L2 language input. He also explained that captions could increase students' comprehension by providing various easy-to-understand authentic audio input opportunities. Captions help beginners adjust their ability to retain sound memories. Captions influence students' learning by accommodating clear direction and bounded semantic understanding. Partners & McQueen (2009) added that captions promote phonological interpretation and segmentation of speech by auditory mapping input to linguistic forms in executing discourse at the perceptual level. Similarly, Wisniewska & Mora (2018) stated that subtitles help students get used to the accent in the same language as the dialogue. This natural adjustment occurs because students can use their linguistic knowledge as perceptual learning during the reading text.

A study conducted by Charles & Trenkic (2015) showed inferior performance of L2 learners who lived in the UK for one year. They cannot repeat 30% of the short phrases and statements they heard from listening to audio which is generally done in a language laboratory. Later that same year, they conducted a similar experimental study using audio-visual consisting of two groups of participants. One group watched documentaries with subtitles, and the rest watched documentaries without subtitles. The results showed that the group who watched subtitled videos scored better than the others.

Another survey from Wisniewska, N., Mora, JC, (2020), who had spent eight weeks completing a 16-episode BBC British TV series called Luther, was used as a treatment. Two video modes consist of a subtitled video and a video without subtitles and four-centred conditions, with explanations centred on the phonetic structure, explanations centred on meaning, explanations centred on the phonetic structure, and without explanations centred on meaning. Participants who watched the video without subtitles focused on meaning produced the lowest accuracy scores. Participants who watched the subtitle-focused video achieved the highest accuracy scores.

However, the two previous studies did not investigate students' perceptions of using captioned documenter as learning technique to improve their pronunciation skills.

Research question

This study will focus on the following three questions:

1. What are the students' perception about films with Subtitles for pronunciation learning strategy?

METHODS

This study determines students' perceptions of a specific learning strategy in pronunciation class. Researchers use qualitative research because the data is taken in words that aim to describe a particular event in depth and detail (Ary et al., 2018) and will also focus on the quality of the entities, processes, and meanings. They are not measured in quantity (Denzin & Lincoln, 2011). This study involved 3 of 29 ninth-grade students in one of the junior high schools in Bojonegoro. Questionnaires were used to obtain data on students' perspectives on learning strategy in English pronunciation classes. The data regarding the pronunciation technique will be revealed regarding students' perceptions about learning pronunciation using original English films with English subtitles provided. Questionnaires with only ten questions enable the participants to evaluate the treatment scale.

One of the important points when using qualitative methods, including answering research questions, is determining the type of data obtained (Creswell, 2012). To obtain data, the instruments used were questionnaires sheet.

1. Questionnaire

The researcher distributed a questionnaire sheet consisting of 10 questions to determine what participants think about watching an original English movie provided with English subtitles as a learning pronunciation strategy. During the questionnaire distribution process, the teacher assisted the researcher in explaining slowly to the students each point in the questionnaire so that they understood the matters in question. The questionnaire was made using a Likert scale. Based on their assessments, students are asked to give points 1 (strongly disagree) to 4 (strongly agree).

To collect data, the researcher exposed participants to a film series entitled "The SpongeBob Movie: Sponge on the Run," released in 2020 and equipped with English subtitles. Before watching the movie, the researcher handed one a pronunciation practice sheet consisting of 30 sentences and phrases mentioned in the film for each participant. The participants were asked to read the sheet aloud with their desk mates alternately. Thus, participants become aware of some parts to which they must pay

attention. After that, the researcher played the movie to the participant. Finally, the participant was asked to reread the pronunciation practice sheet when the movie ended. The goal of asking the participants to reread the pronunciation practice sheet is to let them contemplate whether this activity has impacted their pronunciation improvement. Hence, the participants can answer the questionnaire sheet without hesitation.

After collecting information and conducting the research, the researcher analyzed the data using Ary, Jacobs, & Rosensen (2010) proposed three stages: Familiarizing and Organizing, Coding and Reducing, and Interpreting and Representing. First, the data obtained from the questionnaires served as a table. Researchers calculated the questionnaire result as the number of total respondents for each question. After that, the researcher translated the transcripts into English. Then, using the code "students 1,2,3" based on the participants involved in this study. When inputting data, the researcher also analyzed the participants' responses from their answers and their behavior during the activity. Finally, the data are defined based on the questions written in the questionnaire sheet.

