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**The Impact of Authentic Movies on
EFL Students' Pronunciation in
Media Department**

A B S T R A C T

This study is designed due to a consideration that pronunciation has always been the most challenging skill faced by EFL students. Media is very helpful in improving their pronunciation ability. Therefore, the purpose of this study is to identify whether the movie is a good medium to improve students' pronunciation or not and to find out students' perception toward using movie as a medium in learning English pronunciation.

This research took place in Tikrit University, at the second semester of Media department students. Thirty students had participated in this research. This research applied a quantitative approach and used a pre experimental research design including pretest and post-test. The data were obtained from both tests to measure the students' ability. The result showed that movie is effective in improving students' pronunciation ability. It is proved by the mean score of post-test which was higher than that of pre-test. The mean score of pretests was 49,01 while that of post-tests was 68,55. After all, movie can help students to construct their ideas in practicing pronunciation better than before.

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اثر استخدام الافلام الواقعية على عملية التلفظ لدى الطلبة المتعلمين للغة الانكليزية كلغة اجنبية في

قسم الاعلام

زبيدة سمير عايد/جامعة تكريت/كلية الآداب

الخلاصة

هذه الدراسة بنيت على حقيقة علمية تنص على اهمية عملية التلفظ في اللغة الانكليزية وكونها احدى اهم التحديات التي تواجه متعلم اللغة الانكليزية كلغة اجنبية. لذا قام الباحث باستخدام الافلام الواقعية الناطقة باللغة الإنكليزية كوسيلة لتحقيق تقدم لدى الطلبة في عملية التلفظ. هدفت الدراسة الى اكتشاف ما اذا كان لاستخدام الافلام الواقعية الاثر الايجابي علي عملية التلفظ وكذلك من اهداف البحث هو قياس مدى استيعاب وترحاب الطلبة لاستخدام هكذا وسيلة. الدراسة طبقت في جامعة تكريت في الفصل الثاني الدراسي لدى طلبة قسم الاعلام. تم اختيار ثلاثون طالب وطالبة لتطبيق الدراسة وطبق

التحليل الكمي والبحث التجريبي القبلي متمثلا بالامتحان القبلي والبعدي. وتم جمع المعلومات من الامتحانين لقياس تقدم الطلبة ان وجد. وبينت النتائج بفاعلية استخدام الافلام الواقعية على تلفظ الطلبة المتعلمين للغة الانكليزية كلغة اجنبية وذلك للارتفاع المعدل الحسابي لنتائج الامتحان البعدي عن المعدل الحسابي لنتائج الامتحان القبلي مما اكد الاثر الايجابي لاستخدام وسيلة الدراسة.

Section One

1.1 Statement of the problem

As the researcher is an English lecturer at Tikrit University, she faced difficulties in engaging students in the reading of English activities, especially students who are in non-English departments. That is most of those suffer shyness and they found English language very difficult to be pronounced accurately.

Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. Most of students understand the meaning but find difficulties to express the word of English language, because it is very different between how to spell and to pronounce the word that are usually frustrates students and make reading classes are very boring to them. Therefore, they do not feel motivated and show no interest in reading English.

To make students enjoy in learning and understanding what they are learning, exactly in mastering pronunciation. The best way is active learning. In active learning the students are actively involved. Klippel (1984: 5) claims that "learning is more effective if the learners are actively involved in the process". And then the researcher think to use the medium of watching movie is one of the unique way and the alternative technique that can be used in teaching pronunciation.

1.2 Aims of the study

This study aims at:

- 1- Investigating the impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department.
- 2- Finding out whether there are significant differences between the results of posttest and pretest statistically .

3- Pointing out whether there are a good students' perception toward using movie as a medium in learning English pronunciation or not.

1.3 Hypothesis of the study

In order to fulfill the aims of the current study, it is hypothesized that:

1-There is an impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department.

2-There is no statistical significant difference between the results of posttest and pretest.

