

**THE INFLUENCE OF ACEHNESE ACCENT IN SPEAKING  
ENGLISH AT AR-RANIRY UNIVERSITY OF  
BANDA ACEH**

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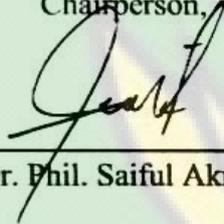
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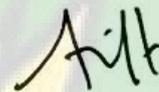
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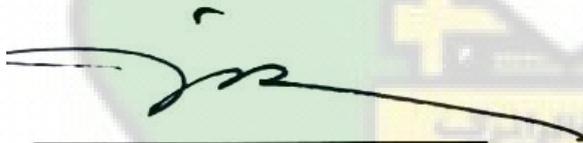
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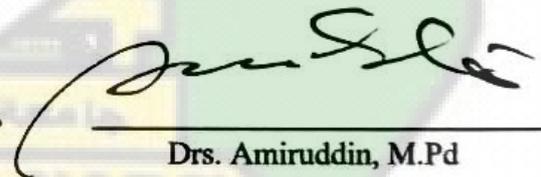
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## SURAT PERNYATAAN KEASLIAN

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**The Influence of Acehnese Accent in Speaking English at Ar-Raniry  
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang **disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka saya akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 Juni 2024

Saya yang membuat surat pernyataan,



Zahid Fatahillah

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In The Name of Allah, Most Gracious, Most Merciful**

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Researcher

## ABSTRACT

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Thesis working title : The Influence of Acehese Accent in Speaking English at Ar-Raniry University of Banda Aceh  
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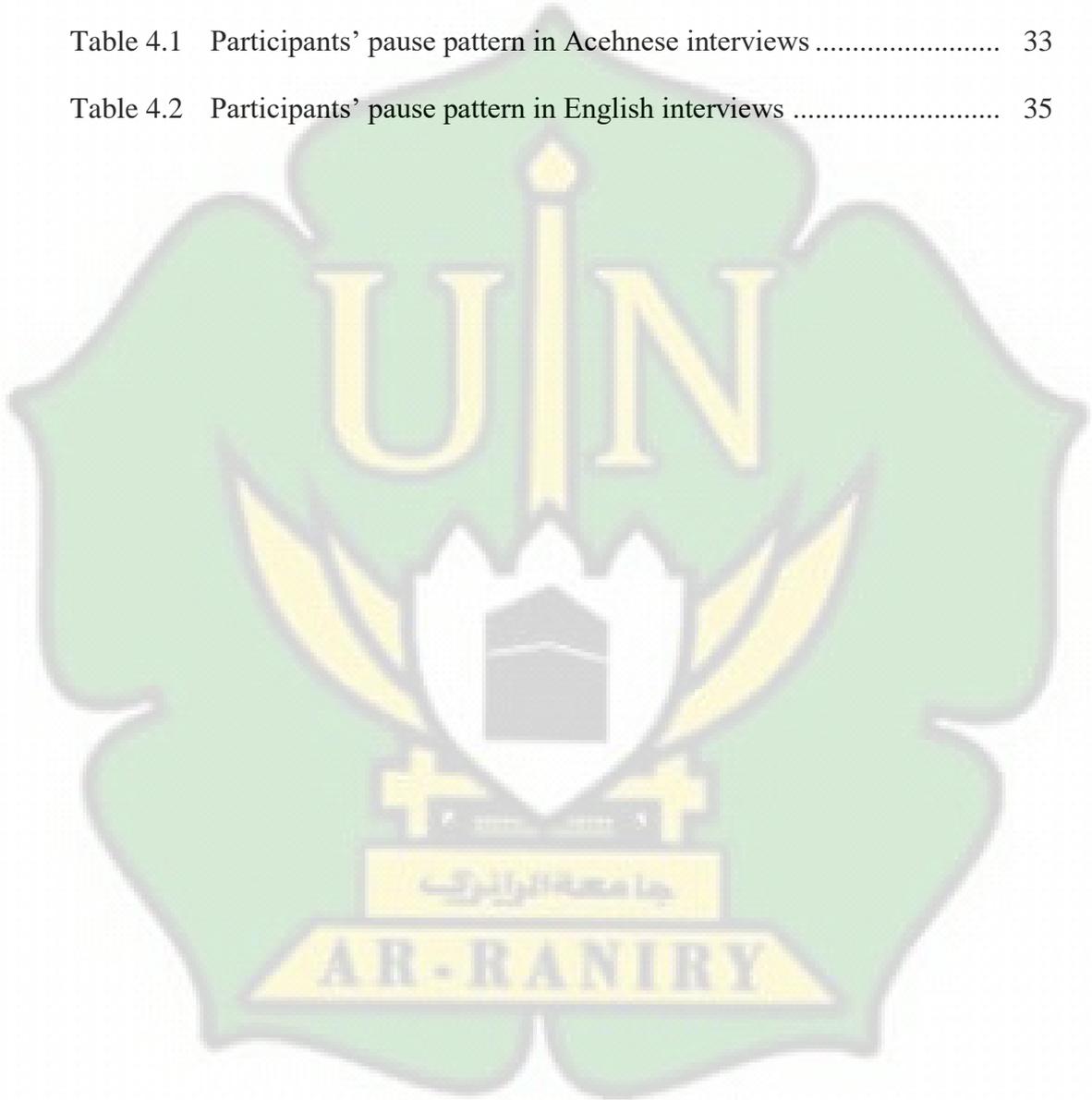
The local language influences the way the students' English speaking, for instance in the aspect of accent. Accent refers to the way in which the speakers producing different sound of speech. Therefore, this research was purposed to identify the influence of regional accent in students speaking English especially in suprasegmental feature, students from Pidie regency Tribe in speaking English at Ar-Raniry University of Banda Aceh. To meet the objective, the researcher adopted case study design by qualitative descriptive method. Other addition, the result of literature review showed that phenomenom which produced by the English students in several areas of suprasegmental which in this research is pause in speaking English as foreign language learners. The English students have some problems to be solved. Students should aware of their first language interfere in which the influence to their English speaking.

