EFL LECTURERS' ATTITUDES TOWARDS LOCAL-ACCENTED ENGLISH AT IAIN CURUP

(A Case Study at IAIN CURUP)

THESIS

This thesis is Submitted to ''Sarjana'' Program of State Islamic Institute of Curup as a Partial Fulfillment of the Requirements for the Graduate Degree in English Tadris Study Program

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Di Tempat

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari:

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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih.

Wassalamualaikum Wr. Wb

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled "EFL Lecturers Attitudes towards Local Accented English at IAIN Curup"

This thesis is part of completion of the first stage (S1) undergraduate degree program of the IAIN Curup English study Program. The auther realized that the paper is far from perfect, so the author really grateful for future perfection.

Last but not least, the author hopes that this thesis will be really usefull for those interested in this field of research.

Curup,   Juni 2022

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Assalammu'alaikum Wr.Wb

In the name of Allah, benevolent, praise Allah, Lord of the worlds. Only with the grace, blessing, and help of Allah, the writer can finish writing this simple thesis. May the last prophet Muhammad, his family, companions and followers pray for peace.

Alhamdulillah, the researcher had finished this thesis entitled "EFL Lecturers' Attitudes towards Local Accented English tt IAIN Curup" This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Curup,   Juni 2022

The researcher

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MOTTO AND DEDICATION

MOTTO:

> ➢ "Time is going on, don't let your time be wasted"

> ➢ "Nothing too late nothing too soon you are in timezone"

> ➢ "Whatever starts is what must end"

DEDICATION:

> ➢ My wonderful and beloved family, the greates man ever my father *Suardi (Alm)* the most patien and beautifull women ever, my mother *Martinis*.

> ➢ My beloved brother who always be my pather in every *situation Rio Andradi, Candra Afriadi, Hendri Januardi and Muhammad Imam Muklis.*

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ABSTRACT

This study investigates how the attitude of English lecturers at IAIN towards the local accented those students when they speak in English. This study aims to determine the attitude of lecturers in 3 dimensions affective, cognitive, and behavioral towards local accents. The researcher used mixed methods. The kind of mixed-method a concurrent embedded model. The subject of this research is 16 lecturers for the questionnaire and 6 lecturers for the interview. The research instruments were questionnaires and interviews. The results showed that all lecturers had attitudes towards local accents as follows: First, from the affective dimension, English lecturers at IAIN Curup did not question the local accents that students had as long as the pronunciation was clear and must comply with phonological rules. Furthermore, on the cognitive dimension, according to the lecturer, the local accent is not something wrong, it shows a person's identity and culture if the pronunciation is correct and does not change the message to be conveyed. And lastly, on the behavioral dimension, researchers can carefully observe the actions of lecturers when there are students whose pronunciation is wrong and changes the meaning too far, they will be given direct action and immediately correct it. The finding revealed that the attitude of the English lecturer at IAIN Curup towards the local accents that students have is a positive attitude from the affective, cognitive, and behavioral dimensions.

Keywords: Attitude, Local Accent, English Foreign Language

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CHAPTER I

INTRODUCTION

This chapter provides the rationale for conducting the research. The discussion of this chapter will covert he background of the research, research question, objective of the research, operational definition, significance of the research, and thesis organization.

A. Background of The Research

The accent is a linguistic system used to distinguish a person from other people. This accent can be seen when someone is speaking, we can identify the location from which a person's region or ethnicity comes from. Where a person lives greatly affects the formation accents and of course can also erase someone's previous accent but this also requires a long process. According to Etter, Sarah stated, social, economic, and age factors affect the way people speak such as length of stay, the similarity of a foreign language to mother tongue, and frequency of use of both languages. Based on the explanation of the theory above, that many factors that affect an accent are not only a matter of residence but age, social, and economic factors also affect a person's accent. We often encounter this accent in the world of lectures because in lectures students come from various regions, not only in Bengkulu province but also outside Bengkulu province, of course many students have their accent from the area where they live.

In the English study program at IAIN CURUP, especially in speaking subjects, English students are required to speak English during lectures. We can see many differences in each student's accent. The diversity that researchers observed, students have accents from Javanese accents, Minangkabau accents, Rejang accents and others. A person's ethnic identity can be known not only from the vocabulary he uses when speaking in the language of an ethnic group/tribal language but also from the accent of that language. The relationship between ethnic languages and their accents is very close. Because it is very distinctive, the accent of the language of an ethnic group cannot be separated from the stamp of that language. For example, if a Javanese speaks Minangkabau with a Javanese accent, the accent is still called a Javanese dialect. However, language is not completely dependent on or attached to slang. Javanese people who speak Minangkabau with a Javanese accent are still called Minangkabau language because language is determined based on the lexicon, not the way it is pronounced. However, speaking Minangkabau with a Minangkabau accent certainly has more value than speaking Minangkabau with an accent from another tribal language. Similarly, if someone speaks Javanese: it is better to speak Javanese with a Javanese accent.

Therefore, the researcher observed that when students who live in the area of the island of Java, with a Javanese accent that they have if students say words in English, these students still have a Javanese accent that does not disappear or is difficult to remove even though they say words in English. Or Indonesian students are still medok. Likewise, students from the MinangKabau area when these students speak English with accents from the MinangKabau area are difficult to remove because it is

a characteristic of the MinangKabau people, even though these students speak English not the MinangKabau language. This phenomenon occurs a lot at IAIN Curup, especially in the English study program of students from various regions when speaking their original accent is difficult to remove. Whether this phenomenon is a matter of concern according to lecturers who teach in the English study program, therefore the researcher investigates the attitude of the English study program lecturer in this case.

Attitude is a person's tendency towards an object which is represented by the person's assessment of the affective aspect (like it or not), cognitive (knowledge, understanding, opinion) behavior (will be done or not). Attitude is also a positive and negative assessment of a certain object that is expressed in certain intensity. According to Eagly & Chaiken stated that: Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor[1]. In other words, attitudes can be seen from 3 aspects, namely affective, cognitive, and behavioral. These 3 aspects have their role to get answers about a person's attitude towards an object.

The researcher must pay attention to these 3 aspects when we want to know a person's attitude towards an object. First, the affective component is the emotional response (like/dislike) to the object. An individual's attitude towards an object cannot be determined only by identifying his beliefs about the object because emotions work

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[1] Eagly an chaiken, *The Advantages of an Inclusive Definition of Attutude*. (Northwestern University, 2007), p 585

independently simultaneously with the cognitive processes of the attitude object. Second, the behavioral component is the tendency of verbal or nonverbal behavior by an individual and consists of observable actions or responses that are the result of the attitude object. Involves a person's response (pleasant/unpleasant) to do something about the attitude object. Attitude responses are more or less consistent. Third, the cognitive component is an evaluation of the entity which is an individual's opinion (belief/distrust) of the object. Cognitive refers to the thoughts and beliefs that individuals have about the attitude object. The cognitive component is the repository in which an individual organizes information. Based on the components above, we can see a person's attitude toward an object that can be based on these 3 aspects.

Based on pre-observation data conducted by researchers at IAIN CURUP, the researchers found that there are some lecturer's opinions that the accent of students' local accented languages when speaking in English should be similar to native-speaker. From the opinion of the lecturer, the researcher will classify or analyze the 3 aspects above, namely affective, cognitive and behavioral. From the affective aspect, it means that lecturers do not like English with local accents, why the researcher said that because from the statement from the lecturer there, it could be seen that the lecturer felt that English should be similar to native-speaker. From the cognitive aspect, according to the lecturer's view, by pronunciation must be by phonological rules and cannot be wrong, if it is wrong, it tends to convey a shift in meaning. From the lecturer's point of view that is what is called the cognitive aspect because the lecturer has faith or knowledge about accent From the behavioral aspect, the lecturer's actions always teach using English like a native speaker, meaning that here

the lecturer uses English like a native speaker. In what is called the behavioral aspect here the lecturer acts according to the statement he before because the lecturer actions always teaches in class using English like native speakers.

Several other lecturers said that according to the lecturer, if the student is still in the lower semester or semester 1-2 when speaking English with a local accent, there is no problem, the important thing is to speak first. But if you are a senior high school student or 6th semester who has studied phonology, syntax, and pronunciation using a local accent when speaking English, they must comply with the rules and must match the native speaker. The researcher analyzes the lecturer's statement from 3 aspects, The affective aspect of the lecturer does not question an accent if he has not studied phonology, pronunciation, syntax, and other sciences, which means that the feeling of the lecturer shows a neutral feeling. The cognitive aspect of the lecturer's belief is a student who speaks with a local accent is in the upper semester or semester 6 that he must follow the existing rules, it must be by the native speaker. The Behavioral aspects according to the lecturer's statement, the actions taken by the lecturer while studying, the lecturer did not question an accent in the lower semester students but when the lecturer taught in the upper semester asked students to make accents like native speakers.

According to ELF Researcher in Jennifer Jenkins, the existence of English as a lingua franca is not meant to imply that students should aim for English that is identical in all respects (such as native speakers). ELF researchers do not believe any such monolithic variety of English does or ever will exist. On the contrary, they believe that anyone who participates in international communication or who learns

English as a second language needs to know and have appropriate pronunciation (phonological, lexicogrammatical, etc) that is widely used and widely understood.[2]

This research is very important to be carried out in the English Study Program (TBI) because this research answers questions from students about whether the local accent is a problem by the English Study Program (TBI) lecturers, if and so, what we should improve in the future. Furthermore, based on observations made by researchers, it can be said that researchers are interested in researching to determine the attitude of lecturers towards students who use local accents when speaking in English. The researcher took a mixed method of research with the title: Attitude of EFL lecturers towards local accented English at IAIN CURUP.

B. Research Question

This research is focused on the attitude of lecturers towards students' English which is thick with their regional accents, so the formulation of the problem of this research is as follows:

1. How is lecturer attitude towards local-accented language in the affective aspect?

2. How is lecturer attitude towards local-accented language in the cognitive aspect?

3. How is lecturer attitude towards local-accented language in the behavioral aspect?

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[2] Jennifer Jenkins, *Current Perspectives on Teaching World Englishes and English as a Lingua Franca* (King's College London, England, 2006), p162.

C. Objective of The Research

The objectives of this research are:

1. To find out what is lecturer attitude towards local-accented language is in the affective aspect.

2. To find out what is lecturer attitude towards local-accented language is in the cognitive aspect.

3. To find out lecturer attitude towards local-accented language is in the behavioral aspect.

D. Operational Definitions

Operational definitions of several keys terms were

1. Attitudes

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. [3] So, attitude is a person's tendency toward an object which is represented by the person's evaluation from the aspects of affective (like it or not), cognitive (knowledge, understanding, opinion), behavior (will do or not) Attitude is also a positive and negative assessment of certain objects that are expressed in a certain intensity. That attitude means in research can see a person's tendency towards an object that shows a positive or negative attitude. In this study the term attitudes refer to how the opinions or views or responses of English lecturers at IAIN Curup towards students English which is thick with local accents.

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[3] Eagly an chaiken, The Advantages Of An Inclusive Definition Of Attutude. (Northwestern University, 2007), p 585

2. Local Accented

According to Hamid Behravan accent is varieties in pronunciations of a certain language and refer to the sounds that exist in a person's language[4]. An accent is sound stress on a word or syllable, this accent has a distintive sound pronunciation that characterizes a person. In this study, local accented means the accent used by students when the student speaks in English but the accent used is very thick with the local language accents that students have. This local accented at IAIN Curup is the accent of each student who comes from their respective regions.

E. Significance of The Research

This study will provide some useful information about the lecturers 'attitudes towards students' English which is thick with their regional accents. The results will be used as follows:

1. For the students: this research is important for the student to be able to find out what is lecture attitude towards local accented language in 3 aspects the first is the affective, in this aspect we can see the likes or dislikes of lecturers towards local accented. The second is in the aspect cognitive, in this aspect we can see the knowledge/understanding/opinion of lecturers toward local accented. The last is in the aspect of behavioral, in this aspect, researchers can have positive or negative attitudes of lecturers towards local accented.

2. For the Lecturers: this research is useful as a guide to see if the lecturer's tendency towards local accented English shows a positive or negative

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[4] Hamid Behravan Uniersitas of Eastern Finland School of Computing December, 2012 hal 16

tendency. What if the tendency is positive towards local accented English it means that the lecturer will have it great tolerance for local accents when students speak English. If the tendency is negative, it means that the lecturer holds the umbrella of the paradigm that the English accent must be like a native speaker.

F. Organization of The Thesis

This chapter provides the organization from chapter one until chapter 5. Chapter I is an introduction that consists of the background of the research, research question, objective of the research, operational definitions, significance of the research and organization of the thesis. Chapter II deals with a review of related theories and a review of related findings. Chapter III is the research methodology. It deals with the kind of research, the subject of the research, the technique of collection data, the instrument of the research, and the data analysis. Chapter IV tells about findings and discussions. Chapter V tells about conclusion and suggestions from the research about EFL Lecturers Attitudes towards Local Accented English at IAIN Curup.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of theories that become to the basis for the study. The discussion will cover attitude, attitude component, attitude characteristics, attitude level, attitude function, factor affecting attitude, and accent.

