



**TEACHERS' PERCEPTIONS OF STUDENTS REGIONAL ACCENTS
WHEN SPEAKING ENGLISH IN THE EFL CLASSROOM:
AN EXPLORATORY CASE STUDY**

THESIS

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THE LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

2023



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language Arts and Arts Department, Faculty
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DEDICATION

I put forward the following dedication regarding the contents to this thesis:

1. I would like to honor my parents Sukidi, S.T., M.Kes., and Juminah by dedicating this thesis to both of them. Thanks a million times for everything! Words hardly do my gratitude and affection for you properly. You have served as my inspiration, my companion, and my voice of wisdom.
2. My greatest supervisors are Siti Masrifatul Fitriyah S.Pd., M.A., Ph.D. and Prof. Dr. Budi Setyono, M.A. Thank you for the entirety of a hand, prayers, suggestions, and encouragement as I wrote this thesis.
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4. Thank you to each and every one of my friends who has helped me thus far and has witnessed my adversity.

MOTTO

“Life is the greatest teacher because it educates even those who really hate to learn”

-Eraldo Banovac-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, September 2023

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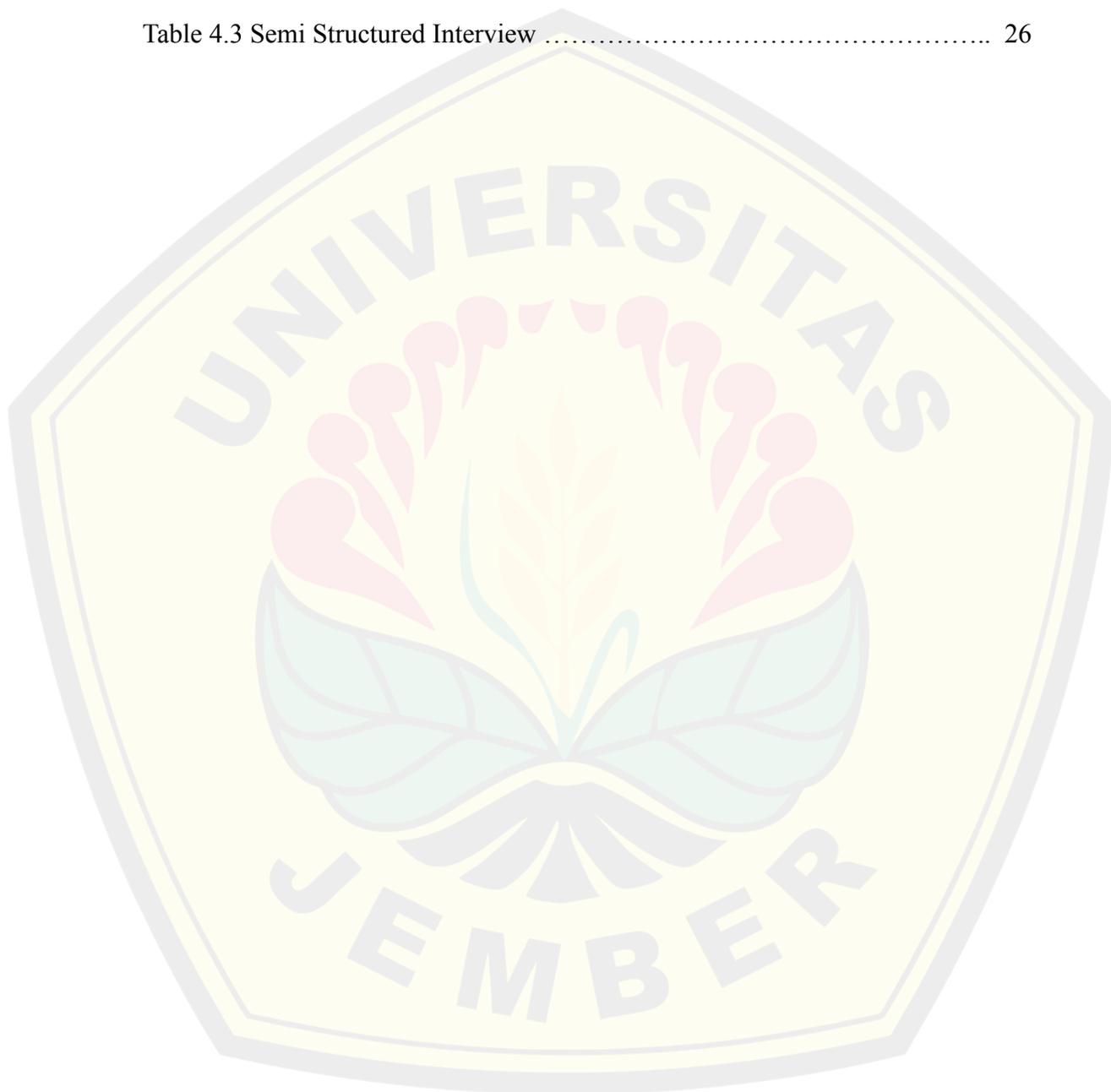
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SUMMARY

Teachers' Perception of Students' Regional Accents when Speaking English in the EFL Classrooms: An Exploratory Case Study; Sellya Umi Kulsum Madina; 190210401100; 2023; 110 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Universitas Jember.

The present investigation explores how English teachers perceive students who use regional accents to speak English, particularly those who speak Javanese and Madurese. Since they speak one of the two regional accents at home every day. There is no denying that when students speak English in EFL class, they will not be cut off from their native language.

According to Amalia, et.al, (2017) Indonesia is home to a number of languages, including Javanese, Balinese, and Madurese. They have regional languages in Banyuwangi that they frequently apply in everyday conversations in their home region, most particularly Javanese, Madurese, and Osing. This thesis will discuss students with Javanese and Madurese accents.

The aim of this research is to explore teachers' perceptions of students' regional accents when speaking English in the EFL classroom. In order to collect data for this study, I interviewed four teachers at a high school in Banyuwangi, East Java, teachers who can speak and understand Javanese and Madurese, using focus group discussion and semi-structured interviews. Four English teachers participated in a focus group discussion as the initial method of data collection. As a second stage, I conducted more in-depth semi-structured interviews with each of the four teachers individually.

I applied the thematic analysis proposed by Braun and Clarke (2017), which described, thematic analysis is a method that can be used to analyze, identify, and interpret patterns of meaning ('themes') that exist in qualitative data. Four themes and fifteen sub-themes are present. The next phase is to process the data from the semi-structured interview findings, following the method of dividing the themes and sub-themes from the focus group discussion. The findings

of the semi-structured interviews show that there are four themes and fifteen sub-themes that are the same as the data gathered in the focus group discussion. The number of sub-themes distinguishes focus group discussions compared to semi structured interviews. Interview data and more in-depth interviews with four teachers each revealed that while most of their responses varied, several of them shared a comparable point of view. The finding of this thesis, however, the four teachers' perspectives resulted in two distinct outcomes. They initially tolerated students who spoke English in class with regional language accents, but this second opinion stated that some teachers had accent intolerance towards students because, during the semi-structured interview, two teachers emphasized that when someone is used to speaking and listening to a standard inner circle accent, they find it quite unusual and uncomfortable to hear their students speaking English with regional accents.

CHAPTER 1

INTRODUCTION

This introductory chapter provides information about the research topic which covers the research background, question, objectives, and contribution.

1.1 Research Background

English has long held the title of the most significant language in the world because it is a doorway to blessings. It is not unexpected that English is used as a communication medium throughout a wide range of industries, including economics, commerce, tourism, and education. No wonder the education sector has adopted it as a compulsory education curriculum in every school from elementary to the highest level. This is because learning English has many advantages, including the ability to secure a bright future, a respectable job, and many other advantages. As a result, English is a crucial communication skill that essentially every student needs to be proficient in. For foreign students in Indonesian schools who belong to an expanding circle, English is a lingua franca in Indonesia, so this will be commonplace if students still have some deficiencies in application and practice, especially for students' speaking skills. Besides that, for students who have a regional language as their mother tongue, at least this will create new variations for learning to speak English.

Indonesia has a wide range of cultural, linguistic, and ethnic diversity. Indonesia is a sizable nation with a wide range of regional tongues that reflect its diverse population. According to research conducted by Amalia, et.al, (2017), countries in Asia have brought up the diversity of English with various accents or characteristics, which has helped enrich World Englishes. World Englishes is a term used to represent the many types of English spoken by many people from various countries, which can be used as a unique identification for each country. The worldwide use of English in non-native English-speaking countries has contributed to the emergence of the varieties described previously. Due to the fact

that English is already spoken by a large number of people who speak various regional languages, new variations in accents and other traits are likely to develop.

According to Amalia, et.al, (2017) Indonesia is home to a number of accents, including Javanese, Balinese, and Madurese. They have regional languages in Banyuwangi that they frequently apply in everyday conversations in their home region, most particularly Javanese, Madurese, and Osing. However, local Osing tribesmen who are genuine tend to use the Osing language. In the opinion of Adityarini (2014), Indonesia has around 700 regional languages as its primary language; as consequently, the local language influences the English used by Indonesians. With the diversity of regional languages in Indonesia, it will certainly have an impact on native language users themselves when they try to speak English. Most of them have the accent of everyday language and will also carry over to the use of English. Middle schools in Indonesia generally have students who live in rural areas, so generally their native language at home uses the regional language. Most schools in Banyuwangi, East Java, use their own regional languages as their mother tongue when socializing at home, such as Javanese, Madurese, and other languages. As English grows as a means of communication worldwide, it is inevitable that there will be a diversity of students' regional accents in the EFL classrooms. The Javanese and Madurese accents of the students' mother tongues are present in the language that they develop in the EFL classroom in mostly schools in Banyuwangi. In general, the regional languages spoken by students and other people who frequently have accents when speaking English are Javanese and Madurese, both of which have different characteristics.

According to the opinion expressed by Laila (2012), initially it was seen that Javanese EFL students had a tendency to speak English which was sometimes less expressive, because this was influenced by the way they spoke their mother tongue or everyday language, including Javanese. In general, the characteristics of the Javanese language can be recognized easily which can be found when EFL Javanese students speak English. Those identifiable characteristics are: when pronouncing sounds with their phonemes. For example, it can happen when

changing the English sound [θ] to the Javanese sound [th], as in the pronunciation of the word think as [thɪŋk] instead of [θɪŋk]. All the characteristics of the Javanese language, can be seen from voice reduction, to pronunciation of phonemes, voice changes, or removal of aspirations, which are often found and recognized in the conversations of Javanese EFL students during several activities, including: in class interactions, debate competitions, in English meeting activities, in the examination of research papers, and in the consultation process. Even though the accent is different from Javanese, the Madurese language generally has the characteristics of its speakers so that the accents of students with Madurese accents can be slightly noticed when they speak English in class. The characteristics of the Madurese accent generally have an optional final [h] may be pronounced in phrase-final words ending with vowels, at least in western varieties of Madurese (Misnadin & Kirby, 2018 cited in Kiliaan 1897a: 5; Pawitra 2009; Davies 2010: 26–27).

According to Saputri (2016), perhaps one of the elements that causes difficulty in studying English as a second or foreign language for English students is the student's first language (L1). This is most likely due to the student's native tongue being a regional language that is well-integrated into daily life, therefore the English they use will undoubtedly include Javanese or Madurese accents.

A way in which accents play an important role in the realm of communication and in the classroom because a person's understanding of listening depends on the listener's ability to decode speech with various accents, in addition to developing non-standard accents, which have been conveyed by Kang, et.al, (2015). With what might be termed free accents where standard accents are no longer standard in EFL classrooms, the question arises whether non-standard accents or accents using the dominant regional language are considered effective from the teachers' point of view. This study is still under research where there has been no research that reveals the perceptions of EFL teachers towards their students who have some regional accents when speaking English. This study was also carried out on the basis of my curiosity as a researcher in this case who has a native Javanese background, where my accent in speaking English is also very

indicative of having a Javanese accent. Therefore I want to explore the divergent perceptions of teachers to their students who have various accents in their regional language when speaking English.

This research explores the attitude of English teachers towards students who have regional language accents when they speak English in the classroom. This study explores whether EFL teachers can enjoy this exception from trying to adhere to standard accents from the teacher's point of view. Therefore, this paper aims to highlight teachers' perceptions of students' regional accents when speaking English in the EFL classroom.

1.2 Research Question

What are the teachers' perceptions of students' regional accents when speaking English in the EFL classroom?

1.3 Research Objective

To explore teachers' perceptions of students' regional accents when speaking English in the EFL classroom.

1.4 Research Contributions

1.4.1 Empirical Contribution

The result of this research is expected to be used as reference for future research on the topic related to regional language and students' non standard accents when speaking English in the EFL classrooms.

1.4.2 Practical Contribution

The results of this research are expected to raise teachers' awareness among EFL teachers regarding the perceptions of students' non standard accent when speaking English in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature reviews about the research problems. They are perception, teachers' perceptions, Accent, English as a foreign language vis-a-vis world Englishes, English as a lingua franca, English as a foreign language, and previous studies on the teachers' perceptions of students' regional accent when speaking English in the EFL classroom.

2.1 Perception

Perception is a person's ability to respond to something. In this case, I used perception to thoroughly investigate the response of English teachers in responding to their students when they speak English who have a regional accent, especially the Javanese and Madurese accent. Thus the need to know the importance of perception in advance.

Qiong (2017), has argued about perception according to direct quotes that have been adapted from the book Longman Dictionary of Contemporary English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly." In the opinion of Rookes and Willson (2005), on the other hand, perception is a process that generally involves the recognition and interpretation of stimuli that we have as recorded in our senses.

From the perspective of Pickens (2005), perception is something that is closely related to attitude. In other words, it means that a person is exposed to a stimulus or situation. Thus, the person has a view that the stimulus will be something of value to him based on that person's previous experience. However, what an individual perceives or interprets may be substantially more different from reality. This process involves many factors including feelings, motivations, needs, educational background, and experience. Thus the next process can be connected with the process by which the person's brain has arrived at a

meaningful interpretation of the stimulus itself. From this definition it can be concluded that perception itself is a direct response to an absorption or process of someone knowing something through sensing.

2.1.1 Teachers' perceptions

The teachers' perceptions will certainly play an important role in addressing the looming question, whether students whose English has a regional accent when speaking English in the EFL classroom will be an ordinary response or will it be an improvement for students later. According to Alghamdi and Malikan (2020), as quoted from Allen (2019), teacher perceptions are the thoughts or mental images that teachers have about their students, and how teachers view their students as science learners.

Teacher perceptions or beliefs can be understood as teachers' 'implicit assumptions about students, learning, classroom, and the subject matter to be taught' Kagan (1992, 66), in Drajati, et.al, (2018). Thus teachers' perceptions are closely related to teaching practice; they are considered as indicators for their instructional decision-making in the classroom. For instance, an EFL teacher who has a positive perception of students who have a regional accent when speaking English in an EFL classroom. Given that teachers have an important role in teacher perceptions in their own practice, of course teacher perceptions will be needed in this research.

