

**THE INFLUENCE OF GREYHOUND MOVIE ON STUDENTS
ENGLISH PRONUNCIATION AT ENGLISH EDUCATION
STUDY PROGRAM CLASS OF 2023 UIAD SINJAI**



THESIS

As a Requirement to obtain a Bachelor's
Degree in English Education Study Program (S.Pd)

By:

MUHAMMAD NURFAIZHAL RAHMAT

Students ID. 200110014

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2024**



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Supervisors:

1. Dr. Takdir, M.Pd.I.
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2024**

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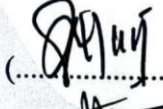
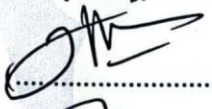


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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Greyhound Movie on Students English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai*, yang ditulis oleh Muhammad Nufaizhal Rahmat Nomor Induk Mahasiswa (NIM) 200110014, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 1 Agustus 2024 M bertepatan dengan 26 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Muhammad Nurfaizhal Rahmat. *The influence of Greyhound Movie on Students English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, 2024.

Penelitian ini bertujuan untuk membuktikan pengaruh penggunaan film Greyhound terhadap pengucapan bahasa Inggris mahasiswa Tadris Bahasa Inggris Angkatan 2023 UIAD Sinjai.

Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian ex-post facto dengan pendekatan kuantitatif. Subjek dalam penelitian ini sebanyak 17 mahasiswa. Adapun teknik pengumpulan data yaitu dengan kuisioner, tes dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan regresi linear sederhana dengan bantuan aplikasi SPSS 22.

Hasil penelitian menunjukkan bahwa penggunaan film Greyhound berpengaruh terhadap pengucapan bahasa Inggris mahasiswa. Pernyataan ini didukung dan dibuktikan dengan menggunakan SPSS 22, pada tabel koefisien menunjukkan nilai signifikansi sebesar $0,004 < 0,05$. hal ini menunjukkan bahwa H_0 diterima dan H_0 ditolak, yang berarti terdapat pengaruh film Greyhound terhadap pengucapan bahasa Inggris Mahasiswa Program Studi Tadris Bahasa Inggris angkatan 2023 UIAD Sinjai.

Kata Kunci: Film Bahasa Inggris, Pengucapan Bahasa Inggris

ABSTRACT

Muhammad Nurfaizhal Rahmat. The Influence of Greyhound Movie on Students' English Pronunciation in English Language Education Curriculum Class of 2023 UIAD Sinjai. Thesis. Sinjai: English Language Education Curriculum. Faculty of Education and Teacher Training, Ahmad Dahlan Islamic University, Sinjai, 2024.

This study aims to demonstrate the effect of using Greyhound Movie on English Pronunciation of Students of English Language Education, Class of 2023, UIAD Sinjai.

The type of research used in this study is ex-post facto research with a quantitative approach. The subjects of this study were 17 students. The data collection techniques are questionnaires, tests, and documentation. The data analysis technique in this study used simple linear regression with the help of SPSS 22 application.

The results of the study showed that the use of Greyhound movie had an effect on the students' English pronunciation. This claim is supported and tested by using SPSS 22, the coefficient table shows a significance value of $0.004 < 0.05$. This shows that H_a is accepted and H_0 is rejected, which means there is an influence of Greyhound movie on the English pronunciation of students of English Language Education Study Program, class of 2023, UIAD Sinjai.

Keywords: English movies, English pronunciation

المستخلص

المُحَمَّد نورفيزال رحمة، تأثير فلم *Greyhound* على نطق اللغة الإنجليزية لدى طلاب قسم تدريس اللغة الإنجليزية سنة ٢٠٢٣ جامعة الإسلامية أحمد دهلان سنجائي. سنجائي، الرسالة العلمية: قسم تدريس اللغة الإنجليزية كلية التربية وعلوم التربوي جامعة الإسلامية أحمد دهلان سنجائي، ٢٠٢٤.

وهدف البحث لبيان عن تأثير فلم *Greyhound* على نطق اللغة الإنجليزية لدى طلاب قسم تدريس اللغة الإنجليزية سنة ٢٠٢٣ جامعة الإسلامية أحمد دهلان سنجائي. وهذا البحث دراسة بعد الوقائع بمدخل الكمي وموضع البحث فيه ١٧ الطالب. وأما أسلوب جمع البيانات فيه استبانة واختبار ووثائق. وأسلوب تحليل البيانات فيه اختبار انحدار الخطي البسيط ببرنامج SPSS 22.

ودلت نتائج البحث أن استخدام فلم *Greyhound* أثر على نطق اللغة الإنجليزية لدى طلاب بناء على نتائج البحث من برنامج SPSS 22، في جدول الاستدلال، نتيجة قوية فيه $0.004 >$ بمعنى فرضية H_3 مقبولة وفرضية H_0 مردودة فلذلك وجود تأثير فلم *Greyhound* على نطق اللغة الإنجليزية لدى طلاب قسم تدريس اللغة الإنجليزية سنة ٢٠٢٣ جامعة الإسلامية أحمد دهلان سنجائي.

الكلمات الأساسية: فلم باللغة الإنجليزية، نطق اللغة الانجليزية

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بسم الله الرحمن الرحيم
الحمد لله رب العلمين و الصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد وعلى اله واصحابه
اجمين اما بعد

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Muh. Nurfaizhal Rahmat
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Education is a series of processes aimed at passing on knowledge, skills, and values from one generation to the next. This process involves various methods such as teaching in schools, training, or even exploration through research (Mulyani & Haliza, 2021). Education in its broad sense, can be interpreted as the journey of life. This implies that education involves the accumulation of knowledge and learning throughout one lifespan, occurring in various contexts and conditions that positively influence the holistic development of each individual (Pristiwanti et al., 2022). Hence, education is considered as a critical step in the development of individuals and their contributions to society, with a focus on lifelong learning.

Teaching a foreign language, particularly English, is an essential component of Indonesia's most essential curriculums. Today, the process of learning continues to evolve in higher educational institutions, particularly at the university level (Syukri et al., 2023). The importance of education is stated in the constitution of the Republic of Indonesia number 20 of 2003 concerning the national education system that states in article 6(1) Every citizen aged seven to fifteen years is obliged to attend basic education. (2) Every citizen is responsible for the continuity of educational provision (UU RI, 2003). The statute above explains the importance of education for all members of the society.

In other words, education is not limited to formal environments such as schools but also encompasses continuous learning experiences found in various aspects of everyday life. The importance of education also corresponds with the Qur'an surah an-nahl verse 125 :

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي
 هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ
 بِالْمُهْتَدِينَ ﴿١٦٢﴾

Translated:

“call people to the way of your lord with wisdom and good lessons and argue with them in a good way. Verily, your god is the one who knows best about who is lost and his way and he is the one who knows best those who are guided” (Kemenag, 2019).

The verse above explains the importance of getting an education so that access to knowledge can be a means of improving and developing the quality as a human being.

Education in general refers to a conscious and organized process aimed at enhancing the dignity and value of an individual. This effort includes the optimization and holistic development of personal abilities (Mustoip et al., 2018). Education serves as a planned guide to advance individuals, assisting them in reaching highest potential in various aspects of life. With this approach, everyone is encouraged to develop their abilities comprehensively through a directed learning process. Education is a primary pillar in the process of a nation's development. Through education, society can achieve higher civilization. By improving the level of education, a country can create citizens with higher intellect. Education also helps create descendants with the knowledge and skills needed to build the country better (Salsabila et al., 2021). Therefore, education is not only an investment in individuals but also in the future of a nation.

Education is essentially an attempt made to develop the potential of the self and character that every individual has (Hidayat et al., 2022). Education is a product born from human activities in response to the complexities of phenomena in the universe. It is not merely a means to learn about, investigate,

and understand the realities of life. (Kadi & Awwaliyah, 2017). Beyond that, education becomes a crucial foundation for profound exploration of oneself, an inseparable part of the intricate fabric of existence.

One of the most important things to understand and play an important role in education is learning media. Leveraging multimedia is a learning strategy that significantly impacts motivation for learning (Safaruddin et al., 2020). Learning media encompasses various elements that can be utilized to convey messages or information in the teaching and learning process. The primary function of learning media is to stimulate students interest and attention, enriching their learning experiences to make them more engaging and effective (Sapriyah, 2019). By employing diverse tools or methods, learning media aims to create a more dynamic and interactive learning environment, supporting the understanding process and student engagement in learning.

Learning media plays a crucial role as the main link in delivering instructional materials. The utilization of media not only has a remarkable positive impact but also significantly facilitates the learning process for students. Furthermore, learning media is not merely a supplement, it is an inseparable and essential part to ensure the success of the entire learning process (Harsiwi & Arini, 2020). Learning media, in brief, can be defined as anything- whether it is a tool, material, or circumstance- that serves as a communication intermediary in the learning process (Miftah, 2013). Learning media indeed plays a very important role in education. With effective media students can understand and absorb the material better. Moreover, in today's digital era, the variety of available learning media allows education to be more engaging and relevant to students needs.

One of the learning media used to improve students abilities in learning is audio visual media. The use of audio visual media in learning can attract students attention and helping them learn independently. With this medium, students can understand the material before the teacher gives an

explanation (Mulyadi et al., 2018). Integrating audio visual media as a learning tools has several roles, such as creating effective learning environments, being an integral part of the learning system, having a key role in achieving the purpose of learning, and supporting students in understanding the material taught by the teacher in the class.

Utilization of audio visual media in learning can enrich material and optimize it. In some contexts, this media can even take the place of the teacher, where the teacher serves as the learning facilitator who accompanies the student in using the media to facilitate the learning process (Rifmasari et al., 2022). Based on research conducted by Siti Hardianti, showing results that the use of audio visual media, was able to increase the results of studying in class VII, Junior High School of Darul Hikmah Makassar in language subjects. The result has shown indicators of success and has attained a minimum standard criteria or a grade >70 (Hardianti, 2018). In English language learning, one of the audio visual media that could be use is movie.

Trinova and Nini in Astuti (2023) state that movie is an audiovisual communication medium. Movies have the ability to display moving objects along with original or relevant sound. Movies capability in showcasing visuals and audio provides a unique and special allure (Astuti, 2023). Movie is a series of images contained within frames, where each frame is mechanically projected through a projector lens. This creates an illusion of movement and visual continuity when displayed on screen (Ridwan, 2018). The unique combination of visual and audio elements in movie provides complexity and depth in the cinematic experience, distinguishing movie as a distinct form of artistic expression from other mediums.

Tahapary in Budhiharti (2022) state that movie is an industry sector created with a creative approach, designed to meet the expectations of audiences seeking entertainment through engaging visual narratives, artistry and aesthetic beauty (Budhiharti, 2022). Movie is a representation of human cultural

advancement created through creative exploration, bringing ideas to life through the application of technology so that they can be enjoyed by various audiences (Apriliany & Hermiati, 2021). Honby in Hestiana and Anita (2022) state that a movie refers to a sequence of moving visuals accompanied by audio, narrating a tale, typically displayed on television or in a cinema setting (Hestiana & Anita, 2022). Movie serve as cultural artifacts, reflecting societal values and advancements in technology. Moreover, movies are audio-visual compositions that convey stories, often presented through television broadcasts or cinematic venues. Movie can also serve to help students to master their pronunciation.

