

Students' perception of British accent uses in English speaking

¹Ahmad Tahlis Annur, ¹Elok Widiyati*

¹English Education Study Program, Faculty of Language, Literature, and Culture,
Universitas Islam Sultan Agung, Indonesia

*Corresponding Author

Email: widiyati@unissula.ac.id

Received:
31 January 2026

Revised:
20 May 2026

Accepted:
31 July 2026

Published:
12 August 2026

How to cite (APA 7th style): Annur, A. T., & Widiyati, E. (2026). Students' perception of British accent uses in English speaking. *Indonesian Journal of Education and Pedagogy*, 3(2), 172-182. <https://doi.org/10.61251/ijoep.v3i2.326>

Abstract

This study addresses the value of a well-learned accent in helping foreign language learners become more proficient speakers in formal situation. Many students imitate a particular accent while speaking through receptive materials without any sufficient knowledge about it. Unfortunately, there are not sufficient studies looking at students' opinions about a particular accent acquired in learning, particularly speaking. This study aims to describe the students' perception of British accent accommodating their speaking skill and elements. The population of this research was the eleventh-grade students. A convenience sampling technique used to select 68 respondents. The descriptive quantitative design used with a close-ended questionnaire as the research instrument. The study revealed that the students' agreement reached 72.3% in speaking skill and showed 65% in language element. In conclusion, most of the students thought that British accent had unique, elegant, and formal characteristics.

Keywords: British accent; language element; received pronunciation; speaking skill; students' perception

INTRODUCTION

Globalization and social enhancement have presented Indonesian education with the challenge of producing a generation becomes able to compete on the world arena (Subair, 2024). In English education, speaking skill is indicated as the most essential and fundamental skill to communicate in global world. Many learners prioritize this skill and they should have a solid grasp of speaking eagerness in order to achieve learning objectives. Because of this fact, educators believe that their students should be proficient speakers (Talenta & Wibowo, 2022). English has taken a prominent position in education because of its significance in international communication (Putriani et al., 2021). Introductory English in primary schools has been managed. It becomes a subject to very young students in kindergartens and playgroups. Additionally, there are more English courses and institutions providing lessons to both young and adult learners. It is a reality that English is an international communication language. Therefore, they have to understand that pronunciation varies and different dialects are spoken in different places.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

© 2026 Authors

Speaking is one of the key abilities in language proficiency. Speaking English involves communicating thoughts, opinions, and emotions to other people through words or phonemes. People should understand and acquire the use of instructional materials (Talenta & Wibowo, 2022). This is the reason that students are considered to experience a good communication in practicing speaking. Teachers focus on speaking in order to help students build their speaking abilities because it supports networks, personalities, and identities (Jaya et al., 2022). Speaking is the initial step towards establishing a connection and exchanging messages. According to Mega and Sugiarto (2020), it plays a big part in communication. People study hard to acquire the ability in order to be able in interacting with people in the global community.

Persons who have been fluent in a language since birth is known as native speakers (Pranata et al., 2023). They are regarded to have an innate ability in using their language accurately, fluently, and properly. Foreigners recognize native speakers as those who speak English and reside in nations where it is their official language. However, someone who does not speak English as their first language is referred to as a non-native English speaker. Instead, he speaks English as a foreign or second language (Wulandari et al., 2021). A lot of people are still in debate whether it is preferable to study English with a non-native speaker or a native speaker while learning it in countries where English is not the primary language. This is especially true while learning English for communication purposes prioritizing speaking (Fitria, 2023).

According to Wulandari et al. (2021), native teachers are effective because they help students feel confident and motivated in improving English abilities. It is because they have sequential speaking experiences since childhood. As a result, it give positive impacts dealing with naturalness to their students. This is especially true when it comes to speaking the language. In addition, Prayogi & Widiyati (2024) showed that students thought they could learn English from native English speaker teacher excluded listening. According to the students, there were certain areas the teacher was skillful. However, Pradana (2019) explains that understanding language is different from teaching. Non-native speakers may not be able to impart their knowledge as well as they may not be as proficient as native speakers. Non-native speakers have acquired teaching skill, on the other hand, they may create a betterment. At last, both of non-native speakers and native speakers have the same opportunity to become teachers since they fulfill specific roles in the context of teaching English (Fitria, 2023).