3-There is no a good students' perception toward using movie as a medium in learning English pronunciation.

1.4 Limits of the study

1-The study has been conducted in Tikrit University and the sample is the students of Media Department includes 3rd year at College of Arts during the second semester of the academic year 2018/2019.

2- Employing two authentic movies:

- The first movie " The New 7 Wonders of the Ancient World "

-The second movie "Patch Adams"

1.5 The plane of the study

To fulfill the objectives of this study the following procedures are to be followed:

1- A general survey of the active learning and the medium of authentic movies watching has been conducted.

2-A groups of thirty students have randomly been selected as the sample of the study of Media Department, third year, College of Arts.

3- A pretest has been conducted and presented for the group to assess the students' level in pronunciation.

4- The group has been exposed to two authentic movies:

- The first movie " The New 7 Wonders of the Ancient World "

-The second movie "Patch Adams"

4- the group is exposed to a post-test to find out whether the authentic movies watching have any impact on students' pronunciation.

5- Data of the post-test and results have been presented, and have been analyzed on the basis of which conclusions and recommendations have been given.

1.6 Definitions of the basic Terms

In this study, some terms need to be defined for the purpose of clarity and accuracy. These terms are:

1.6.1 **Movie** is a recording of moving images that tells a story and that people watch on a screen or television.([merriam-webster /dictionary:2001](#))

Movie: is a motion picture or film produced for entertainment that tells a story. (Hornby ,1995:434)

1.6.2 **Pronunciation** is the way in which someone [speaks](#) a [foreign language](#). (Crystal,2008:309)

Section Two: Theoretical Background

2.1 introduction

English as a foreign language is taught in all unspecialized departments of Iraq universities for four years. It has been taught in every Educational Institution Level. In learning English, there are four language skills that should be learned by the students. They are listening, speaking, reading and writing. All skills in English are essential because all of these skills relate to each other.

This research will focus on one skill: peaking in form of “pronunciation” aspect. Pronunciation is one of important aspects in English. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds (Harmer ,2000: 186).

As foreign language learners of English, Iraqi students often find problem with pronunciation when they speak, read, or listen to English words, they want to have more media to practice their English pronunciation not only from book or dictionary but also from the other media such as watch movie from television or from laptop. Audio-visual experience can be more entertaining and engaging to students.

Most of people from different ages love watching movie from different genres, that increases their ability of understanding the movie to improve pronunciation. Keith Robinson definition that “the power of seeing an actor

speak, hearing their pronunciation, and linking it reinforces learning, it challenging and makes you think” (Robinson, 2007: 2).

2.1 Teaching Pronunciation

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because students have difficulties in pronouncing English words due to influence of the tongue language and environment (Klippel, 1984:14)

2.2 Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Further pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect.” A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. Fraenkel (1984:96) express that there are two main steps to learning how to pronounce a language:

- 1) Receptive/list stage In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.
- 2) Productive/speaking stage By this stage, we learn to speak or to produce what we have learned before.

2.3 Component of Pronunciation

In pronunciation we have to pay attention to the component of pronunciation. According to Kenworthy (1987:3) there are four components of pronunciation: intelligibility, fluency, accuracy and native-like.

- Intelligibility is pronunciation of the whole text and its parts are heard clearly or not causing misunderstanding.

- Fluency is as a whole of text can be pronounced fluently.
- Accuracy is words and parts of text are pronounced accurately.
- Native-like is pronounced where the whole text and its parts are pronounced like native speaker.

We can conclude that in pronouncing the words, phrases and sentences we have to pay the attention to the previous indicators. An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials (Brown,2004:211)says that there are three media in order to run the teaching and learning process effectively and efficiently. They are defined as follows.

- 1). Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.
- 2). Audio: radios and tape recorder.
- 3). Audio visual: film, TV, and video

2.4 The Movie

Movie is a motion picture or film produced for entertainment that tells a story. Hornby (1995:434) defines movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about movie. There are three important keys about movie based on his statement:

- Movies are story.
- Movies are recorded as moving pictures.
- Movies are shown on TV or cinema.

