

CHAPTER I

INTRODUCTION

A. Background

Language is a crucial asset for any country as it enables communication between individuals. However, with over 700 languages spoken in Indonesia, the country's official language, Bahasa Indonesia, is essential for communication throughout the country. Although English is an international language and widely used as a second language in many countries, including Indonesia, the use of Bahasa Indonesia is still necessary for communication in the country. According to the EF EPI research index, Indonesia is ranked 81 out of 111 countries and 15th in Asia in terms of English proficiency, indicating that the use of English in Indonesia is relatively low. Despite this, there are many reasons why it is important to learn Bahasa Indonesia,(CNN, 2022).



students and madrasah Ibtidaiyah since 1994, starting from the basic education curriculum. English language learning itself is a process used to learn the use of English in the world. academic as well as implementation in life. English itself can be learned through a variety of methods, such as education formal at school or university, studying with a personal tutor or teacher, or by using self-study materials such as books, audio, or learning apps. The purpose of learning English is usually to improve the ability to speak, listen, read, and write in English, as well as improve communication competence in everyday situations or in the work environment (Maduwu, 2016).

To achieve the teaching objectives of English Language Subjects, it is necessary to link between components in the curriculum, namely teaching objectives that are in accordance with the current curriculum context and in line with the Content Standards stipulated in Government Regulation No.19 of 2005. (Richards, 2001), the preparation of competency standards and basic competencies are formulated into specific indicators that are used to select and develop curriculum components such as teaching materials, learning activities, and learning evaluation. The English Language Subject Curriculum consists of four main components: objectives, learning experience, organization of learning experience, and evaluation system. Objectives serve as a basic reference in educational activities, learning experience is a series of student activities in learning, organization of learning experience is a structure in the curriculum program for teachers to deliver to students, and evaluation system is a form of analysis in education used by educators and students to determine the quality and quantity of what has been taught (Widiati, 2015). The four components must be explicitly included in the English syllabus developed both for the benefit of classroom learning and for the development of materials in learning.

According to Permendiknas Number 41, Year 2007 concerning Process Standards, part II: Process Planning, listening is one of the

teaching subjects or teaching materials in English language learning subjects. The Texas Education Agency Student Assessment Division TELPAS K–12 Listening and Speaking English Language Proficiency Standards also emphasize the importance of listening in English language learning. The English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12, developed by the Illinois State Board of Education, also highlight the significance of listening and speaking skills in English language learning (Sutardi, 2011). However, according to (Bingol et al., 2014), Students encounter various difficulties in their listening comprehension, including the quality of the recording material, cultural differences, accent, foreign vocabulary, length, and listening speed. The quality of the sound system can affect students' listening comprehension, and teachers should provide high-quality sound systems to improve students' understanding of listening. Cultural differences can also pose a challenge to students' listening comprehension, as unfamiliar words, difficult grammatical structures, and the length of spoken passages can cause problems. Limited listener vocabulary can also be frustrating for students with limited background knowledge and vocabulary.

Students face challenges in listening comprehension, which are influenced by the speaker and the physical setting. One of the main difficulties is the impact of poor quality audio materials, such as tapes or disks, on students' ability to understand the content. This is because unclear sounds produced by low-quality materials make it difficult for students to comprehend the information. Therefore, it is crucial for lecturers to prioritize the quality of audio materials. Additionally, lecturers should also ensure that the equipment used during the listening learning process, such as sound systems, headphones, and microphones, are in good working condition. If any of these equipment malfunctions, students will encounter difficulties in understanding the speaker's message (Diora & Rosa, 2020).

Students need to have a good understanding of the cultural aspects related to the language, as this greatly influences their ability to comprehend spoken content. Another crucial factor is accent, which poses a substantial challenge in students' listening comprehension. Both native and non-native speaker accents can create difficulties, with foreign accents particularly hindering students' comprehension and diminishing their overall understanding. The fourth factor concerns unfamiliar vocabulary. When the speaker employs words familiar to the students, comprehension becomes effortless. Conversely, if the speaker utilizes unfamiliar vocabulary, students may encounter challenges in understanding. The fifth factor pertains to the length and pace of the listening material.

English accent is the accent or dialect of English that everyone has. Everyone's accent is different depending on where they live, and the surrounding culture and daily habits of the people. Language accents are also important in learning English, because language accents are one of the important factors in learning English. students' level of understanding of English. There are 2 accents that exist and are used in English learning in Indonesia, the first is the American accent and the second is the British accent. These two accents are the most commonly used accents in English learning in Indonesia. The difference between these two accents is in the accent and vowels in each vocabulary used, in terms of spelling it is also different In the learning that is applied today, the majority of English learning in villages uses American accents, but in urban areas it already uses British accents. In student understanding for now it is still a problem that students understand more easily in learning English (Levis & Zhou, 2018).

