

## n CHAPTER I

### INTRODUCTION

This chapter covers the background of the study, statement of the problems, objectives of the study, scope of the study, methods of the study, and organization of the paper.

#### **1.1 Background of the Study**

English is an essential language used by many people in the world. It is also being appointed to be the International language. Therefore, all students around the world have obligation to Study English. All school around the world has implementing English Lesson in their curriculum. Implementing English Lesson in school will certainly help students in the future. Implementing English lesson in school from then until now and for more years to come will always be an essential way for school itself, students, and also for any companies in a career advancement.

Besides from school, students around the world also learn English through many certain ways, such as through movies and music. Two of them are most used media that is used by students to learn English apart from school. Based on the research done by (Kaswari et al., 2023) that learners often find it easier when interrelated to a musical melody. According to that research we can conclude that we, as a learner, will get it easy to learn English through music.

In today's era, and by many years back then, the biggest music industry is ruled or being considered to be the best music industry is from

United State of America. In consequence, the English people learn are tend to be American accent. Accent itself, based on a research done by (Ghorshi et al., 2006) is acommunity's unique speech pattern, including vocabulary and intonation traits, that is indicative of a particular national, regional, or social grouping can be referred to as its accent. Learning American Accent is absolutely okay and there is no big problem related to it. However, in educational world, learning American Accent has a consequence.

Unfortunately, in most part of the world, the use of American Accent in educational program is not as massive as its utility in our daily music or movies. Most of educational listening websites that focusing in English listening are using British Accent in their audio files. These files finally are utilized by English teacher all around the world in their listening examination. The websites refer to the previous explanation are linguafranca, british council, linguapress, lingolia, ELLO, etc. This phenomenon emphasizing the importance of british accent in oureducational department.

Nonetheless, with many of those websites having British Accent audio material, students in many parts of the world do not familiar with the british accent and keep having it in an isolated world and making it difficult to be known by the students. Thus, it should awake us up that learning British Accent benefits us as student to have more insight of the diversity of English. English is not only American. It is way more abroad than just one accent that we hear in music or movies.

The similar condition also found in Faculty of Law and Language of Stikubank University, specifically at English Literature Study Program. After Observing students from English Literature Study Program at Stikubank University, the researcher found that most of students are using American Accent instead of British Accent.

The circumstance that the researcher found indicates that even in higher educational caste such as University, the implementation of British Accent is far from being known and used daily. Based on the reasearcher observation is that students from the faculty itself tend to pronouncing “r” in the end of the words. Uttering “r” is categorised or a characteristic of an American Accent. In addition, the researcher also found that the students of English Literature using some of American Vocabulary rather than British Vocabulary such as “Pants” rather than “Trousers”, apartment rather than “Flat”, “Cucumber” rather than “eggplant” and some other terms that only pronounce or familiarly used by American than British.

Regarding on the explanation above, starting from the decreasing of an English British Accent due to the massive influence of American Accent, until finding the explicit fact on the field that students nowadays know more terms from American in rapidly and apply it in their life, further research to discover the implementation of british accent is needed.

## **1.2 Statement of the Problems**

The researcher formulated the problems as follows:

1. What are the types of error found in English Literature Students when

uttering British Accent especially with 'schwa' sound [ə], glottal [ʔ] and alveolar [t]?

2. What are the causes that lead English Literature Students producing errors during reading a text using British Accent?

### **1.3 Objective of the Study**

This study is used to answer the question of the problem. The objectives are formulated as follows:

1. To identify the types of British Accent errors [ə], [t], [ʔ] produced by English Literature Students
2. To discover the main cause of errors by English Literature Students when reading the words

### **1.4 Scope of the Study**

This study focused on the Students of English Literature at Stikubank University in spoken English. It covers proficiency in their speaking. However, the proficiency in this research covers the British Accent they use in their utterance when reading the words provided by the researcher. The errors cover the sound they use in particular words, such as the using of 'schwa' sound and the using of glottal T and true T. Error in this study refers to the RP (Received Pronunciation) The Standard English, as it Standard English use in English textbook, audio listening and some other educational program.

## **1.5 Methods of The Study**

In this research, the sampling test record and the interview record of the

eighth-semester students at English Department at Stikubank University Semarang is used as the data. Meanwhile, in gaining the data, the researcher separated it into two parts of procedures:

a. Test Procedure

- a. Preparing text for the test.
- b. Selecting number of the English Literature Students to be tested and to get the sample of the test.
- c. Calling the students face to face to do the test.
- d. Recording the test to collect the test result.
- e. Transcribing the test recordings into the form of words to ease the analyzing the unit of analysis—reading text—from the test transcript

b. Interview Procedure

- a. Preparing the interview questions.
- b. Selecting number of the English Literature Students to be tested and to get the sample of the test.
- c. Giving students the an online form consist of question list.
- d. Compile the interview result to ease the analysis process.

## **1.6 Organization of the Paper**

In this research, the researcher uses some chapters to classify each explanation. The first chapter is used to explain the introduction part. There are some sub-parts to complete the explanation such as the background of the study, the statement of the problem which contains the research questions, the

objective of the study which contains the answer to the research questions, and also the purpose of the study, the scope of the study which covers the limit of the study, the methods of the study which covers how the data can be obtained and collected, and the organization of the paper which describes how researcher organizes the paper.

The second chapter in this research covers the review of related literature. This chapter covers the previous studies, theory, and theoretical framework. In the third chapter, the researcher describes the research method. This chapter covers some sub-parts such as the research design, unit of analysis, method of data collection, and the method of data analysis.

Meanwhile, the fourth chapter covers the findings and discussion. The findings cover the outcome of the research and the discussion is the explanation of the findings that will generate suggestions. Organizing as the last chapter of this research, the fifth chapter describes the conclusion of this whole research.