THE EFFECT 0F WATCHING CARTOON MOVIE TO THE PRONOUNCATION ABILITY AT GRADE ELEVEN OF SMA NEGERI 3 PEMATANG SIANTAR

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Abstract

This study examines the effect of watching the animated movie Turning Red on the pronunciation ability of 11th-grade students at SMA Negeri 3 Pematangsiantar. Pronunciation is a crucial component of English language learning, yet it is often neglected in conventional teaching methods. Animated films, combining visual and auditory elements, offer an engaging alternative for improving students' pronunciation. The research employed a quasi-experimental design with pre-test and post-test assessments. Two classes were selected: an experimental group, which watched *Turning Red* and practiced pronunciation, and a control group, which received traditional instruction. The results demonstrated a significant improvement in the experimental group's pronunciation ability compared to the control group. The T-test analysis showed that t-test > t-table (4.93 > 1.67), indicating that watching *Turning Red* had a significant positive impact on pronunciation skills. Cartoon movies like *Turning Red* are effective tools for enhancing students' pronunciation abilities in an enjoyable and interactive way.
Keywords: Pronunciation, Cartoon Movies, Animated Films, *Turning Red*, English Learning Media

Abstrak

Penelitian ini menguji pengaruh menonton film animasi Turning Red terhadap kemampuan pengucapan siswa kelas 11 di SMA Negeri 3 Pematangsiantar. Pengucapan adalah komponen penting dalam pembelajaran bahasa Inggris, namun sering kali diabaikan dalam metode pengajaran konvensional. Film animasi, yang menggabungkan elemen visual dan auditori, menawarkan alternatif menarik untuk meningkatkan pengucapan siswa. Penelitian ini menggunakan desain eksperimen semu dengan penilaian pre-test dan post-test. Dua kelas dipilih: kelompok eksperimen, yang menonton Turning Red dan berlatih pengucapan, dan kelompok kontrol, yang menerima pengajaran tradisional. Hasilnya menunjukkan peningkatan yang signifikan pada kemampuan pengucapan kelompok eksperimen dibandingkan dengan kelompok kontrol. Analisis uji-t menunjukkan bahwa t-hitung > t-tabel (4,93 > 1,67), yang menunjukkan bahwa menonton Turning Red mempunyai pengaruh positif yang signifikan terhadap kemampuan pengucapan. Film kartun seperti Turning Red adalah alat yang efektif untuk meningkatkan kemampuan pengucapan siswa dengan cara yang menyenangkan dan interaktif.

Kata Kunci: Pengucapan, Film Kartun, Film Animasi, Turning Red, Media Pembelajaran Bahasa Inggris

INTRODUCTION

Pronunciation is a critical component of English language learning and communication. Clear pronunciation ensures that a speaker can convey their message accurately and be understood by others. However, pronunciation is often overlooked in English teaching, with a greater focus placed on grammar and vocabulary. This gap can hinder students' ability to communicate effectively, as mispronunciations may lead to misunderstandings. For instance, words like *coke* (/koʊk/) and *cock* (/kɑːk/) can sound similar if not pronounced correctly, which can result in confusion or embarrassment.In Indonesia, English is taught as a foreign language, but many students face challenges in achieving accurate pronunciation. At SMA Negeri 3 Pematangsiantar, students in grades 10, 11, and 12 struggle with pronunciation, as teachers tend to emphasize written skills over oral skills. The lack of engaging teaching media and tools, such as videos, speakers, and projectors, further exacerbates the issue. Without appropriate instructional resources, learning pronunciation can become monotonous and ineffective.