Movies are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. Here, movie is treated as a form of entertainment. Meanwhile, Allen and Gomery (1985:136) state that movie is an art which portrays man's interpretation of life. Movie as an art and movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movie as entertainment media is to entertain the viewers.

The goal of movie as an art is to give particular messages to the viewers. Since movie gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art. From the definitions above, it can be stated that movie are story which portrays man's interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

Movie is the media of teaching which has benefit for lecturer and students. As the lecturer analyzes students' responses to the questions and situations which are projected, both lecturer and learner benefit from evaluative strength of audiovisual aids. One of the best uses of movie is to bring to the students experiments and demonstration which are ordinarily impractical in the classroom. (Hornby, 1995:389)

Watching movie was the favorite activity that students like. It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown & Yule (1983: 233), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking. English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking.

2.5 Criteria of Movie

According to Wikipedia the criteria of movie as follows:

- 1) Factual movie present ideas and information precisely, using pictures and sound to clarify meaning in ways which are superior to and different from the usual illustrated lecture.
- 2) Pictorial reports are comprised of movie footage which records events such as track meets or time and motion studies much as they occurred with little or no editing
- 3) Fictional drama movie often present stirring, believable versions of literacy classics. They are useful in developing attitudes, building appreciation, and presenting information.
- 4) True drama films portray events in the lives of actual people.
- 5) Travelogues give geographic information.
- 6) Training movie stress religious history and dramatize situation
- 7) Involving moral and spiritual values.
- 8) Documentary movie are a major special type with important educational opportunities.
- 9) Cartoon movie is a movie made by animating a series of drawings. Wikipedia:Notability (films)) (

The most important purposes that an educational medium such as movies may serve are: to make creative skills, to reciprocation information, to enhance or may be strengthen attitudes, to excite interest, to raise problems- solution, to emotionalize learning.

2.6 Previous Studies

There are studies that used the same media in certain limitation and circumstances to investigate its effect on EFL students' performance.

Izza (2012). "Increasing Vocabulary through Barbie Movie", administrated her thesis to discusse how to enhance vocabulary by using (Barbie movie). Izza research showed that teaching vocabulary through using movie as a supportive media can improve learners' vocabulary development.

According to another study that conducted by Li (2012) to use movies in developing English reading, the study applied on 128 intermediate students in a 3week teaching experiment the instruction were (giving a five minute introduction to the movie) followed by a brainstorming treatment to discuss the theme, what the movie's parts are, the new vocabulary and expressions that students try to examine it. Data are gathered through Latin Square research design and were also asked to complete a posttest questionnaire. It was assumed that it should have had more impact on the comprehension and retention of the aural input.

Kalean(2013) he use of movie as media in speaking English and how may improve the students' skills. This action research done in one cycle for four meetings with 37 students of State Junior High School 13 Malang, East Java. The data of this research was collected from the quantitative data which was taken from the test that was done in the last meeting. By applying movie, the students' achievement improved significantly. The students' mean score before was only 60.32. After being treated, the students' means score improved up to 70.81. Consequently, the students were able to speak English fluently and also, their accent was better than before.

Based on the result, the researcher concluded that movie is considered as an effective media in improving the students' ability in mastering pronunciation. As seen above in previous studies, movie can help students in learning English very well. In this case, it is different from the researches before, the researcher focuses on improving the students' ability in English pronunciation by using two kind of movie as media for teaching process, the first one a documentary educational movie while the second one is a drama events movie.

Section Three: Methodology

3.1 The Experimental Design

The researcher applied a pre-experimental research design, involving pre-test and post-test to measure students' ability in pronunciation before the treatment and after it. The researcher conducted the experiment at Tikrit University at Media Department. The sample of this study is 30 Students devoted thirty minutes out of two-hours weekly of English class to conduct the movie activity over a period of four weeks.

