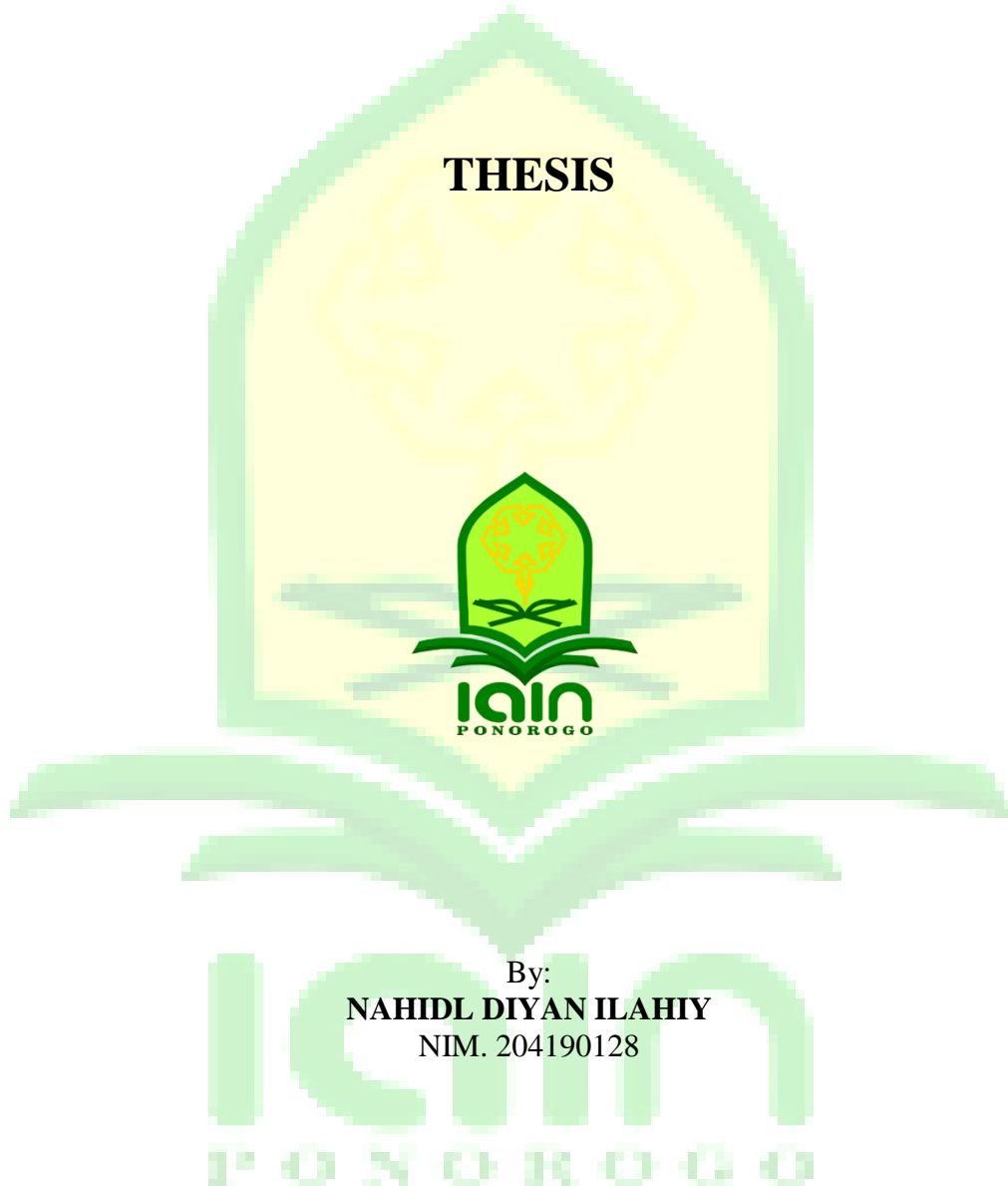


**THE EFFECTIVENESS OF BRITISH AND AMERICAN  
ACCENTS ON LISTENING COMPREHENSION TO THE  
SECOND SEMESTER OF ENGLISH DEPARTMENT AT IAIN  
PONOROGO IN ACADEMIC YEAR 2022/2023**

**THESIS**

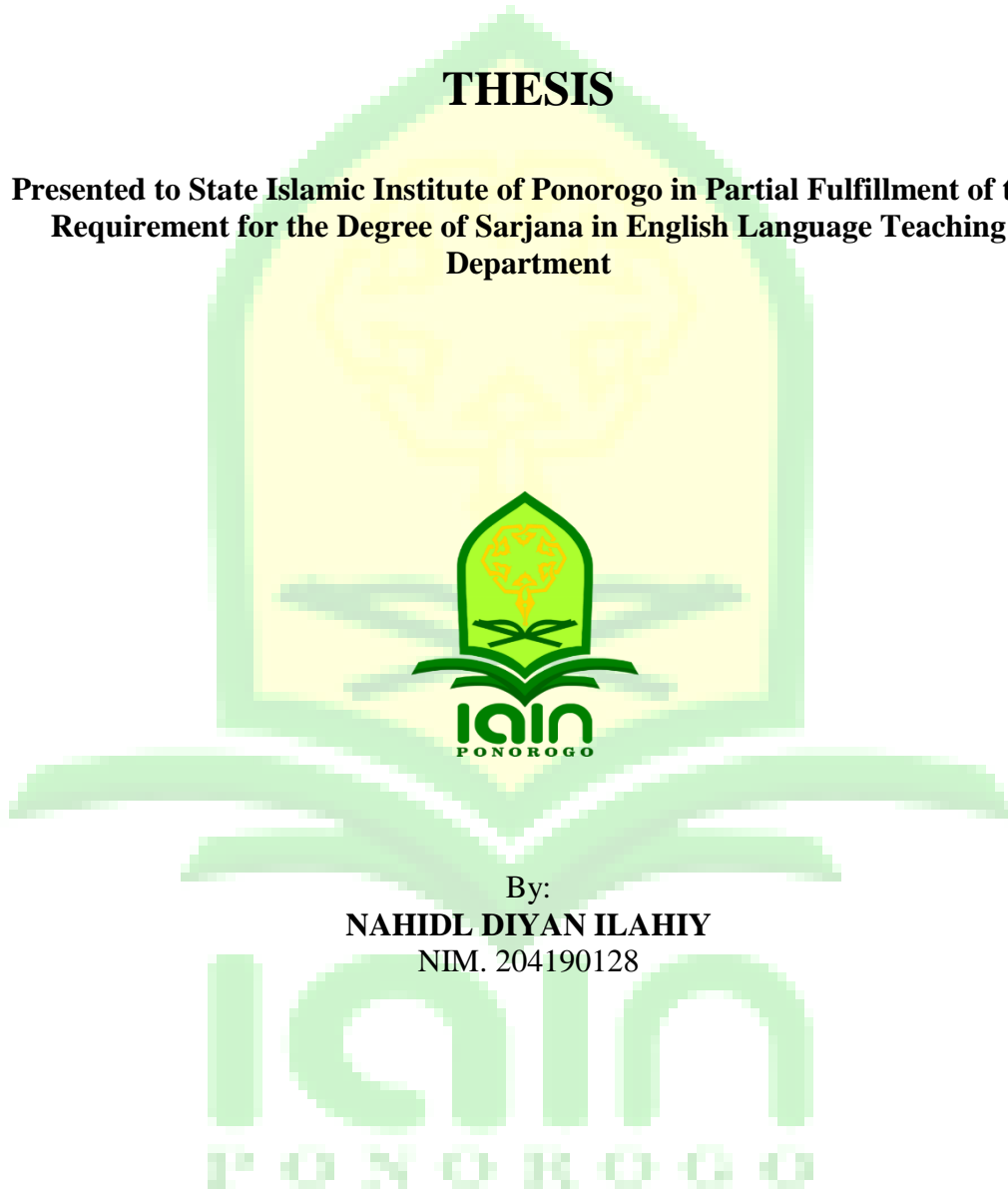


**ENGLISH LANGUAGE TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO  
2023**

**THE EFFECTIVENESS OF BRITISH AND AMERICAN  
ACCENTS ON LISTENING COMPREHENSION TO THE  
SECOND SEMESTER OF ENGLISH DEPARTMENT AT IAIN  
PONOROGO IN ACADEMIC YEAR 2022/2023**

**THESIS**

**Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the  
Requirement for the Degree of Sarjana in English Language Teaching  
Department**



By:

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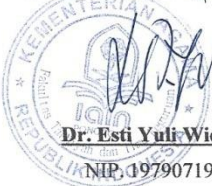

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Has been approved by the board of examiners on

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LISTENING COMPREHENSION TO THE  
SECOND SEMESTER OF ENGLISH  
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Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 19 september 2023

Yang membuat pernyataan



Nahidl Diyan Ilahiy

## DEDICATION

The researcher dedicated this thesis to:

First of all, thank you to Allah SWT for all the blessings in the form of health, strength and inspiration that are very much in the process of completing this thesis, thank God.

My parents, both my father and my mother who has given birth and raised me with all the hope and wish any son could get.

My family who have tirelessly supported all decisions and choices in my life whatever they are, never stopped praying for me and always warned their children to continue to pursue the highest education possible.

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The last, the researcher dedicated this thesis to all those who helped provide encouragement and prayers so that this thesis could be completed.



## MOTTO

My life motto is

*“I remind myself every morning: Nothing I say this day will teach me anything. So, if I’m going to learn, I must shut up and start listening<sup>1</sup>” – Larry King, CNN.*



---

<sup>1</sup> “CNN” (USA, n.d.).



## ABSTRACT

**Ilahiy, Nahidl Diyan.** 2023. *The Effectiveness of British and American Accents on Listening Comprehension to the Second Semester of English Department at IAIN Ponorogo in Academic Year 2022/2023.* Thesis, English Language Teaching Department, Tarbiyah Faculty, State Institute for Islamic studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

**Key Words: Listening Comprehension, British Accents, American Accent, Classroom Research, English**

Language is a system of interaction used by humans to share their thoughts and feelings. And listening is one of the most important skills to master so we can receive what other's want to deliver to us. The two main standard of English accent were British and American accent. Some people believe that the familiarity over a certain accent can help to understand what spoken better. There are many studies that has been conducted to know whether accent has a significance influence on student's listening comprehension.

This study investigates the influence of two distinct accents, British and American, on students' listening comprehension abilities. The primary objective is to assess the effect of accent variation on students' This study is aimed so the researcher could gain information on whether there was a significant amount of effect caused by the usage of British and American accent used in the audio of listening comprehension; if so, the researcher also wants to know which accent has better effect on students' comprehension.

The method used in this research is quantitative research method by applying correlational approach. Quantitative research methods are an effort to study issues, with issues in this case already in existences serving as the foundation for data collection. The variables and measurement later then determined.

Results demonstrate a notable effect of accents on listening comprehension. The group exposed to the American accent exhibited a significant increase in their

average listening comprehension scores, with a mean improvement of 16.2 points. In comparison, the group exposed to the British accent showed a slightly lower increase in their average score, with an improvement of 11.28 points. These findings underscore the pedagogical importance of accent selection in language learning environments. Selecting the appropriate accent can significantly impact students' listening comprehension skills, with the American accent showing a slight advantage in this study. Further research could explore additional factors influencing language comprehension, providing valuable insights for effective language instruction.



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*Alhamdulillah*, all praise be to Allah, Lord of the universe who has blessed the researcher with His power to accomplish this thesis. Blessing and salvation be upon to the beloved Prophet Muhammad SAW, his family, his companions and also his followers.

The researcher would like to thank a lot to all people who support and help him, without their support and help; he could not be able to finish this thesis. His gratitude goes to his beloved family for all their supports and motivation to the researcher to finish his study. Besides of those people, the researcher also would like to express his deepest gratitude to:

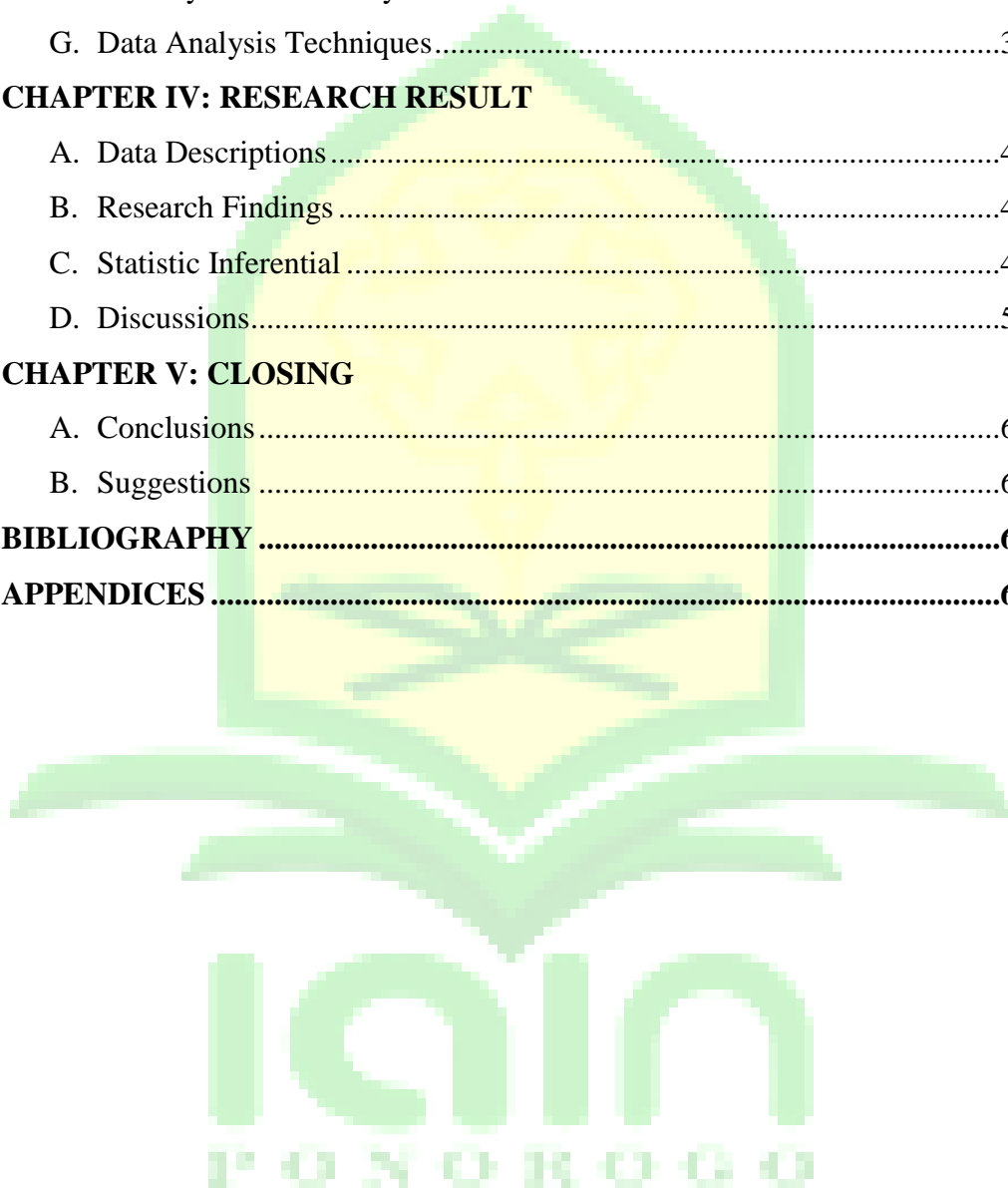
1. Dr.Hj.Evi Muafiah, M.Ag.as the rector of State Islamic Institute of Ponorogo.
2. Dr. H. Moh.Munir, Lc, M.Ag. as the dean for academic and institutional affairs of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Moh. Miftahul Choiri, M.A. as the vice dean for academic and institutional affairs of the Faculty of Tarbiyah and Teacher Training.
4. Dr. Esti Yuli Widayanti, M.Pd. as the Head of English Language Teaching Department.
5. Dr. Dhinuk Puspita Kirana, M.Pd. as the advisor for her advices, guidance, corrections, and suggestions in finishing this thesis and for also giving me permission to conduct the research in her class.
6. The examiners that has been helping in perfecting this thesis.
7. All of people that contributed in finishing this thesis.

