STUDENTS’ PERCEPTIONS ON THE ACCENTS OF NON-NATIVE ENGLISH SPEAKERS IN CRITICAL LISTENING AND SPEAKING 2 CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Popy Kristina Queen Silalahi
Student Number: 111214028

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By
Popy Kristina Queen Silalahi
Student Number: 111214028

Approved by

Advisor

Christina Lhaksmita Anandari, S.Pd, Ed.M.

July 21, 2015
A Sarjana Pendidikan Thesis on

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By

POPY KRISTINA QUEEN SILALAHI
Student Number: 111214028

Defended before the Board of Examiners on August 11, 2015 and Declared Acceptable

Board of Examiners
Chairperson: Paulus Kuswandono, Ph.D.
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Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
DEDICATION PAGE

My mom said, “A prayer makes the effort and hard work meet the perfection.” I said, “I believe that every cloud has a silver lining.”

Don’t forget to smile, because there is a blessing when you smile. We do have a choice.

This work means so much to me that I want to dedicate it to my mother. We share the same dream, and that dream has come true.
STATEMENTS OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 11, 2015

The Writer

Popy Kristina Queen Silalahi
111214028
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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ABSTRACT


Language learning includes four skills: listening, speaking, reading, and writing. In Critical Listening and Speaking 2 (CLS 2) of English Language Education Study Program (ELESP) of Sanata Dharma University, the students are introduced to various English accents. Introducing new accents of English gave new experiences to each student, including the writer. From the experience in CLS 2 class, the writer then tried to discuss the importance of understanding different English accents and to investigate how the students perceived the accents of nonnative English speakers in the videos.

There are two research questions in this study. The first research question is aimed to find out the students’ perceptions on the accents of nonnative English speakers. The second research question is aimed to find out the challenges that students identified in listening to the accents of nonnative speakers of English.

The researcher combined qualitative and qualitative research in this study. The data was collected by using two research instruments: questionnaire and interview. The writer distributed forty six questionnaires to the students of CLS 2 class B and class E in academic year 2013/2014 of English Language Education Study Program Sanata Dharma University. After that, the researcher interviewed four students and two lecturers from both classes.

Based on the findings, the writer concluded that students perceived the accents of nonnative speakers of English positively. They believed that understanding different English accents was useful to enrich their knowledge and also to improve their listening skills. However, they also found some challenges in listening the speakers’ speech. The challenges were the clarity of pronunciation, the speed, the idea organization, the rhythm, and also the motivation. Finally, all students supported to use the nonnative speakers of English videos in CLS2 class in the future.

**Keywords:** accent, perception, the nonnative speakers of English, listening
ABSTRAK


Ada dua rumusan masalah dalam penelitian ini. Rumusan masalah yang pertama bertujuan untuk menemukan persepsi siswa terhadap aksen penutur asing bahasa Inggris. Rumusan masalah yang kedua bertujuan untuk menemukan tantangan-tantangan yang dihadapi oleh siswa dalam mendengarkan aksen penutur asing bahasa Inggris.


Berdasarkan hasil penelitian, penulis menyimpulkan bahwa siswa menerima aksen penutur asing bahasa Inggris secara positif. Merekapercaya bahwa belajar berbagai aksen bahasa Inggris berguna untuk memperkaya pengetahuan mereka dan juga untuk meningkatkan kemampuan mendengarkan mereka. Akan tetapi, mereka juga menemukan beberapa tantangan dalam mendengarkan pembicaraan penutur asing bahasa Inggris. Tantangan tersebut adalah kejelasan pengucapan, kecepatan berbicara, organisasi ide, dan juga motivasi dari siswa tersebut. Pada akhirnya, semua siswa mendukung penggunaan video penutur asing bahasa Inggris di kelas CLS 2 di masa depannya.

Kata kunci: accent, perception, nonnative speakers of English, listening
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Finally, I want to give my gratitude to all people who have supported and helped me during the learning process in ELESP, namely PBI students class A. I am so blessed to live with them. I also feel thankful for the comfortable friendship between us.

Sincerely,

Popy Kristina Queen Silalahi
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CHAPTER I
INTRODUCTION

This research investigates the students’ perceptions on the accents of non-native English speakers and the challenges that they find in listening to the non-native English speakers’ accents in Critical Listening and Speaking 2 class. This chapter consists of background of the study, the problem limitation, the research questions, the objective of the study, the research benefits and the definition of terms.

A. Background of the Study

In the era of globalization, English is a need for every party in the world. Considering the importance of English, many people around the world learn English. Language learning process includes four skills: listening, speaking, reading, and writing. From those four skills, listening is the skill discussed in this study.

Nunan (1998, p. 199) states that, for most people, being capable of understanding second language means being able to speak and write in that language, while the listening skill is considered as a secondary skill. However, he believes that listening is assuming greater importance in foreign language classroom.

English Language Education Study Program (ELESP) of Sanata Dharma University offers a subject related to Listening skill named Critical Listening and
Speaking 2 (CLS 2). Through this subject students learn listening skill more critically than the previous subject (CLS 1). In CLS 2, students are introduced with videos of non-native speaker speaking in English from around the world. The purpose of implementing this material is to introduce the students with various accents of English around the world rather than knowing only native-English accents. Thus, students could enrich their knowledge to help them involve with people around the world in the future.

There are two reasons why the researcher chooses this topic. The first reason is based on the researcher’s experience related to the learning of CLS 2 in the previous semester. At that time, the researcher identified many difficulties in listening to the non-native English speakers. Then, the researcher was wondering about the rationales beyond the use of non-native English speakers audios/videos in CLS 2 class. The second reason is because the researcher wants to discuss the importance of understanding English accents will enrich the students’ knowledge so that in the future they apply that knowledge if they are involved in the real life.

Starting from this experience, the researcher then conducted research on the understanding English accents and to find out the information about how the students perceived the English accents. The researcher expects that by this research, the students could understand the importance of learning English accents around the world. In this section, the researcher discusses two aspects that support the background of this research. They are the listening skill and the accents of non-native English speakers.
In teaching listening, the teacher needs to provide sources to conduct the teaching and learning activity. As stated by Brown (2006), it is the role of the teacher to provide students with varieties of listening tasks and texts. Then, related to this study, the types of listening are various. In listening class, the lecturers do not only offer the listening activity which is spoken by the native speakers of English, but also introduce the listening activity to the non-native English speakers.

Listening to the English speaking for the students who consider English as a foreign language is not easy since they have to understand the meaning of the language and since they have to deal with many technical elements such as the clarity of the speakers’ speaking, the speed, and also the accents. Therefore, listening is a complex skill. It is also supported by Oxford (1993, p. 206) in Amri (2008), who stated that listening is a complex and problem solving skill because it is more than just perception of the sounds. Listening includes comprehension of meaning bearing words, phrases, clauses, sentences, and connected discourse. It is concluded that the students find difficulties to interpret the meaning of the speakers in the listening activity.

Then, listening to the native speakers of English is easy compared to the non-native English speakers. Most of the non native speakers have accents, and the accents seem less credible. Ur (1984, p. 20) also claims that understanding different accents is more or less difficult because the accents are somehow inferior or “wrong”. In addition, the understanding the accents of non-native English speaker is then getting complicated since the listening itself is a complex skill that
requires the listener to listen and catch the idea at the same time. Lund (as cited in Brown, 2006, p. 4) claims that, while understanding a lot of main ideas, the listeners have to “fill in the blanks” of their understanding of the content by guessing the meaning. The students have to understand one idea before understanding another idea that comes to their mind. It is concluded that the listening task is a complex skill that requires ability to listen, to understand the content at the same time, and also to deal with some challenges which also occur from the speakers’ speeches.

The researcher also believes that it is important to identify the reasons on using the audios/videos of non-native English speakers as the teaching material in CLS 2 so that ELESP students realize the importance of understanding various English accents for their learning process. In this study, the researcher discusses the students’ perceptions and the challenges that they find in listening to the accents of non-native English speaker.

B. Problem Limitations

This study discusses the students’ perceptions on the accents of non-native English speakers and also the challenges that they find in listening to it. The challenges discussed in this research are based on some factors that influence listening skill from two points: the speakers of the videos and the students themselves as the listeners. In this study, the researcher focuses more on the non-native English speakers instead of native speakers of English. It is because the aim of this study is to discover the students’ perception on the accents of non-native
English speakers. Meanwhile, in the review of related literature, the researcher gives an example from other related studies about the speaking of both native English speakers and non-native English speakers. This review of related study aims to give better understanding so that the readers could understand this research.

C. Research Questions

Considering the background of the study, the researcher formulates two research questions as follows:

1. How do the students perceive the accents of non-native English speakers in the videos?
2. What are the challenges that the students identify in listening to the accents of non-native English speakers in the videos?

D. Objectives of the Study

The objectives of the study of this research are:

1. To know the students’ perceptions on the accents of non-native English speakers in the videos.
2. To identify the challenges in listening to the accents of non-native English speakers in Critical Listening and Speaking 2 class.
E. The Benefits of the Research

This research hopefully is beneficial for the students, the lecturers, the English Language Education Study Program of Sanata Dharma University, and also other researchers

1. The Students of English Language Education Study Program

This research hopefully is beneficial for students to understand the importance of understanding various accents of English. Students who are not really interested in the listening course are expected to know the importance of listening, especially about the accents of non-native English speakers so that they enrich their knowledge of many English accents around the world.

2. The Lecturers of Critical Listening and Speaking 2 of English Language Education Study Program

Through this research, the lecturers could better understand how the students perceive the accents of non-native English speakers. Besides, the lecturers also identify the difficulties that students find so that both the student and the lecturer discuss it to improve the students’ learning process.

3. The Critical Listening and Speaking 2 Class

Through this research, the researcher expects that all listening classes of CLS 2 in ELESP of Sanata Dharma University could use the non-native English speakers videos/audios as the teaching material so that the students are aware of the importance of understanding various English accents.
4. **Other Researchers**

The researcher expects that the information in this study could be beneficial for those who want to conduct the same research in different fields. Besides, this information would help other researchers to see further the importance of understanding various English accents.

F. **Definition of Terms**

In order to give the clear explanation and to avoid misunderstanding on behalf of the readers, the researcher provides the definition of terms used in this study. This helps the readers to understand the content or theories in this study.

1. **Perception**

George and Jones (2005, p. 105) claim that perception is defined as the process by which individuals select, organize and interpret the input from their senses (vision, hearing, touch, smell and taste) to give meaning to world around them. In other words, perception in this study is the students’ view of the material (the accents of non native English speakers) in CLS 2 class.

2. **Non-native Speakers**

Medgyes (1992) states that non-native speakers by their nature are norm-dependent. They use English as an imitation of some form of native form. In this study, non-native English speakers are defined as people who speak English as the second language or the foreign language.
3. **Accent**

Accent refers to the aspects of ‘pronunciation’, or prominence, or both. Wales (2001, p. 2) identifies an accent as a certain form of a language spoken by a subgroup of speakers of that language that identifies the speakers’ place of origin regionally.