3.2 Sample Selection

In the present research, the population is the third year students of Media department at College of Arts during the academic year 2018-2019. The total number of students is (82) of both sexes. The sample has been chosen randomly. (30) Students, has been chosen to examine the experiment.

3.3 The Treatment

The researcher choose two movies due to its relation with readings in Headway plus textbook, as well as they are educational and inspiration movies, and may students learn educational values and can practice their pronunciation learning English language. Below are the summaries of story movie :

The first movie : " The New 7 Wonders of the Ancient World " may inspire students in the process of mastering and managing vocabulary. It can experience the awe-inspiring splendor of some of the most magnificent works of humankind now designated as the New Seven Wonders of the World, which are:1. The Taj Mahal (India) 2. Hanging Gardens (Iraq) 3. Pyramids (Egypt) 4. The Colosseum (Italy) 5. Chichen Itza (Mexico) 6. The Great Wall of China (China) 7. The Statue of Christ the Redeemer (Brazil). Its category as (Entertainment) created using (YouTube) video editor.

The second movie: "Patch Adams" is a 1998 semi-biographical comedy-drama film starring Robin Williams, Monica Potter, Philip Seymour Hoffman and Bob Gunton. Directed by Tom Shadyac, it is based on the life story of Dr. Hunter "Patch" Adams and the book, *Gesundheit: Good Health is a Laughing Matter*, by Dr. Adams and Maureen Mylander. Despite being poorly received by critics and Dr. Adams himself, the film was a box-office success; grossing over twice its budget in the United States alone. The movies are good to be chosen as a supplementary material enrichment in instruction.

The integration of movies in the classrooms was conducted following the steps suggested by Seferlogu (2008 : 89) for using feature films in language classes. Students in the present study devoted thirty minutes out of two-hour per a week of English class to conduct the movie activity over a period of four

weeks. They watched two movies throughout that period, that the researcher parted each movie in to two parts .

3.3.1 Previewing activities:

At the beginning of the activity, students engaged in some warm-up previewing activities such as guessing the topic of the movie from its title and some pictures, some questions to activate their background knowledge and schemata. Students were also provided with some key vocabulary and potentially difficult expressions to facilitate their understanding of the movie scenes.

3.3.2 Viewing movie segments:

In the current study, the short sequence approach was adopted instead of viewing the whole movie. The students watched the movie clips in their classroom which had a computer with a DVD drive and a data projector.

3.3.3 Viewing worksheets:

Students were provided with worksheets that drew their attention to particular details in the movie and required them to answer very short questions.

3.3.4 Vocabulary and pronunciation notebooks:

Throughout the four weeks, students were required to keep a vocabulary and pronunciation notebook in which they noted down all the new vocabulary and phrases learned. The students' task was to filter through all the newly heard/learnt vocabulary and specify where they came across the word.

3.3.5 Movie summaries:

The students were asked to write one short review for any of the movies they watched throughout the module. They were provided with a set of guidelines that helped them in the process of writing the review. Their reviews included a short summary of the movie, their reactions to the theme, the characters and the audio and visual imagery in the film, and how they were emotionally touched by the movie. Students were provided with some specific questions such as, Did you learn anything from the film? What was it? Write a few sentences about your opinion of the movie and what you took away from watching it.(ibid)

3.4 Techniques of Data Collection

Test was given to the students in order to figure out their pronunciation ability. In this research, test was divided into two categories; Pre-test and Post-test. The aim of pre-test was to find out the students' ability toward their pronunciation skill before the treatment is conducted.

On the other hand, post-test was to find out whether their pronunciation skill improved or not after the treatment. The test was conducted after using movie as a media, and in this time watching movie was used. Also the

researcher asked each student a question : (Learning pronunciation by watching movie as media can make learning process interesting?) to measure students' perception toward movies activity, and the answer with (Yes or No) only.

