

IMPROVING STUDENTS' PRONUNCIATION THROUGH ISLAMIC ENGLISH MOVIE AS LEARNING MEDIA

Pitriyeh¹, Ahmad Shufi², Istiqamah³, Sulaiman⁴, Segu⁵,
Vibry Andina Nurhidayah⁶

^{1, 2, 3, 4, 5, 6}English Tadris Study Program, Tarbiyah and Teacher Training Faculty, IAIN Pontianak, Pontianak 78116, Indonesia

Abstract

This study investigates the effectiveness of using Islamic English movies as a learning medium to improve students' pronunciation skills. Conducted as Classroom Action Research (CAR), the study involved 15 eighth-grade students from SMP Darul Ulum Kuala Mandor B, West Kalimantan. The research was carried out in two cycles, each consisting of planning, acting, observing, and reflecting. Data were collected through pre-tests, post-tests, observations, and documentation. The findings revealed a significant improvement in students' pronunciation, as reflected in their average test scores: pre-test (52.06), post-test I (63), and post-test II (71.93). The integration of Islamic English movies provided an engaging and interactive learning experience, helping students develop their pronunciation accuracy in terms of articulation, stress, pitch, and intonation. However, the study was limited by its small sample size and short-term assessment, suggesting the need for further research with larger samples and extended observation periods. Future studies could explore comparative approaches using different audiovisual media to enhance pronunciation learning.

Keywords:

Pronunciation, Islamic English Movies, Learning Media, Language Acquisition, Audiovisual Learning.

ISSN: 3032-193X



INTRODUCTION

English is a fascinating language that is extensively utilized across different nations for communication purposes. Among these nations, Indonesia employs English primarily as a foreign language, emphasizing pronunciation as a critical component for differentiating sounds that are frequently confused. This includes features like intonation, stress patterns, and the development of minimal pairs. To begin with, English stands out as the

Contact: ahmadshufi12@gmail.com

Citation in APA Style: Pitriyeh, P., Shufi, A., Istiqamah, I., Sulaiman, S., Segu, S., Nurhidayah, V. A. (2024). Improving Student's Pronunciation through Islamic English Movie as Learning Media. *KHELIE: Khatulistiwa English Language and Linguistics*, Vol. 2 (2), 1 – 9.



most globally spoken language, with an impressive statistic of over 1.456 million speakers in every capacity as the first languages and as the second languages.

Furthermore, English serves as the gateway to scientific and technical information, playing a crucial role in the economic and political advancement of numerous nations. Third, proficiency in English is often a pre-requisite for employment opportunities. Additionally, English education is integrated into the curriculum of all levels in Indonesian schools, being taught across various educational institutions. However, English speakers often struggle with pronunciations due to the disparity between written symbols and their sounds. Despite understanding the word's meaning, articulation can be challenging, as the sounds often do not align with the written spelling and the auditory representation. Nonetheless, mastering accurate pronunciation is essential.

According to Morley (1994) and Fraser (2000), "pronunciation plays a crucial role in achieving accuracy in speaking". However, they emphasize that pronunciation is among the most challenging aspects for English learners, requiring guidance from teachers to overcome. They recommend that educators actively seek out media and technology that can assist in addressing students' pronunciation difficulties. Various media resources are available for students to enhance their English pronunciation skills. For instance, popular media like Western films provide opportunities for students to listen to and model accurate English pronunciation. With media, teachers should be able to create conditions in which students enjoy learning and, at the same time, indicate the accuracy of what they pronounce. It is important to manipulate the media to achieve this goal. With media, teachers should be able to create conditions in which students enjoy learning and, at the same time, indicate the accuracy of what they pronounce. It is important to manipulate the media to achieve this goal. Klippel (1984) suggests that "using films as a method for teaching pronunciation is a unique and alternative technique."