Individuals are very sensitive to the outside world in addition to oneself. They use their senses to perceive their surroundings. The way individuals perceive things will be influenced by the stimuli they are given (Hafrizal et al., 2021). According to Hermeni (2019), perception is a perspective on, knowing of, or interpretation of a thing. Gaining insight into students' perspective can assist educators in developing new approaches, procedures, methods, and other approaches to address issues that arise when students are learning (Romauli et al., 2024). It can be stated that students' perception serves a variety of functions that is supporting the teaching and learning process. It simplifies the students' interpretation of a given situation.

Accent is a unique way of pronouncing a language particularly one related to a certain country, region, and social class. An accent from particular natives or locals in certain groups of people represents their identity (Choerunnisa et al., 2024). Fluency in accents is essential for comprehending what others are saying (Dirham, 2022). Fluency in spoken English is an objective that language learners have. Since it affects how easy they communicate with. Using a certain accent is crucial while speaking English as a foreign

language. Clearly argued by [Hasibuan \(2020\)](#), a lot of Indonesians with heavy Javanese accent can comprehend the language while learning English. This demonstrates that non-native speakers learning English for communication purposes are able to acquire its pronunciation and intonation while maintaining their unique local accent. Many students who actively communicate with native speakers with fluent accents have shown a great way to improve communication skills. In this context, it is very important to enhance communication skills ([Pranata et al., 2023](#)).

The most common English accents in Indonesia are British English and American English ([Hasibuan, 2020](#); [Hermuni, 2019](#)). They are two standard variations of English in formal situations. Those are applied to global education, broadcast, trade, and entertainments. The term "British English" (BrE) is commonly used to differentiate the English used in the British Isles from other places. Lexicographers and linguists refer it for those who are speaking the language natively and typically in standard English ([Akmalovna, 2021](#)). Around the 17th century, Americans became familiar with British English, which was spoken in the United Kingdom, notably in Northern Ireland, Scotland, Wales, and England. Even though both the British and Americans speak English, their accents are different. Nowadays, British English is called Received Pronunciation (RP) or Modern Received Pronunciation by many people with the influence of British mass media and the world of communication in modifying pronunciation and vocabulary ([Talenta & Wibowo, 2022](#); [Ferragne et al., 2024](#)). It is divided into Northern English and Southern English because of geographical accent variation and differences ([Koshy & Tavakoli, 2022](#)). British English is pronounced differently from American English ([Al-Jumaili et al., 2022](#)). The accent in British English tends to omit the letter "r" frequently. Furthermore, British English utilizes different vocabularies compared to American English. For example, British English uses the word "soccer", however, American English uses the word "football". In addition, the glottal "t" is occasionally employed in British English phrases like "city," "whatever," and "water" ([Musdalifah, 2022](#)).

A research conducted by [Pradana \(2019\)](#) was about the students' perception regarding the various accents of the English language. It showed that the students believed their favored accent had contributed to their English learning endeavors. The students' appropriate accent helped them while studying English. In another research, [Hermuni \(2019\)](#) clarified that the students preferred to get learning materials in American English. It happened because they believed that American English was more frequently used and had an easier pronunciation. They assumed that it was simpler than British English based on their experiences. However, some students found that British English was more formal, cool, and attractive. Another research was carried out by [Musdalifah \(2022\)](#) regarding perception of the accent and dialect in British and American style having benefits for instructing the students. The conclusion revealed that English language learners preferred American English style over British English style. They believed that American English was simpler and slower. However, some students found that they could acquire a better understanding of the various dialects that had been used.

