

**STUDENTS' ATTITUDE ON THE USE OF AMERICAN
ACCENT IN COMMUNICATION CONTEXT AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

(A Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Education
Department*

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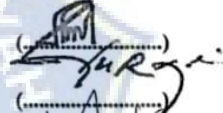
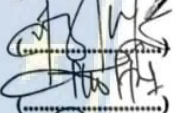
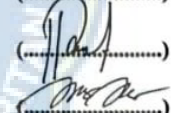
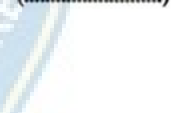


**ENGLISH EDUCATION DEPARTMENT
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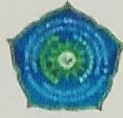
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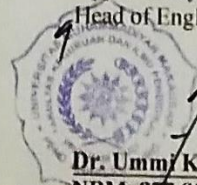
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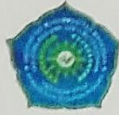
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MOTTO

“Allah does not charge a soul except [with that within] its capacity...”

Qs. Al Baqarah: 286

“Everything that happens in your life has a reason. Try to find the reason behind it all.”

DEDICATION

I dedicate this thesis to myself who has persevered and tried to complete this thesis well.

I also dedicate this thesis to my family, especially my parents, my mother “Asmawati” and my father alm. “Andi Aris” who has been the greatest and strongest parent for me and my younger brother. They have taught me not to give up in fighting life.

ABSTRACT

Andi Isnaeni, 2024. Students' Attitude on the Use of American Accent in Communication Context at Universitas Muhammadiyah Makassar (A descriptive Qualitative Research). Thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. Supervised by Ratu Yulianti Natsir and Uyunnasirah Hambali. The objective of the research was to find out how the students' attitude on the use of American accent in communication context at Universitas Muhammadiyah Makassar. The method used was descriptive qualitative research by using questionnaire and interview. The researcher used a purposive sampling in determining the research sample. There were 20 students who become research samples from the fourth, sixth, and eighth semesters of English Education Department. The results show that students have positive attitude towards American accent based on cognitive, affective, and conative components. In the positive statement of cognitive and affective component, there were 93.75% of students and 95% of students in conative component have a positive attitude towards the American accent. Meanwhile in the negative statement there were 66.25% of students in cognitive component, 85% of students in affective component, and 91.25% of students in conative component have a positive attitude towards American accent. In addition, there were some positive perceptions from students regarding some statements about American accents, namely students felt comfortable, easy, and fun in using American accents because they were more accustomed to using this accent in daily lives. In addition, they also often practice their American accent by watching and listening to movies or others.

Keywords: *Attitude, Accent, American Accent, Communication*

ABSTRAK

Andi Isnaeni, 2024. *Students' Attitude on the Use of American Accent in Communication Context at Universitas Muhammadiyah Makassar* (Penelitian Deskriptif Kualitatif). Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ratu Yulianti Natsir dan Uyunnasirah Hambali. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana sikap mahasiswa terhadap penggunaan aksen Amerika dalam konteks komunikasi di Universitas Muhammadiyah Makassar. Metode yang digunakan adalah deskriptif kualitatif dengan menggunakan kuesioner dan wawancara. Peneliti menggunakan purposive sampling dalam menentukan sampel penelitian. Terdapat 20 mahasiswa yang menjadi sampel penelitian yang berasal dari semester empat, enam, dan delapan di Jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa siswa memiliki sikap positif terhadap aksen Amerika berdasarkan komponen kognitif, afektif, dan konatif. Pada pernyataan positif dari komponen kognitif dan afektif, terdapat 93,75% mahasiswa dan 95% mahasiswa pada komponen konatif memiliki sikap positif terhadap aksen Amerika. Sementara itu, pada pernyataan negatif terdapat 66,25% mahasiswa pada komponen kognitif, 85% mahasiswa pada komponen afektif, dan 91,25% mahasiswa pada komponen konatif memiliki sikap positif terhadap aksen Amerika. Selain itu, terdapat beberapa persepsi positif dari mahasiswa mengenai beberapa pernyataan mengenai aksen Amerika, yaitu mahasiswa merasa nyaman, mudah, dan menyenangkan dalam menggunakan aksen Amerika karena mereka lebih terbiasa menggunakan aksen ini dalam kehidupan sehari-hari. Selain itu, mereka juga sering melatih aksen Amerika mereka dengan menonton dan mendengarkan film dan lain-lain.

Kata Kunci: Sikap, Aksen, Aksen Amerika, Komunikasi

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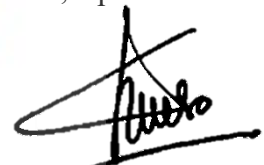
This thesis can be completed by the author as planned and cannot be separated from the help of lot of people. Hopefully this will be a reward for worship in the side of Allah SWT. The people that the author refers to are:

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"No matter what you're going through, there's a light at the end of the tunnel."

Makassar, April 2024



Andi Isnaeni

LIST OF CONTENT

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET I	iv
COUNSELLING SHEET II	v
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGMENT	xi
LIST OF CONTENT	xiv
LIST OF FIGURES	xvii
LIST OF TABLES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	1
A. Background of the Research	1

B. Research Question	4
C. Objectives of the Research.....	4
D. Significance of the Research.....	4
E. Scope of the Research	4
CHAPTER II LITERATURE REVIEW	6
A. Some Previous Research.....	6
B. Some Ideas Related to the Topic.....	8
1. Concept of Attitude.....	8
2. Concept of Accent.....	13
3. American Accent.....	16
4. Communication.....	18
C. Conceptual Frameworks	22
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. Research Subject.....	23
C. Research Instrument.....	24
D. Technique of Data Collection	25
E. Technique of Data Analysis	25
CHAPTER IV FINDING AND DISCUSSION	27
A. Finding	27
B. Discussion	54
CHAPTER V CONCLUSION AND SUGGESTION.....	60

A. Conclusion	60
B. Suggestion.....	61
REFERENCES.....	62
APPENDICES	67
BIOGRAPHY OF AUTHOR.....	132



LIST OF FIGURES

Figure 2.1 Consonants Letter in American English.....	18
Figure 2.2 Consonants Letter in American English.....	18
Figure 2.3 Vowel Letter in American English.....	18
Figure 2.4 Conceptual Frameworks.....	22



LIST OF TABLES

Table 4.1 Percentage on cognitive component (positive statement).....	27
Table 4.2 Percentages on cognitive component (negative statement).....	32
Table 4.3 Percentages on affective component (positive statement)	37
Table 4.4 Percentages on affective component (negative statement)	41
Table 4.5 Percentages on conative component (positive statement).....	46
Table 4.6 Percentages on conative component (negative statement).....	50



LIST OF APPENDICES

Appendices 1: Questionnaire	68
Appendices 2: Interview Scripts	72
Script 1	72
Script 2	78
Script 3	83
Script 4	87
Script 5	92
Script 6	97
Appendices 3: Documentations.....	101
Appendices 4: Surat Keterangan Bebas Plagiat	115
Appendices 5: Surat Pengantar Penelitian dari Fakultas	127
Appendices 6: Surat Pengantar Penelitian dari LP3M	128
Appendices 7: Kartu Kontrol Penelitian	129
Appendices 8: Surat Keterangan Selesai Meneliti.....	130
Appendices 9: Acceptance Letter (LOA).....	131

CHAPTER I

INTRODUCTION

A. Background of the Research

Everyone has their own way of pronouncing words in English. This way of pronunciation can be referred to as an accent. Accent is one of the things that is often not considered in speaking, especially in communication. This is because basically, the main purpose of communication is how the message or information can be conveyed properly. However, in this case, an accent can act as a variation that makes the conversation seem more interesting. There are many types of accents that come from various regions around the world. Some of the accents are British accent, American accent, Irish accent, Australian accent, and many more. Each type of accent has its own characteristics and uniqueness, tone of voice, voice intonation, and others. One of the most popular and widely used accents is the American accent.

According to Akmalovna (2021), American accent is often also referred to as US English. This English is the result of the transmission of the British. In another word, American dialect or American English itself was formed and influenced by British. Even though American English is not an originally English, it is quite popular and has a lot of interest. The pronunciation that is characteristic of the American accent is that the letter "r" sounds clearer when pronounced (rhotic), the letter "T" in some words sounds like a "d" (for example, the word "water" is pronounced "wader"),

and others. This makes the pronunciation of words in the American accent easier than the others. So, the American accent is more often and widely used by people around the world.

Based on the research Eriksson (2019) towards Swedish upper secondary level students, show that the students prefer the American accent because the pronunciation of the words is easier (Chabo Maria, 2020) and sounds more enjoyable. In addition, he also said that they prefer American accent because this variation is often they meet. Furthermore, according to Shamsuddin et al. (2019) in his research on Malaysian undergraduate students, the students thought that American speakers spoke more clearly and were easier to understand. From the two research results above, it shows that American accent has positive reactions and attitudes in several countries.

In Indonesia itself, the use of the American accent is also more widely used compared to other variations of the English accent. This is almost the same as research in various countries above. According to Talenta & Wibowo (2022), most Indonesians use American accent not without reason. They are always hear that accent. Moreover, in the process of learning English, students use more learning media like films, books, or websites which enable them to communicate with people from abroad. This makes them, without realizing it, get used to the American accent when speaking. Thus, from the research above regarding how Indonesians

view and use accents, they also have a positive attitude towards the American accent.

In South Sulawesi, students' perception regarding the use of the American accent when speaking or communicating are almost the same as previous research. Hermini (2019) states that the students at Cokroaminoto University of Palopo who her subjects were liked the American accent because they thought that by using this accent, it was easier for them to pronounce words and of course it was also easier for them to understand the words being spoken. This makes them accustomed to using this accent during the learning process. As a result of this research, the researcher can conclude that students also have a positive attitude towards American accent.

Moreover, based on the researcher observations towards students from English Education Department at Universitas Muhammadiyah Makassar, there are some accents that used by them, namely regional, American, and British accent. However, in this research the researcher just focused on American accent because this accent is one of the native accents that mostly used by the students. In addition, every student definitely has their own attitude towards something. Moreover, the researcher was investigated how students' attitude on the use of American accent in communication context. Therefore, the researcher raised the title "Students' Attitude on the Use of American Accents in Communication Context at Universitas Muhammadiyah Makassar".

B. Research Question

Based on the background above, the researcher was formulated the following research questions “How is the students’ attitude on the use of American accent in communication context at Universitas Muhammadiyah Makassar?”

C. Objectives of the Research

The objective of the research was to find out how “The students’ attitude on the use of American accent in communication context at Universitas Muhammadiyah Makassar.”

D. Significance of the Research

From the result of this research, the researcher expects to provide benefits as follow:

1. For the reader

The results of this research can provide information regarding students’ attitude on the use of American accent in communication context.

2. For the researchers

The results of this research can be a reference for future researchers who will discuss related matters.

E. Scope of the Research

In this research, the researcher focuses on looking at students’ attitude based on the attitude components by Baker (1992), which states that the attitude components are divided into three components, namely

cognitive, affective, and conative. The cognitive component is about the students' beliefs and knowledge about American accent, the affective component is about students' feelings toward American accent, and conative component is about students' act or behavior toward American accent. This involves fourth, sixth, and eighth semester students from English Education Department at Universitas Muhammadiyah Makassar.



CHAPTER II

LITERATURE REVIEW

A. Some Previous Research

There are many previous researchers who have reviewed matters related to this research, some of which are:

According to research Weisi et al. (2019) in the article, students prefer American accent and have a positive attitude towards American accent. This research used a questionnaire and involved 108 EFL students from two universities. The research results showed that 62% of EFL students chose American accent because they thought that American accent had a pleasant tone. They have a positive attitude towards the American accent as a more dominant accent.

In addition, Hermini (2019) revealed that students use American English more, especially in the teaching and learning process. In this research, there was a population of 120 students who were selected using cluster random sampling. The results of this research show that students use variations of American English in the teaching and learning process because it is easier to pronounce words and understand. Apart from that, they also use American English continuously. Although sometimes, in communicating they often mix variations of English. This shows that students have a positive attitude towards American accent.

Similarly, Phan (2020) in his research involving 53 students at a university in the southern part of Vietnam, it was stated that they also had a positive attitude towards American accent. This research uses a questionnaire. In terms of status and solidarity traits, American accent has a superior average score. This is the same in terms of familiarity which consists of ease of imitation and ease of understanding. Thus, overall students in Vietnamese University preferred the American accent.

Furthermore, Herlina & Faridah (2021) state that there are 45% of the students who were the subjects thought that American English was easier to learn and understand. This research involved 50 students, where they were asked about their respective perspectives. The researcher prepared a questionnaire consisting of four questions. Next, the researcher divides the data that has been obtained into three categories for each of them to be interpreted. In the first category, a student has a negative attitude towards American English. He argued that American English was unprofessional and rude. Meanwhile, in the second category, some students have a neutral point of view. They don't care much about accents. In the third category, students have a positive attitude towards American accent. They argued that they felt more familiar with American English because it was something they often encountered.

Based on several research results above, the researcher can draw the conclusion that students tend to have a positive attitude towards American accent. They thought that American accent was easy in terms of

pronunciation and understanding. However, there are also negative attitudes that emerge, namely the opinion that American accent is rude and unprofessional. In this study, the researcher also sought to find out the same thing about how students' attitudes towards American accent. However, the researcher focuses on the attitude components proposed by Colin Baker (1992).

B. Some Ideas Related to the Topic

1. Concept of Attitude

a. Definition of Attitude

According to Garrett (2010), attitudes are judgmental view of a social subject, such as language, government policy, or something else and can be identified because it tends to have a degree of persistence. In addition, Baker (1992) states that attitude is the process of building assumptions as a way to explain tendencies and how behavior is caused. While based on Robbins & Judge (2013), attitude is a statement that expresses an assessment of an object, be it an event, person or something else. Similarly, Nja et al. (2022) perceive that attitudes are related to emotions, information, inspiration, respect and self-esteem to assess an event, object or certain scientific discipline.

Furthermore, Gaiseanu (2020) explained that attitude is the final decision of the brain's process of filtering information internally and externally and is expressed by the expression

“I want”. Besides that, Kurniawan et al. (2019) perceive that attitude is a feeling that describes liking (pleasant) or disliking (unpleasant) towards something as the final result of the assessment made. Similarly, Yadav & Atrey (2023) explain that attitude can be described as an assessment that involves cognitive, feeling, and action regarding something, whether like or dislike. Apart from that, they also define attitude as a combination of several feelings and beliefs by a person towards an object such as a situation, other people, and others.

Besides that, Shuyang (2021) also states almost the same thing, namely that attitude consists of various things involving subjects, objects, problems, emotions, feelings which become one unit, so that the essence of attitude is the influence on cognition, feelings, or behavior. While Kaharuddin et al. (2020) explain that attitude is a condition that an individual has in the form of a response or reaction in the form of feelings of happiness, neutrality or displeasure that are fixed and cannot change. In addition, attitude is also related to how someone is mentally alert by paying attention to when they should act or react to a situation. In general, attitudes have several characteristics in the form of things that are innate from birth, have emotional and motivational aspects, and cannot stand alone if they are fixed attitudes (Susanto et al., 2023).

Moreover, Zulfikar et al. (2019) states that attitude consists of positive and negative responses that contain a person's beliefs, feelings, and tendencies towards something. Almost same, Pelu (2019) explain that attitudes directed towards an object can be positive or negative. If the subject shows positive things about the object, then this can be called a positive attitude. Whereas when the subject shows negative and unpleasant things about the object, this is called a negative attitude. In simple terms, he concludes that attitude focuses on how someone is prepared and takes action to respond to something and about the positive or negative things, depending on how the subject evaluates an object. Further, according to Rafi et al. (2021) attitude is also related to feelings that can influence a person's opinion and choice of an object in a situation.

From several things related to attitude, the researcher can conclude that attitude is a person's view that involves feelings, beliefs, or actions towards something as a result of processes in the brain. This can be positive or negative, depending on how one views it.

b. The Process of Attitude

Garrett (2010) perceive that an attitude has a process that includes observational and instrumental learning.

- a) Observational learning is about observing the actions or behavior of others and the consequences of those actions.
- b) Instrumental learning can take the form of observing the consequences or effects of an action or behavior, whether beneficial or detrimental.
- c. Component of Attitude

Garrett (2010) states that attitude consists of three components, namely cognitive, affective, and behavior. The cognitive component discusses how assumptions or opinions about an environment and relationships between objects have social meaning. The effective component itself then talks on how we feel about an object. That is because it deals with likes and dislikes or agreeing and disagreeing, this element can have both positive and negative effects. The last component is conative, which is about our actions toward an object that are consistent with our affective and cognitive assessments.