Watching movies can help you learn a language. They can be relieving, entertaining, and educational. Additionally, because movies can be watched again, students discovered that it is simple to mimic the pronunciation of movie characters. It is expected that students will receive feedback and work on their pronunciation while viewing films. In this way, it is hoped that the pronunciation issues that students in SMP Darul Ulum Kuala Mandor B, eleventh grade are experiencing will be reduced to a minimum.

The researcher has investigated the quality of students' pronunciation and the problems they face. The investigation showed that the student's pronunciation was not acceptable by the criteria of good pronunciation. In this case, the researcher will study how to improve students' mastery of

pronunciation through an Islamic English movie for eighth grade students at Darul Ulum Kuala Mandor B Middle School in the 2023–2024 academic year. The number of students is 15. Furthermore, based on formative test data from April 27, 2024, students' mastery of pronunciation can be illustrated as follows:

Table 1
The Result Data of English Learning Achievement at Eight Grade
Students of SMP Darul Ulum Kuala Mandor B

Number	Mark	Frequency	Percentage	Category
1	≥ 70	2	13,33%	Passed
2	< 70	13	86,66%	Failed
Total Students			15	

Referring to the provided table, 2 students are visible. (13.33%) attained the minimum passing score, whereas 13 students (86.66%) did not meet the criteria during the pre-test phase. Scores ranged from a minimum of 45 to a maximum of 70, indicating that students did not meet the minimum standards for pronunciation proficiency at Darul Ulum Kuala Mandor B Middle School with generally low scores. Additionally, the pre-test yielded an average score is 52.06.

After reviewing relevant literature and consulting with experienced educators, the author decided to use a movie for action research to enhance students' pronunciation. Several researchers have observed that using movies as a teaching tool is also an effective method for motivating students to improve their pronunciation. (Florence Yu Pan, 2009; Ismaili, 2013; Seferoğlu, 2008). A collection of still or moving images is referred to as a film, or simply a movie. It is created by using cameras to capture photographic images or by using animation or visual effects to create images. "Every student can learn something from films, regardless of whether they are academically advanced or struggling." According to Nasution (2005). States "They can pick up knowledge of the native speaker's expression, language style, and culture." For them to more readily improve their pronunciation of English. A movie or other form of media could inspire students to acquire the skill of pronouncing words accurately and create an environment in the classroom that is different from what they are used to.

Movie

Movie is also called a film, is a series of still images which, when shown on a screen, creates the illusion of moving images. Hornby (1995:334) defines film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Then, according to Imayati Kolean (2013:2) stated that "Movie is a kind of media that the researcher believes will make students interest, because most of teenagers like to watch movie. Some factors that create positive learning environment are the plot, actors or actresses, and the dialogue as well. All of these will influence them during learning in the class and they will not feel bored. Also from the movie, they will automatically learn about the foreigner's culture, get knowledge, and know how the foreigners pronounce the words. Interesting movie will support the students to imitate what they see and listen, so it will influence their understanding in communication by using English. During learning activity, teacher guides and corrects the students' errors, so the result of teaching and learning activity by using movie as media will succeed". In this research, the title of movie that I took is "Muhammad the Last Prophet". This is islamic historial movie, therefore the students also learn about religious value in the learning process.

This film tells the story of the journey of the Prophet Muhammad starting from before he received revelation, as well as the journey of the 8 Prophet's preaching starting from secret to open preaching. Before the Messenger of Allah received the first revelation, the city of Mecca was a city where the people worshiped idols/images. Initially, after the Prophet received his first revelation, he felt worried that the revelation would be interrupted. Finally, he went to the cave of Hira, there suddenly he heard a voice from the sky and then the angel Jibril (as) came. In that state of fear, the Prophet then went home and asked Khadijah to cover him. In that state, the second revelation came down, where the second revelation contained a call to worship Allah SWT.

