The effect of "Harry Potter and Philosopher's Stone" movie in students' British accent pronunciation

Intan Mellyana[1], Ikhsanudin[2], Wardah[3]

[1]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, email: intanmellyana27@gmail.com
[2]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, Email: ikhsanudin@fkip.untan.ac.id
[3]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, Email: wardah@fkip.untan.ac.id

ABSTRACT

This study aimed to examine the impact of utilizing the Harry Potter movie, "Harry Potter and the Philosopher's Stone", as an educational instrument to facilitate the enhancement of year-9 SMP Negeri 06 Pontianak students' proficiency in British accent pronunciation. The research employed a pre-experimental research design, with a one-group pre-test and post-test approach, utilizing a sample of 30 IX C students selected through cluster random sampling methodology. The data were collected through pre-test and post-test assessments, which demonstrated that the result of the students' pre-test was lower than the post-test (85>16.67). Furthermore, the results indicated that the t-test exceeded the t-table value (28.47>1.699), thereby demonstrating a statistically significant effect. The results of the research analysis revealed that the null hypothesis was rejected while the alternative hypothesis was accepted. In addition, the effect size score (3.34) denoted a strong effect of the movie "Harry Potter and the Philosopher's Stone", which could be concluded that the Harry Potter movie had a very significant impact on students' ability to pronounce English words properly, particularly in British accent. The findings suggest the potential of the aforementioned movie as a medium for teaching British accent pronunciation to students, which despite on its initial purpose that the Harry Potter movie is recommended media to be used for teaching ninth-grade students.

Keywords: British Accent; Harry Potter Movie; Pronunciation Ability

INTRODUCTION

English pronunciation is a crucial aspect of foreign language teaching and learning as it significantly impacts students' communication skills and performance. Clear and accurate pronunciation is essential for effective communication (Lucky et al., 2022; Srakaew, 2021; Plailek & Essien, 2021). Therefore, it is imperative to focus on pronunciation during language instruction. Pronunciation difficulties can have a negative impact on learners' self-esteem and social interactions. Learners' ability to communicate effectively depends on their ability to pronounce words correctly, which they continue to improve throughout their lives (Afzal, 2019; Burns & Seidlhofer, 2019; Jarosz, 2019). Pronunciation is an essential part of learning English; even if their grammar is great, learners will not be understood if their pronunciation

is poor (Kobilova, 2022; Lightbown & Spada, 2021; Djurayeva, 2021). EFL teachers have the ability to help their students develop the necessary pronunciation skills for effective communication (Pennington & Rogerson-Revell, 2019; Almusharraf, 2022). According to Mahmood (2021), language was developed as a way of communication between humans; communicate on consists mostly of speaking and listening before communicating. Recognizing speech sounds involves perceiving the sounds of words, including accents and tonal changes. It is an important aspect of listening to diverse sounds and words.

Teaching pronunciation is critical and unavoidable component of an undergraduate English language curriculum. "Teaching pronunciation has become a crucial aspect in the Communicative Approach, unlike previous eras where it was neglected" (Purwanto, 2019). Recognizing the significance of pronunciation can aid in the development of successful instructional and academic methods for teaching it. It is important to consider the role of pronunciation in language learning. Good pronunciation makes learning easier, but poor pronunciation makes language learning more difficult (Gilakjani et al., 2020; Levis & Mccrocklin, 2018; Munro, 2018). Ahmed (2017) states that English teachers found that emphasis on rhythm, word stress, sentence stress and intonation is the best way to teach pronunciation to non-native students. Allowing learners to pronounce the language without compromising their ability to understand the message would be a more practical strategy (Akhatovna, 2022). The importance of pronunciation is further highlighted by the fact that English has become the dominant language for oral communication worldwide. Pronunciation is a crucial aspect of oral communication (Berry, 2021; Darcy, 2018; Vančová, 2019).

