

EFL Lecturers' Attitudes Towards Local Accented English at IAIN Curup (A Case Study at IAIN Curup)

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Abstract

This research looks at how English instructors at IAIN feel about their students' local accents when they talk in English. The purpose of this study is to investigate lecturers' attitudes regarding local accents in three dimensions: emotive, cognitive, and behavioral. The researcher employed a combination of methodologies. A concurrent embedded model is a type of mixed approach. This study includes 16 academics for the questionnaire and 6 lecturers for the interview. Questionnaires and interviews were used as research tools. The findings revealed that all instructors had the following sentiments about local accents: Secondly, from an emotional standpoint, English professors at IAIN Curup did not challenge students' local accents as long as the pronunciation was clear and followed phonological principles. Additionally, according to the instructor, the local accent is not anything to be ashamed of; it reflects a person's individuality and culture if the pronunciation is proper and does not alter the information to be delivered. Finally, on the behavioral dimension, researchers may closely examine the activities of lecturers. If students' pronunciation is incorrect and affects the meaning too much, they will be given direct action and promptly corrected. The findings demonstrated that the English instructor at IAIN Curup has a favorable attitude toward the local accents that students have on emotional, cognitive, and behavioral aspects.

Keywords: Attitude, Local Accent, English Foreign Language

Introduction

The accent is a language system that distinguishes one individual from others. When we hear someone talk with an accent, we can tell where they are from or what race they are. The environment in which a person lives has a significant impact on the creation of accents. Of course, someone's prior accent may be erased, but this is a time-consuming procedure. According to Etter Sarah, social, economic, and age factors such as length of residence, resemblance of a foreign language to the native tongue, and frequency of use of both languages influence how people communicate. According to the theory's explanation, many factors that influence an accent include age, social and economic circumstances, as well as residency. We commonly encounter this accent in the world of lectures since students come from all over the country, not just Bengkulu region, and many students have accents from where they live.

English students at IAIN CURUP are required to speak English during lectures, particularly when discussing speaking themes. Each student's accent differs greatly. Students had accents ranging from Javanese to Minangkabau to Rejang dialects and others, according to

the survey. A person's ethnic identification can be identified not only by the vocabulary he uses while speaking in an ethnic group's/tribal language, but also by the accent of that language. The relationship between ethnic languages and their accents is quite tight. Because the accent of a language of an ethnic group is so distinct, it cannot be separated from the stamp of that language. If a Javanese speaks Minangkabau with a Javanese accent, the dialect is still called Javanese. Yet, slang is not wholly dependent on or related with language. Because language is defined by vocabulary rather than pronunciation, Javanese people who speak Minangkabau with a Javanese accent are nonetheless considered Minangkabau speakers. Conversely, speaking Minangkabau with a Minangkabau accent is significantly more useful than speaking Minangkabau with an accent from another tribal language. Similarly, it is recommended to speak Javanese with a Javanese accent.

As a consequence, the researcher revealed that when students with a Javanese accent who reside in the region of the island of Java say things in English, the Javanese accent does not disappear or is difficult to erase. Instead, Indonesian students continue to medok. Similarly, students from the Minangkabau accents are difficult to eliminate since it is a trademark of the Minangkabau people, even though these students speak English, not Minangkabau. This happens regularly at IAIN Curup, especially in the English study programme, where students from various areas talk with their natural accents, which is difficult to remove. The researcher examines the attitude of the English study programme instructor in this scenario to evaluate whether this issue is of concern to English study programme lecturers.

Attitude is a person's proclivity towards an item, as expressed by the person's evaluation of the emotional component (whether they like it or not), cognitive (knowledge, understanding, and opinion) conduct, and behavioural (knowledge, understanding, and opinion) conduct (will be done or not). Attitude is also a positive or negative assessment of anything expressed with a certain intensity. According to Eagly and Chaiken (2007), attitude is a psychological predisposition exhibited by positively or adversely judging a certain thing. In other words, attitudes may be investigated from three angles: emotional, cognitive, and behavioural. These three aspects all contribute to a person's attitude towards an object.

These three elements must be considered by the researcher when assessing a person's attitude towards an object. The affective component is first the emotional response to the object (like/dislike). Since emotions operate independently and simultaneously with the cognitive processes of the attitude object, an individual's attitude towards an item cannot be characterised just by his views about the object. Second, an individual's tendency for verbal or nonverbal behaviour is represented by the behavioural component, which consists of observable acts or reactions that are the result of the attitude object. The (pleasant/unpleasant) reaction of a person to doing anything about the attitude object. Attitude reactions vary in their constancy. Finally, the cognitive component is an evaluation of the entity, which is a person's belief (or lack thereof) in the object. The term cognitive relates to people's ideas and perspectives about the attitude object. The cognitive component is the repository in which an individual arranges information.