Pronunciation

Pronunciation comes from word "*pronounce*." Hornby (1995: 928) says that "*Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language*". From the definitions above, we may conclude that pronunciation is the way a person utters a word or a language. Here, the researcher used movie as media to learn pronunciation of English words. The standard pronunciation used in this study is the standard pronunciation of Oxford Learner's Dictionary. This research has developed the title Improving Students' Pronunciation Through Islamic English

Movie as Learning Media based on this preliminary study and the significance of movie as learning media on April, 27 2024-May, 06 2024.

LITERATURE REVIEW

Several previous studies have highlighted the effectiveness of movies in improving students' pronunciation skills. Mustika Ratna Pratiwi (2010) found that cartoon movies helped students in improving their pronunciation, while Nawal Aufa (2017) showed that the use of movies also had a positive impact on college students in mastering pronunciation. Other studies by Elin Herlina (2014) and Yosep Kusuma Wibawa (2014) confirmed that movie-based methods and role play can significantly improve students' speaking skills.

Definition of Pronunciation

The definition of pronunciation according to the Oxford Dictionary refers to the way words are pronounced or articulated to a certain standard. Fraenkel (1984) divides the language learning process into two main stages: the receptive stage, where an individual understands sound patterns, and the productive stage, where individuals begin to produce those sounds correctly. In English, proper pronunciation involves elements such as vowels, consonants, intonation, and word stress. The types of pronunciation include various vowels and consonants in English. Jones (1958) classifies vowels into five categories based on tongue position: front vowels, back vowels, mid vowels, closed vowels, and open vowels. Meanwhile, Kelly (2000) categorizes consonants based on the place of articulation, such as labiodental, dental, alveolar, palatal, and velar. An understanding of these types of sounds helps students to improve their speaking clarity.

Definition Type of Pronunciation

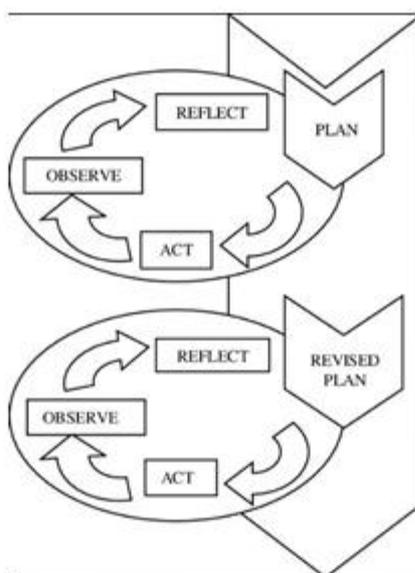
Movie as a learning medium has many advantages, including its ability to provide an authentic and engaging listening experience for students. Movies not only offer artistic value but are also an effective learning tool as they allow students to see the facial expressions and body movements that accompany speech. Forney (2004) emphasizes that films can enrich students' learning experience as they provide a more active learning method compared to traditional methods. In addition, the criteria for selecting films in English language learning include different types of films such as documentaries, news, fictional dramas, biographies, and animated films. Documentaries help in understanding information, while fictional dramas provide cultural insights and more complex language structures. In this study, English movies with subtitles

are used as the main tool in improving students' pronunciation, with the hope that this method will help them better master the phonetic aspects of English.

METHODS

This study employs Classroom Action Research (CAR) to investigate the effectiveness of using Islamic English movies as a learning medium to improve students' pronunciation. CAR is chosen because it allows educators to observe and enhance teaching strategies directly in the classroom setting. The research follows the model proposed by Kemmis and Taggart, consisting of two cycles, each with four phases: planning, acting, observing, and reflecting. If the first cycle does not yield satisfactory results, modifications are made in the second cycle to address students' pronunciation challenges.

Class Action Research Cycle of Kemmis and Taggart



The research was conducted at SMP Darul Ulum Kuala Mandor B, a private Islamic junior high school located in Kubu Raya, West Kalimantan. The study focused on 15 eighth-grade students during the 2023/2024 academic year. The participants were selected based on their struggles with English pronunciation, as identified in a pre-test. The study took place from April 29, 2024, to May 6, 2024. The school's curriculum emphasizes faith, noble character, and skill development, making it an ideal setting to explore the integration of religious-themed media in English learning.