Learning English as an international and foreign language is crucial for students. English has at least two dialects: British and American. These two dialects may differ in vocabulary, pronunciation, structure, and accent (McKay & Hornby, 1975). Accent is the most apparent distinction between the two dialects. Dialects are variations of the same language that are specific to certain geographical regions or social groups (Li et al., 2017). According to Aeni et al (2021), "Accents typically differ in the tone of the voice, the division of vowels and consonants, stress and prosody. An accent reveals information about who people are and what community they belong to or want to belong to". Students consider British and American accents to be the most important for English Language Teaching (ELT), particularly in subjects that require verbal communication and pronunciation (Yuwita & Ambarwati, 2023). Research in identity has shown that accent is an important feature and aspect of identity. They are also beneficial for those learning a new language (McCrocklin & Link, 2016). Social accents are linked to the cultural and educational background of the speakers. Accents need not be about 'sounding right' or superiority, but rather about community and place. As Massai (2020) notes, English accents have a significant impact on national and social identity. The most widely recognized British accent is RP (Received Pronunciation), which is considered the standard English accent in England (Hosseinzadeh et al., 2015). Despite the fact that RP is probably the most researched and documented form of spoken English in the world, recent estimates suggest that barely 3% of the UK population speak it (Qizi, 2022). However, there is a high degree of homogeneity in written English in the UK, which could be characterized as English (Baratta & Halenko, 2022). The British accent is often considered distinctive and interesting, but can be difficult to learn. It may have a significant impact on English language learning, particularly if used as a guide. Non-British speakers may find it challenging to fully replicate the British accent. However, in today's technologically advanced era, access to more information about English, including British accents, is readily available. Various media tools have been used for academic and non-academic purposes, dramatically changing the EFLL landscape in the digital and e-Learning era (Yadav, 2020; Bennour, 2024; Beddiaf & Lamri, 2022). Various media can be used to learn the British accent, such as listening to British music, the British Council, and watching movies.

As a form of literature, movies can be a highly entertaining medium for learning. A study has found that students' motivation to learn can be increased by incorporating movies into language learning (Goctu, 2017). It is believed that students will enjoy watching the movies and learn how to pronounce English as they watch (Hestiana & Anita, 2022). According to

Pabayo et al (2022), teaching with multimedia, such as movies, may enhance students' understanding of presented material and information. The popularity of movies can be attributed to their ability to convey moral values, their diverse range of genres, their entertaining use of colorful animation and special effects, their accessibility and affordability, and their inclusion of language and cultural content. One of the latest techniques for encouraging language learners is to effectively use English movies (Al-Murshidi, 2020; Chaya, 2022; Simamora & Oktaviani, 2020). One crucial aspect of the movie's communication is its language. Language is crucial to the connection and identification of the different types of visual and auditory information that are part of the movie's experience (Hoinbala, 2022; Parmawati & Inayah, 2019; Muñoz et al., 2023).

Harry Potter is a popular movie known for imitating British accents. It is based on J.K Rowling's novel, a series of seven fantasies set in the United Kingdom. The plot follows the maturation of an orphan boy named Harry Potter. The first book begins with Harry Potter discovering that he is a wizard and has been accepted to attend Hogwarts School of Witchcraft and Wizardry at the age of eleven (Haghverdi, 2015). The Harry Potter film is renowned for its distinct British accent, with the actors employing it heavily. The use of clear, concise language and simple sentences ensures that the information is easily comprehensible. Therefore, it is an excellent choice for students learning English with a British accent. The movie provides ample opportunities for students to listen to and imitate British accents, which can aid in their language acquisition. An effective method is to use a range of media, including movies, which are suitable for learners (Juma, 2021; Sanjadireja, 2020).

This research aims to improve students' pronunciation ability and identify the accents they will learn, specifically British accent, through the use of Harry Potter movies as a learning medium. The method involves imitating and practicing words shown scene by scene. In this context, students will only watch a specific scene from Harry Potter that demonstrates the correct pronunciation of a word in a British accent. This will enable them to listen and imitate the word accurately. It is important to note that the students will not be watching the entire movie.

Previous studies have been conducted on the variable of 'Harry Potter Movies' by other researchers. The first study was conducted by Syam et al (2020) which generally, the problem focuses on the students who could speak English but they could not speak with good accent, it also focuses on identifying the student's ability to speak with a British accent and their motivation to learn it through the Harry Potter movie as a learning tool, which this research involved a sample of 8 students who practiced imitating the movie's dialogue. The second was conducted by Muhajir et al (2022) with the study aimed to investigate the effectiveness of using the Harry Potter film to improve the articulation skills of students, particularly in the context of Islamic education. The method involved helping students identify the reasons for their articulation difficulties and finding appropriate ways to improve their pronunciation. The results of the study suggest that using the Harry Potter film is an effective approach. The last one was conducted by Aniuranti & Suwartono (2020), which the study focuses on using 'Harry Potter and the Chamber of Secrets' as a tool for teaching English allomorphs in EFL classrooms. The paper proposes an alternative method for teaching allomorphs, which are a significant element of pronunciation. Introducing movies with educational benefits into EFL classrooms can aid students' comprehension of English allomorphs.

