

**STUDENTS' PERCEPTION TOWARD STEREOTYPES OF  
ENGLISH ACCENTS ON SPEAKING SKILL  
AT ENGLISH DEPARTMENT**

**THESIS**

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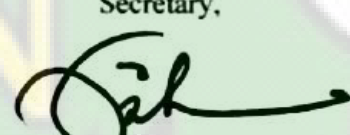
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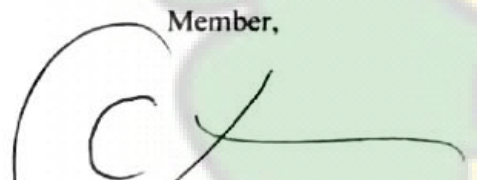
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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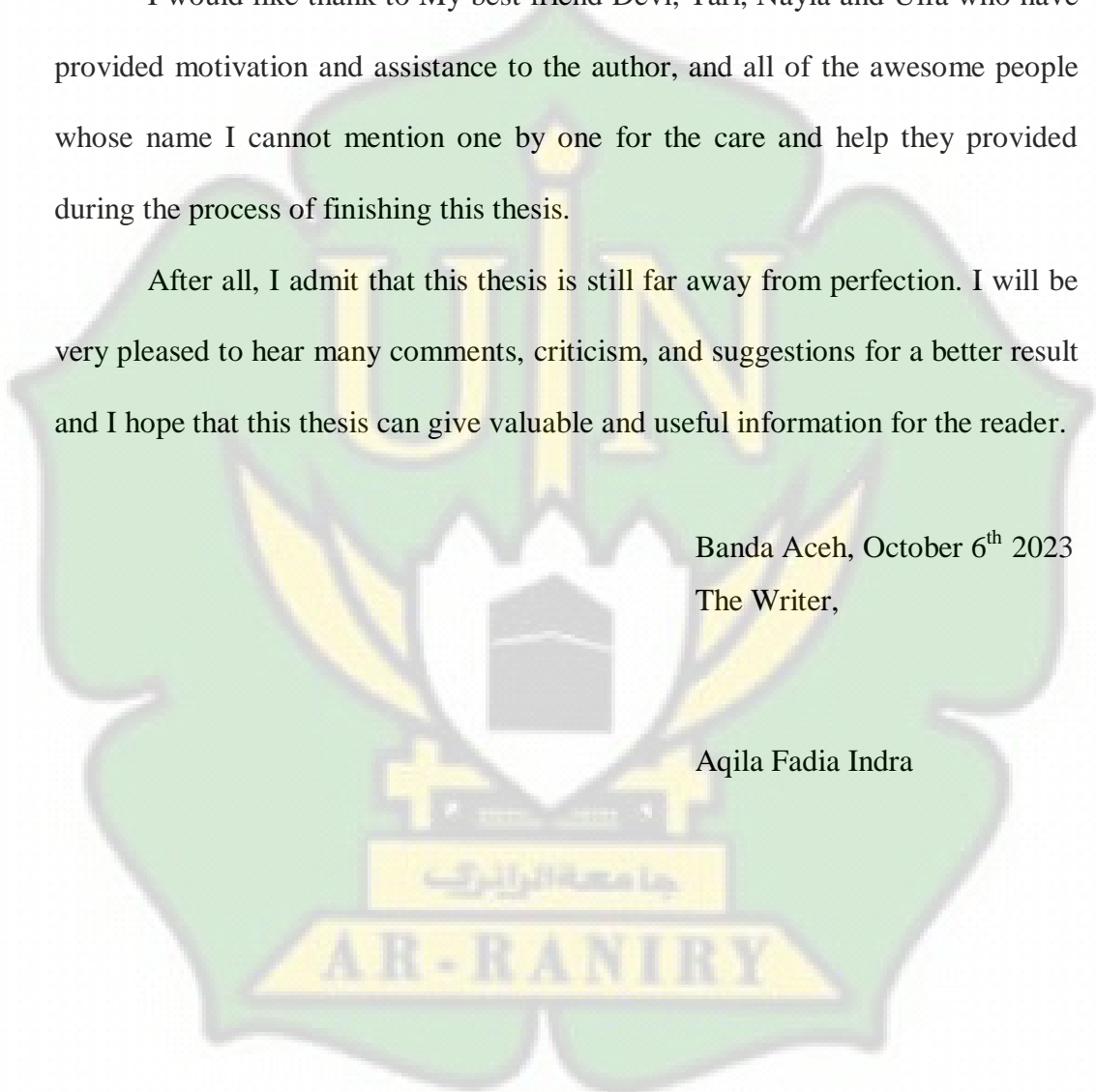
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## ABSTRACT

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This study aimed to explore two primary objectives: firstly, to examine how local English accent stereotypes affect the language skill perceptions of students at UIN Ar-Raniry, and secondly, to investigate the impact of these stereotypes on the students themselves. Employing a qualitative case study methodology, the research involved interviewing seven students from the 2020 batch of the English Language Department at UIN Ar-Raniry, representing diverse regions in Aceh, including Banda Aceh, Aceh Besar, Aceh Selatan, Nagan Raya, Aceh Tengah, Pidie, and Pidie Jaya. Data were collected through semi-structured interviews. The result of this research reveals two critical insights: the existence of deep-seated social biases against local accents, particularly the Acehnese 'ATT', leading to unfair assessments of English proficiency and discrimination. An Acehnese accent is often wrongly associated with poor English skills. Furthermore, these biases have a varied impact on students, with some feeling motivated to enhance their English abilities, while others experience heightened insecurity, affecting their participation and interactions in the classroom. These insights are crucial in understanding societal attitudes and biases toward accents within the Acehnese context, offering significant practical and theoretical implications for educators, policymakers, and students.

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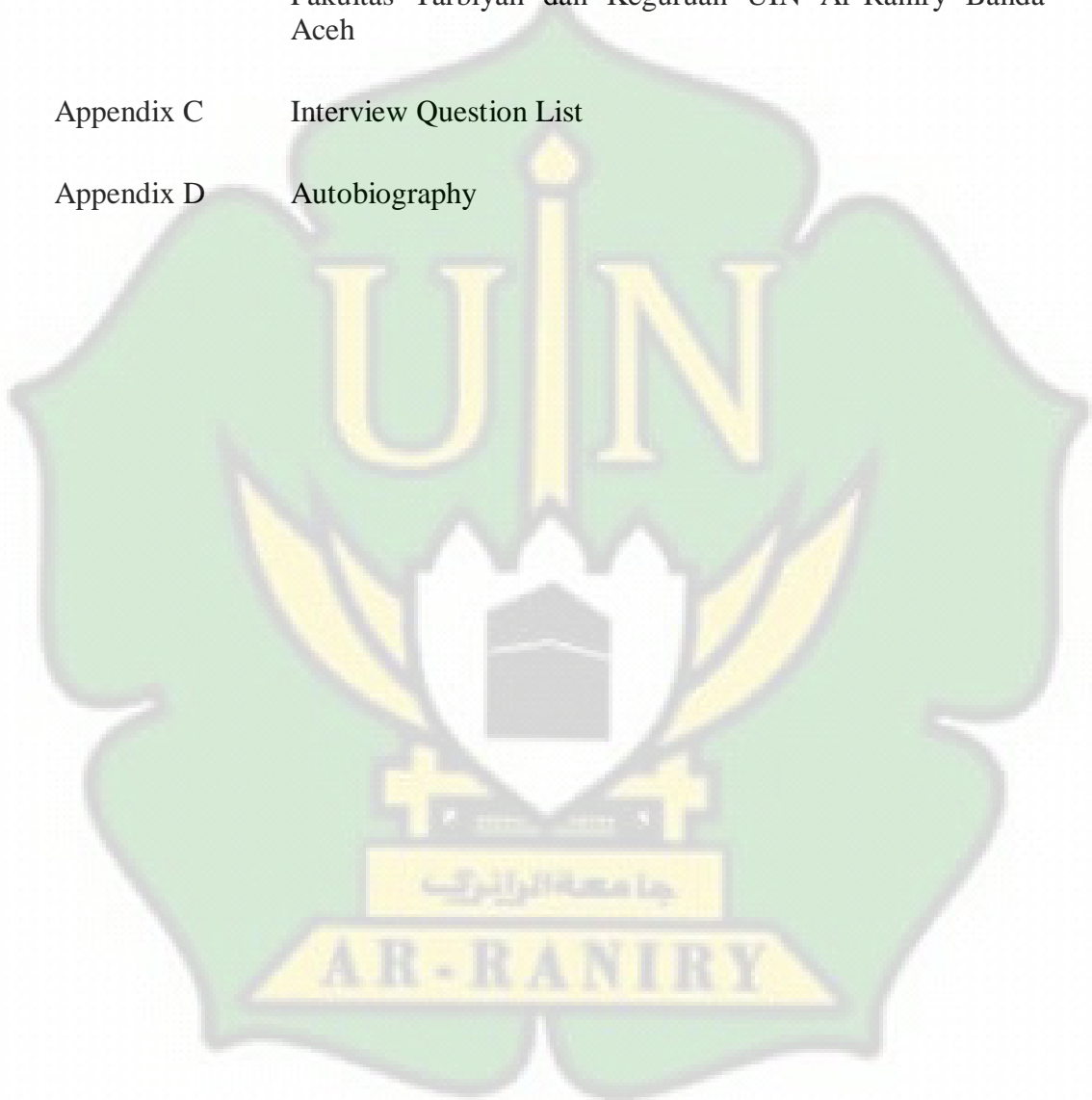
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## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the study, research question, research aims, significance of the study, and terminology.

#### **A. Background of Study**

The correlation between stereotypes and accents in the English language has gained increasing attention in recent years (Sumantry & Choma, 2021). Stereotypes are cognitive constructs that involve generalized beliefs and assumptions about a specific group of individuals (Cuddy et al., 2008). Conversely, accents refer to variations in pronunciation, intonation, and speech patterns influenced by geographic, social, and cultural factors (Adank et al., 2009). This study aims to explore the relationship between stereotypes and accents, investigating how accents can contribute to the formation and perpetuation of stereotypes, and how these stereotypes, in turn, influence the perception and treatment of individuals based on their accents.

According to the Stereotype Content Model (SCM) proposed by Fiske et al. (2007), stereotypes can be characterized along two fundamental dimensions: warmth and competence. Warmth refers to the perceived friendliness, trustworthiness, and intentions of a group, while competence represents perceived abilities, intelligence, and efficacy. Accents, being a salient characteristic of speech, can serve as cues for categorizing individuals into specific social groups, subsequently influencing the attribution of warmth and competence traits (Lev-

Ari & Keysar, 2010). The SCM provides a theoretical framework for understanding how accents may trigger stereotypes based on perceived associations with regions, cultures, or social classes, and how these stereotypes are shaped by judgments of warmth and competence.

Research has demonstrated a significant correlation between stereotypes and accents in the English language. Accents associated with non-native speakers, for example, are often linked to perceptions of lower competence or education level, leading to negative biases and discriminatory behaviors (Lev-Ari & Keysar, 2010). Furthermore, accents tied to specific regions or countries can activate stereotypes regarding personality traits, intelligence, or cultural values. Media representations and social interactions also play a critical role in reinforcing accent-based stereotypes. Understanding the correlation between stereotype and accent is essential for promoting inclusive communication, combating discrimination, and fostering intercultural understanding in English-speaking contexts (Nguyen et al., 2019).

