

Exploring EFL Secondary English Club Students' Challenges of the Use of British Accent in Speaking Classroom

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ABSTRACT

Exploring EFL Secondary English Club Students' Challenges with the Use of British Accent in Speaking Classroom is the focus of this study. One of the more challenging accents that students can master in English clubs is the British accent. The learner can discuss their difficulties in the speaking classroom while using a British accent. This study used a survey approach with a questionnaire as part of its descriptive qualitative methodology. Three English club students from a vocational high school in Jakarta participated in this study. Nine interview questions helped gather the data for this study. The goal of this study is to examine the difficulties that EFL Secondary English Club Students face when using a British accent in speaking classes. The researcher draws the conclusion that the student's difficulties employing a British accent are constructive based on the findings of the data analysis. The student who uses a British accent in the speaking class presents the most challenge. According to the interview questions, the students approve of the obstacles associated with the British accent in speaking classes. The students respond favorably to the difficulties.

Keywords British Accent, Challenges, Speaking Classroom.

ABSTRAK

Menjelajahi Tantangan Siswa Klub Bahasa Inggris Menengah EFL dengan Penggunaan Aksen Inggris di Kelas Berbicara adalah fokus dari penelitian ini. Salah satu aksen yang lebih menantang yang dapat dikuasai siswa di klub bahasa Inggris adalah aksen Inggris. Pelajar dapat mendiskusikan kesulitan mereka di kelas berbicara sambil menggunakan aksen Inggris. Penelitian ini menggunakan pendekatan survei dengan kuesioner sebagai bagian dari metodologi kualitatif deskriptif. Tiga siswa klub bahasa Inggris dari sekolah menengah kejuruan di Jakarta berpartisipasi dalam penelitian ini. Sembilan pertanyaan wawancara membantu mengumpulkan data untuk penelitian ini. Tujuan dari penelitian ini adalah untuk menguji kesulitan yang dihadapi Siswa EFL Secondary English Club ketika menggunakan aksen Inggris di kelas berbicara. Peneliti menarik kesimpulan bahwa kesulitan siswa menggunakan aksen Inggris bersifat konstruktif berdasarkan temuan analisis data. Siswa yang menggunakan aksen Inggris di kelas berbicara menghadirkan tantangan terbesar. Menurut pertanyaan wawancara, siswa menyetujui hambatan yang terkait dengan aksen Inggris di kelas berbicara. Siswa menanggapi kesulitan dengan baik.

Kata Kunci: Aksen Britis, Tantangan, Kelas Berbicara.

INTRODUCTION

One of the most widely used languages in the world is English. There are about 390 million English learners in China, not counting speakers in Taiwan and Hong Kong (Wei & Su, 2012). The widespread usage of the English language has led to the emergence of various distinctive regional accents. In the British Isles, speakers use around 24 different English accents, according to Hughes, Trudgill, and Watt (2012). As English extends over the world, more people are learning the language, and new nuances have also evolved (Hughes, Trudgill, & Watt, 2012). The term "*Global Englishes*" to describe the variety of English dialects that may be heard all around the world. He teaches linguistics as a Jubilee Professor at the University of Illinois in Urbana-Champaign. Because it "symbolizes the functional and formal variants, multiple sociolinguistic situations, ranges and varieties of English in creation, and various patterns of acculturation in areas of the Western and non-Western world," Kachru uses the term "Englishes" for his classification of languages. This strategy emphasizes "WE-ness" rather than the distinction between "us" and "them" (native and non-native users), he categorizes the world's Englishes into three categories in accordance with how it is utilized in various countries (Kachru, 2008).

The three layers of circles in the image below are taken from Kachru (2008) and represent English speakers. His inner circle of English-speaking nations includes the United States, Australia, Ireland, and a few more countries, all of which have distinct English accents. The second layer, or outer circle, includes countries that have English as a second language. This layer covers countries like Singapore, Malaysia, the Philippines, and several others that have accents resembling those of countries where English is spoken as a second language. Finally, the expanding circle now includes countries like China, Japan, Korea, and a few others that have English as a second language. When participating in conferences or taking English classes, these countries use this style of English. Indonesia, where English is a second language, is actually a part of this expanding circle.