The words are not enough to appreciate their helps, supports and contributions in finishing this thesis, may Allah SWT bless them all. Then, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher would like to accept criticism and suggestion to make this thesis better. Finally, the researcher expects that this thesis will give valuable and useful information and become the inspiration for people who read it.

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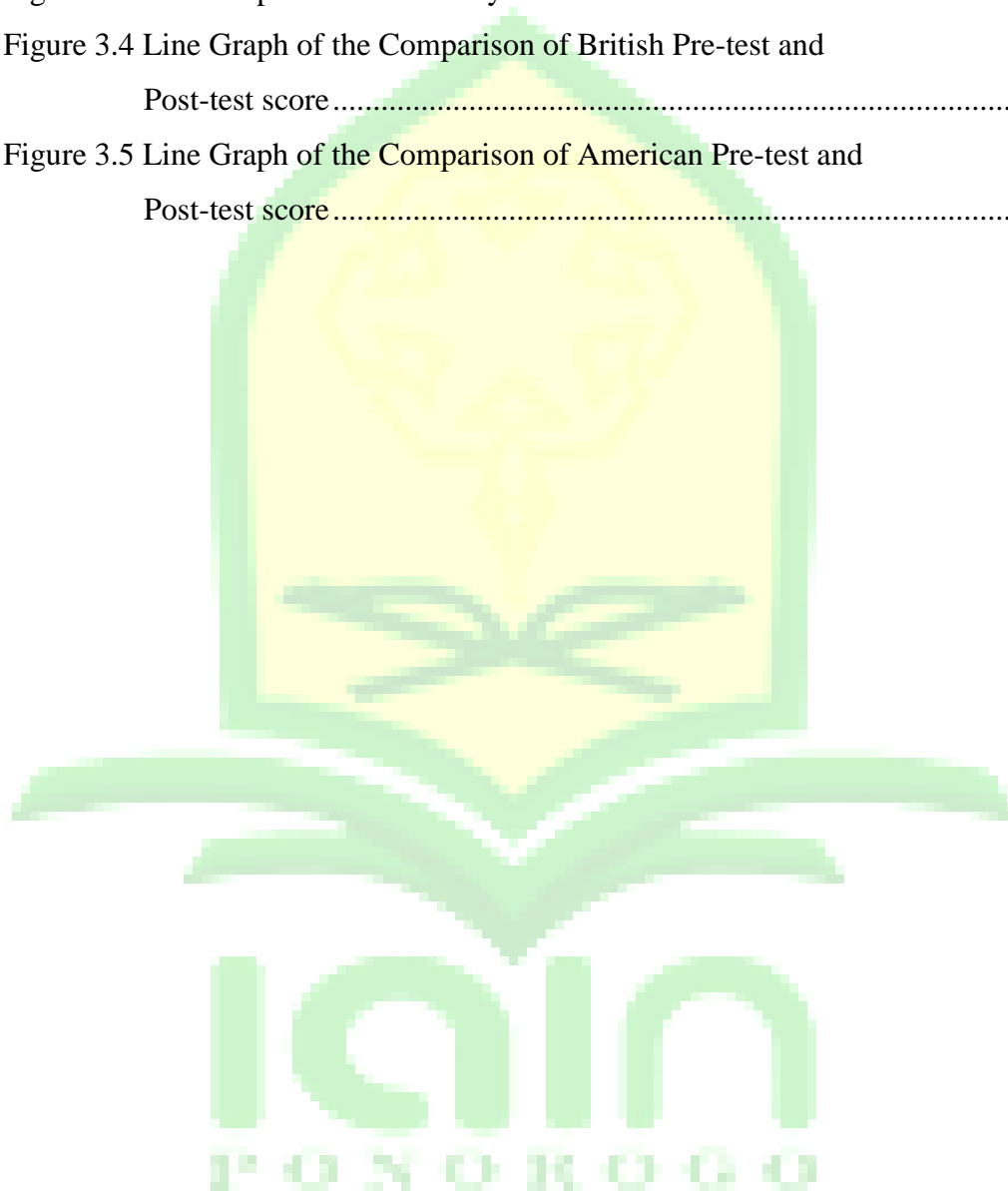


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## CHAPTER I INTRODUCTION

### A. Background of the Study

Language is the system of sounds and used by human to express their thought and feeling<sup>2</sup>. It is already wide known, that English is a universal language. English is a language that is frequently used for communication on a global scale. It is widely recognized that the four skills of speaking, listening, reading, and writing contribute to the language of English. These are all teachers and students should both have the necessary abilities. In Indonesia, English is also used as a subject for the final test, which every student must pass. The duty of a teacher is to assist students in learning English by acting as a facilitator. That means it's crucial to study English as a foreign language, especially if you work in education.

Listening, a pivotal element in language acquisition, holds great significance in the realm of mastering English, a fact underscored by its classification as a receptive skill alongside reading. The importance of listening transcends its seemingly straightforward nature, as it is a foundational aspect of understanding and comprehending a language. Listening is an important aspect of learning; it may appear to be a simple activity, but learners will find it more complex when listening to a foreign language, particularly English<sup>3</sup> According to some popular belief, the key to improving pronunciation is listening, but listening in a context that is both understandable and relevant to the students.

---

<sup>2</sup>*Oxford Advanced Learners Dictionary - 10th Edition*, 10th ed. (New York: Oxford University Press, 2020).

<sup>3</sup>M. Helgesen, S. Brown, and D. Nunan, *Practical English Language Teaching: Listening*, Practical English Language Teaching (McGraw-Hill ESL/ELT, 2012).

Listening can help you improve your English accent because accent is a distinct way of speaking the language. Dialect/accents, according to Behravan, refers to different ways of pronouncing/speaking a language within a community<sup>4</sup>. Accent is thus based solely on pronunciation, according to Skibdahl and Svensäter, whereas a specific dialect is distinguished by phonological sounds, grammatical- and lexical differences, and differences in pronunciation<sup>5</sup>. Accent refers to the pronunciation of a specific language and is an important component of speech. Accent is thus learned unintentionally from our own language.

Accents influence students' understanding of learning and listening to English. According to Halimah in her study, the implication of accent results in that it influences students' language attitude in the educational aspect<sup>6</sup>. Whereas understanding the language is accomplished by comprehending the easier accent in learning English. It can be seen when students communicate with others in English. According to Ekiç, students prefer to use familiar and easier accents to improve their listening skills.

Listening to speakers with diverse accents can present a range of challenges for students. One of the most prevalent difficulties is comprehension. Strong or unfamiliar accents can make it hard for students to grasp the content of what's being communicated, whether it's a casual conversation, an academic lecture, or a professional presentation. The differences in pronunciation and vocabulary brought about by these accents are significant contributors to this challenge.

When speakers have accents different from what students are accustomed to, it can lead to confusion. Words may be pronounced in ways that are entirely unfamiliar, and vocabulary choices might differ. This

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<sup>4</sup>Hamid Behravan, "Dialect and Accent Recognition," 2013, n.d.

<sup>5</sup>Sonja Skibdahl and Henrik Svensäter, "Students' Attitudes to English Accents in Four Schools in Southern Sweden" (Läroarbildning, Malmö högskola, School of Teacher Education (LUT)., 2012), <http://urn.kb.se/resolve?urn=urn:nbn:se:mau:diva-34847>.

<sup>6</sup>NurHalimah, "The Language Attitude of English Language Education Department Students toward British English (RP) and American English (GA)," (UNIVERSITY OF MUHAMMADIYAH MALANG, 2017).

variance can be particularly pronounced when it comes to idiomatic expressions and regional phrases. Such unique language elements can create a language barrier, making it difficult for students to understand the intended meaning.

Listening to unfamiliar accents for extended periods can lead to what is often referred to as "listening fatigue." Trying to understand and process spoken information when the accent is unfamiliar can be mentally exhausting. This can be a significant obstacle, particularly in educational or professional settings where effective listening is essential.

In addition to these linguistic challenges, students might also experience a decline in confidence in their own listening abilities. They may feel self-conscious about their difficulty in understanding accents different from their own, which can impact their overall communication and learning experiences.

Moreover, accents are often closely linked to the culture and background of the speakers. Understanding the cultural context of a conversation is crucial for accurate comprehension. This means that, in addition to language proficiency, students may need to develop cultural awareness to better interpret the meaning of what's being said.

For students who are required to communicate with individuals from diverse linguistic backgrounds, their own accents can play a role. Their ability to be understood may be influenced by their pronunciation and accent. This can become a two-way challenge, as students strive to both understand others and be understood themselves.

Practice with diverse accents is crucial. Focusing on the context of conversations can provide valuable cues for meaning. Technology, including language-learning apps and online resources, can be beneficial. Seeking feedback from teachers, peers, or language partners can help pinpoint areas for improvement. Furthermore, learning about different cultures can provide important context for understanding accents and their associated expressions.

In some cases, students might consider accent reduction training if clear communication in a specific language or region is a priority.

By actively addressing these challenges and practicing listening to diverse accents, students can enhance their language comprehension and communication skills in multicultural and multilingual settings.

For instance, Satya Wacana Christian University (SWCU) in Salatiga conducted "Indonesian EFL Students' Attitudes toward Various English Accents and Their Own Accents.". As an instrument, they employ a closed-ended and open-ended questionnaire. Purposive sampling was used to select participants for this study from the English Department. The findings revealed that native accents (American and British) received the majority of the positive attitudes. Between the two accents, American English has the most positive attitudes. The research suggests that this could be because British English is not widely spoken in Indonesia<sup>7</sup>. Maybe, its because American English is more widely used in Indonesia than British English.

Another study, "The Language Attitudes of Students of English Literature and D3 English at Maranatha Christian University toward American English, British English, and Englishes in Southeast Asia, and their various contexts of use in Indonesia," is being conducted by Siregar<sup>8</sup>. The results of the study revealed that American and British English were the most favored accents among the participants. Notably, American English was the top choice by a considerable margin. The strong preference for American English can be attributed to the extensive exposure Indonesian students have to this accent through television and movies. American English's prominent presence in global popular culture, such as Hollywood movies and television series, significantly influenced their preference. This study highlights the

---

<sup>7</sup>Monika Dharma and Christian Rudianto, "Indonesian EFL Students' Attitudes Toward Various English Accents and Their Own Accents," *Faculty of Teacher Training and Education SatyaWacana Christian University Salatiga* 11, no. 1 (January 2013): 67–81.

<sup>8</sup>FentyLidyaSiregar, "The Language Attitudes of Students of English Literature and D3 English at Maranatha Christian University toward American English, British English and Englishes in Southeast Asia, and Their Various Contexts of Use in Indonesia," *Philippine ESL Journal* 4, no. 2 (2010): 66–92.

impact of popular media on language preferences and underscores the importance of acknowledging these preferences in language education and curriculum development.

Based on the explanations above, the researcher intends to conduct a research titled “THE EFFECTIVENESS OF BRITISH AND AMERICAN ACCENTS ON LISTENING COMPREHENSION TO THE SECOND SEMESTER OF ENGLISH DEPARTMENT AT IAIN PONOROGO IN ACADEMIC YEAR 2022/2023”.

## **B. Identification of the problems**

Drawing upon a comprehensive review of numerous research studies, it becomes evident that the impact of accent on listening comprehension remains a topic of considerable debate and investigation. The thorough analysis of numerous studies by the researcher has produced a range of results, highlighting the complexity and nature of this issue.

According to some studies, students find it difficult to understand audio content that is spoken in an unfamiliar accent and prefer accents that are more familiar to them. This preference for familiarity in listening materials is explained by how content is believed to be easier to understand and interpret when spoken in a well-known accent. However, depending on the individual learners and their exposure to various linguistic patterns, this preference may or may not have a significant impact on overall comprehension.

Conversely, other research studies present a contrasting viewpoint, indicating that the utilization of various accents in listening comprehension exercises may not significantly impede students' ability to understand the audio. These studies emphasize the adaptability and resilience of learners in navigating diverse linguistic styles, positing that exposure to British and American accents can enhance their adaptability and promote a broader understanding of the language.

Based on the observation that the researcher has conducted through multiple studies, there are many different results on whether the accent in listening really has significant effect. Given this apparent disparity in findings, the researcher is motivated to delve deeper into whether the accent will have significance or not towards the students in second semester of English Department in IAIN Ponorogo.

### **C. Scope and Limitation of The Study**

When it comes to recognizing and comprehending the limitations of the object under study, the importance of the research's focus cannot be overstated. This focused approach makes sure that the researcher is not constrained by the amount of data that is readily available in the field, enabling a thorough investigation of the subject.

In the realm of focus assessment, a quantitative lens provides a methodical means of evaluating the novelty of the information expected to be acquired within a classroom setting. It endeavors to categorize data into measurable components, facilitating the identification of crucial data points while disregarding those of lesser significance. The quantitative approach offers a structured framework to streamline the research, ensuring precision in data analysis and interpretation<sup>9</sup>.

The research is conducted within the context of the second semester of the English Department, specifically in the Intensive Listening Class at IAIN Ponorogo. This strategic positioning allows for the application of quantitative methodologies to measure comprehension levels accurately and objectively, enriching the study's findings with numerical insights for object limitations, the research's focus is significant. As a result, the quantity of data obtained in the field does not bind the researcher. Research on focus assessment is mostly focused on the novelty of the information that will be acquired in a classroom

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<sup>9</sup>J.W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson, 2012), <https://books.google.co.id/books?id=4PywcQAACAAJ>.

setting. It also aims to restrict quantitative studies and research by identifying which data are important and which are irrelevant.

Quantitative research focuses on the problem's reliability, urgency, and importance degree<sup>10</sup>. Therefore, this research will be focused on students understanding towards the listening comprehension under British and American accent and the research conducted is in second semester of English Department, Intensive Listening Class in IAIN Ponorogo.

#### **D. Research Questions**

Based on the background and limitation of the research, the problems of the research formulated, as follows:

1. What is the most effective accent between British and American accents on students listening comprehension?

#### **E. Research Objectives**

The primary objective of this study is to thoroughly investigate whether the integration of British and American accents in listening comprehension holds substantial effect over students' understanding. The research specifically aims to ascertain if the utilization of British and American accents significantly affects comprehension and if it does, to identify the accent that optimally facilitates comprehension within this academic context.

#### **F. Significance of The Study**

The result of this study is expected to give positive contribution both theoretically and practically to general reader and special readers that include researcher, school/educational institution, and other researchers. The result of this study is beneficial for:

1. General readers

The urgency of this research is that the results of this research are expected to add insight and knowledge about the implementation of British and American accent in listening comprehension.

