

## THE EFFECT OF BRITISH ACCENT MOVIE IN INCREASING SPEAKING SKILLS AT SMA MUHAMMADIYAH SUNGGUMINASA

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| Article Info  | Abstract   |
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| <p><b>Received: July 29,2020</b><br/> <b>Revised: August 28,2020</b><br/> <b>Accepted: August 30,2020</b><br/> <b>Published: December 25,2020</b></p> <p>Keywords: Speaking Skill, British Movie, Pronunciation, Pre-Experimental Research,</p>   | <p>This study aims to determine the improvement of students' speaking skills by using British Movies as a medium to improve students' speaking skills in terms of pronunciation. This study uses pre-experimental research with one class pre-test and post-test. The researcher used a purposive sampling technique. The sample of this study was the science students of SMA Muhammadiyah Sungguminasa for the academic year 2021/2022, totaling 8 students. The researcher used pictures as an instrument in the Pre-test and Post-test. Students' pronunciation issues when speaking can be minimized using English films as evidenced by the results found, that the main score of students' pronunciation is 0.15 which is bad, the post-test 0.23 is sufficient and the increase from pre-test to post-test is 49, %. The results of the increase are also proven by the value of the t-test. The researcher found that the t-test was lower than the t-table, pronunciation (1.87 &lt; 1.891). It means that there is no significant increase, but there is an increase of about 49%. In other words, the use of British Movies can improve students' speaking skills in terms of pronunciation in Class XI SMA Muhammadiyah Sungguminasa.</p> |
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### INTRODUCTION

Students can take advantage of the development of the technological era by using media that are easy and often used in learning, especially in learning English, so that it is more fun and not boring. Currently, there are many media that can be used to increase English language skills, such as music, movies, and so on. According to Yudar, et al (2020), movies can help students with pronunciation in speaking skills. The movie also provides examples of the use of English in daily conversations which are spoken directly by native English speakers.

According to Pamula, (2020), a movie or a film is a collection of recorded moving images that can be viewed in cinemas or on television. A movie tells a story or shows a real situation.

Some students struggle with English in English class, and they do not understand what the teacher says when they talk to them, or if the instructor asks them to provide details regarding something in English. They were unable to speak English because we are not sure what to say. This is caused by a limited vocabulary, pronunciation, and various other factors. The media is also a concern in this case.

Thus, in this research, the researcher wants to present a slightly different teaching and learning process of English through movies. Media is one of the important things used by teachers in teaching. However, most teachers always use monotonous media such as blackboards, pictures, and others. In addition, the teacher focuses on teaching grammar and writing as materials in the teaching and learning process of English. Therefore, students do not have enough practice in speaking and it lowers their speaking ability. They may have mastered other English skills such as reading and writing. Learning English through movies will motivate students, apart from entertaining, students feel relaxed and enjoy the teaching and learning process.

Researchers will provide students with a movie in the British style, then students will listen to conversations or dialogues from the movie. For this case, the researcher will explore further the increase or progress of students' speaking skills. researchers will use the movie as a medium in the process of instructing and learning. It is expected that students can increase speaking skills, especially pronunciation by using movie media with a British accent.

## LITERATURE REVIEW

Syam & Suaib, in his journal entitled "British Accent Through Harry Potter Movie as A Learning Media: Imitating and Practicing the Dialogue", find out students' abilities and motivations in learning English with British movie accent learning media by using imitating and practicing dialogue movie method. By using the imitating method and practicing the movie's dialogue, involving 8 students were used as research samples. Out of 8 students, more than 75% choose this method can increase their motivation in learning English by watching the Harry Potter movies to explore the ability of the British accent.

The results demonstrated that students' judgments of the English accent spoken in movies helped them learn English, according to Ula, Z, in his publication "The Descriptive Analysis of The British Accents in Harry Potter and the Sorcerer's Stone movie." Data was gathered by assessing the British accent in the movie, followed by qualitative analysis of follow-up interviews. Respondents There were four students in this study that had seen the movie. movies, dialogue transcripts, Accent British articles, and interview guides were used to collect data in the meantime.

Talenta & Wibowo (2022) in their journal entitled "The Impacts of British Accents on Students' Dialects in a Speaking Class", spoke about skill level based on the assessment. The result of this research is the received pronunciation, often known as the English standard pronunciation, was created by adjusting dialect variances and words into English norms using British communication and mass media (RP).

