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STUDENTS' ATTITUDE TOWARDS AMERICAN ACCENT IN COMMUNICATION CONTEXT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

By

Andi Isnaeni

English Education Department, Universitas Muhammadiyah Makassar

andiisnaeni@bg.unismuhmakassar.ac.id

Ratu Yulianti Natsir

English Education Department, Universitas Muhammadiyah Makassar

ratu.yulianti@unismuh.ac.id

Uyunnasirah Hambali

English Education Department, Universitas Muhammadiyah Makassar

uyunhambali@unismuh.ac.id

**corresponding author*

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Abstract.

An accent is one of the aspects of sociolinguistics that discusses how a group of people in each particular region pronounces words. In communication, accent is the color and variety in speech. People often do not pay much attention to this when speaking. This research aims to know the students' attitudes toward the American accent in the context of communication at Universitas Muhammadiyah Makassar. The method used was mixed, using questionnaires and interviews as the instruments. Twenty students served as samples in this research. Based on cognitive, affective, and conative components, the findings demonstrated that students had a positive attitude towards American accents. In the cognitive component, students tended to believe that speaking with an American accent was easy and enjoyable because they were accustomed to speaking in English daily. Meanwhile, most students expressed interest in speaking with an American accent in the affective component due to its ease of use. In the conative component, the students then seemed to enjoy imitating the way Native American speakers spoke. The implication of this research is in sociolinguistics regarding attitude and intercultural communication related to accents.

Keywords: American accent; attitude; communication

Abstract.

Aksen adalah salah satu aspek sosiolinguistik yang membahas bagaimana sekelompok orang di setiap wilayah tertentu mengucapkan kata-kata. Dalam komunikasi, aksen

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adalah warna dan variasi dalam ucapan. Orang sering tidak terlalu memperhatikan hal ini saat berbicara. Penelitian ini bertujuan untuk mengetahui sikap mahasiswa terhadap aksen Amerika dalam konteks komunikasi di Universitas Muhammadiyah Makassar. Metode yang digunakan dicampur, menggunakan kuesioner dan wawancara sebagai instrumennya. Dua puluh mahasiswa menjadi sampel dalam penelitian ini. Berdasarkan komponen kognitif, afektif, dan konatif, temuan menunjukkan bahwa siswa memiliki sikap positif terhadap aksen Amerika. Dalam komponen kognitif, siswa cenderung percaya bahwa berbicara dengan aksen Amerika itu mudah dan menyenangkan karena mereka terbiasa berbicara dalam bahasa Inggris setiap hari. Sementara itu, sebagian besar siswa menyatakan minat untuk berbicara dengan aksen Amerika dalam komponen afektif karena kemudahan penggunaannya. Dalam komponen konatif, para siswa kemudian tampak senang meniru cara penutur asli Amerika berbicara. Implikasi dari penelitian ini adalah pada sociolinguistik mengenai sikap dan komunikasi antarbudaya yang berkaitan dengan aksen.

Kata kunci: aksen amerika; sikap; komunikasi

INTRODUCTION

The term “accent” relates to how a group of people in each particular region pronounce a word. Similar to accent in sociolinguistics focuses on how a person in a particular nation, region, race or place pronounces words. Huang, Xiang, Yang, Ma, & Qian (2021) perceive that accent is the characteristic of an ethnic group’s or the person’s pronunciation that might be impacted by localization, educational attainment, or even one’s first language. In addition, according to Arianingsih and Musyaafa (2023) accent is related to how the pressure on the pronunciation of a word is different in each region. Additionally, they also clarified that accents could cause people to react differently based on their language background. On the other hand, accents can serve as variety that adds interest to a conversation. Accent types vary widely and come from different parts of the world. There are many accents, including American, British, Irish, Australian and other accents. There are specific characteristics related to each accent type, including tone of voice, intonation, and more. The American accent is one of the most preferred and frequently used accents.