Mastering pronunciation is crucial for English language learners, particularly in spoken communication. Achieving accurate and appropriate pronunciation is essential for effective understanding and communication. However, this task is challenging due to the distinct phonological features of English and Indonesian. English pronunciation, with this complex system of vowels and consonants, presents difficulties for non-native speakers. The multitude of different sounds adds to the confusion, making it especially challenging for those learning English as a second language (Maiza, 2020). The presence of sounds absent in one's native language can create obstacle for learners, leading to difficulties in both production and at times, attempts to substitute unfamiliar sounds with similar ones from their mother tongue.

Pronunciation pertains to how a language is spoken and articulated, primarily as a physical phenomenon. It is crucial for students to develop proficient pronunciation skills to become effective speaker. If students struggle to pronounce words accurately, it can create challenges for others in understanding or lead to misunderstandings (Ambarwati & Mandasari, 2020). English learners must master their speaking skill. It is because while speaking, they can give information by expressing their ideas, experience with others, and receive information and knowledge around the globe (Sabaruddin & Melati, 2022). When learning English, it is essential for students to understand the

connection between the sound system and the writing system. Pronunciation mistakes often occur due to disparities between letters and sounds. To attain proficiency in pronouncing sounds accurately, students should focus on speaking and listening. A crucial factor in enhancing students pronunciation skills is gaining a grasp of international phonetic alphabets, vowels, consonants, clusters, phonemes and other elements that contribute to the quality of English pronunciation (Ahmad, 2019). Pronunciation is not just about conveying the intended message with clarity and confidence. Beyond just conveying meaning, correct pronunciation enhances communication, making interactions smoother and more effective.

According to the research conducted by Haryadi & Aprianoto found the result that the study reveal that the utilization of the English pronunciation app can help EFL students, students of the English department especially, to be more engaged, have a positive attitude and conduct towards pronunciation learning (Haryadi, S & Aprianoto, 2020).

Based on the results of an initial observation in English Education Study Program class of 2023 which conducted on Wednesday, december 6th 2023, researcher found that most of the students still could not pronounce English vocabulary according to correct pronunciation. Researcher choose this class because this class has speaking course. This statement is reinforced by an interview with the lecturer, stated that average speaking score of students was still below the passing standard (SB, 2024). Based on the fact found in the discussion above, researcher need to conduct a research and find information related to the Influence of ‘Greyhound’ Movie on Students English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai.

B. Problem Formulation

The formulation of the problem in this research is “Does the ‘Greyhound’ movie has influence on students pronunciation at English education study program class of 2023?”.

C. Research Objective

Based on the formulation of the problem, this research aims to find out the influence of Greyhound Movie on Students English Pronunciation at English Education Study Program Class of 2023.

D. Research Benefit**1. Theoretical Benefit**

Theoretically this research can add and enrich our thinking about the influences of Greyhound movie on students pronunciation at English study program class of 2023.

2. Practical Benefit**a. For students**

This research will be a problem solver to students to improve their speaking skill, especially how to pronounce words correctly.

b. For Teacher

The teacher will be able to use this media in order to increase students' pronunciation ability and also the teacher can apply this media in the classroom to make the students interest in learning process.

CHAPTER II

THEORETICAL STUDIES

A. Literature Review

1. Media

a) Definition

The term “media” is of latin origin and is a variant of “medius”, which means center, intermediary, or presentation. In Arabic, media is the primary contact or message from the sender to the recipient of the message (Rahmiati, 2022). As stated by Prisanti and Faidah, media is a means of transmitting information from the source to the recipient, and it can capture students thoughts, feelings, desires, and behaviors in order to facilitate the learning process (Prisanti & Faidah, 2019).

Media is one of the key components of the learning system. Media, as a component, must be consistent with the overall learning process. The last step in media ownership is using the media in educational activities so that students can interact with the media that is chosen (Nurrita, 2018). According to Arsyad in Gunawan and Ritonga (2019) Media in the teaching-learning process is typically defined as graphic, photographic, or electronic tools for for capturing, processing, and restructuring visual or verbal informatin (Gunawan & Ritonga, 2019).

As defined by Fikri and Madona, media encompasses all types of intermediaries employed by message deliverers to communicate messages, ideas, or concepts so that they reach message recipients clearly and thoroughly (Fikri & Madona, 2018).

Based on some of the definition above, it can be concluded that media is the channel through which senders deliver messages, thoughts,

and information to recipients, and it includes a variety of instrument and intermediaries that aid in learning and comprehension.

b) Type of Media

According to Azhar (2011) in Pagarra (2022) stated that the type of media used in the classroom include visual media, audio media and audio-visual media (Pagarra et al., 2022).

1) Visual Learning Media

Visual media relies on the visual sense rather than auditory or tactile elements for human interpretation. Its applications span various fields including advertising, art, communication, education, business, and engineering. Commonly employed as a tool for learning and teaching, visual media finds utility in presentations and training materials. Utilizing visual media aids is a potential instrument to attain learning goals and enhance both student engagement and learning achievements (Wasito et al., 2022). Visual media, characterized by its lack of auditory elements, solely appeals to the sense of sight. Such visual aids play a pivotal role in simplifying comprehension and reinforcing memory, contributing to improved educational outcomes.

Visual media encompasses all the materials employed in the intriguing learning process. Visual media, comprising images and visuals, holds a pivotal role in the learning journey by enhancing comprehension and reinforcing memory (Nurfadhillah et al., 2021). Its effectiveness lies in not only facilitating understanding but also in capturing student interest and offering real-world context. For optimal results, it is crucial to embed visual media in a meaningful context, encouraging student interaction with the visuals to solidify the information. Hence, visual media

can be regarded as an educational tool exclusively utilized to facilitate understanding and bolster memory.

2) Audio Learning Media

Audio media involves the use of sound or recordings as a means of conveying and transmitting information. Learning through auditory means learning with sounds, can be facilitated by methods such as studying with music or background audio (Ibrahim et al., 2022). The concept of learning out loud underscores the idea that incorporating sound enhances the effectiveness of the learning process, as engaging multiple senses contributes to a more comprehensive learning experience.

Audio learning media pertains to the capacity to acquire knowledge through attentive listening, comprehension, and the ability to remember and recall information conveyed verbally (Setiyawan, 2021). Auditory learners often favor methods such as listening to lectures, engaging in discussions, or utilizing podcasts and audio recordings as opposed to relying on reading or writing to gain a more thorough understanding and retain new information

3) Audio-Visual Media

Audio-Visual media is an effective and efficient media type to use in accordance with the learning objectives that will be achieved to train its capabilities in hearing comprehensive oral information and knowledge. Audio visual is a type of media that can serve the image moves integrated with the sound element. Example of this type of media are video and movies. Both of these media have amazing features or capabilities as a communication media. Video and film were able to display display information and knowledge in an impression of information and knowledge approaching reality (Haq, 2020).

Audio visual media is considered to be one of the learning media that can increase the morale and motivation of students in learning. It is a tool produced and used in the teaching process for communication, material explanation, and counseling. This media involves voice and image elements, giving audible and visible experiences to students (Wibowo, 2021).

The use of audio visual media provides an effective alternative in optimizing learning process by presenting information through sound and images. Technological advances allow teachers to provide online learning through audio visual or recording media. If there is a difficult, understood material, can repeat video or recording as additional learning sources (Ninawati & Wahyuni, 2021). The audio visual media has the potential to increase the students attention through an interesting look. Students tend to be actively involved because they are concerned about information in video impressions, maintaining their concentration. The authenticity of the material shown through this media provides a real experiences to students, encouraging them to participate active in learning. In this research the researcher will focus on the audio visual media.

Based on the theory above, researcher need to conduct a research and find informatio related to the Influence of Greyhound Movie on Students English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai.

c) The Function of Media

Kemp & Dayton (1988) in Hidayat (2017) explain that the function of media is uniform delivery of lesson material, make the learning process more interesting, making the learning process more interactive, reducing the amount of teaching and learning time,

improving the quality of students learning, carry out the learning process anywhere and anytime and changing the role of teachers in a more positive and productive direction (S. Hidayat, 2017).

2. Pronunciation

a. Definition of Pronunciation

According to Adilllah, there were two definitions of pronunciation. First, pronunciation is how a person speak a language or words of language. Second, pronunciation is how a words is pronounced. Generally it can be concluded that pronunciation is how a person utters words or sound in a certain way to make the speech easy to understand (Adillah, 2022).

Pronunciation is one of the step that words are spell correctly that plays a crucial role in communication. It involves the accurate production of sounds and words, which can be acquired by exposure to a language through sources like movies, talk shows or music (Purba et al., 2020). In the context of learning English as a foreign language, pronunciation plays a significant role, particularly in effective communication. A mispronunciation or inappropriate pronunciation can lead to misunderstanding hindering the conveyance of the intended message in a conversation. Essentially, achieving successful oral communication hinges on mastering pronunciation, as it is a key element of communicative competence (Shafwati, 2018).

To sum up, pronunciation plays a vital role in efficient communication by connecting linguistic expression and comprehension. Pronunciation may be defined as both the act of speaking and the proper vocalization of words; it also includes the accurate creation of sounds necessary for the clear transmission of messages. For the purpose of acquiring communicative competence when studying English as a second language, pronunciation mastery is essential. One's understanding of

linguistic complexity is enhanced by exposure to a variety of linguistic sources, including different regional accents. Receptive listening and active speaking are the two processes that lead to pronunciation proficiency, highlighting the significance of regular practice and exposure to improve pronunciation. As a result, pronunciation is a fundamental component of language learning and has a big impact on how clear and successful interpersonal communication is.

There are various of regional accents that could be found in Indonesia such as Buginese, Javanese, Sundanese, etc. while for English itself there are American, British, and Australian. According to Frankel in Joyce (2020) state that to pronounce a word involves two stages. First, the receptive phase, where one gains the ability to identify crucial sounds and patterns by actively listening to the language. This initial step entails exposure to the language through sources like movies, talk shows or music. Second, The speaking phase which comes after the listening stage. Once one becomes acquainted with the language through listening, they can practice and try pronouncing the words they have encountered (Purba et al., 2020).

Good pronunciation is when listener understands the same context of discussion as what is being conveyed and according to the context of the sentence in the discussion of a topic.

b. Indicator of Good Pronunciation

According to Antaris & Omolu (2019) four indicators of pronunciation:

- 1) Inteligibility, pronounced of the whole text and its part are heard clearly or not causing misunderstanding.
- 2) Fluency, a whole text can pronounced well.
- 3) Accuracy, words and parts of text are pronounced precise.
- 4) Native-Like, pronounced of the whole text and its part pronounced

like native speaker (Antaris & Omolu, 2019).

According to Arimurti (2017) there are various type of indicators in term to master a good pronunciation :

1) Sounds

Sounds in English have several units that fall into several forms:

a) Vowels

A vowel is a sound characterized by the absence of audible noise resulting from constriction in the vocal tract while a consonant is a sound that involves audible noise produced by such constriction.

b) Consonant

The majority of the letters in the English alphabet are consonants, except for the vowels a, e, i, o, and u, which are vowels. Consonants are also letters that represent certain speech sounds, particularly those that involve blocking air before it leaves the mouth, such as with the tongue, lips, or throat.

