

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

One of the most significant communication tools in the globalization period, which is occurring in Indonesia, is English. In order to pronounce words correctly and make them understandable to the person you are speaking to, it need consistent practice to have good, correct, and similar English pronunciation to native speakers (Wangi & Lestari, 2020). Teachers' pronunciation instruction will assist pupils become more proficient speakers in the future (Harmer, 1991). To pronounce English correctly, they require instruction from their English professors as well as practice (Suryatiningsih, 2015). They will get more proficient at pronouncing new words in English as they practice more. This will significantly improve the efficiency of the two-way communication process. When someone pronounces a phrase or sentence incorrectly, it can be difficult for others to understand them and it can lead to misunderstandings (Sholeh and Muhaji, 2015). Acquiring accurate pronunciation is a crucial aspect of becoming fluent in English. An individual's ability to enunciate language will be progressively enhanced through pronunciation, particularly while speaking with others.

Levis and Zhou (2018) define accent as the unique ways that both native and non-native speakers of a language pronounce it. Accents vary widely in English, a language spoken by many people from diverse social groups and geographical locations. Some are reference accents, including General American (GA) and Received Pronunciation (RP). In contrast to other native and non-native accents, which are less well-known or socially stigmatized, these accents are generally recognized and offer implicit norms for language acquisition and instruction. An accent is not linguistically superior, even though some

accents are more valued in society. Not only do native English speakers have accents, but English users all around the world have as well. There are differences in English accents in every situation. For example, there are numerous American English accents rather than just one. In other places, the same is accurate. Other inner-circle nations (like the UK) have native accents that differ from one area to another or even from one city to another.

Accents can also vary slightly in grammar and lexicon. It's challenging to make a clear distinction between American and British English. People are perplexed about how to utilize a single term because there are so many distinct English dialects and accents. Standard British English is a dialect of English, as opposed to Received Pronunciation (RP), which is the accent used as a guide for foreign or international pupils. When utilized as a concept, accent merely describes elements of pronunciation; dialectal variances are shown by differences in vocabulary and grammar. Every speaker has an accent in this sociolinguistic sense; the word encompasses both prestige and low-status variants, such as Received Pronunciation (RP) (Swann et al., 2004).

There are numerous spelling, grammar, pronunciation, and vocabulary differences between British and American English. For instance, the fourth edition of the Oxford Learner's Pocket Dictionary contains several words that highlight these distinctions, according to (Horobin, 2016). For example, in British English spelling, words with endings like colour, neighbour, and harbor are frequently found. On the other hand, terms like, color, neighbor, and harbor are written with the suffix -or in American English. When it comes to vocabulary, there are instances where British and American English employ different terms to describe the same thing. For instance, in British English, the word "biscuit" refers to a biscuit, but in American English, it refers to a cookie. One instance of how pronunciation varies is the way the word "ad" is pronounced in British

English: /ˌd.vɜː.tɪs.mənt/. On the other hand, it is pronounced /ˈd.vɜː.talɪz.mənt/ in American English.

According to Fares (2019), food, clothing, and transportation are the three primary semantic domains that distinguish British English and American English. Variations in fashion have resulted in variations in attire. Since both the railroad industry (English for "trains") and the automotive industry emerged with the breakup of the United States and Great Britain, there are a lot of distinctions in terminology used in transportation. Thus, there are still some vocabulary terms that are different between British English and American English. These include the following: airplane (American English) and aeroplane (British English); apartment (American English) and flat (British English); area code (American English) and dialing code (British English); billion (American English) and milliard (British English); blank (American English) and form (British English).

There are notable differences between American and British English in spelling, vocabulary, and pronunciation. Grammatical differences also exist, but they are harder to explain and less important. Rhoticity is one of the primary distinctions between the British and American accents. With a few regional variances, the letter "r" is typically pronounced in the American accent. As long as it doesn't come right after a consonant or at the start of a word, the letter "r" can be left out of the British accent (Elliott, 2013). According to Rahim and Akan (2008), there are minor differences in spelling, grammar, vocabulary, and pronunciation between the two primary versions of English, which are British and American. Regarding the degree of distinction between the two types, there doesn't appear to be any consensus. Occasionally, multiple terms are used to refer to the same item. The United Kingdom no longer uses many of the same words that are still

extensively used in the United States. There are some terms that are no longer in use that were once used in the UK but not in the US (Carlo, 2013).