Previous studies have focused on general speaking skills and specific sounds of pronunciation, while this study specifically addresses the issue of student pronunciation, with a focus on British accents. The previous study only used a small sample of students, whereas this study includes a larger class sample. Additionally, the previous study employed additional learning materials to investigate students' English pronunciation. In contrast, this study focused solely on improving the pronunciation of British English within the predetermined word limits set by the researcher. This research is expected to enrich a valuable contribution to the existing literature on the use of the Harry Potter film as a teaching resource.

Based on the preliminary observation, the researcher found that Year 9 students at SMP Negeri 06 Pontianak were not given the opportunity to improve their English language skills

by using the English film, especially to improve their pronunciation skills. In addition, the language barrier between the students and English-speaking people may have hindered their willingness to learn the language. Furthermore, the same circumstance described in the previous study by Syam et al (2020), Muhajir et al (2022) and Aniuranti and Suwartono (2020). Students often learn English through reading alone, neglecting the crucial aspect of listening to authentic examples to improve their pronunciation, especially in relation to British accents. Pronouncing words with a British accent was a challenge for the students because they were not learning with appropriate media. Therefore, the researcher aimed to provide a range of educational activities to reinforce and improve students' pronunciation skills, using the Harry Potter film as a medium to improve pronunciation. In addition, the aim of the research was to improve students' pronunciation ability of ninth-grade students especially at SMP Negeri 06 Pontianak, using the Harry Potter movie as a teaching medium for British accent, but not only that, here the study also mentions about the 'British accent' which is one of the accents that native speakers use in speaking English. Besides that, it was also intended to introduce and teach students about the proper pronunciation especially in 'British accent' which they can learn by watching one of the famous movies in which all the actors use the 'British accent' in it, namely Harry Potter movie. So, this research expects that using one of these methods can help students to improve their pronunciation skill and use the 'British accent' by imitating some words that are spoken by the characters in the movie.

METHODS

Research Design

The study used a quantitative approach to analyze static data, such as learners' pre-test and post-test scores, to determine whether 'Harry Potter Movie' improves learners' British accent pronunciation. The method employed a pre-experimental design in the form of a pre-test and post-test. Creswell (2014) states that in quantitative research, an experimental study investigates the impact of a treatment or intervention on an outcome while controlling for all other factors that may affect the outcome.

As the research design was quantitative, the researcher conducted an experimental study to determine the causal relationship between two factors. Typically, students are involved and compared to determine the effect of a treatment. Creswell and Creswell (2018), supported by Amupanda (2023), state that experimental research is used to determine the effectiveness of a product or idea. The observation occurred twice, once before and once after treatment, during both the pre-test and post-test. The researcher acted as a teacher during the research. The experiment followed the following design:

Figure 1. One group pre-test and post-test

O_1	X	O_2
Pre-test	Treatment	Post-test

The research design involves a pretest before the treatment to compare results with the condition before treatment. A pre-test is given to the experimental group of students before the researcher teaches using the Harry Potter movie. The post-test is administered to the experimental group of students after the researcher has taught using the Harry Potter movie. Both tests measure the effect of the treatment using the Harry Potter movie on the students' ability to pronounce British accent.

Population and Sample

The research population comprised of the Year-9 students in a Junior High School at SMP Negeri 06 Pontianak during the academic year 2023/2024. The school is located on Jl. Karya Baru in Parit Tokaya, in Pontianak. The study population consisted of 30 learners comprising the entire ninth-grade C class at SMP Negeri 06 Pontianak. Population is a neutral term that

refers to the total number of units of a given type that are the focus of a study. This can include objects, organizations, individuals, or even events (Hossan et al., 2023). In this study, the researcher selected the C class of ninth-grade students, comprising 30 participants, using cluster random sampling.

Figure 2. Assessing sample of year-9 of the learners at SMP Negeri 06 Pontianak

IX C					
Student 1	Student 2	Student 3	Student 4	Student 5	Etc.

