

Attitudes of English Language Education Students at Ganesha University of Education toward British and American Accents

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This study aims to determine students' attitudes towards British and American accents and the factors that influence students' attitudes towards British and American accent. This study was conducted using explanatory sequential mixed method. Data collection was carried out by administering questionnaires and semi-structured interviews. Data analysis is divided into two, namely data analysis methods using descriptive statistics and data analysis techniques using typology analysis. This study found most students preferred American accent. The questionnaire results revealed that Undiksha English Language Education students preferred the American accent over the British accent because it was easier to understand and facilitated smoother communication. Several respondents preferred the British accent because it was unique, had shorter pronunciations, and sounded more elegant and formal. Interviews revealed nine factors influencing students' attitudes toward the British and American accents.

Keywords: language attitude, accent, british, american

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1. Introduction

Language attitudes have been the subject of numerous studies by researchers. The key to success in learning English was decided by students' language attitudes, whether they were positive or negative toward the language. They evaluated students' language attitudes toward English, and the results showed a variety of patterns. According to Siregar (2017) research, for instance, Maranatha Christian University students had a favorable opinion of English as a language and as a teaching medium. Similar research conducted by Sachmadi et al. (2018), found that participants have a positive outlook on their Indonesian identity and acknowledge the significance of English. Sicam and Lucas (2016) investigated the views of bilingual high school students toward English and Filipino, as well as the correlation between linguistic attitudes and age, gender, and socioeconomic status (SES).

Levis and Zhou (2018) define accent as the unique ways that both native and non-native speakers of a language pronounce it. Accents vary widely in English, a language spoken by many people from diverse social groups and geographical locations. Some are reference accents, including General American (GA) and Received Pronunciation (RP). In contrast to other native and non-native accents, which are less well-known or socially stigmatized, these accents are generally recognized and offer implicit norms for language acquisition and instruction. An accent is not linguistically superior, even though some accents are more valued in society. Not only do native English speakers have accents, but English users all around the world have as well. There are differences in English accents in every situation. For example, there are numerous American English accents rather than just one. In other places, the same is accurate. Other

inner-circle nations (like the UK) have native accents that differ from one area to another or even from one city to another.

There are a number of distinctions between American and British English. Candy and cell phone are two examples of vocabulary phrases that have distinct meanings. Other spelling variations exist as well, such as the distinction between color and colour. The pronunciation difference is the most noticeable. American English consistently pronounces the /r/ phoneme in final position, in contrast to British English, which does not. Other British dialects also exhibit similar rhoticity, but non-rhotic variants are more prevalent. Another aspect of British English that is lacking in American English is how "no" is pronounced in diphthongs. General American and Received Pronunciation are the two most popular standardizations of British and American English. Many linguists and non-specialists believe that the 19th-century Received Pronunciation (RP) is the accepted way to pronounce English. Even though it's still regarded as "standard," the Received Pronunciation accent is a definite sign of British upper class English. In the US, the Northwestern accent is frequently referred to as "network American" and is accepted as the norm. The majority of locals claim not to speak any dialects. Without a doubt, Standard English is categorized differently in the two nations. Although Received Pronunciation is still the norm in the UK despite its class associations, it is not at all similar to the "mainstream" American accent (Ledin, 2019).

Research conducted by Amalina, Fahmi, Aini, and Zuhra in 2024 entitled "Attitudes of English Education Students Towards World Englishes: Preferences and Cultural Influences" is based on the concept of World Englishes (WE). Examining students' perceptions and attitudes toward various English dialects was the goal. Ten participants were chosen for interviews out of the 38 students whose information was gathered via questionnaires. For thorough results, the researcher combined quantitative questionnaire data with qualitative interview data using a concurrent embedded mixed methods methodology. To support the conclusions, quantitative information from the questionnaires was combined with qualitative information from the interviews. The study's findings were: Every piece of participant research data was meticulously reviewed and analyzed. According to the survey, pupils are generally aware of and have a favorable attitude toward various types of English. However, their limited exposure to these kinds limits their knowledge and understanding. This preference shows how sociocultural influences impact language acquisition and highlights the need for a more all-encompassing approach to English language instruction that include exposure to world Englishes.

The researcher's novelty is that they used a mixed method with a questionnaire (quantitative) to examine students' language attitudes toward British and American accents, followed by closed-ended interviews (qualitative) with some English Language Education students to determine whether they preferred British or American accents. Therefore, the researcher's novelty lies in whether English Language Education students preferred British or American accents.