2.2 Accent

In the process of learning foreign languages, generally English, of course, as teachers and learners it will not be separated from accents, where accent is an important point that everyone must learn when they want to master a foreign language. Majanen, S. (2008), accent can be interpreted as Prosodic features which include intonation, pitch, stress and tempo, and segmental features of the phonological structure of vowels and consonants.

According to Levis, J. M., & Zhou, Z. (2018), accents are very important in how speakers express their true identities and how they fit into some of their social groups as well as those who temporarily don't fit in with others. Accents are also a normal and variable feature of learning the learner's mother tongue and the foreign language being studied. Judging from this perception, the accent can reveal where the person is coming from because it is still influenced by the regional accents. Seen through the lens of Khusna, F., & Indriani, L. (2021), Javanese people usually find it difficult to pronounce /v/, /ð/, /θ/, /f/, /z/, /tʃ/, /w/, /dʒ/, /g/, /k/. Most of the Javanese people will be easy to recognize when speaking or speaking English because they produce plosive sounds which are quite heavy in almost all the sounds they produce, which are characteristic of the Javanese language so that their identity is quite easy to identify. In line with Isiqomah (2016), with the results of previous studies on the influence of Javanese accent interference during pronunciation, as well as students' English speaking (sound /g/) has the result that students who use Javanese accents when speaking English will add or reprocess the pronunciation of words in English. Thus, the accent itself greatly influences how the speakers speak their language, including on this topic, it may of course really highlight how the speaker speaks English using regional accents in the EFL classroom.

2.3 English as a Foreign Language vis-a-vis World Englishes

As a country included in an expanding circle (Kachru, 1992), Indonesia is not a native speaker country, in which residents in this country have various accents based on their respective regions in speaking English. With the display of English as an international language, all the people of the world to remote villages have generally learned English whether it is used as their mother tongue, second language, or foreign language.

Based on research conducted by Wolf and Polzenhagen (2009), the label world englishes is often used to refer to the institutionalized second-language varieties of English spoken around the worldwide. Platt, Weber, and Lian's (1984, pp. 2-3) definition of world English follows four characteristics that are still

relevant today (Ishikawa, 2016 quoted in: J. Jenkins, 2015a; Mesthrie & Bhatt, 2008).

(1) World English has advanced as a result of educational systems that have embraced various levels of English medium instruction.

(2) World English is growing in locations where native English is not widely spoken.

(3) People in the area utilize World English for numerous kinds of purposes.

(4) By creating its own language features and traditions, a world English has been 'localized' or 'nativized.'

Due to this, the language as listed in the Kachru Concentric Circle in English has been spoken by so many people, that the variety has also increased. British English and American English, traditionally considered the only two types of standard English, are actually two World English languages among many other English languages. According to Kachru (1992), 'World Englishes fall into three categories, they are:

1. In the Inner Circle, in this circle English is the language used as their mother tongue which is their primary language and their daily language, generally the countries included in this circle include countries such as Canada, Australia, New Zealand, Ireland, England, and America;
2. The Outer Circle, which in this circle uses English as an additional institutionalized official language, even though it is not their mother tongue, these countries include Ghana, Bangladesh, Kenya, India, Nigeria, Malaysia, Philippines, Pakistan, South Africa, Singapore, Tanzania, Sri Lanka, Zimbabwe and Zambia. Thus, People in the countries mentioned above can speak English Fluently for almost all types of communication;
3. The Expanding Circle, which uses English as a foreign language for its users, the countries concerned, especially Korea, China, Russia, Nepal, Saudi Arabia and some in South America.

Meanwhile, according to Amalia, et.al, (2017), once mentioned that Javanese English is one of the new candidates within the scope of World Englishes which is not intended to encourage English learners not to learn

important features in standard English, which are intended as pronunciation and grammar. According to that opinion, the presence of Javanese English will not rule out the possibility that English is worthy of being studied by all villagers who have various vernaculars, although of course sometimes they will produce language accents according to their respective regions. A study by Mauranen (2018), English is characterized by high diversity, dimmed boundaries, widespread combining with other languages, and unsteady relationships with nations. As a result, increased awareness of the significance of world Englishes is required. Two crucial elements, according to Byram and Feng (2006), are suggested for increasing knowledge of World Englishes: 1) fostering tolerance for linguistic and cultural diversity; and 2) addressing the notion that learning either a culture or a language is a dialogic endeavor.

2.4 English as a Lingua Franca

English, as the most widely spoken language, is used as a means of communication between people from diverse backgrounds, hence it can be referred to as the country's incorporating language or English as a lingua franca. A study by Seidlhofer (2009), English is the primary language used for intercultural communication outside of people's primary social environments and speech communities. Therefore, according to Kuo's study from (2006), the idea of English as a lingua franca is based on the notion that native speakers, their dialects, and their ownership of English are irrelevant. This is supported by the fact that English is the language of worldwide communication and is now used by more non-native speakers than native speakers, and that the majority of non-native speakers are going to require it as a means to interact with other non-native speakers.

As in Indonesia, there are various regional languages, however if someone wants to communicate with the purpose of knowing the main language, they should use Indonesian. This refers to the concept of language as a lingua franca. In interactions in the classroom in accordance with existing curriculum demands in Indonesia, generally middle school residents have implemented one of the school

curriculum demands, including the existence of English subjects, in which students learning English are required to practice speaking English. Basically, students come from various backgrounds, such as Javanese or Madura tribes, where they communicate in their local environment using a regional language as their mother tongue. However, once students are in school, particularly during English courses, they are expected to learn to interact by speaking in English when there is a speaking lesson. As previously stated by Mauranen (2018), English speakers as Lingua Franca are typically multilingual, with at least one other language at their disposal in the case of at least one first language. Therefore, someone who uses English as a lingua franca has more than one language under their belt. Their primary language at home and abroad is typically English. It is crucial to note that the rules of such communication are not established by native English speakers, separating it from the exocentric, homogenous language and communication norms connected to English-dominant regions and accepting a variety of forms, (Baker 2009).

2.5 English as a Foreign Language

Essentially English is considered a foreign language, it is used as a means of communication in Indonesia. English is considered to be a foreign language since it is only employed in a limited number of fields, most notably in formal and informal educational institutions. Due to the fact that it does not function as a mother tongue in daily interactions, English is known as English as a foreign language. English as a foreign language is described by Thornbury (2006) as English for learners in communities where English is not the primary language of communication. As a result, if the speakers are non-native speakers, English is not their primary language. English is crucial in uniting every individual around the entire world. Through this second language, they will understand that English is only used for specific purposes, such as students fulfilling their needs in class to learn English, and so on.

In earlier work, Bayyurt (2006) stated that, the objective of teaching English should be to help students build their 'intercultural communicative

competence' in order to help them deal with problems in relation to the widespread application of English in local and global contexts within the 'global village.' As a result, the goal of teaching English as a foreign language is to prepare students to use English as a topic in school. English as a foreign language is one of the subjects in the Indonesian curriculum where students ought to have the opportunity to speak publicly. In learning English as a foreign language in Indonesia, there are generally criteria to shape students' success in learning English as a foreign language in Indonesia.

Sulistiyo (2009) identifies three factors that can assist students succeed in learning English as a foreign language: the size of the classroom, motivation among students, and teacher focus. These three factors are interrelated and can influence student achievement in the EFL lesson. Because the classroom is the primary facility for studying and studying, a supportive classroom might enhance students' learning. The focus of learning carried out by EFL teachers themselves is in introducing the EFL class atmosphere to the class that every student desires in order to ensure they are relaxed in learning, and the last is The motivation of each student definitely impacts their success considering high motivation in learning a foreign language is very necessary for enhancing their academic achievement. Students are expected to have the ability or understanding of English that can be utilized to communicate. English ends up being the first foreign language taught in most schools, therefore it has since grown into a medium of worldwide communication as well as a medium for the development of intercultural skill sets, Anastassiou & Andreou (2020) .

2.6 Previous studies

Javanese English in Indonesia may not be so familiar with other World English varieties in Asia such as Singaporean English or Indian English (Amalia, et.al, 2017). While it may seem far from being globally recognized by the rest of the world, Javanese English is likely to emerge as one of the most recognizable varieties of English from Indonesia due to its large number of Javanese speakers. Although Javanese English is still not worldwide, many of its speakers come from

native Javanese tribes who already understand English. Meanwhile, according to Sabiq (2020), it has been found that the idea of Javanese English can be developed as a World English language where there are around 80 million Javanese speakers or approximately 40% of the native Indonesian population. According to Istiqomah (2016), researchers once argued that students' Javanese accents could slightly interfere with their English pronunciation, especially in pronouncing the sound /g/. As we know before, Javanese accent can be used in their daily conversation and has become their daily language, so it may interfere with their ability to speak English.

According to a study by Deterding (2013), the manner in which TH sounds are created may really affect how ELF speakers respond toward sounds. However, this result confirms Osimk's (2011) assertion that the later pronunciation is preferable in ELF contexts. Javanese and Madurese accents obviously differ significantly; based on the accent, it is possible to generally predict if the people who speak these languages are from Java or Madura. According to Istiana (2017), Madurese students have distinct phonological systems and accents. They commonly mispronounce aspects in English classes. This is a normal thing for EFL students. Based on Saputri (2016)'s research, various kinds of oscillographic pronunciation made by Madurese English students while reading English text and compared to English native speakers, along with the differences, and how Madurese language characteristics influence Madurese English students' pronunciation, are discussed.

According to Khusna and Indriani (2021), based on the results of their research, the results show that when someone learns a new language, the influence of the mother tongue is very strong in that person. Thus, students are expected to be able to slowly reduce the use of Javanese accents when speaking in English, because if there is a mispronunciation of some English vocabulary then it has a serious enough risk in communication. This is because it can cause misunderstandings between the interlocutor and listeners in capturing meaning and receiving messages when someone is communicating.

Based on the results of previous studies, it is revealed that various other languages or regional dialects can also be said to be a form of language that is accepted among the community and its use can be expected not to have a negative impact on the success of its users, (Üresin & Karakaş 2019). However, this slightly contradicts the opinion of However, this slightly contradicts the opinion of In a previous study conducted by Galbat and Sa'adi (2018), the teacher's response to the Teacher Perception Questionnaire on accents showed that the teacher as a whole was positive about the strategy for increasing the accent above. Therefore, from the opinion of this researcher, it can be said that teachers are quite able to accept differences in their students' accents, but teachers have the desire to improve their accents. Among the strategies above, understanding pronunciation rules, listening to native language strategies, and comparing people's accents to their own are some of the most profitable strategies for improving accents. However, thus, in the teaching profession, the perception of a teacher's accent on students has been implicated in students' and school administrators' assessment of the speaker's overall language competence of teaching ability Buckingham (2015) as cited in (Boyd 2003; Rubin and Smith 1990), and this may have an impact on hiring decisions or student teacher ratings. The study of Cheshire (1982) showed that having a regional accent while reading could be interpreted as 'very lazy and careless' by teachers.

Basically, speaking English with regional accents has been discussed in several articles that I have read, but the previous research reveals about regional language accents in the face of world Englishes. Some of the research is also about the analysis of the use of mostly Javanese and a bit about Madurese accents in class. Thus, the topic in the focus of my research this time is quite distinct because I explored the perceptions of English teachers towards students who have regional accents when speaking English in the EFL classroom. Hence, what distinguishes my research from previous research is how my research has revealed the perceptions of English teachers when their students speak English with their regional accents.

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights the research methodology used in this research. It includes the research design, the research context, the research participants, the data collection methods, and the data analysis method.

3.1 Research Design

This study explores the teachers' perceptions of students who have non-standard accents who still have a regional accent when speaking English in the EFL classrooms. A case is interesting to study because of the distinctive features of the case that have meaning for other people, at least for researchers. According to Yin (2009) a case study is a study that with unique abilities can handle various kinds of interviews, document evidence, artifacts, and observations beyond what may exist in conventional historical studies. According to what has been said by Baxter and Jack (2008), qualitative case studies are a form of research methodology that is useful to assist in the exploration of phenomena carried out in certain contexts through various data sources, and explore through various lenses to reveal various aspects of the phenomenon itself.

The case study might be descriptive, exploratory, or explanatory. I chose an exploratory case study as the basis for this research design. According to Mills, Durepos, and Wiebe, (2009) exploratory case studies are used to investigate phenomena that are not yet general and different which limit previous studies, and are not limited to certain theories or hypotheses. As the study conducted by Yin (2003) exploratory case study is a type of case study used to describe situations where the intervention being evaluated is still unclear, a single set of outcomes. According to Easterbrook.,et.al, (2005) exploratory case studies are ideal for analyzing what is common and or different across cases that share several key criteria. It can be said that exploratory research is a type of research design that is carried out when the researcher still does not have a clear idea related to what the researcher is looking for.

Exploratory research is generally used in the early stages of a research project, when I am still trying to understand the problem I am going to solve. This is in line with the phenomenon of my research, the perception of English teachers towards students who have regional accents when speaking English, where there are only a few previous studies that address this issue. Even if there is a similar study, at least the study only discusses the English accent mixed with their vernacular language. Nothing discusses the teacher's perception of students who have Javanese accents when speaking English. In addition, there are still no stable assumptions regarding the results of this study so that the findings of this study are not bound by certain theories and I can explore broadly the perceptions of teachers towards students who have Javanese accents when they speak English.

Based on research conducted by Crowe, et.al, (2011), this researcher divides the stages of the case study into four stages. In the main stages of research activity when planning and conducting case studies; the important steps are: defining the case; choosing a case; collecting and analyzing data; interpreting data; and reporting findings. Such that the four phases are completed in a sequential and logical manner

3.2 Research Context

This research is conducted in a public senior high school in Banyuwangi, East Java. I chose a high school where the majority of the school's residents are native Javanese and Madurese, where they use these regional languages as the language of everyday conversation. I decided to choose that school as my research location because their regional language had a great influence on my research. This school is quite famous for the achievements of its students who often win several competitions including English competitions in this area. Beside that, I also decided to use this school as a data source for which I conducted research because I think this school has teachers whose English teaching quality is quite good and excels and also understands Javanese and Madurese language well.

3.3 Research Participants

The participants of this research are four English teachers who teach in a senior high school in Banyuwangi, East Java. Based on the research conducted by Gill.,et.al, (2008) the ideal number of members for a focus group is six to eight (excluding researchers), however groups can function well with as few as three and as many as fourteen.

The criteria for the participants are teachers who also understand Javanese and Madurese so that they can really understand when listening to students' accents with regional accents when students speak English. I chose these four teachers who teach English at the senior high school because they have many sources and knowledge related to the phenomenon that I explored. The English teacher at this senior high school has a long working experience so I am sure they can answer what I have to ask about my research. Thus, I can ask questions related to my current research with clear explanations.