Based on the three components listed above, we may determine a person's attitude towards an object. Some instructors assume that the accent of students' regionally accented languages when speaking in English should be similar to that of a native speaker, according to pre-observation data obtained by researchers at IAIN CURUP. The researcher will classify or investigate the three aforementioned traits, namely emotional, cognitive, and behavioural,

according to the teacher. From an emotional aspect, it appears that lecturers detest English with local accents; the researcher asserted this since the lecturer's opinion that English should be equivalent to native-speaker English could be noticed. According to the teacher, pronunciation must adhere to phonological standards and cannot be inaccurate; if it is incorrect, it tends to reflect a shift in meaning. It is referred to as the cognitive aspect by the professor since the lecturer has faith or comprehension of the accent. From a behavioural standpoint, the lecturer's actions always teach in class using English as if they were native speakers, implying that 5 here the lecturer uses English as if they were native speakers, which is referred to as the behavioural aspect because the lecturer's actions always teach in class using English as if they were native speakers.

Some other professors remarked that if the student is still in the lower semester or semester 1-2, speaking English with a local accent is not difficult; the essential thing is to talk first. But, if you are a sixth-semester senior high school student who has studied phonology, syntax, and pronunciation and speaks English with a local accent, you must adhere to the standards and match the native speaker. The researcher investigates the lecturer's comment from three angles. If the lecturer has not studied phonology, pronunciation, syntax, and other disciplines, his emotive aspect does not question an accent, conveying a neutral feeling. The cognitive component of the lecturer's perspective is that when a student with a local accent is in upper semester or semester 6, he must follow current regulations, which must be enforced by a native speaker. The Characteristics of Conduct The lecturer did not challenge an accent in lower semester students, but when the lecturer talked in the upper semester, the lecturer requested students to make accents like native speakers.

The status of English as a lingua franca, according to Jennifer Jenkins, an ELF researcher, does not imply that students should strive for English that is identical in every manner (such as native speakers). ELF experts argue that such a monolithic form of English does not exist and will never exist. They believe that everyone who engages in international communication or learns English as a second language must know and have appropriate pronunciation (phonological, lexicogrammatical, and so on) that is widely used and widely understood (Jenkins, 2006).

This research is critical for the English Study Program (TBI) since it addresses students' queries regarding whether the local accent is an issue for English Study Program (TBI) lecturers, and if so, what we should do in the future. Additionally, based on observations made by researchers, it can be said that scholars are interested in doing study to identify the attitude of lecturers towards students who speak in English with local accents. The researcher conducted a mixed method study titled "Attitude of EFL professors towards local accented English at IAIN CURUP."

Literature Review

Attitude

Attitude, according to Eagly and Chaiken (2007), is a psychological inclination manifested by judging a certain thing with some degree of favor or dislike. There are two types of attitude definition, according to Eagly and Cheiken. The first is that attitude is a person's proclivity towards an item as shown by emotional (like it or not), cognitive (knowledge, understanding, opinion), and behavioural characteristics of the individual (will do or not).

Second, attitudes are defined as positive and negative assessments of certain objects expressed with varied degrees of intensity. Hence, this concept pertains to an individual's proclivity to assess anything with some measure of liking or dislike in the appraisal of the object. The assessment theory presented here applies to all types of reactions, whether they are open or covert, cognitive, emotional, or behavioural. Everyone has a distinct viewpoint on a certain problem (specific object). Attitude expresses one's thoughts, feelings, and actions towards an item. Different attitudes occur as a result of the existence of understanding, experience, and thoughts that someone has already experienced in an object. According to Eagly and Cheiken's above-mentioned hypothesis, the consequence of attitude towards there is a positive object (accept) and a negative object (do not accept).

LL. Thursione, according to Abu Ahmadi (2009), defined attitude as a level of positive or negative tendencies related with psychological things. Psychological objects include symbols, phrases, slogans, individuals, institutions, ideas, and so on. Humans have a positive attitude towards a psychological item if they enjoy it or have a favourable attitude towards it; conversely, people have a negative attitude towards a psychological object if they dislike it or have an unfavourable opinion towards it. This means that when someone is said to have a positive attitude towards something, it means he likes it, and when someone is said to have a negative attitude towards something, it means he dislikes it.

According to La Pierre in Azwar (2015), attitudes are patterns of conduct, inclinations or anticipatory preparedness, a proclivity to adapt to social settings, or simply, responses to conditioned social inputs. The intended readiness may be defined as a possible predisposition to react in a specific way when confronted with a stimulus that requires a response. According to this view, attitude is a conditioned response to an object. According to Sarwono (2009), an attitude refers to a person's feelings of joy, dislike, or neutrality towards "something." Objects, events, circumstances, individuals, or organizations can all be considered as "something." Among these statements, attitude is a matter of personal preference, such as liking or disliking something.

According to Malhotra (2005), an attitude is a quick evaluation of an item or thought. The object or phenomenon, according to Bohner, G., and Wanke, might be anything a person discriminates against or remembers, including people, objects, and organisations. It is a tendency to respond to something or a situation. Attitudes can be favourable, negative, or neutral, according to Walley et al. (2009). Every person has an attitude, yet each attitude is unnoticeable since it is a psychological reality. As a result, attitudes are subjective and individualised traits that are difficult to define.