American accent is a familiar and identical accent with the pronunciation of the letter r in a word. Fitria (2023) states that the letter (r) is pronounced as a fainter sound. That’s one of the distinguishing features of the American accent. In addition, American accents are known a sound connected by word-for-word pronunciation. Furthermore, according to Cook (2017), the American accent has a tendency to sound louder than another accents. Additionally,

Americans has stereotypes that the sound of an American accent is louder, friendlier, informal, a little brash, and a little joking.

Furthermore, Atmaja (2021) as cited in Fitria (2023) describes some characteristics of the American accent pronunciation:

- a. The letter /a/ is pronounced as /æ/ in American accent.
- b. In every position, the letter /r/ is read more faintly and clearly in American accent. This indicates that the letter /r/ may be read clearly in American accent whenever it appears in a word.
- c. A word is pronounced the same way if it contains the /u/ sound and the subsequent letters /t/, /n/, and /d/.
- d. All words that end with the letter /-ile/ are pronounced /-ail/ in American accent.
- e. All words that end with the letter /-ary/ are pronounced /-eri/ in American accent.

From some of the characteristics of the American accent above, it certainly raises various perceptions and attitudes from some parties. According to Agung, Surtikanti, and OP (2020), perception is the process of processing and interpreting information that comes from various experiences of an event, object, or relationship. Similarly, César (2021) states that perception is the process of receiving, interpreting, and understanding stimuli in the form of information obtained from the surrounding environment as a place of interaction. While an attitude can be defined as an assessment of something, whether like or dislike that includes cognitive, feeling, and action. In addition, attitude also is combination of people's feelings and beliefs towards an object such as other people, situation, and another objects (Yadav & Atrey, 2023). Thus, in this case, this research focuses on how students' attitudes towards American accent.

There are many previous researchers who also discuss how students' perceptions and attitudes towards American accent. According to Weisi, Raygan, & Bakhtiari (2019), 62% of EFL students chose an American accent because they found it to have a pleasant tone. Not only that, Phan (2020) in his research also states that students at a university in southern Vietnam also have positive attitude towards American accents in terms of status, solidarity traits, and familiarity (easiness of understanding and imitation). In addition, Eriksson (2019) on his research to Swedish upper secondary school students, the students chose and prefer the American accent since it the words simpler to pronounce Maria (2020) and the sounds more

pleasant. While based on Talenta & Wibowo (2022), the majority of Indonesians use American accents for a cause. They state that they hear that accent all the time. Additionally, when they learn English, students use more learning resources, such as websites, movies, or books which allow them to interact with people throughout the world. As a result, they unknowingly become accustomed to speaking with an American accent. Furthermore, Hermeni (2019) perceive that students at Universitas Cokroaminoto Palopo preferred the American accent since they believed it made it simpler for them to understand and pronounce spoken words appropriately. As a result, they become used to speaking with this accent while they are learning. From the previous research above, the majority of students have positive attitude towards American accent.

In addition, the researchers observed that students from Universitas Muhammadiyah Makassar in English Education Department used a variety of accents, including American, British, and regional accent. However, the American accent is the only focus of this research because it is the most widely used native speaker accent. Furthermore, each student has a different way of looking at and attitude towards an object. Moreover, the researchers looked into **“How do the students’ attitude towards American accent in communication context at Universitas Muhammadiyah Makassar?”**

METHOD

Design

In this research, the researchers used a mixed method quantitative and qualitative research design. In this case, the researchers investigated how students perceived their attitudes towards the American accent in communication context.

Subject

In this research, the researchers took English Education Department’s students at Universitas Muhammadiyah Makassar in the 4th, 6th, and 8th semester. The total population was 173 students. In collecting samples, the researchers used purposive sampling. Based on Mweshi & Sakyi (2020), purposive sampling is a method for selecting research samples in which the researchers utilize their understanding of the research to be carried out and choose research samples based on specific criteria or characteristic. The researchers’ characteristics or criteria for this research is students who are use and/or familiar with the American accent. There were twenty students satisfied with the criteria based on the observations.

