Students' Perceptions of the Javanese English Accents through Extensive Listening Video

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ABSTRACT

Communication is required for all humans to interact with each other. As a person learns to communicate, he or she expresses his or her thoughts, knowledge, and message. To communicate coherently and understandably, both speakers and listeners must use clear pronunciation, stress, intonation, dialect, and rhythm, notably accent. This research aimed at figuring out the students' perceptions on the Javanese English accents through extensive listening video in terms of identifying the challenges occurred within the process of listening to the Javanese English accents both in extensive listening and interactive speaking classes. This research employed a quantitative research design in line with survey approach. The participants of this research were 25 students in the fourth semester students of English Department of STKIP PGRI Lubuk Linggau who took extensive listening and interactive speaking classes. To collect the data, the researchers used a questionnaire. To analysed the data, the researchers used a percentage analysis. The results showed that most of students had positive perceptions on the Javanese English accent. They perceived that understanding various kinds of English accents could give them many advantages in their learning process and the challenges and difficulties that students identified in listening to the Javanese English accent did not make all of them have a negative perception. In conclusion, understanding various kinds of English accents could give them many advantages in learning English.

Introduction

Communication is essential for all humans to engage with one another. As someone begins to communicate, he or she expresses his or her ideas, knowledge, and message. To make communication coherent and understood, both speakers and listeners must use clear pronunciation, stress, intonation, dialect, and rhythm, particularly accent. According to Lippi-Green (2012); Tamimi Sa'd (2018); Prashant (2018) and Vančová (2019), an accent is defined as the phonology and intonation of a native language that affects the pronunciation of the target language. In this context, accent might cause some effects for foreign English learners whether as speakers or listeners. For students who have certain accent, learning English is not easy, because accent will influence on the way they speak, pronounce the words, and also produce the sounds. It means that accent is distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class and it appears by some factors like country, area, community, culture and others. In other definition it means a distinct emphasis given to a syllable stress or pitch.

Like other experts, Wales (2001, p. 2); Wiltshire (2020) and Gwasmeh (2021) said that an accent is a certain form of a language spoken by a sub group of speakers of that language that identifies the speakers' place of origin regionally. It broadly refers to aspects of pronunciation, prominence or both. Commonly, the features of pronunciation (e.g., vowel, intonation) identify the speaker's place of origin regionally. In phonetics, accent is usually applied to syllables or words which are prominent, whether by loudness and intensity (stress) and pitch change (intonation). Since this research dealt with the analysis of the Javanese English accents of Indonesian students in which English is still used as a foreign language (EFL), there must be some challenges identified, for instances:

1) Pronunciation

Wales (2001); Pennington and Rogerson-Revell (2019) and Pennington (2021), stated that pronunciation refers to producing sound and making meanings when uttering. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, like stress, timing, rhythm, intonation, phrasing (supra segmental aspects) and projected voice (voice quality).

2) Stress

Stress is used in phonetics and referred generally to the prominence given and perceived. It is identified as the force or intensity of air coming from the lungs, perceives as loudness by listener (Cangemi & Baumann, 2020).

3) Intonation

Intonation describes as distinctive prosodic patterns of rise and fall pitch or tone in speech utterance (Féry, 2017; Xu, 2019 & Nemah, 2023).

4) Dialect

Dialect refers to the variety of language associated with subsets of users in a geographical area or with a social group (Boga, 2020 & Willis, 2020).

5) Rhythm

Rhythm is generally described as the perceptual patterns of accented or stressed and unaccented or unstressed syllable in a language (Romero, 2020).

In relation to the researchers' experience as meeting the Javanese speaking English, it was known that they used Javanese accents as speaking English and it seems unique. In this research, the researchers got perplexed as listening them speak English for the way they pronounced the words or expressions was different from what exactly found in Oxford English dictionary. It happened because of the influence of their first language or mother tongue. The different accents might cause the speeches to be difficult to be understood by others. Cargile, et al. (1998), Galbat and Sa'adi (2018) and Kong and Kang (2022), claimed that the listeners try to deal with different accents at first by claiming the second speaker's accent is inferior. However, understanding different accents is very important for Indonesian students, especially Javanese students who have such the accent which can influence their pronunciation when they speak English.