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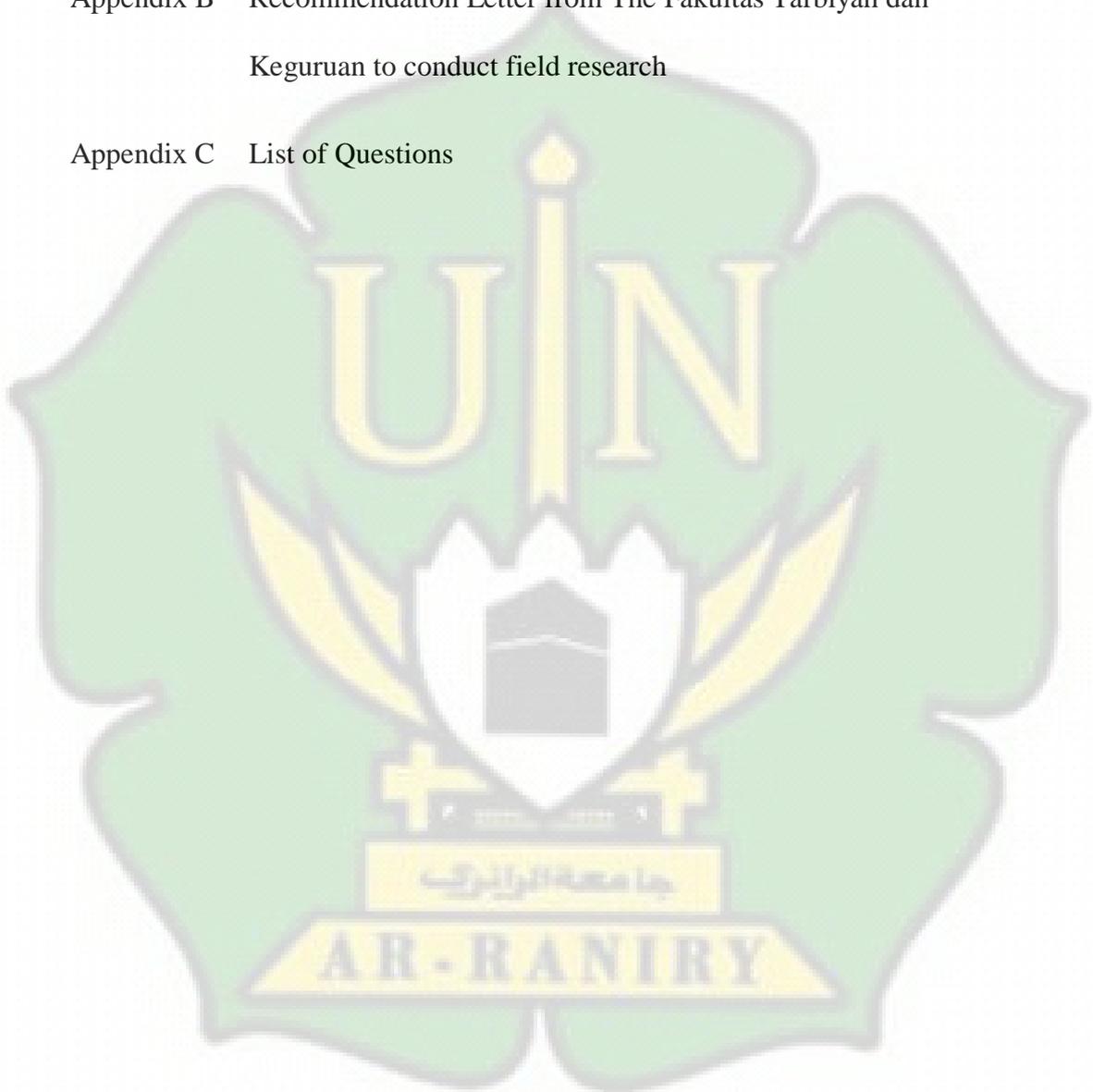