In terms of spelling, grammar, pronunciation, and vocabulary, British English and American English differ significantly from one another, according to Horobin (2016). Examples include the words color, neighbor, and harbor, which are frequently encountered with the ending "our" in British English, which are all found in the fourth edition of the Oxford Learner's Pocket Dictionary. In American English, words like color, neighbor, and harbor are written with the -or ending. British and American English speakers' vocabularies allow them to employ various terms to refer to the same concept. It is important to note that the following information is based on the most recent available information. Spelling, lexis, pronunciation, grammatical structure, and other aspects of spoken English in England and the United States started to differ over time. In the end, this resulted in the development of American and British English. There are some places where the two languages diverge from one another, such as vocabulary and particulars of pronunciation and syntax. American English is traditional, maintaining features like British slang. Fall has been used as a replacement for the word autumn since the seventeenth century. Additionally, it is still in use today in the United States while becoming less common in the UK (Dirgeyasa, 2015).

It is important to acquire the four English language skills of listening, speaking, reading, and writing. When learning English, it is essential to improve your speaking skills. Observation

by Richard (2008) Usually, we communicate to finish chores, explore ideas, solve issues, or simply to be with one another. For involvement in the professional world and foreign connections in the interim, English competence is essential. The standard for speaking proficiency is the ability to hold a conversation in the target language. Teachers think that their pupils should be skilled communicators because of this reality. According to Thornbury (2008), because speaking is a part of our daily life, we often take it for granted. The average person produces tens of thousands of words every day, while other people, like politicians or auctioneers, may have much more. Speaking is so natural and necessary that we forget how hard we have to work to learn it until we have to relearn how to communicate in a different language. According to another researcher Richard (2008) many second- or foreign-language learners prioritize speaking English fluently. Students who are motivated by new experiences in particular need to have a thorough understanding of speaking skills to promote learning outcomes.

Based on past research, there are many different viewpoints on British English. Professional opinion has unequivocally shown it. Because they are used to speaking American, some pupils found it challenging to pronounce British terminology and adjust to the American accent. Even when they occasionally spoke in another language, like Indonesian, they kept their regional accents. Due to their distinctive regional dialects and accents, some students found it difficult to attempt British pronunciations (in this example, Javanese), the findings show that although the pupils can distinguish between American and British English, they still need more practice (Talenta, 2022). They are also capable of responding to all exam questions, although not all of their answers are reliable. The results of this study show that children use both British and American English. Because American English is the dialect they are most familiar with and pronounce correctly, students favor it when learning and teaching. Even though they think they mix the two varieties of English and have encountered both, this is accurate (Gunawan, 2020). Another finding shows that students can tell the difference between American and British English pronunciation mostly by listening to it. A small minority of students, nevertheless, still believe that British English is fashionable, formal, and an excellent all-around English variation (Hermini, 2019).

In this research, the researchers set the research question and research objective. The research question is What challenges do EFL secondary English club students encounter in practice British Accents in speaking practice? The research objective is to explore EFL secondary English club students' challenges in practicing British Accents in speaking practice.

METHODOLOGY

To determine how EFL Secondary English Club Students' Challenges of the Use of a British Accent in Speaking Classroom, this study used a case study approach and using reflective journal. This study sought to provide a challenge of the British accent in speaking classroom, the understanding of the British accent in speaking classroom. According to Fraenkel and Wallen (2013), a qualitative study approach known as the specific case or valuable generalization case study examines a single person, group, or significant example to formulate interceptions. To comprehend the instance of the British accent, the writer is therefore permitted to examine a particular university student using the study case

methodology.

A descriptive case study is made to explain the natural processes that occur within the subject data, such as the varied reading strategies and methods used by readers. According to Burns and Grove (2003), the purpose of descriptive research is to depict a situation as it actually happens. It once served as a basis for opinions, hypotheses, and the backing of current practices. The goal of the study is to describe, explain, and validate discoveries because description research usually illuminates knowledge that we might not otherwise notice or even encounter. This research is purpose to show EFL secondary English club students' challenges with the use British Accent in speaking practice, with clearer, more complete information, and makes it possible for the researcher to do an interview.