3.4 Data Collection Method

I used focus group discussion and a semi structured interview in this research as the data collection method. According to Harrel and Bradley (2009), focus groups and interviews are also the best methods for resolving seemingly conflicting information, because the researcher has a direct opportunity to ask questions about apparent conflicts. Meanwhile, focus group discussion is a data collection technique that I also place in the first step to gain the data because focus group discussion has the goal of finding the meaning of a theme in accordance with what is desired to understand the group. Before setting out the focus group discussion, I prepare to have the teachers watch a short video about regional language accents that are particularly widely used in English (Javanese and Madurese languages), with the objective of providing stimuli for teachers to fall into and have views and understanding of regional accents. English that has been influenced by regional accents. As a result, they will have a better understanding of students with regional language accents when they speak English in class. After holding discussions from groups of several teachers they were able

to share their ideas with each other regarding the topic that I had. This technique is generally used to reveal meanings that have not been revealed in a particular group based on the results of group discussions that are centered and focused on a particular problem.

Focus group discussions were also created to avoid misunderstanding the meaning of a researcher regarding the focus of the problem to be studied. Teachers can carry out light discussions before heading to a deeper part. Based on the research conducted by Hennink (2013) an important goal of focus group discussion research is to identify multiple perspectives on a research topic, and to gain an understanding of the problem from the perspectives of the participants themselves. According to Mishra (2016) general characteristics of focus groups are the involvement of people, a series of meetings, due to the presence of homogeneous participants and research interests, production of qualitative data, and focused discussion on a topic, which is determined by the research objectives.

So, focus group discussion is qualitative research that refers to a data collection method that uses discussion as the main focus so that it can be in the form of an exchange of opinions and experiences with the participants. In addition, with this method, the participants' interactions with each other and talking to them can be observed by the researcher, so that this can cover various problems that arise during the conversation and use them for further analysis, as stated by Kelly, et.al. (2010).

The next step is a semi structured interview that is used as a data collection technique if the researcher wants to find a problem that must be investigated by conducting a preliminary study, and if the researcher wants to know things from the respondents more deeply. As Cohen and Crabtree (2006) has argued, semi-structured interviews are often preceded by observation, to enable researchers to develop a sharp understanding of the topic of interest needed to develop relevant semi-structured questions and meaningfully through informal and unstructured interviews. Based on the research conducted by Raworth., et.al, (2012), semi-structured interviews are a widely used technique that follows a rigid question format, in which the semi-structured interview focuses on a particular

theme but covers it with a conversational style. Then, according to Sabiq (2020), to find out information about teachers' attitudes towards students' accents, and their treatment of students' accents problems, their perceptions of the use of regional accents in English, this can be known and the results explored through the interview process.

With the benefits obtained from focus group discussions and semi-structured interviews, some researchers have the opinion that if the two are combined to serve as a data collection method then it can be a data collection technique that can develop better results. Thus, according to Longhurst (2003), semi-structured interviews and focus groups are similar in terms of conversational and informal tone. Both of these methods allow for an open and more detailed response with the participants' own words and arguments rather than a 'yes or no' type of answer. Therefore, I wanted to know the perception of English teachers as participants to express their arguments in detail regarding students' regional accents when speaking English in the classroom, so the first step I began with working on focus group discussions, This strategy is required as an opening technique since from here I knew the topics provided by the focus group discussion and then I used the data in the following deeper level, specifically the semi structured interviews.

3.5 Data Analysis Method

In this research, I used thematic analysis. Thematic analysis is a fairly flexible research approach to qualitative analysis that allows researchers to generate new insights and new concepts derived from data. In analyzing the data, I applied the thematic analysis proposed by Braun and Clarke (2017), which described, thematic analysis is a method that can be used to analyze, identify, and interpret patterns of meaning ('themes') that exist in qualitative data. According to Maguire and Delahunt (2017), thematic analysis has the goal of identifying themes, i.e. patterns in data that are important or interesting, and using those themes to discuss research or say something about an issue. In the opinion of Castleberry and Nolen (2018), thematic analysis was used in research studies and subsequently labeled as qualitative research, without providing the necessary

details about how the analysis reduces the data to workable themes and the conclusions that emerge.

I used thematic analysis because thematic analysis can be in the form of a realist or essentialist method, which can be used to report on the meaning, experience, and reality of the participants, or it can be a constructionist method, in which this method can be used to examine ways of the ways in which reality, events, experiences, meanings, and much more are the effects of various discourses operating in society (Braun & Clarke 2006).

The thematic analysis phases as adapted from Braun and Clarke (2006), are as follows:

1. Familiarizing myself with data

Understanding the data correctly is the first step. In order to do this, I must first read the text and take my first notes while continuously transcribing the audio while I record the interview. I must also take a broad look at the information to get to know it.

2. Generating initial code

The following stage is intensively coding the key elements of the data by underlining significant portions and searching for labels that accurately reflect the content's characteristics. Due to the fact that I am investigating a subject I am not particularly familiar with, and because data-derived coding can be used to explore subjects and uncover new ideas, I am using inductive coding in the above way.

3. Searching for themes

The next phase at this stage is to try to confirm that everything identified as a theme absolutely exists in the data and matches the classification. There is a description of the theme as well as how I interpret it, how it is supported by evidence, and how it relates to the code.

4. Reviewing themes

The next step is to make sure the theme I am developing appropriately and relevantly presents the data it is based on. It can be beneficial to use a

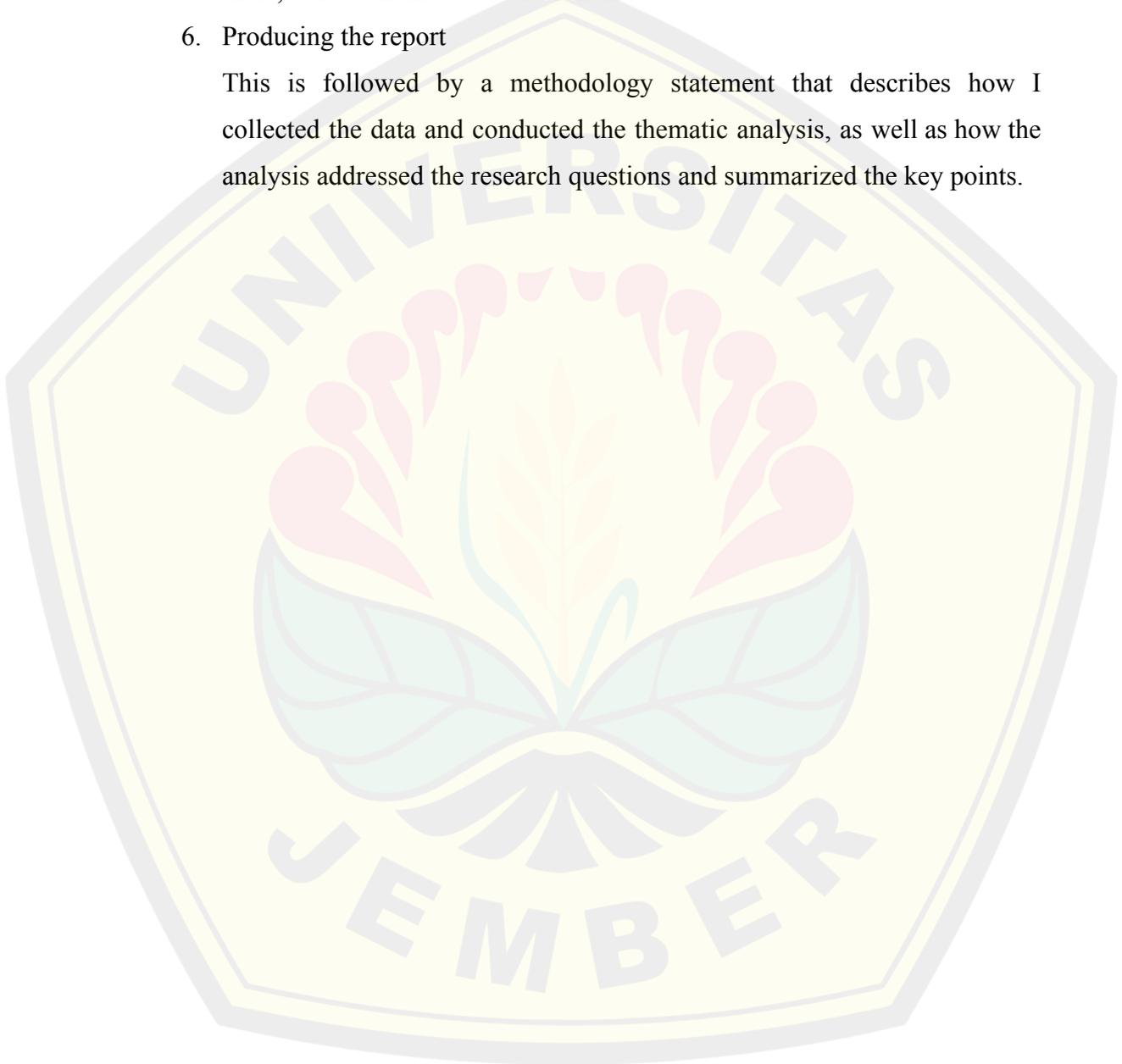
complete method that includes review, judgment, comparison, and questions.

5. Defining and naming themes

In defining the themes, I justify what each theme means and how it helps me to understand the information. Once I decide on the themes, I assign short, concise names to each of them.

6. Producing the report

This is followed by a methodology statement that describes how I collected the data and conducted the thematic analysis, as well as how the analysis addressed the research questions and summarized the key points.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of research data derived from thematic analysis results.

4.1 Findings

For the purpose of getting the following data, I conducted an investigation in a high school in Banyuwangi, where learners as well as teachers speak Javanese and Madurese, two regional tongues. They are all qualified to speak Madurese and Javanese, including the teachers I collaborated with to get this data. This research project was done at a high school in Banyuwangi and was separated into two sessions: a focus group discussion session and a semi-structured interview. I used focus group discussion and semi-structured interviews as both of my main strategies for gathering this data. In the first stage, I used focus group discussion in order to obtain the responses I required from brief discussions with the four teachers. I conducted semi-structured interviews in the second step to elicit additional in-depth and personal information from each teacher. The initials of each of the teachers I spoke alongside will be renamed into: Mr. Arjuna (T1), Mrs. Srikandi (T2), Mrs. Shinta (T3), and Mrs. Sumbadra (T4), respectively. Based on the findings of my inductive coding-based thematic data analysis, I discovered that there are fifteen sub-themes, which I have divided into four themes. The following column illustrates a detailed breakdown of the themes and sub-themes.

Table 4.1 schedule of Interview

No.	Teacher(s)	Date	Length
1.	Mr. Arjuna, Mrs. Srikandi, Mrs. Shinta, and Mrs. Sumbadra	July, 21th 2023	27 minutes 36 sec

2.	Mrs. Srikandi	July, 24th 2023	11 minutes 07 sec
3.	Mrs. Shinta	July, 24th 2023	10 minutes 59 sec
4.	Mr. Arjuna	July, 24th 2023	12 minutes 48 sec
5.	Mrs. Sumbadra	July, 27th 2023	10 minutes 38 sec

From the table above it can be seen that the focus group discussion was held once on 21 July 2023 where I gave six questions in one session and the other schedule was a schedule of semi-structured interviews which were conducted four times where I gave each teacher the same three questions.

Table 4.2 Focus Group Discussion

Theme	Subtheme	Teacher	Excerpt
EFL Students' accents development	Accent tolerance	T1	<i>"It actually seems logical from my point of view, and teachers sometimes give beginners or newbies the opportunity to speak English using regional accents."</i>
	Accent improvement	T3	<i>"When a student makes a mistake, I normally instruct them to repeat it with me. In order to accomplish this, I first offer an example, after which they repeat it after me while repeating "think," "think," and so on until they grasp the concept of it. A pronunciation practice session is consequently always scheduled for meetings."</i>

Language learning challenges among EFL students	Difficulties	T2	<i>“Many students learning English, in my opinion, use American accents since the British accent is too tough for them.”</i>
	Teacher’s error	T1	<i>“So sometimes I don't recognize it's incorrect, and sometimes I do.”</i>
	Student’s error	T2	<i>“If, for instance, the application is still incorrect or the students say something incorrect, ‘Are you sure you think you read it like that?’ I'll tell them to double-check it.”</i>
	Accent intolerance	T4	<i>“However, pronunciation is important in debate material, particularly accents, as this is a speaking assessment. As such, for an Olympic debate, which is a type of debate or storytelling, this is important as it indicates that the assessment is significant. The smoother the pronunciation, the better it is, and this is prioritized in the assessment.”</i>
Linguistic diversity across spoken languages in	Variety of accents	T2	<i>“The majority of English language learners, in my opinion, have American accents since the British language is too</i>

The EFL Classroom			<i>challenging for them.”</i>
	Foreign language	T2	<i>“The issue is that Indonesia doesn't speak English as a first language.”</i>
	Student's mother tongue	T4	<i>“It's obvious that the majority of students here speak Madurese, and some also speak Javanese, which has a distinctive accent.”</i>
	A noticeable accent differences	T2	<i>“Since the majority of them still have Madurese and Javanese accents and their American English accent is still hardly audible, it sounds pretty clear to me.”</i>
The components that promote EFL students' success in language learning	Facilities	T2	<i>“The Oxford dictionary or Google Translate are usually my first stops when I want to check the pronunciation.”</i>
	Good accent	T3	<i>“Although some students have outstanding pronouncing abilities, it is true that some of them might have American accents, just as Mrs. Srikandi mentioned.”</i>
	Relaxation	T4	<i>“Several times, what I stated previously became jokes, when 'yes' became 'iyes', implying that</i>

			<i>we related it so that students genuinely became humorous.”</i>
	Self confidence	T1	<i>“For example, if I say, ‘Please open the door, tak iye,’ it's just to get the students to be courageous, so that even if they know they've made a mistake with their mother tongue accent, the accent of their locale of origin, they're still confident, not ashamed, and that's fine.”</i>
	Fluency	T4	<i>“The more fluent they are, the better the pronunciation, which is subsequently prioritized in the assessment.”</i>
	Compliment	-	-

Four themes and fifteen sub-themes are present, as shown in table 4.2 above. Semi structured interviews, focus groups discussion, and in-depth discussions with four teachers served as the foundation for this analysis. For the most part, each teacher has a different response, yet certain individuals have the same viewpoints. In order to clarify the classification of themes and sub-themes into a number of the outcomes mentioned above. The next phase is to process the data from the semi-structured interview findings, which are shown in table 4.3, following the method of dividing the themes and sub-themes from the focus group discussion.