Instrument

The instruments used by researchers in this research are questionnaires and interviews. In this case, the researchers inquired about three different components. These components are cognitive, affective, and conative. There have been both positive and negative statements included in each of these components. According to Baker (1992) as cited in Utami, Ratnadewi, & Yuniarti (2020), A person's knowledge and beliefs about a subject are part of the cognitive component. Then the affective component includes feelings of liking or disliking an object. However, a person's actions or behavior toward an object are included in the conative component. While the instrument adapted from Utami et al. (2020) was employed by the researchers. The questionnaire instrument consists of 3 components, where each component also consists of positive and negative statements. There were eight statements for the cognitive and conative components. While the affective component includes 9 statements. The total statements were 25, 12 of which were positive and 13 of which were negative. Then the researchers conducted interviews related to the reasons students choose to strongly disagree (SD), disagree (D), agree (A), or strongly agree (SA) with the statement.

Data collecting technique

In terms of collecting data, the researchers first made observations by adjusting the population and the predetermined criteria. In this case, the researchers communicated using English and asked some basic questions, such as name, origin, and questions related to English Education and American accent to students. After that, the researchers identified students who used and/or knew American accent. Then, the researchers determined how many students fit the criteria and then gave a questionnaire in the Google Form. Next, the researchers analyzed the results of the questionnaire that had been filled out by students and conducted interviews with several students to obtain supporting data. After conducting the interview, the researchers also explained and described the results of the questionnaire and interview and then drew conclusions from the research results.

Data analysis technique

The researchers used the formula below in analyzing the questioner data:

F

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

P: Percentage

F: Frequency

N: Total of population

This formula is used on the total percentage of students who choose strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA). The letter F indicates the number of students who choose one of the four options namely SD, D, A, and SA. Then the letter N indicates the total of students who became the research sample.

After the researchers ensured that all students had filled out the questionnaire, the researchers analyzed and calculated the number of percentages by seeing how many students chose SD, D, A, or SA. after that, the researchers used the formula above to determine the total percentage of student attitudes on each statement.

Furthermore, the researchers used Miles and Huberman's (1994) theory as cited in Masitoh (2021) to analyze the data interview.

First it is data Reduction. This procedure involves concentrating, streamlining, and choosing the necessary data. This procedure is done because a lot of data is collected throughout the data collecting process, and it must be filtered to retrieve the necessary data. In this case, the researchers just concentrate on the cause of students choosing positive or negative responses towards statements. Second it is data display. In this procedure, the filtered data is developed and structured to help the researchers to make the conclusions. Finally, it is drawing the conclusion and verification.

The researchers concluded the data and did verification in this last procedure. The conclusions drawn from the evidence must be logical, reliable, and testable. In this case, conclusions from the data must be aligned with the findings of previous research.

RESULT AND DISCUSSION

Result

The current study seek to answer a research question “ “How do the students' attitude towards American accent in communication context at Universitas Muhammadiyah Makassar?” The answer is described in Table 1.

Table 1.
Percentages of students' attitude on cognitive component (positive statement)

No.	Statement	SD	D	A	SA
1.	Based on my perspective, communicate with an American accent is easy and fun.	0%	0%	35%	65%
2.	Both on the campus and every day, I can be easy to communicate or speak with American accent.	0%	5%	70%	25%
3.	in various activities, I can communicate in English using an American accent with ease.	0%	20%	60%	20%
4.	Using an American accent when speaking English can improve my communication skills.	0%	0%	60%	40%
Percentage		0%	6.25%	56.25%	37.5%

The questioner findings on the cognitive component (positive statement) are displayed in the table above. According to table 1, 7 students, or 35% of the students, agreed with the first statement, whereas 13 students, or 65% of the students, strongly agreed. Then, 1 student, representing 5% of the students, disagreed with the second statement. Moreover, 5 students, or 25% of students, strongly agreed with the statement, and 70% of students, or 14 students, agreed with the second statement. In addition, 4 students, or 20% of the students, disagreed with the third statement. After that, 12 students, or 60% of the students, agreed with the statement, while 4 students, or 20% of the students, strongly agreed. Furthermore, 40% of students, or 8 students, strongly agreed with the fourth statement, and 60% of students, or 12 students who selected it agreed with it.