Technique of Data Collection

The Data was collected through a class pre-test, where the researcher administered an oral test on a piece of paper consisting of 10 words in British accent. The following test includes 10 words used in British English: flavor [/ˈfleɪ.vər/], can't [/kɑːnt/], better [/ˈbet.ər/], dirt [/dɜːt/], there [/ðeər/], teacher [/ˈtiː.tʃər/], summer [/ˈsʌm.ər/], watch [/wɒtʃ/], water [/ˈwɔː.tər/] and forgotten [/fərˈɡɑt.ən/]. The pre-test was conducted to evaluate the students' basic ability to pronounce words with a British accent prior to the treatment. Students received one mark for each correctly pronounced word using the mechanics of the British accent as instructed by the researcher. Following the initial test, the instructor provided various lessons on British accents utilizing the movie "Harry Potter and the Philosopher's Stone"

For this research, a specific set of ten words was used for both the pre-test and post-test. The test was conducted orally, as Iqbal et al. (2010) noted that oral tests are a widely used mode of assessment. To effectively address the research objective, the study collected data through in-person oral tests to evaluate the students' proficiency in British pronunciation. Students will receive 100 points if they correctly pronounce all words according to the rubric assessment. Therefore, a score of 60 is considered a failing grade since it does not meet the assessment criteria of 70. As per Ary et al. (2010), "a test refers to a succession of stimuli presented to an individual, in order to generate responses that can be assigned a numerical score". The study aimed to investigate the impact of the movie "Harry Potter and the Philosopher's Stone" on enhancing students' pronunciation skills in a British accent.

Tools of Data Collection

This research employed oral tests to evaluate the impact of using the Harry Potter movie on the pronunciation ability of ninth-grade students in SMP Negeri 06 Pontianak, specifically in a British accent. As stated by Ary et al (2010), a test is a series of stimuli presented to a person to elicit responses, from which a numerical score can be assigned. The study aimed to investigate the impact of the Harry Potter film 'Harry Potter and the Philosopher's Stone' on students' ability to pronounce British English. The aim of the test was to assess the students' ability to pronounce words accurately.

Research Procedures and Data Analysis

The students underwent the treatment, which the researcher administered twice. The initial treatment took place during a 2x40 minute session, whereby the researcher instructed the students on the procedure text to assist them in learning how to pronounce words in a British accent. According to Mataram (2018), procedure texts are instructional documents that guide readers on how to carry out, utilize, or produce something in its entirety. The procedure text itself was straightforward to aid the students in learning how to pronounce words accurately. For the second treatment, the researcher utilized the movie adaptation of "Harry Potter and the Philosopher's Stone" as the main tool for students to determine whether a change occurred or not. Rather than watching the entire film, students were instructed to focus on specific scenes that demonstrate British pronunciation of certain

words. The students were instructed to attentively listen and observe to ensure accurate pronunciation of words in accordance with the characters' enunciations as depicted in the movie, particularly within the scenes they viewed. There are two types of knowledge necessary for mastering English pronunciation: intuitive and analytic (Akhatovna, 2022). During the course of the study, the intervention was implemented on two occasions: firstly, to teach about pronunciation, specifically in the British accent, and secondly, to enable students to mimic the speakers in the movie by watching and listening to it. Consequently, the intervention was carried out over two days.

The researcher conducted a post-test to assess the potential improvement in British accent pronunciation among students after viewing the Harry Potter movie. The post-test was identical to the pre-test, and the results were scored to determine whether the movie had an impact on the students' ability to pronounce in a British accent.

After collecting scores from the pre-test and post-test, the researcher analyzed the data using the T-test formula adapted from Ary et al. (2010) and applied the formula was utilized to assess whether utilizing the Harry Potter film was efficient in teaching students how to pronounce British words. Additionally, the researcher analyzed the range of effect size to determine the extent of the Harry Potter movie's effectiveness in teaching students how to pronounce words with a British accent.

RESULTS

To address the primary question, the researcher conducted a T-test to evaluate the efficacy of utilizing the Harry Potter film for improving students' British accent pronunciation ability. Furthermore, the researcher examined the effect size range of the treatment to determine the significance of using the Harry Potter movie to teach British accent pronunciation. The researcher categorized the results accordingly.