Based on the previous studies, the problem found that the majority of Indonesian English learners do not realize when they are using and copying variation of accents, especially when they are speaking and presenting in a formal situation. Many English speakers may only know one kind of English and it make them cannot differentiate between British English and American English. Therefore, to gain deeper understanding, this study only focuses on students' perception regarding the British accent in the English speaking skill. This study aims to describe the students' perception of British accent

accommodating their speaking skill and elements. It shows the importance for the students to differentiate and use the appropriate British accent in speaking English. This study contributes to the classical and individual learning process in understanding and producing British accent among spoken texts.

METHOD

Descriptive quantitative research design used in this study. In order to draw study result, the research design provided an accurate description of respondents, circumstance, or phenomenon, focusing more on the details of what, where, and when than the reasons behind events. The basic knowledge of British accent and the students' perception were the two main points of this study.

Respondents

This study was conducted at a state senior high school with the eleventh-grades as the respondents. Convenience sampling used to collect the respondents. Convenience sampling method was easily accessible to the researchers because it was directly from the population. Convenience sampling had the benefits of being affordable, effective, and easy to use. For this study, the two classes with 34 students in each class for the total numbers of 68 students involved as the respondents.

Instruments

The researchers employed a close questionnaire in Google Form. The instrument allowed the students to respond the items in order to examine the study issued and complied with the objectives of the research design. One benefit of conducting a questionnaire was that it allowed the researchers to get information from the representative sample. The numbers of questionnaire items were adapted from (Saipullah et al., 2021; Hermini, 2019; Pradana, 2019; Nety et al., 2020, and Ansow et al., 2022) as depicted in Table 1.

Table 1

Source of Adapted Questionnaire Items

Source	Number of questionnaire items
Saipullah et al (2021)	1,2,12,13
Hermi (2019)	5,7,8,11
Pradana (2019)	9,3
Nety et al (2020)	6, 4, 10,14
Ansow et al (2022)	15

The questionnaire items were adapted from five different sources. The items were grouped into two different parts. They were about the British accent perceived by the students on the point of view speaking skill and language element. In the first part, the 9 items were gathered from the adapted questionnaires created by Saipullah et al. (2021), Hermi (2019), Pradana (2019), and Nety et al. (2020). For second part, the 6 items were generated from Saipullah et al. (2021), Hermi (2019), Nety et al. (2020), and Ansow et al., (2022).

Procedures

The procedure for collecting the data was: first, requested study authorization from the school by submitting a research letter that needs to be approved by the principal; afterward, requested a time to meet with the teacher in discussing the research assistance; after that, throughout the class, the teacher gave each student access to the Google Form link. The students were asked to respond on a Likert scale to 15 questions on the

questionnaire in which the items had been validated by two validators previously. The responses were in the options for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Data analysis

For the analysis of quantitative data, SPSS version 25 employed. Descriptive statistics, such as frequencies (F) and percentage (%) used in the study of and were subsequently displayed in the tables. All questionnaire was translated into Indonesian to prevent misunderstandings and inaccurate answers and also to preserve the validity of the results. In this study, the researchers used Miles et al. (2014). There were four stages: gathering the data; summarizing the information and highlighting the key thing; presenting outcome the data; and lastly, drawing a conclusion from the information outcome.

FINDINGS AND DISCUSSION

Students' perception of British accent to speaking skill

The findings show that 68 students had positive agreement of British accent to their speaking skill. There were 9 statements included. Table 2 presents the study findings:

Table 2

Percentage of Students' Perception of British Accent to Speaking Skill

No	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	I enjoy speaking with British accent	3	4.4%	60	88.2%	5	7.4%	0	0%
2	It is challenging for me speaking with British accent	28	41.2%	37	54.4%	2	2.9%	1	1.5%
3	I can speak with British accent well	2	2.9%	15	22.1%	50	73.5%	1	1.5%
4	I believe that British English is useful to improve my speaking skill	18	26.5%	50	73.5%	0	0%	0	0%
5	I am more motivated while speaking with British accent	6	8.9%	53	77.9%	9	13.2%	0	0%
6	I support speaking activities on British accents	4	5.9%	46	67.6%	18	26.5%	0	0%
7	Speaking English with British accent makes me feel comfortable	2	2.9%	21	30.9%	45	66.2%	0	0%
8	British accent makes me feel comfortable to have a conversation	3	4.4%	19	27.9%	46	67.7%	0	0%
9	I speak English correctly with British accent	2	2.9%	16	23.5%	48	70.7%	2	2.9%