Additionally, interviews were conducted to find out why students agreed or disagreed with the statement. The statement namely “Based on my perspective, communicate with an American accent is easy and fun”. These were some perceptions of students about the statement:

Student a:

“I agree with that statement, because I frequently speak in English with an American accent in both my everyday interactions and on social media platforms like Discord and other websites. Many of my friends on social media also speak with an American accent most of the

time. As a result, I am more accustomed to and able to understand words with an American accent.”

Student b:

“I feel agree with this statement. I find that it’s simpler to understand English words when I communicate with an American accent. Furthermore, I am used to and find it easy to use the American accent because I have American friends in the game.”

Student c:

“I feel agree with the statement. In addition, I’ve watching American television shows a lot, and our English teachers in school used an American accent.”

Student d:

“I feel agree with the statement that communicate in English is simpler when I use the American accent because my tongue is more suited to it than other accents. In addition, I find that speaking with an American accent sounds softer and makes me feel comfortable.”

Table 2. Percentages of students’ attitude on cognitive component (negative statement)

No.	Statement	SD	D	A	SA
1.	Speaking with an American accent confuses me a lot. As a result, I won’t be studying it too much going forward.	60%	35%	0%	5%
2.	The way I speak with the American accent makes me feel insecure.	35%	35%	25%	5%
3.	Sometimes, it’s hard for me to understand and gain knowledge when communicating in English with American accent.	20%	40%	35%	5%
4.	Sometimes, I have trouble understanding words spoken in an American accent while I’m communicating in a variety of situations, both formal and informal.	20%	20%	40%	20%
Percentage		33.75%	32.5%	25%	8.75%

The questionnaire findings on the cognitive component (negative statement) are displayed in the table above. According to table 2, 12 students, or 60% of the students who selected strongly disagree, and 7 students, or 35% of the students, disagreed with the first statement. However, 1 student, or 5% of the students selected strongly agreed with the first

statement. 35% of the students, or 7 students each, disagreed and strongly disagreed with the second statement. Furthermore, 5% of students, or 1 student, felt strongly that they agreed with the statement, and 25% of students, or 5 students, thought that they agreed. In addition, 40% of students, or 8 students, disagreed with the third statement, while 20% of students, or 4 students, strongly disagreed with it. Moreover, 7 students, or 35% of the students, agreed with the statement, while 1 student, or 5% of the students, strongly agreed. Then 4 students, or 20% of the students, objected and strongly disagreed with the fourth statement. Similarly, 4 students, or 20% of the students each disagreed and strongly agreed. While 8 students, or 40% of the students, agreed with the fourth statement.

Furthermore, these were some perceptions of students about the statement “Sometimes, I have trouble understanding words spoken in an American accent while I’m communicating in a variety of situations, both formal and informal”.

Student A:

“I realize that I am not very fluent in English. Furthermore, I struggle to use the American accent in a variety of situations due to my limited vocabulary.”

Student B:

“Because my vocabulary skill is limited, I also don’t understand the words due to the pronunciation. I think the pronunciation is unclear, and also, I have a struggle to communicate with the American accent in a variety of situations.”

Student C:

“I can understand spoken English in a variety of situations because I am more familiar to the American accent. Furthermore, I think that this accent already seems more familiar and natural to me like the language I’m used to.”