To answer the first question, the researcher calculated a t-test. The results show that the t-test exceeds the value of the t-table (28.47 > 1.699). The effect size value (3.34) indicates a strong effect of the film "Harry Potter and the Philosopher's Stone". The results suggest the potential of the said film as a medium for teaching British accent pronunciation to students. With one degree of freedom (df) = N-1 (30-1)=29 and 95% DF confidence (p=0.05), the t-test outperformed the t-table (28.47>1.699). This means that teaching pronunciation using the Harry Potter film to 9th grade students significantly improved the students' performance in British accent pronunciation. As a result, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. The data acquired from the t-test analysis is displayed below:

Table 1. The data obtained from the t-test analysis

	Pre-Test	Post-Test
Mean Score	16,67	85
Observations	30	30
Degree of Freedom	29	29
T-Stat	28,47	
T-Critical One-tailed	1,699	

In order to address the second inquiry, which aimed to determine the extent of the treatment's impact, the researcher calculated the treatment's effect size range. The ensuing outcome was obtained through the computation of the Effect size. The result showed that the effect size of the use of Harry Potter movie to teach students' pronunciation ability in British accent was 3.34, which indicated that the range of effect size was categorized into strong effect. In conclusion, using the Harry Potter movie to

enhance Year 9 students' British accent pronunciation ability proved to be highly effective in teaching pronunciation skills at SMP Negeri 06 Pontianak.

Table 2. The Result of pre-test and post-test
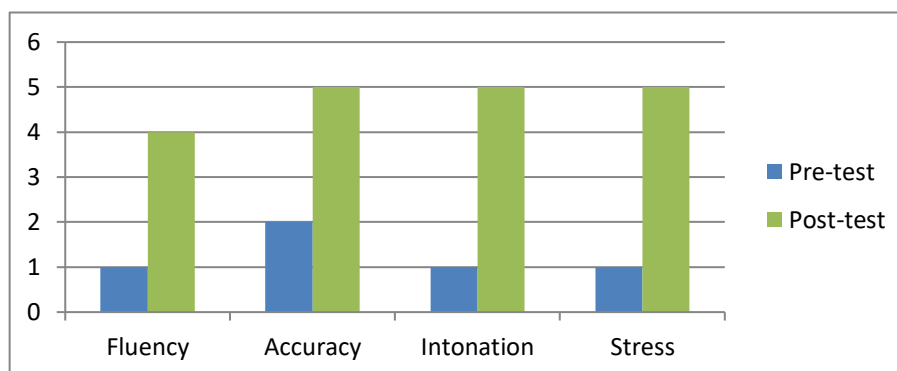
The results of the research showed that the Harry Potter movie was successful in teaching students to pronounce in a British accent. The researcher found that the Harry Potter movie improved students' ability to pronounce words correctly, particularly in a British accent. The movie guided and supported the students in learning how to pronounce words and sentences correctly in a British accent, as well as the different types of British accent sounds. Students demonstrated their enthusiasm during the teaching and learning process, particularly when watching the movie together and trying to imitate the words spoken by the characters in the movie. The results of learning pronunciation through watching the Harry Potter movie were a very successful attempt to help students achieve the expected results.

Prior to the treatment, a pretest was administered in the classes to assess the students' pronunciation skills. This test aimed to measure the students' pronunciation skills in British accent before using the movie 'Harry Potter and the Philosopher's Stone' as a treatment. A total of 30 students participated.

Table 3. Pre-test Scores Frequency Distribution

	One Group Pre-test	
Score Interval	Frequency (N)	Percentage (%)
0	11	36,6
10	11	36,6
20	3	10
30	1	3,3
40	1	3,3
80	1	3,3
90	2	6,6
SUM	30	100

Based on the table, it is evident that a significant number of students scored below the minimum standard of completeness criteria, which is 75. In fact, 36.6% of students scored either 0 or 10. Additionally, 10% of students scored 20, while 3.3% scored 30 or 40. Only a few students scored above 75, with 6.6% scoring 90 and one student scoring 80.

The movie 'Harry Potter and the Philosopher's Stone' was used as a teaching aid in a study. The study consisted of five treatment sessions, followed by pre-test and post-test sessions. Each treatment session lasted 90 minutes. The main objective was to improve the students' ability to pronounce 10 specific words in British accent.