According to Kim and Wang (2018), the perception of English accents is critical in second language learning. Stereotypes of accents can lead to bias, prejudice, and discrimination against individuals speaking with certain accents, fostering negative attitudes towards learning these accents, which can impede the development of speaking skills. Complementing this perspective, Thompson and Lee (2014) argue that accent stereotypes not only affect individual attitudes but also influence institutional policies and practices. Research suggests that these stereotypes can subtly inform language teaching methodologies and assessment

criteria, further perpetuating a cycle of bias in educational settings. This cycle can hinder the development of effective language teaching strategies and fair assessment practices, emphasizing the need for a more inclusive and unbiased approach in language education.

Educational researchers, as noted by Heinzmann (2014), have renewed interest in stereotypes about the target language (TL) country, its culture, and the people that language learners bring into the classroom. It has been recognized that the images and stereotypes about the TL country held by language learners are an essential factor that motivates or demotivates students to engage in the language learning process, as highlighted by Castellotti & Moore (2002). A call has been made to explore the relationship between stereotypes and language learning motivation, as Byon (2007) suggests. These stereotypes can significantly shape learners' attitudes and perceptions towards the language, potentially influencing their willingness to learn and their engagement in the learning process. Furthermore, the impact of such stereotypes extends beyond the classroom, affecting learners' interactions with native speakers and their overall cultural competence. Addressing these stereotypes in educational settings is crucial for creating a more inclusive and effective language learning environment. Educators are thus encouraged to incorporate strategies that challenge and deconstruct these stereotypes, fostering a more open and accurate understanding of the TL country and its culture. This approach not only enhances language learning but also promotes intercultural awareness and respect.

Stereotyping involves attributing characteristics to a person based on group membership, often leading to inaccurate perceptions as it assumes uniformity within a group and overlooks individual variations. When individuals are perceived to possess stereotypical traits associated with their group, discrimination may occur, as noted by Hudriati (2020). Approaching such situations with an open mind, suspending mistrust, is crucial to recognize the non-judgmental usefulness of cultural generalizations. Encountering different cultures and respecting, rather than denying, differences from one's own perspective can lead to an enriching learning experience. This respect for cultural differences enhances understanding and fosters more meaningful interactions. Recognizing the uniqueness of each individual within a group helps break down stereotypes and promotes a more inclusive view of diversity. Therefore, education and awareness about the pitfalls of stereotyping are vital in cultivating a more empathetic and culturally aware society.

Previous research conducted by Wang (2019) investigated the impact of stereotypical ideas of English on developing three Asian teaching assistant (TA) professional identities as instructors at US universities. This study found that the existing stereotypes caused students who studied English to only focus on their English accent compared to the English content. Asian teaching assistants (TA) feel inferior and want to prove they can speak English well, like native English speakers. As a result, there are many misperceptions and misunderstandings related to the topic when they teach in class. This emphasis on accent over content can detract from the educational experience, both for the TAs and the students.

The study underscores the need for greater awareness and inclusivity in academic environments. By shifting focus from accent to content and qualifications, a more equitable and effective learning environment can be fostered. This change not only benefits the TAs in their professional development but also enhances the overall quality of education for students. Wang's research highlights the broader implications of language stereotypes in educational settings, calling for a reevaluation of how linguistic skills are perceived and valued in academia.

The study of students' perceptions towards stereotypes of English accents on speaking skills is an important research topic. The use of different accents in English language teaching has sparked considerable debate in the literature. Exposing students to a range of accents can develop listening and speaking skills, preparing them for communication with people from diverse cultural and linguistic backgrounds, as McKay & Heng (2017) suggest. However, other studies, such as Wang & Hu (2019), argue that the use of too many accents can hinder students' progress due to struggles in identifying and imitating a specific accent. Balancing the exposure to various accents with the need for clear, comprehensible models in language instruction remains a challenge. This balance is critical in equipping students with the skills necessary for effective communication in a globalized world. It also influences students' confidence and ability to engage in conversations with speakers from different regions. Therefore, language teaching methodologies must consider the impact of accent diversity on language learning outcomes. This consideration ensures that language education is

not only about linguistic competence but also about fostering cultural understanding and communicative effectiveness.

Another study by Matthew (2021) examined the language gap by identifying stereotypes about English language education and English as a foreign language (EFL) in Japan. In his research, he found that there is a significant influence from the existence of this stereotype. The threat of stereotypes plays a role in the acquisition of English in Japan. Students believe in the stereotype that Japanese people will not have good English because their mother tongue is very different from English. Dirham's (2022) study examines the extent to which stereotypes about accents influence Indonesian non-native English-speaking teachers (NNESTs) in their teaching practices. The research is conducted with the objective of understanding how stereotypes, often overlooked in linguistic training, affect teaching methodologies and classroom dynamics. It aims to explore these teachers' perceptions of various English accents, particularly from the perspective of English as a Lingua Franca (ELF). This involves investigating how teachers perceive their own English accents in terms of the native or non-native dichotomy and the formation of pronunciation identity. The study is significant as it highlights the role of stereotypes in shaping attitudes towards accents and their potential impact on NNESTs' confidence and self-perception as English educators. Key findings reveal that NNESTs often identify with specific ethnicities or nationalities based on the characteristics of their accents, contributing to their pronunciation identity.



Additionally, the study uncovers an acceptance of diverse accents globally, along with an unconscious preference for certain accent types. Building on theories and previous studies, this research focuses on students' perceptions of English accent stereotypes and their impact on speaking skills in the English Language Department of UIN Ar-Raniry, with a particular emphasis on the effects of these stereotypes on students' speaking abilities. The study aims to contribute to a more inclusive and effective approach to language teaching by acknowledging and addressing the influence of accent stereotypes.

#### **B. Research Questions**

Based on the research background mentioned above, this research focused on answering research questions:

1. What are the students' perceptions towards stereotypes of English accents in the English Language Department of UIN Ar-Raniry?
2. How do stereotypes of English accents impact the speaking skills development of students in the English Language Department of UIN Ar-Raniry?

#### **C. Research Aims**

1. Investigate the perceptions of students in the English Language Department of UIN Ar-Raniry towards stereotypes of English accents.

2. Explore the impact of stereotypes of English accents on the development of speaking skills among students in the English Language Department of UIN Ar-Raniry.

#### **D. Significance of the Research**

##### **1. For Students**

This study aims to help students become more aware of their own perceptions and biases towards different English accents, which can improve their intercultural competence and communication skills in a globalized world. Besides, this also to help students better understand the challenges they face in learning English and suggest ways to overcome these challenges, such as exposure to diverse accents and more inclusive language teaching strategies.

##### **2. For Teachers**

The results of this study are expected to provide valuable insights into how students perceive and are affected by stereotypes of English accents, which can help teachers develop more effective language teaching strategies that address the unique challenges and biases of their students. The research can also help teachers become more aware of their own biases towards different accents and encourage them to adopt more inclusive attitudes towards linguistic diversity in the classroom, which can create a more supportive learning environment for their students.

### 3. For Other Researchers

The researcher hopes this research can contribute to the growing body of literature on language attitudes and stereotypes, particularly in the context of English language teaching in Muslim-majority countries like Indonesia, and can provide a basis for cross-cultural comparisons with other similar studies in different contexts. The research can also provide a basis for future studies exploring the relationship between accent perceptions, language learning outcomes, and cultural identity, which can help inform the development of more effective language teaching policies and programs in the future. This can help guide future research into more effective strategies for promoting diversity and inclusivity in language education.

#### **E. Terminology**

To avoid misinterpretation, the researcher wants to clarify three things that require deeper focus and more detailed understanding. Based on the title of this proposal and its contents, the two things are:

##### 1. Stereotypes

Stereotypes are understood as fixed and general beliefs about a particular group or class. By stereotyping, it is concluded that a person possesses various characteristics and abilities assumed to be common among all members of that group (McLeod, 2017).

In this study, the stereotypes examined were those held by students of the English Language Education program at UIN Ar-Raniry.

## 2. English Accents

English accents refer to the different variations of the English language that are spoken with unique patterns of pronunciation, intonation, and rhythm, often influenced by factors such as geography, social class, and cultural background. Some common examples of English accents include British English, American English, Australian English, and Indian English, among others. Each accent has its own distinct features and may be perceived differently by speakers of other accents, leading to the formation of stereotypes and biases.

In the context of the research conducted by PBI students at UIN Ar-Raniry, the focus was on accents in general. These accents hold significant importance in the English-speaking world and are often associated with particular cultural contexts and social identities. By examining the nuances of these accents, the students aimed to gain a deeper understanding of the pronunciation, intonation, and rhythm patterns specific to each accent.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains theoretical foundations that are appropriate to the research. This chapter defines the theories used to analyse the research results. This chapter contains syntactic theory, lexical categories, non-lexical categories, syntactic structures, and word meanings.

#### **A. Stereotype**

##### **1. The Definition of Stereotype**

Stereotyping is attributing generalized characteristics or attributes to a particular group based on ethnicity, gender, or nationality (OHCHR, 2014). This practice has significant implications as it often culminates in prejudice, discrimination, and biased interactions. Stereotypes can reduce individuals to mere representations of their groups, obstructing fair and nuanced interpersonal relations among diverse populations.

Within the context of foreign language education, stereotypes can profoundly affect learners' perceptions of the language and its corresponding culture (Ye et al., 2021). Introducing stereotypes into educational settings perpetuates a misguided sense of cultural homogeneity. This misperception contravenes the educational objective of enhancing intercultural communication, a pivotal aim in teaching any foreign language.

The influence of stereotypes extends into social psychology, affecting how individuals perceive and interact with one another (Bordalo et al., 2015). Stereotyping can significantly impact impression formation, often leading to

judgments not based on individual attributes but on preconceived notions associated with a particular group. The consequence is an obstructed pathway to unbiased intercultural understanding and communication, a matter of particular concern in settings such as language classrooms where fostering intercultural understanding is essential.

Stereotypes represent and judge others in fixed and unyielding terms, revolving around the alleged characteristics of the categories to which individuals are assigned. Reduced to stereotypes, individuals are not seen for their unique features and qualities but rather represented through their categorization and the homogenizing and naturalizing attributes they must carry. Stereotypes are strongest when generally considered irrevocable, as noted by Pickering (2022). This process overlooks the complexity and diversity inherent in human experiences and identities. It simplifies the rich tapestry of individual lives into narrow, often misleading categories. The consequences of such stereotyping extend to various aspects of societal interaction, influencing perceptions and behaviors across different contexts. Challenging and dismantling these stereotypes is essential for fostering a more inclusive and accurate understanding of the multifaceted nature of individuals and groups.

Stereotypes and self-perceptions are critical to people's understanding as they construct their self-knowledge and social identities (Hogg & Vaughan, 2008). Stereotypes often appear in people's cognitions or specific ways of doing things. Personality, emotions, physical appearance, desires, and work are part of these personal attributes (Wong, 2004; Kanahara, 2006). When a person

associates with a group, they share the same attributes, beliefs, and beliefs with others who are also associated with the community (Spears, 2002). Stereotyped content has been extensively explored. The stereotype content model (SCM) proposes that stereotypes will be based on two dimensions, warmth and ability. A person may perceive a group as warm but unable to do so (e.g., the old are excellent but weak) or as competent but not warm (e.g., the rich are cold but efficient) (Fiske et al., 2002).

Lewandowski (2014) also states that stereotypes are general views or prejudices about attributes or characteristics that someone or a member of a particular social group must possess. A stereotype is a simple idea about the attributes or characteristics possessed by something. Stereotypes can occur if they consider individual characteristics based solely on group membership. It is also possible to influence the perception of something around us. For example, rich people will live happily. Many think a rich man or woman should have a good life, so they will always be happy. This assumption contradicts the situation because not all rich men or women will always live happily. Furthermore, it is common for us to find that poor people can live happily because happiness cannot be determined by how much money or wealth we have. Likewise, statements about empty graves and smart glasses are not entirely factual.