## METHODS

This research used pre-experimental research. Pre-experimental research is research to find out the presence or absence of increasing in the treated subjects. Experiment with pre-test and post-test designs that have been pre-designed. The effectiveness of the therapy is determined by the comparison of pre-test and post-test scores.

## RESULT AND DISCUSSION

### Result

The results of the study are presented as a description of the data and a discussion of the findings reveals further arguments and interpretations of the results.

#### 1. Students' Speaking Skills in Pronunciations

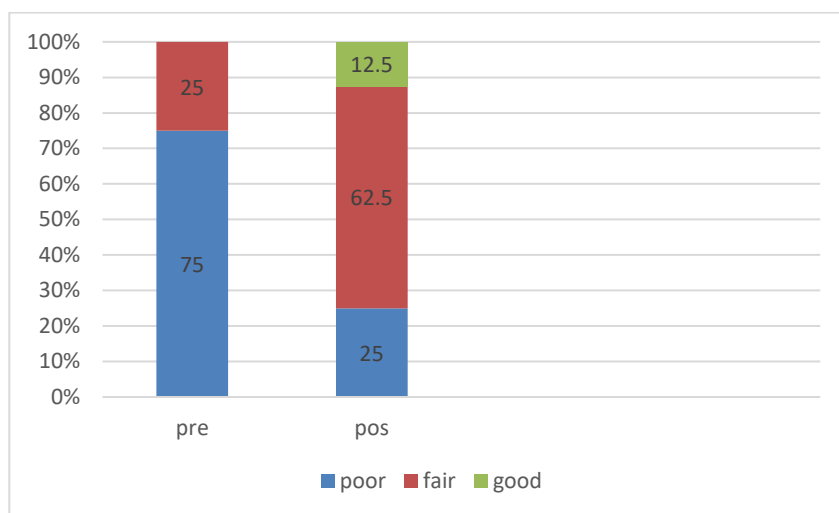
Based on the speaking portion, the pretest and posttest results for the students were evaluated. The following table shows the information:

**Table.1 Frequency and Pronunciation Speaking Skill Level of Students by Percentage**

| No | Score | Category  | Pre-test |   | Pos-test |   |
|----|-------|-----------|----------|---|----------|---|
|    |       |           | F        | P | F        | P |
| 1. | 5     | Excellent |          |   |          |   |

|       |   |           |   |      |   |       |
|-------|---|-----------|---|------|---|-------|
| 2.    | 4 | Very good |   |      |   |       |
| 3.    | 3 | Good      |   |      | 1 | 12,5% |
| 4.    | 2 | Fair      | 2 | 25%  | 5 | 62,5% |
| 5.    | 1 | Poor      | 6 | 75%  | 2 | 25%   |
| TOTAL |   |           |   | 100% |   | 100%  |

demonstrated that 75% of pupils' pre-test pronunciations were classified as poor and 25% categorized as fair, but in post-test was improved there was 12,5% students in categorized as Good, 62,5% student in categorized as fair and 25% categorized as poor.



*Chart 4.1 Percentage of Students' Scores in Pronunciation*

Chart 1 showed that in the pretest, there was 75% of students categorized as poor, 25% categorized as fair, and none of them classified as good, very good, and Excellent.

Chart 1 also showed the result of students' speaking ability in the posttest. There were 12,5% categorized as good, 62,5% of students categorized as fair, 25% of students categorized poor and none of them classified into, very good and Excellent.

*Table. 2 The Mean Speaking Score of Students in Pretest and Posttest*

| Student's speaking skills | Pretest | Post-test | Improvement |
|---------------------------|---------|-----------|-------------|
| Pronunciation             | 0,15    | 0,23      | 49%         |

The results the average value of the data analyzed from the pretest and posttest of students' speaking abilities in terms of pronunciation the indicators in table 4.2. The average

value of pronunciation on the pretest is 0.15 which is classified as bad, on the contrary the average score on the posttest is 0.23 which is quite adequate and the increase in students is 49%.

To determine the significance level of pretest and posttest, the researcher used t-test analysis at a significance level (p) of 0.05 with degrees of freedom (df) = N-1, where N = number of subjects (8 students) then the t-table value is 1,894. Statistical t-test, analysis for independent samples was applied.