Table 4.3 Semi Structured Interview

Theme	Subtheme	Teachers	Excerpt
EFL Students' accents development	Accent tolerance	T3	<i>"If the pronunciation is incorrect, I will definitely correct it. However, if they are accustomed to the heavy regional accent, that is permitted. I will provide an example of how the correct pronunciation should sound. If the regional accent is thick, that is acceptable. A few times, I'll fix it while it is still that way."</i>
	Accent improvement	T1	<i>"It genuinely depends on the timing. If, for instance, there is still time for improvement, we will undoubtedly remind the students that, even if English is the greatest, there is still room for progress, including in the accent and other aspects."</i>
Language learning challenges among EFL students	Difficulties	T3	<i>"Actually, it's okay because the language is tough, with the exception of when we major in English, in which case we learn English more frequently. If they don't, there are other possibilities for learning</i>

			<i>languages including Javanese, Indonesian, and others. It is especially challenging if I demand that the students must be "doing" and lose their pronounced regional accent."</i>
	Teacher's error	-	-
	Student's error	T2	<i>"But for a lot of speaking, for instance, reading texts, it's sometimes I only have a few words, five words that I fix, "Le, this reads like this," but the accent is still Javanese, and perhaps other words have incorrect pronunciation that need to be underlined again."</i>
	Accent intolerance	T3	<i>"When we normally speak English and then hear someone else but their regional accent sounds so heavy it's not comfortable to hear then the pronunciation must be inaccurate."</i>
Linguistic diversity across spoken languages in	Variety of accents	T2	<i>"In reality, it's fine if the student already has an American, British, or Australian accent, but the content is lacking."</i>

The EFL Classroom	Foreign language	-	-
	Student's mother tongue	T4	<i>"This is what happens a lot in student learning in those classrooms, yep, it's like this, the majority of the mother tongue accents are fairly strong like that."</i>
	A noticeable accent differences	-	-
The components that promote EFL students' success in language learning	Facilities	-	-
	Good accent	T4	<i>"Because they recently have the modal, and the modal has good pronunciation, all that is required is to keep repeating it, and we expect that this will further develop their fluency."</i>
	Relaxation	T4	<i>"It's even humorous occasionally, so jokes provide an opportunity for students to enjoy themselves so they don't get anxious."</i>
	Self confidence	T1	<i>"Perhaps, regardless of how strong their regional accent is, they dare to share their ideas, opinions, and make comments."</i>

			<i>The students' good aspect is their courage."</i>
	Fluency	T1	<i>"Students who can speak fluently but are less skilled at developing content. And this happens frequently because the students' speaking abilities are good; typically, students like that are students who are skilled at communicating, so there is a gap between communication and the ability to create content."</i>
	Compliment	T1	<i>"Don't forget, though, that we still need to praise students in order to motivate them and to provide them rewards."</i>

The findings of the semi-structured interviews show that there are four themes and twelve sub-themes that are the same as the data gathered in the focus group discussion, as shown in table 4.3 above. The number of sub-themes distinguishes focus group discussions compared to semi structured interviews. Interview data and more in-depth interviews with four teachers each revealed that while most of their responses varied, several of them shared a comparable point of view. Therefore, the classification of themes and sub-themes into several results, as discussed above, can be highlighted.

4.1.1 EFL Students' Accents Development

After conducting data collection interviews, teachers generally tolerate students speaking English with their respective regional accents because they are still in the learning or beginner stage, in an effort to support the development of

accents for students who have regional language accents when they speak English in the classroom. This is undertaken by the teacher because it is beneficial to the students since they already have an urge to speak English. Aside from that, teachers work hard to correct any incorrect accents or pronunciation. This is supported by the findings of focus group discussions and semi-structured interviews.

Excerpt 1

"Bagi kami yang penting anak-anak pede dan dia mengerti apa yang disampaikan atau yang ditangkap **jadi bukan fokus pada pronunciation, kalau pronunciation aksen American begitu ya tapi bagi kami nggak masalah ndak beda dengan teman-teman juga masukannya.**"

("For us, the important thing is that students are confident and that they understand what is being said or captured, so we don't focus on pronunciation, if the pronunciation is an American accent, yes, but for us it doesn't matter, it's no different from our friends' input.")

This was also supported by Mrs. Shinta's opinion based on the findings of the semi structured interview, as indicated below.

Excerpt 2

"Kalau seumpamanya mereka sudah terbiasa dengan aksen bahasa daerahnya itu ya sudah gapapa tapi ya itu nanti akan saya beri contohnya pengucapan pronunciationnya yang benar itu seperti apa, kalau aksen regional mereka terdengar jelas, ya gapapa"

("If, for example, they have become accustomed to the accent of their regional language, that is fine; however, I will show them the correct pronunciation later. It's fine if their regional accent comes

across clearly.”) (Mrs. Shinta 1st interview on semi structured interview)

It can be concluded from this that Mrs. Srikandi and Mrs. Shinta have asserted that it is acceptable for her students to speak English with a regional accent, and that other teachers have expressed a similar view. Since teachers find it beneficial when students speak English with some degree of confidence, this is a good sign language.

Aside from that, the explanation for students with regional linguistic accents. Teachers work hard to enhance their students' accents, which sound blended with regional accents.

Excerpt 3

“Drilling, jadi repetition ya mengulang-ulang kata yang penting murid paham walaupun nanti kemudian terjadi kesalahan lagi ya wajar-wajar saja, kita nggak bosen-bosen untuk drilling-drilling.”

(“Drilling, or repetition, implies repeating terms that are crucial for students to learn, even if mistakes occur again, that's normal, we don't get bored of drilling.”) (Mrs. Sumbadra interview on focus group discussion)

Mrs. Shinta mentioned that teachers aim to improve every student's spoken word and accent.

Excerpt 4

“Kalau aksennya salah pasti saya benarkan kalau pronunciationnya salah tapi kalau seumpamanya mereka sudah terbiasa dengan aksen bahasa daerahnya itu ya sudah gapapa tapi ya itu nanti akan saya beri contohnya pengucapan pronunciationnya yang benar itu seperti apa.”

("If the accent is incorrect, I will absolutely correct them if the pronunciation is incorrect, but if, for example, they are used to the regional language accent, that's fine, but I will offer an example of what the correct pronunciation sounds like.") (Mrs. Shinta, 1st interview on semi structured interview).

As a result of some of the data, teachers have a motivation to assist students in improving their pronunciation and accent. It should be noted that if their regional language accents may still be improved, teachers will make efforts to reduce their heavy accents using their own regional languages. However, if their accent cannot be changed into a general English accent without a combination of their regional accents, the teacher will tolerate them.

4.1.2 Language Learning Challenges Among EFL Students

In terms of Kachru's (1992) concentric circle, Indonesia belongs to the expanding circle in which English is seen from the point of view of world Englishes having the authority to always speak English because this is not their mother tongue and do not have to use it in everyday life, or it can be said that using English only at certain times, for example, when at school learning English. As a result, if Indonesians are not yet fluent in English, this will come naturally to them. With this in mind, it is possible if there are students who are not fluent in English or use their regional language accent when speaking English in class. Some students struggle with speaking in class when they are learning English. Some of the obstacles vary as well, for example, difficulty with pronunciation, reading texts, speaking, and so on.

Excerpt 5

"Kebanyakan anak-anak itu belajar bahasa Inggris itu menggunakan American aksent soalnya kalo British itu mereka terlalu sulit lidahnya"

“Because their tongue is too challenging for British accents, the majority of children who learn English do it with an American one.” (Mrs. Srikandi interview on focus group discussion)

This immediately supported Mrs. Shinta's assertion that they had seen students who had issues speaking English in class due to their accents and pronunciation.

Excerpt 6

“Sebenarnya tidak apa-apa karena lidahnya sulit, kecuali kalau kita jurusan Bahasa Inggris dimana kita belajar bahasa Inggris lebih sering kalau mereka kan enggak, ada pembelajaran lain ada bahasa Jawa, bahasa Indonesia, dan lain-lain. Jadi kalau saya menuntut anak itu harus ‘doing’ harus menghilangkan aksen bahasa daerahnya ya sulit juga.”

““Actually, it's okay because the tongue is difficult, unless we are majoring in English where we study English more often, otherwise they don't, there are other studies such as Javanese, Indonesian, and so on. So if I demand that students have to 'doing' they have to remove their regional language accent, that's also difficult.” (Mrs. Shinta, 1st interview on semi structured interview)

They appear to be able to slow down their development and classroom English acquisition due to these challenges. However, rather than merely being mute, the teachers take the initiative to help their students acquire the knowledge they should be receiving from them, which is knowledge.

Along with the students' difficulty with learning English, it appears that the teacher's errors also added to the difficulties with teaching and learning for the students. Since most regular people make mistakes, all errors can generally be

modified or fixed. In this situation, teachers work to help students become better at studying English.

Excerpt 7

“Jadi kalau saya kadang-kadang tidak sadar kalau itu keliru kadang sadar, kadang nggak kalau itu keliru. Kalau pas kita paham bahwa itu keliru dan kita sadar maka ya kita betulin, kadang-kadang kita sebagai guru sendiri sadarnya atau salah denger sadarnya setelah beberapa saat masih kita biarin saja, mungkin besok kalau terulang baru kita benerin.”

(“Therefore, sometimes I don't recognize it's incorrect, sometimes I do, and sometimes I don't. If we understand that something is incorrect and we recognize it, then sure, we correct it. However, occasionally, as teachers, we realize that something is incorrect or that we misheard something and after some time, we still let it go. Tomorrow, if it occurs again, we may fix it.”) (Mr. Arjuna interview on focus group discussion)

When teaching English, it's usual for teachers to overlook pronunciation errors made by students when they practice reading books, speaking, or using other materials. Therefore, teachers try to solve these errors in another meeting when they are unaware that there are students who make errors.

It needs to be emphasized once more that Indonesian students are English language novices. Therefore, it does not completely eliminate the possibility that students could make errors when learning English. Throughout an interview session with English teachers, it emerged that when their students practiced reading texts or speaking English directly, they frequently made mistakes. When reciting or spelling specific readings, they typically make mistakes that may usually be fixed by practicing with the teacher. Even if students make mistakes frequently, teachers don't get exhausted from helping them improve their English.

Excerpt 8

“Nah untuk memberikan materi sebelum itu saya apa yang akan saya sampaikan saya cek dulu sedikit banyak, **terus kalau misalnya untuk penerapannya tetep salah atau juga anak-anak ngomongnya salah** “are you sure ‘think’ dibaca ‘tink’ seperti itu saya suruh **anak-anak juga untuk mengecek.**”

*(“Now, to provide the material before that, I will check what I am going to say first, a little more, then if, for example, **the application is still wrong or the students say it wrong,**” are you sure ‘think’ is pronounced ‘tink’ like that, I tell the students to check too.”) (Mrs. Srikandi interview on focus group discussion)*

Mrs. Srikandi also mentioned during the semi-structured interview that because of the students incorrect pronunciation and accent of the local language, the lesson needed to be outlined once again.

Excerpt 9

”Tapi untuk berbicara speaking yang banyak misalnya membaca teks gitu ya, **kadang saya cuma beberapa kata, lima kata yang saya perbaiki, ‘Le ini bacanya gini, gini’, tapi tetep logatnya itu Jawa mungkin beberapa kata yang salah pronunciation nya yang perlu digaris bawah lagi.**”

*(“But to speak frequently, for instance, while reading a text, yes, **sometimes I only have a few words, five words that I revise, “Le, reads like this, like this,” but the accent is still Javanese, and sometimes some sentences have the incorrect pronunciation, which needs to be underlined once again.**”) (Mrs. Srikandi, 2nd interview on semi-structured interview)*

Teachers are the key players in fostering student progress in learning

English. In doing so, it will create a younger generation that is more receptive to studying English, which is something that is becoming more and more crucial.

Along with the many perspectives I have heard from the teachers, they frequently discuss the variety of accents present in the school in their responses to my interviews. The Madurese and Javanese accents are both of them. Therefore, they used the variations in their students' accents which, coincidentally, were English accents blended with the accents of their various students' regional languages to express their points of view. The teacher said there was no issue with the accent being blended with the student's regional language after I explained the question of the pronounced variation in accent. However, some teachers argue that if a student's accent is strong with their native tongue accent, this will at a minimum result in a score reduction when they participate in the Olympics or competitions in English. As a result, some teachers attempt to decrease the student's accent, which is quite audible and clear the regional accent when they speak English because they argue that such an accent is rather unpleasant to hear when students speak English using a strong regional accent.

Excerpt 10

“Tapi kalau misal pada materi debat, pronunciation itu penting apalagi aksen itu penting karena ini penilaiannya kan penilaian speaking sehingga kalau untuk debat olimpiade yang semacam debat atau storytelling ini penting artinya penilaiannya itu penting mereka lebih lancar lebih bagus pronunciation itu yang kemudian menjadi lebih diutamakan dalam penilaian.”

(“For Olympic debates, which are similar to debates or storytelling, this is important, meaning the assessment is important; the more fluent they are, the better the pronunciations are, which then becomes more prioritized in evaluation. For example, in debate material, pronunciations are important, especially accent is important because this is a speaking assessment.”) (Mrs. Sumbadra’s interview on focus

group discussion).

Due to the fact that the assessment for both English language debate competitions and other English language olympiad competitions will prioritize students' accents, Mrs. Sumbadra is less tolerant of students whose accents are mixed with regional languages if their accents are quite flexible or barely mixed with regional language accents.

Mrs. Srikandi, who stated that she was working to improve her students' accents, which were a blend of regional language accents, backed up this claim. As a result, if she hears one of her students speaking English while using the local tongue, she will strive to concentrate on teaching them until the local accent is barely audible and nearly invisible.

Excerpt 11

“Tadi saya mengajar itu anak-anak ada yang bilang gini **“ I am doing” nah itu Jawa banget, Le ” I am doing”, iya, Bu “I am doing” nyatanya mereka itu bisa sedikit banyak sedikit banyak mereka itu bisa. Bukan I am doing (medhok), I am doing bisa.** Tapi untuk berbicara speaking yang banyak misalnya membaca teks gitu ya, kadang saya cuma beberapa kata, lima kata yang saya perbaiki, “Le ini bacanya gini, gini”

(In the past, while I was teaching, some students would say, "I am doing." Well, that's extremely Javanese, "Le, I am doing," yeah, ma'am, "I am doing," in fact, they can do it to a certain extent. To a certain extent, they can. I can do it instead of doing it (medhok). But if I have to speak a lot, as when reading a text, I might only fix five words, like "Le, read like this, like this.") (Mrs. Srikandi on the 2nd semi structured interview)

Mrs. Shinta added that it seems unusual to hear or converse with others

who frequently have a strong regional language accent when speaking English. Since she uses English frequently, which is typically not a particularly strong regional language.

Excerpt 12

“Pasti tidak enak didengar, ketika kita biasa ngomong bahasa inggris kemudian denger orang lain tapi logat bahasa daerahnya terdengar banget itu tidak enak didengar, kemudian pasti pronunciation nya ya salah.”

(“When we hear someone speaking English as they normally do but with an extremely awful regional accent, it is undoubtedly uncomfortable to hear and indicates that the pronunciation is incorrect.”) (Mrs. Shinta on the 2nd semi structured interview)

Mrs. Shinta also added that in the focus group discussion interview, she emphasized that:

Excerpt 13

“Biasanya kalau saya ada anak yang salah bicara itu biasanya saya suruh repeat bareng bareng setelah saya, jadi saya kasih contoh kemudian repeat after me mereka mengikuti setelah saya kayak ‘think’ ‘think’ saya ulang-ulang sampai mereka terbiasa. Jadi setiap pertemuan selalu ada practice pronounciationnya.”