There are a number of distinctions between American and British English. Candy and cell phone are two examples of vocabulary phrases that have distinct meanings. Other spelling variations exist as well, such as the distinction between color and colour. The pronunciation difference is the most noticeable. American English consistently pronounces the /r/ phoneme in final position, in contrast to British English, which does not. Other British dialects also exhibit similar rhoticity, but non-rhotic variants are more prevalent. Another aspect of British English that is lacking in American English is how "no" is pronounced in diphthongs. General American and Received Pronunciation are the two most popular standardizations of British and American English. Many linguists and non-specialists believe that the 19th-century Received Pronunciation (RP) is the accepted way to pronounce English. Even though it's still regarded as "standard," the Received Pronunciation accent is a definite sign of British upper class English. In the US, the Northwestern accent is frequently referred to as "network American" and is accepted as the norm. The majority of locals claim not to speak any dialects. Without a doubt, Standard English is categorized differently in the two nations. Although Received Pronunciation is still the norm in the UK despite its class associations, it is not at all similar to the "mainstream" American accent (Ledin, 2019).

The fact that English pronunciation is receiving so much attention indicates that pronunciation is important for learning the language. According to Yates and Zielinski (2009), no one will teach EFL learners broad rules and concepts about understandable pronunciation if teachers do not. In order to make pronunciation in their EFL lessons clear, it is the duty of the EFL instructor to teach new sounds, words, sentences, and phrases as well as to organize relevant materials. It is important for EFL teachers to find

innovative methods for teaching, practicing, and giving feedback on English pronunciation that will actually help students pick it up quickly. According to Yates and Zielinski (2009), the fact that English pronunciation is receiving so much attention indicates how important it is for learning the language. If the instructor fails to explain broad guidelines and concepts in an approachable manner.

Harmer (1991) asserts that a large number of educators overlook English pronunciation. This carelessness has a number of causes. Many students claim that studying pronunciation is unnecessary and a waste of time. They said that once something was understood, there was no need for additional language and that communicating in English was sufficient. Harmer (1991) highlights that the primary goal of teaching and learning any language is to enable pupils to communicate in the language of instruction; in this context, the term "communication" is crucial to define. Understanding and being understood are prerequisites for communication. Because they can converse in English with ease with their lecturers and fellow classmates, many students believe this to be the case. However, they made a grave error. Their errors have numerous causes. First of all, because their ears are used to hearing "bad English," teachers are able to understand their students far more readily than the general public. Second, it is simple for pupils to understand one another because they speak the same language and have similar pronunciation patterns and blunders. Third, since sessions only take place in schools, they are not real-world scenarios, and students are not given the chance to converse with native speakers. Pronunciation is important, yet many teachers are unaware of its value. When teaching a foreign language, teachers focus enough on vocabulary and grammar while also assisting pupils in developing their reading and listening comprehension skills.

EFL impacts our ability to understand others, listen effectively, and interact with them. Language learners can gain a lot from having proper pronunciation, such as

enhanced listening comprehension, self-assurance, and the capacity to interact with native speakers. Jariyah (2020) defines EFL (English as a Foreign Language) as the teaching of English to pupils by teachers in nations where English is not their native tongue. Therefore, non-English speaking nations like China, Venezuela, and Japan where English is not an official language are where EFL students are taught. But as a result of globalization and the growing prevalence of English, it is becoming more challenging to distinguish spoken communication in second and foreign languages, which is why the definition of an EFL student's speaking competence is beginning to fragment. However, an EFL class typically consists of students from the same nation. They will be of similar cultural backgrounds and make comparable errors in the target language. Thus, rather than working one-on-one with ESL students, the teacher can rectify these mistakes collectively. An EFL student's focus on instruction will be different because they are most likely studying the language for academic objectives. Pronunciation is challenging to perfect since students are typically more open to learning to read and write and less focused on speaking and listening. Unless they reside in a place where people speak English and interact with other people who speak the language. As a result, educators must adapt their pedagogy to meet the demands of their students.

Naturally, pupils do not utilize English as their mother tongue or second language when learning EFL. The key idea is that studying English as a foreign language must present challenges while attempting to deal with its first language features. One issue that emerges in this situation is that EFL students find it challenging to pronounce certain English consonants because of the influence of their mother tongue. For instance, West Javanese or Sundanese people in Indonesia will find it difficult to pronounce the /f/ sound correctly. Because this sound is seldom, if ever, employed in their mother tongue, Sundanese. They frequently alter the sound from /f/ to /p/. The word cough may be

pronounced /k ɒp/ by Sundanese speakers. Additionally, Japanese individuals also experience this circumstance (Febrianto and Susanto, 2023). According to Bray (1997), Japanese people do not emphasize some crucial terms with as much stress as English speakers do. Rather, they accomplish the same goals by employing topical fronting, pauses, and several particles. In the question "What is your father like?" for instance. When pronouncing sentences in English, the words "father" and "like" might be given primary emphasis. However, Japanese speakers may mispronounce these statements due to their peculiar linguistic system, emphasizing the words what and what instead of the other words. This occurs as a result of Japanese speakers' topical fronting, which when translated into English might result in improper emphasis.

