

THE EFFECT OF WATCHING ENGLISH MOVIES ON THE ACCENT OF STUDENTS' SPEAKING SKILL

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ABSTRACT

In this digital era, many new learning media can be used to improve students' abilities or make learning more effective. One of them is using movies as a medium to improve students' skills, such as speaking skills. In speaking, the use or mastery of accents is also essential. The researchers conducted this study intending to find out the effect of watching English movies on students' speaking accents. Previously, the analysis of accents influenced by watching English films has never been analyzed. The researchers used descriptive qualitative research method to find out the results of the data collected by open questionnaire. The researchers chose the descriptive qualitative research method to describe the conditions observed in the field, specifically, transparently, and deeply. Forty-two respondents filled out a questionnaire consisting of 12 open-ended questions related to the effect of watching English movies on students' accent speaking ability. The result showed that 49% of respondents agreed that watching English movies affects students' accent speaking ability, and 28.8% strongly agreed. From these answers and based on other supporting questions, the researchers found the influence of English movies on students' accent speaking ability. This study concludes that students realize that they can improve their speaking ability with English movies. This study implies that teachers can use movies as learning media to provide accent improvement in students' speaking ability.

Keywords: *Accent, English movies, speaking skill.*

INTRODUCTION

It cannot be denied that currently the use of media is very necessary in education. Media can be divided into some types. Visual materials, such as textbooks, auditory media, such as songs, and audiovisual media, such as movies and videos, and digital media, such as YouTube, are all commonly used by teachers (Wahyuningsih & Afandi, 2020). There are several advantages of using media in learning speaking such as students understand the material more easily, make students interested in the learning process and students become more active to practice their speaking skills in the classroom (Waloyo & Fatekha, 2022). One example of modern teaching techniques is the use of videos (Andriani et al., 2021). Some learners use media such as watching movies to improve their speaking skills.

Speaking is typically imitative and reproductive in nature, which allows students to practice to practice patterns of language and communication. Moreover, speaking skills are essential for students to for communicative purposes (Hendrawanto, 2022). Therefore, speaking is an essential part of everyone's needs in life, including for students. However, not only their speaking ability is affected, but sometimes also their accent.

An accent is a distinctive way of speaking of a particular group of people, especially natives or inhabitants of an area. An accent is a person's identity that is easier to identify. Mastery of

speaking skills in English is a priority for many second languages or foreign language learners (Talenta & Wibowo, 2022). Accent fluency plays an influential role in understanding what people are saying (Dirham, 2022). One recognizes country or regional origin more by accent than skin color. Using an accent is very important in English as a foreign language because it relates to their ease of communication or learning. Several researchers researched the effect of watching English Movies on English language skills.

Asmara (2019) explained about strategies to improve speaking ability on four corners. Some students feel a lack of confidence and lack of a supportive environment to practice speaking, these difficulties can hinder students from becoming fluent and accurate in speaking English. Therefore, the use of the Four Corners strategy is suggested to reduce the difficulties faced by students. The Four Corners strategy is believed to improve students' speaking ability.

In addition, Putri & Sinaga, (2020) convinced there is a significant effect of watching English-language movies to improve students' listening skills and motivate students and be interested in learning listening skills. Therefore, English teachers can implement the activity of watching English movies to improve students' listening skills. Moreover, Riswanto et al., (2022) founded the effect of short movies as media to improve students' speaking ability from the research conducted.

From the previous research above, the researchers found other areas that have yet to be researched from previous research. For example, the previous research only focused on the effect of using movies on speaking or listening ability rather than explaining its effect on other aspects of speaking and listening skills in depth. One of them is the accent. In this research, researchers examined whether watching an English movie affects one of the crucial aspects of speaking, namely, accent.

METHODS

This research method was a qualitative descriptive research method. The data collection and analysis using qualitative descriptive methods provides a high degree of flexibility (Rababa et al., 2022). Using qualitative research, it is possible to advance understanding in scientific, rather than experimental, situations, and it is also possible to promote the literature of different disciplines by clarifying (Muzakkir et al., 2022). The researchers choose a qualitative descriptive research method to describe the conditions that would be observed in the field in a specific, transparent, and in-depth manner. Based on the issues in this study, descriptive qualitative data is used to collect data. In this qualitative research, the researchers collected data in the form of an open-ended question, in which the researchers get answers in the form of descriptive statements from the respondents. This section to collect information about how English films affect students' English accent abilities.