(“Usually, if I have a student who says something incorrectly, I tell them to repeat after me, so I give an example then repeat after me, they follow after me like ‘think’ ‘think’ and I repeat it until they get used to it. As a result, every meeting involves pronunciation practice.”) (Mrs. Shinta on the 2nd semi structured interview)

It is possible to infer from the teacher's perspective that they are less

tolerant of accents for their students who have a strong dialect accent when they speak English in class, but it is more likely that the teacher will conduct specific lessons for students whose English is accented in the local language.

4.1.3 Linguistic Diversity Across Spoken Language in The EFL Classroom

There is undoubtedly a variety of accents in each nation. Every person has a distinctive accent depending on the nation they call home. According to numerous traditions and civilizations, one's accent might be considered their identity. American, Australian, British, and many other accents are among the most well-known around the world. Naturally, there are still a lot of accents that have gathered inside a huge country, which are also known as regional accents or accents from regional languages. Indonesia has so many different regional accents that, on average, if someone speaks English they can be identified as coming from which region or which village. Some people use East Java as their mother tongue, and the region of East Java itself has a reasonably well-known accent. The accents in question include Javanese, Madurese, Osing, and other regional accents. This is typically used by school personnel, including students and teachers. They each have accents that can be characterized as typical of their own villages, such as Javanese and Madura accents. where, if they speak English, they will typically hear their native tongue's accent. There are some people who are not distracted by their regional language accents, but in general, there are a lot of them.

Excerpt 14

“Kebanyakan anak-anak itu belajar bahasa inggris itu menggunakan American aksen soalnya kalo British itu mereka terlalu sulit lidahnya soalnya bahasa inggris itu adalah bahasa asing di negara Indonesia ini.”

“The majority of English-learning students have American accents because they find the British language to be too challenging given that English is a foreign language in Indonesia.” (Mrs. Srikandi on the

2nd focus group discussion interview)

Just a few of the school's several students can already speak English with an American accent since they find it too difficult to do so with a British one. Similarly, Mrs. Shinta claims that while some of the students they teach have American accents, the majority of them have regional accents.

Excerpt 15

“Tapi ya itu benar kata Bu Srikandi anak-anak ini pakai American accent.”

(“But, as Mrs. Srikandi mentioned, a few of them do speak with an American accent.”) (Mrs. Shinta on the focus group discussion)

When Mrs. Srikandi and Mrs. Shinta's students speak English, it is clear that some of them already have American accents. However, it does not rule out the possibility that lots of individuals keep running to speak English with regional accents.

Indonesia, which is part of the growing circle, obviously regards English as a foreign language. This is a fact that cannot be denied: not everyone in Indonesia is fluent in English. As a result, many Indonesians are still learning English. At the very least, this language is required in the school curriculum. However, if it is related to the student's regional accent, it is normal for school residents who are categorized as an expanding circle, according to Kachru. English, which is considered a foreign language, has numerous advantages if thoroughly mastered, because, despite being a foreign language in Indonesia, English is utilized as an international language.

Excerpt 16

“Soalnya kalo British itu mereka terlalu sulit lidahnya soalnya **bahasa inggris itu adalah bahasa asing di negara Indonesia ini.**”

(“Because English is a foreign language in this country of Indonesia, the issue is that the British are too tough to understand.”)

(Mrs. Srikandi on the focus group discussion interview)

Because English is not their first language, teachers at least have been understanding of the challenges students have in learning the language. In the focus group discussion, this was additionally supported by Mrs. Shinta in the discussion interview.

Excerpt 17

“Karena memang mother language kita itu bukan bahasa Inggris, bahasa Indonesia, jadi untuk anak-anak ini kan masih belajar it’s okay no problem”

(“These students continue to study, and it’s okay, no problem, because our mother tongue is Indonesian not English.”) (Mrs. Shinta on the focus group discussion interview)

Indonesian students are still expected to be learning English as part of the school curriculum, despite the fact that it is a foreign language to Indonesia.

Various regional languages, including Javanese, Madurese, Osing, and other regional languages, are spoken in East Java, particularly in Banyuwangi, where they are considered to be the mother tongue. Students who engage in talks in a foreign language at school will naturally carry this across. It should be noted that when students speak English in class, many of them are unavoidably distracted by the accent of their native tongue. The school I attended was a senior high school in Banyuwangi, but it was special since Javanese and Maduranese were spoken there on a daily basis. Consequently, their speaking style when speaking English is highly influenced by their accent.

Excerpt 18

“Aksen kita itu yang Madurese di sini ya Madurese gitu ya, kalau itu tadi mungkin lebih ke Javanese kita ini Madurese, Madurese justru lebih lucu lagi. Yang jelas anak-anak di sini mayoritas bahasanya Madura terus kemudian sebagian lagi juga Jawa, Jawa itu ya seperti itu punya logat sendiri, pronunciationnya bahasa inggris yang dipadukan dengan ini, itu asik asik aja.”

(“Our Madurese accent is Madurese; if it were more Javanese, it may be even humorous because Madurese is our native tongue. It is evident that the majority of the students here speak Madurese, with a few also speaking Javanese. Java has its own accent, and when combined with English pronunciation, it's interesting.”) (Mrs. Sumbadra’s focus group discussion interview)

Mrs. Sumbadra finds the combination of the Madurese and English accents to be very amusing and entertaining because she has stated that she has a Madurese accent. Similarly, almost all of the students have Madurese accents, but many also have Javanese accents, which, when combined with English, will provide her with plenty of entertainment.

Excerpt 19

“Ada teman saya yang Bahasa Inggrisnya medhok Jawa tapi dia lancar bicara bahasa inggrisnya, **ya ndak papa memang kan mother tonguenya kita itu kan Javanese.**”

(“I have a friend whose English is Javanese, but he speaks English fluently, so it's fine, our mother tongue is Javanese.”) (Mrs. Srikandi on the focus group discussion interview)

Some of the teachers who are employed at this school have accents that range from Javanese to Madurese, which is slightly different from Mrs. Shinta's

statement that her accent is Javanese.

Teachers have noticed that in English conversations between students at school, regional language accents and English accents that have nearly lost their regional language accent or, it could be said that the accent is almost close to native accents like American accents are very distinguishable from one another, because when the English teacher listens to the two directly, there are some fairly noticeable distinctions.

Excerpt 20

“Kalau menurut saya ini terdengar sangat jelas sekali, sehingga satu dua anak yang tidak terlalu jelas tapi sebagian besar mereka masih terdengar jelas sekali bahasa ibu mereka.”

(“The majority of students still hear their mother tongues extremely clearly, but one or two individuals may not be as clear as I think they are.”) (Mr. Arjuna’s on the focus group discussion interview)

Like Mr. Arjuna's perspective, he paid close attention to the obvious distinction between the students who spoke English with a local accent and those who just rarely used the local tongue when they talked English.

Excerpt 21

“Aksen mereka antara yang mendekati American English masih sedikit sekali sehingga mayoritas mereka masih terdengar logat Madurese dan Javanesenya sehingga terdengar cukup jelas bagi saya.”

(“The majority of them still retain Madurese and Javanese accents, so even though they have accents that are somewhat similar to American English, they still sound fairly clear to me.”) (Mrs. Srikandi on the focus group discussion interview)

The same is true of Mrs. Srikandi, who claimed that when students speak

English, their particular accent is mixed with regional language accents. Mrs. Srikandi said both Javanese and Madura accents, both of which sound normal to her, count for very little, especially among those who can speak English without their regional accent.

4.1.4 The Components that Promote EFL Students' Success in Language Learning

Of course, a teacher and students need something in the learning environment that can help them succeed academically. Both students and teachers aspire to succeed by teaching their respective classes to the best of their abilities. Facilities are the most crucial component of the learning process from an educational standpoint. Classrooms, labs, sports facilities, and other spaces are manifestations of facilities in schools. The importance of networking-related or online facilities is roughly comparable to or greater than that of the previously stated facilities. A key element that can help the success of students and teachers in terms of studying and learning is the availability of resources like dictionaries, Google Translate, and other resources that students can utilize to learn English. Both teachers and students may reduce their challenges learning, particularly learning English, by making use of the resources available. After taking advantage of the facilities already in place, students will undoubtedly experience self-development that will support their success in learning languages. For instance, they will likely become more confident and develop strong speaking abilities if they receive additional support from teachers in the form of praise or appreciation for their efforts.

Excerpt 22

“Saya biasanya ngecek dulu di Google Translate atau di Kamus Oxford itu kan ada pronunciation nya ya. Nah untuk memberikan materi sebelum itu saya apa yang akan saya sampaikan saya cek dulu sedikit banyak, terus kalau misalnya untuk penerapannya tetep salah atau juga anak-anak ngomongnya salah “are you sure think dibaca tink seperti

itu saya suruh anak-anak juga untuk mengecek.”

“I typically check the pronunciation first on Google Translate or the Oxford Dictionary. In order to deliver the information before that, I will first double-check what I am about to say. If, for instance, the spelling of the word is still incorrect or the students pronounce it incorrectly, I will ask, “Are you sure ‘think’ is pronounced ‘tink?’, and instruct the students to do exactly the same.” (Mrs. Srikandi on the focus group discussion interview)

The same thing was said by Mr. Arjuna, who decided to provide his students access to Google Translate as a tool for studying English. He claimed that students might confirm the correct word pronunciation in Google Translate.

Excerpt 23

“Menurut saya, **anak-anak kita suruh cek di Google Translate begitu ya karena kan ada pronunciation nya**, jadi kalau ada bicara itu dan juga saya sendiri memberikan contoh, kadang-kadang boleh.”

“The fact that Google Translate contains pronunciation information, in my opinion, means that if there is something to say, and I also provide examples of my abilities, occasionally that is acceptable.” (Mr. Arjuna on the focus group discussion interview)

In order to help their students succeed in studying English, the teachers decided to use Google Translate and Oxford Dictionaries, both of which offer significant advantages.

The achievement of students in learning English is bridged by an excellent students’ accent. Some teachers believe that while an inadequate accent is not unavoidably negative to the teacher, students with good accents may contribute value to the classroom. However, most teachers want to have students who have excellent English accents. One may say that a good accent is one that almost

exactly looks like a native accent, such as an American accent, British accent, Australian accent, etc., or one where there is almost no mixing of local language dialects when students speak English.

Excerpt 24

“Tapi memang ada beberapa anak yang sudah bagus pronounciation nya, tapi ya itu benar kata Bu Srikandi, anak-anak ini pakai American accent.”

("But indeed there are some students who have good pronounciation, but yes that's true, said Mrs. Srikandi, these students use American accents.") (Mrs. Shinta on the focus group discussion interview)

Mrs. Sumbadra also stated in the semi-structured interview that students who already have a good accent basis will receive higher ratings when examined on pronunciation and accent. However, it is not guaranteed that those with near-native accents will perform well in other areas.

Excerpt 25

“Karena dia sudah punya modal, modalnya itu pronounciationnya yang bagus tinggal mengulang-ulang terus sehingga kita berharap dengan ini fluencynya akan semakin bagus.”

("Because they already have the basis, and the basis is good pronounciation, all that remains is to keep repeating it, and we hope that this will improve their fluency.") (Mrs. Sumbadra on the 4th semi structured interview)

As a result, a good accent will have a better chance of being evaluated in terms of pronunciation and accent. When conducting assessments in class or during the English Olympiad, the teacher will assign grades to their students objectively. Even if the accent is a combination of regional dialects, it does not

rule out the potential of receiving good scores in terms of contents, grammar, and so on.

A teacher would like to provide the students with the most accurate knowledge possible when it comes to studying and learning. Good learning, in my opinion, is learning that is mixed with ice breakers or a little humor that can lighten up a stressful classroom environment. Because it appears that students will find it difficult to accept new information and knowledge if the class atmosphere becomes uncomfortable, therefore if the class climate is nervous they will focus more on their own anxieties rather than the material delivered by the teacher. Therefore, in order to foster relationships in the classroom environment and reduce nervousness, teachers and students ought to interact with one another. Focus group discussions and semi-structured interviews with Ms. Sumbadra indicated that she believes students who speak with an English accent mixed with their regional language accent, particularly the Madurese accent, will make her and the class members involved in making jokes.

Excerpt 26

“Beberapa kali yang tadi saya sampaikan jadi jokes, ‘yes’ menjadi ‘iyes’, artinya itu kita bandingkan sehingga anak-anak malah justru jadi lucu.”

(“What I said several times before became a joke, ‘yes’ became ‘iyes,’ meaning we compared it so the students truly thought it humorous.”)

(Mrs. Sumbadra on the focus group discussion interview)

Mrs. Sumbadra also stated in a semi-structured interview that what she said would be entertaining for her.

Excerpt 27

“Justru malah temen-temennya itu mudah juga untuk memahami karena sesama mother languagenya itu sama gitu ya, sehingga

memudahkan mereka untuk memahami dan **kadang-kadang juga malah lucu gitu ya jadi jokes-jokes itu peluang ketika anak-anak itu hiburan bagi mereka jadi nggak tegang gitu.**

(“In reality, because their mother tongue is the same, it's easier for their friends to comprehend, and sometimes it's even humorous, so the jokes are an opportunity for students to entertain them so they don't feel stressed.”) (Mrs. Sumbadra on the 4th semi structured interview)

Jokes have a significant impact on reducing anxiety in the classroom so that students are able to understand the knowledge delivered by the teacher in a classroom environment that is not intimidating.

When a person appears in front of a large crowd of people in public, like in a classroom, confidence is essential. The key to accurately communicating something positive is to be confident. Similar to this, students who are confident in themselves will perform well. Because if someone lacks self-confidence in a crowd of people, they might start decreasing some of their value. Anyone who listens or sees it will benefit more from it if the speaker inspires confidence. Since the teachers at least recognized the students who attempted to speak in front of the class.

Excerpt 28

“Misal saya kasih contoh “please open the door *tak iye*” nah, itu hanya untuk memancing pada anak-anak supaya mereka berani, **sehingga kalau anak-anak menyadari kesalahan dari logat mother tonguenya, logat daerah asalnya mereka tetap pede nggak malu, nggak apa begitu.**”

(“For instance, if I say, “Please open the door, tak iye,” I'm just trying to get the students to be brave so that, even if they realize they're

speaking with their mother tongue or regional accent incorrectly, they won't lose confidence or feel embarrassed.") (Mr. Arjuna on the focus group discussion interview)

According to Mr. Arjuna, speaking English while combining a regional accent or language at least aspires to have an impact on students' confidence while speaking English with a regional accent. Students will have performed better than previously if they already had confidence.

In cases where students participate in class learning activities or present their own thoughts in front of the class, teachers will unquestionably compliment and show gratitude for their efforts. In order to keep students motivated to learn more, inspire them to keep raising their goals on their performance, and boost their self-confidence, praise and appreciation are necessary.