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<sup>10</sup>Carrie Williams, "Research Methods," *Journal of Business & Economic Research* – March 5 (January 1, 2007), <https://doi.org/10.19030/jber.v5i3.2532>.

## 2. Special readers

### a. For Researcher

This research can provide insight, knowledge and increase the activity of researchers in training scientific thinking patterns and provide experience for the life to come, especially in the implementation of British and American accent in listening comprehension..

### b. For school

It is hoped that this research can contribute to knowledge and can provide solutions to support success in developing students' talents.

### c. For other Researchers

It is hoped that this research can increase knowledge to readers or other people related to the implementation of British and American accent in listening comprehension.

## **G. Organization of The Study**

The study is organized into five chapters by the researcher. These chapters are connected to one another in an effort to make the thesis organization simpler. Following is how this study is structured:

Chapter I is to give an explanation of the introduction. The researcher will give an explanation of the overall context of the investigation, its scope and limitations, research question, research purpose, significance of the study, and its methodology.

Chapter II is a theoretical background, previous research findings, theoretical framework, and hypothesis. The theoretical foundation, prior research findings, theoretical framework, and hypothesis are all presented in chapter II. The researcher provides a theoretical background part in the The researcher discusses a number of previous studies that have been conducted and identifies similarity and contrasts with the current research. The



researcher then proposes the null and alternative hypotheses in the research hypothesis section.

Chapter III is a part that contains the research design, research setting, sample and population, operational research variables, technique and instrument of data collection, validity and reliability, and data analysis techniques. In this section the researcher discusses the method utilized for this research. The researcher additionally explains how the instruments utilized for sampling, data collection, and analysis were utilized.

Chapter IV provides a comprehensive exploration of the implementation of research findings and results. This chapter presents an in-depth description, analysis, and a thorough discussion of the acquired data. Moreover, it delves into effective strategies and methodologies that can be employed to further augment students' speaking abilities during their English lessons.

Chapter V, The final chapter, contains a conclusion and a suggestion. It includes full data analysis and makes some recommendations on the discussed issue. Appendices and references are in the final section.



## CHAPTER II

### THEORETICAL FRAMEWORK

This chapter consists of conceptual framework, previous research findings, theoretical framework, research hypothesis

#### A. Theoretical Review

##### 1. Listening Comprehension

###### a. The Definition of Listening

Listening is a skill that involves the ability to accurately perceive and understand spoken language. It encompasses the intricate process of deciphering a speaker's accent or pronunciation, syntactic structures, vocabulary usage, and the overall comprehension of meaning. Listening is a crucial skill that involves the ability to accurately identify and understand what others are saying. A proficient listener adeptly manages all these tasks concurrently, showcasing a high level of listening skill.<sup>11</sup>

The definition of listening defined by Downs is making an effort to hear something; to pay attention or heed. The listener must maintain concentration while listening and disregard anything that can distract them.<sup>12</sup>

Miranti stated in her journal from Saha and Rezwan “listening is a skill in a sense that it’s related but distinct process than hearing which involves merely perceiving sounds in a passive way, while listening occupies an active and immediate analysis of the streams of sound.”<sup>13</sup> Furthermore, listening is an activity which the listeners make a supposition of the speaker’s meaning.

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<sup>11</sup>Arif Saricoban, “The Teaching of Listening,” *The Internet TESL Journal* No. V (December 1999), <http://iteslj.org/Articles/Saricoban-Listening.html>.

<sup>12</sup>Lisa J. Downs, *Listening Skills Training* (USA: ASTD Press, 2008).

<sup>13</sup>Miranti, “TEACHING LISTENING COMBINING SLANT AND TQLR STRATEGIES TO IMPROVE STUDENTS LISTENING ABILITY AT SENIOR HIGH SCHOOL,” n.d.

Therefore based on those statements, listening is not just hearing, but listening is an active action that someone perform to be able to understand and receive any information that someone has given to them by using voice, directly or indirectly

b. The Element of Listening Comprehension

The listener's abilities to comprehend the meaning of the spoken text is crucial to listening comprehension, which is an intricate process. It incorporates some elements of listening lessons. The following are the aspects:

1.) Speech sound

Understanding the individual sounds and phonetic components that make up spoken words is the foundation of listening comprehension. Differentiating and interpreting these speech sounds correctly contribute to understanding the spoken language.

2.) Words

Recognition and comprehension of individual words play a significant role in understanding the overall message. It involves understanding vocabulary, word forms, and their meanings within the context of the spoken discourse.

3.) Parsing speech

Parsing speech involves breaking down spoken sentences or phrases into meaningful parts, such as identifying subjects, verbs, objects, and other grammatical components. This parsing aids in understanding the grammatical structure and syntax of the speech.

#### 4.) Discourse processing

Beyond individual words and phrases, discourse processing involves understanding the larger context and organization of the spoken text. This includes grasping the relationships between ideas, understanding coherence, and identifying the main points and supporting details.

## 2. Accent

### a. The Nature of Accent

Accent is a linguistic characteristic of speaker identity that reveals the language origin of speakers. Accent is a linguistic term for a language variation<sup>14</sup>. Every person speaks with an accent. It can reveal both the speakers' identities as well as their linguistic backgrounds. It implies that the speaker's accent determines how they talk. The Oxford Dictionary defines an accent as a unique, regional, or national style of speaking.

Accent is described as a distinctive manner a language is pronounced, whether by native speakers or non-native speakers<sup>15</sup>. There is no accent that is linguistically superior, despite the fact that several have higher social worth. English users all over the world use the language, so accents are not just a trait of native English speakers. It implies that there are several English accents.

Nemati and Fumani provide another definition of an accent<sup>16</sup>. They claimed that an accent is made up of three primary elements: pronunciation, liaisons, and intonation (speech music) (spoken

<sup>14</sup>Ayako Ikeno and John H. L. Hansen, "The Effect of Listener Accent Background on Accent Perception and Comprehension," *EURASIP Journal on Audio, Speech, and Music Processing* 2007 (2007): 1–8, <https://doi.org/10.1155/2007/76030>.

<sup>15</sup>John M. Levis and Ziwei Zhou, "Accent," in *The TESOL Encyclopedia of English Language Teaching*, ed. J. I. Lontas, 1st ed. (Wiley, 2018), 1–5, <https://doi.org/10.1002/9781118784235.eelt0002>.

<sup>16</sup>Maryam Adelian, Azadeh Nemati, and Mohammad Reza Falahati Qadimi Fumani, "The Effect of Iranian Advanced EFL Learners' Knowledge of Collocation on Their Writing Ability," *Theory and Practice in Language Studies* 5, no. 5 (May 17, 2015): 974, <https://doi.org/10.17507/tpls.0505.12>.

sounds of vowels, consonants, and combinations). Additionally, Munro and Derwing, as cited in Ockey and French<sup>17</sup>, stated that accent is how a speaker's spoken language sounds to others and how a speaker's sounds affect the listeners and the speakers, as opposed to those who are designated as users of the local speech variety. To put it another way, English speakers have an accent regarding how their speech differs from the local variety of English and how this difference affects both speakers and listeners. Based on the aforementioned justifications, the researcher draws the conclusion that accent refers to the pronunciation, intonation, and liaisons of the speakers' speech, which reveal their identity.

According to Ikeno&Hansen, the term "English accent" encompasses both speech generated in English by non-native speakers whose first language is not English (non-native accent) and native speakers whose first language is English (native accent)<sup>18</sup>. Anyone who was born in an English-speaking nation (where English is used as a first language), such as England, Canada, or the US, acquired English as their first language and has used it as their primary language since they were young is considered a native speaker. A non-native speaker, on the other hand, is a person who was not raised speaking English as their first language and was not born in an English-speaking nation. As a result, persons who speak English as a second or foreign language are considered non-native<sup>19</sup>. Accents are a distinguishing feature or identity of English speakers worldwide in addition to being a trait of native English speakers. The

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<sup>17</sup>Gary J. Ockey and Robert French, "From One to Multiple Accents on a Test of L2 Listening Comprehension," *Applied Linguistics* 37, no. 5 (October 1, 2016): 693–715, <https://doi.org/10.1093/applin/amu060>.

<sup>18</sup>Ayako Ikeno and John H. L. Hansen, "The Effect of Listener Accent Background on Accent Perception and Comprehension," *EURASIP Journal on Audio, Speech, and Music Processing* 2007 (2007): 1–8, <https://doi.org/10.1155/2007/76030>.

<sup>19</sup>Seyyed Hatam Tamimi Sa'd, "World English and World Englishes: Perspectives from English Language Learners in Iran," *Journal of World Languages* 5 (January 2, 2018): 1–23, <https://doi.org/10.1080/21698252.2018.1500151>.

variety of English accents is genuine. As a result, linguists refer to the unusual pronunciation of speakers as having an accent. Accents can also be a reflection of a speaker's age, sex, education level, and other characteristics.

b. The Two Accents

In this research, the researcher limits the accent into 2 kinds of speakers' accents, which are British and American English accents. British English and American English are the two main standard of English Varieties<sup>20</sup>. There are two distinctions between British and American accents, the first is lexical and vocabulary distinctions. The vocabulary or lexicon is a crucial language area where the British and American accents differ noticeably. There are three key semantic domains where American and British accents diverge. Food, clothing, and transportation are the three categories. American accents employ cookies, French fries, and potato chips while discussing food. In contrast, British accents make use of crisps, chips, and biscuits. Underpants, smocks, and vests are common clothing items for people with American accents. Conversely, British accents make use of overalls, waistcoats, and pants. American accents also employ the road, trailer, and turnpike for transportation. British accents, on the other hand, favor high street, caravan, and motorway. The second is spelling variations.

The ease of understanding a British or American accent can vary depending on an individual's exposure, familiarity, and language learning background. Both British and American English have distinct accents and pronunciation patterns, and what may be perceived as easier to understand can vary from person to person. In essence, the perception of which accent is easier to understand is

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<sup>20</sup>Peter Trudgill, *New-Dialect Formation The Inevitability of Colonial Englishes* (Edinburgh University Press, 2006), <http://www.jstor.org/stable/10.3366/j.ctv2f4vkzd>.

subjective and can vary from person to person based on their unique experiences and exposure to British and American accents. It's beneficial for language learners to expose themselves to a variety of accents to enhance their overall listening comprehension and adaptability to diverse linguistic styles.

Both British and American English spellings range significantly from one another. American accents possess color and center, but British accents have colour and centre. According to Trudgill and Hannah, reported in Alftberg, the main distinctions between the British and American accents are the vocabulary and pronunciation. In the American accent, the word catalog is spelled catalog without the final -ue<sup>21</sup>. They stated that numerous variables account for the differences: In North America, new things and experiences required new labels, therefore new words must be created. For instance, in the context of sports, a home run in baseball is referred to in American English while a pitch in cricket is referred to in British English. High school is described in terms of the educational setting, while public school is described in terms of the British accent.

British and American accents differ from one another in pronunciation. The BATH vowel, which is pronounced /ɑ:/ in British and /æ/ in American in words as bath, chance and dance. Another noticeable difference is T-voicing, the t-sound that tends to be pronounced like /d/ in American, for example the word better is pronounced as “*bedder*”. Another obvious difference between British and American pronunciation is the pronunciation (or lack thereof) of postvocalic /r/, which is the /r/ sound that comes after a vowel in words like vehicle, store, and father. British speakers frequently omit the /r/ sound, but American speakers enunciate it. Many words also have different stress patterns, such as magazine,

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<sup>21</sup>Ann-Kristin Alftberg, “British or American English? : Attitudes, Awareness and Usage among Pupils in a Secondary School,” January 1, 2009.

address, and cigarette, where American speakers stress the first syllable and British speakers emphasize the final.

Tottie explained that spelling distinctions acknowledgements are systematic<sup>22</sup>. By splitting and grouping the variances, each accent spelling variation is systematized and made simpler. a number of the systematic difference between the American accent and British accent that regarded important are -re in American accent with -er in British accent, -or in American accent with -our in British accent, -log in American accent with -logue in British accent, the usage of double l in American accent with just a single l used in British accent spelling, and -ize in American accent alongside -ise in British accent

The words with various spellings and different meanings and the words with the same pronunciation but different spellings are split into two categories by the American accent and British accent spelling variances. Annexe in British accent and annex in US, disc in British accent and disk in American accent, licorice in British accent and liquorice in American accent, plough in British accent and plow in American accent, and program in British accent with program in American accent are a few instances of words having different spellings and different meanings. The phrases flavour in British accent with flavor in American accent, rigour in British accent alongside rigor in American accent, and centre in British accent with center in American accent all possess the same sound but fall under different spelling categories.

There are three categories in phonetic difference between American accent and British accent, those are vowels, diphthongs and consonants.

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<sup>22</sup>G. Tottie, *An Introduction to American English*, n.d., <https://books.google.co.id/books?id=4caQQgAACAAJ>.



## 1) Vowels

Vowels are distinguished from consonants primarily by a less radical degree of constriction imposed by the lips and tongue on the flow of air through the mouth

**Table 2.1****Vowels Difference Between British Accent and American Accent**

British	/ɒ/	/ɑ:/	/ɔ:/	/ju:/	/ɑ:/	/ə/
American	/ɑ:/	/æ/	/ɑ:/	/u:/	/æ̃ /	/ɑ:/

**Table 2.2****Vowel Difference Examples**

Base Word	British	American
Box	/bɒks/	[bɑ:ks]
Honest	/'ɒnɪst/	['ɑ:nəst]
Class	/klɑ:s/	[klæs]
Ask	/ɑ:sk/	[æsk]
Thought	/θɔ:t/	[θɑ:t]
Author	/'ɔ:θə/	['ɑ:θər]
Produce	/prə'dju:s/	[prə'du:s]
Student	/'stju:dənt/	['stu:dənt]
Can't	/kɑ:nt/	[kæ̃ (n)t]
Dance	/dɑ::ns/	[dæ̃ (n)s]
Pentagon	/'pentəgən/	['petəgɑ:n]
Phenomenon	/fə'nɒmɪnən/	[fənəmənɑ:n]

## 2) Diphthongs

Diphthongs are described as sequences of two vowels pronounced together, the two vocalic elements being members of the same syllable

**Table 2.3**

**Diphthongs Difference Between British Accent And American Accent**

British	/ɪə/	/əʊ/	/ɑː/	/eɪ/	/ɪ/
American	/ɪr/	/oʊ/	/eɪ/	/æ/	/aɪ/

**Table 2.4**

**Diphthong difference Examples**

Base Word	British	American
Near	/nɪə/	[nɪr]
Weird	/wɪəd/	[wɪrd]
Go	/gəʊ/	[gou]
Home	/həʊm/	[houm]
Tomato	/tə'mɑːtəʊ/	[tə'meɪtəʊ]
Vase	/vɑːz/	[veɪz]
Apricot	/'eɪprɪ kɒt/	['æprɪ kɑːt]
Comrade	/'kɒmreɪd/	['kɑːmræd]
Idyll	/'ɪdɪl/	['aɪdl]
Advertisement	/əd'vɜːtɪsmənt/	[,ædvər'taɪzmənt]

### 3) Consonant

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract in articulatory phonetics

**Table 2.5**

**Consonants Difference Between British accent And American accent**

British	/r/	/t/	/ʃ/	/z/	/s/	/ð/
American	/r/	/r/	/z/	/s/	/ʃ/	/θ/

**Table 2.6**

**Consonants Difference Examples**

Base Word	British	American
Force	/fɔ:s/	[fɔ:rs]
Car	/kɑ:/	[kɑ:r]
Atom	/'ætəm/	['æɾəm]
Writer	/'raɪtə/	['raɪɾər]
Version	/'vɜ:ʃn/	['vɜ:rʒn]
Blouse	/blaʊz/	[blaʊs]
Asia	/'eɪʃə/	['eɪzə]
Erase	/'ɪreɪz/	['ɪreis]
Cassia	/'kasiə/	['kæʃə]
Cassius	/'kasiəs/	['kæʃuhs]
Booth	/bu:ð/	[bu:θ]
Toolbooth	/'tu:θbu:ð/	['tu:bu:θ]

#### c. The Components of Accents

There are three components of accent according to Nemati and Fumani<sup>23</sup>, as follows:

<sup>23</sup>Adelian, Nemati, and Fumani, "The Effect of Iranian Advanced EFL Learners' Knowledge of Collocation on Their Writing Ability."