Perception

Perception is the way stimuli are selected and grouped by a person so that they could be meaningfully interpreted. Perception is described as how someone perceived something on some particular matters. George and Jones (2005) and Aksoy and Bursa (2018), stated

that perception is defined as the process by which individuals select, organize, and interpret the input from their sense (vision, hearing, touch, smell, and taste) to give meaning to world around them. The sensory organs, for examples are eyes, ears, tongue, nose, and skin create the process of perception. In addition, motivation is actually becoming one of the factors that influences someone's perception. Throuvala et al. (2019) and Cohen and Henry (2019), stated that motivation is the key to concentration and accurate interpretation in any activity. When students are motivated to express their efforts and energy to the listening activity, they have a good perception and improve their listening skills.

Accent

Accent is distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class". In other definition it means a distinct emphasis given to a syllable stress or pitch. An accent caused by the place, culture, attitude, and the varieties of language. It refers to the aspects of "pronunciation" or prominence, or both Wales (2001, p. 2), Jenkins, (2007) and Krishna et al. (2020), stated that an accent is a certain form of a language spoken by a sub group of speakers of that language that identifies the speakers' place of origin regionally. Accents have emerged as a prominent area of interest within the field of second language acquisition in recent decades.

Additionally, accent is considered as common term to describe the way in which a person pronounces a language, and because languages always have to be pronounced when speaking, everybody has an accent (Anderson & Trudgill, 1990, p. 127; Crocco, 2017; Prashant, 2018 & Büyükahıska & Uyar, 2019). However, the term accent sometimes seems to be used to describe accents that differ from the standard variety, and confused with intelligibility or comprehensibility (Munro, 2008, p. 196-197 & Kang et al., 2020). As he wrote, non-active speakers of English are often easily recognized because of their pronunciation, and in many cases their specific L1 backgrounds can be identified, even in casual conversations. Kang et al. (2020), continues that at the segmental level, accented speech can be noticed, for example, by the omission or insertion of phones, the substitution of one phone for another, or the production of phonemes that differ from native phones.

As the matter of fact, it is necessary to think whether an accent, for example, is a result of a certain task, a speech style or the view of the interlocutor, or a feature of competence. (Hansen & Zampini, 2008; Munro, 2008 & Kang et al. 2020). Moreover, Kang et al. (2020) states that accent is a part of second language acquisition (SLA) that raises a lot of discussion: there are standards for pronunciation, but very few second language learners seem to be able to achieve them perfectly. Lately, many researchers have questioned the need for SL learners to speak in a so-called perfect accent, since a foreign-accent-free pronunciation is not necessary in communicating in English.

Listening

According to Phan and Duyen (2023) listening is one of the important skills in learning English as well as communicating in daily life and it is not as simple as hearing it, the listener must comprehend the message and respond properly. Umirzokova, (2023, p. 196) says that listening is the ability to distinguish and understand what others say and in the context of practice work in foreign language lessons, it is the understanding of foreign speech during its passage. Furthermore, Brown (2004, p.120) and Sulistya (2020), classifies listening into four types such as intensive listening, responsive listening, selective listening and extensive listening. Meanwhile, Nunan (1999, p. 1), Hasan (2020)

and Amanov (2023) believed that listening skill in the language learning. Without listening skill, students will never learn to communicate effectively. It means that listening is such a language skill that must be learned and mastered by students when learning a target language, and having a good listening skill, automatically speaking skill is improved. The research question in this research was about what were the students perceived the Javanese English accents in the video in terms of the challenges that students identified in listening to the Javanese English accents.

Method

This research employs a quantitative design with survey approach (Nardi, 2018 & Sileyew, 2019). The interpretation that you make of a transcript, for example, differs from the interpretation that someone else makes. This does not mean that your interpretation is better or more accurate. The participants of this research were 25 students in the fourth semester of English Department of STKIP PGRI Lubuk Linggau who took extensive listening and extensive speaking courses or classes.

To collect the data, a survey questionnaire was designed and distributed to gather data for this research. Wallace (1998, p. 124) states that questionnaires are usually set in a very systematic way, and often being answered by reading the question, ticking responses and writing short answers. It is also supported by Kumar (2011) who states that a questionnaire is a written list of questions, the answers to which are recorder by respondents,

In this research, the researchers used a readymade questionnaire adapted from Silalahi (2015) which consisted of 15 items of close-ended questions in line with five options, namely: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). Syahri et al. (2017) states that closed-ended questionnaires are such a questionnaire which is answered by giving a tick to selected optional answer. In this case, the students were asked to give a tick of one the options to each questionnaire item. After having had the data, the researchers analysed them using a percentage analysis to find out the students' perception on the Javanese English accents through extensive listening video and its challenge.