Students were taught to watch and imitate, and the teacher performed the teaching procedures as follows; (1) The students demonstrated their understanding of the British accent, with only a small number already familiar with it. An overview of the British accent was presented during the first session of the treatment, but the film was not shown as the researcher aimed to introduce and provide further material on specific sounds to be learned by the students. (2) For the second session, the researcher presented the movie "Harry Potter and the Philosopher's Stone" as the second treatment in the study. During this session, students viewed specific scenes from the movie, which were divided into 10 separate scenes, each teaching a different word selected by the researcher for students to learn. The words selected were notable due to their distinct pronunciation when spoken in a British accent. (3) The use of "Harry Potter and Philosopher's Stone" movie as a learning tool for teaching students' pronunciation in British English involved requiring students to imitate the words pronounced by the characters in the movie. This technique of imitation assists students in enhancing their listening skills and pronunciation abilities (Lengkoan & Hampp, 2022). The researcher instructed the students to enunciate words by listening and emulating the pronunciation of the characters, adhering to the proper ways and sounds of the words that had been learned.

Post-test was given for the same class after the treatment. The post-test was given to find out the result achievement of the students in learning pronunciation ability in British accent by using the "Harry Potter and Philosopher's Stone" movie. The post-test had the same number of words as the pre-test.

Table 4. Post-test Scores Frequency Distribution

Score Interval	One Group Post-test	
	Frequency (N)	Percentage (%)
60	3	10
70-80	11	36,6
90-100	16	53,3
SUM	30	100

Table 4 shows that no students scored below 60, indicating an increase in overall scores. The majority of students (16) scored between 90-100, with 11 students scoring between 70-80. In the post-test, only three students (10%) scored 60.

The first improvement that the researcher found from the student was about the phonetic accuracy of certain sounds such as pronouncing the sounds of /t/, /ʳ/ and /ɑ:/ which had been decided by the researcher to be pronounced. The development of phonetic accuracy in the certain sounds was aided by exposure to actual spoken language in the movie.

The second was intonation and rhythm in a British accent. This movie helped students understand the natural rhythm and intonation characteristics of how to pronounce words in British accent. Students learned how to articulate words by immersing themselves in authentic examples, listening to the characters' pronunciation of terms in the Harry Potter movie. According to the researcher's findings, students experienced significant improvement in their pronunciation when they listened to the original pronunciation of the characters in the movie. The third aspect examined was fluency. The researcher discovered that prior to receiving the treatment, students demonstrated poor fluency when pronouncing English words. They persisted in stuttering when attempting to utter certain words and displayed marked hesitation. This may be attributed to their limited exposure to learning how to pronounce English words, coupled with the lack of a model to emulate.

Based on the results of the pre-test and post-test in teaching pronunciation, especially how to pronounce words in a British accent using the Harry Potter movie, the researcher concluded that the Harry Potter movie improved the pronunciation ability of Year-9

students in a British accent. The students' improvement in pronunciation ability was evident in their ability to correctly pronounce the ten specific words that the researcher had selected for instruction. These words included flavor [/ˈfleɪ.vər/], can't [/kɑːnt/], better [/ˈbet.ər/], dirt [/dɜːt/], there [/ðeər/], teacher [/ˈtiː.tʃər/], summer [/ˈsʌm.ər/], watch [/wɒtʃ], water [/ˈwɔː.tər/] and forgotten [/fərˈgɑt.ən/]. The students were required to pronounce these words correctly and in a British accent. This was to enable them to demonstrate the impact of the Harry Potter film on their acquisition of English pronunciation, particularly in a British accent, which the final results demonstrated that this research was successful in improving students' ability to pronounce words in English correctly, particularly when imitating a British accent in accordance with the movie genre selected by the researcher. Syam et al. (2020) stated that Harry Potter movie had vigorous impact on improving students' pronunciation ability especially in British accent.

The research demonstrated that the medium of movie was of significant value in facilitating more effective learning. It was selected by students as a preferred method of learning over traditional text-based resources, which were perceived as somewhat tedious. Moreover, when students were studying pronunciation or speaking, they required authentic examples to emulate. In this context, the role of the movie in facilitating English language learning, particularly in relation to pronunciation and speaking, was found to be pivotal. The effectiveness of this approach was underscored by the observation that "one of the most effective methods of learning is to watch a movie that is recognized to be appropriate for the tactics and approaches to be employed in the classroom" (Hestiana & Anita, 2022).

The researcher observed a notable enhancement in the students' ability to articulate English words, particularly when attempting to replicate a British accent. The process of language acquisition was found to be a complex interplay of abilities, with pronunciation identified as a crucial element. In recent years, the incorporation of audiovisual materials into language learning has emerged as a novel approach to developing proficiency in pronunciation, particularly when learning a specific accent such as British English. The first improvement observed in the student's performance pertained to phonetic accuracy. The development of phonetic accuracy was facilitated by exposure to authentic spoken language in the movie. The students were able to listen to native speakers pronouncing words, phrases and sentences, which enabled them to replicate the correct pronunciation patterns.