2) Words

a) Syllable

Syllable is a segment of spoken language that constitutes a complete word or portions of words. Typically, syllables consist of a solitary vowel sound accompanied by adjacent consonant sound. As an example, the term 'butter' comprises two syllable: 'but' and 'ter'.

b) Word Stress

Word stress involves giving emphasis to a particular syllable when pronouncing a word. In English words with multiple syllables, there is typically variation in the weight assigned to each syllable, resulting in some being stressed while others are unstressed.

3) Rythm of Sentence

a) Intonation

Intonation refers to the variation in the pitch or rising and

falling of sound during pronunciation, employed to convey meaning within a sentence.

b) Word Group Stress

The combination of words results in either compound words or phrases. Similarly, in word groups, primary stresses signify that a particular word holds more significance than others. This concept extends to word groups within sentences as well.

c) Sentence Stress

Sentence stress refers to the manner in which a speaker emphasizes specific words within a sentence. This emphasis aids the listener in directing their attention to crucial elements, facilitating a better understanding of the speaker's intended meaning.

Based on indicator above, researcher need to conduct a research and find information related to the Influence of Greyhound on Students English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai using theory by Arimurti.

c. Kinds of Pronunciation

According to Yapping (1988) in Madali (2020) there are three kinds of pronunciation :

1) Native Pronunciation

The pronunciation of “nature” is how words are spoken by individuals who are a native speaker. This way of pronouncing words is widespread and serves as the primary language in regions where English is spoken.

2) Native Like Pronunciation

The pronunciation of words by non-native speakers that closely resembles that of native speakers is known as nature-like pronunciation. This pronunciation style is commonly observed in countries where English is taught and studied as a second language.

3) Non-native Like Pronunciation

English pronunciation falling into this category is utilized as a form of communication. Both learners and language users often struggle to achieve a pronunciation that closely resembles that of native speakers. It is challenging for them to emulate native-like pronunciation, and they rely on their own abilities to pronounce words, a pattern observed in various Asian countries.

B. Previous Relevant Research

1. Leni Hasan, 2021 with the research title “The Effect of Watching Movie to Develop Pronunciation at First Semester University Students of North Sumatera”. Based on the result of the research, the researcher found that the mean of pre-test in experiment class was 85.6818 and control class was 95.6410. mean of post-test in experiment class was 80.6818 and control class was 95.6410. It means that there was significant effect of watching movie (Hasan, 2021).

The difference of the research that has been carried out by Leni Hasan with the research that has been carried out by the researcher is the type of the research. The research above use experimental research while the research that has been carried out will use ex-post facto. The similarities between the research by Leni Hasan and the research that will be carry out is the use of English movie.

This study is conducted to determine and examine the Influence of Greyhound Movie on Students English Pronunciation at English Education Study Program class of 2023.

2. Nawal Aufah, 2017 with the title of the research “Using Movie to Increase Students Pronunciation”. Based on the result of the research, the researcher found that the mean score of pre-test was 60 while the result of post-test was 80. Equally important, the answer that students chose in questionnaires

greatly supported that movie is really effective in teaching pronunciation. After all, movie can help students to construct their ideas in practicing pronunciation better than before (Aufa, 2017).

The difference of the research that has been carried out by Leni Hasan with the research that has been carried out by the researcher is the type of the research. The research above use experimental research while the research that has been carried out will use ex-post facto. The similarities between the research by Nawal Aufa and the research that has been carried out is the use of English movie

3. Nario et al., 2022 with the title of the research “The Influence of Watching English Movies on Vocabulary Skills Development of BSE English Students in Pangasinan State University. The findings of the study is The impact of watching English movies lies in the advancement and improvement of vocabulary skills, particularly in terms of understanding word relationships and groupings (Nario et al., 2022).

Participants in the study noted that movie-watching aided them in discovering words with similar meanings, grasping the distinctions or connections between words, and comprehending the meaning of unfamiliar words in context. Additionally, it enabled them to construct sentences based on the meanings gleaned from the movies. Respondents expressed heightened confidence and proficiency in identifying various parts of speech in English sentences through regular exposure to English movies. This indicates that incorporating English movies into language learning can serve as an effective supplementary tool for enhancing language skills and cultural comprehension.

The research that has been carried out by Nario and the research that has been carried out by the researcher use the same X variable which is an English movie. While the different are in the Y variable. The research by Nario use Vocabulary skills while the research that has been carried out use

Pronunciation as its Y variable.

4. Ni'mah 2019, with the research title "The Influence of Frequency of Students Watching English Movies on Their Speaking Ability". In this research, the significant regression test showed that the score of (sig) was lower than the level of (α) 0.05 or $0.03 < 0.05$. it means that H_0 was rejected and H_a was accepted. It could be conclude that there is significant influence of the frequency of students watching English movies on their speaking ability. The students speaking ability was 11,76% influenced by the frequency of the students watching English movies. Students can watch English movies as media to increase their students speaking ability (Ni'mah, 2019).

The research that has been carried out by Ni'mah and the research that has been carried out by the researcher use the same X variable which is an English movie. While the different are in the Y variable. The research by Ni'mah use Speaking skills while the research has been carried out use Pronunciation as its Y variable.

5. Abu Bakar & Ma'rifatullah 2023, with the title of the research "The Influence of Subtitled Movies on Students Vocabulary Mastery". In this research, the data that has been obtained from the test were analyzed using an independent sample t-test, the result were analyzed by testing the effect of English subtitle movie on students vocabulary mastery. The result of this study indicate that the implementation of English subtitle movie used in this research has a significant influence on students language achievement in vocabulary mastery (Bakar & Ma'rifatullah, 2023).

The research that has been carried out by Abu Bakar & Ma'rifatullah and the research that has been carried out by the researcher use the same X variable which is an English movie. While the different are in the Y variable. The research by Abu Bakar & Ma'rifatullah use Vocabulary while the research that has been carried out use Pronunciation

as its Y variable.

C. Hypothesis

The statistical hypothesis that will be tested in this research is :

H_0 : Greyhound Movie has no influence on students English pronunciation of
English Education Study Program Class of 2023 UIAD SINJAI.

H_a : Greyhound Movie has an influence on students English pronunciation of
English Education Study Program Class of 2023 UIAD SINJAI.

CHAPTER III

RESEARCH METHOD

A. Types and Approach of the Research

The type of the research used in this research is ex-post facto. Ex post facto research is a study in which the independent variables have already occurred when the researcher begins observing the dependent variables in a study (Ibrahim et al., 2018). The research approach used in this research is a quantitative approach. Quantitative research is a systematic scientific investigation into the component, phenomena, and the causality of their relationship, defined as a structured inquiry collecting measurable data through statistical, mathematical, or computational techniques (Abdullah et al., 2022). The main objective in this research is to test a hypothesis or answer a research question using statistical methods. The hypothesis of this research is the use of 'Greyhound' movie has influence on students English pronunciation at English Education Study Program class of 2023.

Numerical data is collected through observation or measurement which is then analyzed statistically. Statistical data analysis may include the use of various techniques, such as t-tests, regression analysis, or analysis of variance, to identify significant differences between two groups or measure the impact of treatment on the variable under study.

The approach took in this research is a quantitative approach that focuses on the influence of 'Greyhound' movie on students English pronunciation at English Education Study Program class of 2023 UIAD Sinjai.

B. Variable Definition

Variables can be defined as student attributes, or objects, that vary from one person to another. Based on this understanding, it can be concluded that research variable refer to the attributes, values, or characteristics of an object, individual, or activity that exhibit specific variations, predetermined by

the researcher for investigation, information gathering, and drawing conclusions (Ridha, 2017). In this research there were 2 research variables, these variables were independent variable and dependent variable.

Independent variable is a factor that trigger or theoretically has the potential to influence other variables. The independent variable is typically symbolized using the letter X (Ulfa, 2021). The independent variable in this research is the use of 'Greyhound' movie and also as the Audio Visual media. The movie is adapted from C.S Forester's 1955 novel "The Good Shepherd" depicting a US Navy commander's debut leading a diverse escort destroyer group protecting an allied convoy from U-boats during the battle of the Atlantic and the genre is action drama (Taplin, 2020). This movie contain 2 kind of english accent pronunciation which is American and British. The movie is release by Sony Pictures Entertainment in 2020. The movie is acquired from the web "movieku".

Dependent variable is the variable, in scientific reasoning, undergoes changes as a result of changes in other variables within the scientific framework. The independent variable is typically symbolized using the letter Y. The dependent variable in this research is the students English pronunciation. English pronounciatioon includes generating each sound and articulating words, phrases, and sentences with proper spelling, stress, and/or tone of the students of English Education Study Program class of 2023.

C. Place and Time of the Reasearch

This research took place at class of 2023 of English Education Study Program UIAD Sinjai Jl. Sultan Hasanuddin No. 20, Balangnipa, North Sinjai District, Sinjai Regency, South Sulawesi. The research were conducted from November 2023 to July 2024.

D. Population and Sample

1. Research Population

Population comprises all elements involved in a study, encompassing both objects and subjects with distinct features and specific characteristics (Amin et al., 2023). In this research, the population consisted of 17 students of English Education Study Program class of 2023.

Table 3.1 Research Population

Gender	Total
Male	5
Female	12
Total	17

(Documentation of English Education Study Program Class of 2023, 2023)

2. Research Sample

Sample is a subset of the population with characteristics similar to the population itself. Sample is also referred to as an example. Statistics refer to the calculated values obtained from this sample (Priadana & Sunarsi, 2021). In this research the population consisted of 17 students of English education study program class of 2023.

The sampling technique that used in this study is total sampling. Total sampling is the sample determination technique when all population member are used as a samples. It is often used for research with the number of sample under 30 people or for research that want to make generalization with a slightly or small error rate. For example if the population of 20 people, then 20 people are used as a sample.

E. Data Collection Technique

This research used a quantitative approach. Therefore, data collection techniques are in the form of questionnaire, test, and documentation.

1. Questionnaire

Questionnaire is a data collection technique conducted by presenting a set of written questions or statements to respondents for them to answer (Fauzi et al., 2022). In this research, the researcher used closed the data to be obtained through the questionnaire is information about the influence of 'greyhound' movie on students English Pronunciation at English education study program class of 2023 UIAD Sinjai. The questionnaire in this research contains 10 questions related to students usage of English movie that were filled via Google Form.

2. Test

This data collection technique used to collect data to compare in the result score of students before and after using the 'Greyhound' movie on students English Pronunciation in form of several question of English Pronunciation test. The students given 5 questions to answer by oral test.

3. Documentation

A document is a record of past events. Documents can take the form of written text, images, or other works such as diaries, life histories, stories, movies, biographies, regulations, and policies (Fadjarajani et al., 2020). The documentation that used in this research were note on the number of respondents, list of attendees, transcript of oral test, and questionnaire.

F. Research Instruments

1. Questionnaire Sheet

Questionnaire sheets consist of multiple pages with questions, each accompanied by predetermined answer options. Respondents simply choose and complete the responses provided. Researcher distribute these questionnaire sheets to selected participants, aiming to gather information on the impact of students' pronunciation. In this research, the Likert Scale is employed as the measurement scale. This involves translating the variables

to be measured into indicators, which are then utilized as a foundation for constructing instrument items. These items can take the form of either questions or statements. For the purposes of quantitative analysis, the answers can be given a score such as strongly agree with a score of 4, agree with a score of 3, disagree with a score of 2 and strongly disagree with a score of 1 point.

