

## **Teaching pronunciation skills for seventh-grade students using “Inside Out” movie**

**Adinda Prabantari, Ratri Nur Hidayati**

Universitas Ahmad Dahlan, Jl. Ahmad Yani, Tamanan, Banguntapan, Bantul, DIY  
55191 Indonesia

\*Corresponding e-mail: adinda1900004048@webmail.uad.ac.id

### **Abstract**

Pronunciation plays a vital role in English as it directly impacts comprehension during communication. Watching movies can indeed be an alternative medium for improving pronunciation skills. Movies often feature numerous conversations between actors or characters, making it easier to comprehend spoken pronunciation. Moreover, movies can contribute to the practice of proper intonation in real-life contexts by observing how actors or characters pronounce words in different situations, enabling learners to enhance their pronunciation skills and refine their articulation of sounds and vowels. This research aims to find out whether ‘Inside Out’ movie is effective to teach students pronunciation. This type of research is quantitative research with a quasi-experimental research approach. The instruments used for this study were pre-test and post-test with a sample of 60 seventh-grade students at SMP Negeri 1 Imogiri Bantul. The pre-test and post-test were carried out to measure whether there was an effect before and after being given treatment. To analyze the data, the researcher used IBM SPSS 22. The study showed that watching ‘Inside Out’ movie is considered effective for teaching pronunciation because the significance value of the paired sample test experimental class showed 0.006, where if the result  $< 0.05$   $H_a$  is accepted while  $H_0$  is rejected.

**Keywords:** inside out movie, pronunciation, speaking skills

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## **INTRODUCTION**

The four foundational skills of English language learning are reading, speaking, writing, and listening. Speaking is a crucial aspect of human interaction, as it becomes a communication system in daily life (Nurdin, 2021). Pronunciation is an essential layer for fluency and clear communication, as it involves mastering the correct way to produce sounds, stress, intonation, and rhythm. If someone mispronounces words or with an accent that is difficult to understand, it can lead to misunderstandings and hinder effective communication (Gunantar et al., 2020).

In Indonesia, English is considered a foreign language (Adipramono, 2016), and the fear of speaking English is a common issue among learners. Overcoming this fear and gaining confidence in using the language is an essential part of language learning. English is widely used in global communication, business, academia, and entertainment, making it a valuable skill for individuals seeking to participate in the globalized world.

Many people have memorized a lot of vocabulary but don't know how to pronounce it (Donal, 2016). In other cases, students cannot pronounce a word perfectly, which may cause misunderstanding (Jariyah, 2020). Generally,

students were not aware of the words they were mispronouncing. Sometimes, mispronunciation encountered and experienced was neglected (Toçi, 2020).

Pronunciation is a crucial aspect of language learning and communication. Cook (cited in Rahmania & Mandasari, 2021) defines pronunciation as the act of producing English sounds. It means being able to accurately articulate the individual sounds of a language to form words and sentences. In daily life, communication is the most crucial element, and proper pronunciation greatly influences how well people understand the meanings of words (Prashant, 2018). Better pronunciation will give learners more opportunities to interact naturally with native speakers, which is one of the fastest ways to advance in all facets of language learning (Fraser, 2011). According to (Marwito, 2014), someone will be more confident if they have good pronunciation skills when speaking in English. Errors in pronunciation can lead to confusion and misunderstandings, making it challenging for others to grasp the intended message.

It is necessary to have a strategy to improve pronunciation. The teachers must find suitable learning media for students to learn faster, easier, and more efficiently. Many ways can help learners learn English, such as through movies.

According to Hornby (cited in Yuliastuti et al., 2021), a movie refers to a collection of moving images and sounds displayed in a theatre. Animation is the process of creating the illusion of movement and change through the rapid display of a sequence of slightly different still images (Tversky, 2002). So, animated movies are media that combine audio and visuals with storytelling using animation steps often called cartoons (Suprayuni & Juwariyah, 2019). They offer several benefits to students, including increased motivation, improved pronunciation, speaking fluency, listening skills, and vocabulary. However, movies can be time-consuming and require subtitles for Indonesian students, who may not speak English as their mother language (Sari & Sugandi, 2015).

Fun learning, a comprehensive approach to education, aims to foster a love of learning and lifelong growth through movies (Nufus et al., 2022). Usually, students will get easily bored and sleepy when learning to use textbooks (Pamula, 2020). Watching popular or entertaining movies in English can be a highly motivating and effective way to enhance language learning. They can depict past events realistically, take the audience on a journey, and develop students' thoughts, ideas, and imagination. According to Gilakjani (2012), to get good pronunciation, someone has to learn through people who have good pronunciation. However, they should pay attention that movies are not only for entertainment but also as learning media (Sau, 2020).