Local Accented

An accent is described as the audible stress on a word or syllable heard when speaking, such as a person's unique pronunciation. An accent is a unique pronunciation associated with a person, region, or nation. The speaker's socioeconomic level, race, caste, or social class, as well as the effect of their first language or mother tongue, can all be used to identify an accent. Accents are generally distinguished by differences in sound quality, vowel and consonant pronunciation, stress, and prosody. Although accents frequently modify syntax, semantics, vocabulary, and other language features, the phrase "accent" may refer to changes in pronunciation alone, whereas the term "dialect" refers to a broader spectrum of linguistic

variants. The words "accent" and "dialect" are commonly used interchangeably. Accent, according to Hamid Behravan (2012), is a variance in a language's pronunciation and refers to the sounds that occur in a person's language. It indicates that the accent pertains to a student's pronunciation, which is followed by sounds in the student's native language. Accents differ from one another in two ways: phonetically and phonologically. Both accents have the same set of phonemes, however some of these phonemes are realised differently. Phonological accents, on the other hand, have a different number of phonemes than other accents, and the identification of phonemes varies. Differences in emphasis and intonation are referred to as phonetic differences. The Oxford Learner's Compact Dictionary defines accent as "an individual method of speaking or local/national speaking." According to Darwin and Munro, accent refers to how people's speech differs from the local variant of English and the impact that difference has on speakers and listeners. An accent, according to Ockey and French, is defined as an individual's speech patterns that are seen to be unique from the local variety, and how this difference influences the listener's judgement of which accent is acquainted with the local variety.

Research Methodology

A variety of approaches were used to perform the research. A mixed methods research design collects, interprets, and combines quantitative and qualitative data in a single study. To answer all research questions, quantifiable data will be collected in this study utilising a questionnaire instrument. For the interview tool to delve deeper or interview in depth, a qualitative methodology is necessary. It may be stated that the researcher employed a mixed technique, which is a sort of concurrent embedded model, for this procedure. A concurrent embedded model is a research approach that combines quantitative and qualitative research methods at the same time.

This study focuses on the English instructor at IAIN Curup. Why did the researcher select a particular English education lecturer? Because the lecturer's English education requires pupils to speak English in class, their researches may come across a student with a regional accent. The researcher chose the subject of the study using purposeful sampling. First, instructors with competence in teaching speaking at IAIN Curup are required. In this study, 16 lecturers were taught public speaking at IAIN Curup. The second is willing to take part. Six academics have agreed to be interviewed. The three lecturers are eager to be contacted both online and offline. Additionally, based on the criteria listed above, the researcher picked 6 lecturers for this study because of their expertise in teaching and speaking, as well as their willingness to participate in this research.

The technique of data collection refers to how the researcher gathered information from the subject. The researcher used a questionnaire and an interview to collect data in this study. The questionnaire was created by the researcher and is of an open-ended variety. The open-ended questionnaire is a question with an essay response. Questionnaires are distributed to lecturers for them to convey their feelings about local accented English from three perspectives, namely emotive, cognitive, and behavioral, using a Likert Scale. The scale has four choices: strongly agree (sangat setuju), agree (setuju), disagree (tidak setuju), and severely disagree (sangat tidak setuju). In order to gather more specific information about the data, the researcher was also interviewed. An interview is defined in this study as a dialogue between the

interviewer and the professors conducted using the WhatsApp application. The purpose is to learn more about professors' attitudes towards students who speak English with a local accent. The responder was asked several questions concerning professors' opinions towards local accented students. It seeks detailed information regarding professors' attitudes towards a student with a local accent who speaks English. The researcher used interview coaching throughout the procedure.

When the researcher has gathered information regarding the lecturers' attitudes towards regionally accented English at IAIN Curup, the data will be tabulated and the percentage of the lecturers calculated using the percentage approach. The procedures were. The initial stage in data analysis is scoring. The scoring went against the grain of the questionnaire's questions. The questionnaire in this study employed the Likert Scale, which was the most popular scale used to examine attitudes, views, and perceptions about the subject in the questionnaire. The highest score on the Likert scale is 4 and the minimum scale is 1. The researcher scored the item based on the number of students who provided replies to the questionnaire. The researcher then divided the entire frequency score by the total number of questions in the second stage. It was utilized to acquire the lecturer's take on IAIN Curup's attitude regarding local accented English. In the get the mean score, each statement was multiplied with each value (strongly agree = 4 agree = 3 disagree = 3 strongly disagree = 1). The formula was described below:

$$\times = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)$$

Where: frequency SA = strongly agree, A = agree, D = disagree. SD = strongly disagree.