Similarly, Robbins & Judge (2013) also perceive that attitude components are divided into three, those are:

- a) Cognitive component: this component is behavior that is confident about something that is happening as it is.
- b) Affective component: a component that involves feelings towards something which is manifested in a statement.

- c) Behavioral component: a component in the form of a willingness to take action on something.

Meanwhile, according to Lambert (1967), attitude consists of three components, namely:

- a) The cognitive component refers to information or comprehension of concepts and surroundings, which are commonly used categories in cognitive processes.
- b) The affective component about when it comes to the issue of sound judgment, preferences, or feelings about an object or circumstance, an individual is considered to possess a positive attitude or negative attitude.
- c) The conative component focuses on conduct or acts as a final decision of being prepared to react reactively to a circumstance.

These almost similar to Baker (1992) who states that attitude is divided into three components, namely cognitive, affective and conative. Baker explained these further:

- a) The cognitive component includes a person's beliefs and knowledge regarding something.
- b) The affective component includes feelings towards an object.
In this case, the feeling in question can be like or dislike.
- c) The conative component includes how a person acts or the way a person behaves towards a thing.

Of the several attitude components presented above, the attitude component used is the opinion expressed by Baker (1992).

2. Concept of Accent

a. Definition of Accent

According to Levis & Zhou (2018), accent is a term that refers to how language's pronunciation. English is known as an international language where each region has its own distinct accent. Similarly, Talenta & Wibowo (2022) states that accent refers to the variation in spoken sounds that a speaker produces. In addition, accents have information contained in them. The information is about an accent can be used to identify a person based on their origin (Ennsner-Kananen et al., 2021), their social class, their social identity, or whether they are native speaker or non-native speaker.

In addition, Ennsner-Kananen et al. (2021) also perceive that accent is more closely related to factors like vocabulary, idiomatic expression, or prepositions than it is to speech clarity. This is different from the opinion Siregar (2017) which states that accent is only about pronunciation. Apart from that, he also has an opinion that is almost the same as the previous opinion regarding a person's origin and even ethnicity just by their accent. He further explained that people who live with different language backgrounds and

ways of speaking can clearly see differences in accents between them.

While according to Ahamad et al. (2020), accent, as defined in sociolinguistic is how a language is pronounced and refers to a wide range of things, such as how one is in a class of society or ethnicity, how one is accepted in a community group, and linguistic matters. Besides that, Mısır & Gürbüz (2021) state that accent is an aspect in sociolinguistics of speech that relates to social rules or norms, social representations, and linguistic properties.

Moreover, based on Zhang et al. (2021), accent is an attitude in speaking that consists of various ways of speaking. This accent is influenced by the environment where someone lives and socializes, someone's education, and others. Similar to Huang et al. (2021) that an accent is a distinctive feature of a person or ethnic group's pronunciation that may be influenced by one's first language, educational attainment, or localization. While Masitoh (2021) states that accent is the characteristic linguistic identity possessed by a speaker as an indicator of a person's language background. In addition, Arianingsih & Musyaafa (2023) perceive that accent is defined as the high air pressure in a word when it is pronounced which is a distinction in a custom. They also explained that accents can make people respond differently depending on

their language background. These opinions are also almost the same as the statement of several previous researchers who stated that accent is related to a person's linguistic and ethnic background.

From several definitions and matters related to accent above, the researcher can conclude that accent is a matter of how a language is produced in different sounds so that it can be a sign and information about a person's social class, origin, language background, and social identity.

b. Component of Accent

Based on Cook (2017), There are four main components in accent, including:

1. Voice Quality

According to Zhao & Gutierrez-Osuna (2019), voice quality refers to the characteristics of the voice displayed by the speaker. For example, pitch range, vocal tract, and others. While Kreiman et al. (2003) perceive that voice quality is the result of orderly actions by the respiratory system, tongue, vocal cords, lips, soft palate, and jaw.

2. Intonation

Betti (2021) states that Intonation is a variety of vocal cord vibrations (tones). Similarly, according to Masitoh (2021), Intonation is also known as the melody of speech, which is a word that refers to various variations of tone.

3. Liaisons

Based on Cook (2017), liaisons is a term that relate to the word connections. Masitoh (2021) added that liasons are combining and connecting words for words in a sentence. This not only includes pauses in speech, but also includes stops in speech.

4. Pronunciation

Kobilova (2022) perceive that pronunciation is the way words are pronounced. A sentence that we say with a different pronunciation can affect the meaning. In addition, Handayani (2017) also conclude that pronunciation is the way used in speaking which can then be understood and accepted through the rhythm, stress, intonation and sounds of the language.

3. American Accent

According to Akmalovna (2021), American English is a type of English which is also known as U.S. English. American English which comes from the influence of British English. In its history, Fares (2019) explains that English in the United States (US) began with the arrival of British settlers on the North American Continent (United States). This is the basis for the beginning and development of American English in the US.

In its development from time to time, Cook (2017) explained that the American accent tends to sound louder than other accents. Moreover, Americans have a stereotype where the American accent

sound is considered louder, friendlier, a little joking, informal, a little brash. In addition, according to Fitria (2023), American accent is known for its distinctive characteristics, namely the pronunciation of the letter (r) which sounds fainter. Apart from that, American accent is also known for its word-for-word pronunciation that sounds connected. Furthermore, Fitria (2023) clearly explains about several characteristics of the American accent pronunciation:

- a) In American accent, the letter /a/ is read with the sound /æ/.
- b) In American accent the letter /r/ is read clearly and fainter in every position. This means that wherever the letter /r/ is located in a word, it can be read clearly in American accent.
- c) When there is /u/ sound in a word and then the letters /t/, /n/, and /d/ that follow, the pronunciation of the word is the same.
- d) In American accent, every word ending in /-ile/ is pronounced /-ail/.
- e) Every word that ends in /-ary/ is read as /-eri/.

According to Shu & Liu (2019), American English has a total of 25 consonant letters consisting of 2 parts, namely clear and voiced consonants. In our body, when a consonant is pronounced, a process occurs that begins with air which is the result of the lungs exhaling through the vocal cords and trachea. Then, this air is inhibited by certain vocal organs so that in the end the air comes out of the nasal

cavity or mouth. In clear consonants, the vocal cords do not vibrate while in voiced consonants, the vocal cords vibrate.

	VOICED	VOICELESS	I.P.A. (WHEN DIFFERENT)
PAIRED	/b/ boy	/p/ pen	
	/d/ day	/t/ ten	
	/g/ go	/k/ cat	
	/v/ voice	/f/ food	
	/z/ zoo	/s/ see	
	/ð/ the	/θ/ thin	
	/z/ plea sure	/ʃ/ she	
	/dʒ/ job	/tʃ/ child	

Figure 2.1 Consonant Letter in American English

Sources: (Orion, 1997)

	VOICED	VOICELESS	I.P.A. (WHEN DIFFERENT)
NOT PAIRED	/l/ like	/h/ house	
	/r/ red		
	/w/ walk		
	/y/ yes		/j/
	/m/ me		
	/n/ no		
	/ŋ/ king		

Figure 2.2 Consonant Letter in American English

Sources: (Orion, 1997)

Next, these are vowel letters in American English:

/iː/	<u>see</u>	/uː/	<u>do</u>	/ə/	<u>up</u>
/ɪ/	<u>sit</u>	/ʊ/	<u>book</u>	/ɚ/	<u>sir</u>
/eɪ/	<u>pay</u>	/oʊ/	<u>no</u>	/aɪ/	<u>buy</u>
/ɛ/	<u>met</u>	/ɔ/	<u>all</u>	/aʊ/	<u>now</u>
/æ/	<u>cat</u>	/ɑ/	<u>not</u>	/ɔɪ/	<u>boy</u>

Figure 2.3 Vowel Letter in American English

Sources: (Orion, 1997)

4. Communication

Amodu (2006) states that communication is a process of conveying information or messages to other people through a medium which also involves a response from the recipient. However, it does not rule out the possibility that the recipient misunderstands and interprets the information provided by the sender. Apart from that, there are three main things in the communication process, namely the source providing information or messages (sender), the medium function which functions as a carrier of information or messages, and finally the recipient of information or messages. Furthermore, Lunenburg (2010) also defines communication as something that related to how information can be conveyed and generally understood. He states that there are several elements in the communication process, those are sender of information, information encoding, sending information through a medium, receiver of the message in the form of information, deciphering messages in the form of information, noise, and feedback from messages.

Besides that, Miskin & Dongarkar (2022) also explain that communication is how the ideas, messages, emotions, knowledge, and level of understanding of the sender and receiver. In this case, the sender in question is someone who initiates a message, while the receiver is someone who the audience is. According to them, the

communication process begins with the sender sending a message to the receiver. After the message is delivered to the receiver, there will be feedback.

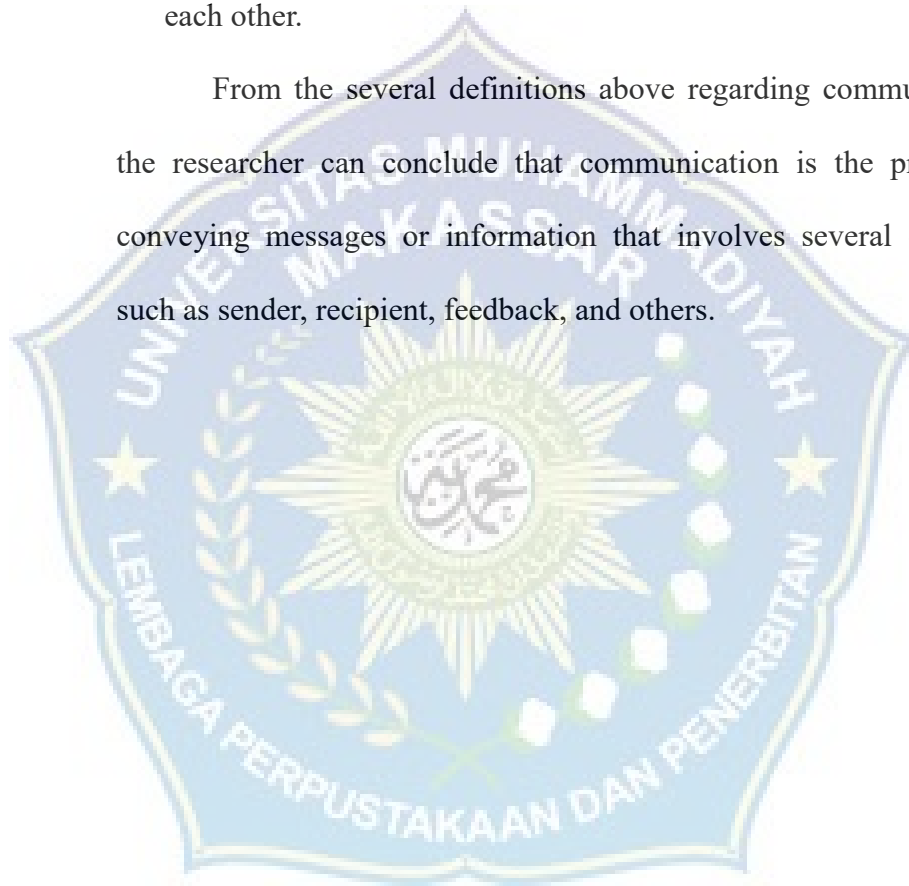
In addition, Dr. McFarland as cited in Malik & Dhiman (2022) means that communication is a process of interaction that will be meaningful when humans can understand the information or message conveyed. J et al. (2023) perceive that by communicating, a person can express or describe information, ideas, or feelings using a language. Moreover, Masyhuri (2019) says that a good communication process consists of a combination of coding, decoding, and the right channels with the aim of sending and receiving messages and eliminating noise in the message. Thus, coding can be defined as the process of changing the form of a message code into a regular form. While decoding can be defined as the process of hiding messages.

According to Scott and Brydon (1997) as cited in Amodu (2006), there are several factors that influence the communication process, including:

- a) Background: this is about the background of the sender of the message. The background in question is the condition of the sender's environment and life.
- b) Intensity: this is about how important the information conveyed by the sender is.

- c) Extensity: this is related to whether or not the information conveyed by the sender is interesting.
- d) Concrete: this is about whether the content of the message is ambiguous or not.
- e) Impressiveness: this is about how the five factors above work with each other.

From the several definitions above regarding communication, the researcher can conclude that communication is the process of conveying messages or information that involves several elements, such as sender, recipient, feedback, and others.



C. Conceptual Frameworks

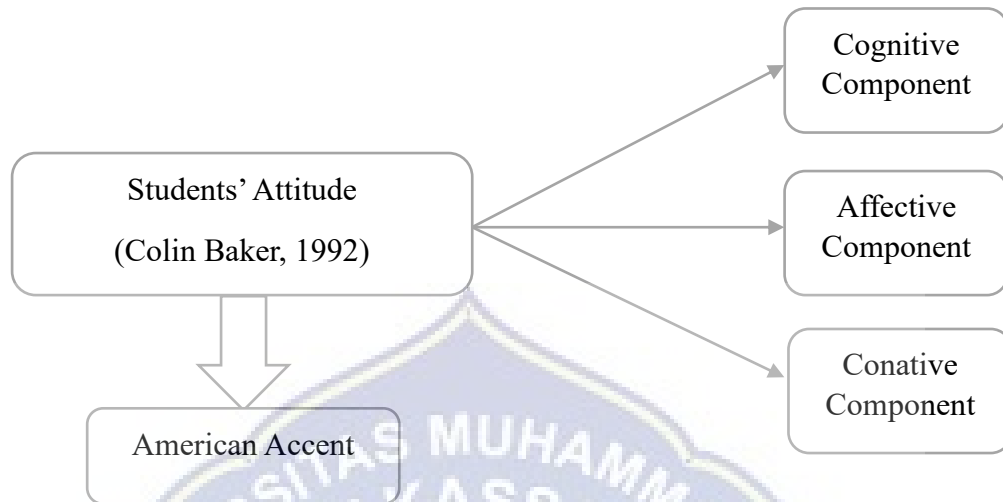


Figure 2.4

In this case, the researcher was found out how English Education Department students at Universitas Muhammadiyah Makassar perceive their attitudes towards the American accent. The researcher chooses the American accent because based on observations made by the researcher, the American accent is one of the native accents most often used by students when they communicate in English. Apart from that, in assessing students' attitude, researchers will focus on the three components in Baker (1992) which consist of cognitive, affective, and conative.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a descriptive qualitative research design. According to Sandelowski (2000), descriptive qualitative research is research that focuses on what, who, and where an event occurs. This method is used when a phenomenon is to be described directly. In this case, the researcher was finding out about how the students' attitude on the use of American accent in communication context.

B. Research Subject

The research subject in this research is students in English Education Department at Universitas Muhammadiyah Makassar, specifically in the fourth, sixth, and eighth semester. There are 173 students, each consisting of 51 students from the fourth semester, 50 students from the sixth semester, and 72 students from the eighth semester.

In taking samples, the researcher used one type of non-probability sampling, namely purposive sampling. According to Mweshi & Sakyi (2020), purposive sampling is a strategy for taking research samples where researchers use their knowledge regarding the research to be conducted and determine research samples based on certain

characteristics possessed by a person. In this research, the criteria or characteristic that determined by the researcher are students who know and/or use the American accent when communicating in English. The researcher took the students in fourth, sixth, and eighth semester English Education Department. Based on observations made by the researcher, there were 20 students who met the specified criteria.

C. Research Instrument

In this research, the researcher used questionnaires and interviews as the instrument to collect the data. For the interview, the researcher asked for one positive and one negative statement from each component that received many positive and negative responses. In this case, there were three components that the researcher has asked about. The first component is cognitive which consists of 8 questions, affective which consists of 9 questions, and conative which consists of 8 questions. The total number of questions was 25, of which 12 questions were positive and 13 questions were negative statements. The researcher used an instrument adapted from Utami et al. (2020). Each statement assessed using a four-point Likert Scale with:

- 4: Strongly Agree (SA)
- 3: Agree (A)
- 2: Disagree (D)
- 1: Strongly Disagree (SD)

D. Technique of Data Collection

In this research, the researcher used questionnaires to collect the data. There were some adapted statements that are used. The following were the steps that researcher took to collect data:

1. The researcher made observations of the population that have been determined.
2. The researcher determined the sample for the research to be conducted by paying attention to the criteria or characteristics that have been determined.
3. The researcher prepared a questionnaire that will be distributed in the form of a Google Form.
4. The researcher shared the Google Form link to the samples that meet the research criteria.
5. The researcher conducted interviews with several students who has a positive and negative attitude toward American accent.
6. The researcher collected and described the data.
7. The researcher described the conclusions obtained from the research results.