Table 3. Percentages of students’ attitude on affective component (positive statement)

No.	Statement	SD	D	A	SA
1.	Communicating with an American accent make me interests.	0%	0%	50%	50%
2.	It makes me feel proud that I can communicate with an American accent.	0%	5%	60%	35%
3.	In society, I can be confidence to communicate while using the American accent.	0%	20%	50%	30%
4.	I enjoy carrying out a variety of activities with an American accent.	0%	0%	60%	40%

Percentage	0%	6.25%	55%	38.75%
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The affective component (positive statement) questionnaire findings are displayed in the above table. According to table 3, 50% of students, or 10 students each selected, agree and strongly agree with the first statement. In contrast, just 5% of students, or 1 student, disagreed with the second statement, but 60% of students, or 12 students agreed with it and 35% of students, or 7 students strongly agreed with it. After that, in the third statement, 4 students, representing 20% of the students, disagreed with the statement. In addition, 30% of students, or 6 students, strongly agreed with the statement, whereas 50% of students, or 10 students, agreed. Furthermore, 60% of students, or 12 students, agreed with the last or fourth statement, while the remaining 40% of students, or 8 students, agreed with the statement even more substantial. Not only that, but here were also the perceptions of students about the statement, “Communicating with an American accent make me interests”, as follows:

Student A:

“I feel interest to communicate with an American accent because I am more familiar with it, and I use it more frequently in my daily life. American accents, in my opinion, also sounds like casual.”

Student B:

“Because I learned it as my first accent, I’m interested in communicating with an American accent. Furthermore, I learned English by watching a lot of films with an American accent.”

Student C:

“Because the American accent is easy to use and to understand than another accents, I feel interest to use it when communicating.”

Student C:

“The American accent have a more cool sound, and I feel interest to use it when communicating in English. Plus, I feel cool when I do it.”

Table 4. Percentages of students’ attitude on affective component (negative statement)

No.	Statement	SD	D	A	SA
1.	<i>I'm in a bad mood when communicating with an American accent</i>	60%	40%	0%	0%
2.	<i>Communicating to others in English with an American accent doesn't make me feel any more excited.</i>	55%	35%	10%	0%
3.	<i>I don't want to know much about the American accent.</i>	45%	40%	15%	0%

4.	<i>I don't feel any more confident when I communicate English with an American accent.</i>	50%	30%	20%	0%
5.	<i>Whenever I have to communicate with an American accent, I get anxious or nervous.</i>	25%	45%	25%	5%
	Percentage	47%	38%	14%	1%

The affective component (negative statement) questionnaire findings are displayed in the above table. According to table 4, 60% of students, or 12 students strongly disagreed with the first statement, and 40% of students or 8 students disagreed with it as well. On the other hand, 35% of students, or 7 students, disagreed with the second statement, and 55% of students, or 11 students, strongly disagreed. Nonetheless, 2 students, or 10% of the students, felt that the statement was true and agreed. After that, 9 students, or 45% of the students, strongly disagreed with the third statement, while 8 students, or 40% of the students, disagreed. Furthermore, 3 students, or 15% of the students, expressed agreement with the statement. Moreover, 50% of students, or 10 students, strongly disagreed with the fourth statement, and 30% of students, or 6 students, disagreed with it as well. Then, 4 students, or 20% of the students, felt that the statement was true and agreed. Finally, in the last statement, 5 students, or 25% of the students selected strongly disagree, while 9 students, or 45% of the students, selected disagree. 5 of the students remaining 25% of students agreed with the statement, and 1 student, or 5% of the students, strongly agreed. Just as before, in this case there were also several perceptions issued by students regarding one of the statements asked, “Whenever I have to communicate with an American accent, I get anxious or nervous”.

Student A:

“Because I struggle with word placement and composition, I become anxious when I want to communicate with an American accent. Also, when I want to speak, I always consider my grammar, which makes me nervous about making a mistake.”

Student B:

“I agree with this statement because of my fear of making a mistake, I sometimes forget what I want to say.”

Student C:

“I've mastered English, and I'm accustomed to speaking with an American accent, so I don't feel anxious when I do so. However, sometimes I speak and doing communication with American foreigners.”