3.5 The Test Construction

Mcnamara (2000:6) explain that the achievement tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. It can serve as an indicator of features that a student needs to work on in the future.

The primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction. An achievement test should support the teaching to which they relate. An oral test is constructed to measure the students' pronunciation in English.

The test consists of Two Questions: question one consists of ten words had chosen from the two movies to be pronounced correctly, and each word has a half score to be (5) score to question one. Question two consists of five long sentences to be pronounced correctly, each sentence has a score to be (5) score to question two. The answer is considered correct if it achieves criterion of accuracy pronunciation. (see Appendix A)

3.6 Validity of the test

A test has validity when it tests what it supposes to test, that is, when it tests entirely, or in a random sample all the objectives and contents of the material being learned (Lewis and Meed, 1986:393).

Heaton (1988:160) mentions that "a good test should possess validity that it should measure what is intended to measure and nothing else. If a test does this, it is said to be valid".

3.7 Reliability of the Post-test

Reliability is a necessary characteristic of any good test. It gives the same results consistently on different occasions when the conditions of the test are the same (Harris, 1969:14).

Heaton (1975:155) believes that reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiners on different occasions. To determine whether the test of the present study is reliable or not, Pearson Correlation Coefficient formula is used. The method which is used to find out the reliability of the test is split-half method.

According to Nunnaly (1972:226) the test reliability would be accepted if it is not less than 0.50 and the reliability coefficient is found out to be 0.81 which is considered a high stable correlation.

3.8 Item Analysis

Item analysis is a process of analyzing the testees' responses in order to find out the difficulty level and discriminating power of each item included in the test as follows:

3.8.1 Difficulty Level (DL) of the Test

The level of difficulty refers to the percentage of students who get the items correct (Ebel, 1972: 85). The total scores of the 10th students have been ranked from the highest to the lowest one, and then they are divided into two groups. The total scores of the students who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups. For the purpose of estimating the difficulty level (DL) of each item. Madsen (1983:183) confirms that the test items should vary in their difficulty level between 10 to 90, the satisfactory level of difficulty ranges from 30% to 90%.

So the items level of difficulty of Test is considered acceptable which ranges between 0.35% and 0.60%. (See Appendix B).

3.8.2 Discrimination Power (DP) of the Test

The discrimination power of the test refers to the degree to which the item discriminates between the students with high and low achievements (Stanely and Hopkins, 1972: 23).

According to Brown (1981: 104) the test item is good if it has a discrimination power of 0.20 or more. In calculating the discrimination power of the test items, it ranges between 0.30 and 0.40 which is regarded as an adequate power of discrimination, (See Appendix B).

3.8.3 Pilot Administration of the Post-test

To determine the effectiveness of the test, a pilot test has been conducted involving ten third-year students of Media Department at Collage of Arts, University of Tikrit. They have randomly been selected. In particular, the pilot test has been intended to estimate the time required for answering the test and to know whether the questions are clear for the subjects. The pilot test has revealed that the time required to answer the whole items of the test is (15 minutes).

3.9 Statistical Means

The following statistical tools are used:

1.T-test formula for paired sample is used to find out if there is a significant difference between the mean score of pretest and post test results.

The following formula is used:

$$T = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

2. Percentage of correct answers and incorrect answers:

The aim of using this formula is to prove whether that the objective of each item has been achieved or not, by a comparison between the percentages of correct and incorrect answers. And to determine the rate of the willingness of the new medium.

$$X_{\%C} = \frac{100 R}{T}$$

Where: $X_{\%C}$ = percentage correct answer, R = number of correct or incorrect answer, T = the whole sample

(Mousavi, 1999:265)

3. Pearson correlation coefficient formula is used to calculate the reliability coefficient of test, using the split-half method.

4. This formula is used to measure difficulty level:

$$DL =$$

Where $\frac{Hc + Lc}{N}$ Hc = High correct, Lc = Low correct, N = student number

5. This formula is used to compute the discrimination power of the test items:

$$DP =$$

Where $\frac{Ru - RL}{1/2T}$

Ru = the number of testees in the upper group who get the items right.

