

CHAPTER I

INTRODUCTION

A summary of the study is given in this chapter, close with information on its background, problem statement, research aims, significance, scope and limitations, assumptions, and operational definitions.

Background of the Study

Everyone who employs language as a means of communication has the potential to engage in conversation. Sometimes, the one who understands the issue better than others will always have the greatest opportunity to speak. In the meantime, it is undeniable that how individuals speak is distributed in a certain manner among participants, which shapes a broad array of occurrences in conversation (Sa'adah & Yulianti, 2018). The conversation is the process of communicating ideas, emotions, and information in the target language, with speaking and listening playing the most important roles. According to (Larsen, 2021), "conversation involves the production of utterances that perform actions, which in turn invite certain next types of actions (or at least restrict the range of actions that might follow without looking odd)" In this sense, linguistic interaction demonstrates structure: the shape and form of how contributions to interaction constitute a sequence of interconnected activities.

The mother tongue variety in English discourse has been a source of contention for many years, and the issue of diversity is likely to continue to be a prominent topic of study. Insufficient pronunciation and dialect contributed to conversational

misunderstandings. (Zhang et al., 2010) described how various epistemological views, in combination with other variations, might impact learning in a diverse learning environment. Students and teachers who believe that the teacher should be the ultimate source of information may be unable to implement collaborative work and knowledge sharing among various learners. The epistemological assumptions that influence the learning process may arise from cultural origins or previous learning practices.

Humans begin learning their mother tongue from birth, which is different from learning a second or foreign language because it is a natural and basic process. (Richardson, 2019), referenced by (Hasanah et al., 2019) emphasizes this difference. The phrase "foreign language" mostly refers to a language that has been learned for interaction with people from societies other than one's own. A "second language" on the other hand serves social purposes in the society in which it is learned, such as acting as a lingua franca or the language of a different social group (Hasanah et al., 2019). Similar distinctions are made between a second language and a foreign language (Bloomfield, 1926) as cited by (Grenbaum, 2015). According to (Grenbaum, 2015), a foreign language is "used for contact across frontiers or with those who are not from their nation," whereas a second language is "necessary for certain institutional, social, commercial, or educational activities within their own country."

The second language in consideration in this context is often a foreign language studied by students in formal educational settings or other institutions of a similar nature. Sociolinguistics, which studies how broader societal influences on language usage have an impact on language use, has a significant impact on the use of English as a second language in education. Languages change as a result of factors including age, gender, ethnicity, and degree of education.

To avoid embarrassing English speech expressions, accurate pronunciation is required. As a result, (Depalina Siregar et al., 2020) indicated that there are several key aspects that speakers of languages should consider, including dialect, stress, intonation, rhythm, motivation, exposure, attitude, teaching, age, personality, and the effect of their language. The components must constantly be incorporated. On the other hand, there are times when these elements cannot be employed because of decreases, concerns with the speakers, or linguistic understanding. Research also demonstrates that English language learners have difficulties with speaking appropriate English everywhere, which is mostly attributable to their mother tongue impact (Ito, 2019). In general, issues with fluency in other languages, such as English, lead speakers or students (as language learners) to experience discomfort. Moreover, as evidenced by the present situation, local accents or linguistic differences may be observed when individuals speak languages different than their own. Typically, the prevalence of diversity produces this.

Understanding a language's cultural differences is necessary for language recognition. According to (Chinh, 2013) historically, the cultures of English-speaking nations have dominated English language instruction. The culture of teaching and learning in English Language Teaching (ELT) has undergone substantial changes as a result of the establishment of English as an international language (EIL). Modern ELT now strives to develop students as intercultural communicators in today's globalized world rather than just focusing on the notion of native speaker ability and the target culture. The attitudes of students towards this issue bear tremendous relevance given the pressing necessity to include other cultures in ELT as a tool for students to develop strong intercultural communication skills.

Some students who speak Javanese and Madurese in Indonesian schools with mixed ethnic and racial diversity may have trouble conversing with others. The following scenario illustrates this situation:

MS : what is a chair? (wɒt ɪz tʃeə ?)

JS : jae is the one of flowering plan whose rhizome widely use in a herbal drink (jae ɪz ðə wʌn ɒv: 'flaʊəɪŋ plæn hu:z rhizome 'waɪdli ju:z ɪn ə 'hɜ:bəl drɪŋ)

MS : I mean..... with pointing of chair (aɪ mi:n)

JS : you can sit on it (ju: kæn sɪt ɒn ɪt)

(JS for Javanese speaker and MS for Madurese speaker)

The sample misses dialogue because the Madurese speaker while referring to a chair, says cahe, which translates jahe in Javanese and ginger in English. As a result, the Javanese speaker's description of the chair as ginger leads to a misunderstanding of the dialect.