A. Review of Related Theories

1. Attitude

a. Definition of Attitude

Researcher in the fields of psychology and education, consider several definitions of attitude which mentions different meanings from different context and perspectives. According to Eagly & Chaiken Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor [5]. Based on Eagly and Cheiken in divides two models of attitude definition, namely first, attitude is a person's tendency to an object represented by evaluation of the person from the aspects of affective (like it or not), cognitive (knowledge, understanding, opinion), behavior (will do or not). Second, attitudes as positive and negative assessments of certain objects that are expressed in a certain intensity. So this theory refers to the tendency of an individual to evaluate certain objects with

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[5] Eagly an chaiken, *The Advantages of an Inclusive Definition of Attutude*. (Northwestern University, 2007), p 585

some level of liking or dislike in the assessment to there object. The described evaluation theory refers to all responses whether open orcovert or cognitive, affective, or behavioral. Everyone has a different attitude towards something certain (specific object). Attitude shows judgment, feelings, as well action against an object. Different attitudes occur because of the existence of understanding, experience, and considerations that have already been experienced by someone in an object. Therefore the result of attitude towards there is a positive object (accept) and negative (not accept) as explained by the theory of Eagly and Cheiken above.

According to LL. Thursione quoted by Abu Ahmadi stated, Attitude is a level of positive or negative tendencies related to psychological objects. These psychological objects include: symbols, words, slogans, people, institutions, ideas and so on.people are said to have a positive attitude towards a psychological object if they like it or have a favorable attitude, conversely people are said to have a negative attitude towards psychological objects if they do not like (dislike) or unfavorable attitude towards the object of psychology [6]. This means that when someone is said to have a positive attitude towards an object it means that he likes it and vice versa when someone has a negative attitude towards an object, that person means he does not like that object.

La Pierre argues that attitudes as patterns of behavior, tendencies or anticipatory readiness, predisposition to conform to social situations, or simply, attitudes are responses to conditioned social stimuli. It can be said that the intended readiness is a potential tendency to react in a certain way when the individual is

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[6] Abu Ahmadi, Psikologi Sosial (Jakarta: Rineka Cipta, 2009), p. 150

faced with a stimulus that calls for a response.[7] So this theory states that attitude is a response to an object that has been conditioned. According to Sarwono, attitude is a term that reflects a person's feeling of pleasure, displeasure or a neutral feeling towards "something". That "something" can be objects, events, situations, people, or groups[8]. of these statements, attitude is a matter of taste like or dislike that appears because of a certain object.

According to Malhotra an attitude is a summary evaluation of an object or thought.[9]Bohner, G., and Wanke postulate that the object againt phenomenon can be anything a person discriminates or holds in mind and may include people, products, and organizations[10]. It is a tendency to respond to some object or situation. Walley et al stated that, attitudes may be positive, negative, or neutral[11]. Every individual has some kind of attitude but, being a psychological phenomenon, each attitude is invisible. Therefore, attitudes are subjective and personal attributes and are difficult to measure.

Based on the definition about attitude above, researcher can be concluded that attitude is a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual choice of action, and responds to challenges, incentives, and rewards call stimuli. Three major components

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[7] Saiffudin Azwar, Sikap Manusia Teori Dan Pengukurannya (Yogyakarta: Pustaka Pelajar, 2015) p. 5.
[8] Sarlito Sarwono, Pengantar Psikologi Umum (Jakarta: PT Raja Grafindo Persada, 2009), p. 201
[9] Malhotra, N.K., 2005. Attitude and affect: new frontiers of research in the 21st century. Journal of Business Research, 58(4), pp.477–482.
[10] Bohner, G. and Wanke, M., 2002. Attitudes and Attitude Change, Brighton: Psychology Press.
[11] Walley, K. et al., 2009. Longitudinal attitude surveys in consumer research: A case study from the agrifood sector. Qualitative Market Research: An International Journal, 12(3), pp.260–278.

of attitude are 1) Affective (emotions or feeling). 2) Cognitive (belief or opinions). 3) Behavioral (Inclination for action).

b. Component of Attitude

In general, in various references, the attitude has 3 components, namely: cognitive, affective, and behavior[12].

a) Affective Component

The affective component is the emotional response (liking/disliking) towards an attitude object. Most of the research places emphasis on the importance of affective components. An individual's attitude towards an object cannot be determined by simply identifying their beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra, express that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice[13]. In this study, to see the attitude of the lecturer towards the local accented students from the affective aspect, referring to the feeling of being happy/unhappy with the lecturer.

b) Behavioral Component

According to Wicker the behavioral component is a verbal or overt (nonverbal) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves a person's response

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[12] Eagly, A. H., & Chaiken, S.The psychology of attitudes. Fort Worth, TX: Harcourt, Brace, Jovanovich.
[13] Agarwal, J. & Malhotra, N.K., 2005. An integrated model of attitude and affect. Journal of Business Research, 58(4), pp.483–493.

(favorable/unfavorable) to do something regarding attitude object. Attitudinal responses are more or less consistent. That is, a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability according to Defleur & Westie[14]. In this study, to see the lecturer's the attitude towards the local accented students from the behavioral aspect, referring to the lecturer's actions, it can be in the form of revision/criticism of the lecturer.

c) Cognitive Component

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishbein & Ajzen express theta belief is information a person has about an object; information that specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information.[15]

ABC (affective, behavioral, cognitive) model is one of the most cited Eagly & Chaiken models of attitude. ABC model suggests that attitude has three elements i.e. Affect, Behavior and Cognition. Affect denotes the individual's feelings about an attitude object. Behavior denotes the individual's intention towards to attitude object. Cognitive denotes the beliefs an individual has about an attitude object.

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[14] Defleur, M.L. & Westie, F.R., 1963. Attitude as a scientific concept. Social Forces, 42, pp.17–31.
[15] Fishbein, M. & Ajzen, I., 1975. Belief, attitude, intention, and behavior, Reading, MA: Addison-Wesley.

- Affective component =(feeling/emotion) =(neural)

- Behavioral component =(respond/action) =(readiness)

- Cognitive component =(belief/evaluation) =(mental)

As shown graphically below (Figure 1) Spooncer, Model of attitude better known as Tripartite Model[16]. This model consists of three components of attitude: Feelings(affective), Beliefs(cognitive) and Behavior. The first component includes an individual's emotion which represents verbal statements of feeling, where as the second component includes an individual's cognitive response which represents verbal statements of belief and finally the third component includes an individual's overt action which represents verbal statements about intended behavior against environmental stimuli.

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[16] Spooncer, F., 1992. Behavioural studies for marketing and business, Leckhampton, UK: Stanley Thornes.

Table 2.1 Tripartite Model Expert Spooncer
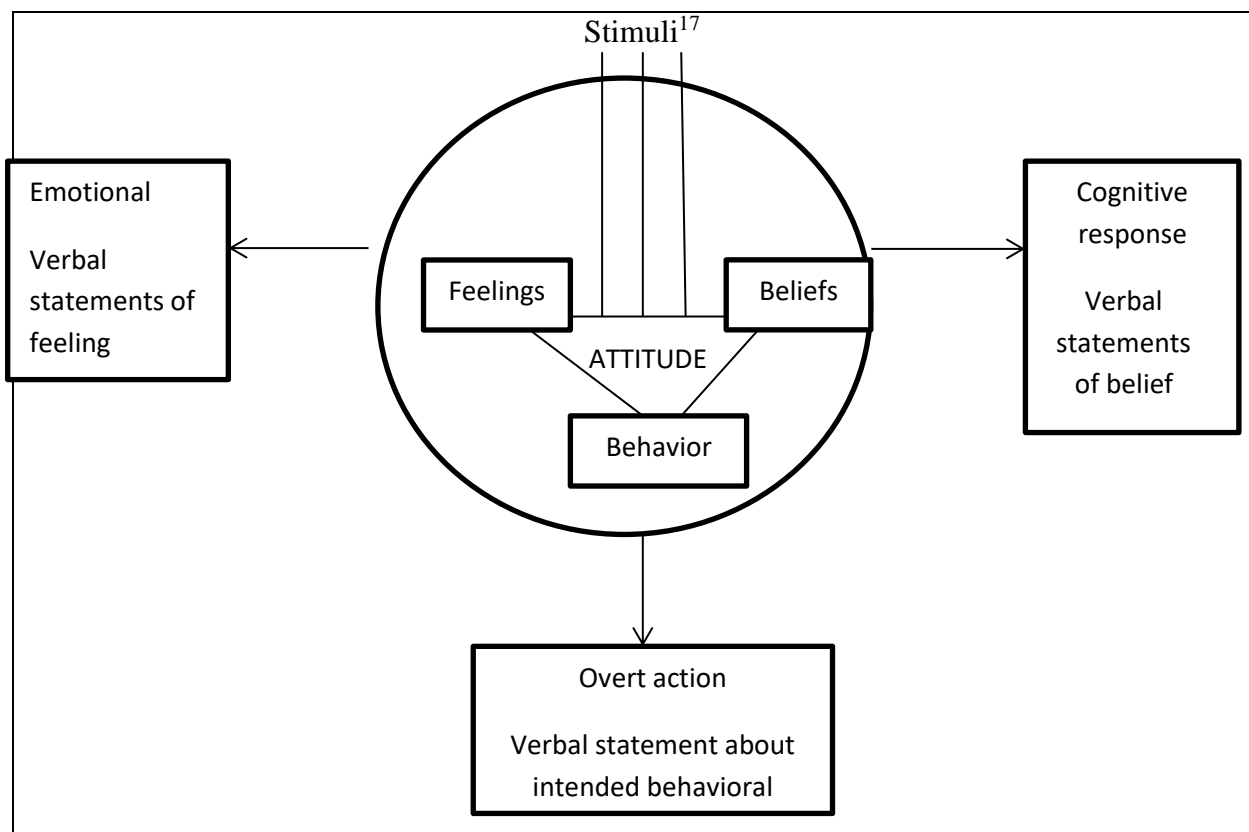
c. **Characteristics of Attitude**

According to Gerungan, the characteristics of the attitude are follows:[18]

a) Attitudes are not carried by people from birth, but are formed or learned throughout the person's development to his object. This characteristic distinguishes it from the nature of the biogenetic motive, such as hunger, thirst, etc.

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[17] Spooncer, F., 1992. Behavioural studies for marketing and business, Leckhampton, UK: Stanley Thornes.
[18] Gerungan, 2009; 163 164

b) Attitudes can change and change, therefore attitudes can be learned by people, or vice versa, attitudes can be learned so that attitudes can change in someone if there are circumstances and certain conditions that make it easier changes in attitude to the person.

c) Attitudes do not stand alone, but always contain a certain relationship to an object. In other words, attitudes are formed, studied, or changed always to a certain object that can be formulated.

d) The object of attitude can be one particular thing, but it can also be a collection of these things. So attitude can be related to one object only and can also relate to a series of similar objects.

e) Attitudes have a motivational side and a feeling side. This trait is what distinguishes attitudes from skills or knowledge a person has. Attitude can be a view but in this, it is still different from the knowledge that people have. Knowledge of a new object is an attitude towards an object when that knowledge is accompanied by a readiness to act by the knowledge of that object.

d. Level of Attitude

According to Notoadmodjo in Wawan and Dewi's book, attitudes consist of various levels, namely:[19]

a) Receiving

Accepting means that the person (subject) wants and pays attention to the stimulus given (object).

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[19] Notoadmodjo (2003) in Wawan and Dewi's (2010)

b) Respond (responding)

Giving answers when given answers when asked, doing the assigned task is an indication of attitude because with an attempt to answer a question or do a given task. Regardless of whether the job is right or wrong is to mean the person accepts the idea.

c)   Value (valuing)

Inviting other people to work on or discuss with others about a problem is an indication of attitude level three.

d)   Responsible (Responsible)

To be responsible for everything he has chosen with all the risks is to have the highest attitude.

e. **Function of Attitude**

According to Katz in Wawan and Dewi's book attitude has several functions, namely:[20]

a)   Instrumental function

This function is related to the means and objectives. People see the extent to which the object of attitude can be used as a means or tool to achieve goals. If the object of attitude can help someone achieve his goals, then people will be positive towards the object. Vice versa if the object of attitude hinders the achievement of goals, then people will be negative towards the object of the attitude concerned.

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[20] Katz (1964) in Wawan and Dewi's book (2010, p.23)

b)   The defense function of the ego

It is an attitude taken by a person to defend his ego or self. This attitude is taken by someone when the person concerned is threatened with his self or ego.

c)   Value expression function

Attitudes that exist in a person are a way for individuals to express their values. By expressing yourself, someone will get the satisfaction of being able to show him. With individuals taking certain attitudes will describe the state of the existing value system in the individual concerned.

d)   Knowledge function

Individuals have the urge to want to understand their experiences. This means when someone has a certain attitude towards an object, it shows about people's knowledge of the object of the attitude concerned.

f. Factors Affecting Attitude

According to Azwar S [21] the factors that influence attitude, namely:

a) Personal experience

Personal experiences can form the basis of attitude formation if they leave a strong impression. Attitudes will be more easily formed when personal experiences occur in situations that involve emotional factors.