4. **Listening Skill**

Listening is one of the four skills in the language learning. Nunan (1998, p. 1) believes that listening is the basic skill in the language learning. Without listening skills, learners will never learn to communicate effectively. In this study, listening comprehension is the skill of language learning that students learn in order to understand and comprehend the meaning delivered by the speakers of the audio recordings.

5. **Critical Listening and Speaking 2 Class**

Critical Listening and Speaking 2 (CLS 2) class is offered in semester 4. According to the book of PBI Academic Guideline (2011, p. 39), CLS 2 has the prerequisite course: Critical Listening and Speaking 1. Through this course, students are taught on how to employ strategic skills and to comprehend advanced and extended discourse such as news reports, narratives, expository passages, paraphrase, take notes, and summarize advanced extended discourse.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories which are used to answer the research questions. The researcher divides this chapter into three sections. They are theoretical description, review of related studies, and theoretical framework.

A. Theoretical Description

In this section, the researcher reviews the description of perception, the accent, and listening skills.

1. Perception

The fundamental component in understanding why people behave the way they do is called perception. Perception is described as how someone perceived something on some particular matters. George and Jones (2005) claim that perception is the process by which individuals select, organize, and interpret the input from their senses (vision, hearing, touch, smell, and taste) to give meaning to world around them. The sensory organs, for examples are eyes, ears, tongue, nose and skin create the process of perception (p. 105)

In this study, the students use their sense (hearing) to create perception. Then the students’ perceptions on the listening activity in CLS 2 class could be positive or negative. One factor that influences the perception is motivation. Cegala (1981), and Daly and McCroskey (1984) in Brownell (1996, p. 50) state that motivation is the key to concentration and accurate interpretation in any activity. Thus, when
the students are motivated to devote their effort and energy to the listening activity, they have a good perception and improve their listening skills. On the other hand, the students do not have a good perception if they are not motivated to devote their effort to the listening activity.

Further, Altman, Valenzi, and Hodgetts (1985, p. 85) also state that perception is the way stimuli are selected and grouped by a person so that they could be meaningfully interpreted. In other words, it was a person’s view of reality. Someone’s perception on something is influenced by many factors, and those factors make the perception different among others. The following are the factors influencing perception according to Altman et al., (1985, p. 86).

a. **Selection of Stimuli**

   The process in which the person focuses only on small numbers of stimuli (information) is also known as selection of stimuli. It is one of the reasons why people perceive things differently. For example, in this study, some students are able to concentrate and focus in selecting the most important information from the speakers’ speaking while others could not select which information that is the most important.

b. **Organization of the Stimuli**

   The information which has been selected then must be arranged in a meaningful way. The organization could be done by selecting certain items and putting them together in a meaningful way. For example, in this study, the students are able to deliver the information that he/she gets from the videos by
using appropriate words so that everybody in the class could understand the content of the videos.

c. **The Situation**

Perceiving a situation is related to how well a person adjusts his or her behavior to the situations. For example, a student who has never heard the non-native speaker’s speaking might find it difficult to understand the content of the speaking. Then the situation is different when the other students who has ever heard the non-native speakers’ speaking.

d. **Self-Concept**

The way a person feels about and perceives himself is known as self-concept. This self-concept is important because the mental pictures determine much of what a person perceives and does. For example, a student might see himself as an intelligent person who is able to listen to non-native speakers’ speaking well.

2. **Accent**

Accent broadly refers to aspects of pronunciation, prominence or both. Most commonly, the features of pronunciation (e.g. choice of vowel, intonation) identify the speaker’s place of origin regionally. In phonetics, accent is usually applied to syllables or words which are prominent, whether by loudness and intensity (stress) and pitch change (intonation), Wales (2001, p. 2).

The following section discusses understanding different accents, attitudes toward the non-native accents and the challenges in listening to non-native English accents.
a. **Understanding Different Accents.**

Today, many people who do not share the same languages used English as the medium of communication. For example, we could see most people concerned with business industries speak English. Then, people who do not speak English as their first language have a certain accent depending on where they come from. The different accents might cause the speeches to be difficult to be understood by others. Ur (1984, p. 20), claims that the listener tries to deal with different accents at first by claiming that the second speaker’s accent is somehow inferior or “wrong”.

However, understanding different accent is important for the students’ future if they are involved in the real life. Ur also added that learners who have some experiences in listening and understanding a number of different accents are more likely to be successful than those who have only heard one or two.

b. **Attitudes towards the Non-native Accents**

Attitude is a particular feeling about something. Sorenson (1964) explains that:

> An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea, or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual (p. 349)

Therefore, the attitudes towards the accents could be positive or negative. It is negative when the accent of the non-native speaker is considered as less credible. Ari (2010, p. 1040) claims that the difficulty in understanding different accents presents a reason for perceiving non-native speakers as less credible. That is why
a person could not make the speech of non-native speakers as a model for a good and standardized speaking.

However, the attitude towards the non-native English speakers changes into positive when the purpose of learning many accents of English is viewed as something meaningful. Ur (1984, p. 20) claims that the learners who learn many accents are more likely to be successful than those who have only heard one or two accents. On the other hand, people make the native accents as the good or standardized model for speaking.

c. The Challenges in Listening to the Accents of Non-native English Speakers

Listening to the accents of non-native English speakers is not easy to be compared to listening to native English speakers since we should deal with many aspects from the speakers’ speaking. The following are the challenges that are identified in listening to non-native English speakers’s accents.

1) The Pronunciation

Syafei (1988) states that pronunciation is a two-fold process. It involves the recognition of sounds as well as the production of sounds.

2) The Stress

The stress is used in phonetics and refers generally to the prominence given and perceived. The prominence is identified as the force or intensity of air coming from the lungs, perceives as loudness by the listener (Wales, 2001, p. 369).
3) **The Intonation**

   The intonation describes the distinctive prosodic patterns or contours of rise and fall pitch or tone in speech utterances (Wales, 2001, p. 221).

4) **The Dialect**

   The dialect refers to a variety of language associated with subsets of users: in a geographical area or with a social group (Wales, 2001, p. 105).

5) **The Rhythm**

   The rhythm is generally described as the perceptual pattern of accented or stressed and unaccented or unstressed syllables in a language (Wales, 2001, p. 348).

3. **Listening Skills**

   In this section, the researcher presents the importance of listening, the nature of listening, the process in listening, and the factors that influence listening.

a. **The Importance of Listening**

   Listening is one of the four skills in language learning. Four skills complement each other. The objective of language learning is obtained when it is started with listening skill. Listening skill is an important skill because it is crucial to the students’ success in studies, career, or even social relationships. Further, Rost (1994) points out

   listening is vital in language classroom because it provides input for the learners. Without understanding input at the right level, learner cannot begin the language learning. (as cited in Nunan. 1999, p. 200)

   When students have a good listening skill, it means that they could get information and apply it effectively. Students also spend most of the time in
listening activity when they listen to the lecturer explaining the material. Thus, if the students could listen better to the lecturer’s speaking, they could take important information and the learning objectives can be obtained.

b. The Nature of Listening

Anderson and Lynch (1988, p. 4) distinguish listening into two aspects: reciprocal and non-reciprocal. Reciprocal listening refers to listening tasks where the listener interacts with the speaker. The examples are the teacher talk with the students and talking on the phone. Whereas, the non-reciprocal listening refers to the listening in which the transfer of information is in one direction only. In other words, the speaker does not interact with the listener. The example of non-reciprocal listening is listening to the radio. In this study, the listening activity is related to the non-reciprocal listening. It is listening to the non-native English speakers’ accents from the videos.

c. The Process in Listening

Nunan (1999, p. 200) mentions that there are two views on processing listening comprehension. They are bottom-up and top-down. The bottom-up processing model is a process of decoding the sounds that one hears from the smallest meaningful units (phoneme) to the complete text. Whereas, top-down view suggests that the listeners actively construct the original meaning from the speaker using incoming sounds as clues. In this process, the listener uses prior knowledge of the context and situation to make sense of what he or she hears.
The Factors That Influence Listening

In this part, the researcher discusses some factors that influence listening. The researcher divides the factors into two categories, (1) factors from the listeners and (2) factors from the speaker. In listening to native speaker or non-native speaker of English, these variables are defined as the factors that determine the process in listening comprehension.

1) From the Speakers

There are some factors from the speaker’s speaking that influence the learners in perceiving the listening comprehension. The researcher specifies them as follows:

a. The Speed

When a person listens to his/her own native language, he/she usually has no problem with the speed and understands without effort. Anderson and Lynch (1988, p. 22) also stated that the attention when listening to native language is focused on the meaning the speaker is trying to convey rather than language sound the speaker is producing.

With large number of different speakers, with different voices and accents, speed is one aspect that can influence the listeners understanding. The speed is influenced by the accent of the speaker. For example, Russians tend to speak very fast in their native language. As a result, they also tend to speak fast in English.

b. The Clarity of the Speaker’s Speech

Brownell (1996) states that the clarity of the message and other speaker variables affect someone’s listening ability. The clarity of the speaker’s speaking
is seen from two points of view: the clarity of information organization delivered by the speaker and also the clarity of the pronunciation.

The clarity of the organization includes how the speakers delivers the information or ideas. For example, the speaker delivers his speech with jumping or organized ideas. On the other hand, the clarity of the pronunciation also needs to be concerned. The non-native English speaker tends to pronounce the words less clearly as the native speakers. It is supported by Ari (2010, p. 1093) who stated that most non-native speakers have accents and the accents seem less credible.

2) From the Listeners

Besides the factors from the speakers, there are also some factors that come from the listener. The listener is the individual who processes the information he/she hears. Factors that determine the students’ achievement in listening comprehension are such follows.

a. The Motivation

The motivation is the fundamental aspect that influences a student to perceive any learning. Cegala (1981) and Daly and McCroskey (1984) in Brownell (1996, p. 50) state that motivation becomes the key to concentration and accurate interpretation. Thus, when students are motivated to devote their effort and energy to the activity and connect what the speakers in the videos said with their personal needs and interest, they could improve their listening skill.
b. The Anxiety and Stress

The anxiety and stress also become the factors that influence students to achieve the listening activity. Brownell (1996, p. 50) claims that the learners’ attitude towards communicating in general affects their stress level and consequently the overall listening ability. It means that if the students are not able to catch the main idea or lose information during the listening section, they could experience stress that affects their performance in finishing their listening task. Furthermore, Philip as cited in Brownell (1996, p. 50) also claims that high anxiety in listening situation leads the students to ask questions that have been already answered or make unrelated statements to the topic of discussion.

c. The Gender

Gender is a factor that influences someone in perceiving the success in listening. Goleman (1978) claims that women performs better on tasks that involve verbal ability and they are more sensitive to nonverbal cues, while men perform better in visual skill (as cited in Brownell, 1996, p. 51). Thus, it is concluded that women are more likely to be excellent than men in mastering the listening skill.