Student D:

“Because I’m accustomed to communicating with an American accent, I don’t have any anxiety when I do so. Furthermore, I’m a confident person as well. On the other hand, I might also feel anxious while under pressure.”

Table 5. Percentages of students’ attitude on conative component (positive statement)

No.	Statement	SD	D	A	SA
1.	I feel more confidence in my ability to express myself when I communicate with an American accent.	0%	10%	55%	35%
2.	Every time I am given the opportunity to speak in class, I feel at ease using my American accent.	0%	10%	65%	25%
3.	I love practicing my American accent the way native speakers do.	0%	0%	50%	50%
4.	I keep attention of that when speaking English with an American accent.	0%	0%	50%	50%
	Percentage	0%	5%	55%	40%

The affective component (positive statement) questionnaire findings are displayed in the above table. According to table 5, 2 students, or 10% of the students, disagreed with the first statement and 35% of students, or 7 students strongly agreed with the statement. While 55% of students, or 11 students, agreed. Then, 2 students, or 10% of the students, disagreed with the second statement. Furthermore, 13 students, or 65% of the students, agreed with the statement, while 5 students, or 25% of the students, strongly agreed. Additionally, 10 students, or 50% of the students, agreed and strongly agreed with the third statement. Similarly, the last statement indicated that 50% of the students, or 10 students selected agree and strongly agree with the statement. In addition, here were the perception of students about statement “I love practicing my American accent the way native speakers do”.

Student A:

“I suggest that the American accent is cool, thus I want to have accent like a native. And currently, American accent is the more prevalent and widely spoken English accent, even if the British accent sounds much nicer.”

Student B:

“I have an interest in the American accent and try to imitate how native speakers use it when speaking. In order to seem more natural, I also always imitate the way people pronounce words in videos and podcasts that use an American accent.”

Table 6. Percentages of students' attitude on conative component (negative statement)

No.	Statement	SD	D	A	SA
1.	<i>I'm not accustomed to communicating with an American accent, so I cannot use it.</i>	35%	55%	10%	0%
2.	<i>Anywhere I go, I am anxious or afraid when I communicate with the American accent.</i>	40%	50%	10%	0%
3.	<i>I don't participate and practice with students that use an American accent when I hear them speaking and communicating English.</i>	35%	50%	10%	5%
4.	<i>Speaking and communicating English with an American accent doesn't excite me.</i>	65%	35%	0%	0%
Percentage		43.75%	47.5%	7.5%	1.25%

The affective component (negative statement) questionnaire findings are displayed in the above table. According to table 6, 35% of students, or 7 students selected strongly disagreed with the first statement, while 55% of students, or 11 students selected disagreed, and 2 students, or 10% of the students, selected agree with the statement. Then, 8 students, or 40% of the students, strongly disagreed with the second statement, whereas 10 students, or 50% of the students, disagreed. In addition, 2 students, or 10% of the students, agreed with the statement. Moreover, 50% of students, or 10 students, disagreed with the third statement, and 35% of students, or 7 students, strongly disagreed. Nonetheless, 5% of students, or 1 student, strongly agreed with the statement, and 10% of students, or 2 students, agreed. Finally, 13 students, or 65% of the students, strongly disagreed with the last statement, while 7 students, or 35% of the students, disagreed. Furthermore, here were the students' perception about the statement "I don't participate and practice with students that use an American accent when I hear them speaking and communicating English."

Student A:

"I feel agree with the statement. I don't think it's particularly effective to practice your American accent with friends or pupils. It would be more beneficial and efficient to practice American accents with native speakers."

Student B:

"I disagree with that, I believe that practicing and conversing more with friends, family, and strangers can help us develop our American accent skill."

Student C:

“I disagree with that statement. I believe it's beneficial to practice American accents with friends because it makes us feel more at ease. We can also practice our American accents on one another.”