British English (BrE) is a dialect of standard English spoken and written in the United Kingdom. While there is a high degree of uniformity in written English in Great Britain, the varieties of spoken English are much more distinct, making it difficult to apply standard definitions of British English to spoken languages. In certain regions of Scotland, North East England, Ireland, and even Yorkshire, specific terms such as "wee"

are predominantly used, whereas in other areas of the country, they are not commonly employed. In contrast to written English, which exhibits a significant level of consistency and definability, spoken British English is marked by ambiguity and tension in the term 'British.' Tom McArthur, as stated in the Oxford Handbook on World English, suggests that the term can be employed and understood in two distinct ways either in a broader or more restricted sense within a spectrum of haziness and uncertainty. On the other hand, the American accent refers to the way English is spoken in the United States. It can vary regionally in the US, with different accents being associated with different parts of the country, such as the Southern accent or the New York accent. However, there is also a generally accepted standard American accent that is considered "neutral" and commonly used in media and education. This accent is characterized by certain pronunciations, such as "short" or "loose" vowel sounds in words like "cot" and "lot", and a distinct "r" sound in words like "hard" and "car". The American accent has been influenced by various languages, including the indigenous languages of the indigenous peoples of North America, European languages brought by settlers, and African languages brought by slaves (Levis & Zhou, 2018).

English in Indonesia is more memorized than understood. This is considered less supportive in preparing someone to be able to use English in conversations with other organizations and for academic affairs. Based on its function, the teaching objectives of English in the current curriculum include (1) Developing communication skills in language, both oral and written. These skills include listening, speaking, reading, and writing; (2) Fostering awareness of the nature and importance of English as one of the foreign languages to be the main learning tool; (3) developing an understanding of the relationship between language and culture and expanding cultural horizons. Thus students have cross-cultural insights and involve themselves in cultural diversity (Zein et al., 2020).

In the curriculum currently referenced by English language learning education in Indonesia, the 2013 curriculum emphasizes students' hard and

soft skills. Students are required to understand how basic and how to apply English learning in teaching and learning (Kementerian Pendidikan Dan Kebudayaan, 2012). The competency-based curriculum model is characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects. Competencies that include knowledge are packaged specifically in one subject. Competencies covering attitudes and skills are packaged in each subject and are cross-subject and are organized by paying attention to the principles of reinforcement (horizontal organization) and sustainability (vertical organization) so as to meet the principle of accumulation in learning.

There are 2 things that must exist in the 2013 curriculum teaching and learning activities. Namely in the form of core competencies and basic competencies. Core Competencies are the elaboration or operationalization of SKL in the form of qualities that must be possessed by those who have completed education in certain educational units or certain levels of education, a description of the main competencies grouped into aspects of attitude, knowledge, and skills (affective, cognitive, and psychomotor) that students must learn for school levels, classes and subjects. Core Competencies must describe a balanced quality between the achievement of hard skills and soft skills.

Basic Competencies are the competencies of each subject for each class that are derived from Core Competencies. Basic Competencies are content or competencies consisting of attitudes, knowledge, and skills derived from Core Competencies that must be mastered by students. These competencies are developed by taking into account the characteristics of learners, initial abilities, and characteristics of a subject. Subjects as a source of content to master competencies are open and not always arranged based on disciplines that are strongly oriented only to the philosophies of essentialism and perennialism (Kementerian Pendidikan Dan Kebudayaan, 2012).

In the implementation of the 2013 curriculum learning, textbooks or modules used by teachers and students use a barcode system, most of which are in the form of listening. This is also the basis for the need for skill development, both in terms of hard skills and soft skills. However, this is still an obstacle for students in understanding English learning materials because of the lack of understanding of the accent used. The number of educators who have not used the same accent makes it difficult for students to get used to using the British accent. Based on research entitled "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies" found the results that listening is a skill that must be possessed by intermediate level students, from surveys that have been conducted in this study as part of the students stated that difficulties in the listening process in English (Wah, 2019). This basic thing is what makes researchers interested in conducting research on the use of American and British accents on listening comprehension in students.

A. Problem Formulation

Based on the research background, the research problem of learning is formulated as follows:

1. How is the Effect of American and British Accents on Listening Comprehension of XI MIPA Students of SMAN 1 NGUNUT?

B. Research Objectives

Based on the aforementioned research background, the author states the study objectives as follows:

1. To find out how the Effect of American and British Accents on Listening Comprehension of Students XI MIPA SMAN 1 NGUNUT with Hypothesis of Action.

C. Research Benefits

This research is certainly very useful for teachers, students, and researchers.

1. Benefits for teachers

- a) Overcoming comprehension difficulties in learning English.
 - b) To be a reference for teachers to make learning interesting and also in accordance with various levels of student understanding.
2. Benefits for researcher
- a) Increase researcher motivation
 - b) Supporting research in writing scientific papers and critical thinking
 - c) Open deeper insights into the current world of education.

D. Affirmation of Terms

To avoid interpretation, the researcher feels the need for prior confirmation of the terminology used in this study, including:

1. Conceptual Definition

- a. Learning is the process by which a person acquires new knowledge, skills, values, or attitudes through interaction with the environment or experience.
- b. Accent refers to the way a person speaks, specifically the way they pronounce certain words or sounds.
- c. The American accent refers to the way English is spoken in the United States.
- d. British Pronunciation British English (BrE), as articulated and documented in the United Kingdom, constitutes a variant of standard English.
- e. Listening is the process of receiving and interpreting oral or auditory information.

E. Systematization of Discussion

The systematic discussion in this proposal seminar is divided into three parts, namely:

- 1. Chapter I Introduction:** in the introductory chapter the author describes the background, research focus, research objectives, research usefulness, affirmation of terms, and systematics of discussion.

2. **Chapter II is a literature review** consisting of a description of the theory and previous research
3. **Chapter III is a research method** consisting of research design, researcher presence, research location, data and data sources, data collection techniques, data analysis, data validity checks, and research stages.