

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies. The researcher offers a concrete theoretical foundation for the research, the background, research questions, and research purposes.

A. Background of the Study

This paper elucidates on describing students' problem and influencing factors in understanding native and non-native English audio speaker. As Rost in Hien (2015) state listening as foreign language learning is supremely important subsequent, it provides the language input. Gilakjadi and Ahmadi (2011) also come to a conclusion that listening is the most crucial skill for language learners since it is primarily applicable in everyday life and develops more quickly than other language abilities. The average amount of time people spend communicating each day can be used to gauge how important listening skills are for communication, according to Burley-Allen in Medelshon and Bingol (2014). 40% of people's time is typically spent listening, 35% speaking, 16% reading, and 9% writing.

Since English has one of the highest numbers of native speakers, many people use it as a non-native tongue (Crystal, 2003). English has been spoken in various accent as diversity of each speaker's mother tongue (Jenkins, 2009). The accents of native speakers are thought to be incomprehensible, making them challenging to comprehend. Even though many English Language Learners (ELL) still aspire to sound native, such as British or American, several research have shown that this is not actually the case (Sung, 2013). Non-native speakers' linguistic competence is typically shoddy compared to native speakers (Ellis, 1985). To find out and to gage the problems faced by the students in listening comprehension, this research takes both questionnaire and interview method along with exposing native and non-native English speakers audio to students as it is most compatible method to be applied (Abayrak, 2000).

Both native and non-native speakers' foreign accents may severely hamper their ability to listen and communicate fluently. A range of English accents have been brought by speakers in addition to the increase in non-native English speakers. What listeners understand might differ depending on the language accent and type of English used. Due to a number of recent changes in the role and function of English in various parts of the world, there are now more native English speakers than native English speakers (Jenkins, 2015; Crystal, 2003; Kirkpatrick, 2010; Mesthrie & Bhatt, 2008).

Smith & Hayes-Harb (2011) do some research in particular, the recent study looked at how native and non-native English speakers and listeners perceive the English word-final voicing contrast in speech, with an emphasis on listeners' individual performances. They re-analyzed results presented in Hayes-Harb, Smith, Bent, and Bradlow (2008) and in Smith, Hayes-Harb, Bruss, and Harker (2009) to assess intelligibility among individual native and non-native listeners and talkers. Because the focus of their work is on speech perception, they emphasize that to give findings in much more depth than would normally be required.

Other research was conducted by Raman & Kaur (2014), with the advent of English as a Lingua Franca (ELF), there has been a growing questioning of the usefulness of the native speaker ideology as a model and target in English language instruction (ELT) in recent years. Accents that do not meet native speaker norms are referred to as "foreign" and are typically something that should be eliminated through training. Their study investigates the perceptions of non-native speakers of English on the differences between non-native speaker and native speaker accents. The results indicate that when it came to correctness, acceptability, pleasantness, and familiarity, respondents consistently gave native speaker accents a higher ranking than non-native speaker.

Students sometimes struggle to attain excellent listening comprehension results, especially when exposed to varied English accents during listening exercises, which is why this topic was chosen. Due to its diversified student body and well-established English as a foreign language program that regularly makes use of audio materials with both native and non-native English speakers, the

researcher selected this specific senior high school in South Tangerang City as the research site. Since the school's curriculum is typical of many others in the area, it provides an excellent environment for examining the typical listening comprehension challenges that students face. Furthermore, a conducive climate for conducting the study was created by the school administration's openness to academic research and their understanding of the value of helping students become better listeners.

The lack of accustoming student with various accent inflicts students to keep them stay in their comfort zone, especially in Indonesia, specifically in SMAN 9 South Tangerang City. It impacts students' listening skills to understand native and non-native English speakers' audio because they are not used to it. The students tend to cultivate what non-native English speakers say in the same way as they cultivate what native speakers say. If the non-native English speaker uses ungrammatical structures, an inappropriate term, or mispronounces a word, the student would either misunderstand, or would eventually realize the error which makes them restart and start to find similarities of their prior knowledge instead of spontaneously understand the speaker's means.