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## CHAPTER I

### INTRODUCTION

#### A. Background

Language plays a pivotal role in human existence. Serving as a crucial tool for communication, it is indispensable that without language, individuals would be unable to effectively interact and connect with one another. Quoting from the American linguists Bloch and Trager (1942), Widyarini (2022) in her research define language as follows a language is a system of arbitrary vocal symbols utilizing which a social group cooperates. As follows by Ispording and Otten (2014) also provides two meanings of language. First, language is a tool used to shape thoughts and feelings, desires and actions, tools which is used to influence and be influenced. Second, language is a clear sign of good and bad personalities, a clear sign of family and nation, a clear sign of human dignity. The English language as international language being the most used language by people around the world, where people from different countries and nations speak English.

Richards and Rodgers (2014) state that there are four basic skills in English, reading, writing, listening, and speaking. Where in this research is focus on why most of learners are usually struggling with speaking, as Lowie and Verspoor (2015) explain why some learners find it difficult to speak fluently; the integration of new language forms (vocabulary, structure, pronunciation) into active use is influenced by cognitive, emotional, and social factors, including fear of error-

making and exposure to different accents. This theory proves that they are afraid of mistaking while they try to speak English, it makes students less confidence to express their ideas, language, vocabularies, structure, and their pronunciation while using English in their communication. Moreover, they also triggered with various accents in using English which make them can not speak fluently.

According to Behravan (2012), accents are defined as varieties in pronunciations of a certain language and refer to the sounds that exist in a person's language. Therefore, everybody has an accent. Generally, accents differ in two subjects, phonetic and phonological. When accents differ in phonetic, there are the same set of phonemes in both accents, but some of these phonemes are realized differently.

The other classification by Zhang (2009) categorized the factors that affect the pronunciation in two, internal factor and external. Internal factor moving along with L2 learners themselves and involves their biological factor (i.e. age, ear perception, and aptitude) and individual differences (i.e. personality, attitude, motivation, individual effort, and goal setting). The external factor involves L2 learner's learning environment and relate to learner's native language, exposure, and educational factors. Where Indonesia has many ethnic and regional languages.

Focus on Indonesian context, this research discusses on Acehnese accent and its impact in English speaking specifically. In vocal technique, which must be considered one of them is Accentuation. In formal conditions, sometimes people do not realize that they have their own accents in speaking. As a part of Acehnese's main character, Acehnese language becomes a communication tool

for all cultural activities (i.e. spreading religion, trading, farming, and literature). Geographical differences, traditions influence society in the use of Aceh' accent to each other. Like the public speakers who came from the Aceh tribe in Aceh province with a variety of accents owned by the community is influencing by the Aceh language used to interact daily.

Most students have difficulties to speak English fluently, this problem is as lack of motivation, nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid of making mistakes, nothing to say, or less confidence. In speaking English, cultural factors also can be the factor why the students difficult to speak English fluently. Some students used their regional accent or local accent from their region.

