

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In today's global world, the importance of English cannot be denied and ignored since English is the most widely spoken language in the world. As globalization and informatics have grown, it is evident that the most individuals use English, the only internationally recognized language, to connect with people throughout the world. As Pao P.S says in his journal that over 750 million people speak English as a second language, and over 375 million speak it as their first language. Additionally, about 70 nations recognize English as an official or unique language.<sup>1</sup> So, as English has become a major role in many sectors, people need to learn English in order they can clearly express their ideas and opinion with others. Indeed, in the age of globalization, learning English also has become essential for job hunters in order to keep up with the times.

As English plays a vital role in many sectors, listening is one of the important skills that have to be mastered in order to communicate well in this global era. As a matter of fact, learning English especially listening is easy to say but difficult to be done, since listening requires more focus and attention than other language abilities, it is also frequently seen as one of the hardest skills for EFL learners to master. EFL learners face a difficult thing in learning listening, as Apin Hidayat

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<sup>1</sup> P S Rao, "The Role of English as a Global Language," *Research Journal of English* (rjoe.org.in, 2019), [https://www.rjoe.org.in/Files/vol4issue1/new/OK\\_RJOE-Srinu\\_sir\(65-79\).pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK_RJOE-Srinu_sir(65-79).pdf).

quoted from Schwart research that dealing with inactive pupils who are inattentive and avoid engagement with the teacher is a regular issue for EFL teachers in traditional classrooms.<sup>2</sup> As Aryati quoted from Sadtono's research that It was discovered through TOEFL exams administered in several locations that listening comprehension was the most challenging subject for Indonesian students to understand. This makes sense because the only ways that Indonesians can hear English are through TV, radio, and movies.<sup>3</sup> Due to the issues raised above listening comprehension is the primary skill that has to be paid attention to in bilingual education in Indonesia.

In the implementation of learning in schools, there must be various problems that can hamper the learning process and learning English is one of them. As the researcher observed in SMA Negeri 6 Serang, there some problems in students listening comprehension, such as the school is seldom using English audio for students learning so they have poor listening understanding. Other problem that the students face there is no English program such as using English as their language between students and students or between students and English teachers, so the impact of these cases students have poor listening understanding, lack of vocabularies, less pronunciation, intonation, and accent because they are not used to listen of English sentences other than at class when English teaching learning

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<sup>2</sup> A Hidayat, "The Use of Songs in Teaching Students' Listening Ability," *Journal of English and Education* (academia.edu, 2013), [https://www.academia.edu/download/53312036/322-569-1-SM\\_1.pdf](https://www.academia.edu/download/53312036/322-569-1-SM_1.pdf).

<sup>3</sup> Aryati Prasetyarini et al., *Strategi Pembelajaran Listening Melalui Radio*. Republik Indonesia Cabang Muda Surakarta.

process. The effect of has been studied, this case is important to get attention and also relevant with the study that will be investigated by the researcher.

To support listening skill, both intensive and extensive listening practices play critical roles in language learning. Short passages and an emphasis on linguistic elements like vocabulary, grammar, and structure are common features of intensive listening. It frequently involves teacher guidance and consists of activities like transcription, dictation, and comprehension questions meant to provide in-depth analysis. Intense listening can indirectly aid gist understanding by raising students' awareness of discourse patterns and speaker intent, even if it is mostly linked to bottom-up processing.<sup>4</sup> On the other hand, prolonged listening encourages exposure to longer and more genuine audio content in a calm and undisturbed environment. The top-down processes involved in gist comprehension are strongly aligned with this approach, which prioritises enjoyment and general understanding over precision. Regular exposure to natural language in context through extensive listening helps students grow more used to various accents and speech patterns.<sup>5</sup>

As other researcher have been research study about native and non – native accent for students with the purpose is to determine whether applying non – native speakers has a substantial impact on students' listening skills, as well as to compare the listening skill attainment of students using and without non – native

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<sup>4</sup> Vandergrift, L. Recent Developments in Second and Foreign Language Listening Comprehension Research. *Language Teaching*. 191-210. 2007.

<sup>5</sup> Renandya, W. A., & Farrell, T. S. C.' Teacher, the Tape is Too Fast!' Extensive Listening in *ELT Journal*, 52-59. 2011.

speaker audio, to show the perspectives of students and teachers about differences between A public University's sample of students and instructors is examined in relation to Native English Speaker Teachers and NON – Native English Speaker Teachers (NESTs and Non-NESTs).<sup>6</sup>

From the previous study above the researcher finds other aims. The aims of this studies are finding the significant and difference impact in listening using NESTs and Non-NESTs audio also other aim is to look for which audio that more effective for student in listening comprehension for gist.