The researcher scored the item by counting the number of professors who responded to the questionnaire. Following that, the researcher calculated 42 percent of each questionnaire item based on the lecturer's responses to the questionnaire. The formula is as follows:

$$P = \Sigma \text{ score} / \text{Max score} \times 100\%$$

Where: P: Percentage. Σ score: total score: maximum score

After that, it determined the highest percentage score, the formula was:

$$(\text{total score for each item}) / (\text{maximum score} \times \text{item of each indicator}) \times 100\%$$

After knowing the percentage in each indicator, the researcher want to categorize each category in what is their attitude toward local accented at IAIN Curup, the formula was:

$$\text{total score each item} / \text{maximum score} \times \text{item of all indicator on each category} \times 100\%$$

After counting to a %, the researcher established the interval and percentage interpretation to determine the assessment using the method of determining the percentage score interval.

Findings and Discussion

Findings

The outcomes of this study were given based on three research questions that were developed as the major focus of this study. The data orientation includes 1) the lecturer's attitude towards local-accented language in the emotive dimension, as absorbed from the heart of the study issue. 2) The speaker's attitude towards local-accented language in the cognitive dimension. 3) On the behavioral dimension, the lecturer's attitude towards local-accented language.

The questionnaire data of attitude lecturers towards local-accented language

1. The attitude of the lecturer towards local-accented language in the affective dimension

Table 1. The Conceptual Chart of Lingua-culture Interpretation

The attitude of the lecturer towards local accented language in the affective dimension	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1. It makes me pleased when a student's pronunciation is comparable to that of a native speaker.	6.25	0	18.75	75
2. If the pronunciation is clear, I'm interested in the students' local accents.	6.25	12.5	37.5	43.75
3. Encouraged to use the accents of a native speaker.	0	6.25	25	68.75
4. For example, if students speak English with regional accents.	12.5	31.25	37.5	18.75
5. For students who speak English with a native-like accent because the pronunciation is clear	6.25	0	31.25	62.5
6. While speaking English to a student, use a local accent because the local accent is the student's first language.	43.75	37.5	12.5	6.25
7. Interested in students when they speak English with local accents, but they must follow phonological standards.	0	25	43.75	31.25

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

Table 2. The Attitude of Lecturer towards Local-Accented Language in Terms of Cognitive Dimension

The Attitude of Lecturer towards Local-Accented Language in Terms of Cognitive Dimension	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
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1. In my opinion, students' pronunciation should be comparable to that of a native speaker.	6.25	18.75	50	25
2. In my opinion, students should completely remove their regional accents.	62.5	12.5	31.25	0
3. Feel that students use local accents because it is their first language; thus, if students use local accents, it does not matter to me as long as the pronunciation is understandable.	0	25	50	25
4. In my perspective, a good accent follows the principles of pronunciation.	0	0	37.5	62.5
5. Recognize that students speaking English with a local accent must follow proper pronunciation norms.	0	0	56.25	43.75
6. In my opinion, students who speak English with a local accent utilize pronunciation and must follow the norms.	0	0	43.75	56.25
7. 1. Recognize that the local accent is impacted by the mother language, yet while speaking in English with a local accent, the pronunciation must be obvious.	0	0	43.75	56.25
8. I feel that a regional accent is acceptable as long as the phonetics are recognized.	6.25	0	62.5	31.25
9. In my opinion, Phonetics is the process by which someone hears and comprehends the sound of a language, whether it is a locally accented language or not.	6.25	6.25	56.25	31.25
10. As far as I know, being a local accented speaker is irrelevant because everyone has a distinct accent depending on where they reside, but phonological norms must be followed.	0	0	43.75	56.25
11. In my opinion, it is normal for students to talk in English with a local accent since individuals who speak are impacted by culture, but students employ phonology according to the norms.	0	12.5	37.5	50
12. I feel that the pronunciation must adhere to phonological norms.	0	0	50	50
13. In my opinion, a local accent must adhere to phonological norms and cannot be incorrect; if incorrect, it tends to reflect a shift in meaning.	0	6.25	43.75	50

3. The attitude of the lecture towards local-accented language in the behavioral dimension

Table 4.3 The Attitude of Lecturer towards Local-Accented Language in Terms of Behavioral Dimension

The attitude of the lecturer towards locally accented language in the behavioral dimension	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1. Always teach in English that is comparable to that of a native speaker, with proper pronunciation.	6.25	6.25	68.75	18.75
2. I always teach in English without regard for my accent, although my pronunciation follows the norms.	6.25	25	43.75	25
3. Corrects the student's pronunciation when he misspells words.	0	0	43.75	56.25
4. Offer a solution for a student who speaks in English with a local accent such that the accent follows phonetic rules.	0	0	62.5	37.5
5. Always provide solutions to students who talk in English with a local accent so that their phonetics may be readily understood.	0	0	56.25	43.75
6. If I notice a student speaking in English with a local accent, I will let it since I believe a local accent is not an issue, but the phonological norms must be apparent to transmit meaning.	6.25	6.25	43.75	43.75
7. When I teach in class, I always use English that adheres to phonological norms.	0	0	43.75	56.25

The interview data of attitude lecturers toward local-accented language

1. The attitude of the lecturer towards local-accented language in the affective dimension

Statistics on how instructors perceive students with local accents when speaking in English demonstrate that all lecturers have good opinions towards students with local accents. They convey their views about the kids' local accents in appropriate phonological/pronunciation, comprehension, and meaning. Four participants provided nearly identical responses. The transcript follows interviews with 1, 2, 5, and 6 people who were purposefully chosen to represent the others.