Discussion

Cognitive component

According to the data, the majority of students had a positive attitude of American accents. Most students have a positive attitude toward the statement “Based on my perspective, communicate with an American accent is easy and fun”. While there just a few of students who have a negative attitude toward the statement “The way I speak with the American accent makes me feel insecure”. Students’ impressions of the two statements were primarily positive, with only a few having a negative opinion.

In the positive perception, the majority of students believe that speaking with an American accent was enjoyable. That is because they were accustomed to speaking English with an American accent in everyday situations. Moreover, the students contend that they become more accustomed to the American accent by using social media and watching American films or videos. This is comparable to the findings of Talenta & Wibowo (2022), which found that Indonesians frequently use American accent since it is the one they are most familiar with from books, movies, websites, and other sources. According to the findings by Herlina & Faridah (2021), show that the students know the American accent better because they often encounter it. Then, Eriksson (2019), also found that students prefer to use the American accent because it is the variation they are most likely to encounter.

Furthermore, the data indicates that students believe they feel more at ease using an American accent when speaking in English because it is simpler to understand than other dialects. This similar to the research by Phan (2020), students have a positive attitude of American accents since they are simple to understand (Hermini, 2019) and allow them to mimic the pronunciation of the words.

While some students who have negative perceptions of the negative statements proposed were their limited vocabulary, which makes it difficult for them to understand and know the words in American accents in various contexts or situations. According to Elmahdi & Hezam (2020), vocabulary is the specifics of words required to be skilled at communicating

and expressing the ideas that the speaker wants to get on. Furthermore, some students find it challenging to understand the words when speaking with an American accent since they believe the pronunciation of America accent is unclear. This opposed to the findings of a research by Shamsuddin, Abdullah, Tan, & Bolong (2019), who state that students reported that the American speaker sounded clearer and was therefore easier to understand.

Affective component

According to the data, students had a positive attitude and despite some negative perception toward American accents in the affective component. The statements “Communicating with an American accent make me interests.” and “Whenever I have to communicate with an American accent, I get anxious or nervous.” were the positive and negative statements that were posed, respectively. Both the positive and negative statements that receive the most positive and negative responses were reflected in these two statements. Several perceptions are also expressed by students based on these statements.

In the positive perception, students expressed interest in speaking and communicating with an American accent. This was because they believe that the American accent is simple to use and understand in everyday situations. Additionally, they frequently spoke with an American accent, so they didn’t feel anxious and even felt at ease doing so. This was comparable to research by Eriksson (2019) which found that students prefer to speak with an American accent since it is easier to pronounce words and sounds more pleasant. Then, according to a different research by Hermeni (2019), students are attracted to American accents because they believe that this accent make it simpler for the students to pronounce words correctly and make it easier for them to understand what has been said.

Furthermore, the students also believe that the American accent is casual and cool. This is comparable to another research that conducted by Febiyani, Suhatmady, & Setiawan (2024), who found that the American accent is pronounced in a casual way. Furthermore, a statement describing that American English as cool and informal was made in another study by Seyranyan & Westphal (2021). While according to Weisi et al. (2019), students chose the American accent because it has a nice tone when uttered. Additionally, in his research, state that students find the sound of an American accent more pleasing.

In the negative perception, the students who speak with an American accent felt anxious or worried because they are scared of making mistakes (grammar, pronunciation, and vocabulary). Similarly, in the research by Coppinger & Sheridan (2022), the student reported feeling worried and apprehensive before speaking in front of an audience because he was afraid of making a mistake. Furthermore, they also noted that some students are ashamed to talk because they are afraid of making too many mistakes, such using the wrong intonation or emphasizing their voice.

Conative component

According to the data, it is similar and comparable to affective and cognitive components. In the conative component, students also had a positive attitude towards American accent. Two statements that positive and negative statements were also included. Both of the statements received a lot of positive and a few negative responses. The positive statements that were submitted included “I love practicing my American accent the way native speakers do” and the Negative statement were submitted included “I don’t participate and practice with students that use an American accent when I hear them speaking and communicating English.” The interview’s findings definitely cause students to have different perceptions on this issue.