Data collection was conducted using three primary methods: tests, observations, and documentation. The tests included a pre-test, post-test I

(after cycle I), and post-test II (after cycle II), assessing students' pronunciation of selected words and sentences from the movie. Observations were carried out using checklists to document student participation and engagement during the learning process. Additionally, documentation such as field notes and lesson plan helped record the overall implementation of the research and any unexpected occurrences.

The data analysis involved calculating students' average scores from the pre-test and post-tests to determine improvements in pronunciation skills. The mean scores were compared across different stages to assess the effectiveness of using movies as a learning medium. Additionally, student engagement was analysed based on their participation in pronunciation activities, which included correctly articulating sounds, applying stress, adjusting pitch, and using appropriate intonation. This qualitative and quantitative approach ensured a comprehensive evaluation of the teaching intervention.

In Cycle I, students watched Islamic English movies with subtitles and practiced pronouncing key sentences. While some improvements were noted, the results showed that students still struggled with stress and intonation. Therefore, Cycle II included additional reinforcement activities, such as guided repetition and individual pronunciation practice. The findings from the second cycle revealed a more significant improvement in students' pronunciation skills, validating the effectiveness of integrating movies into English language learning. The study concludes that Islamic English movies provide an engaging and beneficial medium for pronunciation instruction.

RESULTS AND DISCUSSION

This study aimed to investigate the effectiveness of using Islamic English movies as a learning medium to improve students' pronunciation. The research was conducted through two cycles, each consisting of planning, acting, observing, and reflecting. The findings are based on students' pronunciation performance in pre-tests, post-test I (Cycle I), and post-test II (Cycle II). The data indicate that students showed noticeable improvement in their pronunciation skills after being exposed to English movies with subtitles.

Findings from Cycle I

In Cycle I, students were introduced to pronunciation rules and practiced through an Islamic English movie. They were required to listen to the film's dialogue while reading subtitles and repeating selected sentences. Post-test I results showed that five students (33.33%) achieved scores above the minimum

passing mark (70), while ten students (66.66%) scored below this threshold. The average post-test I score was 63, indicating an improvement from the pre-test (52.06) but still below the success criteria.

Findings from Cycle II

In Cycle II, adjustments were made to enhance students' learning experience. Additional pronunciation drills were implemented, focusing on word stress, intonation, and articulation. Students were encouraged to practice individually and in groups to reinforce their learning. As a result, post-test II scores showed significant improvement, with ten students (66.66%) passing the minimum score requirement and only five students (33.33%) scoring below 70. The average post-test II score increased to 71.93, confirming the effectiveness of the intervention.

Comparative Analysis of Test Scores

The following table presents students' performance across different testing stages:

Table 1: Students' Pronunciation Test Scores Across Cycles

Test Stage	Average Score	Highest Score	Lowest Score	Passing Rate (%)
Pre-test	52.06	70	45	13.33
Post-test I (Cycle I)	63	75	50	33.33
Post-test II (Cycle II)	71.93	80	60	66.66

The table indicates a consistent upward trend in pronunciation proficiency. Students' scores improved significantly from the pre-test to post-test II, demonstrating that watching English movies with subtitles contributed positively to their learning outcomes. The findings align with previous research emphasizing the benefits of audiovisual media in language learning. Pratiwi (2010) and Klean (2013) highlighted that exposure to movies helps students mimic native pronunciation, improve stress patterns, and enhance fluency. The current study corroborates these findings, as students showed marked improvements in pronunciation features such as sound articulation, stress placement, and intonation control.

Additionally, the results support the argument that pronunciation instruction should prioritize comprehensibility over native-like accuracy. As Thornbury (2008) stated, the goal is to ensure clear communication rather than achieving a perfect accent. The study demonstrated that incorporating English movies with subtitles created an engaging learning experience, motivating students to actively participate in pronunciation exercises.