## 1. Pronunciation

Pronunciation, as defined by Harmer, as referenced by Mulatsih, is the capacity to employ the appropriate stress, rhythm, and intonation of a word in a spoken language<sup>24</sup>. Additionally, pronunciation is the process or outcome of making speech sounds, such as intonation and articulation stress, frequently in accordance with some accepted or correct standards. A word can be pronounced differently by different people or groups depending on a variety of variables, such as where they were raised and where they currently reside. The pronunciation aspects we need to focus on with our kids include the specific sounds they struggle with, words and phrases/sentences, stress, and intonation. However, students will also require assistance with connected speech for fluency and the relationship between sounds and letters, and if the teacher lacks originality, it will be challenging for students, particularly those learning a foreign language, to pronounce the word, sentence, intonation, and stress correctly. However, kids will also require assistance with connected speech for fluency and the relationship between sounds and letters, and if the teacher lacks originality, it will be challenging for students, particularly those learning a foreign language, to pronounce the word correctly.

Furthermore, according to the Oxford Advance Learner's Dictionary, definition of pronunciation refers to the way a language, a specific word, or a sound is said<sup>25</sup>. When one is said to have "proper pronunciation," both within a particular dialect are meant. "A word can be uttered by different people or groups in different ways based on a variety of characteristics, such as where

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<sup>24</sup>Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Academic Journal Perspective : Education, Language, and Literature* 2 (November 14, 2018): 294, <https://doi.org/10.33603/perspective.v2i2.1665>.

<sup>25</sup>*Oxford Advanced Learners Dictionary - 10th Edition*.

they were raised, where they currently reside, if they have a speech or voice condition, their ethnicity, their socioeconomic status, or their level of education.

## 2. Intonation

The term "intonation" refers to the means of communicating information in speech that is independent of the words and their sounds, according to Chun as cited in Nursyamsu and Munif<sup>26</sup>. Intonation is also frequently referred to as speech melody or sentence melody in ordinary speech, names that emphasize pitch fluctuations and modulation. Thus, intonation is mostly independent of stress, which newcomers occasionally equate it with. Pitch changes either involve a rising or a lowering pitch.

Generally speaking, the following intonations are distinguished:

- a) Rising Intonation means the pitch of the voice rises over time
- b) Falling Intonation means that the pitch falls with time
- c) Dipping Intonation falls and then rises
- d) Peaking Intonation rises and then falls

## 3. Liaisons

When words are linked and blended together in a sentence, including during speech delivery, this is referred to as a liaison. This involves employing appropriate pauses and pausing when speaking or delivering a speech, linking and mixing words in a connected speech, and more<sup>27</sup>.

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<sup>26</sup>Roni Nursyamsu and Lukluk Argita Munif, "A STUDY OF ENGLISH INTONATION IN INDONESIAN EFL LEARNERS" 1, no. 2 (2013).

<sup>27</sup>Adelian, Nemat, and Fumani, "The Effect of Iranian Advanced EFL Learners' Knowledge of Collocation on Their Writing Ability."

Accent is another issue that hinders listening comprehension. Gilakjani and Sabouri support this claim by identifying speakers' accents as one of the most important variables influencing listening comprehension<sup>28</sup>. Thus, being able to listen to and understand speakers of various languages greatly benefits from having a solid understanding of accents and their components. The same is true for students at the English Department who have one of the graduation profiles to generate qualified interpreters. Students need to acquire listening comprehension, which includes comprehending the speakers' accents, in order to become qualified interpreters.

### 3. Listening Comprehension

The word "listening comprehension" has been defined in a variety of ways by numerous scholars. Listening comprehension, as defined by Gilakjani & Sabouri, refers to the various ways that people comprehend spoken language<sup>29</sup>. These include being aware of speech sounds, grasping the significance of specific words, and comprehending sentence structure.

According to Hamouda, listening comprehension is the capacity to understand what has been heard and to repeat the text, despite the fact that the listener may repeat the sounds without truly understanding. Understanding is constructed dynamically by listeners as part of a complicated, participatory process<sup>30</sup>. According to Gilakjani and Sabouri, who referenced Brown and Yule, listening comprehension is the ability to comprehend what has been heard<sup>31</sup>. He or she will comprehend the text if they learn it through hearing it. Listeners use their expertise to understand

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<sup>28</sup>Abbas Pourhosein Gilakjani and Narjes Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Language Teaching* 9 (May 5, 2016): 123, <https://doi.org/10.5539/elt.v9n6p123>.

<sup>29</sup>Pourhosein Gilakjani and Sabouri.

<sup>30</sup>Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," 2013, <https://api.semanticscholar.org/CorpusID:146805798>.

<sup>31</sup>Pourhosein Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

the meaning during the listening comprehension process. The information contains knowledge of the language's history as well as information about what is said and the context in which it is uttered.

The researcher comes to the conclusion that listening comprehension is the capacity to understand the meaning of the speaker's words based on the definitions of listening comprehension described above. Additionally, students use listening comprehension as an active activity to integrate what they hear with what they already know.

Students have a number of issues with listening comprehension. The issues are the caliber of the recorded contents, cultural variances, accents, foreign terminology, duration, and listening pace<sup>32</sup>.

The first factor is the caliber of recorded content. The students' ability to understand what is being heard depends on the sound system. Due to the fact that some lecturers use low-quality recorded materials in their classes. The teacher should offer a high-quality sound system to help students comprehend listening better.

Differences in culture make up the second. Students need to be aware of the cultural aspects of the language, as they have a big impact on how well they can understand what others are saying.

The accent is the third. The familiarity of the speakers' accents, whether they be native speakers or non-native speakers, is one of the main issues with students' listening comprehension. The students' ability to understand what is being said can be negatively impacted by the strange speakers' accent. It will reduce the students' understanding.

The fourth involves strange vocabulary. Students will understand what is said more easily if the speakers utilize vocabulary that is familiar to them. On the other hand, they will have trouble understanding if the presenters use an unusual language.

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<sup>32</sup>Mustafa Bingol et al., "LISTENING COMPREHENSION DIFFICULTIES ENCOUNTERED BY STUDENTS IN SECOND LANGUAGE LEARNING CLASS," November 1, 2014.

The fifth factor is listening time and speed. Lower-level students find it extremely challenging to listen to lengthy passages and retain all of the material. Furthermore, students could have a very difficult time understanding the words if the lecturers speak too quickly.

## B. Previous Research

These are some of the previous study that the writer has been use as a relevant research to the writers' current research.

1. Choirussubhi, J. A. (2020). The Preferred Accent In Learning Listening Subject Employed By 5th Semester Students Of Eled At Umm. University Of Muhammadiyah Malang.

The author examines what accent is favoured by students, to find out what accent is most effective in learning. However the author only conducts their research towards an ELED class with generally speaking has higher and better English skills. The author then proceed to only compare two accents in their research, those are British accent and American Accent.

2. Sukmawati, C. I. (2017). a Contrastive Study Between British and American.

The author examines the basic differences that exist in the two accents, and take a conclusion that there are more than what we expect that makes each of the accent unique. Using the authors' research, the researcher wants to know whether the differences in those accents will have a significance impact on students' listening comprehension.

3. Yildirim, S. (2016). The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4).



The author stated that listening is essential for maintaining effective communication in academic and everyday contexts. Listening is a fundamental skill in learning a language. As a result, we require a listening subject in order to learn English. The author also get some conclusion on the most common problem that student had face during listening comprehension, for example is the speaker in the recorded audio speaks to fast or sounds just like blabbering, making it is difficult for the students to understand. Researcher wants to know based and by using the authors' research whether the difficulties comes from the accents that the person in the recorded audio used or not, if so the researcher wants to know whether is there any better accent that the student can use as their recorded audio in listening comprehension to increase their understanding towards the recorded audio.

4. Azmi, F. (2017). *The Effectiveness Of Using Animation Video Towards Students' Listening Skill At The Seventh Grade Students Of Smp Al-Kamal Kunir In Academic Year 2015/2016* [State Islamic Institute (IAIN) of Tulungagung].

According to the author, listening is important in language classes because it provides the learner with input. To begin any learning, it is critical to consider the appropriate input level. Reading contributes to language learning, although we will never understand how to say it if we do not listen to the language. The author tried to overcome the student's difficulties in understanding listening comprehension audio using animation videos. The effect was improved of students' skill in listening comprehension. But creating an animation videos is not an easy task, therefore the researcher wants to use this authors writing to compare the result whether by changing the accent could gain a similar result.

5. White, Alan. (2016). The Effects of Accent Familiarity on English as a Foreign Language Students' Word Recognition and Comprehension of the English Language.. UTK Journal. 10. 19-28.

According to the author's research, there are significant differences between accent familiarity and listener comprehension. As a result, the use of different accents may have an impact on test results both positively and negatively. By using the authors' journal, the researcher get to research the related to the accent to the students, especially for their listening comprehension. The author stated that the more familiar a student towards a certain accent, the student will be more likely to be more understand and able to gather more information. Therefore the researcher wants to know the effect of changing the usual *British & American* accent into *Indonesian-English* accent for the students.

### C. Conceptual Framework

The framework serves as a vital conceptual map illustrating the interplay between current theories and various relevant variables recognized as significant factors. It gives a graphic representation of the relationships and interactions between these components as they relate to the research. This theoretical or graphical framework provides a clear conceptual understanding of the dynamics of the variables under investigation while also describing the relationships between them.

Additionally, the framework is essential for clarifying the conceptual foundations and general principles of the study. It allows the researcher to explain how the independent and dependent variables are inextricably linked in a structured narrative. When two variables are involved, the framework plays a crucial role in defining the theoretical justification for the relationship between the independent variables, which can be changed or controlled, and the dependent variables, which are the results or effects that are being measured.

With reference to the previous explanation, the researcher formulates a framework of thought as a foundation in conducting this research. Theoretically, accents will have a great impact on students' understanding in listening comprehension. Furthermore, with the existence of previous related study by using different kind of accent in listening comprehension it will affect the students whether positively or negatively. In line with that, the researcher is interested in analyzing the implementation of the research at second semester of English Department student at IAIN Ponorogo in academic year 2022/2023

#### **D. Research Hypothesis**

Based on theories above, the researcher proposes the hypothesis on this research that can be estimated as follows:

- A. The Null Hypothesis  $H(0)$ : “there will be significant effectiveness between British and American accent used in listening comprehension”
- B. The Alternative Hypothesis  $H(1)$ : “there will be no significant effectiveness between British and American accent used in listening comprehension”



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

##### 1. Research Approach

The method of approach this research used was quantitative research method. A quantitative method is one in which the results of the research are described numerically. This strategy was chosen because, whether it be about research objectives, research subjects, research objects, data samples, data sources, and methodologies, quantitative research is one type of research activity whose specifications are systematic, planned, and structured from the start. Research variables that can be measured using different measurement scales, including nominal, ordinal, interval, and ratio scales.

Quantitative research using a correlational approach was the method used in this research. Quantitative research methods are an effort to study issues, with issues already in existence serving as the foundation for data collection. Then variables and measurements are determined<sup>33</sup>.

With the intention of testing hypotheses that have been presented out, quantitative research methods are defined as techniques used to analyze specific populations or samples, data collecting is utilized as a research instrument, and data analysis is statistical. According to this idea, which is prevalent in the development of quantitative research. Tanzeh claims that his book uses a quantitative technique to test theories, establish facts, demonstrate relationships between variables, offer statistical explanations, estimate, and predict outcomes. A quantitative research design that is structured, formal, standardized, and prepared as carefully as possible in advance. The approach used in this study is a quantitative approach that focuses on British and American accent influence on students in listening comprehension.

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<sup>33</sup>Williams, "Research Methods."

In order to provide concrete proof about the effect of British and American accent on students listening comprehension, this research conducted a pretest and a posttest to collect data on scores and statistics. The researcher utilized a quasi-experimental design for this research. Quasi-experimental design is recognized as a comparison group that is as similar as possible to the other group. This quasi-experimental was created to determine whether the accent really have any effect to students listening comprehension or not. Following are the steps in this quasi-experimental design:

a. Pre-test

In order to assess the initial listening abilities of the students before any intervention, a pre-test was given across four classes right after the initial meeting. The primary objective of this pre-test was to gauge the students' baseline listening skills and comprehension levels. The test aimed to evaluate the students' proficiency in understanding spoken language, forming a critical foundation to tailor subsequent teaching methods effectively.

To determine students' listening ability prior to treatment, a pre-test was performed into four different classes following the first meeting. A listening test was conducted by the researcher. At this first test, all classes used standardized English listening audio in the test comprehension.

b. Treatment

Following the successful completion of the pre-test, the researcher proceeded to divide the initial four classes into two distinct groups, each comprising two classes. The division was based on the average scores attained by the students in each class during the pre-test. This meticulous division ensured that each group commenced the intervention from an equivalent starting

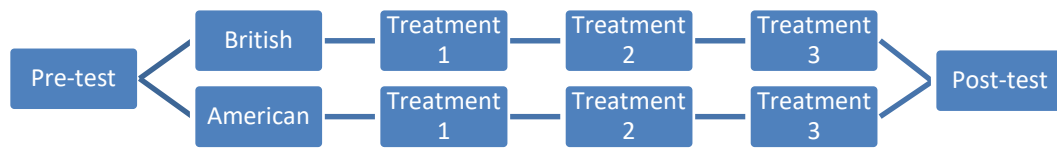
point in terms of listening ability. By considering the average scores, the researcher aimed to maintain a balance and comparability between the two groups.

One group received treatment from the researcher delivered in British accent, while the other group was exposed to treatment using the American accent. The treatments were thoughtfully designed and carried out to enhance listening comprehension. Throughout this period, the researcher conducted three treatments for each group. This process aimed to explore and compare the impact of these distinct accents on the students' listening abilities.

c. Post-test

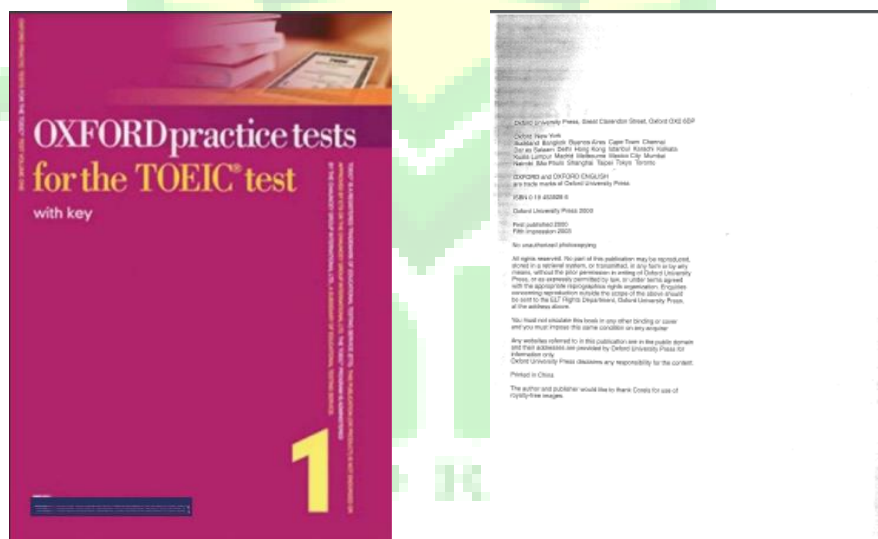
The post-test was conducted during the final meeting. The primary objective of this post-test was to assess and evaluate whether there existed a statistically significant difference in the students' listening comprehension abilities following the treatment involving distinct accents. This pivotal examination aimed to provide empirical evidence and insights into the potential impact of accent variation on the students' overall comprehension skills.