E. Technique of Data Analysis

To analyze and calculate the percentage of the data, the researcher used a formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency

N: Total population

In addition, to analyze the data interview, the researcher also used the theory of Miles and Huberman. According to Miles & Huberman (1994) , there are three processes in analyzing, namely:

1. Data Reduction

This process refers to focusing, simplifying, and selecting the data needed. This process is carried out because at the time of data collection, there is a lot of data obtained so it needs to be filtered to get the data needed. In this case, the researcher focuses on the reasons why students choose to tend to have positive or negative responses to several statements.

2. Data Display

In this case, the data that has been filtered is then developed and organized to make it easier for researchers to draw conclusions.

3. Conclusion Drawing and Verification

In this final process, the researcher concludes the data and carries out verification. The data that has been concluded must be reasonable, valid, and its validity can be tested. In this case, the conclusions obtained from the data are matched with the results of previous research.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The following are the results of research on three attitude components (cognitive, affective, and conative) based on the results of questionnaire data.

a) Cognitive Component

Table 4.1 Students' attitude on cognitive component (positive statement)

No.	Statement	SD	D	A	SA
1.	Based on my opinion, using the American accent when communicating is fun and easy to do.	0%	0%	35%	65%
2.	I can communicate in English using an American accent easily, both when I am on campus and in everyday environments.	0%	5%	70%	25%
3.	I can communicate in English using an American accent in various activities easily.	0%	20%	60%	20%
4.	Using the American accent in English, helps me to be able to communicate well.	0%	0%	60%	40%
Percentage		0%	6.25%	56.25%	37.5%

The table above shows the results of the questionnaire on the cognitive component (positive statement). Based on table 4.1, the results of the percentage scale shows that there were 0% of students who chose strongly disagree, 6.25% of students who chose disagree,

56.25% of students who chose agree, and 37.5% of students who chose strongly agree.

In the first statement, namely "Based on my opinion, using the American accent when communicating is fun and easy to do", there were 35% of students (7 students) who agree with the statement and 65% of students (13 students) who strongly agree with the statement.

Then in the second statement, namely "I can communicate in English using an American accent easily, both when I am on campus and in everyday environments", there were 5% of students (1 student) who disagree with the statement. Meanwhile, 70% of students (14 students) who agree, and 25% of students (5 students) who strongly agree with the statement.

In the third statement, namely "I can communicate in English using an American accent in various activities easily", there were 20% of students (4 students) who disagree with the statement. Then there were 60% of students (12 students) who agree, and another 20% of students (4 students) strongly agree with the statement.

While, in the fourth statement, "Using the American accent in English helps me to be able to communicate well", there were 60% of students (12 students) who chose agree with the statement and 40% of students (8 students) chose strongly agree with the statement.

In this research, interviews were also conducted on why students agreed or disagreed with the statements. Based on table 4.1 above, the

positive statement that received many positive responses from students is the statement “Based on my opinion, using the American accent when communicating is fun and easy to do”. The following were some of the students’ perception when asked about the statement:

Student 1:

“I agree with the statement because I often use American accent when communicating in English in my daily life and also in social media, such as Discord and other websites. I have many friends from various social media who also mostly use American accent when communicating. therefore, I am more familiar and can understand the words spoken in American accent.”

Student 2:

“I agree with that statement. Using the American accent when communicating in English makes it easier for me to understand English words. In addition, I also have friends in the game who are from America, so I am used to and easier to use the American accent.”

Student 4:

“I agree with that statement, because I am used to using the American accent in my daily life, both in class and outside of class.”

Based on student 1, 2 and 4, they have a similar perception that they agree with the statement “Based on my opinion, using the American accent when communicating is fun and easy to do”, because they used to use American accent when they speak in English. In addition, students 1 and 2 have similar perceptions, where they each often use American accent by utilizing application technology on the phone. Student 1 perceive that he often

communicates using English on social media and has many friends who also mostly use American accent when speaking. This is what makes student 1 feel more familiar with the American accent. while student 2 often communicates using American accent through game, so he can get used to and more easily use American accent. Furthermore, there are several other opinions from students regarding the statement “Based on my opinion, using the American accent when communicating is fun and easy to do”.

Student 3:

“I agree with that statement. I've watched a lot of American series and incidentally when I was in school, our English lessons used American accent.”

Student 5:

“I agree with that statement, using the American accent when communicating in English is easier because my tongue is more suitable for using the American accent compared to other accents. besides, I think the American accent sounds softer and makes me more comfortable to use it when speaking.”

Student 6:

“I agree with this statement because using an American accent when communicating makes it easier for me to understand the language spoken compared to other accents.”

Based on the opinions of students 3, 5, and 6, they each agree with the statement asked. Student 3 argues that she often watches American series and English lesson at her school used to use American accent, so she feels more familiar with American accent.

Meanwhile, students 5 and 6 each argue that they are easier and more suitable to use American accent when compared to other accents. Then student 5 also added that American accent sounds softer and more comfortable when using it to speak.

From some of the statements above, it can be concluded that students have a positive opinion about American accent. They argue that they feel used to and suitable for using American accent because they feel more understanding. Besides, they also often use social media or watch American movies, so they are more familiar with American accent.

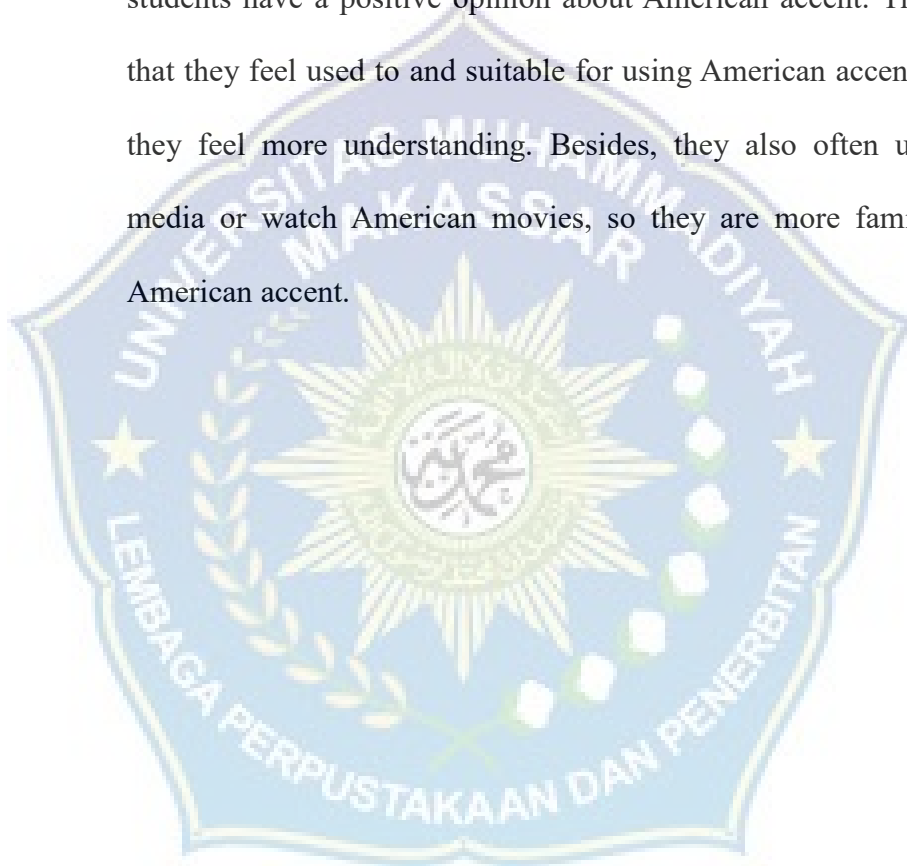


Table 4.2 Students' attitude on cognitive component (negative statement)

No.	Statement	SD	D	A	SA
1.	I don't really like communicating using an American accent. Therefore, I will not study it too much in the future.	60%	35%	0%	5%
2.	I feel insecure about the way I communicate using the American accent.	35%	35%	25%	5%
3.	When communicating in English, sometimes hard for me to gain knowledge and understanding when using an American accent.	20%	40%	35%	5%
4.	When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent.	20%	20%	40%	20%
Percentage		33.75%	32.5%	25%	8.75%

The table above shows the results of the questionnaire on the cognitive component (negative statement). Based on table 4.2, the results of the percentage scale shows that 33.75% of students who chose strongly disagree, 32.5% of students who chose disagree, 25% of students who chose agree, and 8.75% of students who chose strongly agree.

In the first statement, "I don't really like communicating with an American accent. Therefore, I will not learn it too much in the future", there were 60% of students (12 students) who chose strongly disagree with the statement and 35% of students (7 students) also

disagree. Meanwhile, there were still 5% of students (1 student) who chose strongly agree with the statement.

Then in the second statement, namely "I feel insecure about the way I communicate using the American accent", there were 35% of students (7 students) each who felt disagreed and strongly disagreed with the statement. Then there were also 25% of students (5 students) who felt agreed, and 5% of students (1 student) who felt strongly agreed with the statement.

Furthermore, in the third statement, namely "When communicating in English, it is sometimes difficult for me to gain knowledge and understanding when using an American accent", there were 20% of students (4 students) who felt strongly disagreed and 40% of students (8 students) felt disagreed with the statement. In addition, there were also 35% of students (7 students) who felt agreed with the statement and the remaining 5% of students (1 student) felt strongly agreed with the statement.

In the fourth statement "When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent", there were 20% of students (4 students) each who disagree and strongly disagree with the statement. Then there were 40% of students (8 students) who felt agreed with the statement and 20% of students (4 students) even felt strongly agreed with the statement.

In this research, interviews were also conducted on why students agreed or disagreed with the statements. Based on table 4.2 above, although more students disagree with the negative statements above, there were not a few who chose agree with the negative statements. One of the statements that received many negative responses from students was the statement “When communicating in various formal and informal situations, sometimes I can’t understand the words mentioned in American accent”. The following were some of the students’ perception when asked about the statement:

Student 4:

“I am not able to communicate using American accent in various situations, especially formal situations, due to limited vocabulary.”

Student 5:

“I know and I understand that my English is not very fluent. I also have a poor vocabulary, so it is difficult for me to communicate in various situations using the American accent.”

Student 6:

“I have difficulty communicating using the American accent in various situations because of my lack of vocabulary and sometimes I also don’t understand because of the unclear pronunciation of the words.”

From the data above, students 4, 5, and 6, have the same opinion. they agree with the statement “When communicating in various formal and informal situations, sometimes I can’t understand the words mentioned in American accent”, because they have a lack of

vocabulary. In addition, student 6 also added that she also sometimes has difficulty in understanding various words in the American accent because of the unclear pronunciation of words.

From the above opinions, it can be concluded that students felt lacking in communicating using American accent in various situations due to lack of vocabulary skills. However, there were also some students who didn't agree with the negative statement, or they have a positive perception of the statement. Here were some of the remaining positive perceptions of the negative statements:

Student 1:

“I'm more familiar with the American accent, so I can understand the English spoken word in various situations. In addition, I feel that the English spoken in the American accent already sounds more natural like I listen to the language I'm used to.”

Student 2:

“I can communicate and understand English using American accent in various formal or informal situations because I am used to being in those situations.”

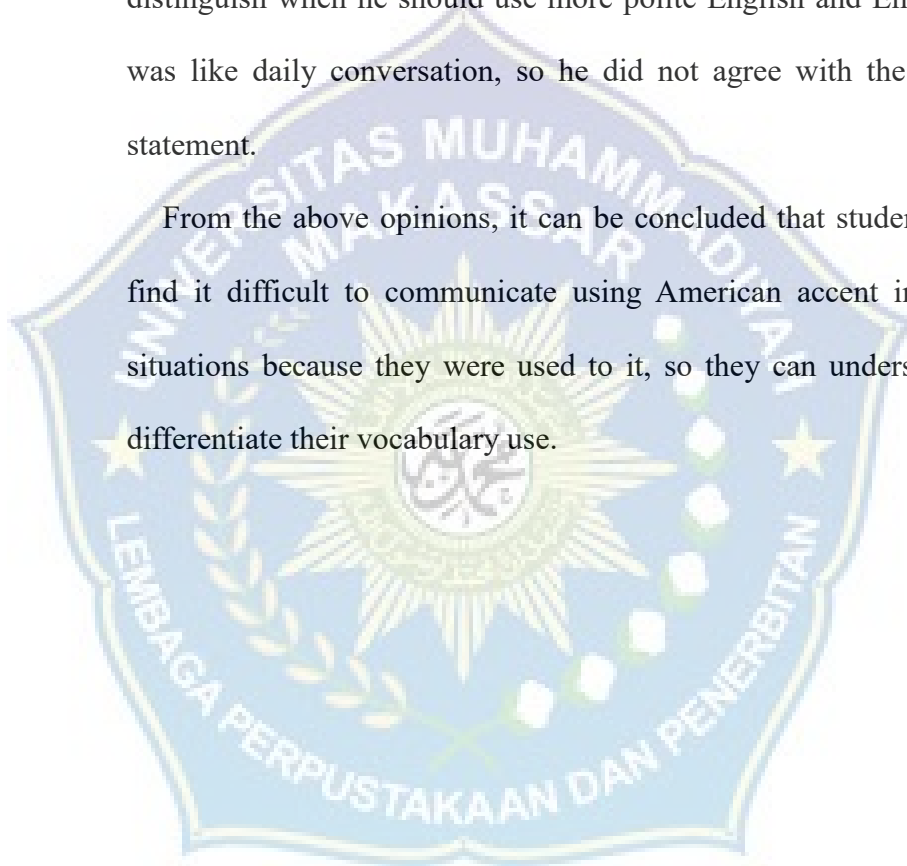
Student 3:

“Sometimes, I can understand and communicate in English using the American accent in formal or informal situations because I know when I have to use more polite English or use English like in my daily conversation.”

From the data above, students 1, 2, and 3 each disagree with the statement “When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in

American accent”. Students 1 and 2 argue that they are used to using American accent, so they do not find it difficult to understand words in American accent in various situations. Then, student 1 also added that the words spoken in American accent already sound more natural like his own language. Meanwhile, student 3 argued that he could distinguish when he should use more polite English and English that was like daily conversation, so he did not agree with the negative statement.

From the above opinions, it can be concluded that students didn't find it difficult to communicate using American accent in various situations because they were used to it, so they can understand and differentiate their vocabulary use.



b) Affective Component

Table 4.3 Students' attitude on affective component (positive statement)

No.	Statement	SD	D	A	SA
1.	I feel interested in communicating using the American accent.	0%	0%	50%	50%
2.	Using the American accent when communicating makes me feel proud.	0%	5%	60%	35%
3.	I can communicate confidently using the American accent in front of others.	0%	20%	50%	30%
4.	I enjoy using the American accent to do various activities.	0%	0%	60%	40%
Percentage		0%	6.25%	55%	38.75%

The table above shows the results of the questionnaire on the affective component (positive statement). Based on table 4.3, the results of the percentage scale shows that 0% of students who chose strongly disagree, 6.25% of students who chose disagree, 55% of students who chose agree, and 38.75% of students who chose strongly agree.

In the first statement, namely "I feel interested in communicating using the American accent", there were 50% of students (10 students) each who chose agree and strongly agree with the statement.

Then in the second statement "Using the American accent when communicating makes me feel proud", there were only 5% of students (1 student) who felt disagreed with the statement, while there were

60% of students (12 students) who felt agreed with the statement and 35% of students (7 students) who felt strongly agreed with the statement.

Furthermore, in the third statement, namely "I can communicate confidently using the American accent in front of others", there were 20% of students (4 students) who felt disagreed with the statement. Besides that, 50% of students (10 students) who felt agreed and 30% of students (6 students) who felt strongly agreed with the statement.

In the last or fourth statement, namely "I enjoy using the American accent to do various activities", there were 60% of students (12 students) who agree with the statement and the remaining 40% of students (8 students) also even strongly agree with the statement.

In this research, interviews were also conducted on why students agreed or disagreed with the statements. Based on table 4.3 above, the positive statement that received many positive responses from students is the statement "I feel interested in communicating using the American accent". The following were some of the students' perception when asked about the statement:

Student 1:

"I find it interesting to communicate using the American accent because I use it more often in my daily life, so I'm more adaptable to this accent. Also, I think the American accent sounds more casual."

Student 6:

“I find it interesting to use the American accent when communicating in English because this accent sounds cooler, so when I use it when speaking, I also feel cool.”

In the statement “I feel interested in communicating using the American accent”, students felt agree with this statement. Based on student 1 and 6 above, they each have a perception on how the American accent sounds when it is heard. Student 1 stated that the American accent sounds more casual. Besides that, he also added that he always uses the American accent in daily life, so he is more adapted to this accent. Meanwhile, student 6 stated that the American accent sounds cooler. Then student 6 also added that when she speaks or communicates using the American Accent, she also feels cool. Furthermore, there were also perceptions from students 3 and 5 who have the same opinion.