There were 5 items of the statements in Table 2 showing the students' agreement about their perspectives of British accent to their speaking skill with 72.3% in average. Those were the statements number 1, 2, 4, 5, and 6. For statement 1, the number of 88.2% from the students enjoyed the speaking activities with the British accents. For the next statement showing that 54.4% of students found challenge while speaking English using British accent. Meanwhile, 73.5% thought that speaking English with a British accent could help them become more proficient found in statement 4. In addition, learning British accent in speaking activities motivated them depicted in statement 5 with 77.9%. Finally,

statement 6 shows that 67.6% of the students agreed that they support British accent in their speaking activities.

On the contrary, there were 4 items in Table 2 dealing with students' disagreement about their perspectives of British accent to their speaking skill with 69.5% in average. For the detail, in statement 3, the total of 73.5% students disagreed that they could speak the accent well. Even though students were already familiar with the words that frequently appeared in a British accent. They still felt that they were unable to speak well in a British accent due to the distinctiveness and how it differed from the American accent while speaking. There was 66.2% students disagreed that speaking English with British accent made them felt comfortable in statement 7. Students found that speaking and conversing with a British accent became uncomfortable, as indicated by statements 8 in the number of 67.7%. The explanation was why the students needed to pay closer attention while attempting to speak with a British accent. In the end, for statement 9, there was 70.7% students assumed that they produced British accent incorrectly. They encouraged learning activities using British accent because they thought that understanding the dialect could accommodate their education and broaden their knowledge.

According to the findings above, it can be described that students still faced challenges while trying to speak with British accent. Many of them had already used American accent which was different from the British accent. They thought that the pronunciation in British accent was more difficult and required more rehearsals to experience it simultaneously. That is because the pronunciation has different intonation and word stress compared to other accents. Additionally, some words in the British accent require specific pronunciation adaptations, such as a more frequent pronounced vowel sound or a softer pronunciation of the letter "r". It can be inferred that British accent has specific sounds to recognize ([Baratta, 2021](#)). The findings of this research confirmed by [Talenta and Wibowo \(2020\)](#) that since the students were accustomed to speak American accents, they found it difficult to pronounce and adapt the British accent.

Conversation using British accent sometimes made students uncomfortable. It shows they were less familiar with British accent variants. This condition gave the negative impact on students speaking. To mitigate the difficulties, students were suggested to clarify questions, ask the interlocutor to speak slower, and ask repetition ([Diaz & Iqbal, 2024](#)). However, unfamiliar accent leading to greater learner engagement. This exposure is important for learning where the students can communicate with native speaker using British accent to increase self-awareness ([Baratta & Halenko, 2022](#)).

Understanding someone's speech can be derived from interlocutor's accent understanding. This happens when the students need to know the British accent in order to be able in communicating with person using that accent. However, by using certain accent is not the only way to understand the communication flow ([Colmenero & Lasagabaster, 2024](#)). It supports that content of speech is one of the key factors in creating social communication ([Levon et al., 2021](#)).

Students' perception of British accent uses to speaking element

Table 3 represents students' perception of British accent to speaking elements they experienced. Among 6 items, there was only a statement confirming that the students disagreed to the statement. It was about confidence.