B. Review of Related Studies

The related study of non-native English speaker had been done by a previous researcher. Listening to the native English speakers and to the non-native English speaker somehow yields different results in speaking, such as the accent. The use of the videos with different English accents becomes a challenge for the
students when they lack the understanding different accents from around the world.

Research conducted by Weyant (2007) discussed the use of audio recording of two women speaking in English with different accents. Both speakers read the same script, but the content of the two recordings is the same. However, one of the women speaks English as her first language, whereas another speaks Spanish as her first language. Both women speak English fluently and could be understood readily, but the one who speaks English as the second language has a recognizable accent.

The accents influence the speakers’ speaking reflecting that they come from different countries and use English differently. The non-native English speaker speaks in English with her Spanish accent that is recognizable. Another research on non-native speaker accent is also conducted by Ari and Keysar (2010). The result shows that the non-native speech is harder to understand. The accent makes the non-native speakers sound less credible. Thus, the accented speech of non-native speakers is considered as less truthful than native speaker’s speech.

C. Theoretical Framework

There are two main points involved in this theoretical framework. To answer the first research question about how the students perceived the English accents, the researcher uses the theory of the factors that influence perception
from Altman et al., (1985), the factors that influence listening, and understanding different accent.

To answer the second research question about the challenges that students find in listening to the English accents, the researcher uses two theories. The first theory is the factors that influence the listening skill such as the speed, the clarity of the speaker, and motivation. The second theory is the challenges that are found in listening to the non-native English accents such as the accent, the pronunciation, the stress, the intonation, the dialect, and the rhythm.

Furthermore, to determine how the students perceive the accents of non-native English speakers, some theories that had been discussed in theoretical description are used to explore issues related to answering the research questions in this study.
CHAPTER III
METHODOLOGY

This chapter deals with methodology used by the researcher to obtain the data needed to answer the research problems. This chapter is divided into six parts. There are research method, research participants, research instruments, data gathering techniques, data analysis techniques, and research procedures. The methodology research is done to answer the two research questions in this study.

A. Research Method

In this study, the researcher combined both types of quantitative and qualitative research as the approach to answer two research questions. Best and Kahn (2006, p. 271) stated that, one research that often uses both types of research methodologies (qualitative and quantitative) is survey research. Further, it is also explained that a survey could contain questions that provide quantitative response and also ask questions that result in qualitative data.

It is also supported by Creswell (2015, p. 19), who stated that both quantitative and qualitative data might employ similar approaches, such as interview or questionnaire. Quantitative approaches use the closed-ended responses categories (e.g., strongly agree, strongly disagree, agree and disagree), such as in the questionnaire. On the other hand, qualitative approaches use open-
ended approaches to ask general question to the participants such as in the interview.

Creswell (2015, p. 13) states that one of characteristics in quantitative data is to collect the data in the form of number using instruments with preset question and response (e.g., questionnaire). On the other hand, in qualitative research, the data is collected based on words (e.g., interview) from small numbers of individuals.

B. Research Participants

This research was conducted in semester four academic year 2013/2014. The participants of this research were students of Critical Listening and Speaking 2 (CLS 2) class B and class E from English Language Education Study Program in Sanata Dharma University. Before taking CLS 2, the students had taken some courses related to the listening course. The courses are Basic Listening, Intermediate Listening, and Critical Listening and Speaking 1. Class B and class E were handled by two different lecturers.

The total participants who filled the questionnaires were forty six students coming from Class B and Class E which included eleven males and thirty five females. Then, the participants for the interview were four students and two lecturers. The researcher interviewed one student from Class E and three students from class B. In selecting the interviewees, the researcher referred to the participants’ responses in the questionnaire results. The sampling of the
interviews were chosen based on those who had the positive and negative perception on the accents of non-native English speakers in the videos.

C. Research Instruments

There were two research instruments used in this study. They were the questionnaire and the interview. The first instrument was the questionnaire. Wallace (1998, p. 124) states that questionnaires are usually set in a very systematic way, and often being answered by reading the question, ticking responses and writing short answers. The questionnaires in this study were used to answer the two research questions. The questionnaires were distributed to the forty six students of CLS 2 class B and class E on May 13, 2015.

The second instrument was the interview. The researcher provided the open-ended structured interview. Wallace (1998, p. 124) states that open-ended could cover quite a wide range of interaction from something like a spoken questionnaire to something like a conversation. Open-ended questions permitted an unlimited number of possible answers and also made the participants to answer in detail and to clarify the responses. The researcher interviewed the students on May 13, 2015 and the lecturers on May 15, 2015.

D. Data Gathering Technique

This section deals with two research instruments (questionnaire and interview) and the technique in gathering the data.
1. **Questionnaire**

In the questionnaire, the participants were asked to put a tick to their choice of answers in the provided column. The questionnaires designed in this study were in the form of statements which had scales for each statement to measure the frequency of agreement. The scale that was used in this study was Likert scale. Ary, Jacobs and Sorenson (2010) claim that a Likert scale assesses attitude toward topic by presenting a set of statements.

There were four columns for each statement. They were strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The value in the column in Likert scale is 1 up to 4, with the agreement as follows.

1 was for strongly disagree
2 was for disagree
3 was for agree
4 was for strongly agree

There were twenty (20) questions in the questionnaire and it was divided into two parts. The first part was closed-ended, with fifteen (15) questions. The second part was open-ended, with five (5) questions. The form of closed-ended questions are drawn as follows.

**Table 3.1 The Closed-ended Questions**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Generally, I enjoy the listening activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
In order to answer the research questions, the researcher provided the questions based on the theories discussed on chapter two. Thus, in designing the questionnaire, the researcher made the blueprint as follows.

**Table 3.2 The Questionnaire Blueprint**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Indicators</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Students’ perception on the accents of non-native English speakers.</td>
<td>Closed-ended</td>
</tr>
<tr>
<td>7-15</td>
<td>The challenges that students found in listening to the accents of non-native English speakers.</td>
<td>Closed-ended</td>
</tr>
<tr>
<td>1-5</td>
<td>Review on the students’ opinion on accents of non-native English speakers and the challenges.</td>
<td>Open-ended</td>
</tr>
</tbody>
</table>

Based on the blueprint, the researcher divided fifteen statements from the close-ended questions into two categories. The statements one to six represented how the students perceived the accents of non-native English speakers. The questions are drawn in the following example.
Table 3.3 The Example of the Question on Students’ Perception

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>I enjoy listening to the non-native English speakers accents in CLS 2 class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

After that, statements seven to fifteen represented the challenges that students found in listening to the non-native English speakers. The questions are presented in the following table.

Table 3.4 the Examples of the Questions on the Challenges

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>I can catch or understand the main ideas in the recording of non-native English speakers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>I can deal with the speed of speaking from the non-native English speakers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

After answering the questions in the closed-ended part, the participants were asked to answer five (5) questions in the open-ended questions. The answers from the open-ended questions were used to support the close-ended statements.
2. **Interview**

The researcher provided the open-ended structured interview. Wallace (1998, p. 124) claims that open-ended questions cover quite a wide range of interaction from something like a spoken questionnaire to something like a conversation. The researcher interviewed both students and lecturers. The following table is the example of the questions that were asked in the interview.

**Table 3.5 the Examples of the Question in the Interview**

<table>
<thead>
<tr>
<th>Interview the students</th>
<th>Interview the lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like listening activities?</td>
<td>1. Why did you use non-native speaker of English accents in conducting the class?</td>
</tr>
<tr>
<td>2. What are the challenges that you found in listening to NNS of EA Audios?</td>
<td>2. How did you conduct your class using the videos of Non-native English speakers’s Accents?</td>
</tr>
<tr>
<td>3. How does the NNS of EA enrich your knowledge of English accents?</td>
<td></td>
</tr>
</tbody>
</table>

E. **Data Analysis Technique**

This section presents the techniques of analyzing the data that were taken from the questionnaires and the interviews.

1. **Data from the Questionnaire**

In this study, the data techniques were expected to be able to gain information in order to answer the research questions. The questionnaires were aimed to find the student’s perception to the accents of non-native English speakers in CLS 2 and also the challenges that they identified.
First, the researcher counted the number of circles on each degree of agreement of each item. They were strongly agree, agree, strongly disagree and disagree. Second, the researcher counted the average of each degree of agreement. Third, the researcher calculated the raw data into percentage. The formula of percentage calculation is as follows.

\[
\frac{\sum x}{\sum n} \times 100\%
\]

In which:

\(\sum x\) : the number of students based on degree of agreement,

\(\sum n\) : the number of all students.

2. Data from the Interview

The researcher analyzed the data gained from the questions in the interview and the open-ended questions in the questionnaire by summarizing and categorizing the answers. The researcher also categorized the findings so that the students’ perception on the non-native English speaker and the challenges were drawn clearly.

F. Research Procedure

In this study, there were three main steps taken to conduct the data. The steps were (1) distributing questionnaire, (2) interviewing both of the students and the lecturers of CLS 2 class, and (3) analyzing and interpreting the data.
1. **Distributing the Questionnaires**

   The questionnaires were distributed to the students of CLS 2 Class B and Class E. The researcher was able to distribute the questionnaire after the students had nine meetings of learning process in class. In distributing the questionnaires, the researcher was given fifteen minutes by the lecturers to distribute the questionnaire in the beginning of the class. The researcher also assumed that the students were able to fill the questionnaires on the same day the questionnaires were distributed.

2. **Interviewing the CLS 2 Students and the Lecturers**

   After distributing the questionnaire, the next step taken was to interview the students. The interview was conducted on May 13, 2015. There were four students chosen by the researcher based on their responds on the questionnaires which was coded from A to D. In the interview process, the students were asked seven questions which support the answer for the research questions.

   After interviewing the students, the researcher also interviewed the lecturer on May 8, 2015 and May 15, 2015. The information from interviewing the lecturers helped the researcher to provide the additional information about the specific background or rationale of offering the material on non-native speaker of English accents in CLS 2 class. There were seven main questions that the researcher asked to the lecturers. The interview was recorded by voice recorder.
3. Analyzing and Interpreting the Data

In this study, the last step taken was analyzing and interpreting data. The data were obtained from distributing questionnaires, and interviewing both the students and the lecturers from CLS 2 class. The data taken from those steps were analyzed, and interpreted then stated in conclusion. After all the procedures were completed, the research findings are then presented in the next chapter.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analyzes the data which had been gathered from the research by distributing the questionnaires and conducting the interviews. From the analyzed data, the researcher acquired the findings to address the research questions about the students’ perception on the accents of the non-native English speakers and also the challenges that students identified in listening to the accents of non-native English speakers.