Table 3.2 Questionnaire Scoring Criteria

Answer Criteria	Score
Strongly agree/always/very positive	4
Agree/often/ Positive	3
Disagree/almost never/ negative	2
Strongly disagree/never/negative	1

(Sugiyono, 2019)

2. Test Sheet

The sort of test that used in this research is the text that taken from the dialogue of 'greyhound' movie, which are oral test for the subject to determine their pronunciation level.

3. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, an attendance list is implemented to identify participants, ensure consistent attendance, and facilitate the verification of the representativeness of the participant group. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under investigation and laying the foundation for in-depth data analysis. Additionally, student grades before and after interventions are recorded to evaluate the impact of the independent variable on academic performance. The use of questionnaire forms adds a subjective dimension by collecting views, perceptions, or opinions from respondents that may not be revealed through other objective data.

G. Data Validation

Validity or error testing is carried out in order to find out to what extent a proposed questionnaire can extract the required data or information. An instrument is said to be valid if the instrument used can measure what is to be measured (Sukardi, 2019).

1. Research Instrument Test

a. Test of Validity

Validity test is the accuracy between the data collected and the data that actually occurs on the object under study (Sugiyono, 2017). The instrument is said to be valid if the calculated r value and the tabled r value match at the 0.05 (5%) significance level, meaning that the measuring instrument used to obtain data is valid or can be used to measure what should be measured (Fauzi et al., 2022). The test above is to validate the questionnaire sheet of the research.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Notes:

R_{xy} = Correlation coefficient between X and Y

n = Number of Respondents

X = Score of each statement from each respondent

Y = Total score of all statements from each respondent

b. Test of Reliability

According to Ghazali, the reliability test is a tool for measuring a questionnaire which is an indicator of a variable. A questionnaire is said to be reliable (reliable) if one's answers to the statement are consistent (stable) from time to time (Ibrahim et al., 2018).

In SPSS, the benchmark for reliability is the Cronbach alpha value. Questionnaire items can be said to be reliable if the Cronbach's

Alpha value is > 0.70 and is said to be unreliable if the Cronbach's Alpha value is < 0.70 (Hartanto & Yualiani, 2019). This value serves as an indicator of the consistency of the items within the questionnaire in measuring the same underlying construct or concept.

H. Data Analysis Technique

Data analysis is the data already processed so that the result obtained are easy to understand by the research reader. Data analysis in the form of information on the results of data, catching out the results of data processing summarizing the results of data as it forms a conclusion of research (Abdullah et al., 2022). The statistics that used in this research are inferential statistics with the aim of knowing or measuring the degree of relationship between two variables (Sugiyono, 2019).

Data analysis technique used in this research are :

1. Prerequisite Test

a. Normality Test

The normality test aims to determine whether the variables in the study have a normal distribution or not. To test whether the data is normally distributed or not, a statistical test is performed using the Shapiro-Wilk test . (Hartanto & Yualiani, 2019).

If the significance value (sig) is greater than 0.05, then the data is normally distributed.

If the significance value (sig) is less than 0.05, then the data is not normally distributed.

b. Homogeneity Test

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from populations that have the same variance. In regression analysis, the required analysis requirement is that the regression error for each grouping based on the dependent variable has the same variance. So it can be said that the

homogeneity test aims to find out whether the several groups of research data have the same variance or not.

2. Hypothesis Test

a. Simple linear Regression

To determine the extent of the influence of the independent variable on the dependent variable, regression analysis is conducted. Variable X influences variable Y if its significance level is less than 0.05. Conversely, if the significance level exceeds 0.05, then there is no relationship between variable X and Y.

To obtain the results of data analysis, it can be determined by the formula $Y = a + bX$, calculated using the assistance of the SPSS 26 For Windows application.

In general, the equation for simple regression can be formulated as follows: (Sugiyono, 2017)

$$Y = a + bX$$

Note:

Y: Students English Pronunciation (dependent variable)

a : Constant

b : Regression Coefficient

X: 'Greyhound' movie (independent variable)

CHAPTER IV

RESEARCH FINDINGS

A. General Description of the Research Location

1. Profile of UIAD Sinjai

Islamic University of Ahmad Dahlan Sinjai is one of the universities in North Sinjai on Sultan Hasanuddin street No. 20 Balangnipa. UIAD sinjai is accredited “good” with SK BAN PT : No. 1088 / SK / BAN PT / Akred / PT / IXX /2020. The previous campus named Islamic Institut of Muhammadiyah Sinjai, is one of several Muslim private universities in Indonesia, under auspices of the Ministry of Religion and belonging to Kopertais Region of the Directorate General if Islam Education VIII. This institution has been operated since 16 years ago according to SK No. PT 266/1995. (<https://uiad.ac.id/profil/sejarah/>)

1. Vision

To a quality and credible Islamic University based on islamic values.

2. Mission

Internal reinforcement in human resources, student achievement, the quality of accreditation and the application of technology and the accomplishment of the order element.

3. Objective

- a) Increasing the quality of academic civitas to the Islamic University of Ahmad Dahlan.
- b) Improving graduate competence through strategic and comprehensive academic programs.
- c) Improving the management of higher education that results in Islamic personalities, qualities, noble virtues, and academic, professional,

skilled, and innovative skills and being able to develop and apply science and technology

- d) Improving research and dedication programs to enhance public welfare through the application of science and technology.
- e) Improved academic lives based on cultural values of the nation and the identity of the requirements for Muhammadiyah binding in an effort to create a progressive society. (<https://uiad.ac.id/profil/visi-misi-tujuan/>)

2. Profile of Faculty of Tarbiyah and Teacher Training UIAD Sinjai

Following the decision letter rector of Islamic Institute of Muhammadiyah Sinjai No: 216/1.3.AU/D/KEP/2016 about the establishment of the Faculty of Tarbiyah and Teacher Training, the Director General of Islamic Education published a decree number: 6722 in 2016 about permission to change the form of the Islamic college of Muhammadiyah Sinjai to Islamic Institute of Muhammadiyah Sinjai.

The Faculty of Tarbiyah and Teacher Training consists of three study program: Arabic Education, Teacher Education of Ibtidaiyah, and Islamic Education. Based on this, the Islamic Institute of Muhammadiyah Sinjai opened the English Education Study Program based on Islamic Education General's decree no. 1081 year 2017. English Education and Mathematics Education Study Programs are now available through Faculty of Tarbiyah and Teacher Training. (<https://ftik.uiad.ac.id/sejarah/>)

1. Vision

Became an Islamic, innovative , and competitive-resource education institution.

2. Mission

- a) Organizing Islamic-based education and learning literacy, innovative, and competitive.
- b) Conducting Islamic-based research, innovative, and competitive.

- c) Performing service to Islamic-based community , innovative, and competitive-based.
- d) Organizing the development of the Islamic Muhammadiyah to the growing academic civitas.

3. Objectives

- a) Implementation of Islamic-based education and learning literacy, innovative, and competitive.
- b) Implementation of Islamic-based research, innovative, and competitive.
- c) Implementation of service to Islamic-based community , innovative, and competitive-based.
- d) Implementation of the development of the Islamic Muhammadiyah to the growing academic civitas. (<https://ftik.uiad.ac.id/visi-misi-tujuan/>)

3. Vision and Mission of English Education Study Program UIAD Sinjai

1. Vision

Realizing Islamic, innovative and powerful study program in producing English undergraduate education.

2. Mission

- a) Organizing English and innovative competitive English-based learning.
- b) Conducting innovative research of English language education.
- c) Performing community service based on Islamic values, innovatives, and competitiveness.
- d) Organized Islamic of Muhammadiyah form through English Education academic. (<https://ftik.uiad.ac.id/tadris-bahasa-inggris/>)

B. Result and Discussion

1. Result of the research

a. Respondents data

The respondents in this research were students of English Education Study Program class of 2023 with 17 students.

Table 4.1 Respondents Data

No	Name	Reg. Number	Gender
1	A.A.F.	230110001	F
2	R.D.	230110002	F
3	A.F.	230110003	F
4	N.H.	230110004	F
5	F.Z.	230110005	F
6	N.F.	230110006	F
7	H.A.M.	230110007	F
8	I.A.S.	230110008	F
9	P.A.	230110009	F
10	A.M.	230110010	M
11	I.H.	230110011	M
12	K.K.S.	230110012	F
13	A.S.R.	230110013	M
14	R.N.H.	230110014	M
15	J.S.	230110015	F
16	M.A.R.	230110016	M
17	A.R.F.	230110017	F

(Documentation of English Education Study Program Class of 2023)

b. Result of Data Analyst

1. Test of Validity

Validity test are used for knowing whether or not the test item is valid that was used during research. The instrument must first be tested its effective on a large number of respondents that can be identified before being used to conduct research. Device can be used for research if its has been validated. The validity of the instrument research validity using SPSS 22 to determine the test valid or not, if r count $>$ r table then the questionnaire is valid. If r count $<$ r table then its

not valid. In this research, the instrument that has been validated is X variable (Greyhound Movie).

As for the results of the validation tests as follows :

Table 4.2 Validity Test Result

Number of Item	Pearson Correlation	R_{tabel}	Description
P1	0,943	0,000	Valid
P2	0,856	0,000	Valid
P3	0,634	0,006	Valid
P4	0,853	0,000	Valid
P5	0,943	0,000	Valid
P6	0,943	0,000	Valid
P7	0,397	0,115	Valid
P8	0,943	0,000	Valid
P9	0,943	0,000	Valid
P10	0,943	0,000	Valid

Source : SPSS 22 data analyst.

Based on the results of validity test, the Pearson Correlation $> R_{\text{tabel}}$ so the results of the data analysis are valid.

2. Test of Reliability

The ability to predict test results when the same subject is evaluated on several occasions known as reliability. When an instrument repeatedly used to measure the same item will and produce the same results, it is considered reliable. To determine the consistency of the instrument to be used as a research measuring instrument, the calculation of reliability test. To test the reliability of the instrument in this research using Cronbach Alpha with the help of SPSS 22 for windows program. Initial validity test data is used to generate reliability

test data. If Cronbach Alpha instrument research is more than 0,7 then the instrument can be said to reliable.

Table 4.3 Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.915	10

Source : SPSS 22 for windows.

Based on the reliability test result the Cronbach Alpha is $0,915 > 0,70$ which stated that the result of the test is reliable.

3. Test of Normality

Normality test is used to determine the distribution of these research normal or not. Normality test in this research using Shapiro-Wilk test. When the research sample is less than 50 samples, use type of normality test called Shapiro-Wilk. The criteria in testing normality are $\text{sig} > 0,05$, the data is normaly distributed. In this research the data collected in the form of Questionnaire and a test in form of several question that has been given to the respondent. Results of normality test in this research can be seen in the following table.