2. Method

This research uses a mixed method research design. Namely sequential mixed method, which is explanatory sequential mixed method. By gathering and examining additional qualitative data, a sequential explanatory design is commonly employed to evaluate and explain quantitative results. According to Creswell (2012), the explanatory sequential design of mixed methods research prioritizes the quantitative phase, which is followed by the qualitative phase. The second qualitative phase's goal is frequently to provide an explanation for the findings from the first quantitative phase, as well as occasionally to provide an explanation for outliers that don't fully match the data that was gathered. The term "explanatory" refers to the use of qualitative data analysis to explain the outcomes of the

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quantitative phase. Why do researchers use explanatory sequential mixed methods, because researchers want to know students' attitudes towards British and American accents and researchers want to know the factors that influence students' attitudes towards British and American accents.

The research was conducted at the English Language Education of the Faculty of Languages and Arts, Undiksha. The researcher conducted the research at English language education at Undiksha because the researcher wanted to determine whether students used British or American accents in class.

Population in this study was 779 active English Language Education students of Undiksha. The sample in this study was 30 students from each semester, randomly selected to serve as research samples. The total sample size was 60 students: 30 for the questionnaire study and 30 for the interview study. The reason for the limited sample size was that the researcher received permission from the class coordinator (Korti) each semester to conduct classroom research. The research instrument used by researchers to collect data is

a. Questionnaire

This study uses Google Form to be shared with students via a link sent via WA. The questionnaire uses the Likert Scale, five possible answers are provided for each item on this attitude evaluation scale: (1) SD: Strongly Disagree, (2) DS: Disagree, (3) N: Neutral, (4) A: Agree, and (5) SA: Strongly Agree. The questionnaire used to collect data about students' attitudes towards British and American accent. The type of Likert Scale measurement data is ordinal/interval. The aspects of questionnaire research are

1. Cognitive aspect

Why is this aspect important to ask, because the cognitive aspect explains about confidence in British and American accents such as the world of education, profession, work, international environment, communication and daily conversation.

2. Affective aspect

Why is this aspect important to ask, because the affective aspect explains the emotional responses in our daily lives such as expressions of happiness, feeling motivated when listening to other people, self-confidence, embarrassment and expressions of dislike.

3. Behavioral aspect

Why is this aspect important to ask, because the behavioral aspect explains the intentions and behavioral actions towards British and American accents such as trying to imitate a British or American accent, watching films or shows where the characters speak with a British or American accent, searching for material on Google, YouTube or other applications to improve British or American accents, using expressions or phrases that are appropriate to a British or American accent.

b. Interview

Semi-structured interviews are used in this study. a technique for gathering qualitative data that combines planned and spontaneous questioning. This type of interviewing combines both structured and unstructured questions. Open-ended questions are asked during a semi-structured interview, but the interviewer still has control over the entire process. To extract more information in-depth, further inquiries may come up in response to the informant's responses. The interview is conducted to identify factors that influence the students' attitudes towards British and American accent. The aspects of interview research are

1. Cognitive aspect

Why is this aspect important to ask, because the cognitive aspect explains two parts, namely social and cultural influences, open questions. For social and cultural influences such as those

associated with tradition and prestige, popular culture (films, music, etc.), influencing preferences for certain accents, social environments (friends, family, etc.), cultural sophistication in today's modern life, and global dominance in media and entertainment.

For open-ended questions such as what is preferred most between British and American accents, exposure to British and American accents influences preferences, preference for an accent influences learning or communication in English, factors (teachers, media, career goals) that play the most significant role in shaping attitudes towards British and American accents.

2. Affective aspect

This aspect is important to ask because the affective aspect explains two parts: exposure and accessibility, personal perception and motivation. Exposure and accessibility include exposure to British or American accents through films, music, and online videos, academic or formal contexts, accessing materials and resources in British or American accents, and feeling more comfortable with accents we hear more often in everyday life.

For personal perceptions and motivations such as more elegant and refined, more relaxed and approachable, motivated to adopt an accent because it aligns with goals, more practical for future career opportunities

3. Behavioral aspect

Why is this aspect important to ask, because the behavioral aspect explains about 1 part, namely the educational and learning environment such as the teaching materials used (books, videos, etc.) are more in line with the British/American accent, English classes are more focused on one accent, the listening tests or research that are followed usually use a British or American accent, pronunciation guides in dictionaries or online tools.