Audiovisual media serves several functions, including attentional, imaginative, and motivational functions (Titianto, 2022). By strategically incorporating movies into lesson plans, teachers can harness the benefits of movies as a language-learning medium while effectively managing class time. Overall, movies are a valuable tool for enhancing language learning and fostering interest and motivation in students.

In some previous studies, most of them focused on assessing speaking skills while this study focuses on pronunciation skills. Rasati's (2020) research focused on teaching pronunciation through movies in English classes at Mahad Al Jamiah School IAIN Jember. The study used qualitative methods, including observation, interviews, and documentation. The objectives were to improve English fluency, pronunciation, enjoyment, and clarity. The study involved evaluations using quizzes or oral tests. Mahardhika's (2019) study examined the impact of watching English movies on students' pronunciation in the 2018

academic year. The research used quantitative with ex post facto design, including a questionnaire and pronunciation test. The results showed that the frequency of watching English movies can improve students' pronunciation.

Movies can be an alternative way to learn pronunciation because they expose students to natural speech patterns, colloquial language, cultural references, and context, which are essential aspects of language acquisition. Students' habit of watching movies can be an opportunity to correct mistakes in their pronunciation. Movies are enjoyable and less tedious than traditional language learning methods, providing an opportunity to improve listening comprehension and familiarize learners with different accents and dialects. People tend to be more enthusiastic about learning English through movies, making them a popular choice for learning, entertaining, and hobbies (Suroko & Muktiyo, 2018). Therefore, this research aims to find out whether 'Inside Out' movie is effective to teach students pronunciation.

## RESEARCH METHOD

This study is classified as a type of quantitative research that uses experimental research with a quasi-experimental. Quasi-experimental evaluate the effect of the independent variable on the dependent variable while controlling for other factors that might influence the outcome, and the samples cannot be taken randomly. The experimental method is often referred to as "hypothesis testing" or "deductive research" (Singh, 2021).

There are seven classes in each grade of the SMP Negeri 1 Imogiri Bantul: A, B, C, D, E, F, G. The researcher chose the seventh-grade students with a total of 215 students. The researcher used VII A as the experimental group and VII C as the control group. The class has the same number of students, which is 30 students. It means researchers examined as many as 60 students.

The research instruments used pre-test, post-test, and pronunciation rubrics. The pre-test was conducted before the treatment, while the post-test was conducted after the treatment. After the pre-test and post-test were conducted, the researcher assessed the results using the pronunciation assessment rubric. A rubric is a tool used to assess and has a description of the expected performance for each criterion to achieve a certain value or result (Muhammad et al., 2018). To analyze the pre-test and post-test data that has been accomplished, the researcher used IBM SPSS 22 to measure the normality tests, homogeneity tests, and paired sample t-tests.

## RESULTS AND DISCUSSION

We present the results and discussion into two sections – the descriptive analysis and the inferential analysis.

### Descriptive analysis

This study was conducted to find out whether the 'Inside Out' movie is effective in teaching pronunciation to seventh-grade students in SMP Negeri 1 Imogiri Bantul. As mentioned above, the data was collected from 60 students selected as research samples from SMP Negeri 1 Imogiri, 7A as the experimental class and 7C as the control class. The researcher used the movie "Inside Out" for the experimental class and the conventional teaching method with Google Translate for the control class. According to Chopper (cited in Ekeanyanwu, 2021), it refers to a teaching method in which the teacher initiates classroom discussions and focuses only on knowing the contents of the textbook or notebook. Once the

data was collected, the researcher proceeded to analyze the results. The summary of the findings is presented in Table 1.

**Table 1.** Summary of the findings

	N	Min	Max	Mean	Std. Deviation
Pre-test experiment	30	45	80	63.67	9.553
Post-test experiment	30	40	90	67.67	11.577
Pre-test control	30	45	85	62.67	11.798
Post-test control	30	45	85	61.83	11.997
Valid N (listwise)	30				

As we can see from the table above, the highest score for the pre-test experimental class was 80, while the lowest score was 45 with an average of 63.67. Then, the highest score for the post-test experimental class was 90, while the lowest score was 40 with an average of 67.67. In the control class, the highest and lowest scores for the pre-test and post-test were the same, with the highest score of 85, and the lowest score was 45. However, the average pre-test and post-test of the control class were different. The average pre-test score was 62.67, while the post-test was 61.83.

### Inferential analysis

First, the normality test using Kolmogorov-Smirnov method gave the significance value of the pre-test for the experimental class is 0.062, and the significance value of the post-test is 0.200. Meanwhile, the significance value of the pre-test value for the control class is 0.126, and the significance value of the post-test value is 0.088. Based on the decision-making basis of the Kolmogorov-Smirnov normality test, if the significance value  $> 0.05$  then the data is considered normal, and if the significance value  $< 0.05$  then the data is considered abnormal. The data shows that everything is considered normal because the significance value of all of them is  $> 0.05$ .