Based on the positive perception, students felt that American accents are enjoyable to learn and sounds cool. This makes them prefer to speak with an American accent like what native speakers do when interacting with them. Similarly, another researchers Herlina & Faridah (2021) found that students believe that American English is easy to learn. Moreover, according to the research by Hermini (2019), that American English is utilized in the teaching and learning process due to its the pronunciation the letter and simplicity of understanding. Furthermore, the results of the interviews also demonstrate that students learn and imitate the pronunciation of native speakers through a movie or podcast that uses an American accent. This relates to another research by Robert & Marpaung (2022), in which students said that they could practice speaking with an American accent by watching films with an American accent. Then, Fitria (2023), mentioned some strategies for training American accents in her research, including practicing difficult words or sounds, communicating or speaking with the native, watching American films or TV show, and listening to American music.

While based on the negative perceptions, just a few percent of students said that practicing their American accent only through conversing with classmates or acquaintances who also spoke used America accent was ineffective. He maintained that communicating directly with native speakers would be a more effective way to learn about the American accent. This is in line with research findings by Febiyani et al. (2024), which indicate that speaking with American speakers will improve our ability to learn their accents. Furthermore, most students believe that improving their American accents via practice with friends, classmates, and family will help them.

CONCLUSION AND SUGGESTION

Conclusion

According to the research findings, students' attitudes of American accents are optimistic based on of three factors: cognitive, affective, and conative. Students generally believed that speaking and commutating with an American accent was easy and enjoyable throughout the cognitive component. This was due to the fact that they were accustomed to speaking English with an American accent. They were also more accustomed to the American accent because they frequently watched American films. However, due to a lack of vocabulary, some students also had trouble understanding certain words in the American accent.

Meanwhile, considering its ease of use, the majority of students expressed interest in speaking with an American accent during the affective component. They also believed that the American accent sounded more cool. Nonetheless, several students continued to experience anxiety when speaking and communicating in English with an American accent due to their fear of making mistakes. Then students seemed to enjoy imitating the way of native American speakers speak in the conative component. Because they thought the American accent sounded nice, they were interested in doing it. Moreover, students frequently viewed American films and imitated the pronunciation of words by American native speakers in order to acquire how to pronounce the American accent. Furthermore, the students practiced their American accent by frequently participating in conversations where the American accent was used.

Suggestion

Making an effort to talk with a native accent is helpful. Despite the fact that speaking with a native accent is generally not particularly important, it does add a unique way in speaking. Speaking with a natural accent will make the conversation more engaging. The researchers really appreciate any recommendations for improving this research. Furthermore, the researchers anticipate that the other researchers will be able to investigate issues that are similarly connected to perceptions of American or other accents.

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BIO-PROFILE

Andi Isnaeni is a bachelor's student of English Education Study Program at Universitas Muhammadiyah Makassar. Currently, she is in the process of completing her studies. She is interested in Speaking and Intercultural Communication. Corresponding email: andiisnaeni@bg.unismuhmakassar.ac.id

Ratu Yulianti Natsir is one of the lecturers at the English Education Department Study Program, Universitas Muhammadiyah Makassar. She has taken her bachelor's degree in English Education at Universitas Muhammadiyah Makassar. Then she continued her master's and doctoral degrees in English Education at Universitas Negeri Makassar. She specializes in research methodology, translation, and linguistics. Corresponding email: ratu.yulianti@unismuh.ac.id

Uyunnasirah Hambali is one of the lecturers in English Education Department Study Program, Universitas Muhammadiyah Makassar. She has completed her bachelor's degree at Universitas Muhammadiyah Makassar and her master's degree at Universitas Negeri Makassar. She has expertise in speaking. Corresponding email: uyunhambali@unismuh.ac.id

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