Likert-type scale is a method that indicates the level of agreement of participants on many items, the rating can be strongly disagree, disagree, neutral, agree, and strongly agree, which is participant-oriented (Kiliç et al., 2021). Close-ended questions generate responses consisting of 'yes' and 'no', closed-ended questionnaire was designed based on the literature and discussed among the researchers (De et al., 2021). In this research, researchers used open ended questions, Likert scales, and close ended questions. Open ended questions are 'created

based on the content of the 2013 curriculum' (Sarwanto et al., 2020), therefore open-ended questions were chosen because they are familiar with the 2013 curriculum which is still mostly used.

Participants in this study were 42 respondents from Universitas Tidar, Universitas Negri Yogyakarta, Universitas Islam Sultan Agung, Universitas Islam Indonesia, UPN 'Veteran' Yogyakarta, Universitas Soedirman, PGRI, Poltekes, and Universitas Brawijaya. This study was implemented during the 2023 academic year second semester, fourth semester, sixth semester, and eighth semester; the average respondent is in the fourth semester. Participants were divided into two groups (thirty-eight women and five men).

RESULTS AND DISCUSSION

Based on the questionnaire result, most respondents frequently answered, "How often do you watch English movies." Eighteen respondents answered frequently, and only one answered very rarely from 42 respondents; this proves that many students prefer to watch English movies daily. After watching the English movies, find many incomprehensible conversations from the actors due to the different accent used. Respondents who hear American accents more often very unfamiliar when they hear British accents. Therefore, does watching English movies affect the respondent's English accent? We can see this through the following chart 1.

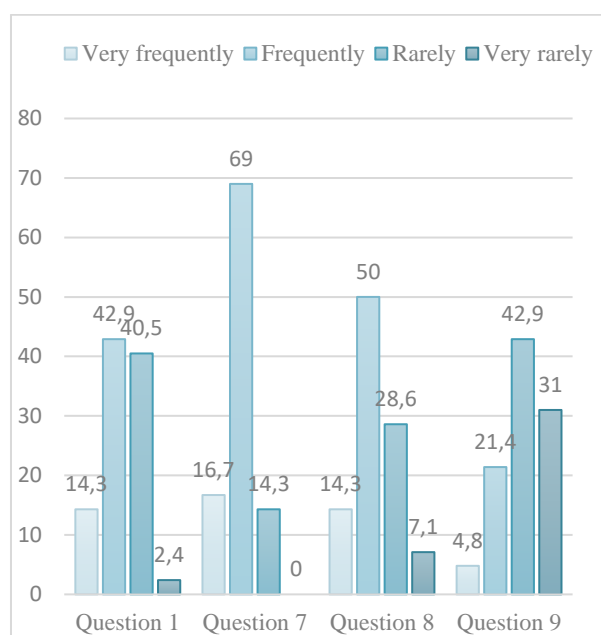


Chart 1. Question 1, 7, 8, and 9

From question seventh "How often do you find vocabulary differences between accents in English movies you watch?", there were 49% or 29 respondents find vocabulary differences between accents when watching English movies. Many vocabularies in an accent have differences with the other accent. The vocabulary differences between one accent and the others also have important notes from speakers. Use an accent to avoid misunderstanding the correlation between accent and vocabulary when speaking.

In question eighth, 21 respondents practice phrases with the accent from watching English movies, and in question nine, only 4.8% or 2 find when watching English movies respondents noted new vocabulary. The eighth question “How often you practice phrases with the accent you get from watching English movies?” can be related to the ninth question about how often participants write back new vocabulary. For question number nine, the researchers get the data 4.8 % very frequently, 21.4 % frequently, 42.9% rarely and 31% data very rarely. Then, the students’ perception about the effect of English movies on their accent can be seen in chart 2.

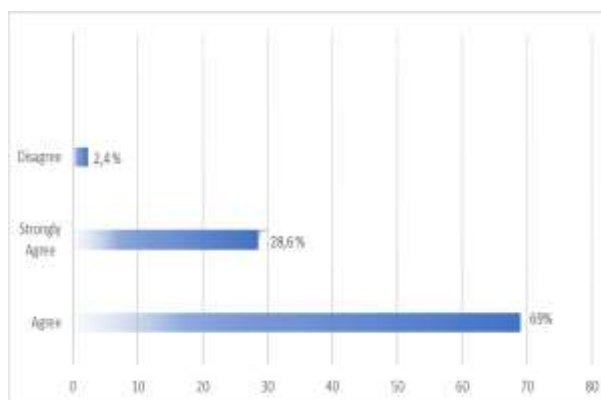


Chart 2. The effect of English movies on accent

From the chart 2 above, watching English movies can affect the English accent of the listeners. Some reasons are that students listen more to different accents and try to imitate them daily. They can practice the accent they originally heard and then pronounce it according to the pronunciation. It can be concluded that English movies affect the accent used. Moreover, how English movies affect their accent can be seen in table 1.