After collecting and managing the research, the researcher analyzed the data from "Familiarizing and Organizing," simplified in the "Coding and Reducing" process. The researcher went through "Interpreting and Representing" to present the result in the form of words as a descriptive study.

RESULTS AND DISCUSSION

Table 1. Students' Perception Questionnaire on Teacher's Pronunciation Learning Strategy

No	Statement	Score			
		1	2	3	4
1	Pronunciation is an important aspect in learning English.	0	5	19	6
2	I can pronounce English well.	8	12	7	3
3	A native English speaker as a teacher is preferred.	6	8	8	8
4	My teacher speaks like a native.	1	4	14	11
5	Learning pronunciation using this activity (watching a captioned movie) was fun.	0	0	14	16
6	This activity makes learning pronunciation become easier because	0	0	18	12

	I can understand the correct sound of word				
7	I belief that this activity promotes vocabulary enrichment.	0	0	11	19
8	This activity may help improve my pronunciation skill even without teachers' guidance	0	0	18	12
9	This activity can be more effective than common techniques such as "repeat after me."	0	1	16	13
10	The movie genre we use will determine the scale of its effectiveness.	3	6	11	10

Based on the questionnaire result above, most participants believed learning English pronunciation is essential but needed more confidence in their English ability. In fact, more participants are pessimistic about their pronunciation skills. Meanwhile, according to the previous critical question about the debatable acceptable accent theory, the researcher found that almost half of the participants preferred a Native English Speaker as a teacher. However, they misunderstood that their non-Native teacher speaks like a native. Participants, unfortunately, cannot distinguish the different accents between their teacher and the movie character. This information identifies their unawareness of pronunciation matters.

Furthermore, all participants agreed that learning pronunciation using audio-visual media through original English movies provided with English subtitles does help them improve their word knowledge in the joyous method. This strategy enables them to stimulate learning without realizing it. Moreover, they believe that implementing this activity widens their vocabulary knowledge regarding language use and how the word is produced. This audio-visual media provides the participant with a non-human pronunciation learning model because it contains written words and sounds uttered by the actor. Also, because native speakers acted in the movie, the participants could hear the correct pronunciation.

Accordingly, the participants felt safe trying this strategy without the assistance of their teacher. They believe they can improve their pronunciation by watching a captioned movie alone. Most participants claimed that learning pronunciation by watching subtitled English films is more effective than traditional methods, such as repeating after me. A particular theory about the application of conventional methods or techniques that are overused may cause students to become disinterested in learning. Hence, considering innovative learning strategies like using media or aids to promote adequate understanding can be a solution to decrease any unwanted possibility happening in class.

Additionally, the researcher asked the participants about the movie genre they watched. Will it have the same effect if the movie was not cartoon series, since most cartoon series show more accessible content for junior high students to catch? More participants agreed that the genre of film they watch to learn pronunciation impacts its effectiveness. Therefore, to avoid not achieving the target learning, selecting uncomplicated plot movies for pronunciation class is recommended.

CONCLUSION

In summary, although many participants believe that pronunciation is a crucial aspect of language learning, many need more confidence in their pronunciation skills. In fact, most participants thought having a native speaker teacher was better for teaching pronunciation. However, the participants mistakenly said their non-native teacher speaks like the movie's actor.

Besides, the finding shows a significant positive result to the questions regarding the application of watching original English movies provided with English subtitles as a pronunciation learning strategy. All participants believe this activity promotes pronunciation improvements by widening their word knowledge and enriching their vocabulary. They thought learning pronunciation using Audio-visual media is interesting because it provides unconscious learning with the most credible source since the actors who sound the words are native speakers. Hence, the participants claimed that they would be comfortable trying this strategy without the teacher's guidance. Nevertheless, this finding may not be reliable as it only investigates students' perspectives without a proven test.

Suggestion

This study emphasizes a pronunciation learning strategy that is suitable to apply in language classes. Several studies have discussed the difficulty of learning English regarding pronunciation matters, especially for EFL learners. Students nowadays need more focus on language learning as a communication aid than just filling out the worksheet. However, overusing traditional learning methods such as "repeat after me" might be tiresome for the students. Therefore, involving Audio-visual media like Original English movies with English subtitles provided can be seen as an appropriate strategy to improve

pronunciation skills. This activity lets students experience the closest target language environment since the pronunciation model is native English speakers. Also, this activity allows students to learn independently outside the classroom. However, the researcher suggests not applying this strategy too often to avoid ineffectiveness.

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