The research is aimed to further identifying the kinds of difficulties encountered by the students to understand native and non-native English speaker. Furthermore, it strives to find factors which influence it. The research with similar issues has been conducted previously. Pradana (2019) find out how English language education students felt about different English accents and how such perceptions affected their ability to learn. Five participants were interviewed as part of the study's qualitative methodology to find out about their knowledge and opinions of World Englishes, their preferred accents, and how various dialects impact their ability to learn. All things considered, the study emphasizes the value of a variety of accents in English language instruction, highlighting the ways in which mimicry and familiarity can improve learning. It also highlights how important it is to promote linguistic variety in order to better assist English language learners.

In the same year, Charpentier-Jiménez (2019) find out students in classrooms are rarely exposed to English accents other than American English. This shows that educators need to get better at integrating different accents into their lessons. The study also emphasizes how important it is to comprehend the factors that encourage educators to incorporate a range of accents within their courses. Limited exposure to non-native English accents was another finding of the study. The authors advise curriculum designers to take into account a greater range of accents, but they concern that this should be done in a way that balances standard English and student demands. To strengthen, Charpentier-Jiménez provide evidence to suggest that students found encountering people with varied accents to be fairly challenging. Studies have demonstrated that during linguistic interactions, speakers with similar accents become less accurate and more slowly.

Another recent study by Kurtuldu & Ozkan (2022) enhancing possible impacts of various English accents on non-native English speakers' listening comprehension. The results showed that decreasing bias against non-native English accents and enhancing listening comprehension abilities require a working knowledge of World Englishes. Kurtuldu & Ozkan also highlight how language learners can improve their comprehension and communication skills by being exposed to a variety of English accents, such as those from the Outer and Expanding rings.

Nevertheless, the current research stands apart from earlier studies in various aspects. The research explores students' understanding at native and non-native English speakers in high school classroom. It focuses on the students' difficulties regarding various English speakers' accent they have been exposed and the challenges they encounter. The research also examines what are the factors which hampering students' when learning material is delivered by native and non-native English speaker in the classrooms. It is limited to a small number of students' who learnt at high school in South Tangerang and have experience being exposed to native and non-native English speakers'.

B. Research Question

Based on the description of the research background, the researcher identified the main problems as below:

1. What are the students' difficulties in understanding native and non-native English speakers audio?
2. What are the factors influencing students' difficulties at understanding native and non-native English speakers audio?

C. Research Purposes

This research has two separate main purposes that are in line with the research questions mentioned:

1. To describe the students' difficulties in understanding native and non-native English speakers audio.
2. To describe factors which influence students' difficulties at understanding native and non-native English speakers audio.

D. Research Significance

This study is significant from both a theoretical and practical student perspective. The project should theoretically increase students' motivation and foster intercultural understanding among peers. In order to contribute to the development of a more equitable educational system that meets the needs of all students, students must actively engage with this subject. Additionally, this study can offer insightful information on the challenges faced by multilingual learners. Identifying the elements that affect students' comprehension challenges with both native and non-native English speakers.

For students specifically, the study has practical value. The study's findings enable inclusive learning environments by providing information about participants' experiences, ethnic backgrounds, and language barriers. Additionally, it encourages learners to appreciate different cultures, which helps create a more equal educational system. The findings can help direct future studies and

instructional strategies by pointing out barriers to and solutions for helping multilingual kids develop their listening skills.

E. Conceptual Framework

The notion of a conceptual framework holds significant importance in both academic investigations and real-world implementations in many fields. A conceptual framework aids in the delineation of important variables and their relationships by providing a fundamental structure that directs researchers in the creation of their investigations. This methodical technique promotes a deeper comprehension of complex phenomena in addition to improving clarity. The purpose of frameworks is to offer a logical lens for interpreting data, not to limit research.

As stated by Rost in Vandergrift (2011), listening is the act of absorbing what the speaker is actually saying, developing and expressing meaning, negotiating meaning with the speaker and reacting, and producing meaning through involvement, creativity, and empathy. Finally, listening is an engaged activity that involves recognising and comprehending the speaker's information and providing a suitable response in order to establish a meaningful dialogue.

Adults may have issue recognizing words when encountered with a foreign accent, particularly if they are unfamiliar with certain foreign or native English accents previously. Schmale, Cristia, and Seidl (2012) state "It is unexpected that such non-standard pronunciations would significantly impede language processing once the listener has experience with the relevant accent.". This is because exposure to multiple accents is likely to occur on a daily basis in many societies.