The post-test allowed for a comprehensive comparison between the two groups that had been exposed to treatments using British and American accents. The intent was to draw meaningful conclusions regarding the efficacy of utilizing either British or American accent in educational contexts, particularly in the enhancement of listening comprehension skills. The post-test, therefore, played a crucial role in determining the effectiveness of the accent-focused treatments in influencing the students' listening abilities.



**Figure 3.1**  
**Graph of the Research Steps**

In this study, even though varying accents were utilized, it's important to note that a consistent source material was employed throughout the entire research process encompassing the pre-test, treatment, and post-test phases. The chosen source material was "Oxford Practice Tests for the TOEIC Test," specifically the fifth impression of the book released in 2003. While acknowledging that the material might be considered somewhat dated, it was the most reliable and up-to-date paper-based TOEIC test available to the researcher at the time.



**Figure 3.2**  
**The Book of "Oxford Practice Tests for the TOEIC Test"**

The decision to maintain consistency in the source material was deliberate, aiming to isolate the influence of accent as a variable in the study. By using the same material, the researcher sought to minimize any potential confounding variables that could arise from varying content. This ensured a controlled environment for the study, enhancing the reliability of the findings related to the impact of accent variations on listening comprehension. Despite the acknowledged limitation regarding the material's age, its status as a trusted and standardized TOEIC test made it a suitable choice for achieving the research objectives.

Since the audio listening that came from the book is in standardized English. Researcher then changed the transcript of the audio to match each British and American accent and have the transcript to be voiced over to both, British and American accents to be used during treatment process.

## **B. Research Setting**

Research was conducted in IAIN Ponorogo that located in Jl. Pramuka No. 156 Ronowijayan, Ponorogo, Jawa Timur. More specifically for second semester of English Department. IAIN Ponorogo is the only one state institution in Ponorogo which has been established since 1997. Time for this research was carried out in July 2023 for approximately 6 weeks of research.

## **C. Population and Research Samples**

The population is the whole sample or research subject. A population is a collection of people who share a certain trait<sup>34</sup>. A population is an area made up of generalizations. The researcher selects a subject or thing to study and then draws conclusions based on its attributes and characteristics. That means population here is the subject of study that includes every individual or thing.

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<sup>34</sup>Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.



All second semester English department students at IAIN Ponorogo in the academic year 2022/2023 made up the population for this study. The second semester was chosen by the researcher because it was the semester that had an "intensive listening" subject, which was seen to be suitable for the research on listening comprehension. The data collection is a vital part of this research because it determines the result of this research. There are 86 students in total from each class. The researcher used the data that researcher get from the pretest and divide all four classes into 2 groups. Each groups divided based on their average score they get during the pretest.

**Table 3.1**  
**Pre-test Score**

	Classes			
	A	B	C	D
SCORE	37 / 100	36 / 100	44 / 100	44 / 100
	47 / 100	50 / 100	43 / 100	59 / 100
	45 / 100	41 / 100	52 / 100	52 / 100
	35 / 100	41 / 100	34 / 100	65 / 100
	45 / 100	45 / 100	40 / 100	29 / 100
	55 / 100	41 / 100	39 / 100	48 / 100
	34 / 100	42 / 100	75 / 100	40 / 100
	53 / 100	38 / 100	56 / 100	42 / 100
	36 / 100	37 / 100	39 / 100	59 / 100
	71 / 100	45 / 100	42 / 100	54 / 100
	39 / 100	45 / 100	34 / 100	39 / 100
	54 / 100	42 / 100	38 / 100	47 / 100
	45 / 100	37 / 100	41 / 100	39 / 100
	43 / 100	45 / 100	38 / 100	28 / 100
	36 / 100	32 / 100	63 / 100	44 / 100
	45 / 100	31 / 100	22 / 100	55 / 100
	39 / 100	45 / 100	64 / 100	35 / 100
	55 / 100	55 / 100	47 / 100	44 / 100
	63 / 100	40 / 100	35 / 100	57 / 100
		49 / 100	50 / 100	53 / 100
	39 / 100	45 / 100	46 / 100	
		45 / 100	53 / 100	
		55 / 100	44 / 100	
			44 / 100	
<b>AVERAGE</b>	<b>46.16</b>	<b>41.71</b>	<b>45.26</b>	<b>46.67</b>

After comparing the result of the pre-test score, researcher then decided to make class A and C into one group that used British accent, and B and D into the other group that used American accent.

#### **D. Research Variable and Operational Definition**

This study used 2 variables, namely the independent variable and the dependent variable. In this research the independent is each of the accent, while the dependent variable is students listening in English Language.

1. Accent (VariableX, Cost)
2. Student Listening Skills (Effect)

#### **E. Data Collection Techniques and Instruments**

This study collects the data by using pre-test and post-test from both groups. The Pre-Test is used to measure student speaking skills, before being given treatment. Each group was given British and American accent during their treatment period. One group used British accent, while the other group used American accent. After the treatment period has finished, a post-test was conducted to know whether the usage of British and American accent during treatment will have any significance effect or not.

The pre-test and post-test for both group is exactly the same, with the source audio taken from the audio file that come with “*Oxford practice tests for TOEIC test*”. The pre-test was given at the beginning of the meeting before researcher conducts the treatment process. While the post-test was given to the students after they already finished all the treatment process. Additionally, each group pre-test and post-test results will be compared to each other. These two scores will then be utilized as numerical data to assess whether using British and American accent in listening comprehension will have any effect or not.

## F. Validity and Reliability

In quantitative research, the reliability and validity of the research instrument are related to the quality of data collection, which is related to the accuracy of the technique or methods used to gather the data.

### 1. Validity

A measurement of validity indicates the degree of validity. A measuring instrument is said to be valid if it measures exactly what it is meant to measure. Performing a validity test on the research instrument is necessary before distributing it to students. Item validity in this study was defined as the degree to which an instrument was used to measure something by comparing the significant outcomes. If the significant value is less than 0.05, therefore an item is considered valid. For the results to be believed, the instruments used must be reliable. The concept of validation is seen to be the most crucial in a study. To make the most success rate in this research, researcher used test and audio file that was taken directly from "*Oxford practice tests for TOEIC test*"

### 2. Reliability

Reliability is called consistency to measure the data. To determine the data reliability, the researcher used SPSS 25. The data was collected from students answer from answering the listening comprehension test that the researcher will give during the research. When two or more measurements are made using the same measuring tool and the same set of symptoms, reliability refers to how well the measurement results hold true. Test reliability is carried out by using the formula Cronbach Alpha., The alpha stability measure can be comprehended to assess the value of the Cronbach alpha. Manning & Munro<sup>35</sup> write in their book that the Cronbach alpha can be interpreted as follows:

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<sup>35</sup>M.M. Manning, M.L. Manning, and D. Munro, *The Survey Researcher's SPSS Cookbook* (Pearson Education Australia, 2007), <https://books.google.co.id/books?id=QCleGQAACAAJ>.

**Table 3.2**  
**Interpretation of Cronbach Alpha**

Cronbach Alpha	Interpretation
0	No Reliable
>.70	Acceptable Reliable
>.80	Good Reliable
.90	Excellent Reliable
1	Perfect Reliable

### G. Data Analysis Techniques

Statistical analysis is used by the researcher to analyze the data. The t-test will be used in data analysis to determine whether there would be any significance effect of using British and American accent in students' listening comprehension.

**Table3.3**  
**Experimental Design**

Group	Pre-test	Treatment	Post-test
British accent group	O1	X	O2
American Accent group	O1	Y	O2

Explanation :

- O1 : Pre-tests are carried out before students are given treatment with British and American accent
- O2 : Post-test is carried out after the student is given treatment with British and American accent
- X : Given treatment of learning listening comprehension using the British accent.
- Y : Given treatment of learning listening comprehension using the American accent.

According to the research design in the table above, this study was divided into two groups: the British accent group, which received listening comprehension learning using British accent, and the American accent group, which received listening comprehension learning using American accent.

Following the presentation of the pre-test and post-test to the students, the results of both tests were examined using an assumption test for normality and homogeneity.

#### 1. Normality test

The purpose of the normality test is to determine whether or not the data from the each groups, which were the subjects of the examination, are normal<sup>36</sup>.

The normality test was computed by the researcher using the SPSS

25. Steps to determine the normality test such as

- 1) Start by launching the SPSS 25.
- 2) Next, enter the data into the data view. Then, add the class name to the variable view.
- 3) Click analyze, after that select non-parametric, and then click legacy dialogs and then press sample K-S.
- 4) Drag the data to test variable.
- 5) Next, select "ok."

After calculate the data above, to determine the data is normal or not can be seen in the following criteria:

- a) If the data  $>0.05$ , it can be concluded that the values are normally distributed.
- b) If the data  $>0.05$ , it can be concluded that the values are not normally distributed.

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<sup>36</sup>Donald W. Zimmerman and Bruno D. Zumbo, "Parametric Alternatives to the Student T Test under Violation of Normality and Homogeneity of Variance," *Perceptual and Motor Skills* 74, no. 3 (June 1, 1992): 835–44, <https://doi.org/10.2466/pms.1992.74.3.835>.

## 2. Homogeneity test

Homogeneity test is used to know that the equality of the population with compare between two or more groups. Following are the steps in the homogeneity test.

- 1) First, launch the SPSS 25 version program's applications.
- 2) Next, enter the data in the data view. Change the variable view such that X now represents the pre-test score and Y the post-test score.
- 3) Select "Analyze," then "Compare Means," followed by "one way anova."
- 4) Select Options, then check the box that says Homogeneity of Variance, and finally select OK.

To determine if the data were homogeneity or not can be decide using the following criteria:

- a) If the data  $>0.05$ , it can be concluded that the values are homogeneity.
- b) If the data  $>0.05$ , it can be concluded that the values are not homogeneity.

## 3. T-Test

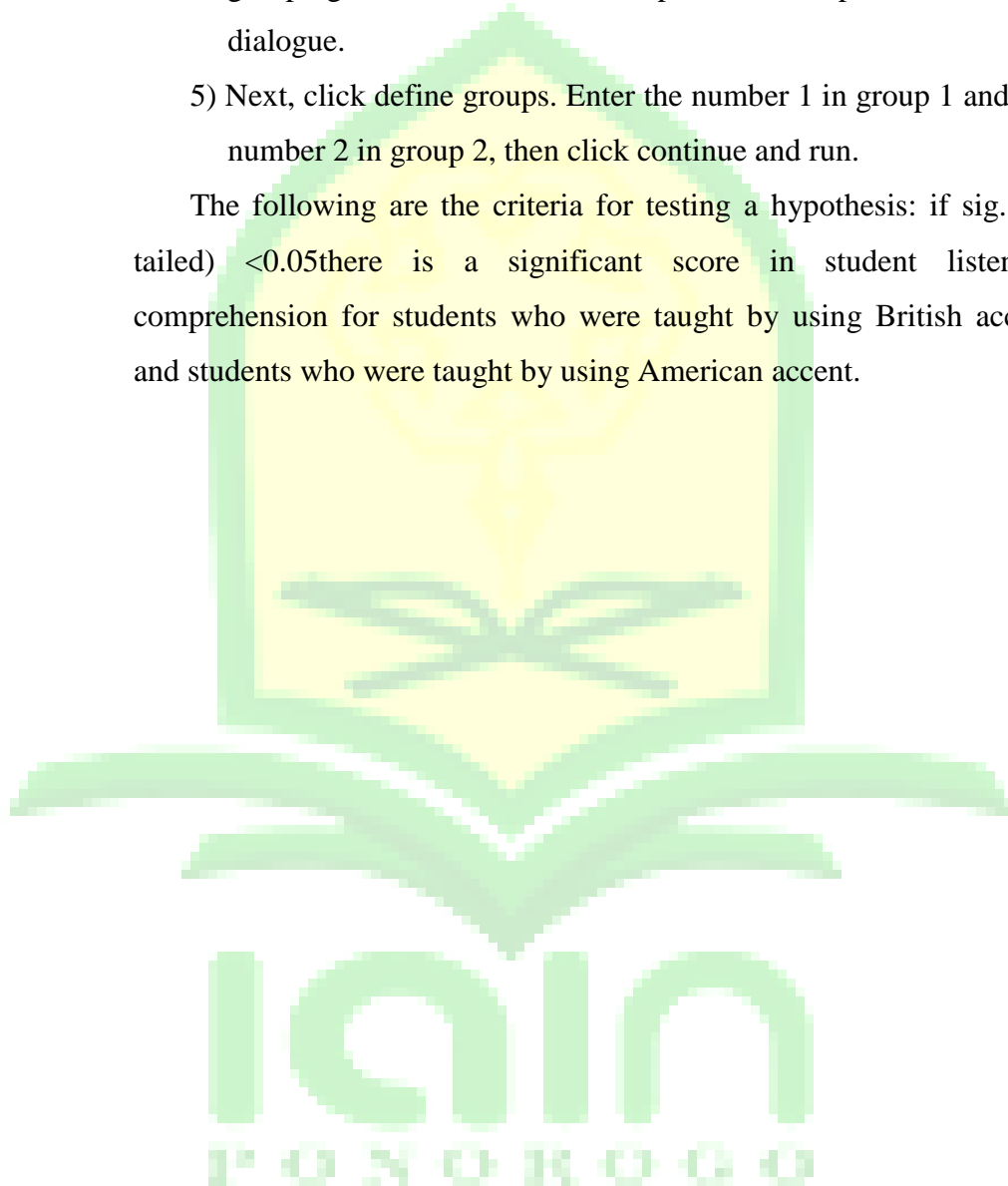
The researcher continued to test the hypothesis after performing the homogeneity and normalcy tests. The T-test was utilized by the researcher. The T-test is used to determine whether there is a difference in score between two research variables.

The T-test was analyzed by the researcher using the SPSS 25. The following are the T-test calculation steps:

- 1) Start by launching the SPSS 20 version program's apps.
- 2) Next, enter the data in the data view. Then, change the value in variable view, afterwards change the measure, name, decimals, and value.

- 3) Click analyze, after that click compare nonparametric tests, and then select Independent Sample.
- 4) Next, enter variable X for the test variable and variable Y for the grouping variable in the Independent Sample T-Test box dialogue.
- 5) Next, click define groups. Enter the number 1 in group 1 and the number 2 in group 2, then click continue and run.