**Table.3 The Comparison of T-test and T-table Students Speaking Skills**

| <i>Score.</i>            |        |         |                 |
|--------------------------|--------|---------|-----------------|
| Student's speaking skill | t-test | t-table | Improvement     |
| Pronunciation            | 1.87   | 1.894   | Not Significant |

Speaking skill is lower than t-table. Compared to the t-table, the pronunciation t-test score is lower. ( $1.87 < 1.894$ ). It is said that the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected. This means that there is no significant increase but there is an increase of about 49%, namely the pronunciation on the pretest is 0.15 which is classified as poor, on the contrary, the average score on the post-test is 0.23 on the students' pronunciation using British movies to teach English to eleventh grade students before and after SMA MUHAMMADIYAH SUNGGUMINASA.

## Discussions

### 1. The Students' Speaking Skills in Terms of Pronunciation

The main purpose of this study was to determine whether the effect of using British Movies as a medium to improve students' pronunciation abilities when speaking. The findings of this study suggest that watching English-language movies helps pupils pronounce words more clearly. There are potential explanations for the findings of this study.

First, the researcher offered the pupils a pretest to gauge their speaking proficiency. The findings demonstrated that the students' speaking prowess was still lacking. In the pretest, the researcher discovered that pupils had trouble pronouncing words correctly. Because they don't hear these terms often, pupils' dialects have an impact on how they pronounce them.

The pre-test involved the researcher using the image as a medium and asking the students to recall what the image had to say to them. According to the pre-test scores, 75% of pupils fall into the poor category. The researcher treated them after administering the pre-test. The improvement in students' pronunciation after incorporating movie trailers as part of the learning process was measured over the course of six meetings.

Students who are receiving treatment view trailers for movies as a learning tool. At the final meeting, the researcher administered a post-test to the participants. In the post-test, the researcher used images of sequences from English movies that students had previously watched, after which they were asked to recollect what the actors and actresses had been discussing in the scene.

The researcher noticed a change in the pupils' pronunciation during the post-test. This is evidenced by comparing the percentage of students in the pre-test where 75% are categorized as bad, 12.5% are categorized as good, 62.5% are categorized as moderate and 25% are categorized as poor in the post-test. It can be said that the use of English films to improve students' speaking skills in terms of pronunciation is successful. As Donaghy (2014) notes, he says in his Films can add diversity and flexibility to language classes by extending the spectrum of teaching strategies and tools, aiding in the development of all four communicative skills in students.

### **1. Effect British Accent to Speaking Skill**

According to the findings of the pretest and posttest, there was an improvement in the students' pronunciation both before and after utilizing British Movie. This indicates that the consumption of British movies enhances students' speaking abilities, however based on the t-test findings, the hypothesis (H0) is rejected when the t-test and t-table scores are compared. The students' pronunciation t-test is 1.87, which is lower than the t-table of 1.894 ( $1.87 < 1.894$ ), this means that students' speaking skills have increased but not significant after students are given English eliminator treatment in teaching speaking skills.

After analyzing the data, the researcher proceeds to determine the findings. Data obtained from research results. Dialect is strongly influenced by the way students speak English, according to Mesrouk, (2020), Dialect is a different way of saying the same thing, their natural habit of speaking their local language with their dialect because it is in their culture whereas accent refers to how the speaker produces different speech sounds. Students

should be aware of their first language and dialect impairment, which affects their English pronunciation, especially the British accent.

The students find it difficult to adjust to a British accent, because these students do not have the habit of speaking English using a British accent. British accents are difficult for students to pronounce and rarely heard.

## CONCLUSION

Based on these findings, it can be concluded That the use of British movies improves students' speaking skills, as evidenced by seeing the conclusion that students' pronunciation increases, by looking at the percentage of students' level, namely pre-test 75% are categorized as poor to 25% in post-test, but the research hypothesis is stated (H0) is rejected by comparing the t-test and t-table values. Student's t-test in pronunciation is 1.87, lower than the t-table of 1.894 ( $1.87 < 1.894$ ), This means that students' speaking skills have increased but not significantly after students were given treatment using British movies in teaching speaking skills.

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