Student 3:

“I find it interesting to use the American accent when communicating because it is easier to understand and use when compared to other accents.”

Student 4:

“I’m interested in communicating using American accent because American accent is easy to use in daily life and I have also learned it since I was in high school.”

Student 5:

“I’m interested in the American accent because it's easier for me to understand than other accents.”

Based on student 3, 4 and 5, they have the same opinion about the statement “I feel interested in communicating using the American accent”. They argued that they were interested in the American accent because of its ease. Students 3 and 5 think that they have an interest in the American Accent because it is easy to use or understand when compared to other accents. In addition, here were also some other perceptions from students regarding the statement.

Student 2:

“I’m interested in using the American accent when communicating because it was the first accent I learned. In addition, I watched many movies that used American accent and I learned English from it.”

Based on student 2's perception above, she also agreed with the statement “I feel interested in communicating using the American accent”. Student 2 stated that she was interested in American accent because this accent was the first English accent she learned. she also added that she always watched American series and learned American accent from the series.

From some of the perceptions above, it can be concluded that students have an interest in the American accent. They argue that American accent is easier to understand and use in daily life. In addition, American accent also sounds cooler and more casual.

Table 4.4 Students' attitude on affective component (negative statement)

No.	Statement	SD	D	A	SA
1.	Communicating in English using an American accent puts me in a bad mood.	60%	40%	0%	0%
2.	I don't feel any increased enthusiasm when communicating in English with an American accent with other people.	55%	35%	10%	0%
3.	My curiosity about American accent is quite low.	45%	40%	15%	0%
4.	Communicating in English using an American accent doesn't really boost my self-confidence.	50%	30%	20%	0%
5.	I feel nervous or anxious when I have to communicate in English using an American accent.	25%	45%	25%	5%
Percentage		47%	38%	14%	1%

The table above shows the results of the questionnaire on the affective component (negative statement). Based on table 4.4, the results of the percentage scale show that 47% of students who chose strongly disagree, 38% of students who chose disagree, 14% of students who chose agree, and just 1% of students who chose strongly disagree.

In the first statement, namely "Communicating in English using an American accent puts me in a bad mood", there were 60% of students (12 students) who strongly disagree with the statement and 40% of students (8 students) also disagree with the statement.

Meanwhile, in the second statement, namely "I don't feel any increased enthusiasm when communicating in English with an American accent with other people", there were 55% of students (11 students) who strongly disagree and also 35% of students (7 students) felt disagreed with the statement. However, there were also 10% of students (2 students) who felt agreed with the statement.

Then in the third statement, namely "My curiosity about American accent is quite low", there were 45% of students (9 students) who felt strongly disagreed and 40% of students (8 students) also felt disagreed with the statement. In addition, there were 15% of students (3 students) who felt agreed with the statement.

In the fourth statement, namely "Communicating in English using an American accent doesn't really boost my self-confidence", there were 50% of students (10 students) who felt strongly disagreed and 30% of students (6 students) also felt disagreed with the statement. Then there were 20% of students (4 students) who felt agreed with the statement.

In the last statement, namely "I feel nervous or anxious when I have to communicate in English using an American accent", there were 25% of students (5 students) who chose strongly disagree and 45% of students (9 students) also chose disagree with the statement. While the other 25% of students (5 students) felt agreed and 5% (1 student) of them even strongly agree with the statement.

In this research, interviews were also conducted on why students agreed or disagreed with the statements. Based on table 4.4 above, although more students disagree with the negative statements above, there were also students who chose agree with the negative statements. One of the statements that received many negative responses from students was the statement “I feel nervous or anxious when I have to communicate in English using an American accent”. The following were some of the students’ perception when asked about the statement:

Student 4:

“I feel nervous when I want to communicate in English using American accent because I’m afraid of making mistakes when speaking.”

Student 5:

“I feel nervous when I want to communicate using American accent because I have difficulty in composing and placing words. In addition, I always think about grammar when I want to speak, so I feel afraid to make mistakes when speaking.”

Student 6:

“I agree with this statement because sometimes I forget the words I’m going to say, I’m afraid of making a mistake.”

Based on the perceptions of students 4, 5, and 6 above, they agreed with the statement “I feel nervous or anxious when I have to communicate in English using an American accent”. The three students each stated that they felt nervous when communicating using an American accent because they were afraid of making mistakes. Student

5 added that he has difficulty in placing words. When she wants to speak, she always thinks about grammar. On the other hand, student 6 also added that she was afraid to make mistakes because she always forgot the words she was going to say. In addition, there were also many students who disagreed with the statement "I feel nervous or anxious when I have to communicate in English using an American accent". Below are some of their perceptions of the statement:

Student 4:

"I don't experience any nervousness when communicating using American accent because I'm used to practicing with my friends. Therefore, I can adapt to it."

Student 5:

"I don't get nervous when I'm communicating using the American accent because I'm used to it and have learned English well. Then again, sometimes I communicate with foreigners from America."

Student 6:

"I don't feel anxious when communicating using American accent because I am used to using it. In addition, I'm also a person with a confident personality. However, I may also experience nervousness when pressured about something."

Based on the perceptions of students 4, 5, and 6 above, they disagree with the statement "I feel nervous or anxious when I have to communicate in English using an American accent". They have the same perception regarding the statement, where they do not experience nervousness or anxiety when communicating using American Accent because they were used to using it. Student 5 added that he also

sometimes communicates with foreigners from America so that it makes him accustomed. In addition, student 6 also added that besides being accustomed to American Accent, she is also a confident person.



c) **Conative Component**

Table 4.5 Students' attitude on conative component (positive statement)

No.	Statement	SD	D	A	SA
1.	Using the American accent in communicating makes me feel more confident in being able to express myself.	0%	10%	55%	35%
2.	I feel relaxed to use the American accent every time I am appointed to speak in class.	0%	10%	65%	25%
3.	I like to practice how native speakers communicate using the American accent.	0%	0%	50%	50%
4.	When communicating in English using an American accent, I pay attention to that.	0%	0%	50%	50%
Percentage		0%	5%	55%	40%

The table above shows the results of the questionnaire on the affective component (positive statement). Based on table 4.5, the results of the percentage scale show that 0% of students who chose strongly disagree, 5% of students who chose disagree, 55% of students who chose agree, and just 40% of students who chose strongly disagree.

In the first statement, namely "Using the American accent in communicating makes me feel more confident in being able to express myself", there were 10% of students (2 students) who disagree with the statement. Meanwhile, there were 55% of students (11 students) who

agree and 35% of students (7 students) also strongly agree with the statement.

Then in the second statement, namely "I feel relaxed to use the American accent every time I am appointed to speak in class", there were 10% of students (2 students) who felt disagreed with the statement. In addition, 65% of students (13 students) felt agreed and 25% of students (5 students) also even felt strongly agreed with the statement.

Furthermore, in the third statement, namely "I like to practice how native speakers communicate using the American accent", there were 50% of students (10 students) who agree and strongly agree with the statement.

The last one is the statement "When communicating in English using an American accent, I pay attention to that", showing that 50% of the students (10 students) also chose to agree and strongly agree with the statement.

In this research, interviews were also conducted on why students agreed or disagreed with the statements. Based on table 4.5 above, the positive statement that received many positive responses from students is the statement "I like to practice how native speakers communicate using the American accent". The following were some of the students' perception when asked about the statement:

Student 2:

“I like to practice my American accent like how a native speaks. I love watching movies and I often imitate the way they speak using the American accent.”

Student 5:

“I like to imitate the way native speakers communicate using the American accent because I’m interested in the accent. In addition, I always watch videos and listen to podcasts that use the American accent and then imitate the way they pronounce words to sound more natural.”

Student 6:

“I like learning to communicate using American accent like native speakers do because I think American accent is fun to learn. I like watching movies and listening to people speak using American accent.”

Based on students 2, 5, and 6, they have similar perception about the statement “I like to practice how native speakers communicate using the American accent”. They think that they agree with the statement. They practice their American accent by imitating the pronunciation of words through watching movies that use American accents or listening to people speak using American accents. In addition, student 5 also has a similar perception of statement “I like to practice how native speakers communicate using the American accent” with student 3.

Student 3:

“I like to imitate how a native speaks in American accent because I am interested in American accent. The American accent has an impact on me listening to it.”

Based on the perceptions of students 3 and 5 above, they both like to imitate how a native speaker speaks using an American accent because they feel interested in this accent. In addition, here are also some other perceptions regarding statement “I like to practice how native speakers communicate using the American accent”.

Student 1:

“I want to sound like a native American because I think the American accent sounds cool. Although the British accent sounds even cooler, but the American accent is currently the more common and widely used English accent.”

Student 4:

“I like to practice communicating using American accent like native speakers do because it makes it easier for me to learn my American accent.”

Based on students 1 and 4 above, they both agree with the statement above. Student 1 argues that he likes practicing how native speakers speak using the American accent because he feels that this accent sounds cool and is the most widely used English accent today. Meanwhile, student 4 herself argued that she likes to mimic how native speakers speak using an American accent because it is an easier way to learn and practice her American accent.

From some of the perceptions above, it can be concluded that students like to practice communicating using the American accent as done by native speakers because they feel interested in the American accent and they think that this accent is cool and fun to learn. They also learn how an American native speaker in various ways such as watching a movie or listening to a native speak and then imitating the way they say words.



Table 4.6 Percentages of students' attitude on conative component
(negative statement)

No.	Statement	SD	D	A	SA
1.	I can't use an American accent when communicating because I'm not used to it.	35%	55%	10%	0%
2.	Using the American accent to communicate anywhere make me scared or worried.	40%	50%	10%	0%
3.	When I hear students communicating in English using an American accent, I don't practice my skills with them.	35%	50%	10%	5%
4.	I'm not excited to communicate in English using American accent.	65%	35%	0%	0%
Percentage		43.75%	47.5%	7.5%	1.25%

The table above shows the results of the questionnaire on the affective component (negative statement). Based on table 4.6, the results of the percentage scale show that 0% of students who chose strongly disagree, 5% of students who chose disagree, 55% of students who chose agree, and just 40% of students who chose strongly disagree.

In the first statement, namely "I can't use an American accent when communicating because I'm not used to it", there were 35% of students (7 students) who chose strongly disagree and 55% of students (11 students) also chose disagree with the statement. Meanwhile, 10% of students (2 students) chose agree with the statement.

Then in the second statement, namely "Using the American accent to communicate anywhere makes me scared or worried", shows that there were 40% of students (8 students) strongly disagree and 50% of students (10 students) also disagree with the statement. Besides that, 10% of students (2 students) actually agree with the statement.

Furthermore, in the third statement, namely "When I hear students communicating in English using an American accent, I don't practice my skills with them", 35% of students (7 students) strongly disagree and 50% of students (10 students) also disagree with the statement. However, there were also 10% of students (2 students) who agree and 5% of students (1 student) also strongly agree with the statement.

In the last statement, namely "I'm not excited to communicate in English using American accent", there were 65% of students (13 students) who strongly disagree and 35% of students (7 students) also disagree with the statement.

In this study, interviews were also conducted regarding the reasons why students agreed or disagreed with these statements. Based on table 4.6 above, although more students disagree with the negative statements above, there are also students who choose to agree with these negative statements. One of the statements that received negative responses from students was the statement "When I hear students communicating in English using an American accent, I don't practice

my skills with them”. The following is students’ perceptions when asked about the statement:

Student 1:

“I disagree with that statement, because I feel that by having more conversations/practices, whether with our friends, our family, or strangers, it can train and improve our American accent.”

Student 2:

“I don’t agree with this statement. I feel that practicing and communicating using American accent with my classmates is one of the ways I’m practicing my American accent.”

Student 3:

“I strongly disagree with that statement, because I believe that I can engage in a conversation when I hear someone communicating using an American accent. Besides, I will definitely learn something new from it.”

Student 4:

“I certainly disagree with that statement because I think I can learn American accent by communicating with my classmates.”

Student 5:

“I don’t agree with that statement. I think practicing American accent skills with friends is a good thing, because we feel more comfortable doing it. In addition, we can also train our American accent skills each other.”

Based on students 1, 2, 3, 4, and 5, they all disagree with negative statement “When I hear students communicating in English using an American accent, I don’t practice my skills with them”. They have similar perceptions that practicing and improving American accent

through communication with classmates, family or other people is the best way. In addition, student 3 also added that by communicating using American accent with other people, she can also learn something from it. On the other hand, student 5 also pointed out that she practiced her American accent with friends because this made her more comfortable. Furthermore, here was other perception from student related to the statement “When I hear students communicating in English using an American accent, I don’t practice my skills with them”.

Student 6:

“I agree with the statement. I think practicing American accent with friends or students is not very effective. In practicing American accent, it would be better and more effective to do it with native Americans directly.”

Based on student 6, he has a different perception from the others. He feels that he agrees with the negative statement. She thinks that practicing American accent with friends or family is not very effective. Furthermore, she added that our American accent will be more improve when we practice directly with native American speakers.

B. Discussion

1. Cognitive Component

Based on the data, there were 4 positive statements and 4 negative statements in cognitive component that have been asked to students. Most of the students have a positive attitude towards American accent. Students tend to have a positive attitude towards statement “Based on my opinion, using the American accent when communicating is fun and easy to do” and only a small percentage of students have a negative attitude towards statement “I feel insecure about the way I communicate using the American accent”. From these two statements, there were many positive perceptions from students and just a few of students have negative perception.

In the positive perception, most of students think that they felt fun when using American accent when communicating because they were used to using the American accent in daily life in English. Furthermore, the students also argue that using social media and watching videos or movies that use American accent make them more familiar with American accent. According to Talenta & Wibowo (2022), Indonesians tend to use the American accent because it was the accent they encounter most often, whether through websites, movies, books, and more. Then, based on the results of research by Herlina & Faridah (2021) in the third category, it shows that students feel more familiar with American English because they were often encountered.

Similar to the results of the research by Eriksson (2019), students prefer to use the American accent because the variation of the accent is the variation that they often encounter. In addition, the data shows that students also think that they were more comfortable to use American accent when communicating in English because American accent is easier to understand compared to other accents. This was in accordance with research Phan (2020), that students have a positive attitude towards American accent because of the ease of understanding (Hermini (2019) and imitating how the words are pronounced.

Meanwhile, some of the negative perceptions of the students towards the negative statements asked can be in the form of students' lack of vocabulary that makes them difficult to understand some words in American accent in various situations. Elmahdi & Hezam (2020) explains that vocabulary is the details of words that are needed to be able to communicate and express the expressions that the speaker wants to convey. In addition, there were also students who find it difficult to understand words when communicating in American accent because they think the pronunciation of words is not clear. This contradicts the research by Shamsuddin et al. (2019), where the students said that the American speaker sounds clearer, so it was easy to understand.

2. Affective Component

Based on the data, there were 9 statements on the affective component, consisting of 4 positive statements and 5 negative statements that have been asked to students. The results show that students also have a positive attitude towards American accent in the affective component, although there were also negative perceptions that also arise.

The positive and negative statements asked were respectively “I feel interested in communicating using the American accent” and the statement “I feel nervous or anxious when I have to communicate in English using an American accent”. These two statements were representative of each of the positive and negative statements that get the most positive and negative responses. Based on these statements, there are many perceptions that are also issued by students.

On the positive perception issued by students was that they felt interested in communicating using American accent. This was because most of them also feel that American accent is easy to use and understand in daily life. They also often use American accent, so they didn't feel nervous and even feel comfortable using American accent when communicating. This was similar to Eriksson (2019) research which states that students prefer to use the American accent because the pronunciation of words is easy and sounds more enjoyable. Then, another study by Hermini (2019) also showed that students have an interest in American accent because they think that in using this accent,

they become easier in pronouncing words and of course also give them ease in understanding the words that have been spoken.

In addition, they also think that American accent sounds cool and casual. This is similar to the research by Febiyani et al. (2024), where in their research there was an opinion that says that American accent has a casual way of pronunciation. Not only that, in another study by Seyranyan & Westphal (2021), there was a statement stating that American English is described as informal and cool. Meanwhile, based on Weisi et al. (2019), students prefer American accent because this accent has a pleasant tone when spoken. Eriksson (2019) also stated in his research that students think that American accent sounds more enjoyable.

In negative perception, students experience nervousness or even anxiousness when communicating using American accent because they were afraid of making mistakes. The mistakes were in terms of vocabulary, grammar, and pronunciation. In the study Coppinger & Sheridan (2022), there was a student's opinion who also stated that he experienced nervousness and even anxiousness when he was going to speak in public for fear of making mistakes. In addition, the study also mentioned that there were students who feel embarrassed to speak because of the fear of the number of mistakes, such as intonation or voice emphasis that he makes.

