

CHAPTER I

INTRODUCTION

This chapter served as the introduction of this proposal. It consists of the background of the research as the basic deliberation for the research problem, the objective of the research, scope of the study and significant of study.

1.1 Background of Study

With thousands of islands, Indonesia is a diversified archipelagos with a wide range of cultures, languages, and regional accents. Numerous regional languages and dialects that represent the distinct history and legacy of each region make up the linguistic landscape of the nation. Accent perception has a significant role in linguistic attitudes, affecting both native and non-native speakers. Garrett and Cots (2017) suggest that long-held beliefs, prejudices, and preconceptions influence how people communicate and perceive the world in multilingual environments. . Accent perception research indicate that listeners analyze non-native speakers' phonetic qualities more closely and may penalize them for perceived faults. Lindemann (2017) found a prejudice against non-native accents among both native English speakers and listeners.

This is corroborated by Dr. Timothy McKinnon, a prominent researcher who has thoroughly examined Indonesia's language diversity. According to Dr. Timothy McKinnon's research and other linguistic experts (2022), one of the most recent studies named "One Country, 700+ Languages: NLP Challenges for Underrepresented Languages" reveals that Indonesia has over 700 regional languages. These languages are spoken by a variety of ethnic groups and localities throughout the archipelago, representing the country's rich cultural tapestry.

Indonesia's linguistic diversity reflects the country's multicultural background and the necessity of conserving and appreciating its various language traditions.

So it's no surprise that the Indonesian people are on average bilingual, and some are even multilingual. Indonesia is a country with numerous ethnic and regional languages. Bilingualism is defined as the capacity to speak two languages or the frequent use of two languages; thus, Indonesia is ranked third among bilingual countries. Because 57.3 percent of the population communicates in at least two languages. According to Wei (2018), the prevalence of multilingualism in today's interconnected global society demonstrates the dynamic interplay of languages and cultures across different groups worldwide.

In the current era of globalization, the ability to express using a foreign language, especially English, is very necessary as a means communicate in the international arena. The ability to express or speak using a foreign language is often associated with bilingualism or multilingual. Multilingualism is a phenomenon that occurs in various places countries, along with migration and the progress of information over time the end of the second world war. Today's societies are characterized by multilingualism, which can manifest in several ways. Multilingualism is prevalent in our linguistic environment, ranging from urban areas with several languages to rural villages with linguistic convergence due to migration (Wei, 2018). These conditions give rise to an improvement process mobility and exchange of ideas, where English is needed as a medium to interact between individuals in an urban context. So multilingualism is an interdisciplinary study viewed from the perspective of society and language entities. The concept of multilingualism or multilingualism refers to action use of two or more languages

by individuals or communities (Carson, 2016). The term 'multilingual' refers to language use, individual competence, or the language situation existing in an entire country or society. This is different with 'plurilingualism' which applies to individuals with speaking abilities more than one language. Ability to communicate individually and in groups multilinguals have cognitive advantages compared to monolinguals.

Language is a means of communication tool and only owned by humans. Because Language is most needed and important for human life. Without a language, a person cannot communicate with others. English language is one of the famous languages in the world. Nowadays people call the English language as an international language. That's why English was ranked as the third most spoken language in the world, behind Chinese and Spanish (Dos Santos, 2018). English, as an international language, should be controlled globally rather than by the 'Inner Circle' group who have localized it in different situations. According to Crystal (2012) and Kirkpatrick (2017), more individuals speak English as a second language than as their first language. Scholars in World Englishes, English as a Lingua Franca, and English as an International Language feel it's important to examine diverse motives for learning and speaking English to highlight its creativity in different situations (Fang, 2020; Galloway, 2017).

Acquiring a second language (L2) poses many concurrent challenges for the learner: building a lexicon, getting the syntax right, and producing segmental and suprasegmental elements of the language correctly. The study's main finding is that non-native accents have the potential to be included in speaking assessments for teenage learners if the L1 impact is addressed. The complex relationship between

accent, identity, and communication dynamics emerges as something new and an under-researched subject in this diverse linguistic environment. This research intends to find gaps and changes in multilingual language accents by comparing how people with native and non-native accents are perceived in a bilingual setting. It is hoped that this work will provide insight into the existing potential the impact of these views on social interactions and individual identity.