## 2. Types of Stereotypes

According to Worthy et al. (2020), stereotypes are simple ideas people have about others based on their group instead of who they are as individuals.

These ideas can be good or bad but are harmful when applied to everyone in a group. For instance, believing that all Asian Americans are intelligent and good at math can cause problems in school and work. In language learning, like English classes, stereotypes can make students think that everyone from a particular culture is the same, which is not true (Jost, 2020).

People create stereotypes based on race, gender, or where someone is from (Bordalo et al., 2015). These simple ideas can help people make quick decisions but also stop them from seeing others as unique individuals. This makes it harder for people from different backgrounds to understand each other. Bordalo and others (2015) say that teaching students to communicate well with people from different cultures is essential, especially in English language classes.

Stereotypes can manifest as three types of bias: cognitive, emotional, and behavioral, according to Sokolov (2022). The cognitive aspect, commonly called stereotypes, shapes our thinking about groups of people and serves as a mental shortcut for quick classification. Emotional biases, or prejudices, stem from these cognitive biases and can elicit feelings ranging from dislike to hostility towards the stereotyped group. The third type, behavioral bias, culminates in discriminatory actions based on these preconceptions. Sokolov (2022) highlights that these cognitive stereotypes lay the groundwork for emotional and behavioral biases, establishing a cycle of misunderstanding and mistreatment among various cultural or social groups. This is particularly concerning as these ingrained stereotypes resist change, even when faced with contradicting information. The



rigidity of such stereotypes can obstruct effective intercultural communication, especially in diverse environments like English language education.

Stereotypes can be divided into two types; Stereotypes about one's group are called auto-stereotypes, and stereotypes about other groups are called hetero-stereotypes (Juang, 2008). Such stereotypes influence how people view themselves and one's life. In addition, they can be positive and negative, accurate or inaccurate, and approved or rejected by members of the stereotyped group. The effect depends on people's opinions, whether they want to think and take it as the truth or not (Branscombe, 2010).

An example of a positive stereotype is that Asians are a hardworking, “model minority” (Kim et al., 2021). Another positive stereotype is that Germans are diligent and scientifically minded. As a negative stereotype, hooliganism can be one example. This is a situation where some group members commit acts of violence at a sporting event – for example, in a soccer competition – which can lead to an incident at the time (Gwendolen, 2006). Both positive and negative stereotypes cannot easily influence the circumstances around us. Even stereotypes can occur in many aspects, such as education, daily life, gender, etc. They are also possible in any situation. Kunda and Spencer in White suggest that stereotypes may exist and continue to bias perceptions at the implicit level, even if they do not exist at the explicit level. That is, stereotypes can occur widely – implicitly or explicitly. However, stereotypes will be more dangerous if they exist implicitly because people will not be aware of doing or accepting the stereotype itself (Michael, 2006).

### 3. Steps of Stereotypes

Stereotypes begin as a fundamental cognitive process designed to categorize and simplify the complex world around us. This process stems from a basic human tendency to efficiently manage and interpret vast amounts of social information. Stereotyping is rooted in the need to understand and predict social behaviors, forming a critical part of how humans interact with and perceive others. It acts as a precondition for social bias, prejudice, and discrimination, deeply influencing our interactions and perceptions (Zhang et al., 2022)

Historically, the tendency to stereotype has roots in human evolutionary history. During Palaeolithic times, humans lived in small nomadic groups and had to remember only a limited number of individuals. In modern times, despite living in much larger societies, our cognitive capacity to remember individuals by their unique traits has not significantly increased. Thus, stereotyping has become a cognitive efficiency tool, a way to manage and categorize information about a larger number of people than our ancestors ever encountered (parvez, 2018)

Stereotypes typically emerge from observable traits or behaviors within a group, often having a kernel of truth. These stereotypes are reinforced by the culture and society in which individuals are raised and live. However, while they may contain elements of truth, stereotypes oversimplify the diversity and uniqueness of individuals within the group. This leads to generalized assumptions that might not accurately represent every member of the group (Tabassum & Nayak, 2021).

Stereotyping plays a critical role in social dynamics, especially in differentiating between in-groups and out-groups. This differentiation is essential for developing a sense of identity and belonging within a social group. However, it also leads to the unfavorable perception of out-groups, contributing to social conflicts and biases. Negative stereotypes are potent and can evoke stronger emotional responses than positive ones. This process is rooted in the human need to differentiate friend from foe, a survival mechanism from our ancestral past (Berry et al., 2021)

The process of stereotyping often occurs unconsciously. People might not be aware that they are applying stereotypes to others, a fact that is particularly evident in the results of Implicit Association Tests. These tests reveal that even individuals who believe they are free from biases can still hold unconscious stereotypes. The unconscious nature of stereotyping makes it a challenging bias to address and overcome in both personal and societal contexts (Rosenthal & Overstreet, 2016).

Finally, learning and unlearning stereotypes is a complex process influenced by various factors, including cognitive abilities. Exposure to contrasting associations or experiences can help break existing stereotypes. However, the ability to learn new perspectives and unlearn existing stereotypes varies among individuals. Studies have shown that people with higher cognitive abilities are more likely to adapt their views upon exposure to new information, highlighting the role of cognitive flexibility in overcoming stereotypes (Puddifoot, 2017).

#### 4. The Impact of Stereotype

In recent decades, scientists have discovered that stereotypes can impair human efficiency. Stereotypes cause a decrease in one's self-esteem and sense of competence, such as one's self-concept (Marsh & Scalas, 2011). Stereotypes even impact the choice of profession (Schuster & Martiny, 2017). Furthermore, Zawisza (2013) experimentally shows how racial stereotypes can affect intellectual capacity. In their study, black participants performed "diagnostic trials" - "original tests of your verbal abilities and limitations" - worse than white participants. However, there is no such influence when this term is omitted. These people have negative ideas about their ability to say anything, which affects their success. Steele & Aronson (2010) revealed that black people often suffer from openly fuelled racist stereotypes. It is enough to ask participants to identify their race on the previous population questionnaire. In addition, black participants reported more incredible self-doubt than white participants in threatening conditions (diagnostic tests).

In addition, the effect of stereotype threat is powerful and affects all stigmatized groups. These issues have been highlighted by a recent analysis of several previous studies: Latent Ability: Test Scores and Scores Systematically Underestimates Negative Intellectual Ability Negative Stereotypes (Walton & Spencer, 2009). They show different types of experimental manipulation, testing, and stereotyping of ethnic groups associated with intellectual domains – from Black, Latin American, and German to Turkish. A rich body of research links

stereotypes to women's poor performance in mathematics and leadership aspirations (Davies, Spencer & Steele, 2005).

## **B. English Learning Process**

### **1. Concepts of English Learning Process**

Learning English is a layered process, starting with the fundamentals. According to Thornbury (2015), mastering the basics, like grammar, vocabulary, and pronunciation, lays the foundation for effective communication. This initial phase is critical as it equips learners with the tools to build more complex language skills. Thornbury emphasizes that with this foundational knowledge, practical expression in English becomes easier, underscoring the need for a well-structured introductory phase in any English learning program.

The next layer of English learning involves honing specific language skills—listening, speaking, reading, and writing. Lightbown and Spada (2013) note that developing these abilities is not simply a matter of rote learning; it involves practicing these skills in authentic environments. Activities such as listening to podcasts, watching English movies, or reading texts in English contribute to skill development by simulating real-world language use. Lightbown and Spada argue that this practice-based approach is critical for making abstract language knowledge functional and applicable.

The final piece of the English learning puzzle is integrating these diverse skills. Canale and Swain (1980) point out that the goal of learning any language is fluent, accurate communication in real-life contexts. This demands a seamless

blending of foundational knowledge and specific language skills. According to Canale and Swain, integration is more than just the sum of its parts; it requires applying learned skills in contextually appropriate ways, serving as the capstone of the English learning journey.

English learning process is a change in behaviour resulting from experience because it is mechanistic as an organism change resulting from experience. According to Brown (2000), the English learning process is acquiring subject knowledge or skills through study, experience, and teaching. Holmes and Moors (2013) argue that learning English learning process is a relatively permanent change in behavioural tendencies.

Padwick (2010) claims that the English learning process occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening, thinking, memorizing facts, relating new facts to existing knowledge, analyzing problems, and acquiring psychomotor skills. Additionally, Padwick (2010) also stated that learning English is a person's process of gaining mastery of information absorption in the cognitive, affective, and psychomotor. Learning English also means changing the physical structure of the brain, learning organizes and reorganizes the brain. Different parts of the brain may be ready to learn at different stages of development. Scrivener (2005) shows that the five steps of learning English are doing something, recalling what happened, reflecting on something done, concluding from the reflection, and using those conclusions to inform and prepare for future practical experience.

Shortly, the English learning process is an activity done by someone to gain knowledge and skill.

## 2. Components of English Learning Process

Learning English involves four essential skills: listening, speaking, reading, and writing. These interconnected skills contribute to the overall learning experience (Nazari and Kargar (2017). Nazari and Kargar stress the need for a well-rounded teaching approach that gives equal importance to each skill. In their research, the authors found that students taught using a balanced method performed better across all four skills than those taught using more traditional, unbalanced approaches. Their study advocates for comprehensive teaching methods that examine every aspect of language learning.

Similarly, Li (2015) underscores the necessity of personalizing English language education. The author argues that effective teaching should be learner-centered, considering each student's individual characteristics, needs, and interests. Li's research suggests that teaching practices should be flexible enough to focus on students' strengths and weaknesses. It should offer opportunities for the practical use of English in real-world situations. Furthermore, Li highlights the value of cultivating an educational atmosphere where students feel free to express themselves and communicate in English, emphasizing the importance of a supportive and inclusive learning environment.

On a related note, Wang (2010) focuses on technology's increasingly critical role in English language learning. According to Wang, technology is a valuable tool to enrich the educational experience, offering learners access to

authentic English materials, interactive learning resources, and direct communication opportunities with native English speakers. Wang's research suggests that technology can turn the classroom into a more interactive and engaging space, thereby enhancing the effectiveness of English language instruction.

According to Brown (2000), there are several components to learning English in the classroom. They are as follows:

- a. Attention, is the first step in learning something. It is easy for most of us to notice things that interest or excite us. The teacher's job is to build lessons that relate to students, connecting what will be taught with students' lives to achieve it.
- b. Memory, is a complex process that uses three systems to help a person receive, use, store, and retrieve information. Students who have memory difficulties may need directions both verbally and in writing, and provide examples that are expected to help all students.
- c. Language, is the primary means to give and receive information in schools. Problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and retain verbal and written information, understand what others are saying, and maintain relationships with others.
- d. Organizations, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process we use to order or organize information in space. Whereas sequential



processing is what we use to order or organize information in time and order.

From the explanation above, components in the English learning process are essential to creating a good situation in the teaching and learning process. Therefore, it will make learning easier for teachers and students because components are appropriate for the teaching and learning process to run well.

### **C. Stereotype in English Learning**

Stereotyping poses a considerable challenge in the realm of English language education. According to Lewis (2012), stereotypes can reinforce learners' skewed perceptions of the language and culture, implying that culture is a singular, monolithic entity. Stereotypes such as frequently using the term "mate," adopting a posh British accent, or excessive apologizing (Torn, 2023) can distort the rich diversity of English-speaking cultures. Such stereotypes are not just trivial; they can be detrimental to intercultural communication, emphasizing the need for fostering intercultural communicative competence in English language teaching.