Overall, the research confirms that Islamic English movies can serve as an effective medium for pronunciation instruction. They provide authentic language exposure while maintaining cultural relevance for students. Future studies could explore the long-term effects of this method and compare its impact with other pronunciation learning techniques.

CONCLUSION

This study explored the effectiveness of using Islamic English movies as a learning medium to improve students' pronunciation skills. The findings revealed that students demonstrated significant improvements in their pronunciation, as evidenced by the increase in their test scores from the pre-test (52.06) to post-test I (63) and post-test II (71.93). The use of movies provided students with an engaging and effective learning experience, allowing them to observe and mimic correct pronunciation while reinforcing their understanding of stress, intonation, and articulation. The study confirms that audio-visual materials, especially films with subtitles, can enhance students' pronunciation in a meaningful and interactive way.

Despite its success, this study had certain limitations. First, the sample size was limited to 15 students, which may not fully represent a broader population. Second, the study focused only on short-term improvements in pronunciation, without assessing long-term retention or fluency development. Additionally, external factors such as students' motivation levels, prior exposure to English media, and differences in learning styles were not deeply analysed. These factors may have influenced the results and should be considered in future research. For future research, it is recommended to conduct studies with larger and more diverse samples to validate these findings. Additionally, longitudinal studies should be performed to examine the long-term impact of movie-based pronunciation training. Researchers could also compare the effectiveness of different types of audio-visual materials, such as podcasts, interactive apps, or live conversations with native speakers. Integrating these methods with traditional pronunciation instruction could offer a more comprehensive approach to improving students' spoken

English proficiency. By continuing research in this area, educators can develop innovative and effective strategies to enhance language learning for students.

REFERENCES

- A.S. Hornby. (1995). *Oxford Advance Learner's Dictionary*. Oxford University Press.
- Deborah. J Taub, & Deanna S Forney. (2004). *Using entertainment media to inform student affairs teaching and practice related to counseling skills*.
- DG Fraenkel. (1984). *Learning How to Pronounce a Language*.
- Elin Herlina. (2014). The Use of "Casper" Cartoon Film as a Teaching Media to Improve Students' Pronunciation Ability. *Undergraduate Thesis of Universitas Islam Negeri Sunan Gunung Djati Bandung*.
- Florence Yu Pan. (2009). *Learning English through films: A case study of a Hong Kong class*. University of Hong Kong.
- Fraser, H. (2000). *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. <http://metz.une.edu.au/~hfraser>
- Friederike Klippel. (1984). *Keep Talking: Communicative fluency activities for language teaching*. Cambridge University Press.
- Gerald Kelly. (2000). *How to Teach Pronunciation*. Pearson Education.
- Ismaili, M. (2013). The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*. <https://doi.org/10.5901/ajis.2012.v2n4p121>
- Jones. (1958). *The Pronunciation of English*. Cambridge University Press.
- Kalean, I. (2013). Speaking skill improvement by using movies as media. *Educational Journal of Islamic University of Malang*.
- Morley, J. Ed. (1994). *Pronunciation Pedagogy and Theory: New Views, New Directions*. TESOL.
- Mustika Ratna Pratiwi. (2010). Improving pronunciation ability using English cartoon films. *Undergraduate Thesis of Sebelas Maret University*.
- Nasution. (2005). *Teknologi pendidikan*. Bumi Aksara.
- Nawal Aufa. (2017). Using Movie To Increase Students' Pronunciation. *Ar-Raniry State Islamic University Darussalam*.
- Seferoğlu, G. (2008). Using feature films in language classes. *Educational Studies*, 34(1), 1–9. <https://doi.org/10.1080/03055690701785202>
- Yosep Kusuma Wibawa. (2014). Improving Students' Pronunciation Through Role Plays For Class Vii C At Smp N 3 Tempel In The Academic Year of 2013/2014. *Undergraduate Thesis of Universitas Negeri Yogyakarta*.