Results and Discussion

Results

Students' Perceptions on the Javanese English Accents

In this research, the questionnaire items of one to six represented how the students presumed the English accent of the speaker. To be clear, the Tables below presented.

Table 1. "Generally, I Enjoy Listening Activities"

Five-Points Scale	Frequency	Percentage
Strongly Agree	7	28%
Agree	14	56%
Neutral	4	16%
Disagree	0	0%
Strongly Disagree	0	0%

Total	N=25	100%

Table 1 showed that most of the students in Extensive Listening and Interactive Speaking class enjoyed the listening activity. It was proved by 14 students (56%) responded "agree" and 7 students (28%) responded "strongly agree". Another result of the second questionnaire item was testified in Table 2.

Table 2. "I Learn Various Kinds of English Accents in Extensive Listening and Interactive Speaking Classes such as Indian, Spanish, Arabic, British and Finland"

Five-Points Scale	Frequency	Percentage
Strongly Agree	2	8%
Agree	14	56%
Neutral	8	32%
Disagree	1	4%
Strongly Disagree	0	0%
Total	N=25	100%

Table 2 showed that most of the students have ever heard on the various kinds of English accents that mentioned on the second item. It was proved by 14 students (56%) responded "agree" and 2 students (8%) responded "strongly agree". Another result of the third questionnaire item was clarified in Table 3.

Table 3. "I Enjoy Listening to the Speech of Javanese English Accents in Extensive Listening and Interactive Speaking Classes"

Five-Points Scale	Frequency	Percentage
Strongly Agree	7	28%
Agree	14	56%
Neutral	4	16%
Disagree	0	0%
Strongly Disagree	0	0%
Total	N=25	100%

Table 3 showed that most of students enjoyed listening to the speech of Javanese English accent. It was proved by 14 students (56%) responded "agree" and supported by 7 students (28%) responded "strongly agree". Another result of the fourth questionnaire item was presented in Table 4.

Table 4. "I believe that Knowing Javanese English Accents is Important to Enr My Knowledge of English Accents"

Five-Points Scale	Frequency	Percentage
Strongly Agree	18	72%
Agree	4	16%
Neutral	2	8%
Disagree	1	4%
Strongly Disagree	0	0%
Total	N=25	100%

Table 4 showed that most of the students believed that by knowing Javanese English accent could improve their knowledge. It was proved by 4 students (16%)

responded "agree" and 18 students (72%) responded "strongly agree". Another result of the fifth questionnaire item was delineated in Table 5

Table 5. "I believe that listening to the Javanese English Accents Could Improve My Listening Skill"

Five-Points Scale	Frequency	Percentage
Strongly Agree	14	56%
Agree	10	40%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	1	4%
Total	N=25	100%

Table 5 showed that most of the students believed that listening to the Javanese English accent could improve their listening skill. It was proved by 10 students (40%) responded "agree" and 14 students (56%) responded" strongly agree". Another result of the sixth questionnaire item was explained in Table 6.

Table 6. "I Believe that Introducing Javanese English Accents is Effective for My Listening Skill"

Five-Points Scale	Frequency	Percentage
Strongly Agree	8	32%
Agree	15	60%
Neutral	1	4%
Disagree	1	4%
Strongly Disagree	0	0%
Total	N=25	100%

Table 6 showed that most of the students believed that introducing Javanese English accent is effective to improve their listening skill. It was proved by 15 students (60%) responded "agree" and it was supported by 8 students (32%) responded "strongly agree". From the result of questionnaire items of one to six, it was figured out that all students presumed that learning an English accent had positive effect to learning process. They also assumed that knowing Javanese English accents could enrich their knowledge of English accents.

The Challenges in Listening to the Javanese English Accents

In this research, the questionnaire items of seven to fifteen illustrated the challenges faced the students as listening to the Javanese English Accents. To be obvious, the Tables below illustrated.

Table 7. "I Felt Challenged to Listen to New Accents of English"

Five-Points Scale	Frequency	Percentage
Strongly Agree	7	28%
Agree	15	60%
Neutral	2	8%
Disagree	1	4%
Strongly Disagree	0	0%

Total	N=25	100%

Table 7 showed that most of the students agreed that they were challenged in listening to the Javanese English accent. It was proved by 15 students (60%) responded "agree" and 7 students (28%) responded "strongly agree". Another challenge was discussed in Table 8.

