

**STUDENT'S ABILITY IN LISTENING COMPREHENSION WITH
AMERICAN AND BRITISH ACCENTS USING VIDEO: A CASE STUDY
AT MTS MANNILINGI BULO-BULO**



A Thesis

*Submitted to the faculty of cultural science Hasanuddin University in partial
fulfillment of the requirements to obtain A Sarjana Degree in English Literature
Study Program*

Written by

Yusna Nasira Yunus

F21116014

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2021

THESIS

**STUDENT'S ABILITY IN LISTENING COMPREHENSION WITH
AMERICAN AND BRITISH ACCENTS USING VIDEO: A CASE STUDY
AT MTS MANNILINGI BULO-BULO**

BY

YUSNA NASIRA YUNUS

Student Number: F21116014

It has been examined before the Board of Thesis Examination on March 18th 2021
and is declared to have fulfilled the requirements.

Approved by

Board of Supervisors

Chairman

Secretary



Dr. Abidin Pammu, M.A., Dipl.TESOL
NIP. 19601231 198601 1 071



Dra. Nadira Mahaseng, M.Ed.
NIP 195512241986012001



**Dean Faculty of Cultural Sciences
Hasanudin University**

Prof. Dr. Akin Duli, MA.
NIP. 19640716 199103 1 010

**Head of English Literature Study
Program**



Dr. Abidin Pammu, M.A., Dipl.TESOL
NIP. 19601231 198601 1 071

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 433/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the thesis draft by Yusna Nasira Yunus (F21116014) to be examined at the English Literature Study Program, Faculty of Cultural Sciences.

Makassar, February 15th, 2021

Approved by

First Supervisor,

Second Supervisor,



**Dr. Abidin Pammu, M.A., Dipl.TESOL
M.Ed.**

NIP. 196012311986011071



Dra. Nadira Mahaseng,

NIP. 195512241986012001

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Department



Dr. Abidin Pammu, M.A., Dipl.TESOL



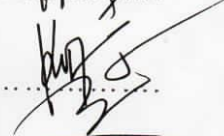
NIP. 196012311986011071

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES

Today, Thursday, 18th March 2021, the Board of Thesis Examination has kindly approved a thesis by **YUSNA NASIRA YUNUS** (Student Number: **F21116014**) entitled, **STUDENT'S ABILITY IN LISTENING COMPREHENSION WITH AMERICAN AND BRITISH ACCENTS USING VIDEO: A CASE STUDY AT MTS MANNILINGI BULO-BULO**, submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, March, 18th 2021

BOARD OF THESIS EXAMINATION

- | | | | |
|----|--|-------------------|--|
| 1. | Dr. Abidin Pammu, M.A., Dipl.TESOL | Chairman | 1.....  |
| 2. | Dra. Nadira Mahaseng, M.Ed. | Secretary | 2.....  |
| 3. | Dr. Kamsinah, M.Hum. | First Examiner | 3.....  |
| 4. | Karmila Mokoginta, S.S., M.Hum., M.Arts. | Second Examiner | 4.....  |
| 5. | Dr. Abidin Pammu, M.A., Dipl.TESOL | First Supervisor | 5.....  |
| 6. | Dra. Nadira Mahaseng, M.Ed. | Second Supervisor | 6.....  |

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

DECLARATION

The thesis by **YUSNA NASIRA YUNUS** (Student Number: **F21116014**) entitled, **STUDENT'S ABILITY IN LISTENING COMPREHENSION WITH AMERICAN AND BRITISH ACCENTS USING VIDEO: A CASE STUDY AT MTS MANNILINGI BULO-BULO**, has been revised as advised during the examination on 18th March 2021 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dr. Kamsinah, M.Hum.

First Examiner

(.....)

2. Karmila Mokoginta, S.S., M.Hum., M.Arts. Second Examiner (.....)

(.....)

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : YUSNA NASIRA YUNUS

Nomor Induk Mahasiswa : F21116014

Jenjang Pendidikan : S1

Program Studi : Sastra Inggris

Menyatakan bahwa Skripsi yang berjudul **STUDENT'S ABILITY IN LISTENING COMPREHENSION WITH AMERICAN AND BRITISH ACCENTS USING VIDEO: A CASE STUDY AT MTS MANNILINGI BULO-BULO** adalah **BENAR** merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain.