They may not be able to communicate well during the conversational process, and misunderstandings or problems may arise. This occurs when the speaker is unable to appropriately use words, idioms, dialect, phrases, or a mix of other linguistic elements. According to (Waloyo, 2018) "all foreign/second language learners adopt strategies when processing new information and executing tasks in language classrooms, whether consciously or subconsciously." Lack of understanding of the mother language background of various races and tribes (racism) frequently results in violence between groups. it might have repercussions in other sectors, including the evolution of the teaching-learning process. According to Carter quoted by (Dewi et al., 2020) diversity is defined as the presence of individuals from many racial and ethnic groups, nations, ages, faiths, and socioeconomic classes. According to (Millen & Cobb, 2010) diversity is a factor in the formation of relationships. The comment reinforced the premise that each firm can increase its potential and reduce diversity.

This tendency is frequently seen by researchers in multiethnic English classes with varying primary languages or mother tongues (Dewi et al., 2020) Indeed, they have difficulty

comprehending English dialogue. Although they have difficulty when transferring a conversation, the students do not remain silent; rather, they force themselves to participate by making a physical gesture to indicate who the speaker intends to be. (Hasanah et al., 2019) stated that if interlocutors are at a stage where they do not understand one another, they may be expected to "work out-negotiate some form of common ground before the interaction can continue." To address the problems between interlocutors, a variety of strategies should be used to comprehend and convey the conversation's message. The ever-increasing need for effective English communication skills has generated a worldwide demand for English instruction, which is a great instrument for genuine communication in encouraging both target language usage and learner autonomy among language students (Fadilah, 2018).

The purpose of this research is to explore and analyze how Javanese and Madurese speakers use their respective dialects in English discussions while ignoring criteria such as nationality, religion, socioeconomic position, and social standing. To take into consideration potential variances, the main focus of this study is on the participants' age, gender, and mother tongue, particularly among college and high school students. According to (Kyndt et al., 2011), students frequently struggle to produce English because of their diverse backgrounds, which include different ethnic origins, distinct family cultures, exposure to local languages, little exposure to global perspectives, and uncertainty about how to improve their English proficiency.

Cultural factors affect attitudes, self-confidence, social interactions, language use, and other behavioral patterns in pupils, shaping their sense of identity and self-concept. Students' capacity to learn English is substantially impacted by their racial and cultural origins. According to (Yousef et al., 2014), students' understanding is often stronger when they have access to educational resources that are appropriate to their cultural backgrounds. These variances may have an impact on pupils' ability to participate in classroom discussions in

English or pursue professions in the language. To communicate with people of other racial or cultural backgrounds, students frequently utilize Bahasa, mainly in the context of their local knowledge.

Based on the background above, the researcher takes this research entitled “Javanese and Madurese Students’ Perception towards Dialects at English Conversation.”

1.2. Statements of the Study

The researcher has research questions that should be taken into account based on the context of the investigation. the following

1.2.1 What is Madurese students’ perception of Javanese student speakers in English conversation?

1.2.2 What is Javanese students’ perception towards Madurese student speakers in English conversation?

1.3. Objective of the Study

The objective of the problem, which is related to how the problem was stated above is:

1.3.1 To describe the Madurese student’s perception towards Javanese student’s speaker in English conversation class.

1.3.2 To describe the Javanese student’s perception towards Madurese student’s speaker in English conversation class.

1.4. Significance of the study

The significance of this study is:

1.4.1 The teacher

The English teacher gains more expertise and scientific understanding of the various mother tongues of the pupils, which may be used in the teaching-learning process, particularly in English conversation.

1.4.2 The students

Hopefully, students can improve their pronunciation, accent, stress, emotion, motivation, exposure, attitude, instruction, and intonation in English, and they can improve their personalities.

1.4.3 The further researcher

By conducting this study, the further researcher can develop the research and make a citation based on the result of the study.

1.5. Scope and limitation

The scope outlines the boundaries that will govern the population and period in which the study will work, as well as how deeply it will examine the research issue (Kambali et al., 2023).

This study's focus is on how English-speaking students perceive Madurese and Javanese speakers. This study's limitations include the Javanese student's perception of the Madurese student's speaker in an English conversation class and the Javanese student's perspective of the Madurese student's speaker in an English conversation class.

1.6. Assumption

An assumption is something that you assume to be the case, even without proof (Sanchez, 2019). The basic assumption of this study is by knowing the perception of students in a diversity of mother tongues, the researcher can open new views and new ways to approach the teaching-learning process, and also by knowing the students' perception, the learning goal can be raised.

1.7. Operational Definition

1. The perception of students is characterized from a physical and physiological standpoint. This study will be confined to the scope specified by (Allport, 1996) cited by (Guo et al., 2013), who defined perception as the means through which individuals perceive or evaluate others. Moreover, perception is the process through which people give significance to their experiences (Kauchak & Eggen, 2012).
2. The conversation is the production of utterances that execute acts, which in turn invite specific types of subsequent actions or at least restrict the range of actions that can follow without appearing odd (Aini, 2016).

Dialects act as identifying characteristics for language speakers, enabling the location of their geographic origins to be determined. Given that they display distinctive qualities, dialects may be considered a type of personal identification (Domínguez Romero, 2022).