Table 8. "I Could Catch or Understand the Main Ideas in the Recording of Javanese English Accents"

Five-Points Scale	Frequency	Percentage
Strongly Agree	1	4%
Agree	4	16%
Neutral	7	28%
Disagree	10	40%
Strongly Disagree	3	12%
Total	N=25	100%

Table 8 showed that most of students stated that they were not able to catch or understand the main idea from the speeches of Javanese English accent in the video. It was proved by 10 students (40%) responded "disagree" and 3 students (12%) responded "strongly disagree". Another challenge was elaborated in Table 9.

Table 9. "I Could Understand the Native Speakers of English, American and British Better Than Javanese English Accents"

Five-Points Scale	Frequency	Percentage
Strongly Agree	4	16%
Agree	14	56%
Neutral	7	28%
Disagree	0	0%
Strongly Disagree	0	0%
Total	N=25	100%

Table 9 showed that there were 14 students (56%) responded "agree" and 4 students (16 %) responded "strongly agree". In other words, most of students understood the native speakers of English speeches than Javanese English accent in the video. Another challenge was deciphered in Table 10.

Table 10. "I Could Deal with the Speed of Speaking from the Javanese English Accents"

Five-Points Scale	Frequency	Percentage
Strongly Agree	1	4%
Agree	9	36%
Neutral	0	0%
Disagree	12	48%
Strongly Disagree	3	12%
Total	N=25	100%

Table 10 showed that there were 12 students (48%) responded "disagree" and 3 students (12%) responded "strongly disagree" were not able to deal with the speed from Javanese -English accents. On the other hand, there were no students who did not feel challenged in listening to the English accent of Javanese, which means that they were not

able to deal with the speed of Javanese English accent. Another challenge was stated in Table 11.

Table 11. "The Information Organization Delivered by Javanese English Accents Is Better Than the Native Speakers of English"

Five-Points Scale	Frequency	Percentage
Strongly Agree	1	4%
Agree	0	0%
Neutral	8	32%
Disagree	12	48%
Strongly Disagree	4	16%
Total	N=25	100%

Table 11 showed that the information organization delivered by the Javanese English accent was not as better as how it was delivered by the native speakers of English. It was proved by 12 students (48%) responded "disagree" and 2 students (8%) responded "strongly disagree". Another challenge was viewed in Table 12.

Table 12. "The Javanese English Accents Make the Speech Hard to Understand"

Five-Points Scale	Frequency	Percentage
Strongly Agree	2	8%
Agree	13	52%
Neutral	7	28%
Disagree	3	12%
Strongly Disagree	0	0%
Total	N=25	100%

Table 12 showed that there were 13 students (52%) responded "agree" and there were 2 students (8 %) responded "strongly agree" which mean that they were not able to deal with the Javanese English accent. The accents were difficult to understand depend on the mother tongue of the speakers. The example was from how the Javanese speak in English. They pronounced the words in English with their accents which were recognizable so that sometimes the students felt that their pronunciation was wrong. The result showed that most of students were not able to understand the Javanese English accent. Another challenge was presented in Table 13.

Table 13. "The Clarity of Pronunciation from Javanese English Accents Is Sometimes Hard to Understand"

Five-Points Scale	Frequency	Percentage
Strongly Agree	4	16%
Agree	14	56%
Neutral	4	16%
Disagree	2	8%
Strongly Disagree	1	4%
Total	N=25	100%

Table 13 showed that most of the students could not deal with the Javanese English speakers' pronunciation. It was proved by 14 students (56%) responded "agree" and 4 students (16%) responded "strongly agree". The pronunciation of Javanese English accent

was hard to understand because the accent influenced the speakers' speeches. Another challenge was described in Table 14.

Table 14. "I am More Motivated to Learn Native Speakers of English Accents Than Javanese English Accents"

Five-Points Scale	Frequency	Percentage
Strongly Agree	9	36%
Agree	10	40%
Neutral	4	16%
Disagree	2	8%
Strongly Disagree	0	0%
Total	N=25	100%

Table 14 showed that most of the students were motivated to learn native speakers of English rather than Javanese English accent. It was proved by 10 students (40%) responded "agree" and 9 students (36%) responded "strongly agree". Another challenge was illustrated in Table 15.

Table 15. "I Support the Learning of Listening Activities on Javanese English Accents in the Future for the Students."