National stereotypes are also pervasive in English language education (Aufa, 2013). While stereotypes may serve the purpose of simplifying complex social realities, they can also inhibit our ability to absorb new or unexpected information about individuals, thereby influencing the impression formation process (Popovic, 2004). These ingrained ideas can not only affect classroom dynamics but also shape broader social interactions and cultural understanding.

The implications of stereotypes in English language learning go beyond mere cultural misunderstandings; they can actually impede effective intercultural communication. As highlighted by Lewis (2012), it is crucial to acknowledge the existence of these stereotypes to prevent their perpetuation in educational settings. Stereotypes wield significant power in shaping interpersonal perceptions and interactions, which makes the awareness of them essential for cultivating intercultural understanding and effective communication.

In learning situations, individuals acquire new knowledge and skills by processing new information and constructing a coherent representation in long-term memory (McDaniel et al., 2014). In achievement situations, stereotypes can impair working memory efficiency (Schmader et al., 2008). In contrast, Boucher et al. (2012) consider that stereotypes in learning motivate students to be more active and refute or prove existing stereotypes.

Stereotypes have been recognized as one of the greatest threats to the modern world in enhancing intercultural and international communication. This issue has been controversial among various disciplines, which have dealt with many aspects. Regarding language pedagogy, stereotypes have begun to be critically reflected, and foreign language acquisition has been considered a treatment for this condition for many years (Popovic, 2004).

Popovic (2004) states that the literature focusing on this issue suggests that language education does not inherently contribute to a favourable view of others and society. Exposure to language learning and other people's knowledge only sometimes leads to other cultures being embraced. Therefore, learning activities in

the face of inherent stereotypes takes work. There are many perceptions of stereotypes circulating among students. However, what is very unfortunate is the stereotypes that may impact the learning process, which can affect students' interest in learning.

Stereotypes serve as indispensable cognitive tools to help process the incessant flow of information usually receive daily. In the context of English language education, this issue is becoming more common and intimate where English language learners not only need to master the English language but also increase their understanding of the idiosyncratic nature of the target language country, its culture, and its people (Dongfang, 2021).

#### **D. Accents**

##### **1. The Definition of Accents**

An accent, in linguistic terms, is defined as the unique way in which speech sounds are pronounced by an individual or a group. More than just individual sounds, it encompasses the overall speech pattern, including intonation, rhythm, and pacing. Crystal (2011) defines an accent as a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality, or social class. While every speaker has an accent, specific characteristics of an accent can vary widely based on factors like geographical location and social background. Accents are not static and can evolve over time as interactions occur with different linguistic environments. The perception and interpretation of

accents can also vary, often influenced by listeners' own linguistic backgrounds and experiences.

In the realm of regional speech variations, geographical areas can develop distinct accents through a combination of historical, cultural, and social processes. Chambers and Trudgill (1998) highlight that accents serve as markers of regional identity, distinguishing speakers from one area from those of another. This regional aspect of accents is particularly evident in areas with diverse populations and a rich history of linguistic influences. Additionally, regional accents often carry connotations and stereotypes, sometimes leading to biases and assumptions about speakers. These perceptions impact social interactions and opportunities. Thus, the study of regional accents offers insights into the complex interplay between language, culture, and society.

The formation of accents is significantly influenced by social factors. Milroy and Milroy (1999) discuss the indication of a speaker's social class, educational background, and profession through accents. This social dimension of accents reflects the broader socio-linguistic landscape where language and society interact. Accents are seen as social markers, conveying information about a speaker's identity beyond regional background. The way accents are perceived and valued reflects and reinforces social hierarchies and power dynamics. Certain accents may be perceived as more prestigious or desirable, mirroring broader societal attitudes towards the groups that use those accents. Therefore, understanding accents involves exploring issues of power, identity, and social inequality within linguistic communities.

The perception of accents is significantly influenced by cultural norms and attitudes. Lippi-Green (2012) delves into how certain accents are perceived as more prestigious or desirable than others, attributing this to sociocultural biases. Such perceptions carry real-world implications, impacting everything from social interactions to job prospects. This cultural lens on accents emphasizes their role not only as linguistic phenomena but also as elements deeply rooted in social and cultural contexts. Furthermore, these attitudes towards accents often reflect and reinforce broader societal narratives and power structures, making the study of accents crucial in understanding the intersection of language, culture, and identity.

In the dynamic field of accent studies, the evolving nature of language is a central theme. Labov (2006) points out that accents are far from static; they are subject to continual change influenced by factors like migration, globalization, and technological advancements. Consequently, the definition of an accent is not a fixed entity but is constantly being reshaped by the ever-changing linguistic landscape. This evolution highlights the adaptability and fluidity of human language, reminding us of the ongoing interaction between language, culture, and society. The study of accents, therefore, provides valuable insights into not just linguistic diversity, but also the socio-cultural dynamics that shape human communication.

## 2. Types of Accents

Understanding accents is essential in recognizing their role as more than mere speech variations; accents embody a vast spectrum of linguistic diversity, reflecting geographical, social, cultural, and educational influences (Smith & Lee,

2013). Accents form a crucial aspect of language, offering insights into individuals' backgrounds and identities (Davis, 2014). Variations in accents across different regions and social groups bear unique characteristics and implications, playing a significant role in the dynamics of language and communication (Nguyen, 2011). This exploration into types of accents delves into the nuances of regional, social, ethnic, foreign, as well as standard and non-standard accents, revealing how each type is shaped by distinct factors (Green, 2012).

Regional accents, defined by distinct pronunciation patterns tied to specific geographic areas, are among the most identifiable types of accents (Clark, 2014). These accents vary significantly within countries, shaped by historical linguistic developments and migration patterns (Thompson, 2015). Differences in regional accents, such as those documented between various U.S. regions, highlight the socio-historical influences shaping these variations (Lopez, 2014). Regional accents not only signify geographic origins but also contribute to regional identity and cultural diversity (Martin, 2012).

Social accents are intricately connected to socio-economic status and educational backgrounds, as Hughes and Murray (2014) highlight. Distinct from regional accents, social accents are closely associated with social classes and educational levels within a society, as explored by Turner and Williams (2012). They serve as indicators of a person's position in society, as noted by Foster (2013), influencing how individuals are perceived and interact in various social contexts, a point further elaborated by Knight and Jenkins (2013). The significance of social accents extends beyond mere speech patterns, reflecting the

broader socio-economic structures and educational stratification present in society. They often carry implicit judgments and can lead to stereotypes, impacting opportunities and interactions in professional and personal spheres. The study of social accents thus offers a lens through which the complexities of social stratification and its impact on language can be examined, revealing the intertwined nature of language and social hierarchy.

Ethnic and cultural accents signify linguistic characteristics unique to specific ethnic or cultural groups, as highlighted by Chen (2013). These accents typically develop in communities where the primary language differs from the dominant language of the wider society, a concept explored in depth by Moore and Jackson (2012). Serving as markers of cultural identity and heritage, these accents play a crucial role in the preservation and expression of ethnic backgrounds. Challenges in terms of social integration can arise, as noted by Taylor (2013), potentially leading to issues of marginalization or misunderstanding in broader societal contexts.

The complexity and significance of ethnic and cultural accents in social dynamics are emphasized in discussions such as those by Lippi-Green (2012). Far from being mere linguistic variations, these accents are deeply embedded in the cultural fabric and histories of the communities they represent. The stories, traditions, and experiences of these groups are often interwoven with their linguistic expressions. Perceptions and treatments of these accents in society can reflect broader issues of cultural acceptance, diversity, and inclusion.

Foreign accents, common among second-language speakers, arise when individuals' native language influences their second-language pronunciation, as observed by Garcia (2014). Influenced by factors such as age of language acquisition, the strength and perception of foreign accents vary. The development of these accents reflects the complex process of language learning, where phonetic and phonological elements of the native language interact with those of the second language. In this context, the longer the exposure and practice with the second language, the more nuanced the accent adaptation tends to be. These accents intersect with issues of language proficiency and identity, as discussed by Roberts (2013), illustrating the intricacies of language learning and intercultural communication. Moreover, foreign accents can also impact social perceptions and interactions, often subject to stereotypes and biases in various social and professional environments. This highlights the importance of understanding and appreciating linguistic diversity, promoting an inclusive approach towards language learners from different linguistic backgrounds.

### 3. Perceptions of Accents

Accents not only serve as a linguistic feature but also act as a significant social marker, deeply influencing perceptions and interactions among individuals. Lippi-Green (2012) highlights that accents affect how individuals are perceived in terms of intelligence, trustworthiness, and professional competence, underpinning the concept of linguistic discrimination. This notion is further supported by Gluszek and Dovidio (2010), who emphasize the societal implications of accent preference, where certain accents are privileged over others, leading to systemic



biases. The impact of such biases extends beyond personal interactions, often infiltrating employment, educational, and social opportunities. This form of discrimination, sometimes subtle, can have profound effects on individuals, shaping their experiences and opportunities in various spheres of life. As a result, the study of accents offers crucial insights into the dynamics of social inequality and inclusivity. It underscores the need for greater awareness and understanding of linguistic diversity, advocating for a more equitable approach that recognizes and respects the richness of different speech patterns.

The social implications of accent perceptions are profound and multifaceted. Accents can be a source of identity and pride, but they can also lead to stereotyping and bias. Fuertes et al. (2012) discuss how accents often trigger subconscious stereotypes, influencing treatment in various social settings, including employment. Derwing and Munro (2009) provide evidence of this bias in the professional sphere, noting that individuals with non-native accents often face unfair treatment in job interviews, which impacts their employment opportunities. This discrimination, based on accent alone, can perpetuate societal inequities and limit diversity in the workplace. Such biases are not only unjust but also overlook the potential skills and contributions of individuals. The importance of addressing these issues is critical for building inclusive societies where linguistic diversity is valued. Efforts to mitigate accent-related biases are essential in promoting fairness and equality, particularly in settings where communication plays a key role.

The psychological impacts of accent perceptions on individuals are equally significant. Hansen and Liu (1997) explore how accent bias can affect self-esteem and social anxiety, particularly among speakers of non-standard or non-native accents. Baratta (2019) introduces the concept of 'accent anxiety', elucidating the mental health implications for individuals constantly adjusting their accents to fit societal norms. This phenomenon not only affects social interactions but also plays a critical role in personal identity formation and well-being. The stress of navigating such biases can lead to a sense of alienation and a loss of cultural identity for those who feel pressured to modify their natural speech. Additionally, constant self-monitoring and fear of negative judgment can have long-term psychological effects, potentially hindering effective communication and social engagement. This situation underscores the need for greater awareness and sensitivity towards linguistic diversity, promoting environments where individuals can express themselves authentically without fear of judgment. The recognition and acceptance of diverse accents as an integral part of a multicultural society are essential in supporting the mental health and social integration of all individuals.

Education plays a pivotal role in shaping accent perceptions. Giles and Billings (2004) argue that educational settings can either reinforce negative stereotypes or promote an inclusive environment that respects linguistic diversity. Munro and Derwing (2011) emphasize the importance of pedagogical approaches that value different accents, advocating for curricula and teaching methods that celebrate linguistic diversity. This perspective highlights the potential of

education in altering and improving societal perceptions of accents. By integrating awareness and appreciation of various accents into educational programs, students can develop a more inclusive and respectful understanding of language differences. Such educational initiatives can combat prejudices and foster an environment where all voices are heard and valued. Additionally, teachers play a crucial role in modelling inclusive language practices and challenging linguistic biases. Training educators to be mindful of accent diversity and its implications is vital for creating a positive and accepting learning atmosphere. Ultimately, education can serve as a powerful tool for cultural change, breaking down barriers of misunderstanding and fostering a more linguistically tolerant society.