3. Conative Component

Based on the data, there were 8 statements consisting of 4 positive and negative statements each that have been asked to students. Similar to the cognitive and affective components, in this component students also have a positive attitude towards American accent. In addition, there were two statements that represent positive and negative statements. The two positive and negative statements that have been submitted were statements that have received many positive and some negative responses. The positive statements that have been submitted were “I like to practice how native speakers communicate using the American accent” and “When I hear students communicating in English using an American accent, I don't practice my skills with them”. The results of the interview certainly produce various perceptions from students regarding this matter.

In the positive perception, students like to use American accent when communicating like the native speakers do. This was because they feel that American accent is cool and fun to learn. Almost the same, according to Herlina & Faridah (2021) in their research shows that students think that American English is easy to learn. Furthermore, Hermini (2019) in her research suggests that American English is used in the teaching and learning process because of its ease of understanding and pronunciation of letters. Not only that, the interview results also show that students learn to pronounce words in American accent through movies or podcasts that they listen to and then they

imitate the pronunciation of native speakers. This is related to the research by Robert & Marpaung (2022), where in their research, there were students who stated that by watching movies that use American accent, he could train and have American accent when speaking. Furthermore, Fitria (2023) in her research also stated several ways to train American accents, namely by practicing words or sounds that are considered difficult, communicating with native speakers, watching American TV shows or movies, and listening to American music.

Meanwhile, in the negative perceptions, a small number of students felt that it was not very effective to practice American accent only by talking with students or friends who also spoke using American accent. He argued that learning about American accent would be more effective when done with native speakers directly. This is similar to the research data by Febiyani et al. (2024), which states that in learning American accents it will be better when we communicate with American speakers. In addition, other students mostly feel that practicing with friends, other students, and family will train our American accent skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The following is a conclusion on how students perceive their attitude towards American accent in the context of communication.

Based on the results of the research, students have a positive attitude towards American accent based on three components, namely cognitive, affective, and conative. In the cognitive component, students tended to be felt that used American accent when communicated was fun and easy. This was because they were used to used American accent when communicated in English in daily life. In addition, they also often watched American movies, so they were more familiar with American accent. Meanwhile, there were also students who found it difficult to understand some words in the American accent because of the lack of vocabulary.

In the affective component, most students felt interested in communicated used American accent because of the eased of used it. In addition, they also thought that American accent sounded cooler. However, there was also students who still felt nervous when communicated in English using American accent because they were afraid of made mistakes. Then in the conative component, students tended to like to imitate how an American native speaker spoke. They feel interested in did that because they thought that American accent sounded cool. Furthermore, in terms of learned the pronunciation of American accent,

students often watched American movies and imitated how American native speakers pronounce words. In addition, in practicing the American accent, the students also tended to often join in a conversation where people spoke using the American accent.

B. Suggestion

From the above research, some suggestions from the researcher were:

1. Trying to learn to use a native accent is a plus point in speaking. Although basically using a native accent when communicating is not very important, the use of native accents in communicating provides its own color in speaking. The conversation will be more interesting when using a native accent when communicating.
2. Don't be afraid to make mistakes when speaking English. In addition, try to learn to use a native accent when speaking in English, so that our way of speaking sounds more natural.
3. This research is still not perfect, so the researcher really hopes for suggestions for the perfection of this thesis. In addition, the researcher also expects the other researchers to be able to examine matters that are also related to attitudes towards American accent or other accents.

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APPENDICES 1

Questionnaire

**Students' Perception of Attitude on American Accent in Communication
Context at Universitas Muhammadiyah Makassar**

Notes:

4: Strongly Agree (SA)

3: Agree (A)

2: Disagree (D)

1: Strongly Disagree (SD)

No.	Statements	Point			
		SD	D	A	SA
		1	2	3	4
1.	Based on my opinion, using the American accent when communicating is fun and easy to do.				
2.	I don't really like communicating using an American accent. Therefore, I will not study it too much in the future.				
3.	I feel insecure about the way I communicate using the American accent.				
4.	I can communicate in English using an American accent easily, both when I am on campus and in everyday environments.				
5.	When communicating in English, sometimes				

	hard for me to gain knowledge and understanding when using an American accent.				
6.	I can communicate in English using an American accent in various activities easily.				
7.	When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent.				
8.	Using the American accent in English, helps me to be able to communicate well.				
9.	I feel interested in communicating using the American accent.				
10.	Communicating in English using an American accent puts me in a bad mood.				
11.	I don't feel any increased enthusiasm when communicating in English with an American accent with other people.				
12.	Using the American accent when communicating makes me feel proud.				
13.	My curiosity about American accent is quite low.				
14.	Communicating in English using an American accent doesn't really boost my self-confidence.				
15.	I can communicate confidently using the American accent in front of others.				

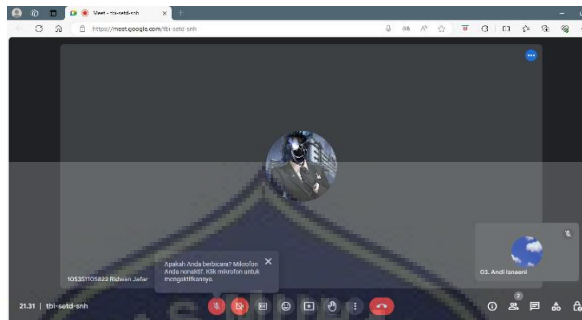
16.	I feel nervous or anxious when I have to communicate in English using an American accent.				
17.	I enjoy using the American accent to do various activities.				
18.	Using the American accent in communicating makes me feel more confident in being able to express myself.				
19.	I can't use an American accent when communicating because I'm not used to it.				
20.	Using the American accent to communicate anywhere make me scared or worried.				
21.	I feel relaxed to use the American accent every time I am appointed to speak in class.				
22.	When I hear students communicating in English using an American accent, I don't practice my skills with them.				
23.	I like to practice how native speakers communicate using the American accent.				
24.	I'm not excited to communicate in English using American accent.				
25.	When communicating in English using an American accent, I pay attention to that.				

Adapted from Utami et al. (2020)

APPENDICES 2

Interview Scripts

Script 1



Researcher : Halo dek, Assalamualaikum.

Student : Waalaikumsalam kak.

Researcher : Nda mengganggu ji to dek?

Student : Nda nda nda

Researcher : First, I want to say thank you karena sudah meluangkan waktu ta. So, eemm here I want to ask you, this is related to the questionnaire that you've filled out. Emm, jadi moka tanya about eemm what is your reason aa choose that scale. For example, misalnya eee di statement ee I like American accent bla la bla, so you chose eee the scale 3. It means that you agree, right?

Student : Yes

Researcher : Ya, so I want to ask you about your reason, oke. So here, there are 6 statements that I want to ask you, the first one is about ee **“Based on your opinion, using the American accent when communicating is fun and easy to do”**. So eemm in your res in your answer you chose ee point 3, you agree with that. Why?

Student : Eee cause in American accent it was never, so that we can used it in everyday life and in social media too. And then lot of my friends in social media like “Discord” maybe and other chat eee website platform use, certainly most of the use American accent. for other reaction have been they used it, but eee what I see from that website eee its lot more than American accent that use, that’s lot more flexible taken how taken manage their word and their and the meaning of word can be understanding by ours.

Researcher : Oou, okay, is it?

Student : Yes

Researcher : Oke, eee you can also combine in bahasa.

Student : Oke oke

Researcher : Iya, oke next emm the statement **“When communicating in various formal and informal situations, sometimes I can’t understand the words mentioned in American accent”**. So, in your answer, you choose strongly disagree, why you chose that?

Student : Eeee, because well I’m more get familiar with American accent and I can slig, not slightly. Eee I can manage to understand what the meaning in the American accent. Because was like I’m hearing like to us natural they saying in Bahasa. Like the mean what the meaning in Bahasa. For example, the saying ee the accent in Makassar and then Makassar using in Bahasa, even they using their accent in that Bahasa, I can still know what the

meaning about. It it is say something about relating to conversation or anything else.

Researcher : Emmm, oke. Next emmm, in the statement **“I feel interested in communicating using the American accent”**. You chose also 3, so you agree with that, why...why you feel interest to communicate using an American accent?

Student : Eeee, most likely my eee answer in the first ee the first statement. Because it was universal they we can use in this everyday life and well more likely we can adapt be adapted more about the accent in English rather that using in British accent or Scotland or Ireland. If we use British or Scotlandia or Ireland eee maybe there some different their language but the meaning is same. But how they can say their accent is more likely in American accent it's more like casual right? But if we hear it in British or Ireland or Scotland like that emm I can manage... I can imagine that I was conversation with someone that more really rapidly like in some royalty people like that. Their accent is so how to say it's to more like to strong, we can understand than American accent.

Researcher : Ya, but they have a specific characteristic that make British accent more cool, in my opinion.

Student : Yah, it's really cool. And even my friend they said in eee, they have a friend in Greek, ee their friend he can speak in two accents, American accent and Greek. But if he using the British accent,

everyone in the website or discourse just eee gone and silent and hearing what he said about something or speaking about something.

Researcher : Wow good. And then emm oke next statement emm **“I feel nervous or anxious when I have to communicate in English using an American accent”**, you chose strongly disagree, why you choose that?

Student : Eeee well, I can why I must ee, what’s again the statement?

Researcher : Emmm, I feel nervous when I have to communicate using an American accent.

Student : No no no no no, there is no anxious or nervous in this accent. Because I’ve been adapted more inn this environment in my college and website or the internet and maybe some of my friends in eee our from the college, my friends in everyday life or maybe in WhatsApp, I’ve been practically speaking with, using an American accent.

Researcher : So, you used to it, to use an American accent when you communicate?

Student : Yes, I’m being used it, more likely I can be more. Well, how to say, it’s more natural to me if can speaking American accent to people.

Researcher : Ooouu, oke. Next emmm, next statement **“I like to practice how native speakers communicate using the American accent.”**

Why you chose that, eh no no no, you chose emm point 3, if I'm not wrong.

Student : Yes, I chose that because I want to, like I said I want to be speak like them, like their native speaker, ee even I say something like this eee I want to more likely speak about some words in conversation and then I want to be hear it like I speak like native speaker because American accent is cool but if I said British or Scotland is more cool, that's more difficult.. but American accent is just common English for now.

Researcher : Yaaa, most of the people use the American accent more than British accent, why?

Student : British accent, I can say there some words in the vocabulary like, for example maybe eee, wotah. In American accent we say water, buut in the British or some London area wo'ah. We can't even hear the T.

Researcher : Yaaa, wotah or wo'ah

Student : Ya, wo'ah. Like mate, can you give me that wo'ah.

Research : You know? When I heard you first, when I heard your voice first, I thought that you're British accent.

Students : That's why my voice like British accent because I'm learning too. I've been learning too because want to be more eee special one in my class, just using an American accent. I want to learn British and Scotland word, that's really good.

Researcher : Oke, we move to the last question, ou last statement **“When I heard students communicating in English using an American accent, I don’t practice my skills with them.”** You chose strongly disagree, why you chose that?

Student : Well, ee if we see in our perspective we know that accent, we know that word, why we just can more reacted in conversation with others to make more practice in the word or vocabulary in conversation or maybe in everyday life. So we can more improve about our accent or our English with our friends, our family, even a strangers.

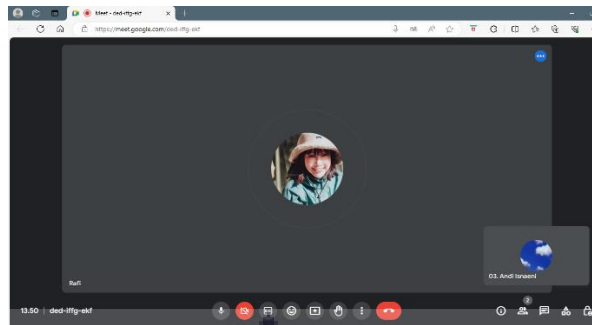
Researcher : Ooou, oke, just it?

Student : Just it. Ee because the reason why I choose ee, I want to be more active in the communicate with other, ee before I majoring in high school junior well, when I’m still in high school junior ee there are some stranger bule in my city, I want to more speak to them slightly about personally, about are you lost or something. But at that time my courage was not be more. eeee I can say my courage at time was still low.

Researcher : Ouu, oke you have a good speaking. And maybe that’s all things that I want to ask you, thank you so much, Assalamualaikum.

Student : Yes, waalaikumsalam.

Script 2



Researcher : Oke assalamualaikum wr wb.

Student : Waalaikumsalam wr. wb.

Researcher : Oke, first of all I want to say thank you ee karena kita sudah meluangkan waktu ta untuk di interview. Ee so here I want to ask you, this is related to the questionnaire yang sudah kita isi sebelumnya and disini cuman ada 6 statement yang akan saya tanyakan and I want to ask you about your reason, what is your reason you chose... e for example, you chose point 3, it means that you're agree with that statement, do you understand what I mean?

Student : Yes kak.

Researcher : Oke, emm, for the first statement ee about ee **“Based on my opinion, using the American accent when communicating is fun and easy to do”**, and here your answer is 3, point 3, you agree with that, so what is your reason?

Student : The reason I chose that agree that because emm I learn about ee

Researcher : Eee maybe you can combine with bahasa.

Student : Oo, oke. I learn about eem... Bahasa Inggris dalam model American accent and that make me easier to talk with the foreigner or the other people or my friend in the game, my friend in the game is from America, so that's why I've been easy to talk with American accent.

Researcher : Ooo, so you play...you're playing a game with the American people?

Student : Yes, with American people sometimes.

Researcher : Oooiyaiya oke oke, got it. Next emm..., in this statement **“When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent”**, so here your answer is strongly disagree, you're not agree with that statement, why?

Student : It's because I know to ee, older people so that I will use the more polite English, if I'm not wrong is sopan, right? Eee and if I talk ee with my friend, I will say... I will talk with eemm how to say, bicara biasa saja tanpa perlu menggunakan pilihan bahasa yang lebih sopan.

Researcher : Ooo, so it's about politeness? Ooouiya oke oke, any others?

Student : Emmm, adapun bahasa yang biasa digunakan ketika berbahasa formal itu digunakan ketika berbicara dengan dosen atau emm rekan kerja, seperti itu.

Researcher : Ooo, jadi tergantung anu di, kayak gak susahki biasa kalau misalnya dibahasakan formal dalam Bahasa Inggris

Student : Emmm, iya. Biasa, kadang datang waktunya tidak kadang waktunya iya.

Researcher : Ooia oke oke, next statement berikutnya itu **“I feel interested in communicating using the American accent”**, here you agree, strongly agree with that. Why you feel interest to communicate using American accent?

Student : It because eemm, my first English, Bahasa Inggris yang pertama saya pelajari itu ya American accent and mostly all of the movie that I watch in learning English from that movie is using like American accent.

Researcher : Ooo, so you...you...you watch lot of movies that use American accent, so you feel interest with that.

Student : Ya.

Researcher : Oke, good. And next emm oke, here we are, emm next statementnya itu **“I feel nervous or anxious when I have to communicate in English using an American accent”**, you strongly disagree, you're not agree with this, so why you ee don't feel like nervous or something.

Student : It because ee I have learned English excellent, so that's why I haven't feeling nervous. And sometimes I talk with a foreigner from America. So that's why.

- Researcher : Also, you used...biasa maki anu itu di?
- Student : Iya.
- Researcher : Oke oke, next statement itu emm this one **“I like to practice how native speakers communicate using the American accent”**, you strongly agree with this, why?
- Student : Ee, pardon me, can you repeat?
- Researcher : Ou, I like to practice how native speakers communicate using the American accent.
- Student : Sorry, I can't get the question.
- Researcher : Eee you like to practice your English using the American accent like how native speakers do.
- Student : Ouu, ya sometimes. Eee, maybe if I'm... every time when I watch a movie, I reply what the people in the movie or actor is or emm the actor in the movie sometimes I practice what he's say and she say.
- Researcher : That's also emm, the way we can learn accent. I also learn accent with the movie, sometimes. Same as you.
- Student : Ya, that's why I like to watch movie.
- Researcher : Ouu oke oke. Next, this one **“When I heard students communicating in English using an American accent, I don't practice my skills with them”**, you don't agree that, you're disagree, why you chose that?
- Student : I'm sorry, I can't get the point of the question.

Researcher : Emmm, for example eem you heard your friends eee communicating or speaking by using an American accent, you don't want to practice with them, and then your answer here, you don't agree with that.