Apabila dikemudian hari terbukti atau bahwa sebagian atau keseluruhan isi Skripsi ini hasil karya orang lain atau dikutip tanpa menyebut sumbernya, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 18 Maret 2021



(YUSNA NASIRA YUNUS)

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Alhamdulillah rabbil 'alamiin, First of all, praise and gratitude to Allah *Subhanahu Wa Ta'ala*, the almighty God who has given the writer blessing, health, and guidance to complete this thesis. The writer would also like to send shalawat to the prophet Muhammad *Shallallahu 'Alaihi wa Sallam* for the unparalleled efforts and sacrifices to show the right path and spread the light of salvation to all mankind and universe.

In this opportunity, the writer would like to express deep appreciation and thankfulness to people who had supported and help the writer in finishing this thesis. **Thus, in this peace of paper, the writer huge gratitude is dedicated to the writer's beloved parents who have loved, advised, their greatest love and support, also moral and material support.**

During the time of working this thesis, the writer found many problems and made the writer down. However, those problems could be solved with the support and help by the people around the writer. Hereby, the writer would like to convey eternal thanks to:

1. **Dr.Abidin Pammu, M.A., Dipl. TESOL** as Head of English Department, **St. Sahraeny, S.S., M.AppLing** as Secretary of English Departement, and All of lecturers and academic staff of English Department, Faculty of Cultural Sciences, Hasanuddin University, who have helped whether in lecturing and administration process.

2. **Dr. Abidin Pammu, M.A., Dipl. TESOL** and **Dra. Nadira Mahaseng, M.ed.** as supervisors who have given their time to supervise and for their valuable ideas, suggestions, corrections, guidance and remarkable patience toward the completion of this thesis
3. Biggest thanks to her dearest parents, **Muh. Yunus** and **Najma**, her brother **Yunas Bastian Yunus**, her sister **Sri Wahyuni Yunus**, her uncle **Sabri**, her aunty **Hartati** and her grandma **Cahuleng**, and her grandpa **Burahing** for their countless sacrifices and endless efforts to motivate, help, encourage, advice, and finance during her study.
4. **All Respondents** of MTS Mannilingi Bulu-Bulu, Jeneponto, thank you for your help in filling out the test and questioner, so that this thesis can be completed properly.
5. Special thanks to **Cahuleng Family** and especially for **Rifal Arisandi**, her business partner as well as her best friend and brother who always supports and provides motivation, advice, and helps both materially and morally during her study.
6. Special thanks to all her beloved friends, especially for Somai Lovers, BIG TEAM PT. Melia Sehat Sejahtera, Extinction 2016, and KKN Reguler 102 Desa Passipo, for the prettiest experiences, togetherness, supports, and memories during her study.
7. Special thanks to Departmen Khusus Keputrian LDM al-Adab FIB Unhas, for the best experiences ever, guided, knowledge, and

beautiful Ukhuwah which cannot be found anywhere. May Allah *Subhanahu Wa Ta'alla* keep us and *Istiqamah in Jannah*

8. Last but not least, the writer would also like to thank people who are not mentioned here. The writer have no valuable words to express her gratitude to have you, but inside her heart, you are precious.

May Allah *Subhanahu Wa Ta'ala* always be with them and give His mercy, guidance, and blesses for them. Overall, the writer hopes this thesis can give a bit contribution to English Department students, also for the future study that related with this topic. The writer realize that this thesis is still not perfect. So, any suggestion or criticism will be very much appreciated for the improvement of this writing.

Makassar, 24th March 2021

Sincerely,

Yusna Nasira Yunus

TABLE OF CONTENTS

COVER	i
LEGITIMACY	ii
APPROVAL FORM	iii
AGREEMENT	iv
DECLARATIONS	v
PERNYATAAN KEASLIAN	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
ABSTRAK	xiii
ABSTRACT	xiv
CHAPTER 1 INTRODUCTION	
A. Background of The Study	1
B. Identification of Problems	4
C. Scope of Problems	4
D. Research Questions	5
E. Objectives of The Study	5
F. Significance of The Research	5
CHAPTER 2 LITERATURE REVIEW	
A. Previous study	7
B. Theoretical Background	10
1. Listening Comprehension	10
a. Definition of Listening Comprehension	10
b. Process of Listening Comprehension	10
c. The Difficulties in Listening Comprehension	11
2. Accent	13

a. Definition of accent.....	13
b. The Kind of Accent.....	14
c. Differences British and American Accent	15
d. Factors Effecting The Variation of Accent	17
3. Perception.....	19
a. Definition of Perception.....	19
b. Process of Perception	20
c. Factors of Perception.....	21