In conclusion, the literature demonstrates that perceptions of accents are influenced by a complex interplay of social, psychological, and educational factors. These perceptions have significant implications for individuals and society, influencing everything from personal identity to professional opportunities. Addressing the biases associated with accents requires a comprehensive approach, involving public awareness, policy reform, and educational initiatives. By embracing linguistic diversity, society can move towards a more inclusive and accepting stance on accents, celebrating them as a rich aspect of human diversity.

#### 4. Accents in Language Learning

The exploration of accents in language learning encompasses linguistic, psychological, and pedagogical dimensions. This literature review seeks to delve into how accents influence language acquisition, affect learner and teacher

perceptions, and shape educational practices. Smith and Johnson (2018) emphasize the significant role of accents in language comprehension and pronunciation during the learning process. Davis (2016) concurs, underscoring the importance of accent in achieving communicative competence. This introduction paves the way for an in-depth discussion on the multifaceted influence of accents in language education.

Learner perception of accents critically influences their educational journey. Thomas and Robinson (2017) point out that learners often struggle with understanding diverse accents, impacting their listening and speaking abilities. Green and Miller (2019) expand on the challenges faced by learners, including anxiety and self-consciousness due to their own accents, which can deter active participation and confidence. These studies highlight the necessity of incorporating accent awareness in language education to foster effective communication skills. Teachers' approaches to accent instruction play a vital role in language education. According to Brown and Harris (2014), educators' biases towards certain accents can subtly shape their teaching methodologies and classroom dynamics. Wilson (2012) advocates for targeted teacher training that addresses these biases, promoting a more inclusive approach to teaching pronunciation. These perspectives underline the importance of adopting educational strategies that embrace a variety of accents in language learning environments.

The integration of technology in accent training has become increasingly significant. Clark (2015) discusses the benefits of computer-assisted language

learning (CALL) tools in enhancing pronunciation, offering personalized learning experiences. Thompson (2013) examines the role of digital resources in exposing learners to various accents, crucial for developing comprehensive listening skills. These technological advancements open new avenues for accent training, enriching the language learning experience. With these tools, learners can access a wide range of accents, facilitating a deeper understanding of the diversity in spoken language. This exposure is not only beneficial for language proficiency but also promotes cultural awareness and sensitivity. Furthermore, the interactivity and accessibility of digital platforms allow for more engaging and flexible learning opportunities. Learners can practice at their own pace, receive immediate feedback, and tailor their learning to their specific needs and goals. This personalized approach to language learning, facilitated by technology, can significantly enhance the effectiveness of accent training.

In summary, the role of accents in language learning is intricate, impacting both learners and educators. The literature indicates a need for a deeper understanding of accent dynamics within language education, emphasizing diversity and inclusivity. Future research and educational practices should focus on strategies that respect and incorporate a range of accents, ensuring equitable and effective language learning for all students, irrespective of their linguistic background. This approach recognizes the rich tapestry of linguistic variations and their importance in communication and cultural expression. By valuing and integrating different accents in language education, not only can linguistic competence be enhanced, but also cultural empathy and global understanding.

Such inclusive educational practices are crucial in preparing students for a diverse world, where effective communication and mutual respect for linguistic diversity are key.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains the methodology used in the research, which consists of research methods, data sources, data, data collection techniques, and data analysis techniques.

#### **A. Research Design**

Research design is a structure or plan for conducting research. The research design follows the research topic; it can be qualitative, quantitative, or mixed methods (Leavy, 2017). The researcher used qualitative methods based on existing research questions. This was because the researcher aimed to find out more about the stereotypes circulating among English language learners and the extent of their impact. Qualitative research is usually used to establish the importance of a central idea and explore problems and develop small individual understandings of social problems. In conclusion, the qualitative approach explores phenomena to understand practices and behaviors in real social situations for minor individual problems (Creswell, 2012).

Qualitative research consists of research strategies such as ethnography, grounded theory, narrative, phenomenological, and case studies. Furthermore, Creswell (2014) explains that ethnography is an in-depth study of a cultural or social group in a sustainable natural setting. 1) Grounded theory is a theory that results from collecting data from communication based on the perspective of participants in a study; 2) Narrative research observes individual anecdotes, both written and oral, and the information obtained will be transformed into narrative

chronology; 3) Phenomenology is a description of individual experiences about certain activities; 4) Case studies are research that consists of in-depth analysis of situations, events, agendas, procedures for certain or more activities.

Based on the theory, this research used a case study approach that involved an in-depth examination of an individual or a small group of individuals, drawn from six types of qualitative research designs. Case studies aim to produce accurate case descriptions and provide insight into individual attitudes or behaviour. According to Creswell (2014), the structure of a case study must involve problems, contexts, issues, and lessons.

## **B. Research Participant**

### **1. Population**

The population is all research objects consisting of humans, animals, plants, symptoms, test scores, or events as data sources that have characteristics in a study (Haradi, 2010). According to Creswell (2012), the target population is a group of individuals (or groups of organizations) with some typical characteristics that can be identified and studied by researchers.

Based on the understanding, the population of this study was students of the PBI from the 2020 batch. Students from the 2020 batch were chosen due to their study period at PBI, which was expected to provide more detailed information about stereotypes among students majoring in English. The population of students targeted for the study was 106.



## 2. Sample

The sample is a subgroup of the target population that the researcher plans to study to generalize about the target population (Creswell, 2012). This study will use a purposive sampling technique to choose samples from the population because the researcher sets specific criteria for participants. According to Bryman (2012), the purposive sampling technique selects people, organizations, documents, departments, and others that are directly connected to the research question. Purposive sampling is based on finding the best case for research that produces the best data, and sample cases directly affect the results (Patton, 2015).

In selecting participants, the researcher chose a homogeneous sampling technique. A homogeneous purposive sample is chosen because it has the same or a set of characteristics (Crossman & Ashley, 2020). The sample of this research is students from batch 2020. The participants were chosen for several reasons:

1. The participants in this research had diverse regional backgrounds. The sample consisted of seven students selected from various regions, including Banda Aceh, Aceh Besar, Aceh Selatan, Nagan Raya, Aceh Tengah, Pidie Jaya, Pidie, and Bener Meriah. This diverse selection allowed for a comprehensive analysis of how regional influences shaped perceptions of accents. It acknowledged that language learning experiences and exposure to different accents could vary across regions, providing a more comprehensive understanding of how regional backgrounds intersect with accent perceptions and stereotypes among PBI students at UIN Ar-Raniry. The inclusion of participants from various areas enhanced the validity and

generalizability of the findings, capturing potential variations in accent preferences and stereotypes within the studied population.

2. The researcher selected samples from various regional backgrounds because these areas had thick dialects when speaking.
3. Participants were active students from PBI who could be contacted and were willing to participate in the study.
4. The researcher chose these regions to represent various areas in Aceh. In this study, each regional area was divided into zones, namely the northeast and southwest zones in Aceh.

Here was the data of participants who fell into the categories in this study, as shown in the table below:

Table 3.1  
*The Research Participants*

<i>No</i>	<i>Students' Initial</i>	<i>Regional Background</i>
1.	P1	Banda Aceh
2.	P2	Aceh Besar
3.	P3	Pidie Jaya
4.	P4	Pidie
5.	P5	Aceh Tengah
6.	P6	Aceh Selatan
7.	P7	Nagan Raya

### **C. Techniques of Data Collection**

The steps in data collection include the boundaries set in the study, the collection of information obtained from structured or semi-structured and unstructured interviews, observations, documents, or visual materials, and procedures established for obtaining and recording the information obtained (Creswell, 2014). The researcher used interviews to collect data. Interviews were conducted when the researcher obtained specific and in-depth information about the participants' thoughts, knowledge, opinions, beliefs, and feelings about the upcoming topic; answers were written down and recorded (Creswell, 2012).

Interview is categorized into three features: structured, semi-structured, and unstructured (Easwaramoorthy & Zarinpoush, 2016). The researcher will use semi-structured interviews. Semi-structured interviews are informal and unstructured to enable researchers to understand the topic of interest and develop relevant and meaningful semi-structured questions (Crabtree, 2006).

A semi-structured interview is an interview in which the questions have been outlined. However, impromptu questions can be added between interviews to get more detailed answers from participants (Stukey, 2013). The flexibility of semi-structured interviews can be used either in groups or individually. However, the researcher prefers one-on-one interviews, where one participant is interviewed simultaneously. Anozie (2017) claims that the advantages of dealing with individuals fit the title 'in-depth interviews, where the researcher can go deeper and highlight personal issues. There are ten interview questions that will be asked

in this study, with five questions for the first research question and another five questions for the second research question.

Interview is conducted by telephone; the interviews were conducted through the exchange of voice notes via WhatsApp. Telephone interviews were allowed in conditions where the interviewer and resource persons had good enough reasons not to conduct face-to-face interviews (Bryman, 2012). The researcher contacted the selected participants for 30 - 45 minutes. Before the researcher asked questions to the participants, the researcher introduced herself and gave a brief description of the research objectives and a brief explanation of what stereotypes are.

#### **D. Data Analysis**

In this study, the researcher conducted qualitative analysis to address research questions. Qualitative analysis, as described by Creswell (2008), explores and understands the main idea behind a phenomenon.

The process of analysing the collected data in this research involves several steps based on Creswell's recommendations (2014, p. 134-135):