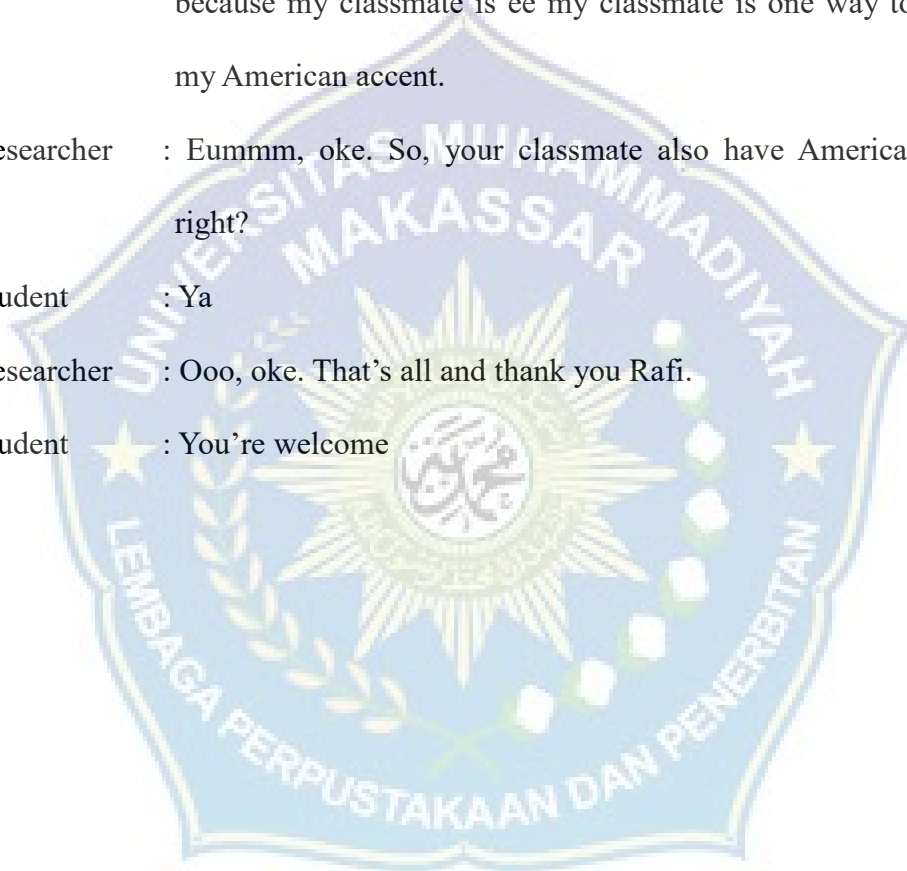
Student : Oo, I got it, I got it, emm absolutely we are practice with them because my classmate is ee my classmate is one way to practice my American accent.

Researcher : Eummm, oke. So, your classmate also have American accent, right?

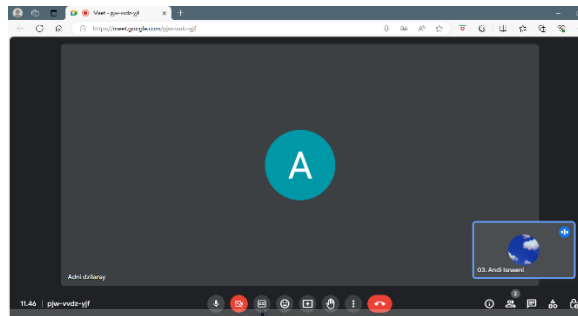
Student : Ya

Researcher : Ooo, oke. That's all and thank you Rafi.

Student : You're welcome



Script 3



Researcher : Assalamualaikum wr. wb.

Student : Waalaikumsalam wr. wb.

Researcher : Oke, first of all I want to say thank you for your time and here I want to ask you about emm the questionnaire yang sudah kita isi. Disini ada 6 statement yang saya akan tanyakan. And then I will ask you about your reason you chose the point. For example, di statement emm I like the American accent and then you chose point 3 and I ask you, I will ask about what is your reason you chose point 3, oke?

Student : Oke

Researcher : Eee the first statement **“Based on my opinion using the American accent when communicating is fun and easy to do”**, emm here you chose strongly agree, why you chose that?

Student : Well, based on my experience like ee I have watched like American series and then even though like I’m learning at school it’s American accent not a British or another accent.

Researcher : Oou, oke. So, it's because you watch lot of American series and then in your school you learn just about American accent, you use American accent?

Student : Ya

Researcher : Oke, the next statement emm **“When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent”**, so your answer here disagree. Why you disagree that statement?

Student : Well, I believe that even in formal or informal situation, I can understand ee when people talk in American accent.

Researcher : Emm, oiya iya iya, oke oke. Like emm you can understand maybe because emm you...terbiasa maki mungkin di berbagai situasi di?

Student : Iye

Researcher : Ou, oke. Next in the statement **“I feel interested in communicating using the American accent”**, here you chose agree, why you feel interest?

Student : I think American accent is more like...

Researcher : Wait sorry, lari lariki suara ta.

Student : Because I think it's more easier to use American accent than the other accent, like British or Canadian or Australian accent, I can be more easier to understand American.

Researcher : Emm iya iya, oke oke oke. The next statement **“I feel nervous or anxious when I have to communicate in English using an**

American accent", you strongly disagree, why you don't feel nervous or something?

Student : Well, I'm a confident person, even though like emm every situation, I believe I'm not...

Researcher : Sorry dek, putus putus suara ta tadi.

Student : Iye kak? Kuulang lagi kak.

Researcher : Tabe dek, bisa kitaa ulang jawabanta dek?

Student : Well, I'm because personally I'm get used to using American accent and I'm very confident person, so I don't think like I'm gonna feel anxiety. But like still nervous, I think eee I will be able like is not give like a pressure about that.

Researcher : Oke oke good, next statement **"I like to practice how native speakers communicate using the American accent"**, you strongly agree with that and why?

Student : Because I'm interested with American accent. I mean ee like give me more motivation to listening to their talking.

Researcher : Eumm oke oke. So this the last statement **"When I heard students communicating in English using an American accent, I don't practice my skills with them"**, so here strongly disagree, why?

Student : Well, I believe like ee everywhere anywhere we can talk something. So, if someone talk in English using American accent, I think I can join it and learn something from that.

Researcher: Ouuu... just it?

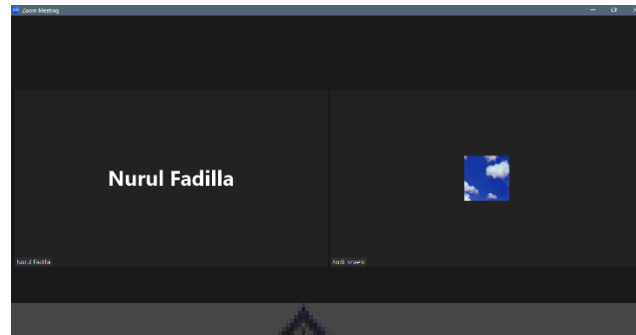
Student : Ya, that's it.

Researcher : Ou oke, thank you so much.

Student : Iye kak.



Script 4



Researcher : Assalamualaikum wr. wb.

Student : Waalaikumsalam wr. wb.

Researcher : Oke, first of all I want to say thank you for the opportunity, so here emm I want to ask you. This is related to the questionnaire yang sudah kita isi sebelumnya. Jadi disini, ada 6 statement yang akan saya tanyakan alasanta mengapa setuju ataupun tidak setuju dengan hal itu, oke?

Student : Oke

Researcher : Oke, emm you may... you have to..., you may combine in English and bahasa, bisa di combine.

Student : Yes.

Researcher : Oke, the first statement, **“Based on my opinion using the American accent when communicating is fun and easy to do”**, you feel American accent...ee when you emm, ketika komunikasiki pakai American accent, itu menyenangkan ki dan

gampang ki dan disini jawaban ta strongly agree, sangat setuju, kenapa ki?

Student : Because American accent easy to daily everyday in my class ee outclass, maybe and ee, it's easy to do, easy to use in daily every day.

Researcher : So, biasa maki pakai itu mungkin di, jadi kayak gampang mi

Student : Yes.

Researcher : Oo oke oke, ee next statement eee **“When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent”**, jadi kalau berkomunikasi ki dalam situasi yang formal ataupun tidak formal, ee terkadang itu ee mengalami kesulitan dalam mengerti apa yang na, ee kata apa yang diucapkan dalam American accent, disini jawabanta strongly agree, kenapa?

Student : Because sometimes the formal situations, we have to communicate maybe from word, from sentence...

Researcher : Sorry, sorry, what? Putus putuski suara ta

Student : Jelasji suaraku?

Researcher : Iye iye oke, bisa diulang jawabanta?

Student : My answer, sometimes when I was in situation and... situation formal and I have to communicate formal, sometimes I'm not understand because I know eee, I hear new sentence or new word.

Researcher : So, it's about the vocabulary?

Student : Heem.

Researcher : Oke oke, just it?

Student : Vocabulary, new sentence, new word before I'm not hear.

Researcher : Emm oke, next **"I feel interested in communicating using the American accent"**, eemm saya merasa tertarik untuk berkomunikasi menggunakan American accent, disini jawabanta strongly agree, why?

Student : Back to the point at statement 1, because American accent used to easy in daily everyday students and I learn in my major in high school before that, so that's why.

Researcher : Ooiya iya, oke. Next statement **"I feel nervous or anxious when I have to communicate in English using an American accent"**, so emm, kalau misalnya berkomunikasi menggunakan America accent eee kalau misalnya berkomunikasi dalam Bahasa Inggris menggunakan American accent, sometimes you feel nervous or anxious. Disini jawabanta setuju, why?

Student : Because I'm so afraid. I'm so... when I'm communicating use American accent, I'm very afraid to wrong.

Researcher : Ooo, ya, you afraid to make a mistake.

Student : Ya.

Researcher : Oke oke, I got it. Next statement **"I like to practice how native speakers communicate using the American accent"**, jadi kita itu suka kalau misalnya practice ki pakai American accent kayak apa yang dilakukan oleh native speaker, disini jawabanta strongly agree, why?

Student : Because it make me easy to learn American accent, it make easy to have and learn American accent. because I will like native speaker.

Researcher : Emm, ya ya ya ya oke oke oke, ee next statement **"When I heard students communicating in English using an American accent, I don't practice my skills with them"**, jadi kalau saya...misalnya mendengar teman sekelasku itu komunikasi ki dalam Bahasa Inggris menggunakan American accent, ee saya tidak mau practice atau melatih skill saya sama mereka, disini jawabanta strongly disagree ki, kenapa?

Student : why I chose strongly disagree, because I think I learn American accent with my classmate.

Researcher : Oo you're practice your American accent with your classmates?

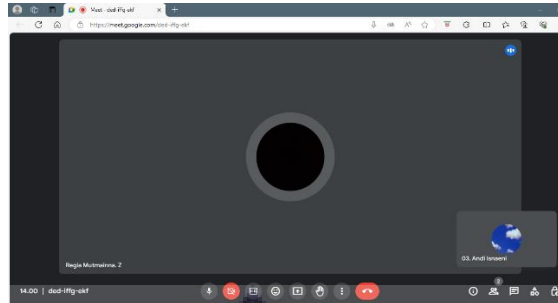
Student : Ya, sometimes.

Researcher : Ooiyaiyaiya, oke oke oke, I get the point. Okay I think that's all, there are six quest... ee statements that I ask you, thank you in advance Dila.

Student : You're welcome.



Script 5



Researcher : Oke, saya mulai yah, assalamualaikum wr, wb.

Student : Waalaikumsalam wr. wb.

Researcher : Oke, emm first of all I want to say thank you for your time and then here I want to ask you ee this is emm terkait dengan kuesioner yang sudah kita isi seelumnya. Disini saya mau tanya about eee what is your reason, ee for example ee di statement I like the American accent because bla bla bla, so I want to ask you your reason, do you get my point.

Student : Yes.

Researcher : Oke, di statement pertama yang ini **“Based on my opinion using the American accent when communicating is fun and easy to do”**, ee your answer...jawaban ta disini itu agree. Setujuki ee dengan statement using the American accent when communicating is fun and easy to do.

Student : Sebelumnya maaf kak, dalam Bahasa Inggris atau mix boleh?

Researcher : Eeee boleh mix.

Student : Makasi kak, ee jadi alasan saya kenapa ee agree, setuju dengan statement bahwa menggunakan aksen bahasa aksen Amerika dalam Bahasa Inggris lebih ee mudah, karena pertama Bahasa Inggris American accent ini lebih ee apaya lebih seperti cocok dengan eee lidah sendiri. Kemudian ee tidak eee how to say in... kayak kalau e British sendiri kan...

Researcher : Maaf dek, putus putus suara ta.

Student : Maaf kak, saya ulang, e penggunaan T dan R di British sendiri tidak terlalu jelas dan mereka punya aksen sendiri yang eee apaya...penggunaan bahasanya itu lebih cepat dan susah dimengerti. Sedangkan Amerika mereka lebih ke eee, mereka lebih ke lembut dan mencoba untuk saling eee mencoba untuk saling ee membuat kita lebih nyaman, ee kadang juga ee di American accent mereka tidak terlalu berfokus kepada ee grammar, jadi sebisa kita menggunakan bahasa atau American accent ini tidak akan terlalu berpengaruh begitu kak, dalam ee bercakap.

Researcher : Ooia iya.

Student : Dan lebih bisa menguasai juga, lebih mudah menguasai eee bahasa dalam aksen Amerika.

Researcher : Ouu oke oke, got it. Oke next statement itu **“When communicating in various formal and informal situations, sometimes I can’t understand the words mentioned in American accent”**, jadi kalau misalnya kita berkomunikasi di berbagai situasi like, situasi di formal atau informal ee terkadang ee tidak mengerti beberapa kata yang diucapkan dalam American accent. kita strongly agree disini, kenapa?

Student : Iye kak, ee soalnya ee saya sendiri paham bahwa ee Bahasa Inggris saya belum ee sefasih ee selancar ee mungkin para ee seperti native native Bahasa Inggris, dan ee sometimes I get eee like the word I heard, mereka itu kadang menggunakan Bahasa yang eee diatas lagi. Kan ada tingkatan Bahasa Inggris ada A1, A2, B2, nah saya belum ee masuk ke bagian B2, jadi belum terlalu paham begitu.

Researcher : Ooiya iya, jadi permasalahannya di bagian vocabulary di?

Student : Yes, vocabularynya belum terlalu tinggi begitu.

Researcher : Oke oke, good. Next statement **“I feel interested in communicating using the American accent”**, eemm saya merasa tertarik untuk berkomunikasi menggunakan American accent, ee jawabanta disini strongly agree, why?

Student : Eee seperti eee alasan di pertanyaan pertama bahwa American accent lebih mudah saya pahami dan lebih mudah saya tangkap dibandingkan aksen aksen lainnya.

Researcher : Ooke oke good. Next, ee statement **“I feel nervous or anxious when I have to communicate in English using an American accent”**, ee saya merasa gugup atau apa lagi namanya itu anxious bergetar begitu ee ketika saya harus berkomunikasi ee menggunakan American accent eh dalam Bahasa Inggris, disini jawabanta strongly agree, kenapa?

Student : Betul sekali kak, karena ee apaya... eee kaya susah mengeluarkan ee opininya atau pendapat yang ingin kita sampaikan. Because it like it's hard to put the word together, apalagi kalau kita harus maybe attention about our grammar dan itu saya nervous apalagi saya selalu berpikiran untuk ee afraid to make a mistake.

Researcher : Ooo, oke next statement **“I like to practice how native speakers communicate using the American accent”**, saya suka eee practice eee American accentnya itu kayak apa yang dilakukan sama native speaker, disini jawabanta strongly agree, kenapa?

Student : Betul kak, soalnya ee kan eee saya tertariknya di aksen aksen mereka, makanya setiap nonton film atau dengar ee listening ee podcast atau apapun itu saya biasanya eee apaya...copy accent mereka, misalnya contohnya mereka bilang how you doing? Saya

coba untuk copy ke diri saya biar kedengaran natural, ini juga saya belajar American accent biar lebih natural kedengarannya.

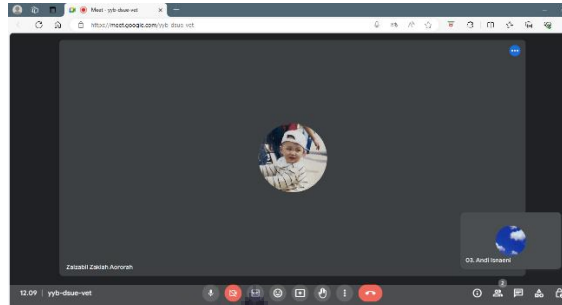
Researcher : Ooo, saya juga begitu soalnya hehe, oke next **“When I heard students communicating in English using an American accent, I don’t practice my skills with them”**, so emm kalau misalnya dengarku temanta ee komunikasiku Bahasa Inggris menggunakan American accent, nda mauku practice sama mereka, nda mauku practice skill sama mereka. So ee, jawabanta disini disagree, tidak setuju sama statement itu, kenapa?