Table 4.4 Normality Test Result

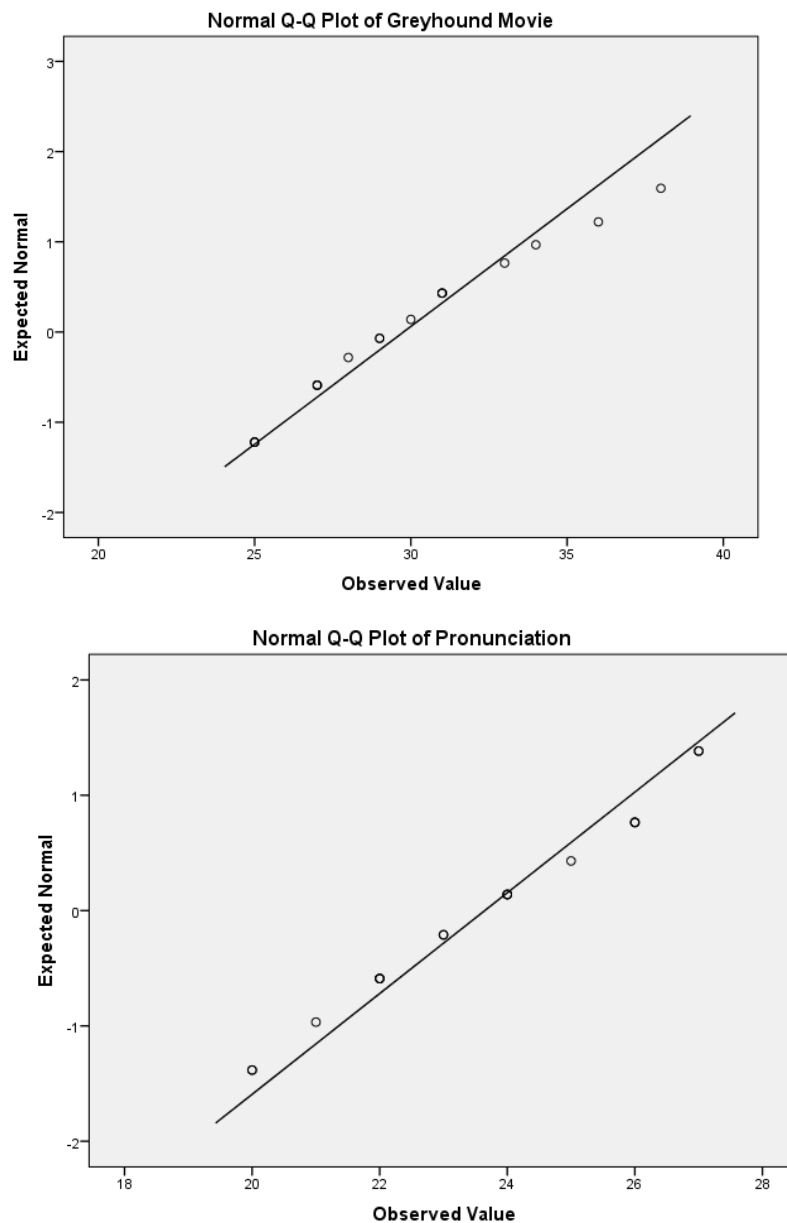
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Greyhound Movie	.138	17	.200 [*]	.937	17	.288
Pronunciation	.142	17	.200 [*]	.941	17	.331

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source : SPSS 22 for Windows

Based on the analysis results on table above the significant number of X and Y variable is 0,288 and 0,331 which is greater than 0,05. The result is show that the data is normally distributed.



Source : SPSS 22 for Windows

Based on the decision making in Q-Q Plots graphic, according to Abu Bakar (2021) mention that :

- 1) Regression model meets the assumption of normality if data distribution is around the diagonal line follow the diagonal line.
- 2) Regression model not qualified normality if the data's drawn around the line diagonally dont follow a diagonal line.

Based on the output of the SPSS Q-Q Plots, show that the data wich spread out lies around as well as diagonally follow the normal line. It is show that the regression model assuming normality.

4. Test of Homogeneity

The homogeneity test is a statistical test procedure used to demonstrate that two or more groups of sample data come from populations with the same variance.

Table 4.5 Homogeneity Test Result

Test of Homogeneity of Variances			
Pronunciation			
Levene Statistic	df1	df2	Sig.
.732	3	7	.565

Source : SPSS 22 for Windows

Based on the result shown in the table above the significant value of Homogeneity test is $0,565 > 0,05$, so the data is homogen.

5. Test of Simple Linear Regression

The impact of the independent variable on the dependent variable is described by simple linear regression. The hypothesis in this reserch is :

H0 : There is no an influence of Greyhound movie on student English pronunciation of English Education Study Program Class of 2023.

Ha : There is an influence of Greyhound movie on students English pronunciation of English Education Study Progrm Class of 2023.

Table 4.6 Simple Linear Regression Test Result

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	11.923	3.478		3.428
	Greyhound Movie	.394	.116	.659	3.397

a. Dependent Variable: Pronunciation

Source : SPSS 22 for Windows

The decision making on simple linear regression tests is by comparing between significance value with probability value of 0,05. If the significant value $< 0,05$ then the X variable has an influence on Y variable and H_a is accepted and H_0 is rejected. Based on the result in the table above, shown that the significant value of greyhound movie is 0,04 which is prove that there is an influence of the Greyhound Movie on Students English Pronunciation of English Education Study Program Class of 2023.

2. Discussion

Based on the data analysis shows that there is a significant influence of Greyhound movie on students English pronunciation at English Education Study program class of 2023 UIAD Sinjai. In the analysis made by the decision making, if the significance value $< 0,05$ then variable X has an influence on Y variable. Based on the result from Simple Linear Regression, it shown that the significance value is $0,04 < 0,05$ so it can be concluded that there is an influence of Greyhound movie on students English Pronunciation.

Seeing that Greyhound movie significantly influences English pronunciation, so it can be seen how much the influence of Greyhound movie has on students English pronunciation. Based on the results of coefficient testing with the help of SPSS 22 show that the influence of Greyhound movie on students English Pronunciation at English Education Study Program of UIAD Sinjai class of 2023 is 39,7%, where 39,7% is included in the low category based on the testing category.

The results in this research are in line with the results of other research shows that English movie has an influence on students English pronunciation. According to Nawal Aufah (2020) the results of pre-test and post-test showed a significant difference as explained in the data analyst part. Based on the calculation above the mean score of pre-test was 60 and the post-test was 80. It means that teaching pronunciation by using movie is effective in improving students pronunciation ability in retelling stories. It was proved by the mean score of post-test were higher than pre-test.

According to Nurhasanah (2020) teaching pronunciation through movie can be one of effective ways to increase students pronunciation skill. It can be seen from the result of post-test were higher than the pre-test. The score of pre-test was 60 and post-test was 100. The students perception about watching movie as a media in learning English pronunciation, they like watching movies to increase their pronunciation also watching movie is the fun way to learn pronunciation.

According to Hinkel in Nurhasanah (2018) movies are an effective way to impart cultural aspects. However, authentic movies can have an impact. Movies can spark discussions or introduce new cultures. To ensure children comprehend how to pronounce words, teachers should use engaging teaching methods, materials, and media. Active learning is the most effective approach for teaching and learning. Active learning involves active participation from pupils.

Based on the result of the research discussion above, so in this research it can be concluded that Greyhound movie has a significant influence on Students English Pronunciation, in this case Greyhound movie has a low influence on students English Pronunciation at English Education Study Program of UIAD Sinjai class of 2023.

CHAPTER V

CLOSING

A. Conclusion

Based on the research result about The Influence of Greyhound Movie on Students English Pronunciation at English Education Study Program UIAD Sinjai class of 2023 it is concluded that from 17 respondent, the result showed that the significance value 0,04 is smaller than 0,05. So H_0 is rejected and H_a is accepted. It can be concluded that there is an Influence of Greyhound movie on Students English Pronunciation of English Education Study Program Class of 2023.

B. Suggestion

1. The result of this research are expected to be the foundation to the lecturers of English Education Study Program UIAD Sinjai to always push the boundaries and quality of English learning.
2. For researcher who will simultaneously research the results of these research variables, in order to further expand the object of research so that it can be seen overall the influence of movie on students English Pronunciation.
3. For students, should be able to improve their Pronunciation towards English movie, in order to mastery the ability of speaking skill in English.

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APPENDICES

Appendix 1 :**Research Instrument Grid**

**THE INFLUENCE OF GREYHOUND MOVIE ON STUDENTS
ENGLISH PRONUNCIATION AT ENGLISH EDUCATION
STUDY PROGRAM CLASS OF 2023**

No	Variable	Indicator	Sub-indicator	Item No		Number of Items
				(+)	(-)	
1.	Greyhound Movie	Audio-Visual	Watch and Read the Movie Subtitles	1,3,5,7,9	2,4,6,8,10	10

Appendix 2 :**Questionnaire Sheets**

Name :

No Reg :

Filling the questionnaire below by following the instruction

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

No	Statement	Answer Choices			
		SA	A	D	SD
1.	Watching Greyhound movie regularly positively influences my English pronunciation skills.				
2.	I don't believe that watching Greyhound movie regularly has no effect on my English pronunciation skills.				
3.	Understanding different accents and dialects in Greyhound movie helps me improve my pronunciation.				
4.	I find it difficult to understand different accents and dialects after watching Greyhound movie.				
5.	Watching Greyhound movie regularly gives me added confidence in speaking English.				
6.	I feel less confident in pronouncing English word or sentence even though i have				

	been watching Greyhound movie regularly				
7.	Watching Greyhound movie helps me expand my English vocabulary.				
8.	I find it difficult to expand my English vocabulary after watching Greyhound movie.				
9.	I find it easier to follow conversations in English after watching Greyhound movie regularly.				
10.	I struggle to follow conversations in English even though I have been watching Greyhound movie regularly.				

Appendix 3 :

Test Sheet

Question of the Test			
1. What do you get about this movie? 2. How do you feel about the plot of the movie? 3. How would you describe the main character of the movie? 4. How would you depicted about the hardship and conflicts of this movie? 5. What is the main message of theme that you took from this movie?			
Categories	score	Rating	Criteria
Vowel and Consonant sound	5	95-100	The learners will communicate well using the correct vowel and consonant sound.
	4	85-94	When speaking, learners can utilize language well, and they seldom make mistakes.
	3	75-84	Learners can speak clearly and effectively thanks to their solid vowel and consonant sound.
	2	65-74	Although the pupils' vowel and consonant sound is often accurate, it lacks

			trust management.
	1	Below 60	Despite their many spelling and word-order mistakes, students are able to understand the material.
Syllable	5	95-100	learners has a wide range of speaking the correct syllable.
	4	85-94	There is satisfactory syllable for the learners
	3	75-84	The learners have appropriate syllable
	2	65-74	The learners have specific syllable
	1	Below 60	The learners have a lack of syllable
Intonation	5	95-100	The learners will communicate well using the correct intonation.
	4	85-94	When speaking, learners can utilize language well, and they seldom make mistakes.
	3	75-84	Learners can speak

			clearly and effectively thanks to their solid intonation.
	2	65-74	Although the learners intonation is often accurate, it lacks trust management.
	1	Below 60	Learner have difficulties in using the correct intonation.
Word Stress	5	95-100	Learner will easily stress the word.
	4	85-94	Learners word stressing is somewhat affected by language question.
	3	75-84	Learners commit so many mistakes in stressing the word.
	2	65-74	Due to language restrictions, learners often hesitate and stop when stressing the word
	1	Below 60	When stressing the word, learners

			sometimes break off and pause.
Word Group Stress	5	95-100	Learners have excellent word group stress.
	4	85-94	The learners are properly stressing the words groups.
	3	75-84	learner should be able to stress the word group clearly.
	2	65-74	Although they should, the learners frequently have trouble stressing the word group.
	1	Below 60	The learners is poor in stressing word group.
Sentence Stress	5	95-100	Learners have excellent sentence stress.
	4	85-94	The learners are properly stressing the sentence.
	3	75-84	learner should be able to stress the sentence clearly.
	2	65-74	Although they

			should, the learners frequently have trouble stressing the sentence.
	1	Below 60	The learners is poor in stressing the sentence.