Table 3

Percentage of Students' Perception of British Accent to Language Element

No	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
10	I can differentiate British accent with the other accent	8	11.7%	49	72.1%	11	16.2%	0	0%
11	I feel familiar with British accent	6	8.9%	46	67.6%	16	23.5%	0	0%
12	I know the vocabulary that is often used in British accent	3	4.4%	38	55.9%	27	39.7%	0	0%
13	I believe that British accent can help my learning process in the future	18	26.4%	48	70.6%	1	1.5%	1	1.5%
14	I feel confident while using British accent	2	2.9%	29	42.7%	37	54.4%	0	0%
15	I proud while using British accent	17	25%	40	58.8%	11	16.2%	0	0%

The speaking element was perceived positively in lower level compared to the previous one. It was proved by the average of agreement confirmed by the students only 65%. Based on the average percentage, it is found that the statement about familiarization in number 10 having 72.1% about students' ability to differentiate British accent to the other. They revealed despite their difficulties with the British accent which they attributed to the fact that it differed from the American accent they had been familiar with for a longer period of time. They still found that the speaking activities were enjoyable because most of them were already familiar with the British accent and found it interesting. The following supported item had 67.6% dealing with their feeling in being accustomed to the accent. For statement 12, students felt they already knew the vocabulary and words that frequently appeared in the British accent with the total 55.9%. The next statement indicated 70.6% of students assumed that British accent could accommodate and help their future learning process. The last number of the statement, 58.8% of students believe that they were proud of their British accent. Unfortunately, statement 14 had different finding dealing with the students' disagreement on self-confidence. Therefore, it depicts that there was 54.4% of students felt unconfident in using British accent.

However, the students who were eager to be taught English with British accent believed that the accent was interesting especially if it was taught by a native speaker. It happened because they realized that they were non-native and they believed it could open their insight about another English accent even though it was considered difficult, this argumentation was also confirmed by [Prayogi and Widiyati \(2024\)](#). They found the students understood that native persons had some authorities because they were one of the sides who could instruct in natural atmosphere. Besides, [Fitria \(2023\)](#) concluded that since both the native and the non-native played distinct roles in the context of teaching English as a second language. Native speakers and non-native speakers finally had equal opportunities to become teachers. In addition, based on findings, majority of the students thought that British accent had unique, elegant, formal, classy characteristics. They felt motivated while learning with the British accent. The findings of this study were in line with the study conducted by [Hermini \(2019\)](#) showing that the results indicated that the students preferred to use British English because of the degree of formality.

Students' self-confidence was a matter to use the British accent. The accent is often viewed and associated with prestige, high social status, and education ([Kirilenko, 2025](#); [Wardana & Sahiruddin, 2025](#)). Thus, the students need some efforts to use it. In facilitating their efforts, teachers need to provide standardized speaking assessment by using British accent to create students' sustainable experiences through practicality ([Talenta & Wibowo, 2022](#)). Accent is important to improve speaking skill because it belongs to the sub type of language element that is pronunciation, moreover British accent. It was proved by [Muzaki et al. \(2024\)](#) that senior high school students using British accent in speaking class dealt with more challenges. They tended to mix British and American accents while practicing speaking since its difficulty ([Jia et al., 2023](#)). In the other hand, Charpentier-Jiménez (2022) showed that British English perceived easily by the students. The media which can be used to make the students understand the micro skill in British accent is by watching movies ([Kusuma et al., 2025](#)) and short video ([Tanjung et al., 2023](#)).

To sum up, students perceived positively in using British accent. It was claimed vividly by the higher percentage compared to its negativity. The students showed their excitement while using the British accent to improve their speaking skill. Moreover, it can be found from the data that it was very challenging for them to be motivated. It would be really enthusiastic if the teachers offered some supportive activities through appropriate learning media so the students could consistently in practicing ([Graham & Roll, 2024](#)). It would imply that the students could differentiate between the British and American accents. Therefore, they became familiar to know both vocabulary and pronunciation in British accent. Finally, the students got prestige and power while producing this superb accent in reaching the future target such as studying, working, and traveling ([Richter & Weissenböck, 2022](#); [Markl, 2022](#)).