Second, the homogeneity test using Lavene statistics method gave the significance value based on the mean is 0.449. The significance value based on the median is 0.521. The significance value based on the median and with adjusted df is 0.521. Last, the significance value based on the trimmed mean is 0.469. It can be concluded that the significance value of all of them is  $> 0.05$ . If following the basis for decision-making of the homogeneity test, the data is considered homogeneous if the significance value (sig)  $> 0.05$ . However, if the significance value (sig)  $< 0.05$ , the data is not homogeneous. The data above is acknowledged as homogeneous because all the significance values  $> 0.05$ .

Finally, the we used the paired sample t-test to compare between the pre-test and post-test, and gained the results as presented in Table 2.

Table 2 shows the results of the analysis that has been carried out. As we can see in the sig (2-tailed) column, it shows that the results of the pre-test and post-test of the experimental class are 0.006. While the pre-test and post-test results for the control class were 0.258.

To decide on the results of a paired t-test, there is a criterion for deciding on a paired sample. If the significance value (2-tailed) is  $< 0.05$  then  $H_a$  is accepted, while  $H_0$  is rejected. Meanwhile, if the significance value (2-tailed) is  $> 0.05$  then  $H_a$  is rejected, while  $H_0$  is accepted. From this, it can be concluded that the results of the pre-test and post-test in the experimental class are  $< 0.05$ , which means that  $H_a$  is accepted, while  $H_0$  is rejected. The results of the

pre-test and post-test control class  $> 0.05$ , which means  $H_a$  is rejected, while  $H_0$  is accepted. So, the use of the 'Inside Out' movie is considered effective for teaching pronunciation to students of SMP Negeri 1 Imogiri because the results of the significance (2-tailed) show that the result is 0.006 which means  $< 0.05$   $H_a$  is accepted.

**Table 2.** Paired sample t-test results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Post-Test (Experiment)	4.000	7.358	1.343	6.747	1.253	2.978	29	.006
Pre-Test Post-Test (Control)	0.833	3.957	0.723	-.644	2.311	1.153	29	.258

## Discussion

Based on the findings above, the researcher wants to examine the effectiveness of the 'Inside Out' movie to teach pronunciation to seventh-grade students in SMP Negeri 1 Imogiri Bantul academic year 2022/2023. The researcher has formulated a research question: "Is 'Inside Out' movie effective to teach students pronunciation?" and has chosen to conduct a quantitative research study with a quasi-experimental approach. The researcher has also selected SMP Negeri 1 Imogiri Bantul as the research site due to the familiarity with the school and the students' pronunciation skills, gained through a previous internship and assumes that many students in the school have inadequate pronunciation skills.

The researcher specifically chose classes 7A and 7C at SMP Negeri 1 Imogiri Bantul, 7A was designated as the experimental group, while 7C served as the control group. The experimental group received the treatment of watching the 'Inside Out' movie to improve their pronunciation skills. On the other hand, the control group was exposed to conventional learning methods with the assistance of Google Translate. Conventional teaching methods typically involve a teacher-centered approach, including lectures and discussions as problem-solving elements (Dimitrios et al., 2013). To facilitate the experimental group's learning, the researcher provided several dialogues extracted from the movie 'Inside Out'. The students are instructed to pay attention to the correct pronunciation of the dialogue and practice it.

The purpose of this experimental design is to compare the effectiveness of animation movie exposure with conventional teaching methods in improving students' pronunciation skills. By utilizing these different approaches, the researcher aims to assess whether watching animation movies is a more effective medium for pronunciation instruction compared to traditional teaching methods.

The researcher has selected the movie "Inside Out," released in 2015 by Disney Pixar (See Figure 1), as the treatment for the experimental class. 'Inside Out' tells the story of an 11-year-old girl named Riley who moves from Minnesota to San Francisco with her parents. The movie explores Riley's journey as she adapts to her new life, grapples with the challenges of growing up, and experiences changes in her emotions and personality. The viewers are taken on a journey through Riley's mind, where her five primary emotions (joy, sadness, anger, fear, and disgust) work together to help her navigate the transition to adolescence and make what they believe to be the right decisions (Miller, 2015).