Student : Eee pertama mungkin kalo sesama teman sudah lebih terbuka dan sudah lebih akrab jadi ee bisa lebih nyaman berkomunikasi dalam Bahasa Inggris. Ee kaya statement yang kaya “ah sok pakai Bahasa Inggris” atau apa pun itu, mereka kan ee juga bodo amat sama hal seperti itu, apalagi kami sesama ee teman dalam English Department students eee apaya...mengharuskan kita kadang berkomunikasi menggunakan Bahasa Inggris, makanya saya setuju kalau dengar teman pakai Bahasa Inggris ikut ikutan juga.

Researcher : Oo, oke Regia, sekian yah, terima kasih banyak.

Student : Iye kak.

Script 6



Researcher : Oke, bismillaahirrahmaanirrahiim assalamualaikum wr. wb.

Student : Waalaikumsalam wr. wb.

Researcher : Oke dek, ee first of all I want to say thank you for the opportunity, for your time. So ee here I want to ask you about ee the questionnaire that...yang sudah kita isi sebelumnya, jadi emm saya akan menanyakan 6 statement disini yang sudah saya pilih, saya akan tanyakan tentang alasan ta ee pilih, misalnya di...eh alasan ta setuju atau tidak setuju dengan statement tersebut. Oke?

Student : Oke.

Researcher : Oke, emmm the first, ee kalau kita jawab ee you can combine in English and bahasa. Oke the first is **“Based on my opinion using the American accent when communicating is fun and easy to do”**, eem jawabanta disini strongly agree, jadi kita setuju dengan hal itu, kenapa?

Student : Eee because mudah dipahami dibandingkan dengan aksen yang lain, dia kayak bahasanya mudah dimengerti.

Researcher : Oke, next di statement **“When communicating in various formal and informal situations, sometimes I can’t understand the words mentioned in American accent”**, jadi kalau misalnya kita berkomunikasi di berbagai situasi misalnya di stuasi formal ataupun tidak formal terkadang mengalami kesulitan untuk memahami ee beberapa kata dalam Bahasa Inggris menggunakan American accent, disini jawaban ta emm setuju, kenapaki mengalami kesulitan?

Student : Eee maybe because... vocabulary not familiar, like that, kayak eee kosakatanya kurang familiar, trus penyebutanya juga kurang jelas, begitu kak.

Researcher : Ouu oke oke oke. And next statement **“I feel interested in communicating using the American accent”**, ee saya merasa tertarik untuk berkomunikasi menggunakan American accent, disini jawabanta strongly agree sangat setuju, kenapa sangat setuju bahwa American accent itu emm membuatki merasa tertarik?

Student : Eee oke, using American accent make me feel like ee more kek keren gitu deh.

Researcher : Oou oke. Next statement **“I feel nervous or anxious when I have to communicate in English using an American accent”**, jadi kita merasa nervous atau gugup bahkan anxious kayak

gemetar gemetar ketika kita mau komunikasi pakai Bahasa Inggris menggunakan American accent, jadi kita setuju dengan statement itu, kenapa?

Student : Yaa kak, oke maybe sometimes I forget the vocabulary ee atau kaya ee I feell nervous because I don't know ee how to speak, gitu, takut salah.

Researcher : Oou you afraid to make aa mistake?

Student : Iya.

Researcher : Oke, emm next statement itu **“I like to practice how native speakers communicate using the American accent”**, jadi kita itu suka ee praktek pakai American accent seperti apa yang dilakukan pra native speaker, jadi disini jawabanta strongly agree, kenapa?

Student : Eee because American accent is learn to...eh is fun to learn, jadi kaya kalau misalkan watching videos ee someone using American accent atau listen to someone speak an American accent suka aja gitu.

Researcher : Oou basically you like American accent because is fun.

Student : Yes.

Researcher : Oke, next statementnya **“When I heard students communicating in English using an American accent, I don't**

practice my skills with them”, so kalau misalnya dengarki ee siswa atau misalnya teman kelasta itu berkomunikasi dalam Bahasa Inggris menggunakan American accent, emm kita tidak mau practice ee skill ta sama mereka. Disini jawaban ta strongly agree, kenapa tidak mau practice sama mereka, kenapa?

Student : Eee because mereka kurang cocok yah untuk dipakai communicating in American accent karena in my opinion kalau misalnya kita mau belajar ee American accent bagusnya tu ee dengan people American accent.

Researcher : Ooo, jadi menurutta ee biar un temanta pakai American accent, tapi kita teta tidak...tidak cocokki karena kita mauta yang langsung nativenya begitu?

Student : Iya, betul.

Researcher : Oke, I think that's all the statement that I want to ask you, thank you so much.

Student : Iye, you're welcome.

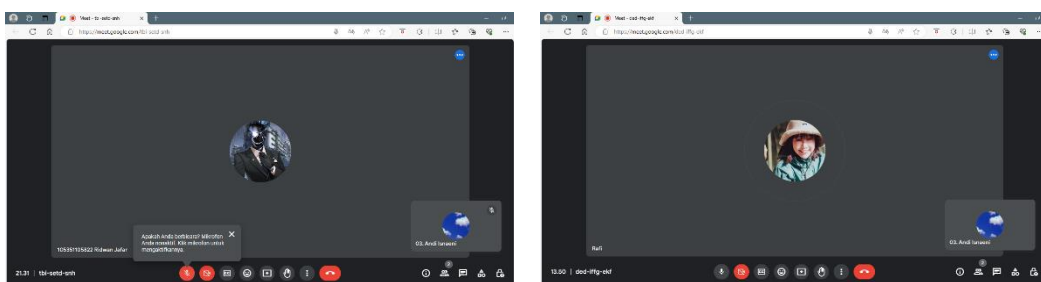
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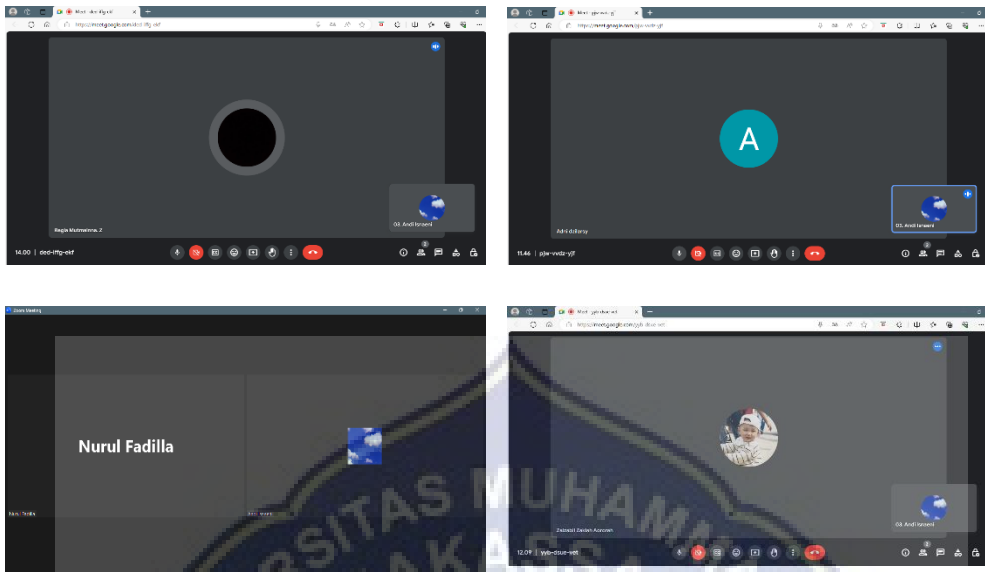
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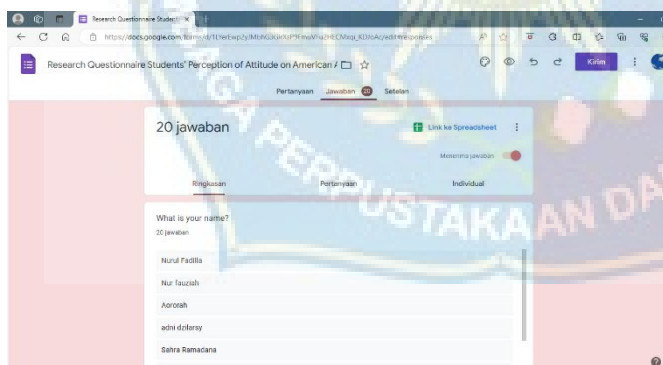


Interview





Research Result



Questionnaire

Students' Perception of Attitude on American Accent in Communication

Context at Universitas Muhammadiyah Makassar

Notes:

4: Strongly Agree (SA)

3: Agree (A)

2: Disagree (D)

1: Strongly Disagree (SD)

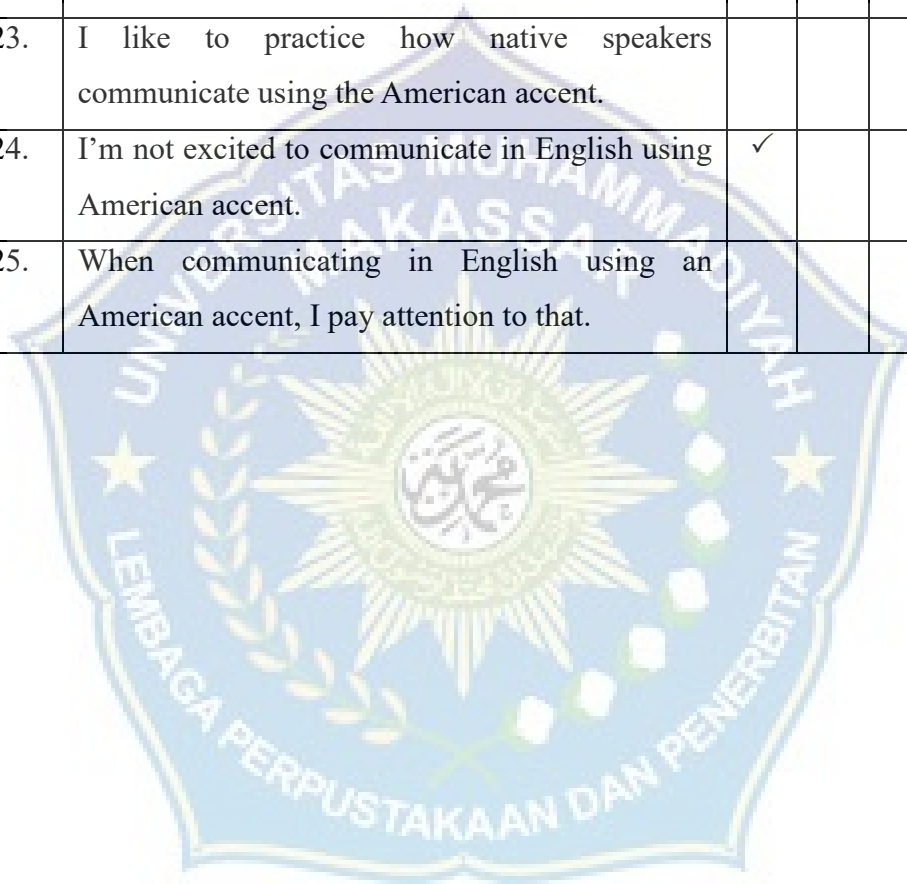
Name : Student 1 (AD)

Class : BG4B

No.	Statements	Point			
		SD 1	D 2	A 3	SA 4
1.	Based on my opinion, using the American accent when communicating is fun and easy to do.				✓
2.	I don't really like communicating using an American accent. Therefore, I will not study it too much in the future.	✓			
3.	I feel insecure about the way I communicate using the American accent.	✓			
4.	I can communicate in English using an American accent easily, both when I am on campus and in everyday environments.				✓
5.	When communicating in English, sometimes hard for me to gain knowledge and understanding when using an American accent.	✓			
6.	I can communicate in English using an American				✓

	accent in various activities easily.				
7.	When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent.		✓		
8.	Using the American accent in English, helps me to be able to communicate well.				✓
9.	I feel interested in communicating using the American accent.			✓	
10.	Communicating in English using an American accent puts me in a bad mood.	✓			
11.	I don't feel any increased enthusiasm when communicating in English with an American accent with other people.	✓			
12.	Using the American accent when communicating makes me feel proud.				✓
13.	My curiosity about American accent is quite low.		✓		
14.	Communicating in English using an American accent doesn't really boost my self-confidence.	✓			
15.	I can communicate confidently using the American accent in front of others.				✓
16.	I feel nervous or anxious when I have to communicate in English using an American accent.	✓			
17.	I enjoy using the American accent to do various activities.				✓
18.	Using the American accent in communicating makes me feel more confident in being able to express myself.				✓
19.	I can't use an American accent when communicating because I'm not used to it.	✓			

20.	Using the American accent to communicate anywhere make me scared or worried.	✓			
21.	I feel relaxed to use the American accent every time I am appointed to speak in class.				✓
22.	When I hear students communicating in English using an American accent, I don't practice my skills with them.	✓			
23.	I like to practice how native speakers communicate using the American accent.				✓
24.	I'm not excited to communicate in English using American accent.	✓			
25.	When communicating in English using an American accent, I pay attention to that.				✓



Questionnaire

Students' Perception of Attitude on American Accent in Communication

Context at Universitas Muhammadiyah Makassar

Notes:

4: Strongly Agree (SA)

3: Agree (A)

2: Disagree (D)

1: Strongly Disagree (SD)

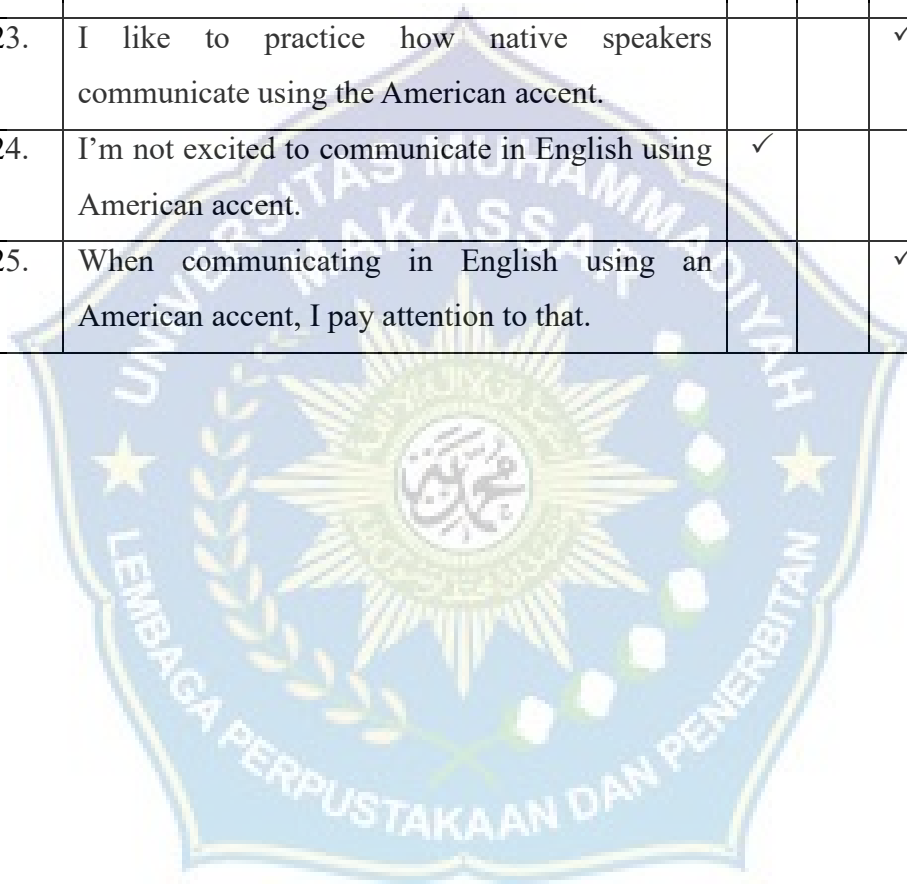
Name : Student 2 (NN)

Class : BG6D

No.	Statements	Point			
		SD 1	D 2	A 3	SA 4
1.	Based on my opinion, using the American accent when communicating is fun and easy to do.				✓
2.	I don't really like communicating using an American accent. Therefore, I will not study it too much in the future.	✓			
3.	I feel insecure about the way I communicate using the American accent.			✓	
4.	I can communicate in English using an American accent easily, both when I am on campus and in everyday environments.			✓	
5.	When communicating in English, sometimes hard for me to gain knowledge and understanding when using an American accent.		✓		
6.	I can communicate in English using an American			✓	

	accent in various activities easily.				
7.	When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent.			✓	
8.	Using the American accent in English, helps me to be able to communicate well.			✓	
9.	I feel interested in communicating using the American accent.			✓	
10.	Communicating in English using an American accent puts me in a bad mood.		✓		
11.	I don't feel any increased enthusiasm when communicating in English with an American accent with other people.	✓			
12.	Using the American accent when communicating makes me feel proud.			✓	
13.	My curiosity about American accent is quite low.		✓		
14.	Communicating in English using an American accent doesn't really boost my self-confidence.			✓	
15.	I can communicate confidently using the American accent in front of others.			✓	
16.	I feel nervous or anxious when I have to communicate in English using an American accent.		✓		
17.	I enjoy using the American accent to do various activities.			✓	
18.	Using the American accent in communicating makes me feel more confident in being able to express myself.			✓	
19.	I can't use an American accent when communicating because I'm not used to it.		✓		