CHAPTER 3 METHODOLOGY

A. Research Design.....	23
B. Research Instruments	23
1. Test.....	23
2. Questionnaire	24
C. Sample of Study	24
D. Procedure of Collecting Data	24
1. Listening Test.....	25
2. Questionnaire	25
E. Technique Analysis Data	26
1. Analyzing The Listening Test.....	26
a. Scoring The Students` Answers	26
b. Grouping The Students` Scores	27
c. Comparing The Student` Score.....	27
2. Analyzing Questionnaire.....	27
3. Making Conclusion	27

CHAPTER 4. FINDING AND DISCUSSION

A. Findings.....	28
1. The Results Of The Listening Comprehension Test	28
2. The Results Of The Questionnaire Sheets	29
B. Discussion	30
1. The Results Of The Listening Comprehension Test.....	31

a. The Students' Listening Comprehension Scores	31
b. Grouping The Students' Score of Listening Comprehesion Test .	32
c. Comparing The Students' Score of Listening Comprehesion Test	32
2. The Results Of The Questionnaire Sheets	35
a. The Students' Perception About the speakers Accent	35
b. The Students' Perception About the Rate of Speech	36
c. The Students' Perception About Stressed and Intonation.....	37
d. The Students' Perception About Familiar Words in the Video	38
e. The Students' Perception About Understanding the Meaning of Speakers' Utterance	39

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions	41
B. Suggestions	42

BIBLIOGRAPHY43

APPENDICES

Appendix 1. Listening Test: British Accent.....	45
Appendix 2. Listening Test: American Accent.....	46
Appendix 3. Questionnaiere.....	49
Appendix 4. Questionnaire Result	50
Appendix 5. Documentations.....	51

ABSTRAK

YUSNA NASIRA YUNUS. 2021. *Student's Ability In Listening Comprehension With American And British Accents Using Video (A Case Study At Mts Mannilingi Bulu-Bulu)*. (Dibimbing oleh **Abidin Pammu** dan **Nadira Mahaseng**).

Tujuan dari penelitian ini adalah untuk: (1) mengetahui apakah terdapat perbedaan yang signifikan antara video yang menggunakan aksen Amerika dan Britis terhadap kemampuan pemahaman mendengarkan siswa MTS Mannilingi Bulu-Bulu dan (2) mengidentifikasi aksen mana yang lebih disukai dan dipahami oleh siswa tersebut.

Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Penelitian ini dilakukan pada siswa kelas tiga MTS Mannilingi Bulu-Bulu. Data diperoleh dengan melakukan tes pendengaran dan pemberian kuisioner. Data dianalisis dengan menggunakan aplikasi SPSS versi 24.

Hasil menunjukkan bahwa tidak terdapat perbedaan yang signifikan antara video yang menggunakan aksen Amerika dan Britis terhadap kemampuan pemahaman mendengarkan siswa MTS Mannilingi Bulu-Bulu. Hasil tes pemahaman mendengarkan menunjukkan bahwa skor tes video menggunakan Britis aksen lebih tinggi dibandingkan video menggunakan aksen Amerika, ini berarti bahwa terdapat perbedaan antara kedua hasil tes tersebut namun tidak signifikan. Hasil analisis kuisioner menunjukkan bahwa aksen Britis lebih disukai dibandingkan aksen Amerika. Kecepatan bicara dan kata yang digunakan pembicara dalam aksen Britis lebih familiar dan sangat membantu siswa dibandingkan dengan aksen Amerika dalam proses pemahaman mendengarkan. Disisilain, tekanan dan intonasi pembicara yang menggunakan aksen Amerika lebih membantu siswa daripada aksen Britis. Maka dari itu, dapat disimpulkan bahwa aksen Britis lebih dominan disukai dan dipahami dalam proses pemahaman mendengarkan oleh siswa MTS Mannilingi Bulu-Bulu.

Kata kunci: pemahaman mendengarkan, aksen Amerika, aksen Britis, video.

ABSTRACT

YUSNA NASIRA YUNUS. 2021. *Student's Ability In Listening Comprehension With American And British Accents Using Video (A Case Study At Mts Mannilingi Bulu-Bulu).* (Supervised by Abidin Pammu and Nadira Mahaseng)

The aims of this study are: (1) to find out the significant difference between American and British accent using video, and (2) to identify the students' perception about the better accent between American and British on students' listening comprehension at MTS Mannilingi Bulu-Bulu.

The method used in this research is descriptive quantitative method. This research is carried out on third grade at MTS Mannilingi Bulu-Bulu. The data is obtained by conducting listening comprehension test and giving questionnaires. The data is analyzed by using SPSS version 24.