Data Analysis Method

Analysis Method for Quantitative Data

To analyze the result of the questionnaire the research used descriptive statistics. Descriptive statistics is a method of collecting and presenting data to describe the object being studied through sample or population data. Descriptive statistics can help researchers to ensure that research data is in accordance with the variables being studied. Descriptive statistics focus on describing and analyzing the main features and characteristics of the data set without making any generalizations or conclusions to the larger population. To find out the result of descriptive statistics, data processing in this study used SPSS (Statistical Package for the Social Sciences) computer program for data analysis, while data presentation uses interval tables created using the theoretical ideal reference assessment theory. A table of moral development criteria was created by compiling the questionnaire score range regarding students' attitudes toward British and American pronunciation using the interpretation technique using the theoretical ideal reference assessment.

Theoretical Normal Curve Area	Criteria
$M1 + 1,5 SD1 - M1 + 3,0 SD1$	Very High
$M1 + 0,5 SD1 - M1 + 1,5 SD1$	Tall
$M1 - 0,5 SD1 - M1 + 0,5 SD1$	High Enough
$M1 - 1,5 SD1 - M1 - 0,5 SD1$	Not High Enough
$M1 - 3,0 SD1 - M1 - 1,5 SD1$	Very Not High

Table 1 Theoretical Ideal Reference Assesment Formula (Khoiriah et al., 2023)

Description:

M1 : Mean Ideal

SD1 : Standard Deviation Ideal

Analysis Method for Qualitative Data

To analyze the results of the interview the research used typology analyze technique education study program student towards British and American accents. The steps involved in typology analysis are as follows:

1. Determine the typology that needs to be examined
2. Examine the collected data and annotate entries that pertain to the analysis of the typology
3. Go over the references and note the key points on the summary form
4. Examine the analysis for themes, linkages, and patterns
5. Examine the data in light of the patterns found, making a note of which entries fit the components of your pattern
6. Determine whether the data support your pattern and look for more information
7. Examine the connections between the patterns
8. Condense the pattern into a single generalization sentence
9. Choose data quotes that bolster the overall conclusions

3. Results and Discussion

Results

Students' Attitudes towards British and American Accent

The number of responden for this questionnaire was 30 students. This questionnaire was created on Google Form with the aim of making it easier for students to complete this questionnaire easily and use SPSS to facilitate the results of this questionnaire. The fields in this questionnaire are as follows:

Table 2 Data Results of Statement Data

		Frequency	Perce nt	Valid Perc ent	Cumulat ive Percent	Frequency	Perc ent	Valid Perc ent	Cumul ative Percen t	Frequency	Perc ent	Valid Perc ent	Cumul ative Percen t
V A L I D	Stron gly Disagree	2	6,7	6,7	6,7					3	10,0	10,0	10,0
	Disagree	8	26,7	26,7	33,3	1	3,3	3,3	3,3	5	16,7	16,7	26,7
	Neutral	13	43,3	43,3	76,7	1	3,3	3,3	6,7	14	46,7	46,7	73,3
	Agree	6	20,0	20,0	96,7	8	26,7	26,7	33,3	4	13,3	13,3	86,7
	Total Total	30 30	10 0,0	100, 0		30 30	100, 0	100, 0		30 30	100, 0	100, 0	
		X1			X2				X3				

Factors Influencing Students' Attitudes towards British and American Accent

The number of research for interview data results is 30 students. This interview was created in Microsoft Word to make it easier for researchers to summarize the results of student answers. 30 students for the study were divided into 3 classes, namely semesters 2, 4 and 6, the analyze used by researchers to facilitate the interview results is to use the typology analyze. The following is an explanation of 16 factors that influence students' British and American accents and a summary of interview excerpts from semesters 2, 4, and 6 of the English Language Education study program at the Faculty of Languages and Arts, Undiksha.

