

## **STUDENTS' PERCEPTIONS ON INCREASED PRONUNCIATION ABILITY BY USING "COCO" FILM At SMP N 1 KOMBI.**

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**Abstract** : Language is an arrangement of images that are significant and articulate sound (produced by said instrument) which are erratic and customary, which is utilized for the purpose of conveying by a gathering of individuals to bring forth sentiments and contemplations, Wibowo (2001:3). According to Pengabean (1981:5), language is a system for expressing and reporting nervous system activity. Giving two language getting it. this exploration the scientist utilized poll to accumulate insights from understudies about the utilization of film . Students are enthusiastic about the findings, with more than half expressing agreement with each assertion. In any case, inside every explanation, there are sure expressions that act as assessments for educators, including the selection of movies, which ought to be really important for instructors in schools. Students will have an easier time comprehending the movie's vocabulary, pronunciation, and structural elements if they watch the right movie. First, students often find watching movies to be fun and interesting. Films provide an immersive experience that captivates students' attention, in contrast to traditional pronunciation drills, which can be monotonous and repetitive. Students are more likely to pay attention to how native speakers of the language pronounce words and phrases in the film when they are engaged and interested. This expanded openness to legitimate language utilization can assist understudies with fostering a more regular and precise elocution.

**Keywords:** *Pronunciation, film, coco, perception.*

### **INTRODUCTION**

Language is a game plan of pictures that are huge and articulate sounds (created by said instrument) which are flighty and standard, which are used for of granting by a social event of people to deliver opinions and contemplations, (Wibowo,

2001:3). (Pengabean, 1981:5), language is the arrangement of expressing and reporting what occurs on the sensory system, enabling two-language comprehension. The central thought of Language is a technique for correspondence between open people through a picture of the sound conveyed using said human. Second, Language is a correspondence system that uses vocal pictures (a talk sound) that are conflicting, (Smarapradhipa, 2005:1). "English is a global Language" by David Crystal (1997) says that English is both a foreign language and a language that connects people to the rest of the world. We are aware that English is a crucial and widely spoken language worldwide. They include popular song lyrics, international academics, English-language news reports, and more. Similarly, English is the language of business and government, and it is used to transmit information and news. English proficiency is necessary for diplomacy and the profession. English is the international language. To be sure, even first class preparing programs require knowledge of English. Learning English is essential. As a result, teachers should help understudies acquire proficiency in English as a global language through experience. Learning basic grammar is similar to learning English. Ostler (1987, p. 236) characterizes syntax as "the investigation of language decides that make sense of the connection between words." Anyone who uses the language will be able to understand what these words mean if they are arranged in the right way. A bunch of decides that sort out a language's design is called its syntax. According to McNeese State University in Lake Charles, Los Angeles (2003:xvi), Jeffrey Coghill and Stacy Magendanz, grammar determines how words are arranged to form meaningful language units. While creating, language structure is supposed to make forming sensible. It also occurs while talking and tuning in. Store (2013: 124) concurs, stating that mastering syntax is essential for discovering unfamiliar dialects. In line with this, Tomakin (2014: 116) asserts that mastering a language necessitates learning its grammar because it helps construct meaningful sentences and words. Furthermore, grammar promotes coherence and logic in communication, as stated by Priya (2015: 447). According to Baleghizadeh and