The findings of this research show that it is not significantly different between American and British accents on students' listening comprehension at MTS Mannilingi Bulu-Bulu. The results of the students' listening comprehension test showed that the mean score of students in the listening comprehension test using British accent was higher than American accent, it means that there was a difference between the two accents in the listening comprehension process but it was not significant. The results of the questionnaire analysis showed that the British accent was preferred by students compared to the American accent. The speech rate of the speakers and the words that speakers used in a British accent is more familiar and helps students compared to the American accent in process of listening comprehension. On the other hand, the stress and intonation of the American accent are more helpful than the British accent for the student in process of listening comprehension. It can be concluded that the British accent is more dominantly liked and, understood by students compared to the American accent in the listening comprehension process.

Keywords: listening comprehension, American accent, British accent, video.

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, identification of problems, the scope of the problems, research questions, objectives of the research, and significance of the research.

A. Background of The Study

English as a foreign language is one of the languages that must be learned for all levels of education in Indonesia because it is the most common international language that people used all over the world. There are two versions of English that are most commonly used are British English and American English. Although the same name in English, but both of them have significant differences such as differences in pronunciation or accent, spelling, vocabulary, and grammar.

In learning English, there are four language skills that student has to master, that is writing, speaking, reading and listening. Listening plays an important role in communication, Listening is the activity to pay attention to the speaker and trying to get meaning from something heard. Mendelshon (1994) said that of the total time spent on communicating, listening take up the highest percentage is 40-45%, speaking 25-30%, reading 11-16%, and writing about 9%. It proves that listening is a very important skill to learn in language because listening can improve other language skills such as the ability to speak and write fluently and quickly over time. It means that communication will not be running well without listening since listening is the basic skill and the highest percentage of communicating.

However, teaching and learning listening is not easy, because English has different elements that carry some difficulties for Indonesian students. Lyne (2001) stated that one of the main factors that are very influential in achieving the goals of learning English is student interest. The teacher has to look for ways that can be used to make the student interested in learning English.

There are two kinds of media that the teacher can use in teaching listening comprehension, they are audio and audiovisual (video). Audio only allows the students to receive the message through the sense of hearing. Unlike audio, video has one major advantage in teaching listening comprehension is the students not only can listen to the language but also they can see. By watching videos, students can see a picture of the situation or context in the video, how to match intonation with facial expressions, gestures, etc. Thus, listening can be more meaning full if learners can see how the language is used in the actual situation. In other words, they have to see how the speakers speak the language. In this way, learners can learn the language from both audio and visual inputs. Another advantage of video is the visual aspect of video can attract the students' attention.

Nowadays, Video as a Medium of teaching attracts students' interest and attention in learning listening comprehension compared to audio. Apart from being interesting, videos are also more dominant and easy to get through social media such as YouTube, TikTok, Facebook, Ome Tv, and so on. It is the reason use video as media in listening comprehension is better than using audio.

There are a lot of difficulties that learners may encounter in the listening comprehension process, one of them is the accent. Buck (2001) said that accent is potentially a very important variable in listening comprehension. He indicated that when listeners hear an unfamiliar accent such as Indonesian English for the first time after studying only British English will encounter critical difficulties in listening. He explains that the unfamiliar accent from the speaker can cause problems and interrupt the whole listening comprehension process, It can make comprehension almost impossible for the listeners.

There are two types of accents that are commonly used, namely American accent and British accent. One of the significant differences between British and American accents is the way they pronounce the letter “R”. Native British speakers usually mute or softened to pronounce the “R” sound whenever they say a word containing that letter like the word “fire” pronounced “faiyeh (faɪə)”. Meanwhile the native American speakers usually clearly pronounce the “R” sound or which is called a ‘rotik’ accent. For example, the word “fire” pronounced “faiyer (faɪər)”. American accent has the similarity with Indonesian accent in pronouncing the sound "R" is clear. This is one of the factors that can make it easier for most Indonesians to understand when listening to speakers who use an American accent compared to a British accent.

Based on the explanations above, the writer is interested to compare student's ability in listening comprehension with American and British accents using video to find out which the better accent on students' listening comprehension at MTS Mannilingi Bulo-Bulo. Furthermore, the writer intends to conduct research with a

title: *“Student's Ability In Listening Comprehension With American And British Accents Using Video: A Case Study At MTS Mannilingi Bulu-Bulu” in Jeneponto.*

B. Identification of Problems

Based on the background above, the writer identified some problems of the student listening comprehension:

1. The teacher have different pronunciation of English words from native speakers, so the students have difficult to understanding the words they hear.
2. Listening classes are rarely given in elementary to high school, so students are not familiar with the listening itself.
3. Several student are still weak in comprehending spoken text.
4. Students are still confused when listening comprehension because some words have the same meaning and words but different accents in English itself.
5. The quality of the media used by the teacher is less qualified, this can affect students' listening comprehension and make students not interested.