Some prior studies which also discuss on language and accent such as conducted by Pratama (2022) examining about students' perception towards British accents in speaking class and the particular impacts of the accents on students' dialects when used in a classroom, it has resulted in several points of British accents and dialect interference or influenced the way the participants talk. Especially, some of the students had strong local dialects and accents (in this case is, Javanese), which make them found it difficult to try British accents in pronouncing words. Then Syahreni (2017) conducted a study discussing deeply about how dialect can influence on the student's pronunciation in speaking ability, as a result individual's dialects would influence the language teaching process.

Although discussing same context of language, both prior studies above have different aims to achieve. While Pratama (2022) focus on British accent that

produced by Javanese students who are not familiar with it and Syahreni (2017) study the issues related to students' speaking ability to developing educational policy regarding dialect. Yet overall, the issues with language in speaking are still too broad to be understood. It needs separately focus on specific context to achieve a suitable result.

Based on the problem above, the researcher interest to focus on how the influence of Acehese accent in speaking English by the 2018 batch of English department students at Ar-Raniry University of Banda Aceh, especially for students from Pidie regency. As the researcher knows students in Ar-Raniry University of Banda Aceh mostly from a different region in Aceh and outer Aceh.

## **B. Problem Statement**

Related to the statement above on the background, the researcher addresses this following research question is; Does the Acehese Accent influence students' speaking English in suprasegmental context?

## **C. Aim of Research**

The objective of this study is to find out the influence of Acehese accent to students' speaking English in suprasegmental context.

## **D. Significance of Study**

### ***1. Thereotically***

The contribution of this research is in the form of information relating to the influence of regional accent on English speaking at Ar-Raniry University of Banda Aceh, which is expected to contribute to global education.

## **2. Practically**

### **a. For Lecturer**

By doing this research, the researcher wants to tell lecturer that they shall be aware of the students' first language interference, so they can give the appropriate solutions, motivation for the students' English-speaking problems in daily conversation.

### **b. For Students**

The research highlights the importance of students recognizing the issues stemming from their first language, which is crucial for building confidence in speaking English and for their development in English speaking skills.

### **c. For Researcher**

The study contributes to expanding researchers' understanding of the impact that regional accents have in English speaking classes.

## **E. Terminology**

### **1. Accent**

According to Levis and Zhou (2018) Accent refers to the different ways a language is pronounced, either by native speakers or by non-native speakers. Also, Jones and Blume (2022) quoting from Darwin and Munro (2009) state that accent refer to the people way in which their speech differs from that local variety of English and the impact of that difference on speakers and listeners.

An accent is a manner of speaking associated with a particular group of people and a particular region, country, or social class. It involves pronouncing words

differently from how they are normally pronounced, as well as using different grammatical structures. It can also include different vocabulary and different intonation patterns.

To clarify, the point of view in this research focuses on the impact of the Acehnese accent on students' English-speaking in suprasegmental context.

## **2. *Influence***

In the context of accent, the influence from the L1 is perceived in language transfer. It is transfer is a kind of influence from old knowledge to new knowledge (Zhanming, 2014). Also, James (2012) defines influence as knowledge of one language has on an individual's learning or use of another language.

This dynamic interplay between L1 influence and the acquisition of a new language becomes particularly evident in the realm of accent. Accents, often reflective of one's linguistic heritage, serve as audible manifestations of the intricate relationship between the familiar and the novel. As individuals embark on the journey of mastering a second language, traces of their native accent persist, shaping pronunciation, intonation, and speech patterns. These remnants of linguistic heritage, rooted in the foundational concepts of language transfer, underscore the profound impact of prior knowledge on the acquisition and manifestation of accents. Moreover, James (2012) aptly emphasizes the multifaceted nature of influence, highlighting how the knowledge of one language intricately weaves into the fabric of learning and utilizing another. Thus, within the nuanced landscape of accent acquisition, the convergence of L1 influence and

the assimilation of a new linguistic identity unfolds as a complex interplay of familiarity, adaptation, and evolving communication.

Beside of that, students who are English foreign learners may be distracted with their first language while they using English, this distraction by the mother tongue language in this paper the researcher is the influence of Acehnese accents in speaking English