The researcher divides this chapter into two main sections. The first section is findings. This section clarifies the findings from both questionnaires and interviews. The second section is discussion. In this section, the researcher presents the answers for the research questions.

A. Findings

In this section, the researcher presents the findings gathered by the questionnaires and the interview. The findings in this study are divided into two categories. The first category is to answer the first research question and the second category is to answer the second research question.

1. Students Perceptions on the Accents of Non-native English Speakers

In the questionnaire, the statements one to six represented how the students perceived the English accents of the speakers. Through these statements, the
researcher tried to identify the importance of understanding English accents. The statements in this category are represented as follows.

**Table 4.1 The Distribution of the Responses to Students’ Perception on the Accents of Non-native English speakers**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequencies of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>Generally, I enjoy the listening activities.</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>2.</td>
<td>I learn various kinds of English accents in CLS 2 class such as Indian, Spanish, British, Arabic, and Finnish.</td>
<td>- -</td>
</tr>
<tr>
<td>3.</td>
<td>I enjoy listening to the speech of non-native English speakers in CLS 2 class.</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>4.</td>
<td>I believe that knowing various kinds of English accents are important to enrich my knowledge of English accents.</td>
<td>- -</td>
</tr>
<tr>
<td>5.</td>
<td>I believe that listening to the various English accents could improve my listening skill.</td>
<td>- -</td>
</tr>
<tr>
<td>6.</td>
<td>I believe that introducing types of English accents is effective for my listening skill.</td>
<td>- 1 (2.17%)</td>
</tr>
</tbody>
</table>
In the first statement in this category, the students were asked about the students’ enjoyment on the listening activity. Most of them answered that they enjoyed the listening activity. It was proven by twenty nine students (61.70%) who chose “agree” and thirteen students (27.66%) chose “strongly agree”. There was one student (2.13%) who chose “strongly disagree” and three students (6.38%) who chose “disagree”.

The second statement was about the various kinds of English accents that students have heard in CLS 2 class. The English accents were Indian, Spanish, British, Arabic and Finnish. In addition, from the findings in the open-ended questions, the students added some information about English accents that they had heard. The accents were from Japanese, Russian, Indonesian and Singapore English.

The third statement was about the students’ enjoyment in listening to the non-native English speakers. The researcher found that most of the students enjoyed listening to non-native English speakers accents. It was proven by the fact that thirty students (74.47%) chose “agree” and four students (8.51%) chose “strongly agree”. On the other hand, there were six students (12.77%) who chose “disagree” and one student (2.13%) who chose “strongly disagree”. They did not enjoy the listening activities because some of them felt that the speaking of the non-native English speakers was difficult to understand. Moreover, the “mispronunciation” from the speaker distracted the students’ attention from understanding the content of the material.
All students also believed that knowing various English accents could enrich the students’ knowledge on English accents. The following figure presents how the students perceived the English accents to enrich their knowledge.

**Figure 4.1 Accents of Non-native English Speakers can Enrich Students’ Knowledge**

From the figure above, it can be seen that all of the students perceived the English accents positively. It was proven by twenty five students (53.19%) who chose “agree” and twenty one students (44.68%) who chose “strongly agree”. There was no student who chose “disagree” and “strongly disagree”. The students also stated that the knowledge on English accents was useful to help them to communicate or to interact with many people around the world who use English.

In addition, the students also believed that by being introduced to different types of English accents, they were able to improve their listening skills, as shown by the statements five with the result twenty three students (48.94%) chose “agree” and twenty three (48.94 %) students chose “strongly agree”. The result from the open-ended questionnaires also showed that, listening to non-native English speakers’ accents helped them to be more sensitive to many sounds of English accents. It increased their awareness to correct the mispronunciation from the non-native English speakers.
The students also believed that understanding various English accents was effective to improve their listening skill. Thirty two students (68.09%) chose “agree” and thirteen students (27.66) chose “strongly disagree”. There was only one student who chose “disagree”.

In conclusion, most of the students had positive perceptions on the accents of non-native English speakers. They perceived that understanding various kinds of English accents could give them some benefits. The benefits are to enrich the students’ knowledge of English accents and to help them to improve their listening skills.

2. The Challenges in Listening to the Accents by Non-native English Speakers

In the questionnaire, the second category was about the challenges that students identified in listening to the accents of non-native English speakers in their speaking. This category included the statements from seven to fifteen. The researcher divided the challenges as represented in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequencies of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>I felt challenged to listen to new accents of English</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>I could catch or understand the main ideas in the recording of non-native English speakers.</td>
<td>-</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9.</td>
<td>I could understand the native speakers of English (such as America and British) better than non-native English speakers</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>10.</td>
<td>I could deal with the speed of speaking from the non-native English speakers</td>
<td>1 (2.17%)</td>
</tr>
<tr>
<td>10.</td>
<td>The information organization delivered by non-native English speakers was better than the native speakers of English.</td>
<td>2 (4.35%)</td>
</tr>
<tr>
<td>12.</td>
<td>The accents of non-native speakers made the speech hard to comprehend.</td>
<td>-</td>
</tr>
<tr>
<td>13.</td>
<td>The clarity of pronunciation from non-native speakers was sometimes hard to understand.</td>
<td>-</td>
</tr>
<tr>
<td>14.</td>
<td>I am more motivated to learn native speakers of English accents than non-native English speakers accents.</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>I support the learning of listening activities on various English accents in the future for students.</td>
<td>-</td>
</tr>
</tbody>
</table>

The first statement in the table was about the students who found that the accents of non-native English speakers was challenging to be understood. The
result showed that most of the students agreed that they were challenged to listen to new accents of English. It was proven by twenty seven students (57.45%) who chose “strongly agree” and seventeen students (36.17%) who chose “agree”. There were two students (4.26%) who chose “disagree”, which means that listening new English accents did not really challenging for them. The non-native English speakers speeches could be challenging for the students because this material was first introduced to them in CLS 2 class. They were not accustomed to listening to the non-native English speakers speeches of many countries previously in their class or daily life. The result is also represented in the following figure.

![Figure 4.2 Students Who found the Accents by Non-native Speakers of English was Challenging.](image)

The second statement was about the challenge in listening to non-native English speakers videos which was about to catch or understand the main idea from the speaking. Most of the students stated that they were able to catch or understand the main idea from the speeches. It was proven by thirty students (63.83%) who chose “agree”, and seven students (14.89%) who chose “strongly agree”. On the other hand, there were nine students (19.15%) who could not catch
or understand the main idea from the videos. From the result from open-ended questions and interview, the students stated that they could catch or understand the main idea by guessing what the speakers said. Then, it was getting complicated when they had to take notes while recognizing the mispronunciation words at the same time.

The third statement was about understanding the speeches from both native speakers of English and non-native English speakers. In this statement, the students who chose “agree” and “strongly agree” were considered as the students who understand the native English speakers better than non-native English speakers. Thus, the result showed that there were twenty five students (53.19%) who chose “agree” and ten students (21.28%) who chose “strongly agree”. There were ten students (21.28%) who chose “disagree” and one student (2.13%) who chose “strongly disagree”. Furthermore, most of the students understood the native speakers of English speeches because they explained that they had been accustomed to listening to the native English speeches through their learning in campus and also from the listening activity in their daily life.

The fourth statement was about the speed as one of the challenges. The result showed that twenty four students (51.06%) who chose “agree” and six students (12.77%) who chose “strongly agree” were able to deal with the speed from the non-native English speakers. There were fifteen students (31.91%) who chose “disagree” and one student (2.13%) who chose “strongly disagree”, which means that they were not able to deal with the speed of the speakers. Some of
them said that the speed of speakers from some countries for example, Russian
who spoke too fast when he speaks in English.

The fifth statement was about the students who were able to deal with the
accents of the speakers. The result showed twenty seven students (57.45%) who
chose “agree” and three students (6.38%) who chose “strongly agree” able to deal
with the accents of non-native speakers. On the other hand, there were sixteen
students (34.04%) who chose “disagree”. The accents were difficult to understand
depended on the countries where the speakers come from. The example was from
how the Indian spoke in English. They pronounced the words in English with their
accents which were very recognizable so that sometimes the students felt that their
pronunciation was wrong.

The sixth statement was about the information organization delivered by
the non-native English speakers compared to the native speakers of English. The
information organization here means the grammar and the way the speaker
delivered the information such as the jumping ideas or the choice of words. The
result showed that the information organization delivered by the non-native
English speakers was not as better as how it was delivered by the native speakers
of English. It was proven by thirty students (63.83%) who chose “disagree” and
two students (4.26%) who chose “strongly disagree”.

The seventh statement was about the clarity of pronunciation from the
non-native English speakers. The result showed that most of the students could
not deal with the speakers’ pronunciation. It was proven by thirty four students
(72.34%) who chose “agree” and nine students (19.15%) who chose “strongly
disagree”, while there were three students (6.38%) who chose “disagree”. The pronunciation was hard to understand because the accents influenced the speakers’ speeches.

The eighth statement was about the students’ motivation to listen to non-native English speakers speeches. The result showed that most of the students were motivated to learn native speakers of English rather than non-native English speakers. It was proven by twenty three students (48.94%) who chose “agree” and eight students (17.02%) who chose “strongly disagree”. On the other hand, there were fifteen students (31.91%) were motivated to learn non-native English speakers.

The last statements in the table 4.2 stated that almost all of the students agree to support the learning of listening on various accents of English in the future to ELESP students. It was proven in the results that shown there were twenty four students (41.06%) who chose “agree”, and twenty students (42.55%) chose “strongly agree”. From the result of the questionnaires, it could be concluded that most of the students agree or motivated to learn various kinds of English accents in CLS 2 class though they still face the challenges that they might find through the activity.

In conclusion, the researcher concluded that all students had a positive perception on the accents of non-native English speakers. In the end, they shared the same opinion that being introduced the English accents was meaningful for their learning process though in the process of listening they identified challenges or difficulties.
B. Discussion

In this section, the researcher discusses the data result to answer two research questions. The first was about how the students perceived the accents of non-native English speakers in the videos. The second was about the challenges that students identified in listening to the accents of non-native English speakers. The discussions is presented as follows.

1. Students’ Perceptions on the Accents of Non-native English Speakers

Altman, Valenzi, and Hodgetts (1985: 85) claim that perception is the person’s view of reality. In this study, the researcher conducted research to answer the two research questions.

The first research question was about the students’ perception towards the English accents of non-native speakers. To discuss this research question, the researcher referred to the data collected both by the questionnaire and interview result. Based on the collected data, all of the students perceived the accents from the non-native English speakers positively. Thus, in this study there were three aspects that created the perception. They were: the benefits of being introduced English accents, the factors that influenced perception, and the challenges.