20.	Using the American accent to communicate anywhere make me scared or worried.		✓		
21.	I feel relaxed to use the American accent every time I am appointed to speak in class.			✓	
22.	When I hear students communicating in English using an American accent, I don't practice my skills with them.		✓		
23.	I like to practice how native speakers communicate using the American accent.			✓	
24.	I'm not excited to communicate in English using American accent.	✓			
25.	When communicating in English using an American accent, I pay attention to that.			✓	



Questionnaire

Students' Perception of Attitude on American Accent in Communication

Context at Universitas Muhammadiyah Makassar

Notes:

4: Strongly Agree (SA)

3: Agree (A)

2: Disagree (D)

1: Strongly Disagree (SD)

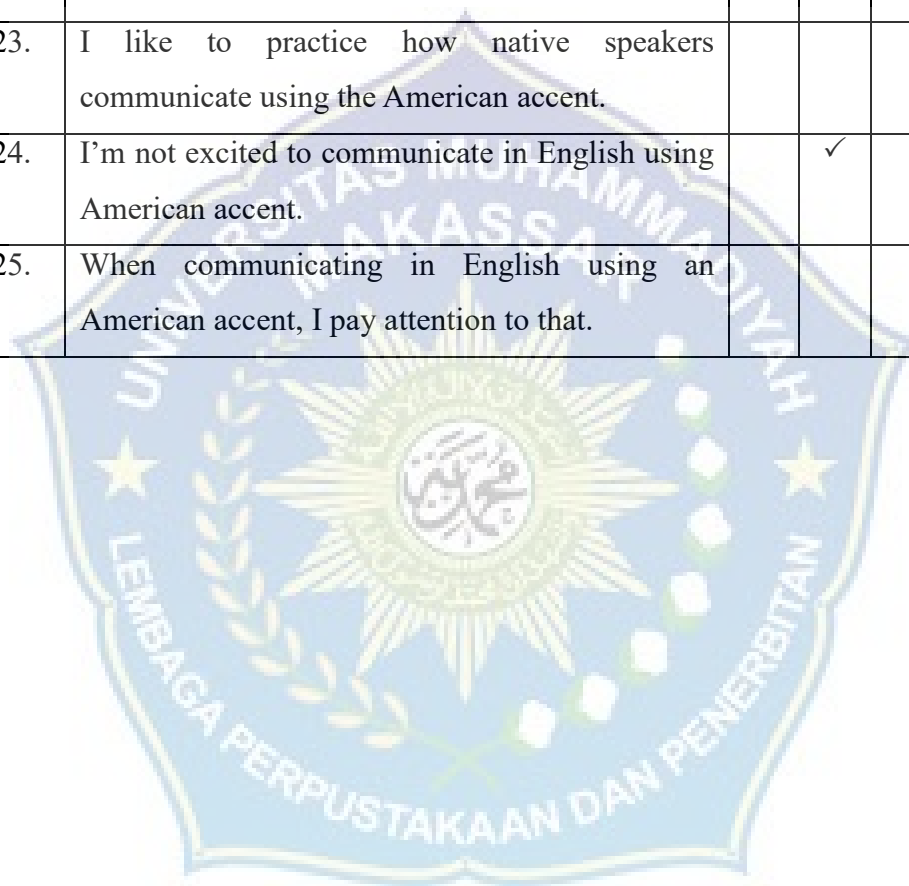
Name : Student 3 (A)

Class : BG6C

No.	Statements	Point			
		SD 1	D 2	A 3	SA 4
1.	Based on my opinion, using the American accent when communicating is fun and easy to do.				✓
2.	I don't really like communicating using an American accent. Therefore, I will not study it too much in the future.	✓			
3.	I feel insecure about the way I communicate using the American accent.			✓	
4.	I can communicate in English using an American accent easily, both when I am on campus and in everyday environments.				✓
5.	When communicating in English, sometimes hard for me to gain knowledge and understanding when using an American accent.			✓	
6.	I can communicate in English using an American			✓	

	accent in various activities easily.				
7.	When communicating in various formal and informal situations, sometimes I can't understand the words mentioned in American accent.			✓	
8.	Using the American accent in English, helps me to be able to communicate well.			✓	
9.	I feel interested in communicating using the American accent.				✓
10.	Communicating in English using an American accent puts me in a bad mood.		✓		
11.	I don't feel any increased enthusiasm when communicating in English with an American accent with other people.	✓			
12.	Using the American accent when communicating makes me feel proud.				✓
13.	My curiosity about American accent is quite low.		✓		
14.	Communicating in English using an American accent doesn't really boost my self-confidence.			✓	
15.	I can communicate confidently using the American accent in front of others.			✓	
16.	I feel nervous or anxious when I have to communicate in English using an American accent.			✓	
17.	I enjoy using the American accent to do various activities.			✓	
18.	Using the American accent in communicating makes me feel more confident in being able to express myself.			✓	
19.	I can't use an American accent when communicating because I'm not used to it.	✓			

20.	Using the American accent to communicate anywhere make me scared or worried.		✓		
21.	I feel relaxed to use the American accent every time I am appointed to speak in class.			✓	
22.	When I hear students communicating in English using an American accent, I don't practice my skills with them.				✓
23.	I like to practice how native speakers communicate using the American accent.				✓
24.	I'm not excited to communicate in English using American accent.		✓		
25.	When communicating in English using an American accent, I pay attention to that.				✓



APPENDICES 4

Surat Keterangan Bebas Plagiasi



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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama Andi Isnaeni
Nim 105351103120
Program Studi Pendidikan Bahasa Inggris
Dengan nilai:

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3	Bab 3	9 %	10 %
4	Bab 4	4 %	10 %
5	Bab 5	0 %	5%

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/

BAB IV Andi Isnaeni
105351103120
by Tahap Tutup



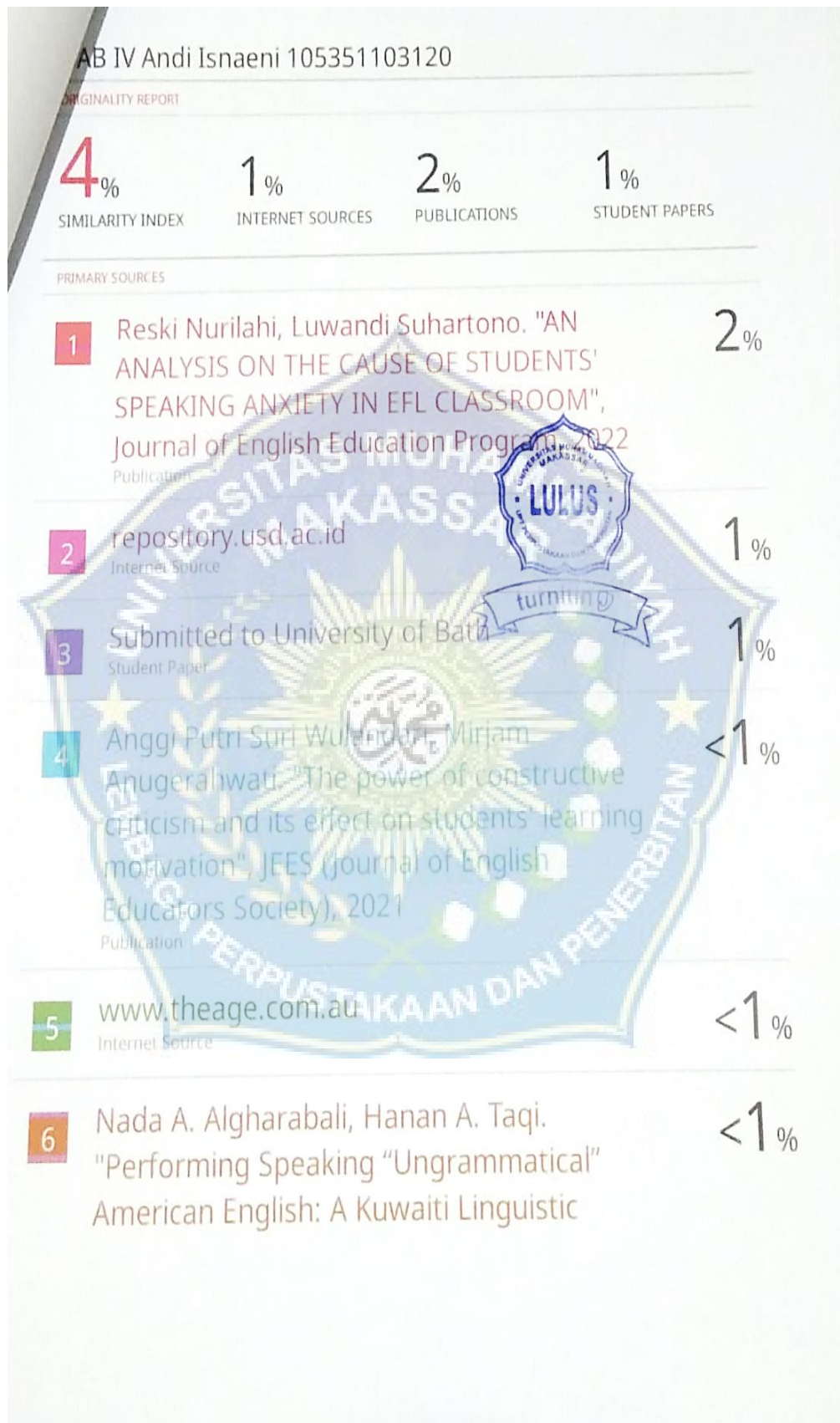
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Phenomenon", Open Journal of Modern
Linguistics, 2018
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APPENDICES 5

Surat Pengantar Penelitian dari Fakultas



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 299 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : <https://fkip.unismuh.ac.id>



Nomor : 15959/FKIP/A.4-II/11/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Andi Isnaeni
Stambuk : 105351103120
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bira / 09-02-2003
Alamat : B/21 Perumahan Puri Paliangga Mas 2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Students' Perception of Attitude on American Accent in Communication Context at Universitas Muhammadiyah Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
26 Februari 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDICES 6

Surat Pengantar Penelitian dari LP3M


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail:lp3m@unismuh.ac.id

Nomor : 3765/05/C.4-VIII/II/1445/2024 27 February 2024 M
 Lamp : 1 (satu) Rangkap Proposal 17 Sya'ban 1445
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Dekan FKIP
 Universitas Muhammadiyah Makassar
 di -
 Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 اللَّهُمَّ صَلِّ وَسَلِّمْ وَبَارِكْ لَهُ
 وَارْحَمْهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15959/FKIP/A.4-II/II/2445/2024 tanggal 26 Februari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : **ANDI ISNAENI**
 No. Stambuk : **10535 1103120**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"STUDENTS' PERCEPTION OF ATTITUDE ON AMERICAN ACCENT IN COMMUNICATION CONTEXT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 5 Maret 2024 s/d 5 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

اللَّهُمَّ صَلِّ وَسَلِّمْ وَبَارِكْ لَهُ
 وَارْحَمْهُ

Ketua LP3M,

Arief Muhsin, M.Pd.
 NBM 1127761

02-24

APPENDICES 7

Kartu Kontrol Penelitian



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 1782101 (Secretary)
Email: pendi@ummuah.ac.id
Web: bg.fkip.ummuah.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Andi Isaeni
 NIM : 10551103120
 Judul Penelitian : Students' Perception & Attitude on American Accent in Communication Context at Universitas Muhammadiyah Makassar
 Tanggal Ujian Proposal : 12 Februari 2024
 Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	16 Februari 2024	Pengantaran surat izin penelitian	Dr. Ratu Yulianti Naesir, S.Pd., M.Pd.	<i>[Signature]</i>
2	7 Maret 2024	Melakukan observasi	Dr. Ratu Yulianti Naesir, S.Pd., M.Pd.	<i>[Signature]</i>
3	14 Maret 2024	Membagikan kuesioner dalam bentuk Google Form	Dr. Ratu Yulianti Naesir, S.Pd., M.Pd.	<i>[Signature]</i>
4	20 Maret 2024	Menganalisis data kuesioner	Dr. Ratu Yulianti Naesir, S.Pd., M.Pd.	<i>[Signature]</i>
5	21 Maret 2024	Melaksanakan interview	Dr. Ratu Yulianti Naesir, S.Pd., M.Pd.	<i>[Signature]</i>

Makassar, 2 Mei 2024

Mengetahui,

Ketua Program Studi,
FKIP Ummuh Makassar



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Pimpinan Kepala sekolah/Instansi



Dr. Ratu Yulianti Naesir, S.Pd., Ph.D.
NBM. 860 934



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI



RESEARCH
GROUP
PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
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RESEARCH
ACADEMY
PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
FKIP UMMUH MAKASSAR



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APPENDICES 8

Surat Keterangan Selesai Meneliti


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Awaudin No. 209 Makassar
 Telp : 0411-860837 / 860133 (Pns)
 Email : fkip@unismuh.ac.id
 Web : https://fkip.unismuh.ac.id


SURAT KETERANGAN PENELITIAN
 Nomor 0271/FKIP/05/A.5-VI/V/1445/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini

Nama	Andi Isnaeni
NIM	10535 1103120
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 26 Februari 2024 s.d 21 Maret 2024, dalam rangka penyusunan Skripsi dengan judul

"Students' Perception of Attitude on American Accent in Communication Connext at Universitas Muhammadiyah Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya

25 Syawal 1445 H
 Makassar
 04 Mei 2024 M


 Dekan,
 FKIP Unismuh Makassar.
Erwin Akib, M.Pd. Ph.D
 NBM. 860 934




 | Terakreditasi Institut

APPENDICES 9

ACCEPTANCE LETTER (LOA)



Premise : Journal of English Education and Applied Linguistics
<https://fkip.ummetro.ac.id/journal/index.php/english>
 Editorial Teams

ACCEPTANCE LETTER (LoA) No: PJEE-10147-31762-1-RV

Dear

Andi Isnaeni
 Ratu Yulianti Natsir
 Uyunnasirah Hambali

Premise Editorial Teams would like to congratulate you on being accepted for your submitted article entitled "**Students' Attitude towards American Accent in Communication Context at Universitas Muhammadiyah Makassar**" to get published in the **Premise: Journal of English Education and Applied Linguistics**. The journal is indexed in SINTA 3 and is being proposed to Scopus and WoS in 2022-2024.

After a quick review of your submitted article, we have decided that your article is accepted and is scheduled to be published in Volume 13 No 3, October 2024 edition. However, further review to revise is applicable at least twice by two blind peer reviews. For that reason, the author must check the review program through OJS. The communication and process of manuscripts are full via OJS. <http://www.ojs.fkip.ummetro.ac.id/index.php/english/login>. Urgent messages can be texted through WhatsApp. In addition, *Mendeley is to use as a referencing tool to meet this journal's essential requirement.*

Should you have further questions, please contact the editor via WA.081385471415

Thank you very much.
Metro, May, 25, 2024
 Sincerely yours,



Dr. DEDI TURMUDI, S.PD.,M.A. TESOL
 Editor in Chief
 Scopus ID:57203683470
 SINTA ID:5973919
 Researcher ID: AAB-5910-2021
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 Garuda ID:540946
 Mobile/WA 081385471415

Indexed in

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BIOGRAPHY OF AUTHOR



Andi Isnaeni was born on February 08, 2003, in Bira, Bulukumba Regency. She is the first child of Alm. Andi Aris and Asmawati.

She took her first education at TK Ananda Bira, then continued at SDN 168 Dangke in 2009. Furthermore, the author continued her education at SMPN 34 Bulukumba in 2014 and at SMAN 3 Bulukumba in 2018 then graduated in 2020.

The author continued her bachelor's degree in English Education Department of Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar.

During the education process, the author has a motto which is "Allah does not charge a soul except [with that within] its capacity..." taken in Qs. Al-Baqarah: 286. The author also has another motto which is "Everything that happens in your life has a reason. Try to find the reason behind it all". From these two mottos, the author believes that everything that happens in life is something we can do, even though we have to go through various obstacles. This is what became one of the author's handles so that she could complete her thesis in 2024 with the title "Students' Attitude on the Use of American Accent in Communication Context at Universitas Muhammadiyah Makassar".