Appendix 4 :

Questionnaire Result

No	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
1	4	4	3	4	4	4	1	4	4	4	36
2	4	4	3	4	4	4	3	4	4	4	38
3	4	4	3	3	4	4	4	4	4	4	38
4	4	4	3	3	4	4	3	4	4	4	37
5	4	3	3	4	4	4	3	4	4	4	37
6	4	3	4	3	4	4	3	4	4	4	37
7	4	3	4	3	4	4	2	4	4	4	36
8	3	3	4	4	3	3	3	3	3	3	32
9	3	1	4	3	3	3	3	3	3	3	29
10	3	1	3	1	3	3	3	3	3	3	26
11	3	1	3	1	3	3	2	3	3	3	25
12	3	1	3	1	3	3	2	3	3	3	25
13	3	2	1	1	3	3	2	3	3	3	24
14	3	2	1	1	3	3	2	3	3	3	24
15	3	2	1	2	3	3	2	3	3	3	25
16	3	2	1	2	3	3	2	3	3	3	25
17	3	2	1	2	3	3	3	3	3	3	26

Appendix 5 :

Transcript of the Test

1. A.A.F.

/aɪ θɪŋk ðɪs 'muvi 'tɛlɪŋ ə ə ju: 'es 'neɪvɪ 'kæptɪn 'lɪdɪŋ ə 'kɒnvɔɪ 'duəriŋ wɜːld wɜː tu: wɪl 'bætl ðə 'dʒɜːmən 'ju:bʊts/ /plɒt aɪ θɪŋk ɪz ɪn'tɛns ənd 'grɪpɪŋ/ /'fʊkəsɪŋ ɒn ðə 'lɪdərʃɪp ənd sə'vaɪvəl 'ʌndər 'prɛʃər/ /aɪ θɪŋk ðə meɪn 'kærɪktər ɪz ə dɪ'tɜːmɪnd ənd breɪv 'neɪvɪ 'kæptɪn 'feɪsɪŋ hɪz fɜːst 'meɪdʒər 'kɒmbæt 'ʃælɪndʒ/ /aɪ θɪŋk ðɪs 'muvi dɪ'pɪkts ðə 'kɒnstənt θrɛt ʌv 'sʌbmə'ɪn ə'tæks ənd ðə kru:z rɪ'zɪljəns 'ʌndər ɪk'strɪm stɪs/ /ðə meɪn θɪm ɪz 'kʌrɪdʒ ənd 'lɪdərʃɪp ɪn ðə feɪs ʌv ʊʊvər'welɪmɪŋ æd'vɜːsɪti/

2. R.D.

/ðɪs 'muvi 'faluʊz ə ju: 'es 'neɪvɪ 'kæptən ɒn hɪz fɜːst 'mɪʃən tə prə'tekt ə 'kɒnvɔɪ frəm 'dʒɜːmən 'ju:bʊt ə'tæks 'duəriŋ wɜːld wɜː tu:/ /ðə plɒt əv ðɪs 'muvi ɪz tɛns ənd ɪ'mɜːsɪv/ /'haɪlaɪtɪŋ ðə 'ʃælɪndʒɪz əv 'neɪvəl 'wɜːfər ənd kə'mænd/ /aɪ fi:l ðæt ðə meɪn 'kærɪktər ɪz ə skɪld 'kæptɪn hu: mʌst 'nævɪ,geɪt hɪz fɜːst 'meɪdʒər 'wɜːtaɪm 'mɪʃən/ /ðɪs 'muvi 'ɪləs'treɪts ðə rɪ'lɛntləs 'deɪndʒər əv 'sʌbmə'ɪn 'wɜːfər ənd ðə kru:z dɪ'tɜːmɪ'neɪʃən tə 'ʊʊvər'kʌm ɪt/ /ðə meɪn θɪm əv ðɪs 'muvi aɪ θɪŋk ɪz ə'baʊt ðə 'breɪvəri ənd ðə rɪ'spɒnsə'bɪlɪtɪz əv 'lɪdərʃɪp ɪn 'daɪər 'sɪʃu'eɪʃənz/

3. A.F.

/soʊ ðɪs 'muvi 'tɛlɪŋ ə'baʊt ə ju: 'es 'neɪvɪ 'kæptɪn ðæt 'gaɪdɪŋ ə 'kɒnvɔɪ θru: ðɪ æ'tlæntɪk 'duəriŋ wɜːld wɜː tu: wɪl 'fɛndɪŋ ɒf 'dʒɜːmən 'ju:bʊts/ /ðə plɒt ɪz sə'spɛnsfəl ənd drə'mætɪk/ /wɪʃ 'ɛmfə'saɪzɪŋ ðə 'ʃælɪndʒɪz əv 'neɪvəl 'wɜːfər ənd kə'mænd/ /ðə meɪn 'kærɪktər ɪz ə kə'reɪdʒəs ənd 'kæptɪn ðæt dɪ:l wɪð hɪz fɜːst 'meɪdʒər sɪ: 'bætəl/ /ðɪs 'muvi ʃʊ ðə 'kɒnstənt 'pɛrɪl əv 'sʌbmə'ɪn 'θrɛts ənd ðə kru:z ɪn'dʊərəns θru: æd'vɜːsɪti/ /ðə meɪn θɪm əv ðɪs 'muvi ɪz ðə 'kʌrɪdʒ ənd rɪ'zɒlv rɪ'kwærəd tə lɪd 'ʌndər ɪk'strɪm 'prɛʃər/

4. N.H

/ˈgreɪhaʊnd ˈtɛlz ðə ˈstɔːri əv ə juː ˈɛs ˈneɪvi ˈkæptɪn tæskd wɪð ˈlɪdɪŋ ə ˈkɒnvɔɪ əˈkrɒs ði æˈtlæntɪk əˈmɪdst fɪəs ˈdʒɜːmən ˈjuːboʊt əˈtæks ˈduːərɪŋ wɜːld wɜː tuː/ /fɔː miː ðə plɒt ɪz ˈgrɪpɪŋ/ /ɪt ˈfoʊkəs ɒn ðə ˈkæptɪnz strəˈtiːdʒɪk dɪˈsɪʒənz ənd ði ɪnˈtɛns ˈneɪvəl ˈbætlz ðæt ʌnˈfoʊld/ /ðə ˈkæptɪn aɪ θɪŋk ɪz ˈrɪəli kəˈreɪdʒəs ənd ɪkˈspɪərɪənst ˈlɪdər/ /ˈgræplɪŋ wɪð ði ɪˈmens ˈprɛʃərz əv ˈwɔːtəɪm kəˈmænd/ /ðə ˈmuvi pɔːˈtreɪz ðə haːf rɪˈælɪtɪz əv ˈneɪvəl ˈwɔːfər/ /ˌɛmfəˈsaɪzɪŋ ðə kruːz ˈjuːnɪti ənd rɪˈzɪljəns ɪn ðə feɪs əv ˈkɒnstənt ˈdeɪndʒər/ /æt ɪts kɔːr aɪ θɪŋk ˈgreɪhaʊnd ɪkˈsplɔːrɪz θiːmz əv ˈklɑːɪdʒ/ /ˈsækɪfais ənd ðə kəmˈpleksɪtɪz əv ˈlɪdərʃɪp ˈduːərɪŋ ˈwɔːtəɪm/

5. F.Z

/ðɪs ˈmuvi aɪ ɡɛs ˈsɛntərz ɒn ə juː ˈɛs ˈneɪvi ˈkæptɪnz fɜːst ˈmɪʃən tə ɪsˈkɔːt ə ˈkɒnvɔɪ əˈkrɒs ði æˈtlæntɪk wɑːl ˈfeɪsɪŋ ˈdʒɜːmən ˈsʌbməˈrɪn θreɪts ˈduːərɪŋ wɜːld wɜː tuː/ /ðə plɒt ɪz ˈvɛrɪ səˈspɛnsfəl/ /ˌɛmfəˈsaɪzɪŋ ðə streɪn əv ˈwɔːtəɪm ˈlɪdərʃɪp ənd ˈkɒmbæt/ /ðə meɪn ˈkæɪktər ɪz ˈrɪəli breɪv wɑːl ˈfeɪsɪŋ ðə kəmˈpleksɪtɪz əv hɪz ɪˈnɒɡjʊərəl ˈbætəl kəˈmænd/ /aɪ θɪŋk ðɪs ˈmuvi ˈʃoʊɪŋ ðə kruːz ˌpɜːrsɪˈvɪərəns ɪn ðə feɪs əv ˈkɒnstənt ˈdeɪndʒər/ /ɪts ðə streŋθ əv ˈkæɪktər ənd ˈlɪdərʃɪp ˈnɪdɪd tə ˈnæviˌgeɪt ɪkˈstrɪm ˈʃælɪndʒɪz/

6. N.F

/ɪts ˈsɛntərz ɒn ə juː ˈɛs ˈneɪvi ˈkæptɪnz tə gaɪd ə ˈkɒnvɔɪ əˈkrɒs ði æˈtlæntɪk wɑːl ˈfɛndɪŋ ɒf ˈdʒɜːmən ˈjuːboʊts ˈduːərɪŋ wɜːld wɜː tuː/ /ðə plɒt ɪz ˈrɪəli ɪnˈɡeɪdʒfəl/ /ˈfoʊkəs ɒn ðə haɪˈsteɪks ˈneɪtʃər əv ˈneɪvəl ˈkɒmbæt/ /ðə ˈkæptɪn ɪz kəˈreɪdʒəs ənd ˈprɪnsəpld/ /ðɪs ˈmuvi rɪˈfleks ðə ˈkɒnstənt θreɪt əv ˈɛnəmi əˈtæks ənd ðə kruːz ˌpɜːrsɪˈvɪərəns ɒn ɪkˈstrɪm kənˈdɪʃənz/ /ɪts ˌɛmfəˈsaɪzɪz ðə ˈvæljuːz əv ˈbreɪvəriˌ ˈlɪdərʃɪp ənd ˈdʒuːtɪ ɪn taɪmz əv wɜː/

7. H.A.M

/ˈgreɪhaʊnd dɪˈpɪkts ə ˈkæptɪnz ˈstrʌɡəl tə ˈseɪɡwɜːd ə ˈkɒnvɔɪ θruː æˈtlæntɪk ˈwɔːtərz/ /ɪts fɪl səˈspɛnsfəl/ /ˌɛmfəˈsaɪzɪzɪŋ ðə haɪ steɪks əv ˈneɪvəl ˈkɒmbæt/ /ðə meɪn ˈkæɪktər ɪz ə kəˈreɪdʒəs ˈkæptɪn kənˈfrʌntɪŋ ðə ˈprɛʃərz əv hɪz ɪˈnɒɡjʊərəl ˈkɒmbæt ˈmɪʃən/ /ðɪs ˈmuvi pɔːˈtreɪz ðə ˈkɒnstənt θreɪt əv ˈɛnəmi ˈsʌbməˈrɪnz ənd

ðə kru:z ,pərsi'viərəns 'ʌndər ɪk'strim kən'diʃənz/ /its ði 'esəns əv 'lidərʃɪp ənd ðə
'fɔrtɪ,tud rɪ'kwaiərd ɪn ðə feɪs əv si'viər 'ʃælɪndʒɪz/