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[21] Azwar S (2011, p.30)

b) The influence of others who are considered important

Individuals, in general, tend to have a conformist attitude or are in line with the attitude of someone who is considered important. This tendency is motivated, among other things, by a desire to be affiliated and to avoid conflict with other people considered important.

c) Cultural influences

Culture can give a style to the individual experience of the community it cares for. As a result, culture has unwittingly planted a line of influence on our attitudes towards variety.

d) Mass media

In newspaper and radio reporting or other communication media, news that should be factually conveyed objectively affects consumer attitudes.

e) Educational institutions and religious institutions

Moral concepts and teachings from educational institutions and religious institutions largely determine belief systems. No, it's not It is surprising if this concept in turn influences attitudes.

f) Emotional factor

Sometimes, a form of attitude is an emotionally based statement that serves as a kind of outlet for frustration or a distraction from the defense mechanism of the ego.

2. Local Accented

a. Definition Local Accented

Understanding of accent is the sound stress on a word or syllable that is heard when speaking, such as the distinctive pronunciation that characterizes a person. An accent is a pronunciation that is unique to a particular individual, location, or nation. An accent can be identified by the location where the speaker lives, the speaker's socio economic, ethnicity, caste or social class, or the influence of their first language or mother tongue. Accents usually differ in sound quality, pronunciation and differences in vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often differ along with accents, the word "accent" can refer specifically to pronunciation differences, while the word "dialect" covers a wider range of linguistic differences. "Accent" is often part of "dialect".

Hamid Behravan says accent is variety in pronunciations of a certain language and refers to the sounds that exist in a person's language. [22]It means accent relates to the pronunciation possessed by a student followed by the sounds in the language owned by the student. Accents differ in two subjects, phonetic and phonological. When accents differ in phonetics, there is the same set of phonemes in both accents, but some of these phonemes are realized differently. On the other hand, phonological refers to those accents which have a different number of phonemes

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[22] Hamid Behravan Uniersitas of Eastern Finland School of Computing December, 2012 hal 16

from another, and often the identity of phonemes is also different. Differences in stress and intonation are also refered to the phonetic categories.

Accent as in Oxford Learner"s Pocket Dictionary is described as an individual way of speech or local/national speaking. According to Darwin and Munro Accent refers to the peoples way in which their speech differs from that local variety of English and the impact of that difference on speakers and listeners. The accent is defined as an individual's speech patterns which are perceived to be different from the local variety, and how this difference affects the listener's comprehension in which the accent is familiar with the local variety according to Ockey and French.

b. Accent Theory

a) Contrastive Linguistics: in this theory comparing a language to look for differences in other languages. This theory studies language to look for differences between the first language and the second language. As well as the first language of Indonesian researchers and when learning to use English.

b) Descriptive Linguistics: Studying language based on the facts that exist at the time being studied. In this theory we can see the actual reality in the language that we want to study.

c) Phonetic linguistics: Studying sounds regardless of their meaning or action of the sound. In this theory, we can listen to the sound of a speech without paying attention to its meaning.

Phonetic linguistics studies the production, delivery and reception of language sounds, there are three kinds phoneties:

1. Acoustic Phonetics, namely the branch of phonetics that investigates the physical characteristics of language sounds.

2. Ariculatory phonetics is a branch of phonetics that investigates sounds based on speech tools in articulation.

3. Auditoris phonetics, namely the branch of phonetics that investigates sound based on hearing as language perception.

d) Phonemic Linguistics: Linguistics that examines only meaningful sounds or more precisely the sounds of meaningful language only.

According to Weinrich, language contact is an event of using two languages by the same speaker alternately. From that language contact, there is a transfer or transfer of language elements from one language to another, which includes all structures. As a consequence, the process of borrowing and borrowing and influencing other language elements cannot be avoided. Suwito said that if two or more languages are used interchangeably by the same speaker, it can be said that the languages are in contact with each other. In every language, contact occurs as a process of mutual influence between one language and another. As a result, Language intervention and integration will emerge, both orally and in writing.

The meaning of Interference according to Alwasilah is based on Hartman and Stonk's formulation that intervention is a mistake caused by a tendency to accustom

the pronunciation (utterance) of a language to other languages including pronunciation sound units, grammar and vocabulary. Jendra argued that intervention includes various aspects of language, with can be absorbed in the fields of the sound system (phonology), word formation (morphology), sentence structure (syntax), vocabulary (lexicon), and meaning (semantics). Integration is the systematic use of other language elements as if they were part of a language without the wearer realizing it. One of the integration processes is the borrowing of words from one language into another. To some sociolinguists, the problem of integration is a problem that is difficult to distinguish from interference. Chair and Agustina refer to Mackey's opinion, stating that integration is the elements of other languages that are used in a particular language and are considered already become part of the language. is no longer considered an element of loans or levies.

B. Review of Related Findings

Related to this research, especially regarding attitudes towards local accented English which has been carried out by the researcher recently by the media investigation, the previous researcher is "EFL teacher's perspective on English accent and pronunciation teaching in the Gulf" is a study by Louisa Buckingham at the University of Auckland in New Zealand. The purpose of this study was to test teachers' beliefs regarding the position of a particular accent in the classroom it asks the extent to which teachers whose careers are based on highly multilingual, multicultural contexts continue to orient students toward goals of exocentric pronunciation based on the traditional periphery of the dependency model or alternative whether this teacher displays a cosmopolitan model of an appreciative

mindset and actively supports the diversity of English models reflected in their life and work environment. This study will also investigate teachers' perceptions of the role of accents in their careers. The number of teachers who completed the questionnaire in this study was 225 teachers. The results of his research show that overall teachers show a high level of sensitivity to the language diversity of their students, the immediate environment and like similar diversity in teaching materials and as learning models. A stronger orientation towards certain environmental accents, especially in English, was found among non-native English speakers who identified themselves as teachers. From this we can see that this teacher means being positive towards students with various accents when in the learning process, he prefers accented diversity.

Another research is "A multi-perspective investigation of attitudes towards English accents in Hong Kong: implications for pronunciation teaching" which was investigated by Jim Y.H. Chan. This study examines Hong Kong students' attitudes towards English accents from 3 interrelated perspectives. (1) Their awareness of accent (2) their perception of accent to the dimensions of status and solidarity and (3) their choice of accent in various contexts of regional language use. The results of this study indicate that students perceive local accents more negatively than their high school peers in the dimensions of both status and solidarity despite their greater accent awareness. However, all participants showed some trepidation about using a second language English accent in casual and interactive English situations.

Then based on this description, it can be concluded that the research entitled "Attitude of EFL Lectures to Local Accented English at IAIN Curup" is

different from previous studies. In this study more deeply examines the attitude of the lecturer from 3 aspects, namely the affective aspect seen from the likes or dislikes of the lecturer to the local accent. Then the cognitive aspect is seen from the understanding of knowledge and lecturers' opinions on local accents. And the last aspect of the lecturer's behavior whether to use a local accent when speaking or not. whereas in the previous study only saw from the whole teacher what the opinion of the lecturer about the local accent while teaching was not specifically seen from 3 aspects of attitude.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedure for carrying out the present study. There are three sub chapters discussed: kind of the research, subject of the research, and technique of collecting data.

A. Kind of The Research

The kind of the research was mixed-methods research. A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods are a single study[23]. It means that mixed methods ware a type of study that used a variety of methods that combined between quantitative and qualitative methods by analysis of data was presented in number from and displayed in explanations from. In this study, quantitative data is to answer all research questions through a questionnaire instrument. While for the interview instrument to dig deeper or interview in depth, a qualitative method is needed. For this process, it can be concluded that the researcher used a mixed method which is a type of a concurrent embedded model. Concurrent embedded model is combination research method carried out at the same time and combined simultaneously from quantitative to qualitative.

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[23] Fraenkel, Wallen, and Hyun, "*How to Design and Ealuate Research in Education*", (New York: Mc Graw Hill, 2012), p. 555

B. Subject of The Research

The subject of this research is the lecturer English at IAIN Curup. Why the researcher chose especially the lecturer English education because the lecturer English education requires students to speak English in class, from there researchers can see the student who uses his local accent when he speaks. The researcher selected the subject of the research by using purposive sampling. Gay has stated purposive sampling is non probability sampling which is the way to take a sample that is not randomly and it consider with the criteria that will be taken several samples and one type of purposive sampling is the criterion. Where it is a sample that chose to all participants who met defined criteria[24]. Based on the criteria, the criteria are the first, the lecturers experienced in teaching speaking at IAIN Curup. In this research, 16 lecturers have taught speaking courses at IAIN Curup. The second, willing to be a participant. 6 lecturers are willing to be interviewed. The three, the lecturers are willing to be accessed via online or offline. Furthermore, based on the criteria above the subject in this research 6 lecturers, the researcher chose this because the lecturers experience in teaching speaking and the lecturers willingness to be a participant in this research.

C. Technique of Collection Data

Technique of collection data means the way which the researcher used to collec data from the participant. In this research, researcher chose questionnaires and interviews as techniques of collecting data.

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[24] Gay L. R, Education Research: Competencies for Analysis and Application (Third Edition), (Columbus : Merril Publishing, 1987), p 137

a.   Questionnaire

A questionnaire is a group of written question on paper and subjects respond to the questions by writing or more commonly, by marking and answering sheets. Questionnaires are given to lecturers, especially English lecturers, to investigate how they think about students English which is thick with local accented. The questionnaire prepared by researcher the type of the questionnaire is open-ended type. Open-ended questionnaire is question that includes essay answer. Questionnaire are given to lecturers to express their perspective on their attitude towards local accented English seen from 3 aspects, namely affective aspects, cognitive aspects and behavioral aspects with Likert Scale. Djali and Muljuno argued that Linker Scale was used to measure attitude, opinion, and perception in education. The instrument has some alternative options based on Likert Scale = Strongly agree (sangat setuju), Agree (setuju), Disagree (tidak setuju), and Strongly disagree (sangat tidak setuju). As see below

Table 3.1 Likert Scale

Alternative Options	Score	
	Favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Respondents were asked to provide alternative answers to question. The questioner was distributed by the researcher in English and Indonesia language that the participant could easily understand and respond to it. Then it reduced the bias data. Respondent only gave checkmark on the column available on the instrument sheet according to their situation.

b. Interview

The researcher also took an interview to get deep information of the data. In this research, an interview means a dialogue process between the interviewer and the lecturers which held by WhatsApp application. The purpose is to get the information more about how the attitudes of lecturers toward the local accented student when student speak in English.

According to Catherine, in social research there are many types of interview. The most common of these are unstructured, semi-structured, and structured interview[25].The three types having own respective advantages and one of them will be serve in this research. Interview used in this research is a semi-structured interview. Because with semi-structured interview the participant is free to talk about what they deem important, with little directional influence from the researcher. The respondent was given some questions about the attitudes of lecturers toward the local accented students. It aiams to find deep information about how the attitudes of lecturers towards a local accented student when student speak in English. In the process researcher used interview guidance.

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[25] Catherine Dawson, Practical Research Methods, (United Kingdom:Cromwell Press, 2002). P.27

D. Instruments of The Research

In this study, researchers used interviews and voice recorders as data collection instruments. Questions that have been prepared by the interviewer will be given to the lecturer and asked to answer these questions individually. Questions that have been made by the interviewer are by the established theory, voice recorders are used to record answers from students to help interviewers easier to know the responses from students.

a. Questionnaire

The questionnaire in this research was made based on the theory of Eagly & Chaiken in Jain Stated that attitude has three component i.e Affect, Behavior, and Cognitive. Affect denotes the individual feeligs about an attitude object. Behavioral denotes the individual intention towards to an attitude object. Cognitive denotes the beliefs an individual has about an attitude object. To measure how student attitudes, the questionnaire was designed with an attitude indicators.

The research questionnaire consisted of several statements about how is their attitude towards local accented language in the affective dimension, how their attitude towards local is accented language in the cognitive dimension and how is their attitude towards local accented language in the behavioral dimension. That can be seen in the table below:

Table 3.2 Blueprint of Questionnaire Likert Scale

Indicators Of Attitude	Indicators Of Accent	Items	Judgments			
			SD	D	A	SA
Affective (Felling, emotion, like or not)	Pronunciation	1. I am happy if students' pronunciation is similar to the native speaker. 2. I am interested in the students' local accent if the pronunciation is clear. 3. In the class, as an English lecturer, I am motivated to use the accents that are spoken by native speaker. 4. I like if students speak English with their local accents				
	Phonetic	1. I like students when they speak English using an accent like the native speaker, because the phonetics are clear. 2. I like a student when speak English using local accent because the local accent is first language student have and they do not need to think about English Phonetics.				
	Phonological	1. I am interested in students when students speak English using local accents but it must comply with the rules of phonology.				
Cognitive (belief, perspective,	Pronunciation	1. In my perspective, students' pronunciation should be similar to the				

opinion, knowledge, understanding)		native speaker. 2. In my opinion, students should fully eliminate their local accents. 3. I believe that students use local accent because local accent is their first language therefore if students use local accented for me it does not matter as long as the pronunciation can be understood 4. I understand that students' speaking in English with local accents must comply with the rules of correct pronunciation. 5. In my opinion that a good accent is one whose pronunciation is in accordance with the rules.				
	Phonetic	1. In my perception, student when speaking in English with local accent use phonetic must comply with the rules. 2. I understand that local accent is influenced by mother tongue but when speaking in English using local accented phonetics, it must be clear. 3. I believe that local accented is okay as long as the phonetics can be understood. 4. In my perception phonetics is how someone receives and understands the sound of a language, whether it's from a local				

	Phonological	1. As far as I know, being local accented speaker does not matter because everyone has a different accent in each area they live in, but the phonological rules must be considered. 2. In my opinion, when student speak in English using local accent it is natural because people who speak are influenced by culture, but students use phonological according to the rules. 3. I believe that the pronunciation must be in accordance with the rules of phonology. 4. In my perception, local accent must follow the rules of phonology, and it cannot be wrong, if it's wrong it tends to convey a shift in meaning.				
Behavior (Experience, verbal, non verbal)	Pronunciation	1. I always teach using English similar to native speaker and pronunciation must be in accordance with the rules. 2. I always teach in English without paying attention the accent I use, but the pronunciation is according to the rules. 3. I will correct the student's pronunciation when he mispronounces the words.				

accented language or not.