- a. The British accent is associated with tradition and prestige.
"I agree that the British accent is often associated with tradition and prestige." (Student 1, January 19, 2025)
"I disagree. Although the British accent is unique, I do not associate it with tradition or prestige." (Student 1, January 19, 2025)
- b. The American accent is more interesting because of its presence in popular culture.
"I agree because the American accent feels familiar and interesting thanks to its dominance in films, music, and other media." (Student 1, January 19, 2025)
"Yes, but the difficult pronunciation makes it even harder to learn." (Student 1, January 19, 2025)
- c. Teachers or instructors influence my preference for certain accents.
"It depends. Teachers can influence accent preferences, but other factors such as media exposure also play a role." (Student 1, January 19, 2025)
"No, my teachers don't really mind it, as long as we speak English clearly and with correct pronunciation." (Student 1, January 19, 2025)
- d. The social environment encourages the adoption of certain accents.
"Yes, my social environment (friends, family, etc.) encourages me to adopt a certain accent." (Student 1, January 19, 2025)
"No, they never forced me to use a certain accent, as long as our communication is smooth, why do we need to change the accent we already have." (Student 1, January 19, 2025)
- e. The British accent is a sign of cultural sophistication
"Yes, because each place has a different accent, even though they speak English, the accent sometimes still depends on the area." (Student 1, January 19, 2025)
"I disagree. I don't think accent determines cultural sophistication." (Student 1, January 19, 2025)
- f. The American accent feels more natural because of its global dominance in media and entertainment.
"Yes, because I hear the American accent more often, so it feels more natural to me." (Student 1, January 19, 2025)
"No, for me it feels more natural because that is what I have learned and taught throughout my life." (Student 1, January 19, 2025)
- g. The teaching materials used are more suited to a British/American accent.
"Yes, the teaching materials I use (books, videos, etc.) are more in line with the American accent." (Student 1, January 19, 2025)
- h. English classes focus more on one accent which influences students' preferences.
"Yes, in my class now there are more than one accent used and as long as I understand the meaning I don't mind." (Student 1, January 19, 2025)
"I disagree. My English class exposes me to a variety of accents without focusing on one accent." (Student 1, January 19, 2025)

- i. The listening tests or assessments that students take usually use a British/American accent.
"It depends. Although many tests use British or American accents, some also use other accents."
(Student 1, January 19. 2025)
- j. Students' preferences for particular accents are shaped by pronunciation guides in dictionaries or online tools.
"Yes, pronunciation guides in dictionaries or online tools shape my preference for an accent."
(Student 1, January 19. 2025)
- k. Students feel more comfortable with accents that I hear more often in everyday life.
"I agree because I feel more comfortable with the accent that I often hear in everyday life." (Student 1, January 19. 2025)
- l. What do students like most about the British accent
"I like the British accent because of its unique pronunciation and the richness of culture it represents." (Student 1, January 19. 2025)
- m. What do students like most about the American accent
"I like the American accent because it sounds friendly and approachable, making communication feel relaxed and easy." (Student 1, January 19. 2025)
- n. How your exposure to British and American accents influences your preferences
"Exposure to the British accent often feels formal and sophisticated, while the American accent is casual and widely understood due to media influences. This preference can shape how you communicate or teach, depending on clarity and cultural associations." (Student 1, January 19. 2025)
- o. According to students, does your preference for an accent affect your learning or communication in English
"Yes, my preference for accent affects my learning. I tend to focus more on the accent that I am comfortable with, which can help me understand and communicate more effectively." (Student 1, January 19. 2025)
- p. What factors (e.g., teachers, media, career goals) play the most significant role in shaping students' attitudes toward particular accents
"Teacher and social media factors are very influential in the formation of my accent." (Student 1, January 19. 2025)

Discussion

Students' Attitudes towards British and American Accent

This study found that students of the English Education study program prefer American accent. According to students, American accent is easier to understand. This is in line with the findings of researchers conducted by Sembiring (2021) who also found that most students find it easier to understand American accent audio and songs. In addition, theoretically British accent is better understood by aspects of the type of phonology method such as rhyme, stress and punctuation which makes it more difficult for EFL learners.

The results of the findings of English language education study program students stated that when answering the questionnaire, students chose American accent more because American accents are more useful for communication in an international environment, American accents are more relevant and practical in everyday conversation and students tend to use expressions or phrases that are in accordance with American accents. For British accent, students stated that when answering the questionnaire, they chose British accent less because it was more difficult to understand, difficult to understand when British

people speak and so on. This is in line with the findings of researchers conducted by Siregar (2017), namely examine students' ability to use English and their attitudes towards the language.

The research results that are in line with this research are the results of Siregar (2017) research, namely Explaining the questions from the questionnaire used to gather research data provides a more detailed explanation of the study. Enhancing English language proficiency is a top priority for this study. The experience of learning a language itself is the element that should be emphasized and can be inferred. Finding efficient English teaching strategies is strongly advised if you want to raise your language proficiency and keep a good outlook on the language.