The acquisition of intonation in the L2 is influenced by a large range of factors, such as the native language/variety (for overview, see Mennen, 2015; Trouvain and Braun, 2021), Graham and Post, 2018; Shang and Elvira-García, 2022), musical abilities (Li et al., 2022), etc. Other findings suggest that foreign languages, particularly English, are spoken as a second language by a certain proportion of people in urban regions. Personality, attitude, motivation, identity, personal efforts, and goal-setting). The external element is the L2 learner's learning environment, which includes the learner's native language, exposure, and educational aspects. Within the complex web of language variation, attitudes toward language are critical in establishing social connections and developing individual and group identities (Piller, 2016). The use of the mother tongue and second language sometimes becomes an influence in the formation of changes in the English accent (second /third language) used by students in vocational high schools in speaking. Even the pronunciation of a word that is sometimes liling because of the accent that has been spoken since childhood. Most students still difficult to speak English fluently, this problem is as lack of motivation, nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid of making mistakes, nothing to say, unconfidence.

Many English as a Lingua Franca (ELF) researchers advocate for assessing multidialectal competence rather than just dominant English varieties (Brown, 2014). Multidialectal competence includes understanding standard native English, regional English, ethnic English, and non-native English accents. In speaking English cultural factors also can be the factor why the students difficult to speak English fluently. Some students used their regional accent or local accent from their region. Language testers are concerned about the impact of accents on test takers' comprehension, as higher comprehension leads to better performance. This research focuses on comprehension, defined as "the degree of effort done by students to change the accent to speak a foreign language " (Derwing & Munro, 2015), which has piqued the interest of scholars in both first and second language studies.

Students who live in the Simeulue area, especially in vocational high school (SMK) 3 Sinabang, are included in the multilingual student group. Because their mother tongue is just not Indonesian, but also the regional language being a factor their accent changes. That's why the researcher focus on how the influence of relationship regional accent in English accent. This paper goes into the fascinating field of linguistic, with a focuses on the acquisition of prosodic aspects, namely pitch accents in an intonation language. This is due to the regional language as mother tongue used on the island of Simeulue consist of more than 2 languages, but the researcher just want to focus on 2 regional languages namely Devayan and Jame. The Devayan tribe is an ethnic group that inhabits Simeulue Island. This tribe lives in the districts of West Teupah, East Simeulue, Central Simeulue, South Teupah and Teluk Dalam. And Aneuk Jamee (also known as Uhang Jamu) is an ethnic group related to Minangkabau, Aceh. Each language itself has a different

accent. there are those that sound smooth but the pronunciation is firm, there are also those those are pronounced quickly and are difficult to understand in terms of Indonesian, and there are also languages that sound very familiar like Padang language but sometimes sound very rough.

The previous research/paper which will be conducted by the researcher as a guide for writing this thesis is the first by Burky' thesis (2021) in "*the influence of regional accent in speaking english at muhammadiyah university of makassar*", in collected data, she had used speaking test to measure the influence of Baru and Bone accent toward her sample speaking ability. In her study, she used qualitative analysis to obtain the data the display of her data has been made in narrative text form. Based on the result, the specific distinguish between students from Bone and Baru is the moment students say sound /f/ and /p/. Most of students from bone difficult to pronounce the sound /p/ for example word process they pronounce process but should be should be /'prəuses/. while students from barru most of them difficult to pronounce sound /f/ for example words front they pronounce front which should be /frʌnt/. Based on her results of the study that: Students from business Barru and business Bone still have influence in terms of pronounce the word in English. During the speaking test, the students showed the influence accent to their pronunciation. It is because influence by the habit of the students in their village when they are use the local language. The pronunciation of the her participants students really affect to from their accent.