Five-Points Scale	Frequency	Percentage
Strongly Agree	16	64%
Agree	6	24%
Neutral	1	4%
Disagree	2	8%
Strongly Disagree	0	0%
Total	N=25	100%

Table 15 showed that there were 6 students (24 %) responded "agree", and 16 students (64%) responded "strongly agree". From the result of the questionnaires, it could be glean from that most of the students agreed or motivated to learn Javanese English accents in Extensive Listening and Interactive Speaking and classes though they still faced the challenges that they might find through the activity.

Discussion

In this research, the researchers discussed the results to answer two research questions. The first was about how the students perceived the Javanese English accents in the video. The second was about the challenges that students identified in listening to the Javanese English accents. To discuss this research question, the researcher referred to the data collected by the questionnaire result. Based on the collected data, all of the students perceived the English accent from the speakers positively. They had positive perceptions on the Javanese English accents.

First, all students believed that learning Javanese English accent could enrich their knowledge of English accents in case that they were able to realize that English was not only from America or British like they used to learn, but also from around the world such as Singapore, India, Arab, Russia, Japan, and Indonesia and other countries in the world. Learning many accents around the world also gave benefits to the students for the sake of their future. It was proved by (Cargile et al. 1998 & Büyükahıska & Uyar, 2019), who

claimed that learners who had some experience in listening to and understanding a number of different accents were more likely to be able to work successfully with other ones than those who had only heard one or two. Thus, it was expected that students could also communicate with other people around the world who use English.

The second one was that understanding Javanese English accent could improve students' listening skills. It was proved by statements six in the first category, where all students responded "agree". The students became more "sensitive" to many sounds of English pronunciation. When they heard the speakers mispronouncing the words in English, the students practiced to correct them. They thought that the Javanese English speakers' pronunciation is sometimes "wrong". Altman et al. (1985) & Kang et al. (2020), stated that the listeners tried to deal with different accents at first by claiming that the second speaker's accent was somehow inferior or "wrong". Thus, being introduced to Javanese English accents gave new challenges to students. These challenges influenced the students in perceiving the understanding of new English accents. Although all students perceived Javanese English accent positively, it did not mean that they all of them enjoyed listening to the speaking of Javanese English accent. Some challenges came from the students themselves and also from the speakers.

The first challenge came from the students themselves that was motivation. The result from the questionnaire showed that not all students were motivated to learn the Javanese English accent. Most of them were more motivated to learn native speaker of English. It was because they thought that they would use the native English in the future. They thought that native English as the ideal or "standardized" one to be learnt. Therefore, most of the students were motivated to learn native English in case that they would use them as the ideal one that gave many benefits for their future.

The second challenge was from the speakers of the videos. From the findings, the researcher concluded that the challenges were the pronunciation, the speed, the ability to catch the main ideas, the information organization, the stress, the dialect, and the rhythm from the speakers. Some students found the challenges were difficult to deal with, while the others did not. However, the challenges and difficulties that students identified in listening to the Javanese English accent did not make all of them have a negative perception. They still supported to keep implementing this material in Extensive Listening and Interactive Speaking classes, because they believed that the material was useful to support their learning process in listening classes.

Conclusion

Finally, the students reacted enthusiastically to the Javanese English accent. They assumed that learning diverse accents would expand their knowledge of English accents and improve their listening skills. The students thought that learning the Javanese English dialect was extremely valuable and meaningful. They also said that listening to the Javanese English accent was challenging. Yet, the challenges and difficulties that students identified in listening to the Javanese English accent did not make all of them have a negative perception. They still supported to keep implementing this material in Extensive Listening and Interactive Speaking courses or classes, because they believed that the material was useful to support their learning process in listening class even, they got challenges in listening the Javanese English accents. It challenging to understand the Javanese English accent, they still had positive perception because this material was meaningful for them.

In conclusion, how the students perceive on the Javanese English accent was answered by most of students had positive perceptions on the Javanese English accent. They perceived that understanding various kinds of English accents could give them many advantages in their learning process. The researchers concluded that all students had a positive perception on the Javanese English accent. In the end, they shared the same opinion that being introduced the new English accents was meaningful and beneficial for their learning process though in the process of listening that they identified challenges or difficulties.

However, the challenges and difficulties that students identified in listening to the Javanese English accent did not make all of them have a negative perception. They still supported to keep implementing this material in Extensive Listening and Interactive Speaking class, because they believed that the material was useful to support their learning process in listening class even, they got challenges in listening the Javanese English accents.

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