Language stereotypes that might result in unfavorable opinions of particular English dialects are recognized by studies on language attitudes, according to (Magne, 2010). Studies looking at more classroom-oriented interventions, however, have not gone very far in terms of practical implementation. Considering my experience as a university lecturer and non-native English speaker, I think more has to be done to get students to be more critical of language. Considering the outcomes of this intervention, we must keep highlighting the value of multiculturalism, diversity, and multilingualism. Although open-ended evaluations of non-native voices were somewhat less positive, the intervention's reflection portion showed generally positive opinions. Participating students wished to be seen as accepting of multiculturalism and diversity. In their thoughtful remarks, they disapproved of stereotypes based on their accent or first language background.

Since it is a crucial area of study in many other fields, the study of language attitudes has drawn a lot of interest throughout the years. McCoach et al. (2013) assert that one of the main subjects of a study is the study of attitudes. The statement goes on to state that

attitudes are "the most distinctive and indispensable concept in contemporary social psychology." Additionally, the nature of language attitudes varies. Individuals display a wide range of attitudes, including those about certain languages, minority and dominant languages, foreign and second languages, bias against foreign languages, and linguistic variants. In the context of education, attitudes toward foreign languages are one specific type of attitude that has drawn interest.

Accent is important and English has two accepted accents. The research aims to identify Attitudes of English Language Education Students at Ganesha University of Education toward British and American Accents. According to Yazigy (1991), interethnic contact and general social factors can have an impact on linguistic attitudes. Parents, the attitudes of teachers, peer pressure, society ideas or cultural expectations, and the relevance of the course are examples of common social variables. Nonetheless, parents' and instructors' attitudes are the primary determinants of children's attitudes about learning a foreign language (Yazigy, 1991). Teachers and parents are crucial in shaping how pupils approach language learning.

Language attitudes have been the subject of numerous studies by researchers. The key to success in learning English was decided by students' language attitudes, whether they were positive or negative toward the language. They evaluated students' language attitudes toward English, and the results showed a variety of patterns. According to Siregar (2017) research, for instance, Maranatha Christian University students had a favorable opinion of English as a language and as a teaching medium. Similar research conducted by Sachmadi et al (2018), found that participants have a positive outlook on their Indonesian identity and acknowledge the significance of English. Sicam and Lucas (2016) investigated the views of bilingual high school students toward English and

Filipino, as well as the correlation between linguistic attitudes and age, gender, and socioeconomic status (SES).

Why is "Attitudes of English Language Education Students at Ganesha University of Education toward British and American Accents" important to study? Because the researcher wants to see the students' language attitudes in terms of British and American accents and the researcher wants to know whether students like British accents or American accents.

Are students taught in the course in detail using British accents and American accents? According to researchers, some use British accents and American accents in the English Language Education course and it also depends on the lecturer himself when teaching the course online or offline.

Are there really two accents (British and American accents) in some courses that are representative, making students feel attracted by these two accents? According to the researcher, yes, because some English Education students in courses that have British and American accents feel attracted to learn these accents and practice them directly in the classroom or in society.

The research gap from previous studies focused on accents, referring to the distinctive ways a language is spoken, the differences between British and American, and language attitudes. The difference from previous studies with this researcher is that the researcher wanted to focus on students' language attitudes toward British and American accents and whether students preferred British or American accents.

The researcher's novelty is that they used a mixed method with a questionnaire (quantitative) to examine students' language attitudes toward British and American accents, followed by closed-ended interviews (qualitative) with some English Language Education students to determine whether they preferred British or American accents.

Therefore, the researcher's novelty lies in whether English Language Education students preferred British or American accents.

1.2 Identification of Problems

Based on the background of the problem described above, the identification of the problem used as research material is as follows:

- (a) Horobin (2016), the difference between British English and American English has 5 differences, namely Spelling, grammar, pronunciation, and vocabulary. This problem arises because spelling, grammar, pronunciation, and vocabulary differ significantly between British and American English. This issue is important to discuss because British and American English are both crucial to learn and discuss.
- (b) The importance of researching British and American accents is that researchers want to know how English Language Education students improve their self-confidence, communication skills, cultural understanding, and language proficiency. The problem identification is that researchers want to know whether English Language Education students prefer British or American accents.
- (c) The issue that occurs in researching British and American accents is that students use more American accents than British accents, because students find it easier to understand and comprehend American accents than British accents, which are difficult for students to understand.

1.3 Limitation The Problem

The problem that will be discussed in this problem limitation is that the researcher wants to see the students' language attitudes towards British and American accents and the researcher wants to know whether English education students like British or American accents.

1.4 Problem Statement

- a. What are students' attitudes towards British/American accent?
- b. What factors influence students' attitudes towards British/American accent?

1.5 Research Purposes

- a. To find out students' attitudes towards British/American accent
- b. To find out the factors that influence students' attitudes towards British/American accent