"It does not matter as long as the utterances are pronounced with the right phonological according to English standards." "I feel okay if student speaking uses local accent as long as the pronunciation is correct and it can be understood" "It does not matter if they use a local accent, they must speak English using the right pronunciation, intonation, high low stress, the right vocabulary and as long as they can be understood." "As long as the pronunciation is correct but the accent is different I think is okay."

Participants 1, 2, 5, and 6 in the transcript above stated that the local accent does not matter as long as the pronunciation is clear, the message is understood, and the phonology is

correct. Participants 3 and 4 continue to supply further responses for this entity. The transcript of the interview below describes the comments of participants 3 and 4.

"Mediocrity does not matter because of the point, as long as he conveys the meaning well and can be understood the meaning well then the local accent does not matter. " "I don't mind the local accent because I think local accents are something natural, the important thing is understanding sound or phonetics are conveyed and don't change the message."

Statistics on how English lecturers respond to students with local accents in class demonstrate that all participants had good opinions about students with local accents. They voiced their dissatisfaction with the wrong pronunciation being rectified, leaving them with their regional accent and preference. 1 participant demonstrates improper pronunciation to be accurate. The transcript below is from an interview with one participant who was purposefully chosen to represent the others.

"If there is a pronunciation that is not correct, correct it."

In the preceding transcript, it can be observed that participant 1 responded that if there is an inaccurate pronunciation, it is remedied. Participant 4 is constantly manifested in his preferences for this entity. The interview transcript below shows how he expressed his preferences.

"As long as it doesn't destroy the meaning and message in the communication and while the pronunciation is not problematic, I like it because the presence of a local accent shows that the student can show his cultural identity when speaking inside English"

As previously stated, participant 4 stated that he enjoys the local accent if it does not interfere with the meaning, message, or pronunciation. In turn, Participant 3 remarked that they should leave them with their native accent on the entity. His replies are described in the interview transcript below.

"Will keep them with their local accent except when there is a pronunciation that will change the meaning or there are phrases they use with the local accent and it changes the meaning they want."

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

Statistics on what English instructors believe about students with regional accents demonstrate that all participants had cognitively good opinions regarding students with regional accents. They express their feelings in terms of the agreement, uniqueness, normalcy, rich culture, and identity. 1 Participants demonstrate their agreement. The transcript that follows is from an interview with one participant who was purposefully chosen to represent the others.

"Agree there's no problem as long as the pronunciation is correct." coupled with participant 2 whose response is almost similar to participant 1, "I think it doesn't matter, again as long as their pronunciation is clear and accurate. Students with local accents

are unique. Sometimes, I can recommend them easier." participant 5 also gave almost similar opinion "it doesn't matter as long as what is said is clear and easy to understand" the last one is a similar opinion, namely "no problem from me, because the concept of Accent identity of someone. As long as the pronunciation is correct"

It can be observed in the transcript above that participants 1, 2, 5, and 6 stated that there is no problem with local accents as long as what is spoken is understandable and the local accent is something distinct and a person's identity. Participant 3 continues to insist that the local accent is natural. The following interview transcript depicts three participants' opinions.

"In the current context that is increasingly global and also increasingly multicultural, where communication is now not limited to one place, local accents are a natural thing."

As previously said, participant 3 stated that because the globe is becoming more modern and communication has no boundaries, a local accent is normal. In turn, participant 4 stated that a local accent is a treasure trove of culture. His replies are described in the interview transcript below.

"It's not something wrong, it just shows the richness of culture as long as the English is understandable and not wrong."

As stated in the transcript above, participant 4 stated that a local accent is not anything to be ashamed of; rather, it is a sign of a person's cultural riches.

According to data on why students utilize local accents, all participants had cognitively good sentiments about students' local accents. They communicate their feelings through their behaviors and mother tongue. Participants: 1 Share your perspective on why students use local accents out of habit. The transcript below is from an interview with one participant who was purposefully chosen to represent the others.

"Because it's the local accent they hear every day."

As noted in the transcript above, participant 1 stated that the students utilized a local accent because they spoke that language daily. Participants should continue to participate. 3, 4, 5, and 6 suggest that students use local accents since it is their mother tongue. The transcript presented below provides the perspectives of participants 3, 4, 5, and 6.

"Because they use their mother tongue as their first language so a little or a lot of this will affect when they use a foreign language including English." then participant 4 thought almost the same thing. Participant 3 "because it is a natural thing when someone uses a language other than his mother tongue, he will cognitively use the cognitive of his mother tongue, so that mother tongue has become a blueprint in his thinking process. Both in the form of sound and the form of grammar, there must be an element of mother tongue". Again, participant 5 has the same opinion "because it is influenced by their mother tongue, it means their habit of sounding the word." And finally participant 6 argues "because the accent is formed from the moment we are born."