Table 1 Result of How affected are the English movies you watch on your English accent?

Options	Result	Percentage
Very affected	8	19%
Affected	32	76,2 %
No affect	1	2,4 %
Very little effect	1	2,4 %

From table 1, watching English films has an effect on the English accent that participants use. From the questionnaire results, it can be said that participants are very affected by the English films that participants watch, there are eight participants, while thirty-two or dominant 76.2% are "affected". Therefore, it can be concluded that more participants have an effect on their English accent by watching English movies.

The fourth questionnaire “What English movies with an accent has the most impact on the accent you use when speaking English?” relates to questions sixth “If English movies do have an effect on your English-speaking accent, do you watch English movies on purpose to improve your accent or do you get the effect by accident (spontaneously)?” and twelfth

“What English movies (movies title and accent) had the most effect on your English accent?” In contrast, question twelfth is an additional question. From these two questions, the American accent has more influence on the accent used when speaking. In this questionnaire, more than 65% of respondents answered American accents, and there were 2.4% who answered that all accents, namely: American, British, Irish, and Canadian, affect the use of accents in daily life.

Then the most memorable movies for learning accents is "Harry Potter." In contrast, the most influential movies are the American accent movies. From the respondents' answers, it is said that 75% of the respondents answered spontaneously when watching English movies, which can affect the accent used.

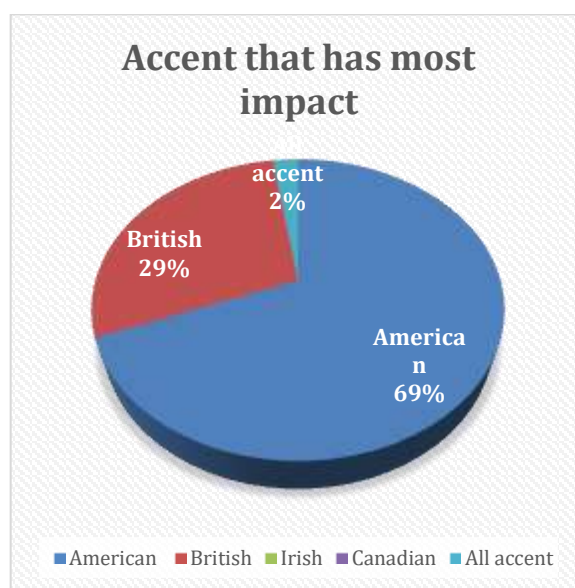


Figure 1. The most impacted accent

Questions number fifth “How do you know what accent was used in the English movies you watched?”, “What good impact do you get from learning accents through English movies?”, and “What obstacles do you often encounter in improving speaking skills through English movies?” were short answer questions. In question number fifth, From the various answers, pronunciation can be seen to distinguish what accent is used in the English movies. One respondent also mentioned that pronunciation influences how to distinguish the accent used. Next is question number ten; participants answered the question briefly. Regarding the impact that participants get from learning English accents through English movies, it can be concluded that learning accents from movies is more accessible and more practical; besides, learning accents through movies also impacts listening and identity, which can be known from the accents used by actors. Meanwhile, from statement number eleven, it can be concluded that many participants are constrained by vocabulary; they find it challenging to practice vocabulary because of pronunciation difficulties.

It has been found that in the sense of how often they relearn the accents that have been learned or found in English movies, participants are more likely to prefer to learn to speak

rather than write back what is found.

It cannot be denied that in this digital era, learning media is often used to make learning more effective (Arochman et al., 2023). According to (Riswanto et al., 2022), there was an effect in the use of short movies as a medium for improving students' speaking ability. Putri & Sinaga, (2020) conducted watching English movies could motivate students interested in learning listening skills. Therefore, the English teacher could carry out watching English movies to improve students' listening skills. The results of the previous research have a relationship with the research results that the researchers conducted.

The result is that 76.2% of respondents said that watching an English movie affects one of the sub-skills in speaking ability, namely accent. The effect of improving the ability to use an accent is, of course, related to speaking ability. In addition, Putri & Sinaga, (2020) conducted watching English movies can also motivate students to improve their listening, which will certainly affect their accent.

CONCLUSION

Students realize that they can improve their speaking ability with English movies. The most influential accent is the American accent with various movies titles, 69% of the respondents agreed that movies affect their speaking ability. From the results of this study, it can be inferred that students from semesters two, four, six, and eight from various study programs and universities in Indonesia agree with the above statement related to the influence of accent on speaking ability.

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