	Phonetic	1. I provide a solution for a student who use local accent-when speaking in English so that the accent in accordance with the phonetic rules. 2. I always give solutions to students who use local accents when speaking in English so that their phonetics can be heard clearly.				
	Phonological	1. When I find a student using a local accent when speaking in English I will let the student because I think local accented is not a problem, but the phonological rules must be clear to convey meaning. 2. When I teach in class, I always use English which follows the rules of phonology.				
Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)						

b. Interview Guidance

In this research, the researcher also selected interviews as an instrument to collect the data to know how the attitudes of lecturers toward local accented English students. The researcher used a semi structured question in the interview. A semi structured is a flexible interview because it allowing new question to be asked if the answer not satisfying the research during the interview as a result of what the interviewer says. In semi structured interview, interviewer generally has a framework

of theme that can be explored[26]. As the interview explains before, the researcher interviewed if it was needed to complete the data for know how the attitudes of lecturers towards local accented student. Before do research interview the researcher must make a question based on theory of Eagly & Chaiken in Jain Stated that attitude has three component i.e. Affect, Behavior, and Cognitive. So researcher can make some question for interview based on the theory that has been obtained. And lastly to confirm that the interview guidance is valid, researcher also done the Expert validity.

The steps of constructing the question were; first, the researcher determined the indicator of each theory. The main teory used in this research is by Eagly and Chaiken. Second, after getting the indicator, the researcher determined the question based on the indicator researcher found. Third, to establish the question researcher formulated it to validator. It is for checking and classifying the accuracy of the question. Last, during the formulation of the question, the researcher made several improements to get the most appropriate question in the content and context of the question.

Table 3.3 Interview Guideline

No	Attitudes	Indicators	Sub indicators	Questions
1.	Affective	Know the attitude in terms of affective	The lecturer like it or not	1. How do you feel about students who have a local accent when speaking in English? 2. How do you respond to students who use local accents in class?
2.	Cognitive	Know the attitude in terms of	The lecturer knows what	1. What do you think about students speaking with local

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[26] L.R. Gay, Logcit. P.291

		Cognitive	a local Accent	accents? 2. Why do students use regional accents? 3. When trained can regional accents disappear? 4. How do you get rid of the local accent in your opinion? 5. What are the factors that students tend to use local accents? 6. What should the student's accent be? 7. How's that good accent? 8. How's that bad accent? 9. What do you know about the role of local accents in terms of English use in the non-native English students' environment?
3.	Behavior	Know the attitude in terms of behavior	The lecturer will do local accent or not	1. What is the solution for students who use regional accents? 2. How should the local accent of students be? 3. What can be done to improve local accent? 4. What feedback do you give to students who use local accented English?

c. Voice Recorder

The use of voice recorder helps the researcher to get better and more detailed data, and the voice recorder also helps the researcher to remember all the respondents answer, an interview are usually done for a long time so it is impossible all the answer from the respondents can be remembered by the interviewer. Therefore the voice recorder here is very helpful for researcher.

d. WhatsApp Application

The researcher used WhatsApp application for this interview. In this study, interview means the process of dialogue between the interviewer and lecturer held by the WhatsApp application. The aim is to get information about problem fased by lecturer towards the local accent on IAIN Curup process. Sugiyono opined that interviews can be done face to face or by phone.[27]

Therefore, the researcher used the WhatsApp because the researcher could replay voice note from lectures response when answering the question, and then get the information completely and accurately.

E. Validity

Before the questionnaire is administered to the subject, the instrument is validated. According to Sugiyono, validity is the process of the requirement to get justifiable (valid) the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.[28] Here, the researcher asked assists a lecturer of the English Study program to acquire comment and feedback. There are two feedback points provided by the validator, namely content, including the coherence between the statements and indicators stated in theory, and the accuracy of grammatical aspects used in the instrument there are some mistakes in spelling and grammar. The first point in content, they are 1. In the questionnaire, some items are added and changed to make the detailed and clear intention. 2. Next, indicator number 1 and 2 are deleted because these belong to cognitive domain, not

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[27] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), p.194
[28] Sugiyono Op. Cit, p135

the first domain (affective domain). 3. Next, indicator number 3 is deleted because it is the same idea with indicator number four. 4. Next, indicator number 1 and 2 are deleted because they do not belong to the first domain (affective domain), it seems that they belong to the cognitive domain. 5. Some items are deleted because they have the same ideas as the previous ones. And the second point in accuracy of grammatical, they are 1. Some grammar mistakes, such as the use of the article (the native speaker), the missing verb in the sentence: if the pronunciation not clear (the sentence does not have a verb, it must be replaced by: if the pronunciation is not clear). 2. Some mistakes in spelling, such as kognitif are changed into cognitive. 3. I suggest avoiding any contractions in your academic writing such as "Don't" "doesn't" "can't" etc. Contractions are generally considered too informal for academic writing.

Then, to obtain construct validity, the researcher conducted a test questionnaire for all lecturers of the English Study Program outside IAIN Curup. And the last step is a trial, this research uses the Ms. Excel in data analysis to measure whether the item is valid or not and the results are all valid items. Validity means how accurate an instrument is used for research. An instrument is said to be valid if it can provide good results and is by the objectives of the instrument. In this study, researchers used the product-moment technique. For the trial, the researcher tried it on 6 respondents with an r table' of 0.81. After being calculated, the researcher found that the test items were valid because the item-total value is bigger than 0.81.

F. Reliability

The reliability of this researcher was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions with Likert scale in a questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Chonbach's alpha up to 0.90.

Table 3.4 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The reliability analyzing in this research was using SPPS after validity was using Ms. Excel. As a result, the questionnaire has internal consistency acceptable.

G. Technique of Data Analysis

After the researcher collected the data from the participant, the researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, and questionnaire.

a. Data from questionnaire

After the researcher got the data about what is their attitude toward local accented English at IAIN Curup, the data will be collect by the lecturer respond in tabulate, and find out the percentage of the lecturer by using percentage technique. The steps were. The first steps for analysis the data scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this study used Likert Scale which was a most common scale that was used to measure attitude, opinions, and perception in the questionnaire towards the subject the maximum score on Likert skale is 4 and the minimum scale is 1. In scoring, the researcher counted the number of students answered the item based on the questionnaire.

In the second steps where the researcher accounted for the score of the total frequency was divided by the total questions. It was used to getting the lecturer opinion about the attitude towards local accented English at IAIN Curup. In the get the mean score, for each statement was multiplied with each value (strongly agree = 4 agree = 3 disagree = 3 strongly disagree = 1).

The formula was described bellow

$$\times = (f\ SA \times 4) + (f\ A \times 3) + (f\ D \times 2) + (f\ SD \times 1)$$

Where: frekuensi SA = strongly agree, A = agree, D = disagree. SD = strongly disagree.

In scoring, the researcher counted the number of lecturers answered the item based on the questionnaire. In the next steps, the researcher accounted for the

percentage of each item of the questionnaire based on the lecturers answers the questionnaire. It follows the formula

$$P = \frac{\Sigma\ score}{Max\ score} \times 100\%$$

Where:

P: Percentage. Σ Score: total score: maximum score

After that, it determined the highest percentage score, the formula was:

$$\frac{total\ score\ each\ item}{maximum\ score \times item\ of\ each\ indicator} \times 100\%$$

After knowing the percentage in each indicator, the research want to categorize each category in what is their attitude toward local accented at IAIN Curup, the formula was:

$$\frac{total\ score\ each\ item}{maximum\ score \times item\ of\ all\ indicator\ on\ each\ category} \times 100\%$$

After counting to percentage, the researcher determined the interval and interpretation of the percentage to find out the assessment by the method of finding the percentage score interval.

To know the level of the criteria, the result of the mean score that the researcher got was consulted in the criterion table.

Table 3.5 Agreement of the Term for Positie Attitude from Expert Ridwan

Scale	Category
Strongly agree	Positive
Agree	Attitude
Disagree	Negative
	Attitude
Strongly disagree	

The table above was categorized from Likert scale that devised the lecturer attitude toward local accented English at IAIN Curup in four categories. Based on the account with four the categories the result of many calculations was categorized by a positive and negative attitudes.[29] The result of the data from a questionnaire, showed the percentage, and then the category divided into categories, there are:

a) 60%-100% = positive

b) 10%-60% = negative

b. Data from Interview

    1) Data managing

Data managing involves creating and organizing the data collected during the study.[30] Data managing is to make sure that you have gotten. The main purpose of data managing is first to organize the data and check it for completeness, second is to

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[29] Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta, 2004), p.89

[30] L.R Gay and Peter Airasian, *Education Research*, (USA: Clarinda Company), 2000, p. 224

start the researcher on the process of analyzing and interpreting the data. In this, research these steps are used to organize the data from interview based on indicators.

2) Reading

It makes a general sense of the information and reflects on its overall meaning. What are the participant response, and some answering from an interview. The researcher read all the data from an interview with lecturers on WhatsApp application and zoom application to get general description of the data, hence the researcher knows how to arrange those appropriately.

3) Description

After identifying the data, the researcher makes the description. The description is based on the interviews which are to provide the true pictures of the settings and events that took place in it. In this step, the researcher will describe the data from an interview from tape recorder by lecturers from WhatsApp application and the zoom application that changed into written transcript text from lecturers about responses to the local accent has a student. Then, it can help to do the next step in analyzing the data.

4) Classifying

The next step is classifying the data. Classifying is ordering field's notes or written text into categories that represent a different aspect of the data[31]. After the researchers describes all the data in an interview, then the researcher starts to classify

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[31] Li, W., Han, J., & Pei, J. CMAR: *Accurate and efficient classification based on multiple class-association rules*, (IEEE: international conference on data mining, 2001), p.369-376

each of the data into several categories based on the researchers question and indicator 3 namely affective, cognitive, and behavioral the theory.

5) Interpreting

The last step is interpreting. It is also part of the process of writing the result of a study. Interpreting is reflective, integrative, and explanatory aspect of the connections, common aspects, and linkages among the data, especially the identified category and pattern. The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researchers personal interpretations, couched in understanding. It could be a meaning derived from a comparison of the finding with information gleaned from the literature or after the researcher interpret the data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings and discussion of this research whereby the given detail are anchored in focuses formulated in the problem statements of this research.

A. Finding of The Research

The findings of this research were presented based on three research questions formulated as the primary orientation of this research. As absorbed from the core of the research question, the data orientation comprises 1) the attitude of the lecturer towards local-accented language in the affective dimension. 2) The attitude of the lecturer towards local-accented language in the cognitive dimension. 3) The attitude of the lecturer towards local-accented language in the behavioral dimension.

1. The questionnaire data of attitude lecturer toward local-accented language

Data on the attitude of English lecturers toward students English with local accents were collected from questionnaires and interviews. The two techniques of data collection were functionally employed in this research to pursue the credibility of data and maximally reduce the bias using applying method triangulation. The questionnaire was well disseminated to sixteen English lecturers on December 10, 2021 and returned to researchers the following week after its spread. Furthermore, the interview was conducted on 10-26 January 2022, by involving six English

lecturer's who had previously been selected as research participants through the purpose sampling technique.

1. The attitude of the lecturer towards local-accented language in the affective dimension

The first question posed in the questionnaire was to ask the lecturer how the lecturer felt about the students' English with a local accent. Respondents were asked to state their opinion on a four-degree Likert scale. The results are displayed in a table like the following:

Table 4.1 The Attitude of the Lecturer towards Local-Accented Language in term of Affective Dimension

The attitude of lecturer towards local-accented language in the affective dimension	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1. Feeling happy if student pronunciation similar native speaker.	6.25	0	18.75	75
2. Interested in the students' local accent if the pronunciation is clear.	6.25	12.5	37.5	43.75
3. Motivated to use the accents that are spoken by native speaker.	0	6.25	25	68.75
4. Like if students speak English with their local accents.	12.5	31.25	37.5	18.75
5. like students when they speak English using an accent like the native speaker, because the pronunciation are clear.	6.25	0	31.25	62.5
6. Like a student when speak English using local accent because the local accent is first language student have.	43.75	37.5	12.5	6.25

7. Interested in students when students speak English using local accents but it must comply with the rules of phonology.	0	25	43.75	31.25

Table 4.1 reveals that "Interested in the students' local accent if the pronunciation is clear." is considered as the highest feeling toward local accent with 43.75% followed by "Interested in students when students speak English using local accents but it must comply with the rules of phonology." with a percentage of 43.75%. Thus, the majority of respondents answered agree and strongly agree with all questions. This means that in the affective dimension, lecturers have a positive attitude towards students' local accents as long as pronunciation is clear and must comply with the rule of phonology.