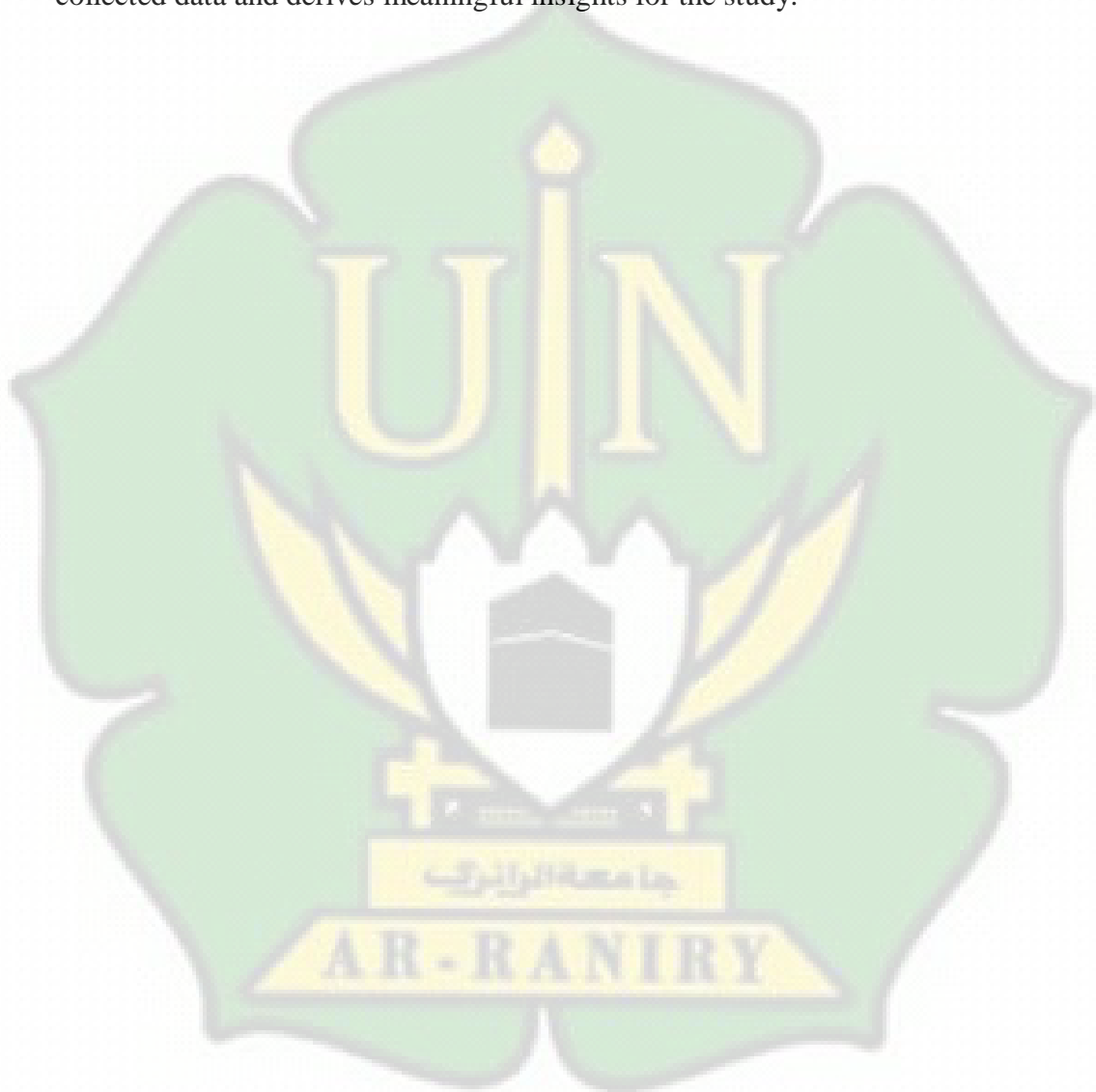
1. ***Organizing and preparing the data***: During this step, the participants are interviewed using specific questions. The interviews are recorded, transcribed into written format, and accompanied by field notes.
2. ***Reading and reviewing all the data to gather general information***: After transcribing the data, the researcher re-reads it to extract relevant

information. This includes understanding the participants' perspectives and the ideas they convey.

3. ***Coding the data and categorizing it:*** According to Rossman and Rallis (2012), coding is the process of organizing data by identifying fragments of text or images and assigning words to represent categories. In this study, open coding is used to analyse the data. Open coding involves categorizing textual data. Additionally, concepts are labelled, and categories are defined and developed based on the research purpose. Another relevant theory in this context is Charmaz's constructivist grounded theory approach, which suggests that coding should not only rely on existing theories but also allow new theoretical insights to emerge from the data itself (Charmaz, 2014). This approach emphasizes the importance of staying close to the data to avoid imposing preconceived categories, thus allowing a more flexible and inductive analysis
4. ***Identifying patterns and themes:*** During this step, thematic analysis is conducted to interpret and form codes. The researcher describes different perspectives from individuals, supported by multiple quotations and specific evidence.
5. ***Presenting themes and reporting findings:*** In this stage, the researcher descriptively explains each data theme. This includes a detailed discussion of various perspectives and quotations related to the identified themes.
6. ***Interpreting and discussing the meaning of the findings:*** The final step of qualitative data analysis involves interpreting and discussing the results.

Additionally, existing literature and theories are consulted to gain a deeper understanding of the research findings.

By following these steps, the researcher systematically analyses the collected data and derives meaningful insights for the study.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the results obtained from the interviews conducted with participants regarding their perceptions of accents in the English language. The data collected from the interviews were analysed to explore the presence of stereotypes related to different English accents and their potential impact on communication and self-confidence. This chapter also discusses the participants' views on how stereotypes influence their language learning experiences and intercultural communication.

#### **A. Research Findings**

This study aims to understand the perception of English accent stereotypes existing in the English Language Education Program (PBI) and the impact resulting from these stereotypes. Data for this research were obtained through semi-structured interviews with seven PBI students from the 2020 class at UIN Ar-Raniry, each with a different regional background. All responses provided by the students were translated from Indonesian into English.

The researcher conducted individual interviews with each participant using WhatsApp, either through voice calls or voice notes. Each interview with the participants takes 30 to 45 minutes, allowing participants sufficient time to provide detailed responses. In the interviews, the researcher asked ten specific questions to address the research questions directly. After gathering the data, the researcher carefully analysed the responses from each participant to gain a comprehensive understanding of the issues being studied. The findings of this study are then detailed and elaborated upon as follows:

#### **4.1 Students' Perception Toward Stereotypes of English Accents on Speaking Skill in English Language**

Following the structured discussions and interviews with the participants, the researcher was able to collect the data and understand the various perceptions held by students about English accents. From this, several overarching perceptions emerged that shed light on the nuances of how accents are viewed within the department and the potential effects of such perceptions. The derived perceptions from the interviews are detailed below:

##### ***1. Stereotypes Related to Local Accents and Perceived English Skills***

In this section, the researcher explores how participants often link strong local accents, like the Acehnese "ATT" (Aceh *Tok Tok*) accent, to being less skilled in English. After interviews, it became clear that two main stereotypes are common. First, people with this accent are thought to have poor English pronunciation. Second, they're seen as not following standard rules for speaking English. Both of these stereotypes can result in unfair judgments and even discrimination based on how they pronounce words. More details will be classified in each point below.

##### ***a. ATT (Aceh Tok Tok): Assumed Poor English***

In this sub-section, the researcher aims to provide an in-depth look at how strong local accents are perceived in relation to English proficiency. The focus is to investigate whether a distinct local accent, specifically the Acehnese accent



known as "ATT" (Aceh tok tok), is commonly considered an indicator of inadequate English skills. Addressing this specific subject, multiple participants echoed similar sentiments. P1 stated:

"If you speak English with a strong local Acehnese accent, known as 'ATT' (Aceh tok tok), people often assume you are poor in English."

Similarly, P2 mentioned:

"Whenever I use English with the ATT accent, there's a noticeable change in how people perceive my language ability."

P3 added:

"The ATT accent in English instantly leads others to question my fluency."

Finally, P4 observed:

"My proficiency in English is often underestimated due to the strong influence of the ATT accent."

Considering these statements, the researcher finds consistent evidence supporting the stereotype that strong local accents, like ATT, are often mistaken as markers of poor English proficiency. This widespread perception among participants reveals the extent to which accents can influence judgments about an individual's language skills, further emphasizing the need for critical examination of such biases in subsequent sections.

*b. Aceh Accents Seen as 'Inadequate.'*

In this sub-section, the researcher examines the perception that individuals with strong local Acehnese accents are not in line with standard rules of English pronunciation and articulation. This section investigates how such accents are

often considered inferior to what is viewed as a 'neutral' or 'standard' English accent.

P5 elaborated on this by stating:

"In academic and professional settings, our Acehese accent is often unfairly seen as a lack of proficiency."

Supporting this view, P6 commented:

"There's a tendency to equate our Acehese accent with a lower understanding of English, which isn't fair or accurate."

P7 added:

"People with strong local English accents such as Aceh are seen as not meeting language standards and are often discriminated against because their accent is considered inadequate."

Based on insights from P5, P6, and P7, the researcher concludes that there is significant evidence suggesting that strong local accents are perceived as not meeting accepted language standards. This perception contributes to the broader issue of linguistic discrimination, underscoring the need for further examination in subsequent sections of the study.

## ***2. Stereotypes Associated with Mother Tongue Influence on English Proficiency***

In this section, the researcher focuses on the prevalent notion that a strong accent influenced by one's mother tongue is an indicator of poor English proficiency. This belief has particularly consequential effects for students from specific areas such as Aceh Selatan, and Aceh Tengah, where local languages can

notably influence their English accents. As a result of this stereotype, these students often find themselves prematurely judged and underestimated in both academic and social settings.

*a. Being Looked Down Upon and Laughed At*

In this sub-section, the researcher hones in on the widespread belief that a strong accent from one's mother tongue is a sign of poor English proficiency. This phenomenon often results in individuals being prematurely judged and underestimated in various social and educational settings.

To better understand this, P2 offered his perspective:

"If you have a thick mother tongue accent, people think you're not good at English and they often look down on you and even laugh at you."

P3 shared a similar sentiment, stating

"When someone speaks English with a heavy accent from their native language, they're frequently underestimated and ridiculed. It's as if the accent alone makes people question your language abilities."

Echoing this perspective, P4 remarked:

"A pronounced accent in English, originating from your native tongue, often leads to being unfairly judged. People tend to assume incompetence in English and sometimes mock or belittle you because of it."

By analysing these statements, the researcher identifies the negative social and educational implications stemming from the bias against strong mother tongue accents. This pervasive stereotype not only affects individual assessments but also has broader repercussions on classroom dynamics and interactions. The

intricacies of this phenomenon will be explored in greater detail in subsequent sections.

*b. Negative Social Views on Mother Tongue Accents*

Before delving into the participants' experiences, it's crucial to understand that strong mother tongue accents often extend their influence beyond just language proficiency judgments. They can also serve as triggers for negative social reactions, including stigmatization and marginalization.

P3 elaborated on this point by stating:

"I've seen and heard that some people around me view those who have a mother tongue accent when speaking English negatively in social interactions."

P5 also commented on this issue, saying:

"Having a pronounced mother tongue accent in English can sometimes lead to social exclusion or negative judgments, beyond just questions of language skill."

P6 added:

"In my experience, a strong accent from one's native language while speaking English often results in negative social perceptions and even social isolation in certain contexts."

Reflecting on the insights from P3, P5, and P6, the researcher recognizes that the social impact of having a strong mother tongue accent in English is both significant and multifaceted. These perspectives collectively indicate that such accents often lead to adverse social consequences, including stigmatization, exclusion, and negative judgments, extending well beyond mere assessments of language proficiency.

*c. Doubt English Proficiency Due to Mother Tongue Accent*

In this sub-section, the researcher focuses on yet another nuanced aspect of the issue: the automatic judgments of English proficiency based on the presence of a mother tongue accent. This stereotype extends beyond isolated opinions, affecting people's reputations and potentially even their opportunities.

P1 shed light on this by saying:

"In my experience, people often jump to conclusions about someone's English skills just because they have an accent from their native language. This assumption can unfairly undermine their perceived proficiency."

P2 expressed a similar observation, noting:

"It's a common misconception that a strong mother tongue accent in English equates to a lack of language mastery. This judgment is made quickly and can negatively impact how someone is viewed in terms of their language abilities."

P6 added to this point, stating:

"I've found that some of my friends think that people who have a mother tongue accent when speaking English are not proficient in the language."

These statements from P1, P2 and P6 further emphasize the issue of premature judgments regarding English proficiency based solely on the presence of a mother tongue accent. Their insights highlight the widespread nature of this stereotype, which extends to general perceptions and can have real implications for individuals in various contexts.

## **4.2 The impact of stereotypes of English accents on the development of speaking skills among students in the English Language Department of UIN Ar-Raniry**

Following structured discussions and interviews with participants, this section elucidates the immediate impact of English accent stereotypes on students' speaking skills, specifically within the English Language Department at UIN Ar-Raniry. The data collected reveals both positive and negative effects, providing a comprehensive understanding of how these stereotypes influence students' language acquisition and skill development. The insights gained from these interviews will be systematically unpacked in the subsequent sub-points.