**Figure 1.** 'Inside Out' movie poster depicting Riley's five emotions: fear, anger, joy, sadness, and disgust.

Our choice of the movie is based on the belief that 'Inside Out' offers valuable lessons beyond pronunciation. By incorporating this movie into the learning process, students have the opportunity to learn important life lessons

that can be applied to their own experiences. This approach aims to provide a more holistic learning experience, allowing students to not only develop pronunciation skills but also emotional intelligence and an understanding of personal growth and decision-making. Another reason the researcher chose this movie is some of the characters in 'Inside Out' are human emotions. Students can learn about emotions based on the character names (joy, sadness, anger, fear, and disgust). By using 'Inside Out' as a treatment, the researcher intends to engage the students in a meaningful and relatable context, enabling them to connect with characters and experiences on a deeper level. This approach may enhance the student's motivation, engagement, and overall learning outcomes in terms of both pronunciation skills and broader life lessons.

We conducted pre-tests and post-tests to assess the effectiveness of the treatment. The purpose of the pre-test was to establish a baseline measurement of the participant's abilities, which would later be compared with the post-test result to determine any improvements or changes. On the other hand, the post-test used the same measurement tools or tests as the pre-test, enabling a direct comparison of the participants' performance before and after the treatment (Cazalet, 2010). For both the pre-test and post-test, the researcher used words, phrases, and sentences extracted from the dialogues in the movie "Inside Out". The questions in the pre-test and post-test were the same, with the only difference being the treatment applied to the experimental and control groups. By using pre-tests and post-tests with similar test materials, the researcher can analyze and compare the progress made by the experimental and control groups, shedding light on the effectiveness of the treatment in improving the pronunciation skills of the students.

To analyze the pre-test and post-test data that has been accomplished, the researcher used SPSS 22. Later, the researcher looked for normality tests, homogeneity tests, and paired sample t-tests. The results of the pre-test and post-test score data that have been described in the table above show that there was a significant change in the experimental class scores after being given treatment. The highest pre-test score for the experiment class is 80, while the lowest pre-test score is 45. The highest post-test score for the experiment class is 90, while the lowest post-test score is 40. The highest pre-test score for the control class is 85, while the lowest pre-test score is 45. The highest post-test score for the control class is 85, while the lowest post-test score is 45. The average of the pre-test of the experiment class shows a value of 63.67, while the average of the post-test of the experimental class shows a value of 67.67 which means that the experiment class has increased from pre-test to post-test after being given treatment. However, the average of the pre-test of the control class showed a value of 62.67, while the average of the post-test of the control class showed a value of 61.83, which means that the control class had decreased from the pre-test to the post-test. From the results of the data analysis above, watching 'Inside Out' movie can be considered effective for teaching students' pronunciation because of the increase in the average pre-test and post-test experimental class.

To ensure whether the 'Inside Out' movie is considered effective for teaching pronunciation, the researchers conducted a paired t-test analysis which functioned to compare the results of the pre-test and post-test of the experimental class and the control class. As seen in the table in the finding, the researcher compared the paired test between the experimental class and the control class. The result of the paired t-test can be seen through the significance value of the existing data. The first pair is the experimental class, with a



significance value of .006, while the second pair is the control class with a significance value of .258. To decide on the paired t-test result, the critical value for the paired sample t-test is significant at 0.05 with the criterion if the significance value (2-tailed) is  $< 0.05$  then  $H_a$  is accepted, while  $H_0$  is rejected. Meanwhile, if the significance value (2-tailed) is  $> 0.05$  then  $H_a$  is rejected, while  $H_0$  is accepted. This shows that the significance value of the control class is  $> 0.05$  which means  $H_a$  is rejected, while  $H_0$  is accepted with a value of .258. Whereas for the experimental class, it shows that the significance value is  $< 0.05$  which means  $H_a$  is accepted, while  $H_0$  is rejected with a value of .006. It can be concluded that the use of the 'Inside Out' movie to teach pronunciation is considered effective because the significance value of the paired t-test showed  $< 0.05$  with a value of .006.

## CONCLUSION

Pronunciation is crucial in English language learning, and watching movies can help improve pronunciation skills. Movies often feature numerous conversations between actors or characters, making it easier for learners to understand spoken English. By observing how actors pronounce words in different situations, learners can enhance their pronunciation skills and refine their articulation of sounds and vowels. Additionally, movies can offer exposure to different accents and dialects, as characters may come from various regions or backgrounds. A study was conducted to determine the effectiveness of the 'Inside Out' movie in teaching students' pronunciation. The experimental approach was used, and the results showed a significant difference between pre-test and post-test scores. In the control class, the average pre-test score was 62.67, while the average post-test score was 61.83. In the experimental class, the average pre-test score was 63.67, and the average post-test score was 67.67. To determine the effectiveness of the 'Inside Out' movie in teaching pronunciation, a paired sample t-test was conducted. If the significance value (2-tailed) was  $< 0.05$ ,  $H_a$  was accepted, while  $H_0$  was rejected. Thus, 'Inside Out' movies were considered effective, as the experimental class's significance value was 0.006, it means  $< 0.05$ ,  $H_a$  was accepted, and  $H_0$  was rejected.

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