RL = the number of testees in the lower group who get the items right.

(Bloom, 1971: 181)

Section Four: Analysis of Data and Discussion of Results

4.1 Analysis of the Collected Data

The students' responses to the test items have been analyzed statistically as follows:

4.1.1 Achieving the First Aim of the Research

In order to achieve the first aim, namely: Investigating the impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department. The following measures have been taken:

- 1- Figuring out the numbers of correct responses of each question of pretest and posttest.
- 2- A comparison to be made between pretest and posttest in percentages of the incorrect and correct responses.

Table (1)

A Comparison between pretest correct responses and posttest in Percentages .

Test		Q1	Q2	Total
Pretest	No. of correct items	120	60	180
	Percentage	40%	40%	40%
posttest	No. of correct items	210	120	330
	Percentage	70%	80%	73,33%

The total number of pretest students' incorrect responses of the two questions is 270 out of 450 responses. They constitute 60% of the total responses of the students, and the total number of posttest students' incorrect responses of the two questions is 120 out of 450 responses. They constitute 26,66% of the total responses of the students, as shown in Tables (1) the highest rate of correct answers is recorded in the posttest.

These results indicate that the authentic movies watching play appositive role in developing the students' pronunciation. Therefore, the first hypothesis which states; There is an impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department, is accepted. See Table (3)

4.1.2 Achieving the second Aim of the research

In order to achieve the second aim of this study, namely: Finding out whether there are significant differences between the results of posttest and pretest statistically. The average score, standard deviation and t-value of the t-test formula for paired samples are employed, to verify the differences in performance of the students in the pretest and posttest.

It is found that the average score of the students' performance in the pretest is 49,01 and post-test is 68,55 with a standard deviation of the difference is 23.00. The calculated t-value is 5.79, which is found to be higher than the tabulated t-value which is 2.06 at 0.05 level of significance when the degree of freedom is 25, as shown in Table (2).

Table (2)

The T-test Value of paired samples, the students' scores in the Pre-Test and Post-Test

Mean score	No.	SD	T-Value	DF	LS
			c. value	t. value	
Y=49,01	30	23,00	5,79	2,06	25
X=68,55	30				0,05

The obtained results indicate that there are statistically significant differences between the students' performance in the pretest and in the posttest and their performance in the post-test in favour of the new treatment. Therefore, the second hypothesis which states that there is no statistical significant difference between the results of posttest and pretest, is rejected. See Table (3)

4.1.3 Achieving the Third Aim of the Study

In order to achieve the third aim of this study, concerning pointing out whether there are a good students' perception toward using movie as a medium in learning English pronunciation or not.

Percentage is employed, to verify the researcher question at the end of the posttest: (Learning pronunciation by watching movie as media can make learning process interesting?) the answer with (Yes or No) only.

The number of students answer with (Yes) is 24 out of 30, that constitute 80%. This means that there is a good perception toward using movie as a medium in learning English pronunciation. The third hypothesis which states: There is no a good students' perception toward using movie as a medium in learning English pronunciation, is refused. See Table (3)

Table (3) The Results

Research Hypothesis	Research Aims	Results	Accepted or Not
1 There is an impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department.	Investigating the impact of authentic movies on Iraqi (EFL) students' pronunciation in Media department.	Results indicate that the authentic movies watching play appositve role in developing the students' pronunciation.	Accepted
2 There is no statistical significant difference between the results of posttest and pretest.	Finding out whether there are significant differences between the results of posttest and pretest statistically .	There are statistically significant differences between the students' performance in the pretest and in the posttest.	Rejected
3 There is no a good students' perception toward using movie as a medium in learning English pronunciation	Pointing out whether there are a good students' perception toward using movie as a medium in learning English pronunciation or not.	There is a good perception toward using movie as a medium in learning English pronunciation.	Rejected

4.2 Results

The results indicated that the majority of the students agreed that the integration of movies in their English language classes could help them improve their language skills.