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

The second group of statements in the questionnaire is about the attitude of the lecturer towards local-accented language in the cognitive dimension; this statement can be seen in the table below:

Table 4.2 The Attitude of the Lecturer towards Local-Accented Language in term of Cognitive Dimension

The attitude of lecturer towards local-accented language in the cognitive dimension	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1. In my perspective, students'	6.25	18.75	50	25

pronunciation should be similar to the native speaker.				
2. In my opinion, students should fully eliminate their local accents.	62.5	12.5	31.25	0
3. Believe that students use local accent because local accent is their first language therefore if students use local accented for me it does not matter as long as the pronunciation can be understood.	0	25	50	25
4. In my opinion that a good accent is one whose pronunciation is in accordance with the rules.	0	0	37.5	62.5
5. Understand that students' speaking in English with local accents must comply with the rules of correct pronunciation.	0	0	56.25	43.75
6. In my perception, student when speaking in English with local accent use pronunciation must comply with the rules.	0	0	43.75	56.25
7. Understand that local accent is influenced by mother tongue but when speaking in English using local accented pronunciation, it must be clear.	0	0	43.75	56.25
8. I believe that local accented is okay as long as the phonetics can be understood.	6.25	0	62.5	31.25
9. In my perception phonetics is how someone receives and understands the sound of a language, whether it's from a local accented language or not.	6.25	6.25	56.25	31.25
10. 1. As far as I know, being local accented speaker does not matter because everyone has a different accent in each area they live in, but the phonological rules must be considered.	0	0	43.75	56.25
11. In my opinion, when student speak in English using local accent it is natural because people who speak are influenced	0	12.5	37.5	50

by culture, but students use phonological according to the rules.				
12. I believe that the pronunciation must be in accordance with the rules of phonology.	0	0	50	50
13. In my perception, local accent must follow the rules of phonology, and it cannot be wrong, if it's wrong it tends to convey a shift in meaning.	0	6.25	43.75	50

Table 4.2 reveals that "In my opinion, students should eliminate their local accent." Is considered the highest opinion with 62.5% followed by "In my opinion, a good accent is pronounced according to the rules" with a percentage of 62.5%. Thus, the majority of respondents answered strongly agree with all questions. This means that in the cognitive dimension, lecturers have a positive attitude toward students' local accents because in the opinion of the lecturers, local accents do not have to be eliminated.

3. The attitude of lecture towards local-accented language in the behavioral dimension

The last group of statements in the questionnaire is about the attitude of the lecturer towards local-accented language in the behavioral dimension. The data from respondents are displayed in the following:

Table 4.3 The Attitude of the Lecturer towards Local-Accented Language in term of Behavioral Dimension

The attitude of lecturer towards local-accented language in the behavioral	Strongly	Disagree	Agree	Strongly

dimension	Disagree (%)	(%)	(%)	Agree (%)
1. Always teach using English similar to native speaker and pronunciation must be in accordance with the rules.	6.25	6.25	68.75	18.75
2. Always teach in English without paying attention the accent I use, but the pronunciation is according to the rules.	6.25	25	43.75	25
3. Will correct the student's pronunciation when he mispronounces the words.	0	0	43.75	56.25
4. Provide a solution for a student who use local accent when speaking in English so that the accent in accordance with the phonetic rules.	0	0	62.5	37.5
5. Always give solutions to students who use local accents when speaking in English so that their phonetics can be heard clearly.	0	0	56.25	43.75
6. When I find a student using a local accent when speaking in English I will let the student because I think local accented is not a problem, but the phonological rules must be clear to convey meaning.	6.25	6.25	43.75	43.75
7. When I teach in class, I always use English which follows the rules of phonology.	0	0	43.75	56.25

Table 4.3 reveals that "Always teach using English which is similar to native speakers and the pronunciation must be by the rules." Is considered as the highest behavior with 68.75% followed by "Provide a solution for students who use local accents when speaking in English so that their accents comply with phonetic rules." with a percentage of 62.5%. Thus, the majority of respondents answered agree and strongly agree with all questions. This means that in the behavioral dimension,

lecturers have a positive attitude towards students' local accents because from the actions of the lecturers it can be observed that the lecturers when teaching use accents that are similar to native speakers and according to the rules, then the lecturers provide solutions to students with local accents to match the phonology rules. and the lecturer will provide feedback to students with local accents but there are errors in pronunciation by means of direct feedback.

2. The interview data of attitude lecturer towards local-accented language

In this research, the researcher used the interview to answer the data reinforcement and the question is how their attitude towards local-accented language is in the affective dimension, how their attitude towards local-accented language is in the cognitive dimension and how their attitude towards local-accented language is in the behavioral dimension. The researcher had interviewed a lecturer in the English Tadris program of IAIN Curup. These question are based on the theory of attitude. 6 lecturers can be interviewed by the researcher. Based on the chapter III, the researcher used the interview as the data collecting. The researcher has been interviewed on January 10-26, 2022 by Whatsapp application and zoom application. In this section the researcher put the result of the interview findings.

1. The attitude of the lecturer towards local-accented language in the affective dimension

Data on how English lecturers feel about the student who has local accent when speaking in English show all participants affective have a positive attitude towards their local accented student. Based on the results of the interview, the lecturer does not make a problem with the local accent as long as the phonological is correct, the

pronunciation, and the meaning is correct and the message is conveyed. Briefly, the findings are described in the description below:

Data on how lecturers feel about students who have local accents when speaking in English shows that all lecturers affectively have positive attitudes towards students' local accents. They express their feelings towards the students' local accent in correct phonological/pronunciation, understanding and meaning appropriately. 4 Participants gave almost the same answers. The following is a transcript of interviews with 1, 2, 5 and 6 participants who were deliberately chosen to represent the others.

> *"It does not matter as long as the utterances are pronounced with right phonological according to English standards."*
> *"I feel okay if student speaking use local accent as long as the pronunciation is correct and it can be understood"*
> *"It does not matter if they use a local accent, they must speak English using the right pronunciation, intonation, high low stress, the right vocabulary, and as long as they can be understood."*
> *"As long as the pronunciation is correct but the accent is different I think is okay."*

It can be seen that participants 1, 2, 5, and 6 in the transcript above responded that the local accent does not matter as long as the pronunciation is clear, what is conveyed is understandable, and what is said is by the right phonology. Continuously, participants 3 and 4 provide other answers for this entity. The interview transcript given below describes the responses from participants 3 and 4.

> *"Mediocrity does not matter because of the point, as long as he conveys the meaning well and can be understood the meaning well then the local accent does not matter. "*
> *"I don't mind the local accent because I think local accents are something natural, the important thing is understanding sound or phonetics are conveyed and don't change the message."*

As highlighted in the transcript above, participants 3 and 4 commented that local accents do not matter as long as the meaning conveyed is conveyed well, well understood, and does not change the meaning to be conveyed.

Data on how English lecturers respond to students who use local accents in a class show that all participants affectively have positive attitudes towards students' local accents. They expressed their attitude into pronunciation incorrect to be corrected, leaving them with their local accent and preference 1 Participant show they pronounciantion incorrect to be correct. The following is a transcript of an interview with 1 participant who was deliberately chosen to represent the others.

"If there is a pronunciation that is not correct, correct it."

It can be seen that participant 1 in the above transcript gave a response that if there is an incorrect pronunciation then it is corrected. Continuously, participant 4 is manifested in his preferences for this entity. The interview transcript given below illustrates the way he shared his preferences.

"As long as it doesn't destroy the meaning and message in the communication and while the pronunciation is not problematic, I like it because the presence of a local accent shows that the student can show his cultural identity when speaking inside English"

As presented above, participant 4 gave a response that if it does not damage the meaning, message and pronunciation, then he likes the local accent. In turn, participants 3 shared leave them with their local accent on the entity. The following interview transcript describes his responses.

"Will keep them with their local accent except when there is a pronunciation that will change the meaning or there are phrases they use with the local accent and it changes the meaning they want."

As highlighted in the transcript above, participant 3 commented that they would leave students with their local accents unless there is a pronunciation that changes the meaning then they just don't let it.

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

Data on what English lecturers think about students who speak with local accents, shows that all participants cognitively have positive attitudes towards students' local accents. They express their attitude into agreement, unique, normal, rich culture and identity. 1 Participant show their agreement. The following is a transcript of the interview with 1 participant who was deliberately chosen to represent the others.

> *"Agree there's no problem as long as the pronunciation is correct." coupled with participant 2 whose response is almost a similar to participant 1 "I think it doesn't matter, again as long as their pronunciation is clear and accurate. Students with local accents are unique. Sometimes, I can recommend them easier." participant 5 also gave almost similar opinion "it doesn't matter as long as what is said is clear and easy to understand" the last one is similar opinion, namely "no problem from me, because the concept of Accent identity of someone. As long as pronunciation is correct"*

It can be seen that participants 1, 2, 5, and 6 in the transcript above responded that there is no problem with the local accents as long as what is spoken is clear and local accent is something unique and a person's identity. Continuously, participants 3 argues that the local accent is something normal. The interview transcript given below illustrates participant 3 opinions.

> *"In the current context that is increasingly global and also increasingly multicultural, where communication is now not limited to one place, local accents are a natural thing."*

As described above, participant 3 said that the world is getting more advanced where communication has no limits, therefore local accent is normal. In turn,

participant 4 shared his opinion that a local accent is a wealth of culture. The following interview transcript describes his responses.

> *"It's not something wrong, it just shows the richness of culture as long as the English is understandable and not wrong."*

As highlighted in the transcript above, participant 4 commented that local a accent is not something wrong, local a accent is a person's cultural wealth.

Data on why students use local accents shows that all participants cognitively have positive attitudes towards students' local accents. They express their attitude into habits, and mother tongue. 1 Participant Show their opinion that the reason students use local accents is out of habit. The following is a transcript of an interview with 1 participant who was deliberately chosen to represent the others.

> *"Because it's the local accent they hear every day."*

It can be seen that participant 1 in the transcript above answered that the students used a local accent because they used that language in their daily life. Continue participants. 3, 4, 5 and 6 argue that why students use accents Local because of their mother tongue. The interview transcript provided below describes the opinions of participants 3, 4, 5 and 6.

> *"Because they use their mother tongue as their first language so a little or a lot of this will affect when they use a foreign language including English." then participant 4 thought almost the same thing. With participant 3 "because it is a natural thing, when someone uses a language other than his mother tongue, he will cognitively use the cognitive of his mother tongue, so that mother tongue has become a blueprint in his thinking process. Both in the form of sound and the form of grammar, there must be an element of mother tongue". Again, participant 5 has the same opinion "because it is influenced by their mother tongue, it means their habit of sounding the word." And finally participant 6argues "because the accent is formed from the moment we are born."*

It can be seen that participants 3, 4, 5 and 6 in the transcript above answered that the reason students use local accents is that local accents are their mother tongue which was formed since they were born, so when learning a foreign language our identity is. As a foreign language user will still look a little or even a lot.

The data collected related to whether the local accent was lost during training, proving that all participants cognitively had positive attitudes towards this entity. They argued that the local accent could be lost over time, with practice and not completely lost. Two participants shared their opinions with this attitude entity. Transcrips from The following interviews with participants 1 and 2 are highly selected to represent others.

> *"Can be in the long term" and participant 2 also opinion "it is possible, however I think for adults language learners, the training should be a long process, time and hard efforts."*

It can be seen that participants 1, and 2 in the above transcript answered that local accents can be lost in the long term. On the other hand, participants 3 and 4 argue that local accents can be lost as long as they are practiced. The transcript of the interview given in the following describes the opinions of participants 3 and 4.

> *"Can be trained to change with very intense practice, lots of practice and every use of local accents are well corrected" participant 3's response was almost the same as participant 4 and the transcript "could be removed by specific training"*

As described above, participants 3 and 4 said that when trained with intense and specific exercises, local accents can be removed. In turn, participant 6 expressed his opinion that the local accent cannot be completely disappeared. The following interview transcript explains his response.

> *"Can't completely disappear"*

As highlighted in the transcript above, participant 6 commented that the local accent cannot be completely lost even when we have followed the correct standard of English because the local accent is a true identity owned by each individual.

The data collected regarding how to remove local accents were missing, proving that all participants had cognitively positive attitudes towards this entity. They think that the way to get rid of the local accent is to be trained; four participants share their opinion with this attitude entity transcripts of the following interviews with participants 1, 2, 3, and 4 strongly selected to represent others.

> *"Practice a lot of pronunciation and listen to standard English" then participant 2 says "do more practice, for example reading aloud: English books or English texts." .participant 3 thought the same thing "with trained to use accents recipients with English context" participant 4 also thought "by practicing pronunciation in as much detail as possible".*

As highlighted in the transcript above, participants 1,2,3, and 4 commented that local accents can be lost by practicing pronunciation and with intense practice.