Based on the result, being introduced various kinds of English accents gave some benefits to the students. First of all, all students believed that learning various kinds of English accents could enrich their knowledge of English accents in case that they were able to realize that English was not only from America or British like they used to learn, but also from around the world such as Singapore, India, Arab, Russia, Japan, and Indonesia. Learning many accents around the
world also gave benefits to the students for the sake of their future. It was proven by Ur (1984, p. 20), who claimed that learners who had some experience in listening to and understanding a number of different accents were more likely to be able to work successfully with other ones than those who had only heard one or two. Thus, it was expected that students could also communicate with other people around the world who use English.

The second benefit was that understanding various kinds of English accents could improve students’ listening skills. It was proven by statements six in the first category, where all students chose “agree”. The students became more “sensitive” to many sounds of English pronunciation. When they heard the speakers mispronouncing the words in English, the students practiced to correct them. They thought that the non-native speakers’ pronunciation is sometimes “wrong”. Ur (1984, p. 20) also stated that the listener tried to deal with different accents at first by claiming that the second speaker’s accent was somehow inferior or “wrong”. Therefore, by recognizing the mispronunciation words from the speakers, the students had practiced their listening skills.

The second aspect was the factors that influenced perception. Factors that influenced students’ perception were different from one student to the other students. In this study, the researcher used the theory from Altman, Valenzi, and Hodgetts (1985) about the factors that influence listening to explain this section. They were selection of stimuli, organization of stimuli, and situation.

The first factor was the selection of stimuli. Selection of stimuli was the process in which one student focused on one thing better than others though there
was distraction around him. For example, the result of the interview showed that one student could only focus on one thing such as correcting the pronunciation while he had to find the main idea of the material. On the other hand, some students could prove that they were able to catch the main ideas, while they were recognizing the mispronunciation and still focus on the listening. It could be concluded that each person has different threshold levels.

The second factor was the organization of stimuli. According to Altman et al., organization of stimuli was the process of how a person managed the information in a meaningful way. Each student had different ability to manage the information he/she heard and then formulated it into the meaningful information. For example, one student was able arranging the data, selecting the certain items and putting them together in a meaningful way.

The third factor was the situation. According to Altman et al., the situation was about how well a person adjusted his/her behavior to a situation. For example, this material (non-native English speakers accents) was considered as something new for some students, while some others said that they had accustomed to listening to some non-native English speakers such as Japanese, and other Asian people. The students who had accustomed to listening to non-native speakers’ speeches achieved the speech was easier than those who did not. Thus, this was how the students were able to adjust their ability to the situation.

The third aspect that created perception was the challenges. All students agreed that understanding different English accents was challenging. In this study,
the researcher concluded that the challenges came from both the students themselves and also the speakers in the videos.

2. The Challenges in Listening to the Accents by Non-native English speakers

Being introduced to new accents of English gave new challenges to students. These challenges influenced the students in perceiving the understanding of new English accents. Although all students perceived the new accents of English positively, it did not mean that they all of them enjoyed listening to the speaking of those non-native English speakers. Some challenges came from the students themselves and also from the speakers.

The first challenge came from the students themselves, that was motivation. The result from the questionnaire showed that not all students were motivated to learn the accents of non-native English speakers. Most of them were more motivated to learn native English. It was because they thought that they would use the native English in the future. They thought that native English as the ideal or “standardized” one to be learnt. The interview from the lecturer also supported that as the English teacher candidates, the students needed to be a good model who could pronounce the English words correctly like the native does. Therefore, most of the students were motivated to learn native English in case that they would use them as the ideal one that gave many benefits for their future.

The second challenge was from the speakers of the videos. From the findings, the researcher concluded that the challenges were the pronunciation, the speed, the ability to catch the main ideas, the information organization, the stress,
the dialect, and the rhythm from the speakers. Some students found the challenges were difficult to deal with, while the others did not.

However, the challenges and difficulties that students identified in listening to the accents of non-native English speakers did not make all of them have a negative perception. They still supported to keep implementing this material in CLS 2 class, because they believed that the material was useful to support their learning process in listening class.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

The last chapter in this study is conclusions and suggestions. The conclusions of the students’ perceptions on the accents of non-native English speakers and the challenges were presented by concluding the research findings. On the other hand, the researcher also provides the suggestions for the lecturers of CLS 2 class, students, and next researchers.

A. Conclusions

This study was aimed to answer two research questions. The first research question was about students’ perceptions on the accents of the non-native English speakers. The second research question was about the challenges that students identified in listening to the accents of non-native English speakers.

The students perceived the accents of non-native English speakers positively. They believed that understanding different accents could enrich their knowledge of English accents and improve their listening skills. After that the researcher also concluded that the challenges in listening to the accents of non-native English speakers were the motivation, the pronunciation, the speed, the ability to catch the main ideas, the information organization, the stress of the words, the dialect, and the rhythm from the speakers.
In conclusion, being introduced to the English accents was beneficial for students’ listening skills. This research was aimed to indicate the importance of understanding the English accents around the world for the students learning process and also to find the challenges that happened. In the end, though some students found it challenging to understand the English accents, they still had positive perception because this material was meaningful for them.

B. Suggestions

The following section presents the suggestions. The suggestions were addressed to the lecturers, students of CLS 2 class and the next researchers.

1. For Lecturer of Critical Listening and Speaking 2

In ELESP, the use of non-native English speakers audios/videos was begun in 2010 so it is now about four years until this research was conducted. The aim of using this material was to introduce the students with many English accents around the world. As stated by Brown (2006), it is the role of the teacher to provide students with varieties of listening task and text. Therefore, selecting the appropriate media is one of the key factors in achieving the learning objectives.

Referring to the result of this study, most of the students had positive perception on the using of the non-native English speakers’ video. Thus, the researcher proposed a suggestion to the lecturer to keep using this material in order to support the students’ learning process.
2. **For Students of Critical Listening and Speaking 2**

For the students who are not really interested in the listening course are expected to see the importance of listening, especially the non-native speakers of English so that they could enrich their knowledge of many English accents around the world.

3. **For Next Researchers**

In this research, the researcher focused on two research questions, namely the perceptions and the challenges. The researcher had already discussed the challenges and the perception that could help the other researcher to see the importance of learning English accents. However, the researcher suggested that the next researcher should conduct further research on the challenges that influence the students’ perceptions on English accents.
REFERENCES


APPENDICES
Appendix 1 Questionnaire

QUESTIONNAIRE SHEET

Name : 
Student number : 
Class : 

Dear participants,

This questionnaire is set to find out the students’ perceptions towards the non-native English speakers’ accents and the challenges that students found in listening the non-native English speakers’ speeches in CLS2 class. I would like to ask your favor to fill this questionnaire. This questionnaire is divided into two parts. Please answer it honestly, and thank you for your cooperation.

A. Put the thick (√) that represents your degree of agreement related to the statements provided

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<td>Generally, I enjoy the listening activities.</td>
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<td>2</td>
<td>I learn various kinds of English accents in CLS2 class such as India, Spanish, British, Arab, and Finland.</td>
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<td>I enjoy listening to the non-native English speakers</td>
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I believe that knowing various accents of English is important to enrich my knowledge.  

I feel challenged to listen new accents of English.  

I believe that listening to the various English accents could improve my listening skills.  

I believe that introducing types of English accents is effective for my listening skills.  

I could catch or understand the main ideas in the recording of non-native English speakers.  

I could understand the native speakers of English (such as America and British) better than non-native English speakers.  

I could deal with the speed of speaking from the non-native English speakers.  

The information organization delivered by non-native English speakers is better than the native speakers of English.
12. The accents of non-native speakers make the speech are hard to comprehend. | 1 | 2 | 3 | 4 |
13. The clarity of pronunciation from non-native speaker is sometimes hard to understand. | 1 | 2 | 3 | 4 |
14. I am more motivated to learn native speakers of English accents than non-native English speakers accents. | 1 | 2 | 3 | 4 |
15. I support the learning of listening activities on various English accents in the future for students. | 1 | 2 | 3 | 4 |

B. Answer the questions in the space provided

1. What are the countries of non-native English speakers that you have heard?

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2. What are the challenges that you face in listening the non-native English speakers speeches?
3. How does the non-native speakers speech of English accents enrich your knowledge of English accents?

4. How could knowing the various kinds of English accents in the ELESP help you in the future?

5. What is your opinion about listening to non-native English speakers compare to native speakers of English in CLS2 class?

-- Thank you 😊 --
Appendix 2 Interview Questions

Interviewing the lecturer

1. Introducing self. How long have you been teaching in PBI?

2. Why did you use non-native speaker of English accents in conducting the class? (was it one of the procedure? Or an obligation?)

3. What was your personal motivation in using the videos of Non-native English speakers’s Accents as the teaching learning media?

4. How did you conduct your class using the videos of Non-native English speakers’s Accents?

5. How did you see the students mastering the listening skill in this class?

6. What was your perception on the use of Non-native English speakers’s Accents videos?

7. Do you have suggestion on the use of Non-native English speakers’s Accents videos as teaching learning media? What are they?

Interviewing the students

1. Did you enjoy listening to the non-native English speakers’s accents videos? Why?

2. What were the challenges that you found in listening to NNS of EA Videos?

3. How did the non-native English speakers’s accents enrich your knowledge of English accents?
4. Did you think that listening to the accents of non-native English speakers’s in the videos helped you to improve your listening skill? Why?