To address these challenges, innovative teaching strategies are needed. One such strategy is the use of cartoon movies, which combine visual and auditory elements to make learning enjoyable and engaging. Animated films present language in a natural context, providing students with exposure to authentic pronunciation, intonation, and stress patterns. According to Setyandari (2015), cartoon movies attract students' attention, convey messages effectively, and enhance retention of information. The animated movie *Turning Red*, produced by Disney and Pixar, is particularly suitable for educational purposes. It features simple dialogues, a clear American accent, and relatable content, making it ideal for students to practice pronunciation. By watching *Turning Red*, students can observe and imitate native-like pronunciation while enjoying the storyline, thereby fostering a positive and motivating learning environment.

THEOROTICAL FRAMEWORK

Pronunciation encompasses various aspects such as accuracy, fluency, intonation, and stress. According to Richards and Schmidt (2002), pronunciation involves producing sounds with correct stress, rhythm, and intonation, ensuring the listener's comprehension. Fluency emphasizes the smooth and efficient expression of ideas, while accuracy focuses on the correct articulation of phonemes.Animated films serve as a valuable tool in language learning. They combine visual and auditory elements, providing contextualized examples of pronunciation, intonation, and rhythm. According to Setyandari (2015), using animated films can attract students' attention, enhance comprehension, and make language learning more memorable. This study leverages the animated film Turning Red to demonstrate its effectiveness in improving students' pronunciation skills.

METHOD

This study employed a quasi-experimental design with a pre-test and post-test approach. Two groups of students were involved: the experimental group, which watched the animated movie *Turning Red*, and the control group, which was taught using conventional methods. Both groups were given pre-tests to measure their initial pronunciation abilities and post-tests to assess any improvements after the treatment.

The population of this research consisted of 11th-grade students at SMA Negeri 3 Pematangsiantar, with a total of 429 students. Two classes were selected as the sample through purposive sampling: XI IPA 1 as the experimental group and XI IPA 2 as the control group, with 35 students in each class.

The instrument used to collect data was a pronunciation test based on a monologue taken from the *Turning Red* movie. The same monologue was used in both the pre-test and post-test to ensure consistency in measurement. Students' pronunciation abilities were evaluated using a scoring rubric that categorized their performance into levels, ranging from poor to excellent.

The research procedure consisted of three main steps. First, both groups were given a pre-test to determine their baseline pronunciation skills. In the treatment phase, the experimental group

watched *Turning Red* with English subtitles, and the teacher highlighted specific words, sounds, and intonation patterns for students to practice. Meanwhile, the control group received traditional instruction where the teacher explained pronunciation rules and provided oral practice without using any multimedia. Finally, both groups took the post-test to measure improvements in their pronunciation skills.

The collected data were analyzed using statistical methods. A normality test was conducted to determine whether the data were normally distributed, followed by a homogeneity test to ensure both groups had similar characteristics before the treatment. The T-test was used to compare the mean scores of the experimental and control groups, testing the hypothesis that watching *Turning Red* had a significant effect on students' pronunciation ability. If the T-test value exceeded the critical value from the T-table, the null hypothesis was rejected, confirming the positive impact of the treatment.

This method ensured a systematic approach to evaluating the effectiveness of animated movies as a medium for improving pronunciation skills among students.

DISCUSSION

The findings indicate that students in the experimental group showed significant improvement in pronunciation skills compared to the control group. Watching *Turning Red* engaged students with authentic language usage, allowing them to observe and replicate pronunciation patterns naturally. The combination of visual cues and auditory input made the learning experience immersive, encouraging students to participate actively.

In contrast, the control group, taught through traditional methods, displayed slower progress and less enthusiasm. The absence of engaging media limited their motivation and learning outcomes. These results align with previous research, which highlights the effectiveness of multimedia tools in language learning.

The study also noted that using age-appropriate content, such as *Turning Red*, made the learning process enjoyable and relatable for students. The animated film not only provided pronunciation practice but also introduced cultural and contextual elements, enriching the learning experience.

CONCLUSION

The researcher confirms that animated films, such as Turning Red, significantly enhance students' pronunciation skills. By combining visual storytelling with accurate pronunciation models, these films make language learning more accessible and engaging. Teachers are encouraged to incorporate animated films into their

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