The data collected regarding what are the factors that students tend to use local accents, proves that all participants have a positive cognitive attitude towards this entity. According to them, the factors that make students tend to use local accents is a social factor and mother tongue factors. Three participants shared their opinion about this attitude entity. The following transcripts of interviews with participants 1, 2, and 6 were strongly selected to represent others.

> *"It can be because of and social factors. Personally, the student's mother tongue is so strong; they speak their mother tongue so often. From social factors, their family, friends, and community support the production of their local accent." this opinion is the same as participant 6*
> *"Social factors and geographical factors, why does he tend to use it because the factors around him still use accents."*

It can be seen that participants 2 and 6 in the transcript above answered that student factors tend to use local accents, namely social factors around them such as parents, friends, and lecturers who still use local accents. Keep going, participants 3 argues that the factor that students tend to use local accents is the mother tongue factor. The interview transcript given below describes the opinion of the participants 3.

> *"The mother tongue factor in their daily life while English is a foreign language that they never use so that they can't help but have a lot of mother tongue influence on their accent in English"*

As highlighted in the transcript above, participant 3 commented that the student factor tends to use local accents, namely the mother tongue factor that each student has, mother tongue has been acquired since birth so it has become a habit for students.

Data on what should be the student's accent showed that all participants cognitively had a positive attitude toward the student's local accent. They express their attitude in a local accent and neutral. 1 Participant show their opinion. The following is a transcript of an interview with 1 participant who was deliberately chosen to represent the others.

> *"Local accent by following pronunciation rules"*

It can be seen that participant 1 in the transcript above answered that his opinion was about what should be the student's accent, namely the local accent by following the pronunciation rule. Continue, participant 3 thinks that his attitude is neutral towards anything which should be the accent of the student. The interview transcript given below describes the opinions of 3 participants.

"Don't direct students to use accents Do they have to be British or American but with the accents they have I would be very happy the point is how the meaning does not change and is well understood by the interlocutor." Furthermore, participant 4 gives the same opinion *"It doesn't matter what accent, the important thing is that students can interpret phonemes correctly, how to sound consonants or vowels correctly. How pronunciations that pay attention to stress are written correctly."* Finally, participant 6 has the same opinion *"depending on them they tend to which accent is more comfortable"*

As highlighted in the transcript above, the three participants commented that they did not choose any accent, the important thing was that the meaning did not change and was well understood by the interlocutor, as well as what accent made them comfortable.

Data on how good a accent it is, shows that all participants cognitively have positive attitudes towards students' local accents. They express their opinion with an accent that conforms to the rules and conveys meaning. .4 Participants share their opinions. The following is a transcript of an interview with 1 participant who was deliberately chosen to represent the others.

"According to the phonological rules" participant 1's opinion is the same as that of participant 5, furthermore, with the same opinion, participant 4 gives his opinion *"according to international standards following the rules how to articulate the sound of each phoneme, stress sounds, rhythmic rhythms. But it doesn't have to be carried in British or American style."* Then participant 6 gave his opinion a little *"when pronunciation correct"*.

As highlighted in the transcript above, almost all participants commented that a good accent conforms to phonological rules and what is has spoken accordingly. Furthermore, participant 3 gave his opinion. The following transcript this below:

"Accent in any form that he will support the meaning means that the meaning he means is conveyed well and well understood"

It can be seen that participant 4 in the transcript above answered that his opinion on how to have a good accent is an accent whose meaning is conveyed well and can be understood.

Data on how bad the accent was, showed that all participants cognitively had positive attitudes towards students' local accents. They express their opinions with appropriate accents not according to the rules and change the meaning. 3 Participants share their opinions. The following is a transcript of an interview with 1 participant who was deliberately chosen to represent the others.

> *"Which is not by the phonological rules" then add "when pronunciation is not correct."*

It can be seen that participants 1, 5 and 6 in the transcript above answered that their opinion about a bad accent was an accent that did not follow phonological rules and when pronunciation is not correct, participants 3 and 4 thought that accent is bad is the accent that changes the meaning. The interview transcript given below describes the opinions of 3 and 4 participants.

> *"The accent that is typed in India is used to change the meaning, making the meaning difficult for the other person to understand.". Participant 4 add the opinion "that accents that contribute to pronunciation errors change messages change phonetics so that a word becomes wrong."*

As highlighted in the transcript above, two all participants commented that a bad accent is an accent that changes the meaning conveyed so that the spoken word becomes wrong.

Data on what you know about the role of local accents in the use of English among non-native English students shows that all participants cognitively have positive attitudes towards students' local accents. They express an opinion about the

role of local accents, which are identity and accent variants. 3 Participants share their opinions. The following is a transcript of interviews with 5, 4, and 2 participants who were deliberately chosen to represent the others.

> *"Local accent has a role to show someone's unique, identity and background." added participant 4 "portrait of variant and culture, which is self-identity." participant 5 added his opinion "the local accent is innate from the individual or identity"*

It can be seen that participants 5, 4 and 2 in the transcript above answered their opinion about the role of local accents in the use of English then participant 3 gave a different opinion. The interview transcript given below describes the opinions of the 3 participants.

> *"Local accent is a variation of accent in English that is influenced by their first language."*

As highlighted in the transcript above, 3 participants commented that the role of local accents in the use of English, namely variations of accents in English, local accents are slightly or even heavily influenced by the language of their first or mother tongue.

3. The attitude of the lecturer towards local-accented language in the behavioral dimension

Data on what the solution was for students, who used local accents, showed that all participants cognitively had positive attitudes towards students' local accents. They express opinions in more practice. 4 Participants share their opinions. The following is a transcript of interviews with 1, 4, 5, and 6 participants who were deliberately chosen to represent others.

> *"Practice a lot and listen to have communication learn to practice." Added by participant 4 " have to practice pronunciation regularly." Participant 5*

added his opinion "practice more according to phonological rules." Then participant 6 added "practice makes perfect watch YouTube listen to English songs little by little we have learned to resemble a standard account."

As highlighted in the transcript above, 1, 4,5 and 6 participants commented that the solution for students who use local accents is to practice a lot both phonology and pronunciation which is done regularly.

Data on how students' local accents should be, showed that all participants cognitively had positive attitudes towards students' local accents. They express opinions naturally. 3 Participants share their opinions. The following is a transcript of interviews with 3, 4, and 6 participants who were deliberately chosen to represent the others.

"Local accents according to what they can do no need to force them to speak in standard accents." Added, by participant 4 " let it be varied like this, you don't have to be forced to copy western accents, the important thing is that the pronunciation is not wrong." further participant 6 added "let it be like that local accents are created in the environment itself and have become innate."

As highlighted in the transcript above, participants 3, 4, and 6 commented that how their local accents should respond by allowing students to use any accent does not require imitating western styles because they are accents local created from the moment they were born.

Data on what was done to improve local accents showed that all participants cognitively had positive attitudes towards students' local accents. They express opinions in more practice. 2 Participants share their opinions. The following is a transcript of interviews with 1 and 5 participants who were deliberately chosen to represent the others.

> *"Practice a lot." then added by participant 5 "a lot of practice a lot of imitating a lot of reading."*

As highlighted in the transcript above, participants 1, and 5 commented that to improve local accents practice more, read a lot, and imitate a lot.

Data about what feedback you give to students who use local accented English, shows that all participants cognitively have positive attitudes towards students' local accents. They express their opinion in more corrective feedback and direct feedback. 2 Participants share their opinions. The following is a transcript of interviews with 2 and 3 participants who were deliberately chosen to represent the others.

> *"I will do corrective feedback when they make mistakes in pronouncing the words." Then participant 3 added the opinion "feedback when the accent affects the meaning so there is a pronunciation that changes too much to change the words, it will be corrected with direct correction."*

It can be seen that participants 2 and 3 in the above transcript answered that they would provide corrective feedback directly when there was a wrong pronunciation and when the meaning to be conveyed changed too much. Then participant 6 gives feedback using direct feedback. The interview transcript given below describes the opinions of the 6 participants.

> *"If someone uses a local accent with bad pronunciation I will correct even speaking or a discussion on the use of bad pronunciation will be corrected immediately so the feedback is direct feedback."*

As highlighted in the transcript above, participant 6 commented that he would provide direct feedback when students in lectures mispronounced.

B. Discussion

This section extends to discuss all the data having been garnered, and displayed analyses prior. There were three major scopes of finding that were addressed. They

entailed 1) the attitude of the lecturer towards local-accented language in the affective dimension, 2) the attitude of the lecturer towards local-accented language in the cognitive dimension, and 3) the the attitude of lecturer towards local-accented language in the behavioral dimension. The researcher finds some discussion base on the finding on the research field. They were the following:

1. The attitude of the lecturer towards local-accented language in the affective dimension

By giving questionnaires and interviews to lecturers, this research collects the required data in full, the attitude of the lecturers towards students' English with local accents. Researchers found that in the affective aspect to measure the attitude of the lecturer, it can be seen from feelings, emotions and likes or dislikes. There are 7 questions in the questionnaire based on affective aspects to find out how the attitude of the lecturers towards the local accents of students. Table 4.1 shows that lecturers are interested in students' local accents if the pronunciation is clear, then lecturers are interested in students who speak English using local accents but must understand phonological rules. Based on the data above, it can be concluded that the feeling of the lecturer toward the local accent owned by the students, the lecturer feels no problem with the local accent as long as what is said is heard and what is said is by phonological rules. based on interviews with 6 English lecturers at IAIN Curup data on how the lecturers feel towards students who have local accents when speaking in English, the lecturer does not mind the local accent as long as the utterances are spoken with correct phonology according to English standards. Then, what is said can be understood, the meaning conveyed is conveyed well, the message conveyed

can be understood well and does not change the message. Furthermore, and the lecturer argues that as long as it does not damage the meaning and message in communicating and the pronunciation is not problematic, the lecturer likes local accents because the presence of local accents shows that students can show their cultural identity when speaking in English.

Based on the results of the questionnaire and the interview, it is by Eagly and Chaiken, attitudes in the affective aspect, namely attitudes towards feelings or emotions that are not mediated by thinking[32]. So, in this affective dimension, the researcher looks at how English lecturers feel about students who use local accents when speaking in English as a positive attitude towards students with local accents when students speak in English.

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

To find out the answers to the research questions, the two researchers used questionnaires and interviews. The researcher found that in the cognitive aspect, the researcher could see the lecturer's attitude from belief, perspective, opinion, knowledge and understanding to local accents. The lecturers' beliefs in perspectives, opinions, knowledge, and understanding of local accents can be seen from the lecturers' responses in table 4.2 there are 13 questions in the questionnaire that were asked to 16 lecturers. A bad thing, but that the local accent is the identity and cultural richness that students have. In the lecturer's perception, he strongly agrees that when

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[32] Eagly, A. H., Chaiken, S. (2007). The advantages of an inclusive definition of attitude. Social cognition, 25(5), 282-602

students speak English with local accent pronunciation, they must obey the rules. based on interview data from 6 lecturers, he gave a free opinion about a the local accent, namely an accent, which is a person's identity. The local accent is a natural thing because in today's context which is increasingly global and also increasingly multicultural where communication is now not limited to one place. The local accent is unique. The local accent, which shows the richness of culture as long as the English language is understandable and not wrong. The reason students use local accents is that it is influenced by their mother tongue so it has become a habit since they were born until now. According to one of the lecturers, when trained, the local accent could be lost but the lecturer did not recommend that because it would be a loss if it was removed, the person would lose his identity.

In the cognitive dimension, an attitude refers to an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object (Eagly and Chaiken)[33]. So, in this cognitive dimension the researcher looks at the English lecturers belief, perspective, opinion, knowledge, and understanding about the student who used local accents when speaking in English as a positive attitude toward local accented students when student speak in English.

3. The attitude of the lecturer towards local-accented language in the behavioral dimension

To find out the answers to the research questions, the three researchers used questionnaires and interviews. The researcher found that in the behavioral aspect, the

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[33] Eagly, A.H. & Chaiken, S., 1998. Attitude structure and function.

researcher could see the attitude of the lecturer, namely by verbal and non-verbal experiences from the lecturer. Based on the questionnaire data, it can be seen in Table 4.3 that there are 7 questions asked to 16 lecturers about the attitude of the lecturers to the local accents of students in the behavioral aspect. In the questionnaire data, the lecturers always teach in English without paying attention to the accent used but the pronunciation is according to the rules. The action that can be seen from the data above is that the teaching lecturer does not mind what accent is used, but the pronunciation must be by the phonological rules. Then, the visible action or response of the lecturer to the student's local accent, the lecturer takes action by correcting the student's pronunciation when students mispronounce words. based on the interview data that the researcher did with 6 lecturers, the result is an observable response from the lecturer, namely the lecturer will provide corrective feedback when students make mistakes in pronouncing words. The lecturer gives feedback when the accent affects the meaning so that there is an utterance that changes too much to change the words it will be corrected with direct correction.

The findings in the behavioral dimension, an attitude refers to a verbal behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object (Eagly and Chaiken)[34]. So, in this behavioral dimension, the researcher looks at them from lecturers English actions or observable responses about the student who use local accents when speaking in English in class as a positive attitude toward local accented students when student speak in English.