The analysis of EFL students' listening difficulties is the main goal of the study. It then moves on to the conceptual framework that serves as the foundation for this study. The relationship between several concepts in this study, including the causes of students' listening hindrance is explained by this conceptual framework. The connections between each concept is shown in figure 1.1 below.

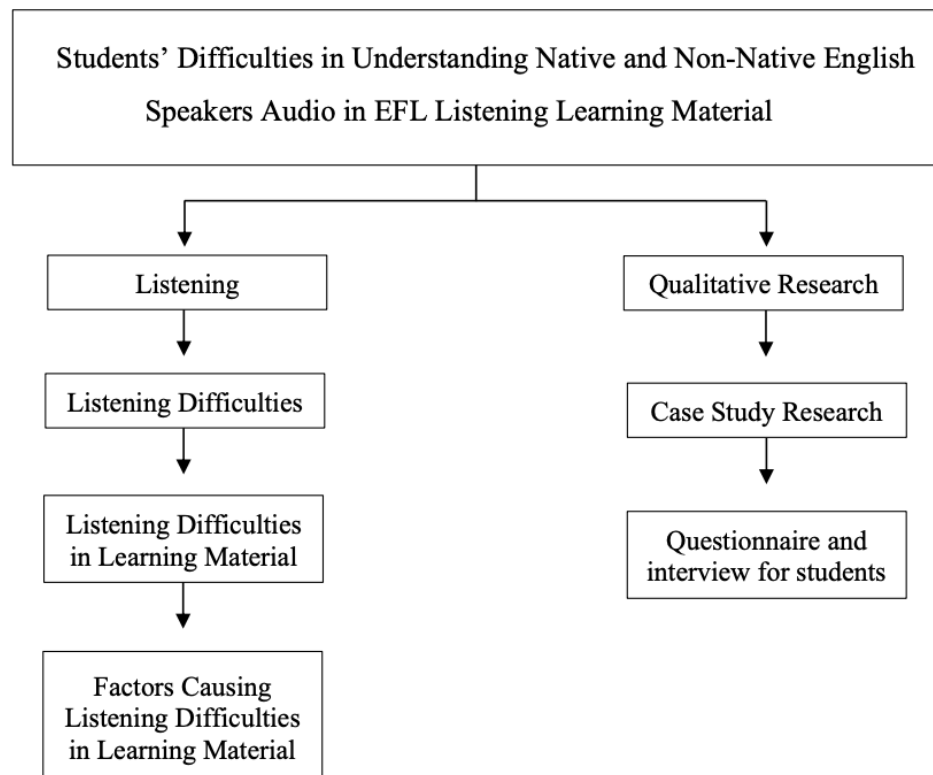


Figure 1.1
Conceptual Framework

Students encounter challenges when studying English as a second language; this is a complex issue that calls for well-thought-out, varied solutions. They also face further challenges in developing the abilities required for listening comprehension, including rapid recognition of words and a wide range of words (Khasawneh, 2022).

A person who speaks their mother tongue is considered a native speaker. Speaking of the English language, this comprises people of Australian, British, and American ancestry (Kachru, 2008). Conversely, non-native speakers are those who speak the target language but do not have it as their mother tongue. Regarding the English language, non-native speakers typically use it in particular contexts, such as entertainment or commerce (Kachru, 2008).

Previous study by Anisah, Hamid, and Riskawati (2021) look into factors which makes students struggle with listening comprehension. Based on the results,

it was determined that there are six different types of listening comprehension challenges, with the average score of students falling into the medium category. These issues included the following 89% students find it difficult to focus when there is noise, 88% find it difficult to absorb spoken text when speakers speak too quick, 83% students find it challenging to identify words based on pronunciation, 81% precise noises emanating from a substandard CD player impeded students' ability to comprehend spoken words, 80% find it challenging to listen to English without transcription, and 80% find it challenging to comprehend the speaker's several accents.

The difficulty involved in understanding a given accent is due not to the intrinsic difficulty of the accent itself, but rather to the fact that it is unfamiliar to the listener as cited in Johansen (2019). It gives an impact to Indonesian students' skill at understanding because they are not used to it. To understand and to process English speaker, Indonesian students have to put more effort and it is an opened gap to a misunderstanding as they often exposed by the accent of their English teacher only.

