

## **Chapter One**

### **Introduction**

This chapter serves as an introduction to the research. The first part of this chapter contains the background of the study, followed by the statement of the problem, then the limitations of the problem are explained, followed by the research questions. The following part concerns the objective of the research. Then, the chapter explains the significance of this study, and the outline of this study closes this first chapter.

#### **Background of the Study**

The English language is the language that has the most speakers in the world. Despite losing to Chinese and Spanish as the language with most L1 speakers (Summary by Language Size, 2014), the large number of countries that speaks it as a second and third language makes it the most used language in the world (Carloz, 2013). This spread of English can always be attributed to the global movement of the world, and how English-speaking countries could almost always be found in the forefront of a connected world (Hammond, 2014). Almost every corner of the world speaks English as a primary, secondary, or tertiary language. Most of them have their own dialect or accent, and sometimes second language and foreign language speakers could have a very hard time keeping up with all of them.

To keep tabs on the quickly-spreading variations of English, the term “World Englishes” or “International English” was coined. This term serves to catalog the

existing variations of the English Language based on how it is used in the country/region, and the time it enters said country/region (Kachru, *The Other Tongue: English across cultures*, 1992). However, there is another term that is close to it in meaning: “Standardized English”. This term refers to how the English Language should be spoken in an English-speaking country (Thorne, 1997). There has been a lot of arguments whether English teachers should teach the standardized version of English or the local version of English, both with equally good arguments (Martin & Farrell, 2009), but one of the most important argument is that Standard English is only applicable on a country that actually speaks English as a first language, such as the Great Britain or the United States of America (Thorne, 1997). Countries that has English as a second or foreign language use the language differently (Kachru, *The Other Tongue: English across cultures*, 1992). Therefore, World English can also be used in teaching in foreign countries or implemented along with Standardized English (Martin & Farrell, 2009).

During the researcher’s experience as a student in the English Education Department (EED), the researcher learned that many lecturers teach the standardized version of English. However, they do not mind if their students use their own variation of the English language, as long as the initial meaning is not lost. This variation of English is called “Indoglish” by some and is characterized by the usage of English words alongside Indonesian words, grammar, and structure (Rahardi, 2013). Sentences such as “I searching for Nasi Goreng” is an example of this distinct accent. As future teachers, students of English Education Department from a Private University in Yogyakarta might have a mindset that that standardized English, the one taught in

classrooms, is absolute and cannot be deviated from. However, there is another form of English that they themselves use, which is the Indonesian variation of English, or Indoglish.

This study is conducted in order to find out how the students of an English Education Department from a Private University in Yogyakarta perceive the many variations of English accents in the world. In addition, this study explores the students' awareness of the different accents of English in the world and how those accents influence the development of English learning, including their own development. In addition, this study also serves to raise tolerance about the accent-related mistakes future students would inevitably make, and attribute them to the various components that may influence language learning instead of plain ignorance.

### **Statement of the Problem**

World Englishes have created a lot of new variations of the English language, with almost every tiny region of the world having its own version (Carloz, 2013). However, in a world where the concept of language privilege still exists in smaller countries (Subtirelu, 2013), EED students tend to model their English skills after Native English dialects such as British English and American English. However, in the researcher's experience, students of English Education Department from a particular Private University in Yogyakarta tend to have some difficulties replicating a native-like state of English. They would employ heavy codeswitching in their communication, with the grammar structure of their native language and replacing English words with Indonesian words. Essentially, they were speaking the Indonesian variety of English,

or “Indoglish”, without realizing it. This study’s purpose is to figure out what accent is preferred by the students of English Education Department from a Private University in Yogyakarta, and how said accents influence their learning process.

### **Delimitations of the Problem**

The researcher decided to focus on students of English Education from a private university in Yogyakarta’s knowledge regarding the various accents of English and its effects on their learning process. Students of this university employ a wide variety of accents, and some of them have adopted accents from non-native speaking countries. The researcher intends to see whether or not the accents of the learners has any impact on the students’ learning process. To that end, the researcher investigated how they feel towards the accents, especially the ones that they use themselves, and how it influences their learning process. By knowing the students’ attitudes towards the various accents of English, the researcher wants to be able to see how they generally feel about the various accents and their stance, whether they prefer local accents such as Indoglish or L1 accents such as British English. In addition, by researching the influence of said accents to the participants’ learning process, the researcher wants to know if the accents can help students improve their learning process.

### **Research Question**

To know the perceptions of the ELED students regarding the various accents, the researcher has prepared several questions for the research. These questions are to narrow the research into several clear points that would show the answer of the research:

1. How do English Language Education students from a private university in Yogyakarta perceive the various accents of English around the world?
2. Which version of English do these students prefer to use? And why?
3. How does having a preferred accent help these students with learning English?  
If it does, how much does the preferred accent actually help them learn English?

### **Objective of the Research**

The objective of the research is there to see what the research would answer when it is finished. By identifying the objective of the research, the benefits of the research can be seen. The objectives of this research are:

1. To see the perceptions of students of English Language Education from a private university in Yogyakarta regarding the various accents of English around the world.
2. To see which version of English accent is preferred by these students.
3. To see whether or not having a preferred accent help these students learn English.

### **Significance of the study**

**To the students.** The researcher hopes to enrich the students' view towards the variation of English they will use in their future career as a teacher. If they had decided on a variation of English to use, the researcher hope that this paper will help affirm or reconsider their decision. Hopefully, this research will help them realize that English is a colorful and vibrant language, and that if they don't speak it in a certain accent they

would not be discouraged by it. Additionally, the researcher also hopes to increase the students' tolerance regarding grammatical mistakes their future students might have.

**To the teachers.** To the lecturers who wish to use this paper as a reference or source, the author hopes that it would help them adapt their teaching method in regard to future courses. Knowing beforehand the type of English preferred by their students might be useful in designing courses and grading any activities. In addition, the researcher also hopes to make the lecturers more tolerant with any grammatical mistakes caused by their students' accent. Because Indoglish is not that readily accepted by the more rigid of educators, mistakes that should have been attributed to "students speaking in Indoglish" would've been attributed to maliciousness.

**To future researchers.** For the future researchers who hope to use this paper as reference, the author hopes that it would help them study the English Language as a whole. This paper is hoped to open a whole new avenue towards how people perceive accents. Therefore, researchers who would like to delve deeper into various accents of the English Language will find this paper useful when conducting their own research.

### **Outline of this study**

This research consists of five chapters. The first chapter consists of the introduction, statement of the problem, objective of the problems, as well as the significance and outline of this study. The second chapter contains the literature review and the conceptual framework of this paper, where readers will find the key topics of this research and the conceptual framework with which the researcher built this paper upon. The third chapter consists of the method of research and data gathering the

researcher used to write this paper. The fourth chapter consists of any findings the researcher may have after the research have been performed. The fifth and final chapter contains the conclusions of the research.