Mozaheb (2011: 364), the importance levels of grammar are influenced by the learners' age, proficiency level, and educational background. According to Tantri (2013), the public authority in Indonesia encourages students to demonstrate their English proficiency (p. 38). One of the most essential parts of language guidance and one of the crucial necessities for students' capability is a reasonable elocution. As indicated by Pourhosein Gilakjani (2012), while inaccurate articulation significantly ruins language learning, it prompts learning. Understanding and comprehending a language's pronunciation is essential because understanding and being understood depend on its pronunciation. Talented speakers naturally have good articulation, which can and should be taught to non-local speakers (Marza, 2014). It is evident that this is not an attempt to improve elocution if students simply acknowledge that it is crude from a book. However, since improving speaking skills necessitates accurate pronunciation, it also depends on how the teacher teaches. As a consequence of this, the researcher intends to make use of a wide range of media references in order to inspire students whose preferred or more accessible methods of learning are to work on their pronunciation. Elocution straightforwardly from local speakers is easy to grasp. It goes without saying that numerous studies in the modern era use movies as a means of mediation because watching movies helps students learn. Film is one perspective that can expand understudies' craving to advance by watching it and, obviously, recalling that it. The usage of film is inquisitively highlighted further fostering the students' enunciation limit. It is in like manner a characteristic vehicle for students to maintain their benefit in theories and thoughts (Champoux&Anderson, 2007; p. 15). Various children have no clue about how to explain a single word precisely. For instance, there are numerous pronunciation issues among the students at the school where the researcher will collect the data. For this present circumstance, we can demand that them how articulate things around them in the class. Of 10 stuff, only 5 said the enunciation was correct. After taking into consideration the preceding context, the researcher focused on this issue. How do

understudies see the utilization of Coco Film to further develop elocution? For non-native speakers who want to communicate in English to avoid misunderstandings, learning proper pronunciation is essential. A pronunciation that is easy to understand is one of the most important aspects of language instruction and a fundamental requirement for students' competence. According to Pourhosein Gilakjani (2012), good articulation encourages language acquisition, whereas poor elocution poses significant difficulties for language acquisition. A dynamic and fun technique for learning another dialect is to utilize the energized film "Coco" as an instrument to learn English elocution. "Coco," a sweetheart Pixar film, offers a rich weaving of characters, trade, and melodic parts that can help understudies in further developing their statement capacities. To begin, the movie shows students how native English speakers pronounce words, which helps them understand intonation, rhythm, and articulation better. By repeatedly observing the various speech patterns and accents of characters from various regions, learners can develop a more nuanced understanding of English phonetics. Furthermore, understudies can rehearse their elocution by mirroring and rehashing "Coco" a great deal. By watching and waiting patiently, standing by listening to key scenes, understudies can imitate the talk of characters, zeroing in on their explanation of words and articulations. Because of this active participation in the film, learners can improve their pronunciation in a fun and culturally enriching setting. In addition, "Coco" provides students with an opportunity to investigate the melodic aspect of elocution. While singing along to the film's memorable English-language songs, learners can work on rhythm, stress, and intonation. Students' hear-able separation skills are improved and a deeper connection to the language is encouraged through this multisensory approach to elocution guidance. By and large, integrating "Coco" into the educational program for English language learning further develops elocution as well as encourages an adoration for language through the enchantment of music and narrating.

## RESEARCH METHOD

The study's goal was to find out how students felt about using film to improve pronunciation. The specialist utilized a poll to get understudies' considerations on the utilization of film for this review. The questionnaire was considered survey research because its purpose was to inquire about students' perceptions. One of the most widely recognized kinds of examination directed by instructive analysts was overview research. It involves researchers asking a lot of people questions about a particular topic or problem. As per Preston (2009), "Poll reviews are a strategy for get-together factual data about the properties, mentalities, or activities of a populace by organized of question. The members in this examination were middle school understudies at the Staff of Language and Craftsmanship in the scholastic year 2020/2021." The analyst would accept 19 members as English understudies for this investigation. The specialist would employ a purposive testing approach with volunteer enrollment-based measures. These students have experienced by including film as media. In the social event data the expert included survey as the investigation instrument in which the information was the students' response about their acumen toward the coco film. For this assessment the time was 3 weeks, with the specification first week was the discernment and pre-test considering the way that to figure out how the developing experience would end up. The treatment took place in the second week, and the researcher administered a post-test in the final week. According to Lodico et al. (2006):159, the questionnaire was the primary instrument used to collect data. Before the analyst gave the understudies the survey to figure out their thought process, the scientist would search for appropriate understudies to chip in for the review. Although the questionnaire was written in English, the researcher will translate it into Indonesian and make any necessary adjustments before using it for data collection. The options are strongly agreeing (AS), agreeing (A), undecided (N), disagreeing (D), and strongly disagreeing (SD). According to Gay (1981:432), "The Liebert scale was an instrument that asked an individual to respond to a series of statements by indicating whether she or he strongly agrees (SA), agrees (A), undicted (U),