As one of the important skills in English listening has its own challenges for students because they must have good focus in order to hear every word spoken. It is become important because it is really needed to communicate with others in daily life or to attend the listening lesson at class. Tri Listiyaningsih argued that listening as a form of input is the foundation of both writing and speaking. Since speaking and writing are two more difficult output skills, a student who does not receive enough listening input may struggle in these disciplines. Students benefit from hearing because it lays the groundwork for speaking and writing. Students may pick up proper pronunciation and pick up a lot of helpful words, phrases, and

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<sup>6</sup> "Student and Teacher Perceptions about Native and Non-Native Speaker Teachers of English," accessed May 30, 2023, [https://www.researchgate.net/publication/323174926\\_Student\\_and\\_Teacher\\_Perceptions\\_about\\_Native\\_and\\_Non-Native\\_Speaker\\_Teachers\\_of\\_English](https://www.researchgate.net/publication/323174926_Student_and_Teacher_Perceptions_about_Native_and_Non-Native_Speaker_Teachers_of_English).

sentences by listening.<sup>7</sup> As a result, instructional strategies must be developed and modified to meet the demands of the learners.

Due to English's significance as an international language, practically all schools worldwide now teach it. Now days, English teachers come from many different countries, thus have different cultural and linguistic background, so it will affect in their style and teaching methods. In *Non-native English language teachers' perspective on culture in English as a Foreign Language classrooms* journal Yasemin Bayyurt said that the more critical English language instructors become about the role that culture plays in their instruction, the more they prepare their students linguistically and culturally to interact with speakers of different languages and cultures.<sup>8</sup> In Indonesia and many other countries learn English with native English speaker or non-native English speaker. Both native and non-native speaker have different accent when they speak English. That is why the researcher will compare between teaching using audio of native and non-native English speaker accent on students' listening comprehension for gist and to find which one are better in learning listening for the students.

Learning listening by native and non-native speaker has difference intonation, spelling, pronunciation, and others. This is because native speaker is

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<sup>7</sup> Tri Listiyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica : Journal of Multidisciplinary Studies* 1, no. 1 (June 21, 2017): 35–49, accessed November 30, 2023, <https://ejournal.uinsaid.ac.id/index.php/academica/article/view/601>.

<sup>8</sup> Yasemin Bayyurt. *Non-native English Language Teachers Perspective on Culture in English as a Foreign Language Classrooms Teacher Development* .10, no. 2 (2006): 233–247. DOI: 10.1080/13664530600773366.

native who have lived in an environment who use English in their daily lives, but not with non-native speaker. These differences may affect the student's learning process as well, and to find that difference in students' result and listening comprehension skill, the study must be carried out. Therefore, the researcher conducted this research by comparing teaching listening by native and non-native speaker through audio.

In learning English, accent is important for the learner. The first feature of target language (TL) that learners prefer to focus on is accent. Additionally, learners frequently believe that their peers, parents, and even teacher constantly evaluate their language development based on their target language accent.<sup>9</sup>

As the researcher write in the previous paragraph, this study will investigate listening comprehension specially in listening for gist. Listening comprehension is more than listening. As its name "Listening Comprehension" it is mean comprehend, understand, and get the information from what the speaker says. The concept of listening comprehension is intricate, arising from several language and cognitive processes, and it seems to be evaluated differently in various evaluations.<sup>10</sup> Listening comprehension can be influenced by various factors,

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<sup>9</sup> Seyyed Hatam Tamimi Sa'd. *Learners' Views of (Non)Native Speaker Status, Accent, and Identity: An English as an International Language Perspective*. Journal of World Languages. 5, no. 1 (January 2, 2018): 1–22.

<sup>10</sup> Tiffany P. Hogan, Suzanne M. Adlof, and Crystle N. Alonzo. *On the Importance of Listening Comprehension*. International journal of speech-language pathology. 16. no. 3 (2014): 199.

including whether the listener is a native or non-native speaker of the language being listened to.

### **B. Identification of the Problem**

1. Students' poor listening understanding
2. Students' less pronunciation, intonation, and accent

### **C. Limitation of The Problem**

Drawing on the above-mentioned identification problem, the researcher focuses on enhancing students' listening comprehension skill through the use of appropriate English speaker accent audio during the lesson.