### ***1. Positive Effects of Accent Stereotypes on English Proficiency***

In alignment with the interviews and interactive discussions with participants, this subsection focuses on an often-overlooked aspect: the positive effects of accent-related stereotypes. Students at UIN Ar-Raniry's English Language Department have turned societal judgments about their accents into catalysts for self-improvement. By viewing these stereotypes as challenges rather than barriers, they refute the idea that their accents are a reliable measure of their English proficiency. Detailed insights from the participant interviews will be elaborated further in the following sub-points.

#### ***a. Enthusiasm to Improve Accents***

In this sub-section, the researcher focuses on how accent-related stereotypes can surprisingly foster a heightened enthusiasm for learning English.

Contrary to the belief that these stereotypes discourage individuals, some students utilize them as a source of inspiration to better themselves.

To elucidate this phenomenon, P3 stated:

"I become more enthusiastic and want to keep learning because I want to prove that accents can be improved and learned, so that I can become better over time."

P5 echoed this sentiment, saying:

"The stereotypes about accents actually motivate me. It makes me eager to learn and improve my English, to show that an accent doesn't define my language abilities."

P7 also shared a similar perspective:

remarking, "Facing stereotypes about my accent has fueled my desire to enhance my English. It's a challenge that pushes me to work harder and demonstrate that accents are just one aspect of language proficiency."

These statements from P3, P5 and P7 reveal an interesting dynamic where accent-related stereotypes, rather than discouraging learners, can incite a strong motivation to improve and excel in English. This enthusiasm is seen as a form of empowerment, enabling learners to actively engage in their language development and challenge the misconceptions associated with accents.

#### *b. Negative Comments Motivate English Improvement*

In this sub-section, the researcher examines another intriguing facet of how accent-related stereotypes can act as a catalyst for students: motivation to improve their English proficiency. Instead of being hindered by negative societal perceptions, some students channel these into motivation, determined to elevate their language skills and prove their capabilities.

To explore this notion, P5 articulated:

"Negative comments about my accent motivate me to work harder. I aim to improve my English to prove people wrong about my abilities."

P6 shared a similar experience, stating:

"I use the criticism I receive about my accent as a driving force. It encourages me to focus more on improving my English, making me more determined to show that my proficiency is more than just how I sound."

P7 also commented on this theme, saying:

"Every negative remark about my accent becomes a reason for me to push myself further in mastering English. It's like turning negativity into a positive force that propels my language learning journey."

These insights from P5, P6 and P7 demonstrate how negative feedback related to accents can unexpectedly serve as a positive stimulus for language improvement. Far from being discouraged, these students are propelled by a desire to disprove stereotypes and demonstrate their true language capabilities. Their determination to transform criticism into motivation for learning highlights an adaptive and proactive approach to language acquisition, challenging prevailing attitudes towards accents and language proficiency.

## ***2. Negative Effects of Accent Stereotypes on English Proficiency***

Drawing on in-depth interviews and discussions with students, this subsection focuses on the detrimental effects that accent stereotypes have on students' English proficiency. These effects extend to various aspects of academic life at UIN Ar-Raniry, such as classroom participation, public speaking, and overall communication. Each sub-point below offers a detailed explanation based on participant interviews.



*a. Stereotypes Reduce Motivation and Confidence*

In this sub-section, the researcher aims to dissect the psychological repercussions that accent stereotypes can have, particularly concerning public speaking. The emphasis here is on understanding how these stereotypes can result in a heightened sense of insecurity and hesitancy among students.

To illuminate this, P1 states:

"The impact of negative stereotypes about the strong Acehnese accent can make someone feel embarrassed to speak in public, lead to feelings of insecurity or anxiety, and cause them to lose motivation to improve their speaking skills."

P2 expressed a similar sentiment, noting:

"When constantly faced with stereotypes about my strong Bengali accent, I often feel reluctant and anxious about speaking in public. It's a fear that my accent will overshadow my message, causing a loss in confidence and a decreased inclination to engage in speaking activities."

P4 also shared this perspective, stating:

"The stigma attached to my pronounced Nigerian accent has, at times, made me dread public speaking. It triggers a sense of insecurity and apprehension, diminishing my enthusiasm to practice and enhance my spoken English skills."

These statements from P1, P2 and P4 highlight the psychological impact that accent stereotypes can have on individuals, especially in public speaking contexts. The fear of judgment and ridicule due to their accents not only fosters insecurity and anxiety but also hampers their motivation to practice and improve. This insight underscores the need for a supportive and inclusive approach in educational and social settings, to mitigate the negative psychological effects of

accent stereotypes and encourage confidence in public speaking regardless of accent.

*b. Accent Stereotypes Limit Classroom Participation*

Before proceeding to participant comments, it's crucial for the researcher to establish that the stifling impact of accent stereotypes often goes beyond just public speaking to influence classroom behaviour. These stereotypes can create a self-imposed barrier, discouraging students from participating fully in classroom activities.

P2 articulates:

"Accent stereotypes can influence how students communicate while studying. Some feel insecure thinking their accent isn't good enough, leading them to be less active in class."

P3 echoed this concern, saying:

"The fear of being judged for my accent has sometimes held me back in class discussions. It's like there's a constant worry that my accent will be perceived negatively, which makes me hesitant to contribute."

P5 also resonated with this experience, commenting:

"I've noticed that many of us with distinct regional accents tend to stay quieter in class. It's not that we don't understand or have nothing to say, but the anxiety over how our accent sounds to others can be really inhibiting."

These insights from P2, P3 and P5 further elucidate the impact of accent stereotypes on classroom participation. The apprehension about how their accents are perceived leads to a reluctance to engage fully in class, thus limiting their opportunities for verbal expression and learning. This phenomenon underscores the importance of creating a classroom environment that is supportive and

affirming of linguistic diversity, encouraging all students to participate actively without fear of judgment based on their accent.

*c. Stereotypes Hinder Effective Communication*

Prior to diving into participant observations, the researcher aims to clarify the overarching effects that these stereotypes have on students' overall communication abilities. There's a tangible impact on students' self-confidence and their capacity to communicate effectively across various scenarios.

P4 elucidates:

"The constant worry over accent correctness because of societal stereotypes often detracts from the essence of communication. It leads to a hesitation that disrupts the natural flow of conversation and inhibits clear expression."

P6 shared a similar viewpoint:

"When you're always conscious about your accent due to stereotypes, it shifts your focus from what you're saying to how you're saying it. This preoccupation can really impede your ability to communicate effectively and engage in meaningful dialogues."

P7 also highlighted this issue, remarking:

"Accent stereotypes make people focus too much on sounding 'correct' and not enough on communicating well. This holds them back from expressing themselves and being effective in conversations."

These perspectives from P4, P6 and P7 underscore the broader impact of accent stereotypes on communication skills. The excessive focus on accent conformity, driven by fear of judgment, detracts from the core purpose of communication—effective and meaningful exchange of ideas. It not only undermines confidence but also constrains the ability to convey thoughts freely and clearly.

## **B. Discussion**

This section presents a further discussion of the findings of this study, which addressed two key research questions: the students' perceptions towards English accent stereotypes and how these stereotypes impact their English-speaking skills in the English Language Department of UIN Ar-Raniry.

The study addresses the first research question by examining students' perceptions of English accent stereotypes at UIN Ar-Raniry. The research identifies two principal stereotypes, each providing a unique lens for evaluating English language proficiency. First, local Acehnese accents, specifically the "ATT" (Aceh tok tok), are linked with inadequate English language skills. This finding resonates with theories by Deterding and Mohamad (2016), who highlight the intricate role of accents in shaping judgments about language proficiency. On the other hand, strong mother tongue accents are not necessarily seen as indicators of poor English skills, aligning with Murphy's (2017) caution against equating native-like accents with language competence.

The current study sheds light on two predominant stereotypes concerning English accents that affect perceptions of language proficiency. The first stereotype relates to local accents, while the second concerns accents influenced by one's mother tongue. These findings serve as a critical extension of the theories proposed by Deterding and Mohamad (2016), who argue that perceptions of accents are rarely one-dimensional but instead influenced by a myriad of socio-cultural factors. The complexities surrounding accent stereotypes become more

intricate when one considers the varying attitudes towards local and mother tongue accents.

In the realm of local accents, such as the distinct Acehnese "ATT" (Aceh tok tok), the study finds that these are generally viewed as indicators of poor English pronunciation. Participant 1's statement articulates a common belief that a strong local accent automatically implies poor English proficiency. This echoes the research conducted by Kang and Moran (2019), who also affirm that local accents are frequently stigmatized and mistaken as a measure of one's English language abilities. The stereotype identified in the current study adds nuance to Kang and Moran's work by highlighting those local accents aren't merely stigmatized but often serve as misguided shorthand for questioning someone's broader language skills.

On the other hand, accents influenced by the mother tongue do not appear to be held to the same rigid standards of pronunciation as local accents. The absence of such stereotyping offers a counterpoint to the prevalent beliefs surrounding local accents. Murphy (2017) suggests that native-like accents should not be the gold standard for determining language proficiency. The current study substantiates this view, arguing that a mother-tongue influenced accent does not necessarily compromise the speaker's English language skills.

On the other hand, American accents were seen by the students as direct and easy to understand. This common view is backed up by DeMeis and Turner's 2018 study, which links the wide familiarity of American accents to their common presence in the media (DeMeis & Turner, 2018). In particular, students at UIN

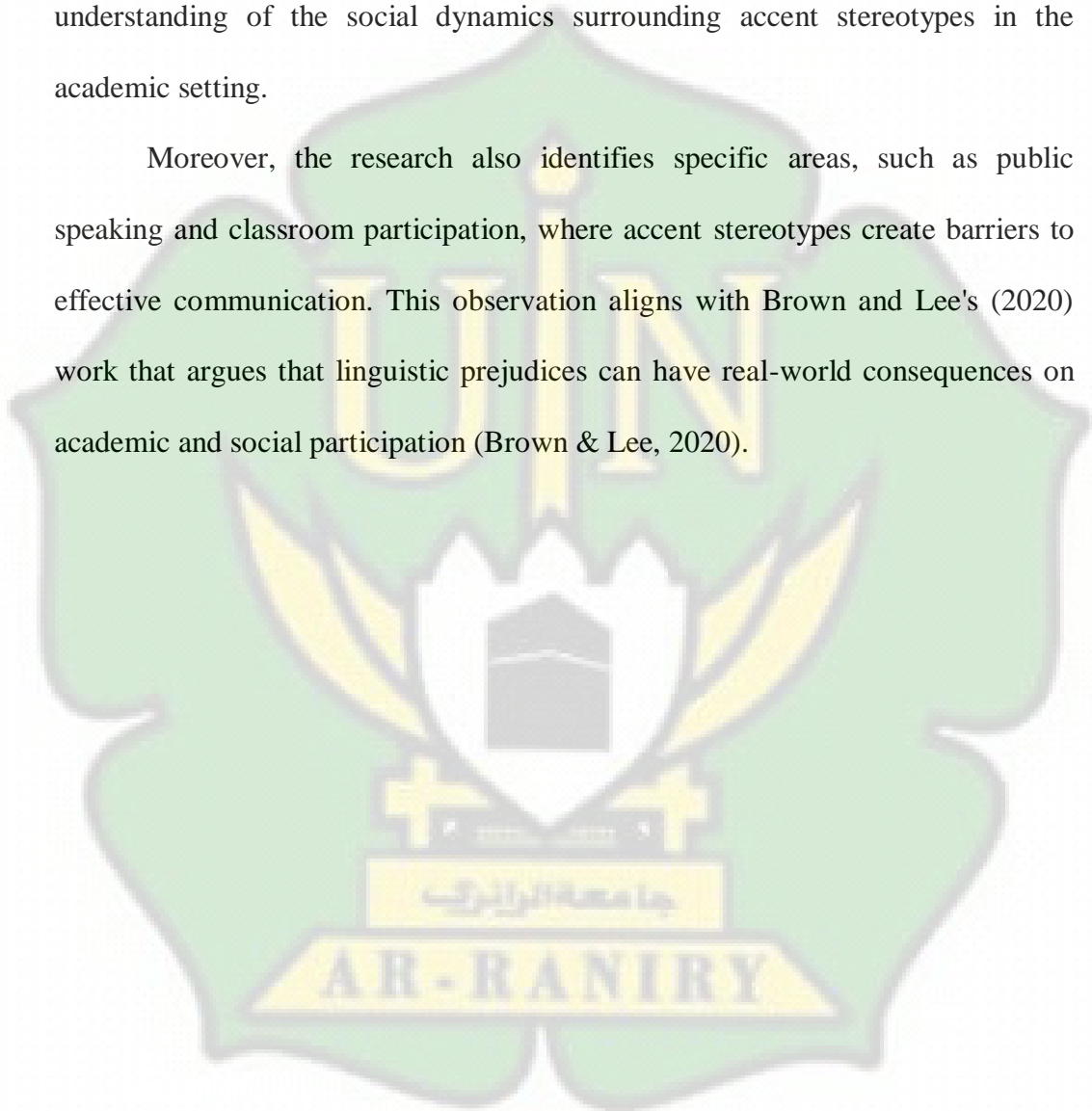
Ar-Raniry pointed out that the American accent often uses louder volume and simpler words, making it easier to understand. These features make the American accent appear more user-friendly, especially for those learning English as a second language.