CONCLUSION

To sum up, there were different perceptions from the students about British accent to the English competence. The first, the positive perception proved by the higher level of agreement with average 68.65%. However, they perceived negatively in average 61.95%. The positive perception came from 10 items of speaking skill and language elements. Meanwhile, the students perceived negatively in 5 items from both of the aspects. It was proved that the students were enjoying speaking with British accent, improving their speaking through British English, being motivated and supportive to use it while speaking, and also being challenged to speak with British accent. In the other hand, the students had negative perception in delivering good speech and having a conversation with British accent.

For the speaking elements, the students showed agreement on their perception about familiarization, vocabulary, and learning process. However, they tended to have disagreement on self-confidence. Even though most of the students already knew how to speak in British accent, they still found difficulties to practice. It is important to have regular drilling to make the students pronounce it better and fluent with additional rehearsal. This study still had limited data since in some situations and respondents were not be able to provide responses. Therefore, it is very fruitful for the future study to include samples that are truly proficient in English. It might be taken into consideration to conduct research on pronunciations because this study solely concentrates on student's perception.

AUTHOR CONTRIBUTION

Author 1: Conceptualization, methodology, data collection and analysis, and writing;

Author 2: Instrument Validation, theoretical analysis, and reviewing

ACKNOWLEDGEMENTS

We thank English Education Study Program, Universitas Islam Sultan Agung for supporting us to produce scientific publication on a reputable journal.

REFERENCES

- Akmalovna, A. S. (2021). The difference between English accents and dialects. *European Journal of Humanities and Educational Advancements*, 2(10), 36-38. <https://scholarzest.com/index.php/ejhea/article/view/1281/1079>
- Al-Jumaili, Z., Bassiouny, T., Alanezi, A., Khan, W., Al-Jumeily, D., & Hussain, A. J. (2022). Classification of spoken english accents using deep learning and speech analysis. In *International conference on intelligent computing* (pp. 277-287). Springer International Publishing. <http://www.ic-icc.cn/2022/>
- Ansow, D. F., Olii, S. T., & Kumayas, T. (2022). A study on students' perception toward English learning at SMP Katolik St. Theresia Tanawangko. *Journal of Teaching English, Linguistics, and Literature*, 1(3), 375-385. <https://doi.org/10.36582/jotell.v1i3.3757>
- Baratta, A. (2021). Varieties of 'standard accents' among teachers in contemporary Britain. *World Englishes*, 42(3), 507-522. <https://doi.org/10.1111/weng.12561>
- Baratta, A., & Halenko, N. (2022). Attitudes toward regional British accents in EFL teaching: Student and teacher perspectives. *Linguistics and Education*, 67, 1-11. <https://doi.org/10.1016/j.linged.2022.101018>
- Charpentier-Jiménez, W. (2022). EFL university students' production of English words containing silent letters. *Lenguas Modernas*, (60), 39-56. <https://doi.org/10.15517/aie.v19i2.36908>
- Choerunnisa, A., Amanah, N. P., & Arochman, T. (2024). The effect of watching English movies on the accent of students' speaking skill. *Journal of Applied Language and Literacy Studies*. 3(1), 19-25. <http://dx.doi.org/10.32497/jolali.v3i1.5788>
- Colmenero, K., & Lasagabaster, D. (2024). Enclosing native speakerism: Students', parents' and teachers' perceptions of language teachers. *Journal of Multilingual and Multicultural Development*, 45(2), 85-100. <https://doi.org/10.1080/01434632.2020.1865384>
- Diaz, K. R. V., & Iqbal, J. (2024). Challenges faced by international students in understanding British accents and their mitigation strategies—A mixed methods study. *Education Sciences*, 14(7), 1-27. <https://doi.org/10.3390/educsci14070784>
- Dirham, U. R. (2022). English as a lingua franca: perceptions of Indonesian Non-Native English-Speaking Teachers (NNESTs) on English pronunciation and accents identity. *Scope: Journal of English Language Teaching*, 7(1), 105-114. <https://doi.org/10.30998/scope.v7i1.12992>
- Ferragne, E., Guyot Talbot, A., King, H., & Navarro, S. (2024). Exploring the accent mix perceptually and automatically: French learners of English and the RP-GA divide. *Languages*, 9(2), 1-20. <https://doi.org/10.3390/languages9020050>
- Fitria, T. N. (2023). The issue of native and non-native English-speaking teachers: which is the ideal English teacher? *IALLTECH: Issues in Applied Linguistics & Language Teaching*, 5(1), 48-58. <https://doi.org/10.37253/ialltech.v5i1.7800>
- Graham, C., & Roll, N. (2024). Evaluating OpenAI's Whisper ASR: Performance analysis across diverse accents and speaker traits. *JASA Express Letters*, 4(2), 1-8. <https://doi.org/10.1121/10.0024876>
-