C. Scope of The Problems

Based on the problems in this research, the writer focuses on comparing the students` score of listening comprehension test between video use American and British accent in listening comprehension process for the students at MTS Mannilingi Bulu-Bulu especially for the third class namely IX A.

D. Research Questions

After identifying the problems, it is necessary to formulate the problems as follows:

1. Is there significant difference between the student's Ability In Listening Comprehension With American And British Accents Using Video ?
2. What is the students' perception of American and British accent in learning listening comprehension ?

E. Objectives of The Research

In connection to research questions, the objective of the research are as follows:

1. To find out the significant difference between the *Student's Ability In Listening Comprehension With American And British Accents Using Video*;
2. To identify the perception about the better accent between American and British on students' listening comprehension.

F. Significance of The Research

The writer is expected to give significant contributions, they are:

1. Theoretical Significance

This research is expected to give more information about which the better accent between American and British on students' listening comprehension;

2. Practical Significance

The writer expects that the finding of this research is usefull and gives contribution in English teaching and learning especially in teaching listening comprehension:

a. For Lecturer/Teacher

The lecturer/teacher can use American and British video as the media in teaching listening especially in teaching listening comprehension.

b. For Students

The students can use American and British accent using video to help them in gaining the understanding of the speakers' utterance in listening comprehension process.

c. For the next researcher

This research can be used as a reference for researchers in the future who are going to discuss the same or related object.

CHAPTER II

LITERATURE REVIEW

This chapter, the writer would like to explain about the literature review that the writer uses in the research. This chapter consists of previous study, and theoretical background.

A. Previous Studies

The previous study is one of the references which is used by the writer to support this thesis. The writer finds out some previous studies that related to this research about American accent, British accent, and video as learning listening media that might support the writer to this research.

Firstly, Anggita Fatmawati (2017) conducted research entitled “A Comparative Study Between Teaching Students By Video And Audio In Listening Comprehension For The First Grade Students of SMP Muhammadiyah 9 Gemolong In The Academic Year 2016/2017”. This study aims to determine whether there is a significant difference between the listening comprehension ability of students who use video and audio as teaching media for the first-grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017. This research used an experimental method and use the quantitative approach with factorial design. The technique of collecting data used a test and the data was analyzed by using the t-test formula and pre-requisite test. The results of this study imply that there is a significant difference in ability in listening comprehension between students who are taught with video and students who are

taught with audio. The result of this research also leads to the conclusion in that using video as media on students listening comprehension is better than using audio.

Secondly, Hepy Adityarini, et al. (2009) conducted a study entitled “Sikap Mahasiswa Program Studi Bahasa Inggris Universitas Muhammadiyah Surakarta Terhadap Variasi Bahasa Inggris”. This study aims to describe the attitudes of English Department students towards three varieties of English, namely American English (AmE), British English (BrE), and Indonesian English (IndE) and to determine students' perceptions of the variety of languages in accordance with language teaching in the classroom. The results showed that AmE in the first ranks, which is considered the most attractive of the three variety languages, IndE in the second ranks and BrE is in the last position. Interestingly, BrE which has always been regarded as the most prestigious accent, is the least preferred based on the three dimensions, namely speed, pronunciation, and accent.

Lastly, in 2018, Mardianti conducted research under the title "Students' Perceptions of Using Animated Videos in Teaching Listening Of Narrative Texts". This study aims to determine how students' perceptions when learning to listen using animated videos. The results of this research indicate that using animation videos in learning listening of narrative text gets a positive perception from students. She found that using animation videos in teaching listening of narrative text can help the students to understand the subject easily and helped the students in guessing some unfamiliar vocabularies by watching videos, it also can motivating the students to learn English.

Based on the previous studies above, from the first previous studies, the writer finds out that using video as media on students' listening comprehension is better than audio because teaching by using video as a media of teaching which is American English is more effective to interest the students in listening comprehension. To support comprehension in listening, videos contain visual clues such as gestures and expressions which allow students to go beyond what they listen to and also to interpret the video more deeply. In the second previous studies, the writer finds out that the variations of English between American, British and Indonesian are considered the most interesting based on the three dimensions, namely speed, pronunciation, and accent. American English is in the first position, then Indonesian English is in the second position and the last position is British English. In the last previous studies, the writer also finds out that there is a significant difference between British and American English in Vocabulary and Spelling. From the three previous studies above, the writer can see that using video as media on students' listening comprehension is better than audio because the video is more effective to interest the students in listening comprehension. The writer also knows that accents influence the level of student interest in learning English.