Excerpt 29

“Jadi kita tetap memberikan penghargaan yang luar biasa, anak-anak yang speakingnya bagus cuman mereka kurang mampu dalam bidang membuat kontennya. Dan ini sering terjadi karena itu kemampuan anak-anak speaking bagus biasanya anak-anak yang seperti itu adalah anak-anak yang pintar berkomunikasi, jadi antara komunikasi dengan kemampuan membuat konten itu berbeda. No problem, untuk yang demikian, tetap kita berikan apresiasi.”

*(“So even though they are less skilled at developing content, **students with strong speaking abilities receive outstanding honors instead.** This frequently occurs because students with high speaking abilities are typically students who are skilled at communicating, thus communication and the capacity to produce content are separate. **No issue; we still express our gratitude for that.** ”)* (Mr. Arjuna on the 3rd semi structured interview)

The teacher will convey to the students appreciation for their efforts, regardless of the results they achieve, to help them achieve even greater outcomes in the future. The teacher will of course pardon any errors committed by students.

4.2 Discussion

In this chapter, I am discussing the findings of my research. Results concerning English teachers' perceptions of students whose English is mixed with regional accents when they speak English in the classroom. As a result of these findings, I am able to conclude that teachers accept students who speak English in class with local accents. This is because an individual's accent is an integral part of their identity, and this is not discriminatory toward either students or teachers. More specifically, students are far more probable to have accents that combine with their native regional languages instead of teachers, and this indicates that the students are using the standard English pronunciation. A good accent or among that is approximately native American, Australian, or another accent may be considered by some teachers to be an effort by students to enhance their scores during competitions, but it appears that there are teachers who do not tolerate students whose English is mixed with regional languages when this occurs when students are conducting competitions or English Olympiads.

4.2.1 EFL Students' Regional Accents in the Face of World Englishes

It can be claimed that English has an extremely broad branch within the context of accent distribution throughout the world, similar to the findings I have studied in previous studies. I will first look at how English is interpreted in Indonesia before continuing on to investigate the way English is perceived globally. Javanese has been recognized as a regional language that contributes to the diversity of world Englishes even if it is not commonly spoken worldwide. This has been demonstrated by (Amalia, et al., 2017). She claims that Javanese English, spoken in Indonesia, may not be equally proficient in other World English variants utilized in Asia, such as Singaporean English or Indian English. In spite of the fact that Javanese speakers represent a major portion of the

Indonesian population, Javanese English has the potential to become one of the most commonly spoken dialects of English from Indonesia. Despite the fact that Javanese English is still not frequently used, many of the people who use it are part of regional Javanese communities who are proficient in English. While this is going on, according to Sabiq (2020), it has been discovered that Javanese English can be developed as a World English language where there are approximately eighty million Javanese speakers, or roughly 40% of the native Indonesian population. The findings of the focus group discussion interview can support this. Mrs. Srikandi considered it as follows, she asserted in excerpt 18, both languages are dialects of their respective native tongues.

Istiqomah (2016) reports that certain researchers have previously hypothesized that students' Javanese accents may inadvertently affect how they pronounce English, particularly when pronouncing the sound /G/. Their ability to speak English may be affected by their adoption of the Javanese accent, which is a part of their daily conversation and has become their native tongue. Istiqomah was likely accurate when she said what she did previously. But based on my research, teachers frequently discover that their students occasionally use strong regional language when they speak words or letters that start with /D/ such as the word "doing". This has been proven by Mrs Srikandi, she has said in excerpt 11, on the 2nd semi structured interview. One of the biggest difficulties faced by Javanese students learning English is the impact and communication in a Javanese language environment. Due to how much their regional language affects how they speak English, students will have an accent that represents one of their regional languages.

4.2.2 The Acceptance of EFL Students' Regional Accents when They Speak English in the Presence of the English Teachers

Teachers and students cooperate in the search of new knowledge when it concerns studying and learning. Most of the time, students accept the teacher's instructions and make an endeavor to apply their learning to the context of the

classroom as a whole. Teachers are definitely going to share their most valuable knowledge with their students when they are learning. Both students and teachers are not authentic English speakers since, like teaching English, this language is a foreign language to Indonesia. As a country that is classified as an expanding circle, of course teachers will give tolerance to their students if they make mistakes in learning English. After conducting interviews, both through focus group discussions and semi-structured interviews, teachers generally provide opportunities for students to explore when learning English. What is meant by explanation is that the teacher should free students to learn new things in English, even if, for example, they make some mistakes, they are willing to express their ideas and opinions in public. A study by Deterding (2013) found that how /TH/ sounds are produced may have a significant impact on how ELF speakers perceive sound. This is supported by Mrs. Shinta's statement in the focus group discussion interview in the excerpt 13, she said: *"Usually, if I have a student who says something incorrectly, I tell them to repeat after me, so I give an example then repeat after me, they follow after me like 'think' 'think' and I repeat it until they get used to it." As a result, every meeting involves pronunciation practice.*" The accent that sounds /th/ is generally the accent obtained by students who have a Javanese accent. Therefore, the teachers need to remain tolerant of students whose English remains deficient in proper pronunciation, therefore this is an effort by teachers to provide opportunity for students to improve their accents, particularly in terms of pronunciation.

By merely listening to the accent, anyone is able to identify the difference between English with a Javanese accent and English with a Madurese accent. This is supported by research of Istiana (2017), Madurese students have distinct phonological systems and accents. They commonly mispronounce aspects in English classes. This is a normal thing for EFL students. Since, in my experience, the accents of Javanese and Madurese are significantly different when observed and listened to. The Madurese accent is thicker and stronger than the Javanese accent. Based on the data I have collected, Mrs. Sumbadra claimed that if students

spoke with a Madurese accent, the word "yes" might actually be pronounced as "iyes", and because she considered it amusing, despite the fact that it was not a problem, this ended up being her enjoyment. This can be seen in excerpt number 26. Mr. Arjuna agreed, saying that speaking English with regional accents was not an issue for him. In reality, his opinion said in excerpt 28. Mr. Arjuna taught his students to be confident even if they have a Madurese accent, he claimed during the focus group discussion interviews' session.

When Madurese people communicate, they may usually be identified as Madurese since their accent is highly distinct, such as an elongated accent as well as a thick accent. Based on Saputri (2016)'s research, various kinds of oscillographic pronunciation made by Madurese English students while reading English text and compared to English native speakers, along with the differences, and how Madurese language characteristics influence Madurese English students' pronunciation, are discussed. As a result, it can be claimed that both Javanese and Madurese accents in students are tolerable in front of English teachers since they are engaged in their native tongue, which can more or less affect students' use of English in class. Comparatively speaking to native speakers who are part of the Inner Circle, EFL students have their own standards. According to Khusna and Indriani, (2021) the results show that when someone learns a new language, the influence of the mother tongue is very strong in that person, This can be seen from what Mr. Arjuna said in excerpt 21, he explained that the average accent of his students was still Madurese and Javanese so that their mother tongue accent sounded quite clear to him. Based on the results of previous studies, it is revealed that various other languages or regional dialects can also be said to be a form of language that is accepted among the community and its use can be expected not to have a negative impact on the success of its users, (Üresin & Karakaş 2019). This can be seen in what Mr. Arjuna says in excerpt 1, where he emphasizes that what is prioritized is students self-confidence and understanding of the subject he is providing, rather than pronunciation or accent itself. Therefore, it is typically assumed that English that has been combined with regional dialects will not

offend listeners or be criticized as being poor.

4.2.3 English Teachers' Restrictions on Regional Accents Used by EFL Students in Their Classroom while English Speaking

In essence, there are teachers that inherently entrust their students to perform at the highest possible level when learning English. Additionally, this ought to benefit both teachers and students. As a result, students and teachers may develop a cooperative partnership. Students have, of course, also benefited greatly from the teacher's excellent expertise, so at least the teacher's objective of teaching students English has been successful in some ways. In this approach, the teacher focuses fewer demands on the students' pronunciation or accent, in general. In this situation, there are certain teachers who tend to concentrate on their students' accents and pronunciation. According to me, pronunciations that are spoken in accordance with typical American, Australian, and British pronunciation norms have a standard pronunciation and a nice accent. Regional accents can also be considered good if they are pronounced correctly and include the appropriate pronunciation, however. In my opinion, a regional accent will sound a little poor if the pronunciation is pronounced incorrectly or it can also be said that the pronunciation is not correct, so this will be a very little distracting to the person of one talking to, or at the very least they will have a bit of trouble understanding the actual meaning supposed by the speaker. Some teachers are highly concerned that their students develop great accents and pronunciation because they argue that this is going to assist them learn languages more effectively. Even if it might be argued that students' regional accents combined with their English accents when speaking are not all that bad for the teacher. A student's achievement in English language contests or other English language olympiads can be supported, according to several teachers, if he or she already possesses effective basic pronunciation and an accent.

During the focus group discussion's 1st interview, Mrs. Sumbadra made a statement that provides support to her position. She said in the excerpt 10: ” *For*

Olympic debates, which are similar to debates or storytelling, this is important, meaning the assessment is important; the more fluent they are, the better the pronunciation is, which then becomes more prioritized in evaluation. For example, in debate material, pronunciation is important, especially accent is important because this is a speaking assessment.” As indicated in my previous research, which is quoted as this is also supported by in a previous study in the teaching profession, the perception of a teacher's accent on students has been implicated in students' and school administrators' assessment of the speaker's overall language competence of teaching ability Buckingham (2015) as cited in (Boyd 2003; Rubin and Smith 1990), and this may have an impact on hiring decisions or student teacher ratings. The study of Cheshire (1982) showed that having a regional accent while reading could be interpreted as 'very lazy and careless' by teachers. From that finding, it's evident that students have both the ability and the potential to have a fairly good accent and pronunciation, but their ability seems to be inhibited by their laziness and lack of responsiveness to the development of the accent itself. In the context of statements made by Mrs. Srikandi, who was covered in the semi-structured interview during her second interview, claimed that in excerpt 11, *"In the past, while I was teaching, some students would say, "I am doing." Well, that's extremely Javanese, "Le, I am doing," yeah, Ma'am, "I am doing," in fact, they can do it to a certain extent. To a certain extent, they can. I can do it instead of doing it (medhok). But if I have to speak a lot, as when reading a text, I might only fix five words, like "Le, read like this, like this."*

Galbat and Sa'adi (2018), the teacher's response to the Teacher Perception Questionnaire on accents showed that the teacher as a whole was positive about the strategy for increasing the accent above. Therefore, from the opinion of this researcher, it can be said that teachers are quite able to accept differences in their students' accents, but teachers have the desire to improve their accents. Among the strategies above, understanding pronunciation rules, listening to native language strategies, and comparing people's accents to their own are some of the most

profitable strategies for improving accents. Similar to this kind of research, it can be claimed that teachers are motivated to improve incorrect accents and pronunciation in their students. If there is an accent that the teacher would like to decrease, it indicates the teacher desires for the students to speak English with a standard accent rather than one that combines English with the regional accents. That's precisely what Mrs. Shinta said, similar to the results of semi-structured interview data collecting, in the excerpt 12, Mrs. Shinta's emphasis indicated that she received an unexpected reaction when she listened to her students speaking in English combined with regional dialect, but she highlighted that she was going to attempt to find a solution to the situation. Therefore, some teachers' intolerance or correction of accents is not done on purpose to discourage or make things difficult for their students; rather, it is a response aimed at assisting them learn English with greater effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In general, the four teachers I corresponded with concerning utilizing two different methods: focus group discussion and semi-structured interviews provided an assortment of responses. Since the students they teach are still beginners, they most frequently choose to present themselves with Javanese or Madurese accents when speaking English in class, especially since Indonesia is included in the expanding circle, which means this country is not a native English speaker. Only on certain occasions, not in everyday conversations, is English used in Indonesia. In order to allow their students to gain access to English, teachers are significantly tolerant. The justification offered by both of the teachers was that students who spoke English with an audible Madurese accent made them and the class happy and provided entertainment. However, the four teachers' perspectives resulted in two distinct outcomes. They initially tolerated students who spoke English in class with regional language accents, but this second opinion stated that some teachers had accent intolerance towards students because during the semi-structured interview, two teachers emphasized that when someone is used to speaking and listening with a standard inner circle accent, they find it quite unusual and uncomfortable to hear when they find their students speaking English with regional accents. In contrast to one of the teacher's intolerance she stated, was a form of application for students who participated in English language olympiads or competitions that required a standard inner circle accent when they participated in competitions that required oral speaking because an accent that was close to the standard accent was the priority in assessing pronunciation. Along with these positive and negative aspects, teachers generally aim to provide the best possible solutions for their students, whether through drilling or other exercises that contribute to students' growth in learning English.

5.2 Suggestions

It is envisaged that this study will provide references and benefits that will be relevant for:

- a. The result of this research will be valuable to other researchers, since the findings of this study can be utilized as a reference for considerations in establishing accents and pronunciation, given that accent has a two-way view of tolerance and intolerance towards accents that sound similar to the regional accents.
- b. The findings of this study are expected to be used as material for motivating teachers to start learning English as an EFL to ensure that English language growth may be enhanced, especially in concerns with accent and pronunciation.
- c. This can be used as a reference for students whose work remains novices in learning English, can be used as material to increase their understanding of studying English in the hope that they would be better in their future undertakings.

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APPENDIX

The following is a video link before conducting the focus group discussion:

<https://youtu.be/XUxoBPcSVog>

1. Guide for Focus Group Discussion (FGD)

Pertanyaan pembuka (leading questions):

1. *Bagaimana pendapat Bapak/Ibu terhadap logat yang mendekati standard American English, British, Australian pada saat siswa/i berbicara Bahasa Inggris?*

(What do you think about students speaking English with accents similar to standard American English, British English, or Australian English?)

2. *Bagaimana pendapat Bapak/Ibu terhadap siswa yang memiliki logat bahasa daerah misalnya Jawa, Madura, atau lainnya yang kental (aksen Bahasa Daerah) pada saat mereka berbicara Bahasa Inggris?*

(What do you think about students who speak English with a strong regional language accent, such as Javanese, Madurese, or other regional language accents?)

3. *Menurut bapak dan ibu, apakah perbedaan antara logat bahasa daerah dan logat American, British, atau Australian English terdengar cukup jelas pada saat siswa/i Bapak/Ibu berbicara Bahasa Inggris?*

(Are the contrasts between regional dialects and American, British, or Australian English accents heard sufficiently clearly when your students speak English, in your humble opinion?)

Pertanyaan isi (content questions):

1. *Apa yang akan Bapak/Ibu lakukan apabila mendapati siswa yang mengucapkan kata-kata bahasa Inggris dengan aksen atau logat bahasa daerah yang kental, misalnya jika siswa mengucapkan 'six' dan mengucapkannya menjadi 'sick' atau mungkin mereka berkata 'think' dan terdengar 'tink'?*

(What will you do if you find students pronouncing English words with a strong regional accent or dialect, for example if a student says 'six' and pronounces it as 'sick' or maybe they say 'think' and it sounds 'tink'?)