5. What was your opinion towards non-native English speakers accents videos?

6. What are your suggestions on the use of NNS of EA Videos?
Appendix 3 Questionnaire Data

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 4 Questionnaire Result

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<td>1.</td>
<td>Generally, I enjoy the listening activities</td>
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<td>(2.17%)</td>
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<tr>
<td>2.</td>
<td>I learn various kinds of English accents in CLS2 class such as India, Spanish, British, Arab, and Finland</td>
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<td>3.</td>
<td>I enjoy listening to the non-native English speakers accents in CLS 2 class</td>
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<td>(2.17%)</td>
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<td>4.</td>
<td>I believe that knowing various accents of English is important to enrich my knowledge</td>
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<td>6.</td>
<td>I believe that listening to the various English accents could improve my listening skills</td>
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<td>7.</td>
<td>I believe that introducing types of English accents is effective for my listening skills</td>
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<td>8.</td>
<td>I feel challenged to listen new accents of English</td>
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<td>9.</td>
<td>I could catch or understand the main ideas in the recording of non-native English speakers</td>
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<td>I could understand the native speakers of English (such as America and British) better than</td>
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<td>(2.17%)</td>
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<td>11.</td>
<td>I could deal with the speed of speaking from the non-native English speakers</td>
<td>1 (2.17%)</td>
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<td>The information organization delivered by non-native English speakers is better than the native speakers of English</td>
<td>2 (4.35%)</td>
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<td>The accents of non-native speakers make the speech hard to comprehend</td>
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<td>The clarity of pronunciation from non-native speaker is sometimes hard to understand</td>
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<td>15.</td>
<td>I am more motivated to learn native speakers of English accents than non-native English speakers accents</td>
<td>15 (32.61%)</td>
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## Appendix 5 Students’ Answers in Open-ended Questions

### 1. What are the countries of non-native English speakers that you have heard?

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<td>18.</td>
<td>Arab, Korea, India, China, Japan, Bangladesh</td>
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<td>19.</td>
<td>Japan, Arab, India</td>
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<tr>
<td>20.</td>
<td>Singapore, German</td>
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<tr>
<td>21.</td>
<td>Korea, Arab</td>
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<tr>
<td>22.</td>
<td>Arab, Bangladesh, Korea, India</td>
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<td>23.</td>
<td>India, Spain, Arab, Finland, German, Dutch</td>
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<td>24.</td>
<td>Afghanistan, Australia, India, Poland</td>
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<td>25.</td>
<td>Arab, Korea, Japan, Malaysia, China, India</td>
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<td>26.</td>
<td>India, Arab, Bangladesh, Thailand</td>
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<td>27.</td>
<td>Arab, India, Thailand, Spain</td>
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<td>28.</td>
<td>India, Bangladesh, Thailand, Arab</td>
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<td>29.</td>
<td>Bangladesh, Arab</td>
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<tr>
<td>30.</td>
<td>Arab, India</td>
</tr>
<tr>
<td>31.</td>
<td>Bangladesh, India, Arab</td>
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<tr>
<td>32.</td>
<td>Philippine, China, Thailand, India, Arab, Russia</td>
</tr>
</tbody>
</table>
2. What are the challenges that you face in listening to non-native English speakers Speeches?

1. The accent, Speed, Pronunciation
2. The accent is quite different with what we have learnt
3. The accent of the non-native speakers sometimes makes me hard to understand the speech. The rhythm of their speech sometimes is too fast for me to follow
4. The pronunciation, accents, speed of the speech
5. The challenge is only on their accent and speed
6. The accent is sometimes difficult to understand
7. I haven’t found it. Even though sometimes there are mistakes, but I still understand
8. The speaker’s pronunciation to say some words are different from other native speaker
9. Sometimes I get the wrong meaning when listening to them because the accent is different
10. The clarity of their speech and the pronunciation
11. The way they pronounce and how they put the stress and intonation are sometimes make me feel so hard to understand what they really mean, but I think it’s really challenging because their accents are unique
12. Sometimes they speak too fast, sometimes the pronunciation are not clear
13. The different pronunciation and stress
14. The accents that different with the native speaker
15. Pronunciation
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<tr>
<td>16.</td>
<td>The strange pronunciation, different speed</td>
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<tr>
<td>17.</td>
<td>Sometimes the pronunciation from them is quite different that makes me confused</td>
</tr>
<tr>
<td>18.</td>
<td>Incorrect pronunciation</td>
</tr>
<tr>
<td>19.</td>
<td>The clarity of their pronunciation is hard to be understood. Sometimes the talk like “kumur-kumur” so it’s hard for me to catch what they say</td>
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<td>20.</td>
<td>Their various accents and pronunciation</td>
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<tr>
<td>21.</td>
<td>The challenges are the pronunciation that sometimes unclear and the speed</td>
</tr>
<tr>
<td>22.</td>
<td>The way they pronounce is a bit different from the native speakers of English</td>
</tr>
<tr>
<td>23.</td>
<td>Different pronunciation, different stress</td>
</tr>
<tr>
<td>24.</td>
<td>The accent is strongly different and we have to open our ears widely</td>
</tr>
<tr>
<td>25.</td>
<td>The speed of speaking and the pronunciation from the non-native English speakers.</td>
</tr>
<tr>
<td>26.</td>
<td>The challenges are they have their own accent, that sometimes make their pronunciation not clear and also make it clearer</td>
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<tr>
<td>27.</td>
<td>When the non-native English speakers make faster so that I don’t catch the meaning</td>
</tr>
<tr>
<td>28.</td>
<td>The clarity of the pronunciation because sometimes they speak with their own accents</td>
</tr>
<tr>
<td>29.</td>
<td>Sometimes, it’s difficult to understand what they are saying. The most difficult one is the accent of Japanese speakers</td>
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<tr>
<td>30.</td>
<td>The dialect and the intonation strongly have effect when they pronounce the words. Sometimes, it makes the words hard to understand</td>
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<tr>
<td>31.</td>
<td>Sometimes I couldn’t catch the word because the weak pronunciation. So I have to pay attention harder than native speaker</td>
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<tr>
<td>32.</td>
<td>Sometimes, the accents of non-native speakers are strange for me. Moreover, they couldn’t pronounce the words as well as the native speakers. It’s hard to understand</td>
</tr>
<tr>
<td>33.</td>
<td>The challenges that I face in listening the non-native English speakers speakers are, the speed of the speaking, the information organization is difficult to understand, and the clarity of pronunciation sometimes hard to understand</td>
</tr>
<tr>
<td>34.</td>
<td>The accent makes the pronunciation sounds different. It makes me found some difficulties to listen on what they are talking about</td>
</tr>
<tr>
<td>35.</td>
<td>Sometimes it is difficult to understand what they are saying. They pronounce the words differently. Maybe it is because their accents too. The speed might be also the challenges</td>
</tr>
<tr>
<td>36.</td>
<td>The challenges are their accents, their speed, their clarity and their accurate of speaking. Sometimes because the accent, they, produced words that is hard for me to catch the meaning</td>
</tr>
<tr>
<td>37.</td>
<td>Their accent and speed</td>
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</table>
38. Sometimes I quite difficult to catch the meaning. The clarity of the pronunciation also is the problem for me to understand

39. Sometimes the pronunciation is not clear

40. The challenges: the pronunciation is hard to understand, the speed is various so it is hard to comprehend

41. The challenges that I face in listening the non-native speakers are speed, fast, and slow when they speak, fluency; the accent in each countries different, the intonation; sometimes, I don’t know it is question, statements, imperative, etc

42. Sometimes it’s hard to understand because the accent still like their daily language their use. (india => they speak English with their accent)

43. Their clarity in speaking

44. Their clarity and speed. Sometimes they speak too fast but the accent is so thick that I couldn’t understand what they say

45. Could’t understand their joke and couldnt hear clearly about their topic. I have to pay attention more to understand their speech as their pronunciation is not familiar in my ear

46. The challenge is comprehended the main idea and the words what speaker are saying. Some speakers couldn’t say it clearly and the fundamental accent is still carried away.

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3. How does the non-native speakers speech of English accents enrich your knowledge of English accents?

1. As a student I tried to understand the differences of our culture. Basically it’s English, but if we could comprehend more about non-native speaker we could get use it to talk with them in future

2. I think by knowing the accent of the non-native speakers it enrich my awareness or sense in grabbing the meaning of some sounds. It make my logical thinking to predict the context of others speech much better

3. I could understand the way they speak and enrich my knowledge about their accent

4. Indescribable

5. We could adapt with other non-native English speakers in the future

6. Non-native speakers speech of English accents could enrich my knowledge because I could improve my speaking skill and no doubt to pronounce it. It makes me brave to speak up in English (non-native)

7. The non-native speakers speech of English accent could enrich the knowledge of English accent because it could help me to understand that every country has their own accents and it will help us if we will stay there (one of country might be)

8. We could learn that there are so many English accent in this world and
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<tbody>
<tr>
<td>9.</td>
<td>Because we know and familiar with that accent</td>
</tr>
<tr>
<td>10.</td>
<td>We could communicate better to them when we visit their country with speaking like them in their accent</td>
</tr>
<tr>
<td>11.</td>
<td>By listening to the different accents of English, I know that one word not only have one way to produce. Then, with that, I know that in speaking English, we might use our own accents, as long as we don’t change the meaning</td>
</tr>
<tr>
<td>12.</td>
<td>Well, actually after listening to non-native speakers I could understand English more because in the future I might face a lot of people from different countries</td>
</tr>
<tr>
<td>13.</td>
<td>I could understand the accents from many countries. They give me additional knowledge such as in Australian English, length is important than the stress</td>
</tr>
<tr>
<td>14.</td>
<td>It could enrich my knowledge because I could learn many different accent and might be in the future I will have relation with non-native</td>
</tr>
<tr>
<td>15.</td>
<td>The non-native speakers speech gives me more information including vocabulary and pronunciation of English accents</td>
</tr>
<tr>
<td>16.</td>
<td>It could enrich my knowledge because in the future I will meet a lot of people who speak with different accents</td>
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<tr>
<td>17.</td>
<td>It makes me know the various way to pronounce English words</td>
</tr>
<tr>
<td>18.</td>
<td>Being exposed to non-native speakers speech of English accents makes me able to recognize and understand the speeches of non-native speakers little by little</td>
</tr>
<tr>
<td>19.</td>
<td>I could know more about the accent when foreigner speak English. It could help me when I have conversation with one of them</td>
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<td>20.</td>
<td>When I hear the non-native speakers, I try to understand the meaning. Someday I meet the non-native speakers speech I don’t feel surprised</td>
</tr>
<tr>
<td>21.</td>
<td>When I heard non-native speakers are speaking English, I realize that they have different accents with the native. Then, I try to get used to listen to it and hopefully could adapt with it</td>
</tr>
<tr>
<td>22.</td>
<td>We could learn about a lot of things from this accent</td>
</tr>
<tr>
<td>23.</td>
<td>We could learn that English has so many accents depending in where the place is taken</td>
</tr>
<tr>
<td>24.</td>
<td>We become know about the ways to pronounce the words</td>
</tr>
<tr>
<td>25.</td>
<td>They enrich our accents knowledge by give an example the way of pronoun from they accent</td>
</tr>
<tr>
<td>26.</td>
<td>By listening to their speech/conversation, I could find some differences, for example in pronouncing some letters like r, t</td>
</tr>
<tr>
<td>27.</td>
<td>It enrich my knowledge by knowing many things and pronunciation from the other country which use English as their second language so I could compare it</td>
</tr>
<tr>
<td>28.</td>
<td>I become know that every country has its own accent to speak in English. I know that they have their pronunciation, especially</td>
</tr>
</tbody>
</table>
29. They make me adapt to more accents
30. It makes us to think more critical because when we don’t know what the speaker talking about, we have to know some keywords to know the meaning
31. Through listening to their speech, I could identify the accents and hopefully I could understand more
32. To know more about accents
33. Because after listen to non-native speaker speech, we know about their accents. In addition, we will meet the non-native speakers also in the world
34. We could know where the person came from based on their accent
35. They speak clearly and it makes me more understand about English accent
36. In case I meet someone in the street from the other countries and if they speak English, I could understand them well. Also to help me in my listening class
37. By listening the non-native speakers it could make my ears become more sensitive than before because I have comparison from the native, so it could enrich my knowledge of English accent
38. It’s really useful. I become know about the variety of accents from many countries
39. The variety of English accents make my ears and mind open
40. They speak different accents, so I know how to understand them talking.
41. It help me to compare
42. By listening to him/her carefully (very carefully) i might learn to guess what they are talking about even though their accent and the speed of their speech very difficult to be processed by my brain
43. By learning/listening to their accents, i know more about English and their characteristics
44. I could knoe jow to understand their accent so that someday it will help me if i talk to them
45. We know the way to speak English clearly with our own accents
46. I could know and i could differentiate what and where is the speakers from because i know the accents

4. How could knowing various kinds of English accents in the ELESP help you in the future?
   1. It makes me common/ terbiasa with all English accent around the world
   2. By knowing some accents, i later will help me to be easier to socialize with people with their accent
3. I could be more understand about kind of English. I could be more ready to communicate with non-native speakers some time in the future.