8. I.A.S.

/ðə 'muvi ɪz ə'baʊt ə 'kæptɪn əv ə ʃɪp ɒn 'kɒmbæt 'mɪʃən 'duəriŋ wɜːld wɜː tuː/
/ðə plɒt filz 'kri:pi/ /ɪt 'ʃou,keɪsɪŋ ðə haɪ steɪks əv 'neɪvəl 'wɔːfər/ /ðə meɪn
'kærɪktər ɪz ə kə'reɪdʒəs ənd kə'mɪtɪd 'kæptɪn 'feɪsɪŋ ə 'krɪtɪkəl tɛst əv hɪz
'lidərʃɪp/ /'greɪhaʊnd ʃuːz ðə 'kɒnstənt θrɛt əv 'enəmi ə'tæks ənd ðə kru:z
,pərsi'viərəns 'ʌndər ɪ'mens 'preʃər/ /ðə 'kɜːrɪdʒ ənd rɪ'zʌlv rɪ'kwaiərd tə li:d
ɪ'fektɪvli ɪn 'ʃælɪndʒɪŋ ,sɪtʃu'eɪʃən/

9. P.A.

/its 'tɛlɪŋ ə'baʊt ə 'kæptɪn əv ə ʃɪp tə ɪs'kɔːt ə 'kɒnvɔɪ ə'krɒs ði æ'tlæntɪk ɒn wɜːld
wɜː tuː/ /its fɪl ɪn'tens ənd ɪn'geɪdʒɪŋ/ /'ʃuːɪŋ ðə 'deɪndʒəz əv 'neɪvəl 'kɒmbæt
ənd ðə weɪt əv 'lidərʃɪp/ /hi ɪz 'veri breɪv ənd dɪ'tɜːmɪnd 'kæptɪn 'di:lɪŋ wɪð ðə
'preʃəz əv hɪz fɜːst 'meɪdʒər 'bætl/ /its 'ʃuːz ðə rɪ'lentləs θrɛt əv 'ju:bʊt ə'tæks
ənd ðə kru:z grɪt ɪn ,oʊvər'kʌmɪŋ æd'vɜːsɪti/ /ðæt ðə streŋθ ənd rɪ'zɪljəns 'nɪdɪd tə
li:d 'ʌðəz θruː 'dɪfɪkəlt taɪmz/

10. A.M.

/'greɪhaʊnd dɪ'pɪkts ə 'neɪvi 'kæptɪnz 'ʃælɪndʒɪŋ 'mɪʃən 'duəriŋ wɜːld wɜː tuː,
'lɪdɪŋ ə 'kɒnvɔɪ ə'geɪnst rɪ'lentləs 'dʒɜːrmən 'ju:bʊts//ðə plɒt ɪz tens/
/,ɛmfə'saɪzɪŋ ðə strə'tɪdʒɪk dɪ'sɪʒənz ənd ɪn'tens 'preʃəz feɪst æt siː//ðə meɪn
'kærɪktər ɪz ə dɪ'tɜːmɪnd ənd skɪld 'kæptɪn, 'nævi,geɪtɪŋ ðə kəm'pleksɪtɪz əv
'wɔːtaɪm kə'mænd//ðə 'muvi 'vɪvɪdli pɔː'treɪz ðə 'pɛrɪləs kən'diʃənz ənd ðə kru:z
rɪ'zɪljəns ə'mɪdst 'kɒnstənt θrɛts//its meɪn θi:m 'haɪlaɪts ðə 'kɜːrɪdʒ ənd 'sækrə'faɪs
dɪ'mændɪd ɪn 'wɔːtaɪm 'lidərʃɪp/

11. I.H.

/ðɪs 'muvi 'sentəz ɒn ə 'neɪvi 'kæptɪnz 'ʃælɪndʒ tə li:d ə 'kɒnvɔɪ ə'krɒs ði
æ'tlæntɪk wɪl 'feɪsɪŋ 'enəmi ,sʌbmə'rɪnz/ /fɔː ðə plɒt ɪz tens/ /'foukəsɪŋ ɒn ðə
'preʃəz əv kə'mænd ənd sər'vaɪvəl ɪn 'kɒmbæt/ /ðə 'kæptɪn ɪz 'veri breɪv ənd
'dedɪ'keɪtɪd/ /ðə 'muvi ʃuːz ðə rɪ'lentləs pər'suːt baɪ 'enəmi fɔːsɪz ənd ðə kru:z

rɪ'zʌlv ɪn ðə feɪs əv 'deɪndʒər/ /ɪts meɪn θi:m ɪz ði 'esəns əv 'lɪdərʃɪp ənd 'kæɪrɪdʒ
ɪn ðə mɪdst əv æd'vɜrsɪti/

12. K.K.S.

/ɪt ə'baʊt ə 'kæptɪn əv ðə ʃɪp ɪn 'mɪʃən tə ɪs'kɔrt ə 'kɒnvɔɪ krɒs ðə æ'tlæntɪk
'oʊʃən/ /ðə plɒt fɪlz ɪn'tens ənd ɪn'geɪdʒɪŋ/ /hi ɪz breɪv ənd noʊ wɒt nɪd tə du:/ /ðə
'muvi ɪləs'treɪts ðə pər'sɪstənt 'deɪndʒər əv 'ju:bəʊt ə'tæks ənd ðə kru:z
ɪn'dʊərəns ɪn ə haɪ-streɪs ɪn'vaɪrənmənt/ /ðə meɪn θi:m ɪz ə'baʊt 'vælʒʊz əv 'breɪvəri
ənd 'lɪdərʃɪp ɪn ðə feɪs əv fə:'mɪdəbl 'ʃælɪndʒɪz/

13. A.S.R.

/'greɪ,haʊnd dɪ'pɪkts ə 'neɪvi 'kæptɪnz 'ʃælɪndʒɪŋ 'mɪʃən tə ɪs'kɔrt ə 'kɒnvɔɪ θru:
ðə æ'tlæntɪk 'dʊrɪŋ wɜ:ld wɑ:r tu:/ /ðə plɒt ɪz ɪn'tens ənd ɪn'geɪdʒɪŋ/ /'em,faɪzɪzɪŋ
ðə 'deɪndʒərz əv 'neɪvəl 'kɒmbæt ənd ðə streɪn əv kə'mænd/ /ðə meɪn 'kæɪrɪktər ɪz
ə breɪv ənd dɪ'tɜ:rmɪnd 'kæptɪn 'græplɪŋ wɪð ðə kəm'pleksɪtɪz əv hɪz fɜrst
'meɪdʒər 'mɪʃən/ /ðə 'muvi 'haɪlaɪts ðə 'oʊn,ɡoʊɪŋ 'pɛrɪl əv ˌsʌbmə'ɪn 'wɔrfər
ənd ðə kru:z ə'bɪlɪti tə ɪn'dʊr əndər sə'vɪər ˌkən'dɪʃənz/ /ðə 'sentrəl θi:m ɪz ə'baʊt
'lɪdərʃɪp ənd 'breɪvəri ɪn ðə feɪs əv ˌoʊvər'welɪmɪŋ ɒdz/

14. R.N.H.

/'greɪ,haʊnd tɛlz ðə 'stɔ:ri əv ə 'ju:'es 'neɪvi 'kæptɪnz fɜrst 'mɪʃən tə ɪs'kɔrt ə
'kɒnvɔɪ ə'krɒs ðə æ'tlæntɪk 'dʊrɪŋ wɜ:ld wɑ:r tu:/ /ðə plɒt ɪz ɪn'tens ənd
ɪn'mɜ:rsɪv/ /aɪ θɪŋk ðə meɪn 'kæɪrɪktər ɪz ə 'dedɪ,keɪtɪd ənd breɪv 'kæptɪn
kən'frantɪŋ hɪz fɜrst 'meɪdʒər 'bætl æt si:/ /ðə 'muvi dɪ'pɪkts ðə 'oʊn,ɡoʊɪŋ 'θret
əv 'ju:bəʊt ə'tæks ənd ðə kru:z dɪ,tɜ:rmɪ'neɪʃən tə prə'tekt ðə 'kɒnvɔɪ/ /ðə 'sentrəl
'mesɪdʒ ɪz ə'baʊt ðə streŋθ əv 'lɪdərʃɪp ənd ðə rɪ'zʌlv 'nɪdɪd tə feɪs rɪ'lentləs
'ʃælɪndʒɪz

15. J.S.

/aɪ θɪŋk ɪt dɪ'pɪkts ə 'neɪvi 'kæptɪnz ðæt ɪs'kɔrt ə 'kɒnvɔɪ tə krɒs ðə æ'tlæntɪk
'oʊʃən/ /ðə plɒt fɪlz ɪn'tens ənd ɪn'mɜ:rsɪv/ /ænd haɪ ɪn 'tenʃən/ /ðə 'kæptɪn æz ðə
meɪn 'kæɪrɪktər ɪz 'dedɪ,keɪtɪd ənd 'fɪərləs/ /ðɪs 'muvi ʃoʊz ðə 'oʊn,ɡoʊɪŋ

'deɪndʒər frəm 'ju:bɒt ə'tæks ənd ðə kru:z streŋθ ɪn ðə feɪs əv æd'vɜ:nsɪ/ /ɪt ɪz ði
ɪm'pɔ:təns əv 'lɪdərʃɪp ənd 'breɪvəri ɪn ðə feɪs əv ,oʊvər'welmiŋ ɒdz/

16. M.A.R.

/ðɪs 'muvi 'ʃoʊɪŋ 'kæptɪn ɒn 'mɪʃən tə ɪs'kɔ:t ə 'kɒnvɔɪ ə'krɒs ðə æ'tlæntɪk 'dʊrɪŋ
wɜ:ld wɑ:r tu:/ /ðə 'muvi plɒt ɪz haɪ-steɪks/ /ɪt 'haɪ,larts ðə ɪn'tens 'ʃælɪndʒɪz əv
'neɪvəl 'kɒmbæt/ /hi ɪz ə breɪv 'kæptɪn 'dɪlɪŋ wɪð ðə 'preʃənz əv hɪz fɜ:st 'meɪdʒər
'mɪʃən/ /ɪts ,ɪləs'treɪts ðə 'oʊn,ɡoʊɪŋ 'pɛrɪl əv 'sʌbmə'ɪn θreɪts ənd ðə kru:z
ɪn'dʊərəns ɪn ðə feɪs əv 'kɒnstənt 'deɪndʒər/ /aɪ θɪŋk ɪts ə'baʊt ðə 'breɪvəri ənd
'lɪdərʃɪp 'nɪdɪd tə feɪs fə:'mɪdəbl 'ɒbstəklz/

17. A.R.F.

/ɪts 'tɛlɪŋ ə'baʊt ə 'kæptɪn əv ə ʃɪp ɒn ðə 'mɪʃən tə li:d ə 'kɒnvɔɪ θru: ðə æ'tlæntɪk
si:/ /plɒt ɪz 'θrɪlɪŋ ənd ɪn'tens/ /ðə meɪn 'kærɪktər ɪz ə 'keɪpəbl 'kæptɪn/ /ðɪs 'muvi
'haɪ,larts ðə ʌn'stɒpəbl 'deɪndʒər əv ,sʌbmə'ɪn 'wɔ:fər ənd ðə kru:z rɪ'zʌlv
'ʌndər stɪs/ /aɪ θɪŋk 'breɪvəri ənd strə'tɪ:dʒɪk 'θɪŋkɪŋ tə li:d ɪn 'feɪsɪŋ 'ʃælɪndʒɪz/