The following are the criteria for testing a hypothesis: if sig. (2-tailed)  $< 0.05$  there is a significant score in student listening comprehension for students who were taught by using British accent and students who were taught by using American accent.



## **CHAPTER IV RESEARCH RESULT**

This chapter covered general research findings, detailed research findings, data analysis, and the interpretation of the research's conclusions in light of the concerns stated. It clarified the research's conclusions in order to interpret the data.

In this study, the researcher employed a quasi-experimental design. The research was carried out at IAIN Ponorogo during the academic year 2022/2023, focusing on second-semester students as the population. The researcher selected four classes for the study, subsequently dividing them into two distinct groups. Each group had a total of 87 students, with 42 students in the British accent group and 45 students in the American accent group.

### **A. Data Description**

#### **1. Profile of IAIN Ponorogo**

IAIN Ponorogo's existence is closely tied to Akademi Syari'ah Abdul Wahab (ASA), which was founded on February 1st, 1968, thanks to the inspiration of two significant individuals, KH. Syamsuddin and KH. Chozin Dawoedy. On May 12, 1970, the academy changed its name to Fakultas Syariah Ponorogo IAIN Sunan Ampel under the direction of R.M.H. Aboe Amar Syamsuddin. By launching the Qodlo and Muamalah Jinayah majors in 1985/1986, the faculty quickly expanded and offered a complete scholar program or undergraduate study.

Fakultas Syariah IAIN Sunan Ampel was required to split from the main office, IAIN Sunan Ampel Surabaya, in accordance with Kepres No. 11 of 1997. As of that year, IAIN Sunan Ampel Surabaya had no connection to STAIN Ponorogo (Sekolah Tinggi Agama Islam Negeri), which was created. A dependent organization with its own administration, office, system, and leader was STAIN Ponorogo. On March 21, 1997, STAIN Ponorogo opened three majors: Syariah, Tarbiyah, and Ushuluddin.



The status of STAIN Ponorogo's Sekolah Tinggi Agama Islam Negeri was converted to Institut Agama Islam Negeri in 2016. The shifting status was intended to hold professional education and academic pursuits, according to Perpres 75 year 2016. Along with increasing the number of facilities, IAIN Ponorogo improved the institution's overall quality. IAIN Ponorogo received a B rating from the government in 2015.

Presently, IAIN Ponorogo has five faculties: the faculties of Syariah, Education and Teaching Training, Ushuluddin, Economy and Islam Business, and Postgraduate.

## **2. General Location**

IAIN Ponorogo's location is divided into three areas. In Ronowijayan, Ponorogo, on Pramukas Street No. 156, is where the first campus is situated. The second campus is situated in Jenangan, Ponorogo, on Puspita Jaya's Street in Pintu's Village. Additionally, the Mahad Al Jamiah "Ulil Abshar" Islamic boarding school is situated on Letjend Suprpto Street in Ngembak, Ponorogo.

## **3. Profile of English Education Department**

One of the majors offered by IAIN Ponorogo is the English Education Department. This department was established in 2007 and has received B accreditation since 2018 to September 19, 2020. It is envisaged that graduates of the English Education Department would become English teachers in junior high and senior high schools who have a positive attitude, are creative, inventive, and responsible. Additionally, it is intended that they would be competent translators who can put translation theories' fundamental tenets into practice. These goals are outlined in the English Education Department's vision and mission on its official website.

IAIN Ponorogo offers qualified lecturers who are authorities in their fields in order to conduct an effective teaching and learning process. A common expression in Java is "Guru, digugu lan ditiru," which suggests that a teacher is someone who is revered and imitated. It is crucial to learn this subject from an expert teacher, such as a lecturer in the English Education Department.

## **B. Research Findings**

In this research, the researcher utilized a quasi-experimental design. This research was conducted in IAIN Ponorogo in the academic year 2022/2023 with a population of second semester students. Four classes were selected by the researcher to be used and divided into two groups. The combined number of students in each group was 87, with 42 students in the British accent group and 45 students in the American accent group.

Students in the British accent group were instructed utilizing British accent in learning listening comprehension. In this group, the researcher collected the students' pre-test results during the initial meeting. The researcher followed by giving the treatment during second meeting, third meeting, and fourth meeting. The researcher then finally collected the post-test results at the last meeting.

Same goes with the American accent group, the only difference here is that this group used the American accent in learning listening comprehension.

The instructional approach commences with a warm salutation and an introductory overview of the topics to be covered. It involves the careful preparation of instructional materials that will facilitate the students' learning experience. A central component of this educational process is the integration of TOEIC listening tasks into the curriculum. Students are presented with images and corresponding textual information, and the teacher plays the relevant audio files for them to engage with. It's essential for students to have the necessary tools, such as answer sheets and note paper, at their disposal as they embark on these tasks. However, they are allowed only a limited number

of opportunities to listen to the audio, which adds an element of focused attention to the learning process.

Furthermore, after absorbing the auditory content, students are given a dedicated period of time, typically 10-15 minutes, to transfer their responses from paper to a Google Form designed for this purpose. This form of evaluation ensures that their answers are systematically collected and assessed. Importantly, the learning environment requires a degree of quiet and discipline to minimize distractions when the audio components are being played. Students are encouraged to work collaboratively, focusing their collective attention on the provided text and images as they tackle the tasks.

As the lesson unfolds, the teacher plays the audio files, fostering an environment of attentive listening, discussion, and collaborative problem-solving. This pedagogical process is iterative, and the cycle repeats until all tasks have been successfully completed. Recognition is given to those students who achieve the highest scores, offering a motivating incentive for active participation. In the latter part of the lesson, the teacher imparts valuable insights in the form of tips and strategies for effectively approaching TOEIC listening questions. This guidance is followed by an engaging Q&A session, providing a platform for students to seek clarification and deepen their understanding. The lesson culminates with expressions of appreciation for active participation and a comprehensive review that reinforces the key takeaways from the day's instruction.

#### 1. Scores of British accent group

After taking the data from each pre-test, post-test, and daily test during the treatment period, here was the result of each test conducted in British accent group from each classes:

**Table 4.1**  
**British Accent Group's Listening Comprehension Score of Class A**

Student's Number	Score				
	Pre-Test	Test 1	Test 2	Test 3	Post-Test
1	37	45	60	45	45
2	47	55	60	70	55
3	45	55	~	85	60
4	35	45	55	55	45
5	45	30	70	60	70
6	55	75	65	70	60
7	34	45	~	~	50
8	53	70	40	65	65
9	36	75	30	75	60
10	71	65	80	80	80
11	39	50	60	~	65
12	54	45	80	80	~
13	45	45	45	60	45
14	43	40	55	55	55
15	36	45	60	60	50
16	45	30	55	85	60
17	39	35	50	60	55
18	55	45	75	80	75
19	63	65	80	80	70
Average	46.16	50.53	60.00	68.53	59.17

**Table 4.2**  
**British Accent Group's Listening Comprehension Score of Class C**

Student's Number	Score				
	Pre-Test	Test 1	Test 2	Test 3	Post-test
1	44	45	70	80	50
2	43	60	50	85	30
3	52	40	70	80	40
4	34	40	35	45	55
5	40	20	70	50	30
6	39	35	40	50	45
7	75	70	85	85	90
8	56	60	65	~	50
9	39	45	70	75	75
10	42	50	~	~	40
11	34	55	25	60	60
12	38	30	50	75	55
13	41	35	55	45	45
14	38	60	25	60	55
15	63	35	45	60	65
16	22	65	60	65	50
17	64	20	90	75	75
18	47	35	70	50	45
19	35	35	55	70	55
20	50	50	60	80	50
21	45	35	~	55	70
22	45	45	65	60	70
23	55	~	35	75	70
Average	45.26	43.86	56.67	65.71	55.22

## 2. Scores of American accent group

Here is also the result of each classes from American accent group after taking the data from each pre-test, post-test, and daily test during the treatment period:

**Table 4.3**

**American Accent Group's Listening Comprehension Score of Class B**

Student's Number	Score				
	Pre-Test	Test 1	Test 2	Test 3	Test 4
1	36	30	~	55	55
2	50	40	60	55	45
3	41	50	~	~	60
4	41	35	50	55	45
5	45	45	~	~	40
6	41	45	45	45	40
7	42	30	40	65	45
8	38	35	40	55	60
9	37	50	45	60	50
10	45	40	~	~	60
11	45	35	~	55	50
12	42	40	55	55	45
13	37	40	~	60	55
14	45	25	45	65	55
15	32	35	55	55	60
16	31	40	~	55	60
17	45	50	~	70	60
18	55	40	~	70	60
19	40	35	~	55	50
20	49	40	40	65	60
21	39	35	45	60	40
Average	41.71	38.81	47.27	58.61	52.14

**Table 4.4**  
**American Accent Group's Listening Comprehension Score of Class D**

Student's Number	Score				
	Pre-Test	Test 1	Test 2	Test 3	Test 4
1	44	45	55	70	65
2	59	65	75	75	50
3	52	45	~	85	70
4	65	65	75	80	80
5	29	60	40	40	65
6	48	60	40	85	65
7	40	45	50	80	65
8	42	40	~	60	75
9	59	60	~	90	100
10	54	55	90	80	75
11	39	40	~	70	75
12	47	55	50	75	80
13	39	55	~	60	75
14	28	25	40	70	70
15	44	35	~	80	75
16	55	55	~	90	100
17	35	60	~	85	50
18	44	45	65	65	55
19	57	45	60	70	70
20	53	30	~	70	50
21	46	60	~	75	75
22	53	50	40	65	40
23	44	45	~	75	65
24	44	35	30	50	40
Average	46.67	48.96	54.62	72.71	67.92

## C. Statistic Inferential

### 1. Assumption Test

#### a. Normality test

The purpose of conducting the normality test was to ascertain whether the data from both groups, British and American accent groups, were drawn from a normal population or distribution. For this study, the researcher utilized the Kolmogorov-Smirnov analysis, a statistical test, via the SPSS 25 software version. The Kolmogorov-Smirnov test helps determine whether the data follows a normal distribution.

The calculation of normality test of the British accent group by using Kolmogorov Smirnov can be seen in the following table:

**Table 4.5**  
**British Accent Group Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		USscore
N		90
Normal Parameters <sup>a,b</sup>	Mean	52.4556
	Std. Deviation	14.30107
Most Extreme Differences	Absolute	.132
	Positive	.132
	Negative	-.073
Test Statistic		.132
Asymp. Sig. (2-tailed)		.001 <sup>c</sup>
a. Test distribution is <b>Normal</b> .		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the calculation above, SPSS showed that the value of Sig. (2-tailed) was smaller than alpha value of 0.05. It could be concluded that the data of British accent group was normal, therefore the T-test can be concluded normally using this data.



Meanwhile for the calculation of normality test of the American accent group by using Kolmogorov Smirnov can be seen in the following table:

**Table 4.6**  
**The Result of the Normality Test**

One-Sample Kolmogorov-Smirnov Test		
	UKscore	
N		83
Normal Parameters <sup>a,b</sup>	Mean	51.2410
	Std. Deviation	13.23759
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.066
Test Statistic		.127
Asymp. Sig. (2-tailed)		.002 <sup>c</sup>
a. Test distribution is <b>Normal</b> .		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the calculation above, SPSS showed that the value of Sig. (2-tailed) was smaller than the alpha value of 0.05. It could be concluded that the data was also normal.

b. Homogeneity test

The homogeneity test is a vital statistical tool used to assess whether populations, especially when comparing two or more groups, exhibit equality concerning specific characteristics or variables. Confirming homogeneity is crucial for accurate comparisons and reliable research conclusions. In this study, the homogeneity test was conducted using the SPSS 25 version program, which effectively analyzed the data and enabled the examination of potential disparities among the groups. The aim was to ensure the groups were comparable, enhancing the validity and

meaningfulness of the research findings. The calculation can be seen in the table below:

**Table 4.7**  
**The Homogeneity of Variance Test**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	4.349	3	169	.006
	Based on Median	3.881	3	169	.010
	Based on Median and with adjusted df	3.881	3	148.831	.010
	Based on trimmed mean	4.251	3	169	.006

Based on the calculation above that SPSS showed us the final Sig. value was a more than 0.05. So, it can be conclude that the data was homogeny. Therefore this means researcher have met the assumption of homogeneity of variance and can conduct a one-way ANOVA to conduct the analysis.

## 2. Hypothesis Test and Interpretation

Following the assessment of normality and homogeneity, the researcher proceeded to test the formulated hypotheses by comparing the post-test scores from each group. The hypotheses were structured to effectively interpret the collected data. They are outlined below:

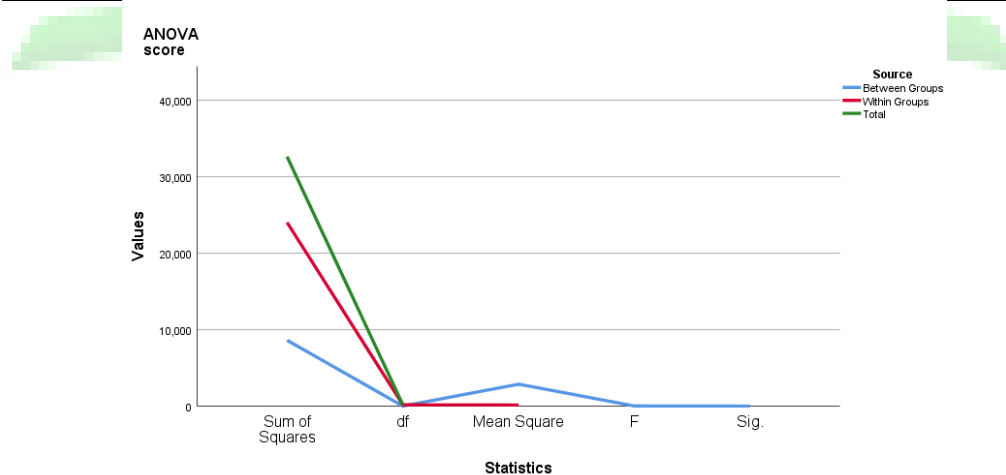
- The Null Hypothesis  $H(0)$ : “there will be significant effectiveness between British and American accent used in listening comprehension”
- The Alternative Hypothesis  $H(1)$ : “there will be no significant effectiveness between British and American accent used in listening comprehension”

These hypotheses were constructed to rigorously analyze the data and ascertain if there were discernible disparities in post-test scores between the groups exposed to British and American accents. The aim was to determine the influence of each accent on students' listening comprehension and infer if one accent had a more pronounced impact than the other.

H(0) was accepted if the score of the Sig. value is lower than 0.05. The researcher used one-way ANOVA to analyze the data by using SPSS 25 program. The calculation results as follow:

**Table 4.8**  
**One-Way ANOVA Test**

ANOVA					
score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8610.544	3	2870.181	20.190	<b>.000</b>
Within Groups	24024.658	169	142.158		
Total	32635.202	172			



**Figure 3.3**

**Line Graph of the One-Way ANOVA Test**

After running the data through ANOVA test using SPSS 25, it showed us that the Sig. value was exactly 0,00 which was clearly smaller than 0,05. With this we can conclude that the hypothesis null (H<sub>0</sub>) was accepted, and we can safely assume that “there is a significant effect between different kind of accent used in listening comprehension”.

Even though the initial understanding was that using British and American accents significantly affects students' listening comprehension, a more detailed exploration of the gathered data was conducted to delve deeper into the specific impact of each accent. This thorough analysis aimed to uncover more insights and a more comprehensive understanding of how precisely each accent influenced the students' comprehension during the study. By scrutinizing the data in this manner, the researcher aimed to extract more granular information regarding the distinct effects of both the British and American accents on the students' listening skills..