disagrees (D), or strongly disagrees (SD) with each statement." The Liebert scale was an instrument. This survey is broken down into five categories based on the Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Ms'. poll was utilized as a layout. Nashriyah (2014) and the Likert scale were used to measure the students' understanding.

## **FINDINGS AND DISCUSSION**

by taking a thorough look at how each of the aforementioned discoveries has affected the results. These outcomes show that the adequacy of utilizing film media to further develop articulation not entirely set in stone by examining the 21 assertions on the quantity of inquiries. Students are enthusiastic about the findings, with more than half expressing agreement with each assertion. In any case, inside every explanation, there are sure expressions that act as assessments for educators, including the selection of movies, which ought to be really important for instructors in schools. Students will have an easier time comprehending the movie's vocabulary, pronunciation, and structural elements if they watch the right movie. Pronunciation is a difficult aspect of language learning for many students. Notwithstanding, a few instructors and scientists propose that integrating films into language learning exercises can assist understudies with further developing their elocution abilities. Let's take a look at how students feel about this method. First, they often think watching movies is fun and interesting. Films provide an immersive experience that captivates students' attention, in contrast to traditional pronunciation drills, which can be monotonous and repetitive. Students are more likely to pay attention to how native speakers of the language pronounce words and phrases in the film when they are engaged and interested. Students may benefit from gaining a more natural and accurate pronunciation as a result of this increased exposure to authentic language usage. Additionally, students value the variety of dialects and accents depicted in movies. Dissimilar to course books or language learning materials, which might zero in on a particular complement or lingo, films exhibit many phonetic varieties.

Presenting understudies to various accents and elocution examples can expand how they might interpret the language and assist them with fostering a more adaptable and versatile way to deal with articulation. Students' ability to communicate effectively in real-world situations can also be improved by hearing native speakers use colloquial expressions and intonation patterns in context. Besides, understudies frequently find that watching films permits them to rehearse elocution in a low-pressure climate. Dissimilar to talking with an educator or taking part in a language trade, where understudies might feel hesitant or scared of committing errors, watching films permits understudies to try different things with elocution in the protection of their own homes or homerooms. This feeling of obscurity can assist with mitigating uneasiness and cultivate a more loose and sure mentality towards elocution practice. Additionally, students have the ability to rewind, pause, and repeat portions of the movie whenever they want, allowing them to concentrate on difficult words or phrases at their own pace. Despite the fact that movies can be a useful tool for improving pronunciation, they should not be used as the only method of instruction. Other activities, like phonetic exercises, speaking drills, and feedback from teachers or language partners, should be added to pronunciation practice. Additionally, the language used in some films may be too advanced or contain slang and idiomatic expressions that could confuse learners, making them unsuitable for pronunciation practice. All in all, understudies by and large see films as a supportive and charming asset for further developing elocution abilities. Films can help students improve their pronunciation skills in an engaging and approachable way by exposing them to authentic language usage, various accents, and common expressions. However, in order to guarantee complete language development, additional activities and resources must be used in addition to film-based pronunciation practice. A bad movie can make you bored and make it harder to understand what's being said. Consequently, choosing a film that is both open and charming for understudies will upgrade their elocution abilities and make the most common way of gaining English more captivating according to their viewpoint. The researcher came to the following

conclusion after processing and analyzing the data from the questionnaire that was distributed to the 19 students who participated in the study: (1) Of the 19 respondents, the majority (80%) of them strongly agree and agree with the statement. As a result, the researcher came to the conclusion that, out of the 19 students who provided responses, the vast majority of them would rather learn through watching movies because they believe that doing so would keep them interested in the learning process.

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