-
- Hafrizal, H., Kasim, U., & Samad, I. (2021). Students' perception toward English subject and their learning outcome. *English Education Journal*, 12(3), 476-494. <https://doi.org/10.24815/eej.v12i3.19251>
- Hasibuan, A. (2020). The accents problems in Indonesian and English language. *Journal ESTUPRO*, 5(3), 18-28. <http://dx.doi.org/10.24815/eej.v12i3.19251>
- Hermi, H. (2019). Students' perception toward American and British English in Cokroaminoto University. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(1), 1-11. <https://doi.org/10.24256/ideas.v7i1.724>
- Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking performance and problems faced by English major students at a University in South Sumatera. *Indonesian EFL Journal (IEFLJ)*, 8(1), 105-112. <https://doi.org/10.25134/ieflj.v8i1.5603>
- Jia, D., Tian, Q., Peng, K., Li, J., Chen, Y., Ma, M., Wang, Y., & Wang, Y. (2023). Zero-shot accent conversion using pseudo siamese disentanglement network. *INTERSPEECH*, 5476-5480. <https://interspeech2023.org/>
- Kirilenko, S. V. (2025). English accents: attitudes among UK speakers and bilinguals. *Acta Linguistica Petropolitana*, 21(2), 241-269. <https://doi.org/10.30842/alp23065737212241269>
- Koshy, A., & Tavakoli, S. (2022). Exploring British accents: Modelling the trap-bath split with functional data analysis. *Journal of the Royal Statistical Society Series C: Applied Statistics*, 71(4), 773-805. <https://doi.org/10.1111/rssc.12555>
- Kusuma, A. I., Rokhayati, T., & Johan, A. N. (2025). Students Perception towards Movie to Enhance Speaking Skills Ability in British Accents. *International Journal of English Education and Linguistics (IJoEEL)*, 7(1), 117-128. <https://doi.org/10.33650/ijoeel.v7i1.11268>
- Levon, E., Sharma, D., Watt, D. J., Cardoso, A., & Ye, Y. (2021). Accent bias and perceptions of professional competence in England. *Journal of English Linguistics*, 49(4), 355-388. <https://doi.org/10.1177/00754242211046316>
- Markl, N. (2022). Language variation and algorithmic bias: understanding algorithmic bias in British English automatic speech recognition. In *Proceedings of the 2022 ACM Conference on Fairness, Accountability, and Transparency* (pp. 521-534). <https://doi.org/10.1145/3531146.3533117>
- Mega, I. R., & Sugiarto, D. (2020). Speaking skill in correlation with English speaking learning habit and self confidence of vocational high school students. *Journal of Foreign Language Teaching and Learning*, 5(2), 172-187. <https://doi.org/10.18196/ftl.5253>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: a method sourcebook*. Sage Publications.
- Musdalifah, M. (2022). Dialect of American and British English style through listening material analysis: language learner's perception. *JOEY: Journal of English Ibrahimi*, 1(2), 43-55. <https://doi.org/10.35316/joeey.2022.v1i2.43-55>
- Muzaki, M. F., Pahlevi, M. R., & Wahyuna, Y. T. (2024). The Exploring EFL Secondary English Club Students' Challenges of the Use of British Accent in Speaking Classroom. *Edu-Ling: Journal of English Education and Linguistics*, 7(2), 177-181. <https://doi.org/10.32663/edu-ling.v7i2.3864>
- Nety, N., Wahyuni B, A., & Nurhaeni, N. (2020). Students' self confidence in speaking English. *English Education Journal*, 6(1), 8-16. <https://doi.org/10.55340/e2j.v6i1.284>
- Pradana, H. D. (2019). English language education students and their perceptions regarding the various accents of the English language. *Journal of Foreign Language Teaching and Learning*, 4(2), 74-87. <https://doi.org/10.18196/ftl.4239>
-