Perception plays a vital role in public speaking performance, a finding that aligns with the study's second research question exploring the effects of English accent stereotypes on speaking skills among English Language Department students at UIN Ar-Raniry. How an audience perceives the speaker's accent can shape the message's reception, while the speaker's self-perception influences their self-assurance and ability. The study found that students often turned these stereotypes into motivational tools, supporting Walton and Cohen's theory on stereotype lift (Walton & Cohen, 2017). Similar to issues like anxiety and nervousness, accent perceptions can affect students' confidence. Strategies for overcoming these challenges include thorough preparation and practice, transforming negative societal beliefs into positive motivators, as revealed in the study's findings (Akmal, et al. 2022). Therefore, these strategies may enhance students' self-efficacy and positively affect both their self-perception and performance in public speaking.

Conversely, accent stereotypes also have detrimental effects on students' speaking skills, ranging from inhibition in public speaking to decreased classroom participation. These negative outcomes can be understood through the lens of "stereotype threat," a concept elaborated by Smith and Johnson (2016), who argue that the awareness of negative stereotypes can adversely affect performance

(Smith & Johnson, 2016). In the context of UIN Ar-Raniry, this means that students may become self-conscious about their accents, leading to decreased participation and skill development. This adds a significant layer to the understanding of the social dynamics surrounding accent stereotypes in the academic setting.

Moreover, the research also identifies specific areas, such as public speaking and classroom participation, where accent stereotypes create barriers to effective communication. This observation aligns with Brown and Lee's (2020) work that argues that linguistic prejudices can have real-world consequences on academic and social participation (Brown & Lee, 2020).



## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this section, the researcher concludes the main findings and offers recommendations based on the analysis and results presented in earlier chapters. These recommendations are intended to serve as a guide for future studies in this field.

#### **A. Conclusions**

In conclusion, the first research question uncovers deep-seated social biases about accents, particularly the Acehnese "ATT" and how one's mother tongue affects English skills. These biases can lead to unfair assessments of someone's language ability and even discrimination. Specifically, an Acehnese accent is often wrongly linked to poor English. A strong mother tongue accent can also result in negative judgments, affecting both social and academic evaluations.

For the second research question, the study shows that accent biases have a mixed impact on students at UIN Ar-Raniry. These biases can motivate some to improve their English but can make others feel insecure, limiting their participation and communication in class. These views also change classroom dynamics and how students interact, indicating a need for a thoughtful approach in educational settings to address these complex issues effectively.



## **B. Recommendations**

The study offers valuable contributions to understanding societal attitudes towards accents, with a particular focus on accents in Aceh. One notable strength lies in its clear presentation of how these regional accents influence evaluations of English language proficiency as well as experiences in educational and social settings. Such insights hold great utility for educators, policymakers, and students.

Nevertheless, the study presents certain limitations. The focus on a single educational institution, UIN Ar-Raniry, and a limited range of accents calls into question the generalizability of the findings. The incorporation of alternative methodologies, such as longitudinal studies or qualitative interviews, could potentially enrich the study's depth and breadth.

Despite these limitations, the study serves as a foundational framework for future research. Subsequent inquiries could extend the scope to include a wider range of educational institutions and accents. Additionally, the inclusion of variables like age, socioeconomic status, and educational background could offer a more comprehensive understanding of the issue.

In summary, the study provides a valuable foundation for understanding the role of accent-related perceptions in educational settings and offers direction for future scholarly investigations.

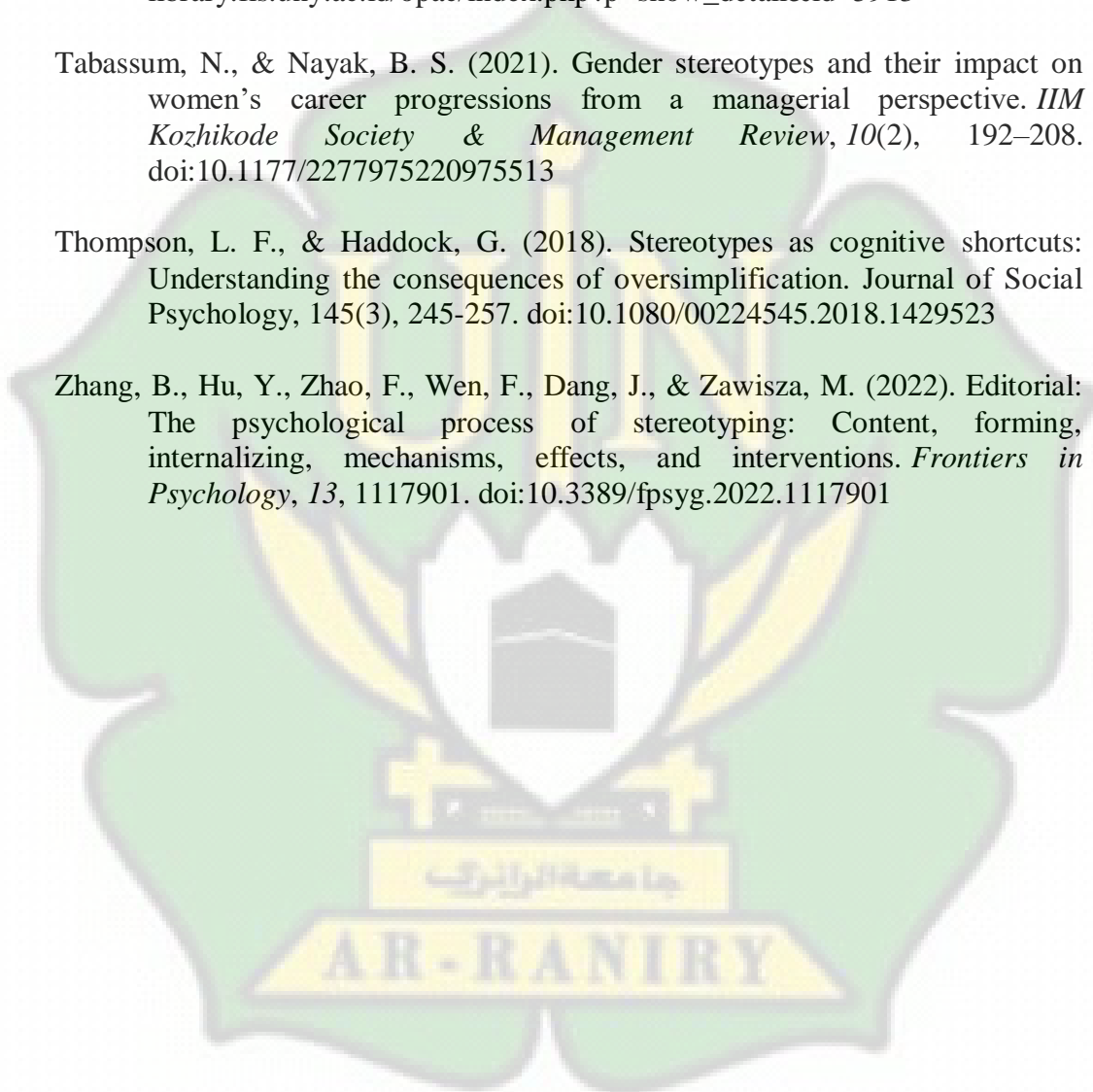
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## APPENDIX A



### SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH Nomor : B - 10847/Un.08/FTK/KP.07.6/09/2023

#### TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR- RANIRY BANDA ACEH

##### DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-2273/Un.08/FTK/KP.07.6/1/2023 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
  - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
  - Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
  - Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
  - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
  - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
  - Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
  - Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
  - Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 03 Januari 2023
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-2273/Un.08/FTK/KP.07.6/1/2023 tanggal 30 Januari 2023
- KEDUA** :  
Menunjuk Saudara:  
1. Dr.phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama  
2. Azizah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Aqila Fadia Indra**  
NIM : **190203012**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Students' Perception toward Stereotypes of English Accent on Speaking Skill at English Department**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Tempat dan tanggal di:  
Banda Aceh  
27 September 2023



- Tembusan**
- Rektor UIN Ar-Raniry (revisi laporan);
  - Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
  - Pembimbing yang bersangkutan untuk diteliti dan dilaksanakan;
  - Mahasiswa yang bersangkutan;
  - Asip

## APPENDIX B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : [0651-7557321](tel:0651-7557321), Email : [uin@ar-raniry.ac.id](mailto:uin@ar-raniry.ac.id)

Nomor : B-7733/Un.08/FTK.1/TL.00/07/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepada Kepala Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AQILA FADIA INDRA / 190203012**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl.Pangraed VII, Ie Masen Kayee Adang No.1 Kec Syiah Kuala Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***STUDENTS' PERCEPTION TOWARD STEREOTYPES OF ENGLISH ACCENTS ON SPEAKING SKILL AT ENGLISH DEPARTMENT***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Juli 2023

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 24 Agustus  
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## APPENDIX C

### *Interview Question List*

1. How would you describe your understanding of stereotypes related to English accents?
2. Have you encountered any stereotypes regarding English accents in your language learning journey? If so, could you provide some examples?
3. How do you think stereotypes related to English accents influence perceptions and attitudes towards speakers of different accents?
4. Are there any specific stereotypes associated with American and British accents that you have come across? If yes, could you elaborate on them?
5. In your opinion, how do stereotypes of English accents affect intercultural communication and language learning experiences within the English Language Department at UIN Ar-Raniry?
6. How do stereotypes of English accents influence your confidence in speaking English?
7. Have you ever felt pressured to adopt a particular accent due to stereotypes or expectations? Could you share your experience?
8. In what ways do you think stereotypes of English accents affect the way students approach pronunciation and speaking practice?
9. Have you observed any differences in the treatment or perception of students based on their accent within the English Language Department? If so, could you provide some examples?
10. How do you think stereotypes of English accents impact the overall language proficiency and communication skills development of students in the English Language Department at UIN Ar-Raniry?