Subsequently, the researcher conducted a thorough analysis by processing the data from both the British and American accent groups individually. The analytical tool used for this investigation was the independent sample T-test, carried out using SPSS 25. This statistical analysis aimed to provide a rigorous and quantitative understanding of the effects of each accent on students' listening comprehension. By utilizing this method, the researcher intended to discern any significant differences or patterns in how each accent impacted the students' comprehension abilities.

The results of this analysis are outlined below, presenting a comprehensive view of the effects of both accents on listening comprehension.

## a. British Accent Group

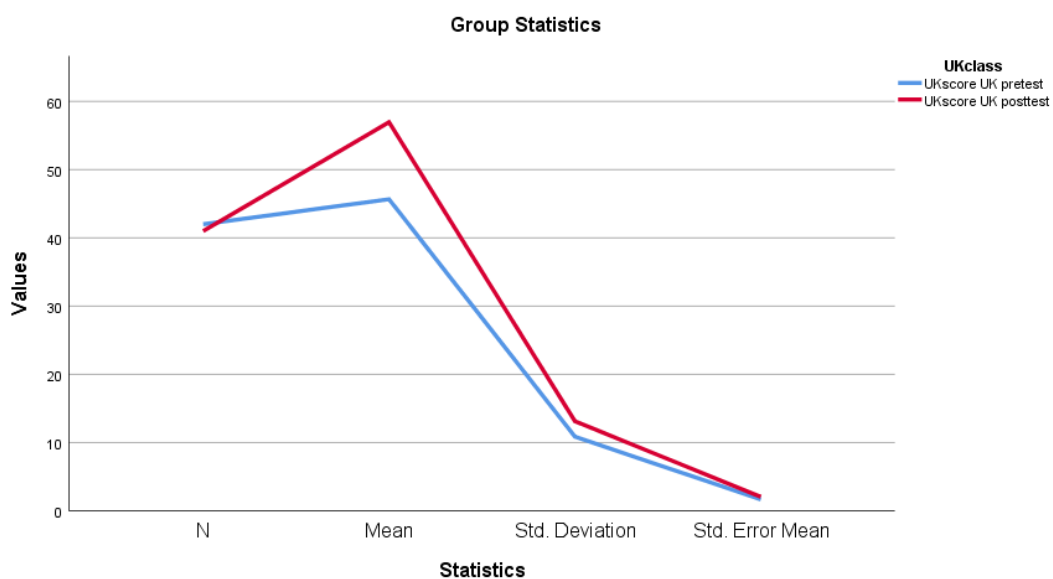
**Table 4.9****T-Test Group Statistic of the British Accent Group**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	UK pre	42	45.6667	10.85754	1.67535
	UK post	41	56.9512	13.12812	2.05027

From the table above, the result of the table showed that the student's average score of the British accent group is 45.66 at the time of the pre-test. While, later in the post test it increased into 56.95.

**Table 4.10****T-Test Independent Sample Test of the British Accent Group**

Independent Samples Test								
		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	Equal variances assumed	1.802	.183	-4.27	81	.000	-11.28455	2.64167
	Equal variances not assumed			-4.27	77.528	.000	-11.28455	2.64167



**Figure 3.4**

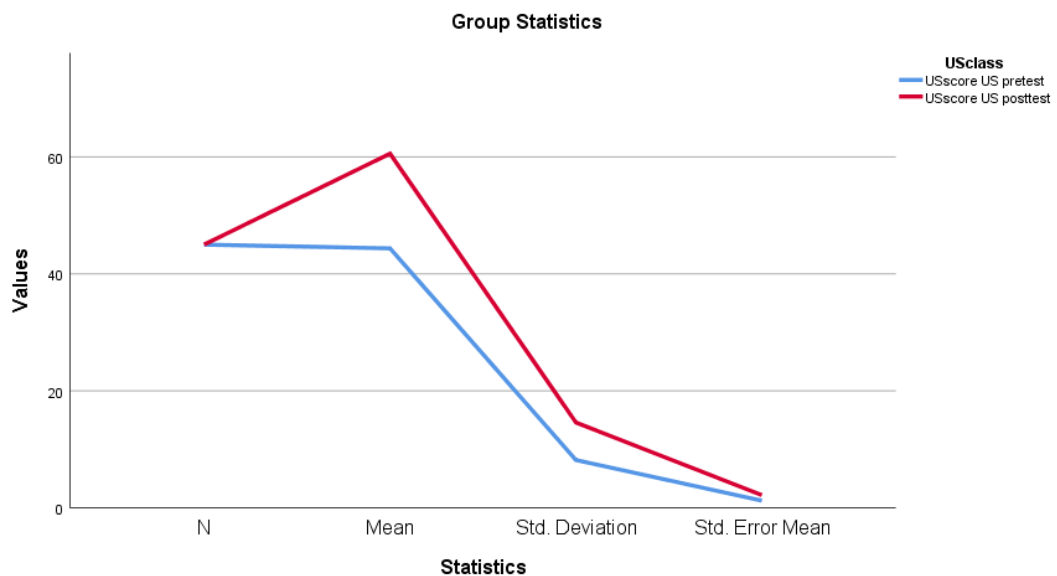
### Line Graph of the Comparison of British Pre-test and Post-test score

From the provided table and in alignment with the earlier statement, the significance value (sig. 2-tailed) of 0.000 is observed, which is below the common significance threshold of 0.05. This reconfirms that utilizing accents in students' listening comprehension has a substantial and statistically significant effect. Additionally, analyzing the mean difference, it is evident that the average score for the British accent group increased by 11.28. This data further emphasizes the positive impact of employing the British accent in enhancing students' listening comprehension abilities.

## b. American Accent Group

**Table 4.11**  
**T-Test Group Statistic of the American Accent Group**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
score	US pre	45	44.3556	8.16911	1.21778
	US post	45	60.5556	14.58604	2.17436



**Figure 3.5**

**Line Graph of the Comparison of American Pre-test and Post-test score**

The data processed through SPSS has revealed that the average score of students in the American accent group was 44.35 during the pre-test phase. Subsequently, in the post-test, this average score exhibited a significant increase, rising to 60.55. This substantial improvement underscores the positive impact of exposure to the

American accent on students' listening comprehension abilities, demonstrating tangible progress over the course of the study.

**Table 4.12**  
**T-Test Independent Sample Test of The American Accent Group**

Independent Samples Test								
		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	Equal variances assumed	10.847	.001	-6.50	88	.000	-16.20000	2.49215
	Equal variances not assumed			-6.50	69.130	.000	-16.20000	2.49215

The obtained Sig(2-tailed) value of .000, which is less than the conventional significance level of 0.05, reinforces the fact that employing the American accent significantly influences students' listening comprehension. This statistical significance affirms the impact of utilizing the American accent in enhancing students' understanding during the course of the study. Moreover, considering the mean difference, the data shows that the average score for the American accent group witnessed a notable increase of 16.2 points. This increase underscores the positive effect of incorporating the American accent, further indicating its potency in improving students' listening comprehension capabilities.

Upon careful analysis of the data and individual tables, it becomes evident that both accents indeed wield a noteworthy impact on students' listening comprehension. Specifically, a closer examination of the data reveals a slightly higher improvement in the average score for the American accent group, reflecting a 16.2-



point increase. In comparison, the British accent group demonstrated an improvement of 11.28 points. These figures suggest that while both accents exhibit a positive effect on comprehension, the American accent appears to have a slightly more significant impact in enhancing students' listening comprehension abilities.

#### **D. Discussion**

Listening, as a fundamental component of language proficiency, enables individuals to receive and interpret spoken information, making it an essential skill in the process of learning a new language. Listening skills facilitate the understanding of spoken communication, a vital aspect of language competence. Moreover, it offers the advantage of quicker information absorption compared to reading. However, the complexity of listening skills should not be underestimated, as mastering them is often a formidable challenge for learners.

One significant hurdle in the journey to mastering English listening skills is the variance in accents. Even though English remains the same language, distinct accents can introduce nuances and idiosyncrasies that pose difficulties for learners. Accents not only impact pronunciation but also introduce unique regional vocabulary and idiomatic expressions. In this context, two of the most prevalent English accents are the British and American accents, both stemming from English-speaking nations. The prevalence of these accents in the English language landscape is significantly influenced by the global entertainment industry, particularly the prolific contributions of the United Kingdom and the United States in music and film.

A noteworthy aspect of this linguistic journey is that students often find it more accessible to comprehend English when it is spoken with an accent they are already familiar with. This preference is partly attributable to the extensive

exposure to American English, primarily due to the widespread availability of American movies and music. Previous research has underscored the American accent's prevalence among students, stemming from their immersion in American pop culture.

To investigate the influence of accents on students' listening comprehension, a quasi-experimental research design was employed. The study was conducted in the academic year 2022/2023 at IAIN Ponorogo, focusing on second-semester students. Following a pretest, the classes were divided into two groups: one exposed to British accents and the other to American accents during listening exercises. The treatment phase was repeated at least three times before a final post-test was conducted to collect data for analysis. The results from this post-test would form the basis for a crucial part of the study's findings.

Upon careful analysis using SPSS 25, it became evident that the choice of accent significantly affected students' comprehension. A more granular examination of the data demonstrated that, in general, students were more receptive to the American accent, underlining its impact on the learning process. This is in line with another qualitative research by Choirussubi that shows more students preferred the American accents more<sup>37</sup>.

This research sought to shed light on the impact of accents in English language learning and their effect on students' comprehension. The study's findings, rooted in the data collected and analyzed, suggest that accent choices do play a substantial role in influencing students' listening comprehension. Moreover, the prevalence of the American accent, driven by media consumption, was a notable factor. These findings have implications for language education, as they call for recognition and accommodation of student preferences and familiarities with specific accents in the language learning

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<sup>37</sup> Johan Achmad Choirussubi, "THE PREFERRED ACCENT IN LEARNING LISTENING SUBJECT EMPLOYED BY 5TH SEMESTER STUDENTS OF ELED AT UMM" (UNIVERSITY OF MUHAMMADIYAH MALANG, 2020).

process. This discussion provides a glimpse into the intricate dynamics of language acquisition, highlighting the role of accents in English language proficiency and underscoring the importance of catering to diverse learning preferences and experiences.



## CHAPTER V

### CLOSING

There are two sections to this chapter. The first section discusses the conclusion, which presents the findings of the study that address the research problem. The final section includes recommendations, which present the researcher's suggestions to all readers.

#### A. Conclusion

Listening, a core language skill, involves receiving, interpreting, and understanding spoken words, including nuances, intonation, and overall messages. It's a vital interactive process that informs communication quality in speaking and writing, underscoring its importance in language learning. Amidst the diverse range of accents within the English language, British and American accents stand as the most widely recognized and acknowledged variants. Students often express a certain comfort level in understanding the particular accent they are accustomed to or have been primarily exposed to.

The researcher challenged the belief and found that both accents are effective. Contrary to popular opinion, both British and American accents significantly influence students' listening comprehension. They go beyond mere familiarity, distinctly affecting how students interpret auditory information. This discovery underscores the complex dynamics of accent comprehension, emphasizing the need for a detailed examination of their impact on language learners.

Data analysis revealed a slight advantage of the American accent over the British one. Both accents notably improved comprehension, but students seemed to benefit slightly more from exposure to the American accent during listening exercises. This subtlety suggests accent choice can optimize the effectiveness of teaching listening comprehension. Therefore, these findings emphasize the importance of choosing suitable accents in education to

enhance language learning outcomes, showing the potential benefits of including diverse accents in language curricula.

## **B. Suggestions**

### 1. For the teachers

The teacher plays a pivotal role in shaping the learning process, and their creativity is a crucial element. The careful choice and adaptation of materials tailored to the students' needs and preferences ensure an enriching and dynamic learning experience. Ultimately, a creative teacher significantly influences the success of the learning journey, enhancing comprehension and active participation among students.

### 2. For the students

For students to excel in listening, cultivating high motivation is essential. Beyond the classroom, students can independently enhance their listening skills. Engaging with English-language movies and music is particularly valuable; not only for the enjoyment it offers but also for the profound impact it can have on refining their listening abilities. Through personal initiatives like these, students can make significant strides in their proficiency, turning passive exposure into active learning experiences.

### 3. For the institution

Educational institutions must prioritize the provision of suitable facilities to support the teaching and learning process during classroom activities. By ensuring that classrooms are equipped with the necessary resources and tools, educational institutions can create a conducive environment that fosters effective and engaging learning experiences, thereby facilitating better outcomes for students.

4. For the readers

The primary aspiration of the researcher is to make a meaningful contribution to the readers, specifically focusing on educators and students affiliated with IAIN Ponorogo. By sharing the research findings and insights, the aim is to offer valuable knowledge and perspectives that can enrich the teaching and learning experiences within this academic community.

5. For future researchers

For future researchers looking to delve into a similar topic, it is advisable to consider extending the duration of the treatment period to yield more comprehensive and robust evidence. A longer treatment duration allows for a deeper understanding of the nuances and effects of British and American accents on listening comprehension. Additionally, utilizing up-to-date and superior source materials compared to those used in this research can significantly enhance the credibility and relevance of the study. Furthermore, employing appropriate media platforms and tools can be instrumental in augmenting the research outcomes. Leveraging modern technologies and multimedia resources can provide a more dynamic and interactive approach to accent-based treatments, potentially yielding more optimal results. The integration of innovative media can revolutionize the way treatments are administered and data is collected, ultimately advancing the quality and depth of research in this domain.

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## APPENDICES

### Appendix 1. Learning Tools

#### Appendix 1.1. Lesson Plans Cycle I-4

#### RENCANA PELAKSANAAN PEMBELAJARAN

SEMESTER : SATU (1)

ALOKASI WAKTU : 2 JAM PELAJARAN(90 MENIT)

#### A. METODE PEMBELAJARAN

- a. Pendekatan : Saintifik
- b. Model Pembelajaran : Problem Based Learning (PBL)
- c. Metode : Tanya jawab dan diskusi

#### B. MEDIA PEMBELAJARAN

##### 1. Media

- ❖ Worksheet atau lembarkerja (peserta didik)
- ❖ Lembar penilaian
- ❖ Listening Audio file

##### 2. Alat/Bahan

- ❖ Laptop & Sound Speaker

#### C. SUMBER BELAJAR

- a. OXFORD Practice Tests for the TOEIC Test

#### D. LANGKAH LANGKAH PEMBELAJARAN

#### KegiatanPendahuluan (10 Menit)

**Guru :**

**Orientasi**

- Melakukan pembukaan dengan salam pembuka,
- Mengenalkan peserta didik dengan apa yang akan dipelajari
- Menyiapkan media pembelajaran yang akan digunakan di dalam kelas.

#### KegiatanInti ( 70 Menit )

#### KegiatanPembelajaran

Peserta didik akan diminta untuk membuka file berisi gambar dan text tugas listening TOEIC, kemudian guru akan memutarakan file audio terkait dengan text gambar tersebut untuk dapat dikerjakan oleh peserta didik

Peserta didik diminta menyiapkan kertas lembar jawaban dan kertas catatan yang akan digunakan disaat mengerjakan soal.

Peserta didik hanya diberikan kesempatan untuk mendengarkan file audio sebanyak 2-3X

Peserta didik akan diberikan waktu 10-15 menit untuk memindah jawaban mereka dari kertas ke link google form yang telah disediakan.