It can be seen in the transcript above that participants 3, 4, 5, and 6 answered that the reason students use local accents is that local accents are their mother tongue, which was formed since

they were born, so when learning a foreign language, our identity as a foreign language user will still look a little or even a lot different.

The results obtained concerned whether the local accent was lost after training, demonstrating that all participants had cognitively favorable sentiments regarding this entity. They contended that the local accent may be erased with time and practice, but not altogether. This attitude entity received feedback from two participants. Transcripts from interviews with participants 1 and 2 are carefully chosen to represent others.

"Can be in the long term" and participant 2 also opinion "it is possible, however, I think for adult language learners, the training should be a long process, time, and hard effort."

It is clear from the preceding transcript that participants 1 and 2 agreed that local accents can fade with time. Participants 3 and 4, on the other hand, argue that local accents may be lost if they are cultivated. The following interview transcript covers the perspectives of participants 3 and 4.

"Can be trained to change with very intense practice, lots of practice and every use of local accents are well corrected" participant 3's response was almost the same as participant 4 and the transcript "could be removed by specific training"

As previously stated, participants 3 and 4 stated that local accents may be erased with intensive and particular training. In response, participant 6 stated that the local accent cannot be eliminated. The interview transcript that follows explains his reaction.

"Can't completely disappear"

As stated in the transcript above, participant 6 stated that even if we followed the right standard of English, the local accent could not be fully gone since the local dialect is a real identity possessed by each individual.

Data on how to eliminate local accents were lacking, indicating that all participants had cognitively good sentiments towards this entity. They believe that training is the best approach to get rid of the local accent; four individuals agree with this attitude. The transcripts of the following interviews with participants 1, 2, 3, and 4 strongly picked to represent others.

"Practice a lot of pronunciation and listen to standard English" then participant 2 says "do more practice, for example reading aloud: English books or English texts." participant 3 thought the same thing "with trained to use accents recipients with English context" participant 4 also thought "by practicing pronunciation in as much detail as possible".

Participants 1, 2, 3, and 4 remarked in the transcript above that local accents may be removed by learning pronunciation and hard practice.

The results gathered on what circumstances cause students to utilize local accents demonstrate that all participants had a good cognitive attitude about this entity. According to them, societal influences and mother tongue factors influence students' usage of their native

accents. Three individuals voiced their thoughts on this attitude entity. The transcripts of interviews with participants 1, 2, and 6 were carefully chosen to represent others.

"It can be because of personal and social factors. Personally, the student's mother tongue is so strong; they speak in their mother tongue so often. From the social factor, their family, friends, and community support the production of their local accent." this opinion is the same as participant 6 "Social factors and geographical factors, why does he tend to use it because the factors around him still use accents."

Participants 2 and 6 in the transcript above responded that student variables, especially social elements such as parents, friends, and lecturers, still adopt local accents. Participant 3 continues to suggest that the mother language issue is the reason why students choose to employ local accents. The following interview transcript explains the participants' opinions 3.

"The mother tongue factor in their daily life while English is a foreign language that they never use so that they can't help but have a lot of mother tongue influence on their accent in English"

As mentioned in the transcript, participant 3 stated that the student component, namely the mother language element that each student possesses, tends to employ local accents. Mother tongue has been learned from birth, thus it has become a habit for students.

Data on the student's local dialect should be revealed that all participants had a cognitively favorable attitude regarding the student's local accent. They communicate their feelings using a neutral tone and a local accent. 1 participant expresses their viewpoint. The transcript below is from an interview with one participant who was purposefully chosen to represent the others.

"Local accent by following pronunciation rules" It can be seen that participant 1 in the transcript above answered that his opinion was about what should be the student's accent, namely the local accent by following the pronunciation rule. Continue, participant 3 thinks that his attitude is neutral towards anything which should be the accent of the student. The interview transcript given below describes the opinions of 3 participants. "Don't direct students to use accents Do they have to be British or American but with the accents they have I would be very happy the point is how the meaning does not change and is well understood by the interlocutor." Furthermore, participant 4 gives the same opinion "It doesn't matter what accent, the important thing is that students can interpret phonemes correctly, how to sound consonants or vowels correctly. How pronunciations that pay attention to stress are written correctly." Finally, participant 6 has the same opinion "depending on them they tend to which accent is more comfortable"

As stated in the transcript, the three participants stated that they did not pick an accent since what was crucial was that the meaning did not change and was fully understood by the interlocutor, as well as what accent made them feel comfortable.

According to data on how good an accent is, all participants had cognitively favorable sentiments of students' local accents. They express themselves with an accent that follows the rules and communicates meaning. Four people voice their ideas. The transcript below is from an interview with one participant who was purposefully chosen to represent the others.

"According to the phonological rules," participant 1's opinion is the same as that of participant 5, furthermore, with the same opinion, participant 4 gives his opinion "according to international standards following the rules how to articulate the sound of each phoneme, stress sounds, rhythmic rhythms. But it doesn't have to be carried in British or American style." Then participant 6 gave his opinion a little "when pronunciation correct".