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[34] Eagly, A.H. & Chaiken, S., 1998. Attitude structure and function.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher came to several conclusions based on the results and discussion in Chapter IV. The researcher concludes about how the attitudes of lecturers toward local accented student with three points, they are:

1. The attitude of lecturer towards local-accented language in the affective dimension

English lecturers at IAIN Curup have a positive attitude towards students' local accented English, based on the questionnaire data in table 4.1, the result is that lecturers are interested in students' local accents if the pronunciation is clear with 43.75% of the 16 lecturers. Then the lecturer is interested in students when students speak English using local accents but must obey the phonological rules with 43.75%. based on interview data, the lecturer likes local accents as long as the accent does not damage the meaning and message in communication and the pronunciation is not problematic, because the presence of local accents shows that students can show their cultural identity when speaking in English. From the questionnaire data and interviews, English lecturers at IAIN Curup have a great tolerance for local accents when students speak English.

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

English lecturers at IAIN Curup have a positive attitude towards students' local accented English, based on the questionnaire data in table 4.2; the results show that lecturers do not agree if students eliminate their local accents, with 62.5% of 16 lecturers. based on the interview data, the lecturer does not question the local accent because the local accent is something natural, the most important thing is to understand the sound or phonetics that is conveyed and do not change the meaning. From the questionnaire data and interviews, the lecturer understands that local accents are not something wrong, so they don't have to be removed, but local accents are something natural.

3. The attitude of the lecturer towards local-accented language in the behavioral dimension

English lecturers at IAIN Curup have a positive attitude towards local accented English owned by students, based on the questionnaire data in table 4.3 the results show that lecturers always teach in English regardless of the accent used but the pronunciation is by the rules, with 43.75% of 16 lecturers. Based on interview data, the lecturer provides corrective feedback when students make mistakes in pronouncing words. From the questionnaire data and interviews, the lecturer provides action by correcting if there are students who are wrong in pronunciation.

B. Suggestion

Finally, advice comes to a better future. His suggestion in particular is proposed as below:

1. Lecturer

The lecturer should speak more in English when teaching because teachers are the role model that students follow if lecturers use English then students also use English so time by time can train the correct readings.

2. For students

Students should further improve in learning correct phonology, practicing more intensely and consistently YouTube through books, song lyrics, and so on.

3. For further researchers

The subject in this research was too small to generalize the findings. A study with a langer subject and another location may yield different results. Thus, it is recommended that new studies should be conducted. Furthermore, this research is only focused on English lecturers at IAIN Curup.

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APPENDIXES

Blue Print of Questionnaire

Indicators Of Attitude	Indicators Of Accent	Items	Judgments			
			SD	D	A	SA
Affective (Felling, emotion, like or not)	Pronunciation	1. I feel that student pronunciation should be similar to the native speaker. I am happy if students' pronunciation is similar to the native speaker.				
		2. I feel that student pronunciation not should be similar to the native speaker.				
		3. I am interested in the students' local accent if the pronunciation is clear.				
		4. I am not interested in local accent if the pronunciation is not clear.				
		5. I respond to students who use local accent in class if the pronunciation is correct.				
		6. I do not respond to students who use local accent in class if the pronunciation is incorrect.				
		7. In the class, as an English lecturer, I am motivated to use the accents that are spoken by native speaker.				
		8. I like if students speak English with their local accents				
	Phonetic	1. I like students when they speak English using an accent like the native speaker because the phonetics are clear.				

		2. I like a student when speak English using local accent because the local accent is first language student have and they do not need to think about ~~the correct phonetics~~ English Phonetics.				
	Phonological	1. I am interested in students when students speak English using local accents but it must comply with the rules of phonology 2. ~~I am not interested when students speak in English using local accented because when learning English, try to use accent similar to native speaker.~~				
Cognitive (belief, perspective, opinion, knowledge, understanding)	Pronunciation	6. In my perspective, students' pronunciation should be similar to the native speaker. 7. In my opinion, students should fully eliminate their local accents. 8. I believe that students use local accent because local accent is their first language therefore if students use local accented for me it does not matter as long as the pronunciation can be understood~~.~~ 9. I ~~believe~~ understand that students' speaking in English with local accents must comply with the rules of correct pronunciation. 10. In my opinion that a good accent is one whose pronunciation is in accordance with the rules.				

		~~11. In my opinion that a bad accent is an accent that is not in accordance with the pronunciation rules.~~				
	Phonetic	1. In my perception, student when speaking in English with local accent use phonetic must comply with the rules. 2. I understand that local accent~~ed~~ is influenced by mother tongue but when speaking in English using local accented phonetics, it must be clear. 3. I believe that local accented is okay as long as the phonetics can be understood. 4. In my perception phonetics is how someone receives and understands the sound of a language, whether it's from a local accented language or not.				
	Phonological	1. As ~~for~~ far as I know, being local accented speaker ~~doesn't~~ does not matter because everyone has a different accent in each area they live in, but the phonological rules must be considered. 2. In my opinion, when student speak in English using local ~~accented~~ accent it is natural because people who speak are influenced by culture, but students use phonological according to the rules.				

		3. I believe that the pronunciation must be in accordance with the rules of phonology.				
		4. In my perception, local ~~accented~~ accent must follow the rules of phonology, and it ~~can't~~ cannot be wrong, if it's wrong it tends to convey a shift in meaning.				
Behavior (Experience, verbal, non verbal)	Pronunciation	1. I always teach using English similar to native speaker and pronunciation must be in accordance with the rules. 2. I always teach in English without paying attention the accent I use, but the pronunciation is according to the rules. 3. I will correct the student's pronunciation when he mispronounces the words. ~~4. I will not correct the student's pronunciation when he mispronounces the words.~~				
	Phonetic	1. I provide a solution for a student who use local ~~accented~~ when speaking in English so that the accent in accordance with the phonetic rules. 2. I always give solutions to students who use local accents when speaking in English so that their phonetics can be heard clearly.				
	Phonological	1. When I find a student using a local accent when speaking in English I will let the student because I think local accented is not a problem, but the phonological rules must be clear to convey meaning. 2. When I teach in class, I				

| | | always use English which follows the rules of phonology. | | | | |

Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)

Interview Guideline

No	Attitudes	Indicators	Sub indicators	Questions
1.	Affective	Know the attitude in terms of affective	The lecturer like it or not	1. How do you feel about students who have a local accent when speaking in English? ~~2. How do you respond to students who use local accents in class?~~
2.	Cognitive	Know the attitude in terms of Cognitive	The lecturer knows what a local accent	1. What do you think about students speaking with local accents? 2. Why do students use regional accents? 3. When trained can regional accents disappear? 4. How do you get rid of the local accent in your opinion? 5. What are the factors that students tend to use local accents? 6. What should the student's accent be? 7. How's that good accent? 8. How's that bad accent?
3.	Behavior	Know the attitude in terms of behavior	The lecturer will do local accent or not	1. What is the solution for students who use regional accents? 2. How should the local accent of students be? 3. What can be done to improve local accent? 4. How do you respond to students who use local accents in class?

The validator validates the instruments into two things;

The first is content, including the coherence between the statements and indicators stated in theory. They are:

1. In the questionnaire, some items are added and changed to make the detailed and clear intention (blue color)
2. Next, indicator number 1 and 2 are deleted because these belong to cognitive domain, not the first domain (affective domain).
3. Next, indicator number 3 is deleted because it is the same idea with indicator number 4 (with brown color).
4. Next, indicator number 1 and 2 are deleted because they do not belong the first domain (affective domain), it seems that they belong to the cognitive domain.
5. Some items are deleted because they have the same ideas with the previous ones.
6. Another changes can be seen directly in the above table.

T*he second* is the accuracy of grammatical aspects used in the instrument. There are some mistakes in spelling and grammar. They are:

1. Some grammar mistakes, such as the use of article (the native speaker), the missing verb in the sentence:
   if the pronunciation not clear (the sentence does not have verb, it must be replaced by: if the pronunciation is not clear)
2. Some mistakes in spelling, such as ~~kognitif~~ is changed into cognitive
3. I suggest to avoid any contractions in your academic writing such as "Don't", "doesn't"and "can't" etc. Contractions are generally considered too informal for academic writing.

December, 2021

Validator

Nastiti Handayani, M.Pd

Respondents	Number of item																												Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
1	4	4	3	4	3	3	4	4	3	3	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	90
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	108
3	4	4	3	4	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	4	4	101
4	4	4	4	4	3	3	4	4	4	3	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	4	4	102
5	2	2	2	3	2	2	2	3	3	2	3	2	3	2	2	2	3	3	3	2	2	2	3	2	2	3	3	65
6	2	3	3	2	2	2	2	3	3	2	3	2	3	3	2	2	3	3	2	3	2	3	3	3	3	3	2	69
r_{xy}	0,945	0,901	0,816	0,849	0,923	0,924	0,945	0,945	0,874	0,923	0,945	0,945	0,874	0,816	0,923	0,924	0,945	0,874	0,858	0,816	0,923	0,816	0,874	0,816	0,912	0,945	0,858	
r_{tabel}	0,811																											
Description	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
Vallid Amount	27																											

Case Processing Summary

		N	%
Cases	Valid	6	100.0
	Excluded[a]	0	.0
	Total	6	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.990	27

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.302	2.833	3.667	.833	1.294	.064	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item_1	85.83	295.767	.938	.	.987
Item_2	85.67	303.467	.892	.	.987
Item_3	86.00	308.400	.802	.	.988
Item_4	85.67	305.067	.835	.	.988
Item_5	86.17	300.967	.915	.	.987
Item_6	86.33	305.467	.917	.	.987
Item_7	85.83	295.767	.938	.	.987
Item_8	85.50	312.700	.942	.	.988
Item_9	85.67	313.067	.867	.	.988
Item_10	86.17	300.967	.915	.	.987
Item_11	85.50	312.700	.942	.	.988
Item_12	85.83	295.767	.938	.	.987
Item_13	85.67	313.067	.867	.	.988
Item_14	86.00	308.400	.802	.	.988
Item_15	86.17	300.967	.915	.	.987
Item_16	86.33	305.467	.917	.	.987
Item_17	85.50	312.700	.942	.	.988
Item_18	85.67	313.067	.867	.	.988
Item_19	85.83	305.367	.846	.	.988
Item_20	86.00	308.400	.802	.	.988
Item_21	86.17	300.967	.915	.	.987
Item_22	86.00	308.400	.802	.	.988
Item_23	85.67	313.067	.867	.	.988
Item_24	86.00	308.400	.802	.	.988
Item_25	85.83	303.767	.904	.	.987
Item_26	85.50	312.700	.942	.	.988
Item_27	85.83	305.367	.846	.	.988

The participants respond of Interview

Respondent 1

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	Tidak masalah selama utterances itu diucapkan dengan right phonological yang sesuai dengan starndar English.
2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	Jika ada pronoun yang kurang tepat, diperbaiki.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	Setuju (tidak ada masalah) selama pronunciationnya benar.
4.	Mengapa mahasiswa menggunakan aksen local?	Karenna accent itu(local) yang mereka dengarkan sehari hari.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	Bisa (dalam jangka waktu yang lama)
6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Banyak berlatih English standard pronunciation dan banyak mendengar.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	Lingkungan, komunikasi, sarana dan prasarana(fasilitas).
8.	Apa yang harus menjadi aksen mahasiswa?	Local (dengan mengikuti pronunciation rule).
9.	Bagaimana aksen yang bagus itu?	Yang sesuai dengan phonological rule.
10.	Bagaimana aksen yang buruk itu?	Yang tidak sesuai dengan phonological rule.
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	Mempermudah dalam berkomunikasi.
12.	Apa solusi untuk mahasiswa yang	Banyak berlatih dan mandengar, punya komunitas belajar(untuk

	menggunakan aksen local?	practise)
13.	Bagaimana seharusnya aksen lokal mahasiswa?	Menggunakan local accent is okay as long as it corer phonological rule.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	Banyak berlatih.
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	Indired feedback.

The participants respond of Interview

Respondent 2

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	I feel okay if students speaking use local accent as long as the pronunciation is correct and it can be understood.
2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	In Responding students speaking with local accent, I did it carefully in order for him/her not feeling offended and feel comfortable in speaking.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	I think it doesn't matter, again as long as their pronunciation is clear and accurate. Students with local accent are unique. Sometimes, I can recognize them easier.
4.	Mengapa mahasiswa menggunakan aksen local?	Because local accent indicates students' identity and background, it is embedded on themselves.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	It is possible, however I think for adults language learner, the

		training should be long process, time and hard efforts.
6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Do more practices, for example reading aloud: English books or English texts.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	In my opinion, it can be because personal and social factor. Personally, the students' mother tongue is so strong, they speak with their mother tongue so often . From social factor, their family, friends and community support the production of their local accent.
8.	Apa yang harus menjadi aksen mahasiswa?	It should be clear, proper, or/and accurate.
9.	Bagaimana aksen yang bagus itu?	A good accent for me, when the accent makes sentences clear, people understand what we say and keep communication with us.
10.	Bagaimana aksen yang buruk itu?	When people feel confused to understand the sentences
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	Local accent has a role to show someone's unique, identity and background
12.	Apa solusi untuk mahasiswa yang menggunakan aksen local?	They should pay attention to the clarity, accuracy of their accent.
13.	Bagaimana seharusnya aksen lokal mahasiswa?	The local accent should convey English sentence clear and understandable.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	Learn pronunciation, listen much about English, and practice speaking more.
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	I Will do corrective feedback when they make mistakes in pronouncing the words.