In addition, phonological–phonetic variance in native (regional) accents can be found at the suprasegmental (Nolan & Grabe, 1996) as well as segmental (Adank & Velde, 2007; Clopper, Pisoni, & Jong, 2005; Wells, 1982). Many studies have looked into whether this variation influences comprehension in the same way as variation in a non-native accent (Major, Fitzmaurice, Bunta, & Balasubramanian, 2005; Floccia, Goslin, Girard, & Konopczynski, 2006; Labov, Karen, & Miller, 1991; Cutler, Smits, & Cooper, 2005). When listening to a native accent that is unknown to them, listeners interpret speech less well, in accordance to the combined findings of these research.

F. Previous Study

Butler (2010) investigates how adults' processing systems were impacted by exposure to regional and foreign accents, as well as how the phases of language acquisition development affected adults' ability to perceive accents. The study involved both adults and young children. A total of eleven studies comprised this

study, which aimed to ascertain both the short-term and long-term impacts of exposure to various dialects on adults' and kids' capacity to distinguish between local and foreign accents. Three distinct tasks were used in each experiment: a preferential looking habituation task, a cross-modal matching task, and a lexical judgement task. Each experiment was conducted with a different target group. While the third activity type was intended for use with babies under the age of ten months, the first two tasks were meant to be utilised with adults. Butler concluded adults are rather good in perceiving differences between dialects and even excellent in imitating them. He also said that learning a second accent is much easier for small newborns than it is for adults. These findings support the hypothesis that adults would gain from regular exposure to various dialects. For instance, by learning the characteristics that set different accents apart, students may be better equipped to deal with accents that differ from their own in everyday circumstances.

Pradana (2019) aims to ascertain the opinions of English Language Education students about the English language and its accents from a pre-selected private university in Yogyakarta. Accents from nations where English is spoken as a second or foreign language are preferred over accents from English-speaking nations by many students learning English language education. Finding the causes of this phenomena and whether or not having a preferred accent aids in English language acquisition are the goals of the study. A specially designed interview is used as a research tool in this qualitative study design. The study's findings revealed that although the students have differing opinions about accents and adopt different ones, learning English has been aided by using a comfortable accent. The participants have an easier time learning English when they are able to emulate the source of language input and have an accent.

The perceptions of students in the University of Costa Rica (UCR) BA in English and BA in English Teaching programs about different English accents have been explored by Charpentier-Jiménez (2019). Discovering whether college students think about adding more English accents to their majors was the primary objective of this study. The 16-point poll in completed by 77 participants, provided the results. The author explains that a language program might benefit from

including a diversity of native and non-native English accents based on these results. Findings show that 76.6% of students think it's necessary to be able to mimic different English dialects, while 93.5% think it's important to be able to recognize and understand multiple accents. Research indicates that most students believe that including a variety of accents in their major is indispensable. Practically speaking, these findings need to encourage curriculum modifications that include a variety of English accents.

The study conducted by Badawi and Hamid (2020) seek to examine the challenges faced by Sudanese government school students when pronouncing certain consonant sounds and clusters. Twenty students from Al Izba Basic School for Girls—Al-Amlak—Khartoum were included in the study's sample. This study used a descriptive-analytical methodology, and the author employed a questionnaire to gather information from teachers. The study used a quantitative approach, and the instrument the researcher used to gather data was a questionnaire. The study's conclusions demonstrated that some elements, including phonology, disparities in Arabic and English sound systems, and insufficient phonetic instruction, are detrimental to pronunciation.

Another study by Anisah, Hamid, and Riskawati (2021) look into the reasons behind students' listening comprehension problems as well as the issues they were having. This study was designed as a case study. The researcher used class XI IPA 4 of MAN 1 Kolaka as the research topic in this study. The researcher using tests, questionnaires, and interviews as instruments to gather data. Ultimately, the researcher's investigation revealed that a few factors contributing to students' difficulties with listening comprehension included noisy classroom and environmental settings, students' limited short-term memory, their inability to match sounds they heard with any script in their long-term memory, the fact that a text or passage was recorded while there were distractions nearby or that the cassette was used for an extended period of time, their limited vocabulary, and their unfamiliar accents.