The difference between this research and the three previous studies that the researcher mentioned is comparing the independent variable namely British accent and American accent in listening comprehension. However, in this research the writer wants to find out the significant difference between the students' listening comprehension at English Department using American and British accent by

using video and to identify the accent which is interesting on students' listening comprehension especially at MTS Mannilingi Bulu-Bulu, Jenepono.

B. Theoretical Background

1. Listening Comprehension

a. Definition of Listening Comprehension

Listening Comprehension is the processing of linguistic and non-linguistic knowledge to understand or interpret the meaning of spoken text or utterances obtained from speakers (Buck, 2001). Linguistic knowledge includes phonetics and phonology, morphology, syntax, semantics, and pragmatics. Meanwhile, the non-linguistic knowledge used in listening comprehension is background knowledge and non-verbal clues. Another opinion said that the linguistic aspect is elements that directly form new structures such as sounds, words, sentences, and speech or text. Meanwhile, Non-linguistic or paralinguistic aspects include a person's speech patterns, supra-segmental elements, distance and body movements, or non-verbal clues and touch (Chaer, 2004: 22).

b. Process of Listening Comprehension

1) Bottom-Up Processing

According to Richard (2008), in listening comprehension, Bottom-up processing is the process of understanding listening starting from the listener analyzing what they are listening to, then organizing what they hear into the form of sounds, words, clauses, sentences, and sequential texts until the linguistic clues acquire meaning or provide understanding to the listener.

Richard also describes bottom-up processing by several stages. The first one of stages is listeners take in raw speech and hold a phonological representation of it in working memory. The second one is they immediately attempt to organize the phonological representation into constituents, identifying their content and function. Besides, They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of prepositions. Lastly, Once they have identified the propositions for a continent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

2) Top-Down processing

On the other hand, Richard also explains that top-down processing refers to the listeners use background knowledge such as previous knowledge of the topic, situational or contextual clues, schemata, or scripts to gain the understanding of the message on listening comprehension process.

c. The difficulties in listening comprehension

According to Buck (2001), the difficulty of listening comprehension process is affected by the text characteristics as follow:

- 1) Text with slower speech rates tend to be easier than texts with faster speech rates.
- 2) Text with longer pauses between idea units tent to be easier than texts with shorter pauses between idea units, or no pauses at all.

- 3) Text with more familiar pronunciation tend to be easier than text with unfamiliar pronunciation.

Buck (2001:32-42) also identified the characteristic of spoken text that we need to pay attention on listening process which explain as follow:

- 1) Phonological Modification

Some sounds are influenced or modified by the sound next to them, some are simply dropped, and others are combined sounds in complex ways. For examples, the difference between two sentence '*I see your hair*' and '*I see your hare*' is usually have different meanings but the utterances in the utterances have very minimal differences and are almost indistinguishable.

- 2) Accent

Accent is very important variable in listening comprehension. This is evident when unusual variations in a speaker's accent can cause problems and possibly interfere with the overall listening comprehension process. This can make understanding nearly impossible or wrong for listeners.

- 3) Stress and Intonation

Stress and intonation are very influential in the process of understanding listening, both in the pronunciation of words and sentences. The communicative effect of speech is largely influenced by pressure and intonation, so that listeners can understand and interpret what they hear correctly and make sense.

4) Speech Rate

Speech rate is one of the important variable in listening comprehension. Speech faster can cause unclear pronunciation or articulation, unattractive intonation and pressure, so that listeners cannot properly understand the meaning we want to convey and the possibility of misunderstanding between listener and speaker.

5) Hesitation

Hesitation is very influential on the listening comprehension process, especially for non-native speakers. Hesitation can make listeners feel bored and less focused on understanding what they are listening to allowing listener's to misinterpret the message they receive.

6) Discourse Structure

The structure of the plan discourse and unplan discourse is different. Normaly in planed discourse the relationship between the ideas or preposition is expressed by means of the syntax. Meanwhile, in unplanned discourse the context itself can be used to relate propositions. Both of them have similarities, such as references are often lost, and the listener may have to deduce who, or what, the speaker is talking about.