The second area of focus was intonation and rhythm in a British accent. The movie facilitated students' comprehension of the intrinsic rhythm and intonation characteristics of British English. The students were instructed in the modification of speech patterns through exposure to a variety of emotional contexts and conversational scenarios. The third area of focus was the provision of contextual cues within movie scenes and conversations, which facilitate comprehension of the ways in which pronunciation varies depending on the situation. As a result of this contextual awareness, students were able to modify their pronunciation in accordance with the diverse social and conversational circumstances they encounter. The most intriguing finding was that this type of research demonstrated the potential for movies to serve as a long-term motivator for students in their pursuit of English language learning. The engaging character of movies helped to maintain students' interest in language study. This long-term motivation was essential for maintaining consistent practice and facilitating growth (Jarosz, 2019).

Furthermore, the researcher discovered that prior to the commencement of this study, the ninth-grade students at SMP Negeri 06 Pontianak exhibited a notable deficiency in English pronunciation. In fact, 90% of the students were unable to articulate a single word with any degree of accuracy. The study that had been conducted by the researcher, revealed a significant improvement in the participants' ability to pronounce English words correctly and to use British accents in the pronunciation of words taught through the Harry Potter film. Additionally, the participants demonstrated the ability to imitate words based on the pronunciation of the characters in the movie. Learners can benefit cognitively and linguistically through actual exposure, contextual learning and

involvement. However, careful pedagogical planning is required to overcome barriers and ensure a balanced approach that integrates movie into a comprehensive language program. Further research and testing are needed to validate and develop this research for language teaching.

CONCLUSION

In relation to the findings and discussion of this study, the Harry Potter movie was found to be helpful in improving students' pronunciation in a British accent. This means that the movie can be used to teach pronunciation, especially in British accents, because the majority of the characters in the movie speak in British English. This is supported by the result of the t-test formula to test the hypothesis. The pre-test mean score is 16.67, while the post-test mean score is 85. Therefore, the score interval is 85. It can thus be stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This research demonstrated a significant difference in improving students' pronunciation ability in British accent using "Harry Potter and Philosopher's stone" movie as a learning medium for ninth-grade students of SMP Negeri 06 Pontianak in the 2023/2024 academic year. According to the results, the effect size is large with ES>1.00 (3.34>1.00). It can be concluded that Harry Potter movie has a significant impact on students' pronunciation ability in British accent. This suggests that using the Harry Potter movie to teach pronunciation has a large impact. The above data analysis and effect size results showed that the use of the Harry Potter movie is highly effective in teaching pronunciation to Year 9 students at SMP Negeri 06 Pontianak.

In conclusion, the study has demonstrated the efficacy of employing the Harry Potter films as a distinctive and engaging methodology for imparting English accent pronunciation skills to students. This approach can effectively address students' reluctance to engage with English language learning, which may be attributed to the perceived lack of engagement in traditional, textbook-based methods. The incorporation of popular and culturally relevant materials, such as the Harry Potter films, has been demonstrated to markedly enhance students' pronunciation abilities through a comprehensive examination of diverse pedagogical approaches and an analysis of empirical data. The methodology employed in this study revealed that the students were highly enthusiastic about acquiring new knowledge, particularly in regard to British accents, which they lacked familiarity with. This lack of knowledge prompted the students to demonstrate a keen interest in learning more about British accents and how to use them correctly. The immersive and captivating quality of the movie, together with exposure to real British English pronunciation by native speakers, creates an environment that encourages both active engagement and unconscious learning. The visual and auditory stimuli provided by the movie sequences allow learners to absorb correct pronunciation patterns in a context that resembles real-life communication scenarios. Through this study proves the effectiveness of using films in improving EFL students' pronunciation skills, yet the result entails specific context of EFL settings. Further research is suggested to scrutinize other aspects related to its effectiveness.

CONFLICTS OF INTEREST

The authors of this paper declare that there is no conflict of interest regarding its publication.

AUTHOR CONTRIBUTIONS

Mellyana, I.: Conceptualization (primary), methodology (primary), writing – original draft (primary), review (secondary), editing (secondary), securing funding. Ikhsanudin, I., & Wardah, W.: Conceptualization (supporting), methodology (supporting), writing – original draft (primary), review (lead).

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