2. *Apakah Bapak/Ibu merasa perlu menggunakan strategi tertentu ketika siswa mengucapkan kata bahasa Inggris dengan logat bahasa daerah? Apa saja strateginya jika ada?*

(Do you feel that you need to use a particular strategy when this situation occurs? What are the strategies?)

Pertanyaan penutup (closing question):

1. *Menurut pendapat Bapak/Ibu, apakah logat dapat menjadi tolok ukur pencapaian seseorang dalam belajar bahasa?*

(Do accents can be a yardstick of a person's intelligence in language learning?)

2. Pertanyaan interview (interview questions):

1. *Bagaimana pendapat Bapak/Ibu terhadap siswa yang ketika speaking mereka contentnya bagus dan mereka menyampaikan content itu dengan bahasa Inggris dengan logat bahasa daerahnya yang kuat? Apakah bapak/ibu ingin mencoba memperbaiki aksen mereka? Atau mungkin tidak menjadi masalah?*
(How do you perceive students when their speaking content is good and they deliver the content in English with a strong regional accent?)

2. *Bagaimana pendapat Bapak/Ibu terhadap siswa yang memiliki content speaking yang kurang baik namun logat dan pengucapannya mendekati native American atau British atau Australian English?*

(What is your perception of students who have poor content speaking but their accent and pronunciation are close to native American English?)

3. *Menurut Bapak/Ibu, apakah ada sisi positif atau negatif dari siswa yang memiliki logat bahasa daerah yang kental pada saat mereka berbicara Bahasa Inggris? Apa saja itu bila ada?*

(Please explain the positive and negative side(s) of students with regional accents when they are speaking English)

RQ: What are the teachers’ perceptions of students’ regional accents when speaking English in the EFL classroom?

1. Date of Interview of Focus Group Discussion (FGD): Friday, 21 July 2023

No.	Question	Teachers	Response	Code
1.	<p>Pertanyaan pembuka (Leading Questions)</p> <p>Bagaimana pendapat bapak ibu terhadap logat yang mendekati standard American English, British, Australian pada saat siswa-siswi berbicara bahasa inggris?</p>	T1	<p>Menurut saya, itu sangat wajar dan bahkan untuk permulaan atau pemula kadang-kadang guru memberikan kesempatan untuk seperti itu. Jadi bahasa guru itu bilang, ‘anak-anak its no problem if your pronunciation is not so good, nah jadi begitu no problem kan untuk first step jadi begitu untuk langkah pertama hal itu wajar dan tidak ada masalah, nanti karena mereka akan memperbaiki step by step nya.</p>	<p>Accent tolerance, Facilities, Accent tolerance, Accent improvement</p>
		T2	<p>Menurut pendapat saya kebanyakan anak-anak itu belajar bahasa inggris</p>	<p>Variety of accents, Difficulty,</p>

			<p>itu menggunakan American aksen soalnya kalo British itu mereka terlalu sulit lidahnya soalnya bahasa inggris itu adalah bahasa asing di negara Indonesia ini, terus kalau untuk pembelajaran ya gapapa yang penting anak-anak itu kurang lebih mengerti memahami bahasa inggris.</p>	<p>Foreign language, Accent tolerance</p>
	<p>T3</p>		<p>Kalau menurut saya tidak jauh berbeda dengan Pak Arjuna dan Bu Srikandi, karena memang mother language kita itu bukan bahasa inggris, bahasa Indonesia, jadi untuk anak-anak ini kan masih belajar it's okay no problem tapi memang ada beberapa anak yang sudah bagus pronunciation nya, tapi ya itu bener kata Bu Srikandi anak-anak ini pakai American accent.</p>	<p>Foreign language, Accent tolerance, Good accent, Variety of accents, Accent tolerance</p>

			Jadi menurut saya gapapa yang penting anak-anak bisa mengerti apa yang mereka bicarakan.	
		T4	<p>Saya melihat ini di kelas sebagai sebuah apa ya, wajar dan ini kadang-kadang juga menjadi satu materi yang bisa jadi jokes buat anak-anak. Iya lucu, anak-anak itu lucu.</p> <p>Aksen kita itu yang Madurese di sini ya Madurese gitu ya, kalau itu tadi mungkin lebih ke Javanese kita ini Madurese, Madurese justru lebih lucu lagi.</p> <p>Bagi kami yang penting anak-anak pede dan dia mengerti apa yang disampaikan atau yang ditangkap jadi bukan fokus pada pronunciation, kalau pronunciation aksen American begitu ya tapi bagi kami nggak masalah</p>	<p>Accent tolerance, Relaxation, Student's mother tongue, Relaxation, Self confidence, Accent tolerance, Variety of accents, Accent tolerance</p>

			ndak beda dengan teman-teman juga masukannya.	
2.	Bagaimana pendapat bapak ibu terhadap siswa yang memiliki logat bahasa daerah misalnya Jawa, Madura, atau Osing atau lainnya yang kental (aksen bahasa daerah) pada saat mereka berbicara bahasa inggris?	T1	Kalau menurut saya itu oke karena justru saya sendiri untuk permulaan untuk memberikan stimulus kepada anak bahkan saya kasih contoh. Misal saya kasih contoh "please open the door tak iye" nah"itu hanya untuk memancing pada anak-anak supaya mereka berani, sehingga kalau anak-anak menyadari kesalahan dari logat mother tonguenya logat daerah asalnya mereka tetep pede nggak malu nggak apa begitu.	Accent tolerance, Accent improvement, Self confidence,
		T2	Ada temen saya yang Bahasa Inggrisnya medhok Jawa tapi dia lancar bicara bahasa inggrisnya, ya ndak papa memang kan mother tongue nya kita itu kan	Accent tolerance, Student's mother tongue

			Javanese.	
		T3	Sama saja, nggak apa-apa kita eksplor biar anak-anak mengeksplor dulu biar anak-anak belajar dulu yang penting mereka pede sama berani berbicara itu sudah sangat bagus di dalam kelas.	Accent tolerance, Self confidence
		T4	Yang jelas anak-anak di sini mayoritas bahasanya Madura terus kemudian sebagian lagi juga Jawa, Java itu ya seperti itu punya logat sendiri, pronounciationnya bahasa inggris yang dipadukan dengan ini, itu asik asik aja.	Student's mother tongue, Accent tolerance
3.	Menurut bapak ibu, apakah perbedaan antara logat bahasa daerah dan logat American, british, Australian	T1	Kalau menurut saya ini terdengar sangat jelas sekali, sehingga satu dua anak yang tidak terlalu jelas tapi sebagian besar mereka masih terdengar jelas sekali bahasa ibu	A noticeable accent differences, Student's mother tongue

	English terdengar cukup jelas pada saat siswa siswi bapak ibu berbicara bahasa inggris?		mereka.	
		T2	Aksen mereka antara yang mendekati American English masih sedikit sekali sehingga mayoritas mereka masih terdengar logat Madurese dan Javanesenya sehingga terdengar cukup jelas bagi saya.	Variety of accents, Student's mother tongue, A noticeable accent differences
		T3	Jelas, ya cukup jelas lah aksen Jawa dan dicampur dengan English itu tadi jelas.	A noticeable accent differences
		T4	Menanggapi ini ya memang jelas karena apa ya kita sendiri itu saja logat kita tidak bisa terlepas dari kebiasaan kita, nah itu yang akan membawa anak-anak keluarnya speakingnya jadinya kan seperti itu.	A noticeable accent differences, Student's mother tongue
4.	Pertanyaan isi (Topical questions)	T1	Jadi kalau saya kadang-kadang tidak sadar kalau itu keliru	Teacher's error, Accent

<p>Apa yang akan bapak ibu lakukan apabila mendapati siswa yang mengucapkan kata kata bahasa inggris dengan aksen atau logat bahasa daerah yang kental, misal jika siswa mengucapkan “think” dan</p>		<p>kadang sadar kadang nggak kalau itu keliru. Kalau pas kita paham bahwa itu keliru dan kita sadar maka ya kita betulin, kadang kadang kita sebagai guru sendiri sadarnya atau salah denger sadarnya setelah beberapa saat masih kita biarin saja, mungkin besok kalau terulang baru kita benerin.</p>	<p>improvement</p>
<p>terdengar menjadi “tink”?</p>	<p>T2</p>	<p>Kalau misalnya saya sendiri juga kurang tepat, saya biasanya ngecek dulu di google translate atau di kamus Oxford itu kan ada pronunciation nya ya. Nah untuk memberikan materi sebelum itu saya apa yang akan saya sampaikan saya cek dulu sedikit banyak, terus kalau misalnya untuk penerapannya tetep salah atau juga anak-anak ngomongnya salah “are</p>	<p>Teacher’s error, Facilities, Accent improvement, Student’s error</p>

			<p>you sure think dibaca tink seperti itu saya suruh anak-anak juga untuk mengecek.</p>	
		T3	<p>Kalau saya ketika ada anak-anak yang salah dalam pengucapan ya itu ketika saya sadar saya benarkan, ketika saya luput ya akan saya benarkan di pertemuan selanjutnya. Biasanya kalau saya ada anak yang salah bicara itu biasanya saya suruh repeat bareng bareng setelah saya, jadi saya kasih contoh kemudian repeat after me mereka mengikuti setelah saya kayak 'think' 'think' saya ulang-ulang sampai mereka terbiasa. Jadi setiap pertemuan selalu ada practice pronunciationnya.</p>	<p>Accent improvement, Teacher's error, Accent improvement</p>
		T4	<p>Drilling, jadi repetition ya mengulang-ulang kata yang penting anak-anak</p>	<p>Accent improvement, Student's</p>

			<p>paham walaupun nanti kemudian terjadi kesalahan lagi ya wajar-wajar saja, kita nggak bosan-bosan untuk drilling-drilling.</p>	<p>error, Accent tolerance, Accent improvement</p>
5.	apakah bapak ibu merasa perlu menggunakan strategi tertentu ketika siswa mengucapkan kata bahasa inggris dengan logat bahasa daerah? Apa saja strateginya bila ada?	T1	<p>Menurut saya, anak-anak kita suruh cek di google translate begitu ya karena kan ada pronunciation nya, jadi kalau ada bicara itu dan juga saya sendiri memberikan contoh kadang-kadang boleh. Kalau satu kelas kadang-kadang kemampuan bahasa inggrisnya hampir 100% kemampuan dibawah kita sering pakai drilling, tapi kalau ada satu kelas yang hampir bagus semua 80% bagus ya kita jarang pakai drilling.</p>	<p>Facilities, Accent improvement, Good accent</p>
		T2	<p>Anak-anak saya suruh ngomong bahasa inggris, setelah itu kalau anak-anak kemarin tu ada</p>	<p>Accent improvement</p>

			<p>yang nanya apa bedanya sick sama six enam dan sakit. Saya kadang itu strateginya lihatlah sentencesnya, kalimatnya misalnya I got six on math daily test artinya ya dapat enam, kalau my friend that today not coming because he gets sick. Masak enam, kan ga mungkin.</p>	
		T3	<p>Ketika anak-anak salah pronunciationnya, biasanya saya suruh nyari di kamus kalau enggak coba rek tanya ke temen-temennya jadi biar anak-anak itu juga aktif dalam melakukan pencarian bisa nyari di google, di kamus atau kalau memang sudah punya sendiri sudah tau sendiri pronunciationnya itu biar anak-anak itu bekerja sendiri gitu.</p>	<p>Student's error, Facilities, Good accent,</p>

		T4	<p>Beberapa kali yang tadi saya sampaikan jadi jokes, 'yes' menjadi 'iyes', artinya itu kita bandingkan sehingga anak-anak malah justru jadi lucu, yang ke dua dengan teman sebangkunya saling mengucapkan kata yang sama diulang-ulang dengan temennya saja. Kalau ini dengan dengan teman sebayanya ya.</p>	<p>Relaxation, Accent improvement</p>
6.	<p>Pertanyaan penutup (Closing questions)</p> <p>Apakah logat dapat menjadi tolok ukur pencapaian seseorang dalam belajar bahasa?</p>	T1	<p>Tidak mempengaruhi kemampuan siswa dalam bahasa karena kalau pronounciationnya mungkin hanya pengaruh bahwa iya tidaknya bagus kalau belajar mungkin tidak ada. Ada dosen saya yang bahasanya terlalu medhok namun content nya bagus sekali.</p>	<p>Accent tolerance</p>
		T2	<p>Tidak jadi tolak ukur untuk pronounciation karena mereka mungkin</p>	<p>Accent tolerance, Fluency</p>

			bisa jadi unggul di writing, reading, vocab, dll.	
		T3	Kalau logat itu kan pronunciation nya, bisa saja kemampuan dia ketika dia mengerjakan soal-soal itu berbeda dengan pronunciationnya, sehingga bukan menjadi tolak ukur prestasi siswa dalam belajar bahasa karena elemen bahasa inggris kan bukan pronunciation saja bisa jadi yang lain itu jadi pelengkap selain pronunciation yang kurang tadi.	Accent tolerance
		T4	Depend on, kalau saya tidak. Tergantung, kalau dalam proses pembelajaran its okay tidak mempengaruhi karena kita lebih mementingkan konten daripada speaking. Tapi	Accent tolerance, Accent intolerance, fluency

			<p>kalau misal pada materi debat, pronunciation itu penting apalagi aksen itu penting karena ini penilaiannya kan penilaian speaking sehingga kalau untuk debat olimpiade yang semacam debat atau storytelling ini penting artinya penilaiannya itu penting mereka lebih lancar lebih bagus pronunciation itu yang kemudian menjadi lebih diutamakan dalam penilaian.</p>	
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2. Date interview of Semi Structured Interview: 24-27 July 2023

No.	Question	Teachers	Response	Code
1.	Bagaimana pendapat Bapak/Ibu terhadap siswa yang ketika speaking mereka contentnya bagus dan mereka	T1	<p>It is depend on the time sebenarnya, kalau misal masih ada waktu untuk memberikan perbaikan pasti kita ingatkan itu, even English is best but there is something that must be harus diperbaiki</p>	<p>Accent improvement, Compliment.</p>

<p>menyampaikan content itu dengan bahasa inggris dengan logat bahasa daerahnya yang kuat? Apakah bapak/ibu ingin mencoba memperbaiki aksen mereka atau mungkin tidak menjadi masalah?</p>		<p>itu pasti, jadi harus kita perbaiki entah aksennya dst. Tapi tidak lupa bahwa kita mesti harus pujian itu tetap harus kita berikan, jadi pujian kepada siswa itu tetap kita berikan sebagai motivasi dan penghargaan tersendiri.</p>	
	<p>T2</p>	<p>Saya akan memperbaikinya. Tadi saya mengajar itu anak-anak ada yang bilang gini “ i’m doing” nah itu jawa banget, Le ” i am doing”, iya bu “i’m doing” nyatanya mereka itu bisa sedikit banyak sedikit banyak mereka itu bisa. Bukan i’m doing (medhok), i am doing bisa. Tapi untuk berbicara speaking yang banyak misalnya membaca teks gitu ya, kadang saya cuma beberapa kata, lima kata yang saya perbaiki, “le ini bacanya gini gini”,</p>	<p>Accent improvement, Accent intolerance, Accent improvement, Student’s mother tongue, Student’s error</p>