2. Accent

a. Definition of Accent

According to Edward (1997), accent is one of the most prominent linguistic cues used in forming social categories that have a specific way of pronouncing for an individual or group of individuals, in other words accent is

refers to how the people pronounce when they speak. Therefore, without an accent it can be impossible to speak. Accents result from how, where, and when you learned the language you are speaking and it gives impressions about you to other people.

b. The Kind of Accent

According to Betty Birner (1924) there are two different kinds of accents. Those kinds can be seen as follows:

1) Foreign Accent

This happens when a person speaks one language but uses some rules or sounds from another language. For example, if a person has difficulty pronouncing some of the sounds from the second language they are learning, they may substitute for similar sounds that appear in their first language. It means that the accent of the first language affects the accent of the second language. This can make the spoken word sound "foreign" so that the native speakers of the language cannot understand it and think it is wrong.

2) Native Accent

The kind of this accent is simply the way of group of people speak their native language. This is influenced and determined by where they live and what social group they belong to. People who live in close contact grow to share a way of speaking, or accent, which will differ from the way other groups in other places speak. If someone pays attention to someone who has a different accent. For example, someone else has a British accent while he has an American accent, that

person will realize it because of the difference in the way he speaks. In reality, everybody has an accent like in somebody else's opinion.

c. Differences between British and American Accent

According to Safaa (2015), there are three differences between British and American accent as follow:

1) Vowels Differences

There are many differences in the level of vocals between American and British accents. The most important differences between American and British vowels are in the sound:

Safaa (2015:12) explain in her dissertation that:

- **/ D / vs / a: /:** Generally, RP has a slightly rounded /D / in words like hot, stop, nod, where GA has an un-rounded / a: / sound.
- **/ D / vs / ɔ: /:** RP uses /D / while GA uses / ɔ: / before the consonants / ŋ /, / f /, / s / and / θ /. This can be seen in words such as long, song, coffee.
- **/ ʌ / vs / 3: /:** RP uses / ʌ / while GA uses / 3: / before the consonant / r /. This is found in words like courage, hurry, worry.
- **/ a: / vs / æ /:** RP uses / a: / while GA uses / æ / before the consonants / f /, / s /, / θ / and before the endings -nce , -nch , -nd and -nt. This difference is found in words like dance, path and command.
- **/ əʊ / vs / aʊ /:** RP uses /əʊ / while GA uses /aʊ /. This is found in words like boat, coat and note.

2) Consonants Difference

The pronunciation of American and British accents is not much different in the consonant system, both accents have the same consonant phoneme. The differences are based on phonetic realizations and differences distribution. The

main difference between the consonants of the two accents lies in the distribution of /r/. British accents only pronounce the consonant /r/ clearly if it comes before the vowel, this term is known as a non-rhotic accent. while for the American accent, there is no limitation in the distribution of consonants /r/, consonants /r/ are pronounced clearly regardless of their position either before and after vowels or when in front of other consonants. This is usually called the rhotic accent. For example, the word "Car" in the British accent of the consonant /r/ is omitted to become "Car" (/kɑ:/) while in the American accent the word /r/ is pronounced "Car" (/kɑ: r/).

On the other hand, the American accent do not pronounce the consonant /j/ unstressed syllable after the alveolar consonants /t/, /n/, /d/ for example:

- a) The pronunciation of the consonant /j/ which comes after the consonant /t/, for example "Tune" in British accent it is pronounced (/tju: n/) while in American accent it is pronounced (/tu: n/).
- b) The pronunciation of the consonant /j/ which comes after the consonant /n/, for example "Student" in British accent it is pronounced (/ˈstju:dnt/) while in American accent it is pronounced (/ˈstu:dnt/).
- c) The pronunciation of the consonant /j/ which comes after the consonant /t/, for example "Due" in British accent it is pronounced (/dju:/) while in American accent it is pronounced (/du:/).

Additionally, the pronunciation of the consonant /ʒ/ in British accent changes to /z/ in some words in an American accent, for example "Version" in

British accent it is pronounced (/ˈvɜːfɪn/) while in American accent it is pronounced (/ˈvɜːrɪfɪn/).

3) Diphthongs Differences

The British accent has three diphthongs ending with /ə, eə, ʊə/ as in word here, there, and poor. In general, American accents do not have separate phonemic diphthongs ending with /ə/. The vowels of the three words above are pronounced as sequences I+r, ʊ+r, and e+r, respectively in American accents. For examples, firstly, the words of “Near” in British accent it is pronounced (nɪə) while in American accent it is pronounced (nɪr); secondly, the words of “Pure” in British accent it is pronounced (pjʊə) while in American accent it is pronounced (pjʊr); and lastly the words of “Care” in British accent it is pronounced (keə) while in American accent it is pronounced (ker). In other side, /ʊə/ in American accents is often replaced by /ɔ:/ in British accents. For example “Poor” in British accent it is pronounced (pɔː) while in American accent it is pronounced (pʊr).

d. Factors Effecting the Variation of Accents

Mikael (2007), stated that variations of accent occur due to the uniqueness of each language usage. Differences in the uniqueness of these accents are influenced by differences in where they grew up, the cultural background of their place of residence, age, and work environment. Usually someone's original identity can be guessed just by listening the person's accent when speaking. It proves that the accent is a prominent unity in the language spoken in a particular area and can be distinguished based on the uniqueness of each accent itself. According to Hughest et al. (2005), he cited that the accent is includes only the

variation in pronunciation..., it is mean that the factors that effecting the variation of accents are the same of the factors that affect pronunciation.