4. Because i know that there are so many countries in this eorld that might be i will meet and talk with them. From practicing in ELESP i could know their accent better and i could understand it well.

5. I will not only communicate with native speaker, but non-native too. Knowing the various kinds of English accents will help me to know about that so i could understand better.

6. It will be useful for me especially when i want to go abroad. The various kinds of English accents in ELESP help me to know further about how the way they’re speaking English so that i will not surprise to listening others accent of English.

7. If i meet non-native speaker i will understand better what they are talking about.

8. Might be one day i have to speak with non-native speakers. Yesterday’s experience, i met two chinese men when i went to lunch and i’m a little bit understand what they have said.

9. Well, of cause in the future we will work in the field that related to English. Also we will meet many different people not only from English or America but also anothers.

10. It could help me if i go somewhere then i meet non-native English speaker. When they speak something, i could understand because my ears have already sensitive and know their own accents.

11. It could help me to prepare my self in case i meet people from other countries and they are speaking English.

12. If someday i travel abroad, i believe that knowing various English accents help me a lot and i will not become confused with various accents.

13. Because we will deal various people from various country.

14. Because in the future, we will not only meet people who come from America or England. So it’s better if we know about the various kinds of English.

15. Might be.

16. In the future, i want to socialize and make conversation with non-native English speakers, so i have to enrich my knowledge about their accents.

17. We have to accept that in the future, we will meet people who has various kinds of English accent.

18. If i meet people which are not English native speaker it would be easier for me to adapt more.

19. Might be it could help me to understand what they’re talking about when i talk with them in the future and i could accept the diversity.

20. It could help me because i could make a friend with every part of the world not only British and America.

21. By knowing various kinds of English accents, it will make easier in
interacting with foreigners in my future job or life

| 22. | Because it is possible that someday we will have to interact with people who has that kind of accent |
| 23. | It’s really helpful |
| 24. | In the future, we are definitely find any kind of person from different country and we could be more familiar if we enrich our knowledge in how English is spoken in different country |
| 25. | It could help me because sometime if i could go to abroad, we could communicate with other people, we could communicate well |
| 26. | It could help me if oneday i go abroad, i will be adapted wth it and hopefully could understand what the speakers are talking about |
| 27. | I often hear the various kinds of English accents, so we could distinguish the various kinds of accents |
| 28. | It could help me when i become a teacher |
| 29. | In the future, mightbe i’ll work with people from many countries. Knowing various kinds of English accents could help me build good relationship with them and do my job |
| 30. | It will help us whenwe have students from on-English country or have some meeting with non-English people |
| 31. | In the future i will meet various people who speak non-natives |
| 32. | It’s because English is an international language will be used people all over the world with ther own accents that is indeed different. Therefore, knowing different kinds of English accent is helpful because i am already adapted |
| 33. | Mightbe in the future i will go abroad and i need to know the accent from that country. Then, in the future mightbe continue my study in US or Australia so i need to know the accents of English |
| 34. | It helps me to develop my general knowledge of English. I could help people who have difficulties to understand people who speak with different accents |
| 35. | It helps me a lot because as a teacher in the future, we will meet a lot of people or non-native speaker. I also could have friends from different countries especially from non-native speakers |
| 36. | It helps us when we someda go to another places with different accents or when we meet people from another places |
| 37. | Someday we will not get a jet lag in language when we visit their country |
| 38. | Someday, when i want to go abroad, i already familiar with different accents, so i don’t difficult to communicate |
| 39. | When we speak to each other at least we could guess the origin from that people |
| 40. | The lectures tell us about the variation of accents through the videos or explanation |
| 41. | ELESP help me in the future because it makes me more correct in |
speaking. Not only in speaking, but also in grammar, pronounce, vocab, listening, etc.

42. Because with knowing the various kinds of English accents enrich our knowledge in language

43. The knowledge of various accents prepare me to have better communication when I use English as our lingua franca.

44. I will be easier to understand the way people speak and won’t have too many difficulties if I am talking to the non-native English speakers.

45. Future, if I have to go abroad in country which English is not their native, I still could use my English to them and I still could understand their speech.

46. I wish I would prepared to face and talk directly with

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5. **What is your opinion about listening to non-native English speakers compare to native speakers of English in CLS 2 Class?**

1. Listening non-native speakers is kind of new lesson for me. I just get used to about it.

2. Of course, it’s completely different, because nativespeakers could speak English well as it is their own language while non-native is just same with Indonesian people which still make a lot of mistake in their speak.

3. It’s more difficult; they say some word unclearly, like when people say “this” with “zis”. French.

4. My ears feel ticklish before I gradually adaptate with the accent.

5. It’s good because it helps us to used to with non-native speaker of English it’s also enrich our knowledge about language, how other non-native speakers speak.

6. It’s good because it help us to used to with native speaker of English. It’s also enrich our knowledge about language, how other non-native speakers speak.

7. My opinion between non-native and native speakers are different pronoun and accent.

8. It is good for us as a students because it could enrich our knowledge about that.

9. Basically, it’s good to listen to both of them.

10. Sometimes, it is difficult to understand.

11. It’s nice to listen to various English of each country.

12. When we listen to non-native speakers, we have adapts with their accent. if we only listen to native speaker, it is ordinary. We should be extraordinary.

13. In my opinion, it is more difficult to listen on non-native speaker. I feel like my my listening ability is decreasing because whenever I listen to them then do some exercise, I usually get a bad score.

14. It’s a good thing that we need to keep up. So, we could improve as
English since we still on process to choose our own accents

15. It is good, because we could learn many various English language accents, for help our future

16. Sometimes it’s better to listen to some non-native English speakers because of the speed that is not too different compare to Indonesian language. But, sometimes it’s difficult to understand what they’re talking about because of their accent and pronunciation

17. In my opinion listening to non-native English speakers is good. By knowing English accent, we could adapt in everywhere English speaker does exist

18. Sometimes it is easier to understand, but sometimes not. It is depends on which country and speaker

19. Both of them are good. CLS 2 Class should continue to present both kinds of speeches for the students

20. It is difficult to understand

21. My opinion is the non-native English speakers speak clearly than native speakers of English. However, some country the non-native speaker don’t speak English correctly because there are some characters which they don’t say

22. They have their own way (accent) to speak English. Sometimes the differences could help me to understand but sometimes it doesn’t

23. It could enrich our knowledge and improve our listening skill

24. It is more challenging because we have to pay attention more to get the main point

25. It’s a little bit difficult

26. It is harder to understand

27. Listening to non-native English speakers is harder because I am not used to it. However, it is really fun to know other kinds of English accents. In listening to non-native speakers, I need to be more careful in order to catch all the information

28. Listening to native speakers of English is easier because their pronunciation is clearer than non-native speakers. I have to listen for about 2-3 times to the non-native speakers to comprehend what they say

29. It is more challenging and interesting

30. Native speakers usually talk faster and for me it’s harder to receive what they are talking about

31. Quite interesting but I prefer to native speakers because I could use them as an example for me to speak

32. Listening to non-native English speakers is sometimes easier than listening to native speakers of English especially British because British has a very fast speed

33. I appreciate them

34. It’s good
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<tr>
<td>35.</td>
<td>Non-native speaker listening activities challenges broadens my knowledge about English</td>
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<tr>
<td>36.</td>
<td>It broadens my knowledge about English and we should maintain this type of listening because it is useful for students</td>
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<tr>
<td>37.</td>
<td>Listening to non-native English speakers is challenging and I think it’s good for us to understand about the world’s diversity</td>
</tr>
<tr>
<td>38.</td>
<td>In general native speakers of English are easier to understand</td>
</tr>
<tr>
<td>39.</td>
<td>Listening to non-native speakers is a little bit harder but it is interesting</td>
</tr>
<tr>
<td>40.</td>
<td>A lot of different accent especially some of them have unique accent</td>
</tr>
<tr>
<td>41.</td>
<td>Both are good but listening to non-native English speakers are more difficult</td>
</tr>
<tr>
<td>42.</td>
<td>It’s better to listening to native speakers</td>
</tr>
<tr>
<td>43.</td>
<td>I think it should be balanced. However in CLS 2 we should know more about non-native speaker because in other subjects we are usually hear native speaker</td>
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<td>44.</td>
<td>Non-native speakers: is difficult to be understood but it’s challenging. Native speakers is easier than non-native</td>
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<tr>
<td>45.</td>
<td>Honestly, listen to non-native speakers speech is harder but I think it is important for us as a PBI students to know about it</td>
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<td>46.</td>
<td>It is challenging sometimes I found it easier that British accent</td>
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Appendix 6 Interview Result

Interview: Lecturer 1

Interview Date: Might 8, 2015

1. **Introducing self. How long have you been teaching in PBI?**

   my name is Christina Lhaksmita Anandari, and I am usually called Mita and I have been teaching in PBI since 2002 but I have been teaching CLS since 2010. So it’s been five, almost five years.

2. **Why did you use non-native speaker of English videos in conducting the class?**

   Ok. It’s not an obligation. It’s more of em.. trying to introduce the students with different accents. Because usually when students learn English, they are only introduced with two accents, British and America. Right, and those are the main core that you have to learn even in pronunciation class. but, in reality you couldnot just focus on these two pronunciation in this two accents. it’s impossible because we have a lot of Englishes right now, we have Singapore English, we have Malaysian English, yah, Arab English, and then we have Senglish for Singapore English, right, so it’s more in the globalization era, so I think it’s best for PBI to really open up not only focusing in these two accents, but we need to let the students know and realize that they are not only dealing with these two accents.
3. What was your personal motivation in using non-native English speakers’s accents videos as teaching learning media?