			<p>tapi tetep logatnya itu Jawa mungkin beberapa kata yang salah pronunciation nya yang perlu digaris bawah lagi.</p>	
	T3		<p>Jadi kayak gini, kalau semisal dia speakingnya bagus kalau aksennya salah pasti saya benarkan kalau pronunciationnya salah tapi kalau seumpamanya dia sudah terbiasa dengan medhoknya itu ya sudah gapapa tapi ya itu nanti akan saya beri contohnya pengucapan pronunciationnya yang benar itu seperti apa, kalau medhok ya gapapa beberapa kali akan saya perbaiki ketika masih tetap seperti itu ya ndak apa apa yang penting speakingnya bagus.</p> <p>Sebenarnya tidak apa-apa karena lidahnya angel (sulit), kecuali kalau kita</p>	<p>Fluency, Accent improvement, Accent tolerance, Fluency, Accent tolerance, Difficulty</p>

		<p>jurusan bahasa inggris di mana kita belajar bahasa inggris lebih sering kalau mereka kan enggak, ada pembelajaran lain ada bahasa Jawa, bahasa Indonesia, dan lain lain. Jadi kalau saya menuntut anak itu harus 'doing' harus menghilangkan medhoknya ya sulit juga.</p>	
	T4	<p>Ini seperti yang banyak terjadi di pembelajaran siswa di kelas-kelas itu ya seperti ini, mayoritas memang aksen bahasa mother language memang kental begitu nggih. Bagi kami sekali lagi ini tidak masalah, tetapi kami mencoba untuk mengembalikan lagi ke aksen bahasa inggrisnya yang benar meskipun mereka medhok tetapi mereka harus tahu dan harus bisa juga untuk mengucapkan yang benar, ketika kemudian untuk</p>	<p>Student's mother tongue, Accent tolerance, Accent improvement, Accent tolerance, Accent improvement</p>

			<p>setiap harinya mereka kembali ke medhok lagi ya kita maklumi. Tapi ada upaya untuk, o ini lo yang betul seperti ini dengan mengulang-ulang beberapa kata.</p>	
2.	<p>Bagaimana pendapat Bapak/Ibu terhadap siswa yang memiliki content speaking yang kurang baik namun logat dan pengucapannya mendekati native American atau British atau Australian English?</p>	T1	<p>Saya pikir sama, jadi kita tetap memberikan penghargaan yang luar biasa, anak-anak yang speakingnya bagus cuman mereka kurang mampu dalam bidang membuat kontennya. Dan ini sering terjadi karena itu kemampuan anak-anak speaking bagus biasanya anak-anak yang seperti itu adalah anak-anak yang pintar berkomunikasi, jadi antara komunikasi dengan kemampuan membuat konten itu berbeda. No problem, untuk yang demikian, tetap kita berikan apresiasi dan kita berikan perbaikan perbaikan,</p>	<p>Compliment, Fluency, Accent tolerance, Compliment, Accent improvement</p>

			<p>biasanya terkait dengan kemampuan berpikir ada tingkatan kualitas apa istilahnya IQ lah. Biasanya kontennya bagus tapi speakingnya kurang bagus atau sebaliknya, dia sosialnya bagus sehingga speakingnya bagus tapi kontennya kurang oke.</p>	
		T2	<p>Sebenarnya kalau siswa itu sudah punya logat American, British, atau Australian itu bagus tapi ini isinya yang kurang baik, seperti yang lebih penting itu kontennya, konten itu sangat penting bagi saya karena apa yang akan kita sampaikan itu harus dengan konten yang benar, kalau ga benar yang mendengarkan bisa tidak paham. Kalau speaking itu enakya kalau kita tidak paham</p>	<p>Variety of accent, Accent tolerance</p>

		<p>kita bisa tanya langsung, tapi sejauh ini menurut saya yang penting itu kontennya, logat itu mengikuti.</p>	
	T3	<p>Apa lagi yang kurang baik, yang baik aja ya saya beri kelonggaran apalagi yang kurang baik, jadi dia sudah mau berbicara di depan kelas itu Alhamdulillah sudah bagus banget.</p>	<p>Accent tolerance</p>
	T4	<p>Gini ya, yang diperlukan anak itu berarti apa namanya, melancarkan kelancaran dalam berbahasa, fluencynya itu yang perlu diperkuat sehingga ini kita berikan apa namanya ya, pembelajaran untuk terus berlatih itu karena dia sudah punya modal, modalnya itu pronunciationnya yang bagus tinggal mengulang-ulang terus</p>	<p>Fluency, accent improvement, good accent</p>

			sehingga kita berharap dengan ini fluencynya akan semakin bagus.	
3.	Menurut Bapak/Ibu, apakah ada sisi positif atau negatif dari siswa yang memiliki logat bahasa daerah yang kental pada saat mereka berbicara Bahasa Inggris? Apa saja itu bila ada?	T1	Saya pikir semua min plus pasti ada, jadi positifnya itu barangkali sekental apa pun mereka dengan logat daerah, mereka berani mengungkapkan idenya opininya, mereka berani berkomentar. Keberanian itulah sisi positif dari anak-anak itu. Sisi negatifnya barangkali kalau kita yang jadi standar adalah intonasi yang jadi standar adalah aksennya, maka itu adalah bentuk kekurangan daripada siswa tersebut.	Student's mother tongue, Self confident, Difficulties
		T2	Sisi positifnya itu kalau misal logat, yang penting mereka tahu kontennya itu. Kalau negatifnya itu memang ya aneh kalau didengerin, jadi kalau anak-anak bilang introd	Accent intolerance

			(introduce), yang bener kan intorjus, nah itu bukan cuman ga enak didengar tapi juga salah.	
		T3	Kalau sisi negatifnya pasti tidak enak didengar, ketika kita biasa ngomong bahasa inggris kemudian denger orang lain tapi medhok banget itu tidak enak didengar, kemudian pasti pronunciation nya ya salah, cuman ya kembali lagi ya karena kita itu belajar itu nggak itu itu aja jadi ya gapapa.	Accent intolerance, Accent tolerance
		T4	Yang menjadi titik tekan kita itu kan pemahaman pembelajaran bahasa inggris. Kalau kemudian ada mereka yang masih aksennya itu medhok dengan Madura, dengan Javanese gitu ya, kita tidak bisa memaksa gitu nggih sehingga yang kalau positif negatifnya	Student's mother tongue, Accent tolerance, Relaxation, Accent improvement

			<p>ya pasti ada ya. Positifnya itu kalau dari yang masih medhok mereka tidak tertuntut untuk fluency seperti native speaker sehingga tidak membebani anak, mereka lebih bebas leluasa untuk bisa mengungkapkan ide-idenya itu kelebihan. Kemudian yang selebihnya satu kelebihan lagi justru malah temen-temennya itu mudah juga untuk memahami karena sesama mother languagenya itu sama gitu ya, sehingga memudahkan mereka untuk memahami dan kadang-kadang juga malah lucu gitu ya jadi jokes-jokes itu peluang ketika anak-anak itu hiburan bagi mereka jadi nggak tegang gitu.</p> <p>Negatifnya ya memang apa namanya kita tidak bisa ideal seperti native speaker karena memang</p>
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			<p>ya tadi kan harusnya berbahasa inggris ya seperti nativenya tapi ya seperti itu yang terjadi di kelas-kelas kita. Mencoba untuk sering memperdengarkan anak-anak dengan nativenya kemudian melatih itu ya tetapi ya kembali lagi seperti itu yang ada di kelas.</p>
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1. Focus Group Discussion

Theme	Subtheme	Teachers	Excerpt
EFL Students' accent development	Accent tolerance	T1, T2, T3, T4	Menurut saya, itu sangat wajar dan bahkan untuk permulaan atau pemula kadang-kadang guru memberikan kesempatan untuk seperti itu.
	Accent improvement	T1, T2, T3, T4	Biasanya kalau saya ada anak yang salah bicara itu biasanya saya suruh repeat bareng-bareng setelah saya, jadi saya kasih contoh kemudian repeat after me mereka mengikuti setelah saya kayak 'think' 'think'

			saya ulang-ulang sampai mereka terbiasa. Jadi setiap pertemuan selalu ada practice pronunciationnya.
Language learning challenges among EFL students	Difficulties	T2	Menurut pendapat saya kebanyakan anak-anak itu belajar bahasa Inggris itu menggunakan American aksent soalnya kalo British itu mereka terlalu sulit lidahnya.
	Teacher's error	T1, T2, T3	Jadi kalau saya kadang-kadang tidak sadar kalau itu keliru kadang sadar kadang nggak kalau itu keliru.
	Student's error	T2, T3, T4	terus kalau misalnya untuk penerapannya tetep salah atau juga anak-anak ngomongnya salah "are you sure think dibaca tink seperti itu saya suruh anak-anak juga untuk mengecek.
	Accent intolerance	T4	Tapi kalau misal pada materi debat, pronunciation itu penting apalagi aksent itu penting karena ini penilaiannya kan penilaian speaking sehingga kalau untuk debat olimpiade yang semacam debat atau storytelling ini penting artinya penilaiannya itu penting mereka lebih lancar lebih bagus pronunciation itu yang

			kemudian menjadi lebih diutamakan dalam penilaian.
Linguistic diversity across spoken languages in The EFL Classroom	Variety of accents	T2, T3, T4	Menurut pendapat saya kebanyakan anak-anak itu belajar bahasa inggris itu menggunakan American aksen soalnya kalo British itu mereka terlalu sulit lidahnya
	Foreign language	T2, T3	Soalnya bahasa inggris itu adalah bahasa asing di negara Indonesia ini
	Student's mother tongue	T1, T2, T4	Yang jelas anak-anak di sini mayoritas bahasanya Madura terus kemudian sebagian lagi juga Jawa, Jawa itu ya seperti itu punya logat sendiri,
	A noticeable accent differences	T1, T2, T3, T4	Aksen mereka antara yang mendekati American English masih sedikit sekali sehingga mayoritas mereka masih terdengar logat Madurese dan Javanesenya sehingga terdengar cukup jelas bagi saya.
The components that promote EFL students'	Facilities	T1, T2, T3	Saya biasanya ngecek dulu di google translate atau di kamus Oxford itu kan ada pronunciation nya ya

success in language learning	Good accent	T1, T3	Tapi memang ada beberapa anak yang sudah bagus pronunciation nya, tapi ya itu bener kata Bu Srikandi anak-anak ini pakai American accent.
	Relaxation	T4	Beberapa kali yang tadi saya sampaikan jadi jokes, 'yes' menjadi 'iyes', artinya itu kita bandingkan sehingga anak-anak malah justru jadi lucu,
	Self confidence	T1, T3, T4	Misal saya kasih contoh " <i>please open the door tak iye</i> " nah"itu hanya untuk memancing pada anak-anak supaya mereka berani, sehingga kalau anak-anak menyadari kesalahan dari logat mother tonguenya logat daerah asalnya, mereka tetep pede nggak malu nggak apa begitu.
	Fluency	T2, T4	Mereka lebih lancar lebih bagus pronunciation itu yang kemudian menjadi lebih diutamakan dalam penilaian.
	Compliment	-	-

2. Semi structured interview

Theme	Subtheme	Teachers	Excerpt
EFL Students' accent development	Accent tolerance	T1, T2, T3, T4	Kalau aksennya salah pasti saya benarkan kalau pronunciationnya salah tapi kalau seumpamanya dia sudah terbiasa dengan medhoknya itu ya sudah gapapa tapi ya itu nanti akan saya beri contohnya pengucapan pronunciationnya yang benar itu seperti apa, kalau medhok ya gapapa beberapa kali akan saya perbaiki ketika masih tetap seperti itu ya ndak apa-apa
	Accent improvement	T1, T2, T3, T4	It is depend on the time sebenarnya, kalau misal masih ada waktu untuk memberikan perbaikan pasti kita ingatkan itu, even English is best but there is something that must be harus diperbaiki itu pasti, jadi harus kita perbaiki entah aksennya dst.
Language learning challenges among EFL students	Difficulties	T1, T3	Sebenarnya tidak apa-apa karena lidahnya angel (sulit), kecuali kalau kita jurusan bahasa inggris di mana kita belajar bahasa inggris lebih sering kalau mereka kan enggak, ada pembelajaran lain ada bahasa Jawa, bahasa Indonesia, dan lain-lain. Jadi

			kalau saya menuntut anak itu harus 'doing' harus menghilangkan medhoknya ya sulit juga.
	Teacher's error	-	-
	Student's error	T2	Tapi untuk berbicara speaking yang banyak misalnya membaca teks gitu ya, kadang saya cuma beberapa kata, lima kata yang saya perbaiki, "Le, ini bacanya gini gini", tapi tetep logatnya itu Jawa mungkin beberapa kata yang salah pronunciation nya yang perlu digaris bawah lagi.
	Accent intolerance	T2, T3	Pasti tidak enak didengar, ketika kita biasa ngomong bahasa inggris kemudian denger orang lain tapi medhok banget itu tidak enak didengar, kemudian pasti pronunciation nya ya salah.
Linguistic diversity across spoken languages in The EFL Classroom	Variety of accents	T2	Sebenarnya kalau siswa itu sudah punya logat American, British, atau Australian itu bagus tapi ini isinya yang kurang baik,
	Foreign	-	-

	language		
	Student's mother tongue	T1, T2, T4	Ini seperti yang banyak terjadi di pembelajaran siswa di kelas-kelas itu ya seperti ini, mayoritas memang aksen bahasa mother language memang kental begitu nggih.
	A noticeable accent differences	-	-
The components that promote EFL students' success in language learning	Facilities	-	-
	Good accent	T4	karena dia sudah punya modal, modalnya itu pronunciationnya yang bagus tinggal mengulang-ulang terus sehingga kita berharap dengan ini fluencynya akan semakin bagus.
	Relaxation	T4	dan kadang-kadang juga malah lucu gitu ya jadi jokes-jokes itu peluang ketika anak-anak itu hiburan bagi mereka jadi nggak tegang gitu.
	Self confidence	T1	barangkali sekental apa pun mereka dengan logat daerah, mereka berani mengungkapkan idenya opininya,

			mereka berani berkomentar. Keberanian itulah sisi positif dari anak-anak itu.
Fluency	T1, T3, T4		anak-anak yang speakingnya bagus cuman mereka kurang mampu dalam bidang membuat kontennya. Dan ini sering terjadi karena itu kemampuan anak-anak speaking bagus biasanya anak-anak yang seperti itu adalah anak-anak yang pintar berkomunikasi, jadi antara komunikasi dengan kemampuan membuat konten itu berbeda.
Compliment	T1		Tapi tidak lupa bahwa kita mesti harus pujian itu tetap harus kita berikan, jadi pujian kepada siswa itu tetap kita berikan sebagai motivasi dan penghargaan tersendiri.