- Pranata, H., Al Farisi, K. W., Iddiyaturrohman, M., Wardana, A., & Jaelani, S. R. (2023). Speaking with native speakers to improve speaking skills. *Jurnal Faidatuna*, 4(3), 88–97. <https://doi.org/10.53958/ft.v4i3.291>
- Prayogi, D., & Widiyati, E. (2024). Students' perceptions on native English-speaking teacher in EFL teaching. *Indonesian Journal of Education and Pedagogy*, 1(1), 39–47. <https://doi.org/10.61251/ijoeep.v1i1.49>
- Putriani, Z., Amelia, R., Natasha, H., Budiyantri, K., Fauzana, R., Fitri, M., Nurdiana., Fiprinita, R., Roswati. and Nurhayati. (2021). World Englishes: speaking with accents. *Tasnim Journal for community service*, 2(1), 1–8. <https://doi.org/10.55748/tasnim.v2i1.54>
- Richter, K., & Weissenbäck, A. (2022). "British English" or "American English"? Investigating Austrian English Language Students' Choice of a Model Accent. In *English language teaching: Policy and practice across the European Union* (pp. 89-106). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-2152-0_6
- Romauli, E., Mandela, F., & Surista, A. (2024). The Students' perception towards reading strategies at 2nd semester students of STBA JIA in academic year 2021/2022. *PROJECT: Professional Journal of English Education*. 7(1), 1–8. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/21591>
- Saipullah, H. M., Syahri, I., & Susanti, R. (2021). Students' Perceptions on the Accents of Non-Native English Speakers in Interactive Listening and Extensive Speaking Class. *English Community Journal*, 5(1), 1–9. <https://doi.org/10.32502/ecj.v5i1.3291>
- Subair, A. (2024). Sejarah pendidikan Indonesia: sebuah refleksi. *Jurnal Intelek Dan Cendekiawan Nusantara*, 1(5), 6395-6404. <https://jicnusantara.com/index.php/jicn/article/view/1064>
- Talenta, P. I., & Wibowo, R. A. (2022). The impacts of British accents on students' dialects in a speaking class. *ELECTRUM: The English Language and Education Spectrum*, 2(1), 18–23. <https://doi.org/10.53416/electrum.v2i1.59>
- Tanjung, R. N. I., Sarmila, S., Aflahah, N. A., Nadia, H., Nugroho, S., Mahardika, D. A., & Purnomo, E. (2023). Learning British Accent Through Short Videos: A Case Study of English Department Student. *Jurnal Keilmuan Dan Keislaman*, 2(1). 43-51. <https://doi.org/10.23917/jkk.v2i1.58>
- Wardana, A. N. Z. & Sahiruddin (2025). Indonesian EFL Learners' Preferences Toward English Accents: British vs Indonesian Accents. In *International Conference Entitled Language, Literary, and Cultural Studies (ICONLATERALS 2024)* (pp. 186-200). Atlantis Press. https://snifib.ub.ac.id/icon_lateral_i/
- Wulandari, R. A., Rosnaningsih, A., & Sintawati, F. (2021). Students' perceptions towards native and non-native English speaker teachers. *ETERNAL (English Teaching Journal)*, 12(2), 80–95. <https://doi.org/10.26877/eternal.v12i2.8705>

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2026 Author(s). This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License \(CC BY\)](https://creativecommons.org/licenses/by/4.0/). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.