And the second one is in the article with the title "*Language Attitudes and Multilingualism: Perceptions of Native and NonNative Accents in Multilingual Communities*" by Mona A. Alshihry (2023). In that article, the researchers applied

Cross-sectional designs are ideal for capturing attitudes and activities within a defined timeframe. In their study, they focused on This study examines how language attitudes, accent perceptions, and age interact in multilingual society. Then the researchers measure about their findings research suggests that age does not significantly impact accent perceptions among multilingual populations, despite its influence on linguistic attitudes.

Students who use regional languages are rarely heard in the SMKN 3 school environment, but this also has an effect on their pronunciation. this is due to an discomfort with the convoluted English accent. So many of them only speak with the accent they have, namely the regional accent. If we discuss a little about accents, it is like there is no problem with that as long as the friend talking understands what we're talking about. However, the researcher realize the importance of a good and correct English accent if it is used properly and correctly. Also the researcher is aware of the lack of attention from language teachers who teach English to their students' accents, the most important thing is that they understand the theory rather than their fluent and correct speaking ability.

As the researcher knows that every student at the Sinabang vocational high school masters two languages from each of these regional languages, and when they are in the school environment they use their mother tongue, namely Indonesian, to communicate with teachers or older people. The spesific problem from this research is that the researcher realize their speaking is different in terms of accents and pronunciation, so this research is needed so there is identifikasi to knows their problem about pronunciation and accent.

1.2 Research Problems

Based on the explanation above, it can be systematically revealed that the problem formulation regarding the relationship between a second language or first language (L1) accent and English speaking skill is as follows: Does students' L1 accent influence their English accent at the Vocational High School level in third grade?

1.3 The Objective of Study

The objective of this study is to find out the influence of students regional language accent (L1) toward foreign language (English Language) accent at the Vocational High School level in third grade.

1.4 The Scope of The Study

The research was limited study at second semester to students of Vocational High School (SMK) 3 Sinabang. Then, the researcher focus only on students pronunciation and intonation when speaking in both languages (English and Regional Language).

1.5 The Significance of Study

The contribution is the form of information and relates to The Relationship Between Students L1 Accent Toward Their Speaking Skill. The significances of this study cover up the perpose to get benefit who involving in this research as follows:

a. For educator

By doing this research, the researcher wants to tell the teacher that they should be aware of the students' first language interference so they can give the appropriate solutions, motivation for the students' English speaking problems in daily conversation.

b. For Students

This study will be useful for students itself. Thus, it can answer students needs in speaking correctly, fluently and sound like native speaker and show that it is important for students to be aware of their students' first language disorders so that they can speak English with confidence in developing speaking English skill.

c. For Researcher

This research can develop researchers' knowledge, information and idea about The Relationship Between Students L1 Accent Toward Their English Accent.

1.6 The Operational Definitions

Here are few operational definitions based on the relationship between students' L1 accent and their english accent:

- a. Regional Language Accent, or L1 Accent refers to the unique intonation and pronunciation patterns that third-grade Vocational High School (SMK) 3 Sinabang learners employ when speaking their native tongue L1 accent serves as a benchmark for the overall conclusions of this study in addressing the

research problems related to the influence on the second language accent, namely English. In the research setting, there are two types of regional languages, referred to as language Defayan and language Jame, which are frequently used in the area where the research subjects reside.. The term "L1 accent" refers to the certain pronunciation traits, intonation patterns, and speech rhythm impacted by a speaker's first language (L1). It is the distinct manner in which a speaker pronounces words, affected by the phonological regulations of their native language.

- b. An instrument which provides guidance in determining the research issues of this study is structured interview guidelines. Ten short instructional questions in two distinct languages make up the questions in a more compressed arrangement. This enables the subjects or students to become prepare to provide more thorough answers. Thus, this method makes it easier for the researcher to determine how the two languages' accents relate to one another.
- c. The English accent serves as a determinant indicating the existence of a relationship with the research subjects' first language accent. Accent in English indicates the pronunciation, vocabulary, stress, intonation and rhythm traits that the same learners exhibit when speaking English, emphasizing how these traits match or deviate from accepted English norms.