The participants respond of Interview

Respondent 3

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	Biasa biasa saja, tidak mempermasalahkan karena point pokoknya sejauh dia menyampaikan makna dengan baik dan bisa dipahami makna tersebut dengan baik maka local accent itu tidak masalah.
2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	Akan tetap membiarkan mereka dengan local accent mereka kecuali ketika ada pronunciation yang akan merubah makna atau ada ungkapan ungakapan yang mereka gunakan dengan local accent dan itu merubah makna yang mereka inginkan.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	Dalam kontek kekinian yang semakin global dan juga semakin multikultur dimana komunikasi itu sekarang tidak terbatas pada satu tempat saja, maka local accent suatu hal yang wajar.
4.	Mengapa mahasiswa menggunakan aksen local?	Karena mereka menggunakan bahasa ibu mereka sebagai bahasa pertama sehingga sedikit atau bahkan banyak hal ini akan memperngaruhi ketika mereka menggunakan bahasa asing termasuk bahasa inggris.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	Bisa dilatih untuk dirubah dengan latihan yang sangat intens, latihan yang sangat banyak dan setiap penggunakan local accent dikoreksi dengan baik.

6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Dengan dilatih, melatih dengan menggunakan accent-accent yang receiver dalam konteks bahasa inggris. Jadi butuh latihan yang intens.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	Factor bahasa ibu dalam keseharian mereka sementara bahasa inggris adalah bahasa asing yang tidak pernah mereka gunakan sehingga mau tak mau banyak pengaruh bahasa ibu terhadap aksen mareka dalam bahasa inggris.
8.	Apa yang harus menjadi aksen mahasiswa?	Tidak mengarahkan mahasiswa menggunakan aksen apakah mereka harus british atau American tapi dengan aksen yang mereka miliki saya akan sangat senang pointnya adalah bagaimana makna tidak berubah dan dipahami dengan baik oleh lawan bicara.
9.	Bagaimana aksen yang bagus itu?	Aksen dalam bentuk apapun yang dia akan mendukung pemaknaan, artinya makna yang dia maksud tersampaikan dengan baik dan dipahami dengan baik.
10.	Bagaimana aksen yang buruk itu?	Aksen yang ketika dia digunakan merubah makna membuat makna sulit dipahami oleh lawan bicara.
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	Local accent adalah variasi aksen dalam bahasa inggris yang dipengaruhi oleh bahasa pertama mereka. Dikonteks bahasa inggris misalnya kita punya singlis singapurean english yang bahasanya bercampur dengan melayu.
12.	Apa solusi untuk mahasiswa yang menggunakan aksen local?	Saya tidak melihat local accent sebagai masalah bukan solusi yang saya berikan tetapi arahan

		bahwasannya tidak menggapa mereka menggunakan local accent sejauh itu tidak merubah makna tidak membuat makna sulit dipahami.
13.	Bagaimana seharusnya aksen lokal mahasiswa?	Local accent sesuai dengan apa yang bisa mereka lakukan saja tidak perlu memaksakan mereka harus berbahasa pada aksen standar.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	Local accent itu bukan sebuah permasalahan jadi bukan suatu hal yang harus kita perbaiki, tetapi kita tetap mengarahkan agar ketika mereka menggunakan local accent itu tidak merubah pemaknaan tidak membuat orang sulit memaknai apa yang dia sampaikan.
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	Feedback ketika accent itu mempengaruhi makna, sehingga ada pronunciation merubah terlalu jauh merubah kata katanya maka akan diperbaiki dengan direct correction.

The participants respond of Interview

Respondent 4

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	Tidak mempermasalahkan accent local karena accent local itu menurut saya sesuatu yang natural yang penting keterpahaman bunyi/phonetis tersampiakan dan tidak merubah pesan.

2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	Selagi hal itu tidak merusak makna dan pesan dalam komunikasi dan selagi pronunciationnya tidak masalah saya menyukai itu, karena adanya accent local menunnjukan bahwa mahasiswa tersebut bisa menunjukan identitas culturennya saat berbicara dalam bahasa inggris.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	Bukan sesuatu yang salah justru menunjukan kekayaan culture asalkan bahasa inggrisnya bisa dipahami/tidak salah.
4.	Mengapa mahasiswa menggunakan aksen local?	Karena ituhal yang natural, ketika seseorang menggunakan bahasa selain bahasa ibunya itu secara cognitive dia akan menggunakan cognitive bahasa ibunya. Bahkan saat mahasiswa berfikir itu menggunakan media bahasa ibunya sehingga bahasa ibu itu sudah menjadi blueprint dalam proses dia berfikir baik dalam bentuk bunyi maupun dalam bentuk grammar pasti ada unsur bahasa ibunya.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	Bisa dihilang dengan dilatih dengan spesifik tapi ada ruginya secara culture rugi.
6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Dengan melatih pronunciation sedetail mungkin tapi butuh waktu yang lama. Tapi saat berkomunikasi accent local itu akan selalu ada contohnya saat tidak konsentrasi.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	1. mahasiswa lebih focus kepesan dari pada pronunciation. 2. kurang latihan pronunciation.
8.	Apa yang harus menjadi aksen mahasiswa?	Tidak masalah accent apa aja yang penting mahasiswa bisa

		mengartikan fonim dengan benar, bagaimana membunyikan konsonan/fawel dengan benar, bagaimana pronunciation yang memperhatikan stress, written dengan benar.
9.	Bagaimana aksen yang bagus itu?	Sesuai dengan ITE internasional strandar ITE itu mengukuti aturan bagaimana mengaartikulasi bunyi tiap fonim, bunyi stress, irama, ritem tapi tidak harus terbuai dengan gaya british/autralia/American.
10.	Bagaimana aksen yang buruk itu?	Accent yang berkontribusi terhadap kesalahan pronunciation, merubah pesan, merubah phonetic sehingga suatu kata menjadi salah.
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	1. potret fariasi culture yaitu merupakan identitas diri. 2. menunjukan teori bahwa accent local itu bukan sesuatu yang salah itu benar adanya.
12.	Apa solusi untuk mahasiswa yang menggunakan aksen local?	Yang baik biarlah seperti itu. Yang buruk harus dilatih pronunciation dengan rutin.
13.	Bagaimana seharusnya aksen lokal mahasiswa?	Biarlah berfariasi seperti itu, tidak harus dipaksakan menjiplak aksen barat. Yang penting prnunciationnya tidak salah.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	1.ajarkan teori tentang local accent. 2. ajarkan lingua franca bahwa keberadaan accent itu tidak apa apa.
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	Kalau accent local tidak merubah makna I say that good/ tidak masalah tidak ada yang harus dikoreksi. Kalau accentnya

		merusak pronunciation maka diajarkan ulang pronunciation memberikan contoh dengan benar, memberikan strategi.

The participants respond of Interview

Respondent 5

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	Tidak mempermasalahkan menggunakan accent local yang penting mereka berbahasa inggris menggunakan pronunciation yang tepat, intonasi, tinggi rendahnya, stressnya, kosa kata yang tepat dan asalkan bisa dipahami.
2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	Secara personal tidak masalah tetapi berharap jika mahasiswa sudah belajar semua mata kuliah phonology, pronunciation, phonetic jadi harus dikoreksi ketika salah pronunciacion. Kalau diawal semester tidak mempermasalahkan accent local.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	Tidak masalah asalkan yang diucapkan itu jelas dan mudah dipahami.
4.	Mengapa mahasiswa menggunakan aksen local?	Karena terpengaruh bahasa ibunya, itu berarti habit mereka membunyikan kata tersebut.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	Bisa hilang, karena mereka belajar aturan dalam pronunciation.
6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Dengan diberikan matakuliah phonology=ilmu yang mempelajari bunyi dan phonetic

		maka bisa hilang accent local.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	1. bahasa ibu 2. tidak tahu, tidak belajar rule phonology 3. mengabaikan, padahal tahu tapi mengabaikan.
8.	Apa yang harus menjadi aksen mahasiswa?	Diharapkan bisa meniru natif speaker jika sudah mempelajari semua matakuliah phonology, pronunciation,dan phonetic.
9.	Bagaimana aksen yang bagus itu?	Accent sesuai dengan rule phonology.
10.	Bagaimana aksen yang buruk itu?	Accent yang tidak menggikuti rule phonology.
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	Accent local itu adalah bawaan dari indifidu. Beragam accent beragam juga impertasi makna.
12.	Apa solusi untuk mahasiswa yang menggunakan aksen local?	Lebih banyak berlatih sesuai rule phonology. Bisa meniru di film, dilagu. Belajar matakuliah, berlatih dengan dosen.
13.	Bagaimana seharusnya aksen lokal mahasiswa?	Seharusnya mereka sesuai dengan yang diajarkan, sesuai rule.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	Banyak berlatih, banyak meniru, banyak membaca.
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	Kalau disemester bawah tidak memermasalahkan yang penting mereka paham, tapi kalau semester atas akan mengoreksi, memotifasi supaya mereka itu betul sama dari segi pengucapannya.

The participants respond of Interview

Respondent 6

No	Question	Answers
1.	Bagaimana perasaan Anda tentang mahasiswa yang memiliki aksen lokal ketika berbicara dalam bahasa Inggris?	In my opinion, it does not become a matter, because accent deals with the way be pronounce the word, it is quite deferent from dialect, dialect is bounder accent. Karena dia deals tidak hanya pada pronounce tapi juga pada vocabulary, grammar, dll. Tapi kalau accent ini kan everyone has his or her own accent jadi kita tidak bisa rubah accent seseorang. As long as the pronunciation is correct but accent is different I think is okay.
2.	Bagaimana tanggapan Anda terhadap mahasiswa yang menggunakan aksen lokal di kelas?	It's okay as long as the pronounce that word correctly because I cant not chance someone accent, because itu sudah bawaannya. misal tanpa kita melihat mukanya kita sudah tahu oh itu, so accent is someone characteristic.
3.	Apa pendapat Anda tentang mahasiswa yang berbicara dengan aksen local?	Not problem from me, because the concept of accent identity of someone. As long as pronunciation is correct.
4.	Mengapa mahasiswa menggunakan aksen local?	Karena accent itu terbentuk dari sejak kita lahir, accent every indidual has his or her own accent. Accent relate ke keindiidu kalau dialect lebih ke group of people. Sebagaimanapun kita belajar tentang accent standart identitas kita sebagai pengguna bahasa asing itu akan tahu dari accent

		kita.
5.	Ketika dilatih apakah aksen lokal dapat hilang?	Tidak dapat hilang sepenuhnya.
6.	Bagaimana cara menghilangkan aksen lokal menurut Anda?	Accent local tidak bisa dihilangkan even though kita sudah tinggal dinegara yang basicnya native speaker accent local kita sebagai orang Indonesia tidak akan hilang.
7.	Apa faktor mahasiswa cenderung menggunakan aksen local?	1. factor social 2. factor geografis Kenapa dia cenderung mengunakan karena factor disekelilingnya pun masih menggunakan accent local jadi rule model mahasiswa ya itu.
8.	Apa yang harus menjadi aksen mahasiswa?	Tergantung mereka, mereka cenderung ke accent mana yang lebih nyamannya.
9.	Bagaimana aksen yang bagus itu?	When pronunciation correct.
10.	Bagaimana aksen yang buruk itu?	When pronunciation is not correct.
11.	Apa yang anda ketahui tentang peran aksen lokal dalam hal penggunaan bahasa Inggris di lingkungan mahasiswa bahasa Inggris non-pribumi?	Sangat besar memperngaruhi aksen local.
12.	Apa solusi untuk mahasiswa yang menggunakan aksen local?	Practice makes perfect, nonton youtube, dengar lagu bahasa inggris, time by time sedikit demi sedikit kita sudah belajar menyerupai aksen yang standar.
13.	Bagaimana seharusnya aksen lokal mahasiswa?	Biarlah seperti itu. Aksen local memang ada tercipta dilingkungan itu sendiri dan sudah menjadi bawahan lahir.
14.	Apa yang dapat dilakukan untuk meningkatkan aksen local?	Sebenarnya aksen local tidak perlu ditingkatkan/diturunkan karena itu adalah ciri kita itu

		yang menunjukan kita,
15.	Umpan balik apa yang Anda berikan kepada mahasiswa yang menggunakan bahasa Inggris beraksen local?	Kalau ada yang mengunakan accent local dengan bad pronunciation I will correct even speaking or diskusi ada penggunaan bad pronunciacion akan langsung dikoreksi. Jadi umpan baliknya direct feedback.

BIOGRAPHY

Nurhakiki was born in Pasir Lawas on July 04th 1998. She is douhter of Suardi(Alm) and Martinis. She has 4 brothers, the name of her brothers are Rio Andreadi, Candra Afriadi, Hendri Januardi, and Muhamad Imam Muklis. She finished her elementary school in 2011 from SD N 02 Kayu Tanam. Hence, she continued to the junior high school at SMP Negeri 3 Lubuk Alung in 2011 to 2014. Then, she carried on to senior high school SMK Negeri 2 Pariaman and graduated in 2017. After that, she decided English tadris study program as faculty at IAIN. She is someone who believes that without praying and praying for parent's life is difficult.