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation above, the mean score of pre-test was 49,01 and the post-test was 68,55. 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 was higher than pre-test.

The findings of the study indicated that movies are valuable authentic materials for improving students' speaking skill. The participants in the current study welcomed the exposure to the real English used by native speakers in the movie, which as they mentioned helped them become more confident to speak in English.

CONCLUSION

To conclude, the results of the study indicate that movies can be effective pedagogical tools when used appropriately. The study also indicates that using movies in the foreign language classroom could enhance the students' motivation to learn the language.

The main purpose of this research is to identify whether movie are effective to improve students' pronunciation or not. Also, to find out students' perception toward using movie in learning English.

Based on the previous result. Teaching pronunciation through movie can be one of an effective ways to increase students' pronunciation ability to the second semester of Media Department. It can be seen from the result of the post-test was higher than the pre-test. The use of movie could motivate and interest the students in learning English much better.

The researcher also found students have a huge interest in movie. Therefore, movie is considered as an effective media in learning English. The participants also reported that movies reduced their language anxiety and increased their confidence in speaking English after listening and being exposed to the authentic language used in the film. they have learned some slang words and phrases, which rarely appear in their textbook.

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Appendix A

The Test

Q1: Please spell these words correctly: (5 mark)

- | | | | |
|---|--------------|----|---------------|
| 1 | evidence | 6 | Governor |
| 2 | Greek Empire | 7 | Tomb |
| 3 | Slaves | 8 | Ornamentation |
| 4 | Babylon | 9 | Amazing |
| 5 | Statue | 10 | waterfalls |

Q2: Please spell these words correctly: (5 mark)

- 1-Wonder number two, the Hanging Gardens of Babylon.
- 2-He had rivers, cascades, canals, and lots and lots of river.
- 3-Greece at that time had a wealthy class and a merchant class.
- 4-Number one is the great Pyramids of Giza.
- 5-It lost again in about the fifth century AD.

Appendix B

The difficulty level and the discrimination power of the test items

Q	H	L	DL	DS
Q1:1	8	2	0.30	0.50
Q1:2	8	2	0.30	0.50
Q1:3	9	1	0.40	0.50
Q1:4	8	2	0.30	0.50
Q1:5	9	2	0.35	0.45
Q1:6	8	5	0.40	0.65
Q1:7	9	1	0.40	0.50
Q1:8	8	0	0.40	0.60
Q1:9	9	1	0.40	0.50
Q1:10	8	1	0.35	0.55
Q2:1	8	0	0.40	0.60
Q2:2	8	0	0.40	0.60
Q2:3	9	2	0.30	0.45
Q2:4	9	2	0.30	0.45
Q2:5	10	3	0.35	0.35

Appendix C

The difference score of pre-test and post-test

N.	Scors of pretest(Y)	Scores of posttest(X)	X-Y (D)	(D) ²
1.	5	7	2	4
2.	5,5	7,5	2	4
3.	1,5	6	3,5	12,25

4.	1	9	7	49
5.	4	6	2	4
6.	6	5	1	1
7.	4	7	3	9
8.	5	7	2	4
9.	5	7	2	4
10.	5	6	1	1
11.	1	7	6	36
12.	7	9	2	4
13.	4	6	2	4
14.	1,5	7	5,5	30,25
15.	5	9	4	16
16.	2	5	3	9
17.	1,5	4	2,5	9,25
18.	6	9	3	9
19.	2	5	3	9
20.	2,5	8	5,5	30,25
21.	1	4	3	25
22.	5	7	2	4
23.	2	7	5	25
24.	6	8	2	4
25.	4	6	2	4
26.	3	5	2	4
27.	4	9	5	25
28.	4	7	3	9

29.	4	7	3	3
30.	2,5	6	3,5	14,25
N=30	120	202,5	92,5	346,25