I guess my personal view, my motivation on choosing non-native English speakers also that’s one of the reasons cause I don’t want the students to feel underestimated if they speak English using ”medhok” accent like that because a lot of the students feel that my English is not that good. It's not about good or bad. If you know how to speak in good grammar and you know where to put the stress you don’t have to use ”r” sound for the “er”, you could say “rr”, it’s OK. And if it sleeps your mind, like for example, you say ehm, “radikal” instead of “raedikel”, that’s OK

4. How did you conduct your class by using these videos?

Well, usually, ehm the CLS lecturer, we have this agreement, we have to play the video at least twice because usually if we play it once, then the students are still trying to get in tune with the video that they are watching, the content, and also they might be amazed with the accent so they focus more on the accent rather than on the content, so ehm.. since we are dealing with critical listening and speaking so we have to give them good enough amount of the time to really understand what they are watching at that time so a minimum of two times

5. How did you see the students being introduced to this material?

At first they are shock. Because ehm,, they thought that it’s, you know it’s just listening detail information, but it’s not only that. The first one I think was the shock. It’s like a shock therapy for them. Because again, they have been used to listen to British or Americould accent audios or videos and now they are dealing
with Arabia accent, English with Arabian accent or even with Indonesian accent and then, Afghan accent, Indian accent, so ehm, it’s a shock but I think they enjoy it because they feel that it turns out, more challenging for them to really try to understand and they often think, Ok, if I meet an Indian person then will not be as shocked as I would be and also the students are challenged to be more sensitive with all of those changes of concept ideology that English is American or British accent. that’s an ideology but we have to change that now. so it’s more of ehm helping the students to really understand that a way of dealing with English language is not just an America, is not just in British, or in London, but all over the world, even in Indonesia.

6. **What was your perception on the use of this videos?**

I think in my opinion. It’s very important. Ehm, it’s not only because when we deal with English is not only because we have to learn how to say words perfectly. It’s no longer that. Ehm, it’s important because these students anywhere in the world. They have to realize that they are in one country that have many people all around the world come. So, when they force themselves to sound native like that’s no longer an issue. They don’t have to do that.

7. **Do you have suggestion in using the videos of non-native English speakers as teaching learning media? What are they?**

My suggestion would be, we need to, “don’t stop” because ehm, this is a trial an error, I mean so far, it is working. It is working. But I could not yet it worked. I could not say yet this is one of the most effective methods, techniques to teach CLS 2 but, based on my experiences, it has been a wonderful journey, and
the students feel more ehm, they could get more from the video and from the accent, they are richer and they are less intimidated and then, yeah so, I suggest don’t stop until we find another more interesting way to teach CLS 2

Interview: Lecturer 2

Interview Date: Might 15, 2015

1. Introducing self. How long have you been teaching CLS2 in PBI?
   My name is Yuseva, I have been teaching CLS2 for about two or three years, since the CLS2 first being implemented.

2. Why did you use non-native speaker of English videos in conducting the class?
   So, previously I saw that the previous lecturers focus more on two English, they are British and Americould English. So in the students’ opinion, if someone do not pronounce the words like America or British, then the pronunciation and accent is wrong. They laugh at that situation. So when I studied in US, I met a lot of people around the world like China, Japan, Mexico, and some other countries who spoke in English with their accent. Starting from that point I was thinking that probably, PBI’s students need to understand that there are world Englishes, and they do not speak like native, it is not wrong. This is also become my personal motivation using this NNS of EA videos.
3. **What was your personal motivation in using non-native English speakers’s accents videos as teaching learning media?**

   PBI’s students need to understand that there are world Englishes, and they do not speak like native, it is not wrong.

4. **How did you conduct your class by using these videos?**

   In the beginning of the semester I told the students that we will go around the world. From meeting to meeting they are going curiously. The last time I played a video about education in Hongkong. So after that I asked what do you know about Hongkong, and they said, “bahasanya aneh”, the pronunciation is not clear. So I want to dig their experience and knowledge about it and after that we go through the materials and then we listen to the non-native English speakers video.

5. **How did you see the students being introduced to this material?**

   Ehmm.. in the beginning they were quite shock. At that time, I took the score, they got about forty something, fifty something, but then I think the problem is not that. The problem is that from the previous they were told to listen to the detail so they tend to like fill in the blanks and focus on exactly the same sentence in one recording. So I teach them how to understand the video from the bigger picture and take the general conclusion of that. Then, they’re pretty good, I think their listening ability is actually good but only that they are lack of experience of listening to this kind of NNS of EA.
6. **What was your perception on the use of this videos?**

Ehm..i love to use that and I’m going to use that for my next listening courses because it really helps students to understand or to introduce them with various accents and that way they get more knowledge and experience and it’s good and especially how to teach them to think critically and if we have different culture, it will enhance the critical thinking.

7. **Do you have suggestion in using the videos of non-native English speakers as teaching learning media? What are they?**

Now English is very rich. I think it is the time to introduce the students about this because if I see students in semester one and two, the lecturer only teach two accents, British and America accents recording and like comparing the two accents, and I think, oh come on, they should change the material. It’s no longer about America or British. I think it’s world English, to give them experience and also knowledge that we have rich and various English.

**Interview: Student A**

**Interview Date: Might 13, 2015**

1. **Did you enjoy listening to the non-native English speakers’s accents videos? Why?**

About the material, because we could travel around the world, we were given some videos or short movies, those are from outside Indonesia and such as
Bangladesh, India, because I could learn some new accents from those countries. I enjoy it because sometimes their accents are unique, odd.

2. **What were the challenges that you found in listening to non-native English speakers’s accents videos?**
   
   I don’t find difficulties in them.

3. **How did the non-native English speakers’s accents enrich your knowledge of English accents?**
   
   So, when they speak with different accent I could understand what they are talking about because I have seen some of my friends said that they were not familiar with this accents they said that they are only familiar with America or British.

1. **Did you think that listening to the accents of non-native English speakers’s in the videos helped you to improve your listening skill?**
   
   Why?
   
   Yes. I become more sensitive to the pronunciation, how they sound it.

4. **What was your opinion towards non-native English speakers accents videos?**

   In my opinion it is easy to understand non-native speaker because their pronunciation is more clear than the native speakers. I think that the accent, the speed, the clarity of the speaking is clear for me, but the exception with India. I find it more difficult because their accent is odd, so I couldn’t hear clearly, but I could understand what they are talking about, but I could understand the detail.
5. What are your suggestions on the use of non-native English speakers’s accents videos?

I agree to use this.

Interview: Student B

Interview Date: Might 13, 2015

1. Do you like listening activities?

Tidak suka listening, tapi bisa

2. Did you enjoy listening to the non-native English speakers’s accents videos?

Kurang enjoy non-native, merasa kalau lebih ngefix in native dulu sebelum non-native. Kalo langsung loncat ke non-native itu rasanya kayak base nya itu d sini belum ada tapi sudah ada materi baru yang harus dipelajari. Ehm,, ini baru nih, tapi yang lama belum tau tapi dasar dari dalam diri kita sendiri itu aja belum kuat itu rasanya setengah-setengah itu loh.

3. What were the challenges that you found in listening to non-native English speakers’s accents videos?

Kadang gak dapat main idea, kurang lengkap ide nya. Sambil dengerin sambil nyatat.

4. How did the non-native English speakers’s accents enrich your knowledge of English accents?

Kalo kita dengar banyak aksen itu kita juga belajar linguistic, disinin kita belajar non-native otomatis itu belajar pronunciation ya dan pasti sudah beda
banget yang native dan non-native. Kalo misalnya nih kita harus berbicara dengan non-native, kalo kita gak dapat pelajaran listening non-native ya kita juga akan keponta-pontal buat tau/mengerti mereka

5. **Did you think that listening to the accents of non-native English speakers’s in the videos helped you to improve your listening skill?**

   **Why?**

   Yes. Jadi lebih tau bunyi aksen-aksen.

6. **What was your opinion towards non-native English speakers accents videos?**


7. **What are your suggestions on the use of non-native English speakers’s accents videos?**

   Ya setuju terhadap penggunaan NNS videos, tapi itu tadi base nya atau fondasi nya itu harus diperkuat lagi

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**Interview: Student C**

**Interview Date: Might 13, 2015**

1. **Did you enjoy listening to the non-native English speakers’s accents videos? Why?**

2. **What were the challenges that you found in listening to non-native English speakers’s accents videos?**

   Pronunciationnya menurut aku yang pakai suara nasal itu loh, Jepang, Cina, yang mereka ngomong nya itu disambung, Jerman. Speed susah, mungkin yang paling cepat itu Rusia.

3. **How did the non-native English speakers’s accents enrich your knowledge of English accents?**

   Lebih menerima budaya mereka. Indescribable. Lebih aware terhadap English accents

4. **Did you think that listening to the accents of non-native English speakers’s in the videos helped you to improve your listening skill?**

   Why?

   Kalo kita mendengar non-native itu kita dilatih, mungkin dilatih kepekaan untuk mendengar, jadi lebih sensitive, dan bagi ku, aku mau belajar.

5. **What was your opinion towards non-native English speakers accents videos?**

   Tidak ada yang susah. Depends on the speaker. Ketika saya sering mendengar native, kemudian mendengar Arab, accustomed nya to native. Jadi kalo dengar yang non-native itu butuh adaptasi.
6. What are your suggestions on the use of non-native English speakers’s accents videos?

It’s Ok untuk menambah awareness.

Interview: Student D

Interview Date: Might 13, 2015

1. Did you enjoy listening to the non-native English speakers’s accents videos?

Menikmati iya, tapi kalo paham?? Ehm.. Senang karena aksen nya lucu. Jadi kayak, ya,, menambah pengetahuan

2. What were the challenges that you found in listening to non-native English speakers’s accents videos?

Pas taking note itu menantang sekali karena gak tau yang mau di tulis apa.Ya, susah, tapi karena kita bisa nebak. Tapi kalo pertanyaan nya menjadi masalah sih ya enggak.

3. How did the non-native English speakers’s accents enrich your knowledge of English accents?

Jadi tahu banyak aksen. Kita bisa nebak apa.. wah ini orang dari timur tengah, Australia, jadi lebih aware lah.
4. Did you think that listening to the accents of non-native English speakers’s in the videos helped you to improve your listening skill? Why?

Ya, saya merasa bahwa kita menjadi lebih peka terhadap pronunciation, jadi kita kayak ngebenerin bapak atau ibu nya ngomong bahasa Inggris.

5. What was your opinion towards non-native English speakers accents videos?

Tetap tertariknya ke native aja. Alasan nya tetap belajar native karena itu yang akan dipakai. kalau pelajaran materi aksen itu dimasukin di kelas listening saya gak setuju, soalnya gak lucu ya, kita jadi orang Pakistan di menit pertama, terus jadi orang India di menit kedua, haha,,, tapi kalau untuk CLS ya setuju, soalnya sekadar untuk menambah pengetahuan.

6. What are your suggestions on the use of non-native English speakers’s accents videos?

It’s OK to use it in the future.