Brown (2000) described that there are six factors can affect variation of pronunciation. Those factors can be seen as follows:

1) Native Language

This is the most significant factor when a learner learn a foreign language. Someone who learns a foreign language tends to be affected by their mother tongue. It happens because usually a mother tongue has special characteristics that cannot found in the target language.

2) Age

It is frequently assume that the best way to learn a new language starting from childhood. Conversely, if someone doesn't start to learn a new language since they were child it is not easy for them to sound a word properly or sound like a native. There are many research related to this issue, but there is no guarantee the younger people always have better skill in pronunciation.

3) Exposure

It is cannot simply say that those who live in English speaking country have better pronunciation skills compared to those who live not in English speaking country because it is possible that those who live in non-English speaking country often use English at school or work. Conversely, it also happen for those who live in English speaking country that rarely use English in their environment because they often use other languages than English. In

short, it is not easy to talk about residency because it depend on learner's environment.

4) Phonetic ability

Innate phonetic ability is also one of the factors that affecting pronunciation. It is a common thing for some people have a 'better ear' than others in foreign language. Some people have a better phonetic coding ability that others do not.

5) Identity

The learner's identity is also one of the factors that affect their pronunciation. It also becomes a strong determiner of the acquisition of accurate pronunciation of foreign language.

6) Motivation and Concern for Good Pronunciation

Some learners are not really concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation encourages them toward improvement will be perhaps the strongest influence of all the six factors in the list.

3. Perception

a. Definition of Perception

According to Dutt (2006:21), perception is a process by which individual organize the signals information (sight, hearing, smell, taste, touch) that perceives form sensory organs (eyes, ears, nose, mouth, skin), the previous information or prior knowledge and anticipation based on previous experience to give meaning to

sensory information or to interpret the object that being observed.

b. Process of Perception

Ward (2015) stated that there are three process of perception namely recognizing or being aware of the signals information, organizing is gathering and storing the signals), and interpreting (binding to knowledge) the sensory information. Sahney (2017:6-7) described as follow:

1) Recognizing

It is the process when the sensory organs (eyes, ears, nose, mouth, skin) catch or receive all the information and signals inputs that surround an individual and exist in environment. What is being perceived could be a person, an object, thing, or situation.

2) Selecting/organizing

Selecting or organizing it refers to the process of organizing the various stimuli with other cues around so that a whole picture can be created. It is the process of organizing the characteristic of the inputs (the look e.g. shape , colors, etc; the smell e.g. fragrant or rotten, the sound e.g. the high volume or low volume, the touch e.g. rough or soft) into a definite, coherent, and interpretable structure.

3) Interpreting

Interpreting is the process of drawing in reference out of the organized whole of stimuli or signals input, and giving meaning to them (Sahney, 20017:7). Meanwhile she also mention about output in the model of perception. She stated that once the input or the stimulus information has been

interpreted, it result in an output. The output could be some kind of decision, categorization, judgment or opinion or thought, attitude and action or behavior toward the object that being observed.

c. Factors of Perception

Someone's perception towards one object is influenced by soe factors. According to Robbins (2009:199), he describe three factors of perception are the following:

1) Object is Perceived

Perceptual results are influenced by the observed characteristics of the target. the clearer the input or signal clearly the input or signal received from the sensing can make it easier to interpret the objec.

2) Perceiver

Someone looks at the objects and tries to interpret them, most of the observations are influenced by personal characteristics. In this case, the resulting interpretation depends on the observer's motives, interests, moods, experiences and expectations.

3) The Situation

Change in the situation leads to incorrect perception about an object or a person. One of the factor which influence the perception is time, it is related to work and social setting.

The students' perception is a process of selection and organization of the information about an object in the school environment, especially in the classroom through by their sensory system, so student can give meaning and interpret the

object that being observed. In this research the students give their perception about the American accent and British accent using video as the media of teaching that they already used in listening comprehension process.