Jawaban dari peserta didik akan kemudian di kirim melalui google form untuk kemudian dinilai
<b>Peserta didik dilarang membuat kegaduhan atau suara yang mengganggu peserta didik yang lain selama file audio diputar</b>
<p><b><u>Mengkoreksi tugas</u></b></p> <p>Peserta didik diminta untuk mengarahkan pandangannya ke file text dan gambar yang ada untuk dikerjakan kembali secara bersama-sama.</p> <p><b>Guru akan memutar file audio yang terkait dengan tugas kembali untuk didengarkan peserta didik</b></p> <p>Peserta didik bersama-sama memahami tugas tersebut dan menjawabnya.</p> <p><b>Hal ini berlanjut hingga semua tugas terjawab</b></p>
<p><b><u>Appresiasi</u></b></p> <p>Guru akan memberitahukan pada kelas beberapa nama peserta didik yang mendapatkan nilai paling tinggi pada tugas sebelumnya.</p> <p>Guru juga akan melakukan apresiasi terhadap peserta didik tersebut dengan harapan untuk terus dapat meningkatkan prestasinya.</p>
<p><b><u>Materi TOEIC</u></b></p> <p>Pada bagian ini guru akan menjelaskan pada peserta didik tips dan trik untuk mengerjakan dan memahami soal-soal listening bahasa inggris TOEIC.</p>
<p><b><u>Tanya jawab</u></b></p> <p>Guru akan memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan untuk kemudian didiskusikan bersama.</p> <p>Pertanyaan ini dapat terkait terhadap materi yang baru saja dijelaskan atau terkait dengan soal TOEIC yang hari ini dikerjakan</p>
<b>Kegiatan Penutup (10 Menit)</b>
<ul style="list-style-type: none"> <li>● Guru memberikan apresiasi kepada peserta didik yang telah mengikuti kegiatan secara aktif</li> <li>● Guru memberikan penguatan dan kesimpulan untuk materi pelajaran yang telah diberikan untuk hari ini</li> <li>● Do'a penutup Kemudian diakhiri dengan salam</li> </ul>

## Appendix 1.2. Research Instruments

### Pre-test

#### *PART 1: Picture Description*

---

Choose the statement that best describes what you see in the picture.

1.



2.



3.



4.



5.



*PART 2: QUESTIONS AND RESPONSES*

---

Listen to the question and choose the best answer

1. (A)            (B)            (C)
2. (A)            (B)            (C)
3. (A)            (B)            (C)
4. (A)            (B)            (C)
5. (A)            (B)            (C)

*PART 3: SHORT CONVERSATION*

---

Choose the best answer to each question

1. What are they doing now?
  - (A) Swimming,
  - (B) Hiking
  - (C) Bicycling
  - (D) Running.
2. Why is Sue upset?
  - (A) Someone broke into her car.
  - (B) She had to pay too much for parking
  - (C) She had an accident downtown
  - (D) Someone stole her concert tickets,
3. What is Emily going to do?
  - (A) Join a fishing club.
  - (B) Go and eat in a restaurant
  - (C) Cook the swordfish..
  - (D) Prepare a report
4. Why are there no labels?
  - (A) The labels were mailed to the wrong address.
  - (B) They were emptied out of the cabinet.
  - (C) The marketing clerk forgot to order them
  - (D) They were all used for a large promotion.
5. What is the man considering?
  - (A) Hiring a new director.
  - (B) Investing in Shundoor
  - (C) Setting a new track record.
  - (D) Becoming a broker
6. What are they talking about?
  - (A) What to eat for lunch.
  - (B) Whether or not to eat out.
  - (C) The time the delivery came
  - (D) The cost of the conference.

61-66

*PART 4: SHORT TALK*

---

Choose the best answer to each question

1. Who is the announcement specifically addressed to?
  - (A) College students.
  - (B) Factory workers.
  - (C) The unemployed.
  - (D) Potential investors.
2. What is being offered?
  - (A) Advice on colleges
  - (B) A course
  - (C) Venture capital.
  - (D) Real estate
3. What claim is made?
  - (A) That one will be able to retire early
  - (B) That one can become an independent
  - (C) That one will become financially independent.
  - (D) That one can earn money by investing it.
4. What is this report about?
  - (A) A complaint by Sharp Penny
  - (B) A stationery supply house order.
  - (C) A decision to automate the mailings.
  - (D) A reserve account
5. Who has probably written this report?
  - (A) An office manager.
  - (B) A mail clerk
  - (C) A Sharp Penny sales rep.
  - (D) An office clerk.
6. What is being offered at no charge?
  - (A) Training for workers.
  - (B) Machine maintenance.
  - (C) A half month's rental.
  - (D) One month's stationery supply.

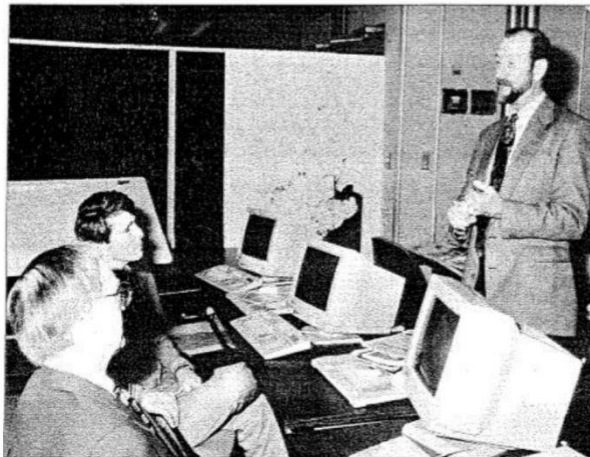
## Treatment 1

### PART 1: PICTURE DESCRIPTION

1.



2.

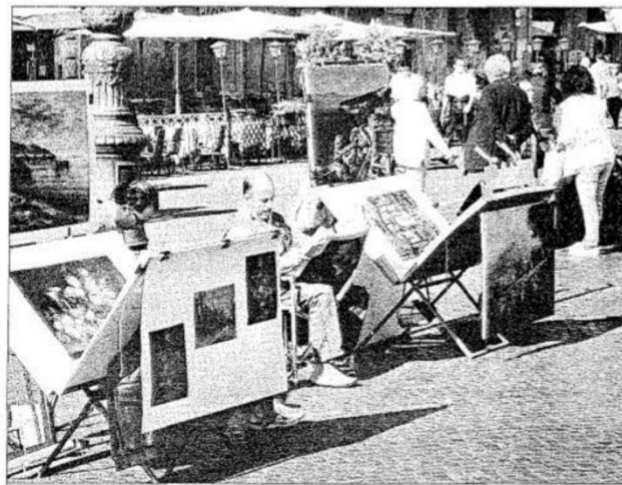




3.



4.




**PART 2: QUESTIONS & RESPONSES**

5. Mark your answer on your answer sheet
6. Mark your answer on your answer sheet
7. Mark your answer on your answer sheet
8. Mark your answer on your answer sheet
9. Mark your answer on your answer sheet

**PART 3: SHORT CONVERSATION**

10. Why isn't the meeting date set yet?
  - A. Natalie hasn't asked Manuel about it.
  - B. Everyone is busy on Friday.
  - C. The secretary is out.
  - D. Manuel's schedule is unclear.
11. What does the man think he forgot to do?
  - A. Pay the bill.
  - B. Take his mobile phone.
  - C. Take the receipt.
  - D. Lock his car.
12. How are the speakers getting to Tokyo?
  - A. By plane.
  - B. By bus
  - C. By train
  - D. By car
13. Who is the woman probably talking to?
  - A. A tailor
  - B. A hair stylist
  - C. A salesperson
  - D. An artist
14. What does the man want to buy?
  - A. A plain hamburger
  - B. A lemonade
  - C. A poster
  - D. A map

**PART 4: SHORT PARAGRAPH**

15. What will the weather be like today?
- A. Cloudy and cool
  - B. Warm and breezy
  - C. Hot and sticky
  - D. Windy and rainy
16. On which day is this report given?
- A. Sunday
  - B. Monday
  - C. Friday
  - D. Saturday
17. How many of the employees like the company?
- A. All of them
  - B. Very few
  - C. Less than half
  - D. Most of them
18. How much of a raise would entice some to leave?
- A. 10%
  - B. 20%
  - C. 45%
  - D. 80%
19. What is the story about?
- A. A new kind of cancer
  - B. How to test for cancer
  - C. A cancer-causing gene
  - D. An Asian research center
20. Who is most likely to be affected?
- A. Scandinavians
  - B. Filipinos
  - C. Asians
  - D. Americans
- 

## Treatment 2

### PART 1: PICTURE DESCRIPTION

1.



2.



3.




4.



**PART 2: QUESTIONS & RESPONSES**

5. Mark your answer on your answer sheet
6. Mark your answer on your answer sheet
7. Mark your answer on your answer sheet
8. Mark your answer on your answer sheet
9. Mark your answer on your answer sheet

**PART 3: SHORT CONVERSATION**

10. Why are the speakers leaving soon?
    - A. Their meeting starts in twenty minutes.
    - B. There may be a lot of traffic.
    - C. The plane is arriving early.
    - D. The woman doesn't like driving.
  
  11. Why might there be a drop in brokerage fees?
    - A. Because of new international banks.
    - B. Because new banks are opening.
    - C. Because of competition.
    - D. Because of fewer investments.
  
  12. What does the man offer to do?
    - A. Inform everyone of the teleconference.
    - B. Rearrange the schedule.
    - C. Meet the woman at three o'clock.
    - D. Call everybody in the office.
  
  13. What does the man wants to do?
    - A. Call a client
    - B. Use a room
    - C. Change his schedule
    - D. Pick up a check
- 

14. Why do the speakers want to get together?
- A. To participate in a demonstration.
  - B. To talk with the bank manager.
  - C. To have a meal together.
  - D. To meet Rudy.

**PART 4: SHORT PARAGRAPH**

15. Where is the meeting to take place?
- A. In the new building.
  - B. In one of the old offices.
  - C. On the top floor.
  - D. In the lounge room.
16. What is the purpose of the meeting?
- A. To organize the move.
  - B. To collect all the boxes.
  - C. To assign room numbers.
  - D. To meet the movers.
17. What should the managers bring with them?
- A. Their files.
  - B. Their books.
  - C. A list of belongings.
  - D. The boxes.
18. What is this meeting about?
- A. Collecting money.
  - B. Swapping newsletters.
  - C. Statistical analysis.
  - D. Financial advice.
19. How does the speaker know the author?
- A. He's read his newsletter.
  - B. He's worked with him.
  - C. He is his consultant.
  - D. He's listened to his speeches.



20. What does the audience have in common?
- A. They want more money.
  - B. They read the same magazines
  - C. They subscribe to the same newsletters
  - D. They all have financial advisors.



### Treatment 3

#### PART 1: PICTURE DESCRIPTION

1.



2.



3.




4.



**PART 2: QUESTIONS & RESPONSES**

5. Mark your answer on your answer sheet.
6. Mark your answer on your answer sheet.
7. Mark your answer on your answer sheet.
8. Mark your answer on your answer sheet.
9. Mark your answer on your answer sheet.

**PART 3: SHORT CONVERSATION**

10. Where are the speakers?  
(A) At a hospital.  
(B) In a restaurant.  
(C) At an ice rink.  
(D) In a bank.
  
  11. Where is the hotel restaurant?  
(A) On the second floor.  
(B) Downstairs.  
(C) Next to the reading room.  
(D) On the left-hand side of the corridor.
  
  12. What is the man need to do?  
(A) Send a fax.  
(B) Talk to his secretary.  
(C) Charge more money.  
(D) Lease a fax machine.
  
  13. What is the woman trying to do?  
(A) Start a construction company.  
(B) Find a job for her brother.  
(C) Learn carpentry skills.  
(D) Locate a summer home.
  
  14. What's the weather like today?  
(A) Sunny.  
(B) Fogging.  
(C) Raining.  
(D) Snowing.
- 

**PART 4: SHORT PARAGRAPH**

15. Which staff must report to work?  
(A) Everyone but management.  
(B) Only housekeeping.  
(C) Only management.  
(D) All personnel.
16. When will the hotel open its doors?  
(A) In November.  
(B) In February.  
(C) In March.  
(D) In April.
17. What will the staff be given at the re-opening?  
(A) Their paycheck.  
(B) New outfits.  
(C) A banquet.  
(D) A revised work schedule.
18. What is the announcement about?  
(A) A fire drill.  
(B) Office renovations.  
(C) An accounting procedure  
(D) New stairs
19. Where should everyone gather?  
(A) In the stairwell.  
(B) In the parking lot.  
(C) At the elevator.  
(D) At the front office.
20. What will the fire marshal talk about?  
(A) Elevators.  
(B) Speed.  
(C) New equipment.  
(D) Parking.



**Post-Test**

**PART 1: PICTURE DESCRIPTION**

1.



2.



3.



4.



**PART 2: QUESTIONS & RESPONSES**

5. Mark your answer on your answer sheet.
6. Mark your answer on your answer sheet.
7. Mark your answer on your answer sheet.
8. Mark your answer on your answer sheet.
9. Mark your answer on your answer sheet.

**PART 3: SHORT CONVERSATION**

10. Why is there no paper?  
(A) The man used it up himself.  
(B) Some was given to another department  
(C) None was ordered  
(D) They couldn't find it
  
11. How often the man buy the new york times?  
(A) Everyday  
(B) Once a month  
(C) Twice a week  
(D) Never
  
12. How are they going to the movies?  
(A) By train  
(B) By car  
(C) By bus  
(D) By taxi
  
13. What does the man want?  
(A) A new printer  
(B) Current price list  
(C) More time  
(D) A lower sales quota
  
14. How does the man solve the problem?  
(A) By calling a courier  
(B) By doing it himself  
(C) By renting a car  
(D) By shipping it



**PART 4: SHORT PARAGRAPH**

15. Where is the office?  
(A) At the university  
(B) In a hospital  
(C) On a quite back street  
(D) Near two main roads.
16. What kind of office has been contacted?  
(A) A highway department  
(B) A dentist's office  
(C) A hospital emergency room  
(D) A cleaning service.
17. How does one get help right away?  
(A) By staying on the line  
(B) By calling during regular office hour  
(C) By calling Dr. Malcolm's beeper  
(D) By pressing "9"
18. What is the purpose of the talk?  
(A) To reiterate policy  
(B) To explain expense report  
(C) To collect money  
(D) To create new policies
19. Why is there a problem?  
(A) Computers are breaking down  
(B) Paychecks are missing  
(C) People are disregarding company policy  
(D) Receipts are being misplaced.
20. What is the accounting department busy with?  
(A) Writing paychecks  
(B) New computers  
(C) Handling complaints  
(D) Revising policy





**Appendix 2. Documentation Sheets**



Pre-Test of Class A



Treatment I of Class B



Treatment III of Class C



Post-Test of Class D

### Appendix 3. Curriculum Vitae

**Nahidl Diyan Ilahiy** was born in Ponorogo, November 18<sup>th</sup>, 2000. He was so thankful for living on earth as a son of Mr. Hairus Soleh and Mrs Tri Ningsih together with all three of his sisters. In 2012 he was graduated from SDN Masalima II, in 2015 graduated from Mts DDI Darussalam. After that he went to SMK Pawyatan Dhaha I, Kediri and graduated from there in 2018. In 2019 he started his study in IAIN Ponorogo.