Appendix 6 :

Data Analyst

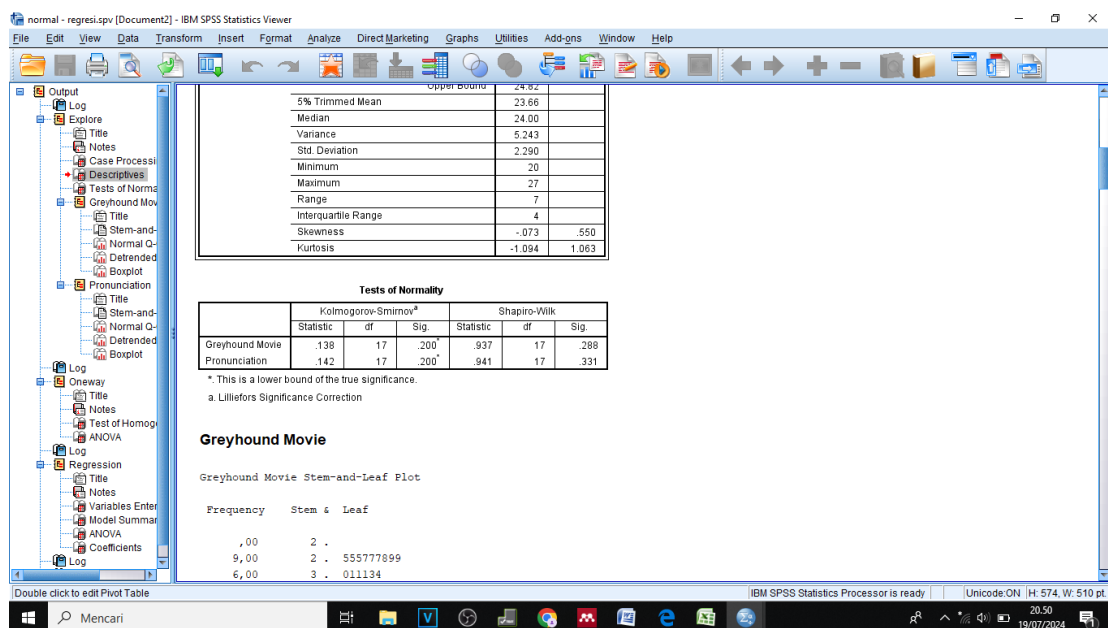


Figure 1 Normality Test

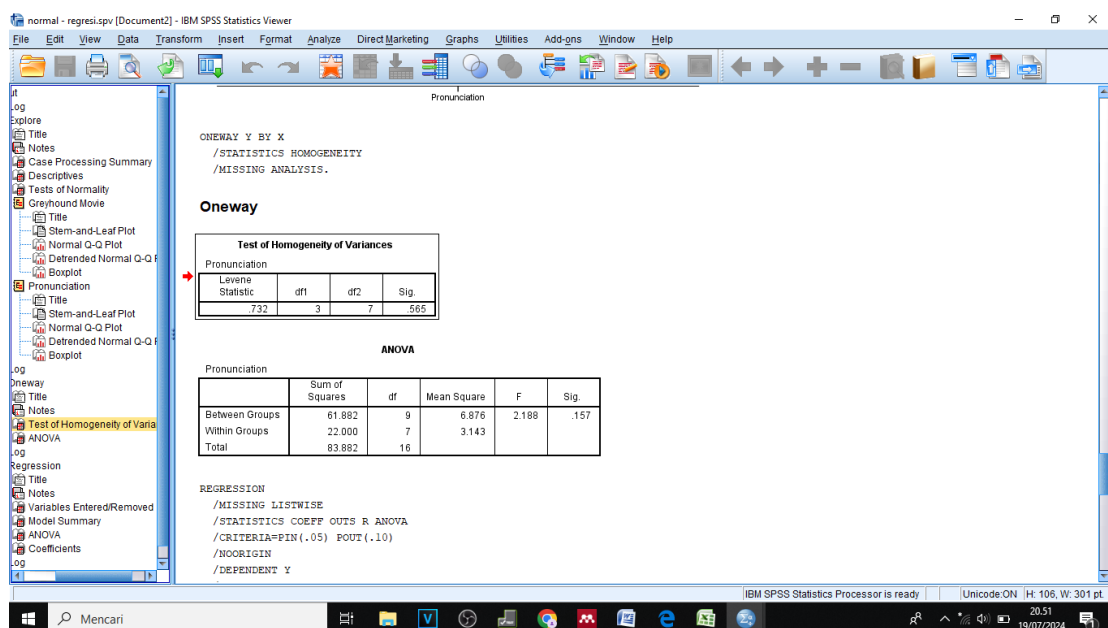


Figure 2 Homogeneity Test

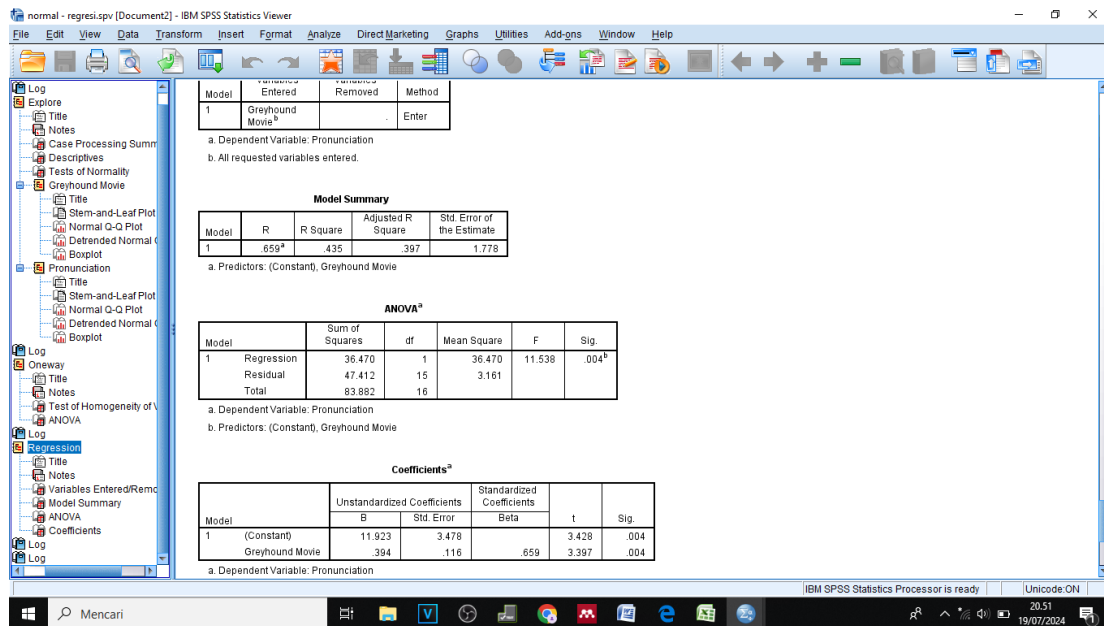


Figure 3 Simple Linear Regression Test

Appendix 7 :

Research Permit Application



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 387.D1/III.3.AU/F/2024

Lamp : -

Hal : Permohonan Izin Penelitian

Sinjai, 20 Dzulhijjah 1445 H
27 Juni 2024 M

Kepada Yang Terhormat
Ketua Prodi Tadris Bahasa Inggris
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Muhammad Nurfaizhal Rahmat
NIM : 200110014
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of Greyhound Movie On Students English Pronunciation At English Education Study Program Class Of 2023 UIAD Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian **Di Kampus UIAD Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :
1. Rektor UIAD Sinjai

Appendix 8 :

Supervisor Decree

 UAD UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN				
SURAT KEPUTUSAN NOMOR: 599.D1/III.3.AU/F/KEP/2023					
TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024					
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM AHMAD DAHLAN					
Menimbang	: 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. : 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.				
Mengingat	: a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. : b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas. : c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. : d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan. : e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. : f. Statuta Universitas Islam Ahmad Dahlan.				
Memperhatikan	: 1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024. : 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.				
MEMUTUSKAN					
Menetapkan	: Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.				
Pertama	: Mengangkat dan menetapkan saudara(i) :				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Pembimbing I</th> <th style="text-align: center;">Pembimbing II</th> </tr> <tr> <td style="text-align: center;">Dr. Takdir, M.Pd.I.</td> <td style="text-align: center;">Harnilawati, S.S.,S.Pd., M.Pd.</td> </tr> </table>	Pembimbing I	Pembimbing II	Dr. Takdir, M.Pd.I.	Harnilawati, S.S.,S.Pd., M.Pd.
Pembimbing I	Pembimbing II				
Dr. Takdir, M.Pd.I.	Harnilawati, S.S.,S.Pd., M.Pd.				
	untuk penulisan skripsi mahasiswa: Nama : Muh Nurfaizhal Rahmat NIM : 200110014 Program Studi : Tadris Bahasa Inggris Judul Skripsi : The Effectiveness of Greyhound Movie on Students' English Pronunciation at English Education Study Program Class of 2023 UIAD Sinjai				
Kedua	: Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.				
Ketiga	: Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.				
Keempat	: Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.				
Alamat : Jl. Sultan Hassanudin No. 20 Kate Sinjai E: ftikulad@gmail.com B: ftikulad I: ftikuladsinjai W: www.ftikulad.ac.id Telp. (084) 281 520000 F: (084) 281 520000 G: UAD Sinjai Gite					



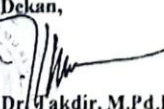
**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 29 Jumadil Awal 1445 H
04 Desember 2023 M

Dekan,


Dr. H. Akdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

Appendix 9 :

Research Certificate



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

No: 056.P10.1/III.3.AU/KET/2024

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd.
Jabatan : Ketua Program Studi TBI
Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai

Dengan ini menerangkan bahwa:

Nama : Muhammad Nurfaizhal Rahmat
NIM : 200110014
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Adalah benar Mahasiswa Program Studi Tadris Bahasa Inggris Universitas Islam Ahmad Dahlan Sinjai dan melakukan penelitian dengan judul **"The Influence Of Greyhound Movie On Students English Pronunciation At English Education Study Program Class Of 2023 UIAD Sinjai"**.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 13 Muharram 1446 H
19 Juli 2024 M

Ketua Prodi,


Harmilawati, S.S., S.Pd., M.Pd.
NIM 280037

Tembusan:

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIAD Sinjai
2. Wakil Rektor I UIAD Sinjai

Appendix 10 :**Documentation**





Appendix 11 : Free Plagiarism Release



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**Wahyuni Achmad****Muhammad Nurfaizhal Rahmat 200110014**

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- Perpustakaan
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Appendix 12 :
Biography

BIOGRAPHY



Name	: Muhammad Nurfaizhal Rahmat
Students ID	: 200110014
Place and Date	: Surabaya, April 16 th , 2001
Address	: Angkue Village, Kajuara District, Bone Regency
Organizational History	: 1. English Students Association 2021- 2022, 2022-2023
Educational History	
Primary School	: SDN Perak Utara 4/61 Surabaya
Junior High School	: SMP Negeri 1 Kajuara
Senior Highschool	: SMA Negeri 8 Bone
Handphone Number	: 082248068323/085696193279
Email	: nurfaizhal1604@gmail.com
Parents Name	: Abdul Rasyid Ambo (Father) Nismawati (Mother)