Factors Influencing Students' Attitudes towards British and American Accent

This study found that the factors that influence English Education study program students towards British and American accent are nine factors. The nine factors that influence students' attitudes towards British and American accent are:

- a. The teaching materials used are more in line with British/American accents
This factor influences students' attitudes because it depends on what students learned in class by the lecturer with the teaching materials that were used, such as books, video lessons and audio lessons that use British and American accents.
- b. The listening tests or assessments that students take usually use British/American accents
This factor influences students' attitudes because when taking listening tests or assessments, which are usually conducted since high school or the SBMPTN exam, British and American accents are used alternately depending on the questions and the person speaking in the audio.
- c. Students' preferences for certain accents are shaped by pronunciation guides in dictionaries or online tools
This factor influences students' attitudes because students' preferences for certain accents are usually from dictionaries and online tools that often prioritize one accent over another, which influences how students understand and pronounce words and pronunciation guides in dictionaries or online tools help shape students' preferences for certain accents especially if they are frequently used in daily learning or practice.
- d. Students feel more comfortable with accents that I hear more often in everyday life
This factor influences student attitudes because students will feel more comfortable with accents they frequently hear in everyday life, such as Indonesian, Balinese, and British and American English. If students hear accents they're not used to, they potentially feel uncomfortable and bored when they hear an accent they've never heard before.
- e. What do students like most about British accents
This factor influences the most preferred attitude of students of the British accent because of its unique pronunciation and the cultural richness it represents, its pronunciation is so short but full of emphasis which makes it unique, the British accent sounds elegant, formal and sophisticated which makes it a unit, there is a certain elegance in the way words are pronounced especially in received pronunciation.
- f. What do students like most about American accents
These factors influence the students' most preferred attitude towards the American accent because it sounds friendly and approachable, makes communication feel relaxed and easy, the American accent exudes energy and confidence which makes it interesting to listen to, the American accent is more relaxed and easy to understand, the American accent feels very approachable and friendly.
- g. How does your exposure to British and American accents affect your preferences

This factor influences students' attitudes because exposure to British accents often feels formal and sophisticated while American accents are casual and widely understood due to media influence, preferences for exposure to British and American accents can shape the way students communicate or teach depending on clarity and cultural associations.

- h. According to students does your preference for an accent affect your learning or communication in English

This factor affects students' attitudes because they tend to focus more on accents that make students comfortable which can help me understand and communicate more effectively, accents in communication are important and usually this happens when students start to be able to pronounce words and that's when students know which accent suits them, students are more confident in speaking and listening because the intonation and pronunciation feel more natural to students.

- i. What factors (e.g. teachers, media, career goals) play the most significant role in shaping students' attitudes towards certain accents.

These factors influence students' attitudes due to teacher factors, media and career goals in shaping students' attitudes towards certain accents. This is in line with the findings of researchers conducted by Baratta and Halenko (2022) who also found that This study examined the topic from a variety of angles on British regional accents in EFL instruction in order to ascertain different attitudes. When we take into account the persistent hostility toward British regional dialects, this becomes significant.

The findings of Hatch (2002) research also support this, as he discovered that typological analysis can be carried out through observation (e.g., ethnography, microethnography, naturalistic inquiry, and educational criticism) and that methods that primarily rely on interviews are not suitable for typological analysis because they use more inductive techniques to determine the meaning structure of the informant (e.g., grounded theory, narrative studies, and phenomenological studies).

4. Conclusion

The results of the first study, namely the questionnaire, are that Undiksha English Language Education students prefer American accents to British accents because American accents are easier to understand, easier to understand and communication becomes smooth. For the British accent, there are some respondents who like the British accent because the accent is unique, the pronunciation is so short and the British accent sounds more elegant and formal. For the results of the second study, namely the interview, there are 9 factors that influence students of the English Education study program towards British and American accents, namely the teaching materials used are more in line with British/American accents, the listening tests or assessments that students take usually use British/American accents, students' preferences for certain accents are formed by pronunciation guides in dictionaries or online tools, students feel more comfortable with accents that I hear more often in everyday life, what do students like most about British accents, what do students like most about American accents, how does your exposure to British and American accents affect your preferences, according to students does your preference for an accent affect your learning or communication in English, what factors (e.g. teachers, media, career goals) play the most significant role in shaping students' attitudes towards certain accents.

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