As stated in the transcript, practically all participants agreed that a good accent follows phonological norms and conveys what is said correctly. In addition, participant 3 voiced his views. This is transcribed below:

"Accent in any form that he will support the meaning means that the meaning he means is conveyed well and well understood"

As can be seen in the transcript above, participant 4 said that his perspective on how to have a good accent is an accent whose message is delivered clearly and can be understood.

Results on the severity of the accent revealed that all participants had cognitively favorable sentiments of students' local accents. They express themselves with suitable accents that do not follow the norms and affect the meaning. Three participants express their thoughts. The transcript below is from an interview with one participant who was purposefully chosen to represent the others.

"Which is not under the phonological rules" then add "when pronunciation is not correct."

Participants 1, 5, and 6 in the transcript above stated that a bad accent does not follow phonological norms and that when pronunciation is incorrect. Participants 3 and 4 believed that a bad accent affects the meaning. The following interview transcript covers the perspectives of three and four participants.

"The accent that is typed in India is used to change the meaning, making the meaning difficult for the other person to understand.". Participant 4 adds the opinion "accents that contribute to pronunciation errors change messages change phonetics so that a word becomes wrong."

As stated in the transcript, two of the participants stated that a poor accent alters the meaning transmitted to the point that the uttered word becomes incorrect.

According to research on what you know about the influence of local accents on non-native English students' usage of English, all participants had cognitively positive feelings regarding students' local accents. They examine the importance of local dialects, as well as identification and accent variations. Three individuals share their perspectives. The transcript that follows is a transcription of interviews with five, four, and two persons who were purposely picked to represent the other four.

"Local accent has a role to show someone's unique, identity and background." added participant 4 "portrait of variant and culture, which is self-identity." participant 5 added his opinion "local accent is innate from the individual or identity".

Participants 5, 4, and 2 in the preceding transcript answered with their thoughts on the influence of local accents on English use; however, participant 3 disagreed. The viewpoints of the three interviewees are presented in the transcript below.

"Local accent is a variation of accent in English that is influenced by their first language."

As mentioned in the transcript, three participants commented on the significance of local accents in the usage of English, namely that variations of accents in English, and local accents are marginally or even substantially impacted by language in their first or mother tongue.

3. The attitude of the lecturer towards local-accented language in the behavioral dimension

According to research on the solution for students with local accents, all participants had cognitively good attitudes towards students' local accents. They express themselves more frequently. Four people share their thoughts. The transcript below is a transcription of interviews with 1, 4, 5, and 6 persons who were chosen to represent others on purpose.

"Practice a lot and listen to have communication learn to practice." Added by participant 4 " have to practice pronunciation regularly." Participant 5 added his opinion "practice more according to phonological rules." Then participant 6 added, "practice makes perfect watch YouTube and listening to English songs little by little we have learned to resemble a standard account."

According to the transcript, 1, 4, and 6 participants stated that the solution for pupils who use regional accents is to practise phonology and pronunciation on a regular basis.

According to data on how students' native accents should sound, all participants had cognitively good feelings regarding students' native accents. They communicate objectively. Three individuals share their perspectives. The following transcript is a transcription of interviews with three, four, and six persons who were purposely chosen to represent the others.

"Local accents according to what they can do no need to force them to speak in standard accents." Added by participant 4 " let it be varied like this, you don't have to be forced to copy western accents, the important thing is that the pronunciation is not wrong." further participant 6 added, "let it be like that local accents are created in the environment itself and have become innate."

Participants 3, 4, and 6 commented in the transcript on how their local accents should respond by allowing children to use any accent that does not need copying western styles because they are accents developed locally from the moment they were born. All participants had cognitively positive feelings regarding students' local accents, according to data on what was done to enhance local accents. They implemented their suggestions. Two people share their perspectives. The following transcript is a transcription of interviews with 1 and 5 persons who were carefully chosen to represent the others.

"Practice a lot." then added participant 5 "a lot of practice a lot of imitating a lot of reading."

Participants 1 and 5 mentioned in the transcript that they practiced more, read a lot and imitated a lot to enhance their local accents.

Data on how you respond to students who speak regionally accented English show that all participants had cognitively favourable attitudes towards students' regional accents. They express themselves in a more direct and corrective manner. Two people share their perspectives. The transcript below is a transcription of interviews with two and three people who were specifically chosen to represent the others.

*"I will do corrective feedback when they make mistakes in pronouncing the words."
Then participant 3 added the opinion "feedback when the accent affects the meaning so there is a pronunciation that changes too much to change the words, it will be corrected with direct correction."*

Participants 2 and 3 in the preceding transcript stated that they would provide direct corrective feedback if there was a pronunciation error or if the message to be communicated changed considerably. Then, using direct feedback, participant 6 contributes. The following interview transcript summarises the six participants' points of view.