### **D. Research Question**

Based on the statement that has been explained in the background of the study above, it can be formulated some problems, are:

1. What is the impact of teaching using the audio of native English speaker's accent versus a non-native English speaker's accent on students' listening comprehension?
2. Which is more effective between using audio of native English speaker accent and non-native English speaker accent on students' listening comprehension?

### **E. Significance of the Research**

The result of this study is expected to be useful for both theoretically and practically. Theoretically, this study is to enrich the theory of teaching English listening comprehension. While, practically is useful for:

1. For students, this study is expected that students can improve their English listening skill in order they can get interested at English lesson and attend the class in a good mood.
2. For teacher, by this study the teacher can analyze which is the proper teaching strategy by compare between use native and non-native accent in teaching learning process.
3. For other researcher, by this study the researcher is expected that this study can be useful and helpful for those who are interested in conducting research that relevant to this study.

#### **F. The Objectives of the Research**

1. To find out whether there is the significant and difference impact in listening using the audio of native English speaker accent and non-native English speaker accent.
2. To look for which is more effective between using the audio of native English speaker accent and non-native English speaker accent.

#### **G. Previous Study**

Researcher found several studies in similar theme with this comparative study between teaching using audio of native speaker accent and non-native speaker accent on students' listening comprehension, they are:

1. First research entitled Comparison of Native and Non-Native English Language Teacher' Evaluation of EFL Learners' Speaking Skills:

Conflicting or Identical Rating Behavior ?.<sup>11</sup> 80 EFL students participated in this study, which was carried out during the 2014-2015 academic year at a public University in Turkey. Of these, 45 were prep-class students from the English Language Teaching Department of the Faculty of Education, and 35 were from the Faculty of Medicine. The findings of this study suggest that while evaluating the oral ability of EFL students, native and non – native English language instructors exhibit nearly the same rating behavior.

2. Second research is entitled Students and Teacher Perceptions about Native and Non-Native Speaker Teacher of English.<sup>12</sup> Using a sample of students and faculty from a public University in Ankara, Turkey, the primary goal of this study is to demonstrate how students and teacher perceive the distinction between NESTs and non – NESTs. The outcome is that this duality lacks a paramount despite their respective strong and weak parts. In the end. An eclectic approach that involves both native and non – native teachers working together is thought to be practical.
3. Third research is The Effectiveness of Using Non-Native Speaker Audio in Students Listening Skill.<sup>13</sup> Students in the 12th grade at SMK Muhammadiyah Ciledug, totaling 177 students, contribute to the research

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<sup>11</sup> Emrah Ekmekci. *Comparison of Native and Non-Native English Language Teachers' Evaluation of EFL Learners' Speaking Skills: Conflicting or Identical Rating Behaviour?*. English Language Teaching. 9, no. 5 (April 6, 2016): p98, accessed June 20, 2022, <https://ccsenet.org/journal/index.php/elt/article/view/58797>.

<sup>12</sup> “(PDF) Student and Teacher Perceptions about Native and Non-Native Speaker Teachers of English.”

<sup>13</sup> “(PDF)The Effectiveness Of Using Non Native Speaker In Audio In Student Listening Skill.”

population. The study's findings indicate that students' listening skills while utilizing non – native speaker audio obtain an average score of 73.05. in contrast, students' listening skills when not using non- native speaker audio earn an average score of 66.05. SMK Muhammadiyah Ciledug's 12th grade students' listening skills are affected in any meaningful way by the use of non – native speaker audio, both with and without it.

4. This study has a different focus compared to the previous three studies. The first study focused more on the evaluation of EFL students' speaking ability by native and non-native teachers, and the results showed that both groups of teachers showed almost identical assessment behaviors. The second study discussed students' and lecturers' perceptions of native and non-native teachers, and concluded that although both have their own advantages and disadvantages, a collaborative approach between the two is more advisable. The third study examined the effect of using non-native audio on the listening skills of grade 12 students at SMK Muhammadiyah Ciledug, and showed that non-native audio significantly improved students' listening skills compared to without the audio. Unlike the three, this study specifically compared the effectiveness of native and non-native accents audio in improving the ability to understand gist information (gist) in listening comprehension. The focus on the gist comprehension aspect is the main differentiator, because previous studies have not explicitly compared the two types of accents in the context of in-depth understanding of the main

message in listening. Thus, this study fills the gap in previous studies by providing more focused comparative insights regarding the influence of accent type on the ability to understand overall meaning in listening skills.