Three students from the English club of a vocational high school in Jakarta were the study's participants. Purposive sampling was used to guide the participant's decision. In order to make it simpler for the participants to comprehend the statements, the researcher gave the interview questions in Indonesian. The researcher employed a number of procedures in the data analysis process. In the first phase, the researcher asks the subjects an interview question. Second, the researchers compile the interview questions after the participants have finished responding to them. Third, the researchers started putting participant responses into categories. Fourth, the researcher was aware of the replies from the participants regarding the difficulties in using a British accent in speaking classes. Final steps, to determine the research's findings, the researcher eventually examined and summarized participant responses.

FINDINGS AND DISCUSSION

The information was acquired through interviews with individuals who struggled with using a British accent in speaking classes. A data display from interviews is presented in the paragraphs below. The difficulties of using a British accent are demonstrated. The research question is regarding the participants' challenges in the British accent. All three participants showed that the British accent is difficult accent. One reason is that the British accent is difficult accent because of the pronunciation and different vocabulary.

The participant under the pseudonym Jojo said, "The challenge in pronouncing it is different from the American accent, sometimes it gets mixed up between the British accent and the American accent and it confuses the pronunciation and the challenges between British and American". Same opinion with Jojo, the other participant under the pseudonym Mina said, "I have to know how the pronunciation is before using a British accent because in American the accent is the R at the end of a word. If in a British accent, the letter R is silenced". Thus, the other participant under the pseudonym Rara said, "The challenges between British and American pronunciation is different the vocabulary too. A difference from the British accent is the pronunciation and listening are difficult because usually, British native speakers speak fast". Most of the English club students said that British accent is a difficult accent because of the different pronunciation and the vocabulary than American accent. Thus, another difficulties and challenges is the pronunciation it is different from the American accent. Afterwards, when they did the interview, the students told the researcher about their challenges in practice of the use of British accent. It happens to most students, they feel more challenged while using British accent because there are many differences such as the vocabulary, word emphasizing, and

pronunciation which is very prominent.

The researcher set out to find the students' challenges of the use of a British accent in speaking classrooms in a vocational high school in Jakarta. From the interview, the researcher concluded that the British accent is difficult because it affects the students' L1, and their habits and attitudes using American accent which is more universal and easy to speak rather than British accent. According to Talenta, (2022), some students found it difficult to pronounce British terms and get acclimated to the American accent because they are used to speaking American. They also continued to use their regional accents even when they occasionally spoke in another language, such as Indonesian. Some of the pupils found it challenging to try British accents while pronouncing things because they had distinct regional dialects and accents (in this example, Javanese). Kaballa and Crowley (1985) assert that behaviors like book selection, book reading, and foreign language speaking are all affected by attitudes toward learning. The result shows that the students have challenges while practicing the British accent, sometimes they mixed British accent and American accent. According to Gunawan (2020), The results demonstrate that the students have a deeper comprehension of American and British English, but they still struggle to tell the two versions apart. They can also answer all test questions, however not all of their responses are accurate. According to the findings of this study, students use both British and American English.

CONCLUSION

Through an interview, the researcher learned about the difficulties of using a British accent among the EFL secondary English club students. After doing the initial process, generating conclusions, and verifying those conclusions, the researcher discovered that the pupils faced a variety of difficulties and had practiced using a British accent. The majority of students find it confusing and unfamiliar to employ a British accent. The other students try to be familiar with and have adapted to the British accent vocabulary, which emphasizes words more in sentences. Another issue in practice is that every student picks up a British accent on their own, which makes learning more challenging since there isn't a teacher to instruct them. Unfamiliar and unique words are those that students use to describe the researcher the most. It is concluded that when speaking in class, students typically use an American accent rather than a British one, and when viewing a movie or video, they typically use a British accent and mimic the dialogue.

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