"If someone uses a local accent with bad pronunciation I will correct even speaking or a discussion on the use of bad pronunciation will be corrected immediately so the feedback is direct feedback."

According to the transcript, participant 6 indicated that whenever students mispronounced terms in lectures, he would correct them right away.

Discussion

This section continues to discuss all of the collected data as well as the earlier analysis. Three major areas of discovery were addressed. They were 1) the lecturer's emotional attitude towards local-accented language, 2) the lecturer's cognitive attitude towards local-accented language, and 3) the lecturer's behavioural attitude towards local-accented language. Based on the research findings, the researcher discovers several discussions. These were their names:

1. The attitude of the lecturer towards local-accented language in the affective dimension

The research collected all of the necessary data, the lecturer's attitude towards student English with a local accent, by administering a questionnaire and interviewing the lecturer. The study discovered that all teachers were pleased with the student's local accents. The findings show that they have no problem with the student's local accent as long as it is within phonological norms, comprehensible, the meaning conveyed is appropriately transferred, the message sent is well comprehended, and it does not affect the message. This conclusion is perfectly compatible with Eagly and Chaiken's (2007) attitude towards non-thought-mediated experiences or emotions. As a result, in this emotional dimension, the researcher investigates how an English lecturer perceives a student who speaks English with a local accent as having a positive attitude towards students who speak English with a local accent.

2. The attitude of the lecturer towards local-accented language in the cognitive dimension

The findings reveal that lecturers' viewpoints, opinions, knowledge, and understanding of local accents may be shown in their statements that local accents are not a bad thing, but that they symbolise students' identity and cultural treasures. Students use local accents since it is influenced by their mother tongue and has been a habit since they were born till today. According to one of the lecturers, local accents can be erased in the long run. In the cognitive dimension, an attitude is an evaluation of the entity that includes an individual's opinion (belief/disbelief) regarding the object (Eagly and Chaiken, 1998). As a result, in this cognitive dimension, the researcher investigates the English lecturer's viewpoint, perspective, opinion, knowledge, and comprehension of students who use local accents while speaking English as a favourable attitude towards students who use local accents when speaking English.

3. The attitude of the lecturer towards local-accented language in the behavioral dimension

According to the researchers' findings, the actions or responses witnessed by lecturers regarding the students' local accents, the professors took action by explicitly correcting if there was a pronunciation that changed the meaning too much, which needed to be addressed. An attitude, according to the findings in the behavioural dimension, is a verbal behavioural propensity of an individual that consists of behaviours or observable reactions as a result of an attitude object (Eagly and Chaiken, 1998). The researcher analyses the lecturer's English actions or observable reactions concerning the student who utilises local accents when speaking in English in class as a positive attitude towards a locally accented student when students converse in English in this behavioural dimension.

Conclusions and Suggestion

According to the findings of this study, eight out of ten Indonesian English instructors adhere to the essentialist lingua-culture paradigm and two adhere to the non-essentialist paradigm in the teaching of English as a foreign language. These opposing perspectives also apply to how lingua-culture is seen and presented in EFL training. Lingua culture, according to the instructors' essentialist worldview, consists of just one language, English, and one culture, that of native English speakers. Teachers see lingua-culture as one language (English) and multiple diverse cultures, according to their non-essentialist paradigm (those belonging to English native speakers and ones owned by the students). Additionally, the various points of view result in a varied representation of lingua-culture in EFL instruction. Several elements of English as a foreign language (EFL) acquisition are shared by essentialist teachers. They discuss how to achieve the objective of becoming an English native speaker by utilising authentic resources created by English native speakers, developing the communicative competency theory for English communication, and implementing indirect cultural training in EFL learning. The instructors' non-essentialist viewpoint, on the other hand, is consistent with a few aspects of EFL education. They do this through utilising cross-cultural non-native English resources, developing the intercultural communicative competency theory for English communication, including direct culture education into EFL instruction, and broadening the goal of becoming intercultural English users.

The author strongly encourages Indonesian EFL teachers to adopt the non-essentialist lingua-cultural paradigm and make it creatively sustainable for the context of EFL learning in Indonesia, as the discussed data has led to several theories that criticize the essentialist lingua-cultural paradigm in EFL learning. There are three reasons why exercising the non-essentialist

lingua-cultural perspective is essential. English is now the international language with a wide user base. This reality cannot be satisfied by basing EFL teaching simply on how native English speakers use the language. The English spoken by native speakers is just one of several dialects of the global language. Second, English has been socially and functionally shaped in Indonesia to serve as an additional language for the present generation. Due to technological advancements, they use English as more than just a foreign language. Moreover, this scenario brings them into touch with multilingual English speakers from Indonesia or other countries when they speak English. Thirdly, since Indonesia is an archipelagic country, Indonesians and Indonesian students are by nature diverse. Indonesian students need a specific degree of proficiency in English use in a cross-cultural setting. Accordingly, it is deemed vital for Indonesia to adhere to and implement the non-essentialist lingua-cultural philosophy in EFL instruction.

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