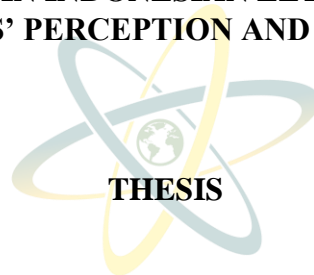




**GLOBAL ENGLISHES IN INDONESIAN ELT CONTEXT: BETWEEN
TEACHERS' PERCEPTION AND PRACTICES**



*Submitted to Faculty of Tarbiyah Science and Teacher Training
State Islamic University of North Sumatera Medan
as A Partial Fulfillment of the Requirements for the Master's Degree in English
Education (M.Pd)*

by :

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**MASTER'S PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2024

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Hereby declare that this thesis entitled 'Global Englishes in Indonesian ELT Context: Between Teachers' Perception and Practices' is my original work, produced under the guidance and supervision of Prof. Rahmah Fithriani, Ph.D as advisor 1, and Ahmad Amin Dalimunthe, Ph.D as advisor 2, in partial fulfillment of the requirements for the Master's Degree in English Education at Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan.

I confirm that:

1. The research presented in this thesis is the result of my independent investigation, and all the sources used for gathering information have properly cited and acknowledged
2. Any contributions made by others to this work, including ideas, data, images, or written materials, have been appropriately referenced and credited.
3. This thesis has not been submitted, in whole or in part, for any degree of qualification at any university or institution.
4. All the data, result, and conclusions presented in this thesis are genuine and accurately reported.
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Your Sincerely,



Hotma Berutu



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DEDICATION

This thesis is dedicated to my cherished biological parents and in-laws, whose unwavering support and inspiration have provided the moral, spiritual, and emotional strength needed to pursue my higher studies.

I also dedicate this work to my beloved husband, Mhd. Faisal Abadi AR, a remarkable person who has been my constant source of energy and my greatest supporter, offering both encouragement and financial support.

Additionally, I express my gratitude to my siblings, relatives, mentor, friends, and classmates for their valuable advice and encouragement throughout this journey.



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First and foremost, I extend my heartfelt gratitude to Allah, the Most Gracious and Most Merciful, for granting me the strength and guidance to complete this thesis. Without His blessings and mercy, this work would not have been possible.

I would like to thank the Dean of the Faculty of Tarbiyah Science and Teacher Training, Prof. Dr. Tien Rafida, M.Hum, for giving me the opportunity to complete this thesis. I also thank to the Head of Master's Program in English Education, Maslathif Dwi Purnomo, Ph.D, for his constant encouragement and to the staff of the Master's Program of English Education Department at the Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan, for providing the best academic services.

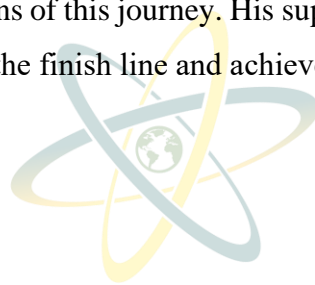
Special thanks go to my academic advisor, Prof. Rahmah Fithriani, Ph.D. I have been incredibly fortunate to receive her support and guidance throughout my master's studies. Prof. Rahmah is knowledgeable, kind, and generous with her time and ideas. I am especially thankful to her for teaching me about theories and research methodology, and for inspiring me to continuously evaluate my understanding and approach in shaping this thesis from the very beginning.

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I am deeply indebted to my beloved biological parents and in-laws for their unwavering love, understanding, and encouragement. Their constant support and belief in me have been a source of strength and motivation. I am also grateful to my siblings, relatives, mentor, friends, and classmates for their valuable advice, encouragement, and countless support throughout the completion of this thesis.

Finally, and most importantly, I would like to express my deepest appreciation to my beloved husband, Mhd Faisal Abadi AR, for always standing by me through the ups and downs of this journey. His support and sacrifices have been crucial in helping me reach the finish line and achieve my master's degree.



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ABSTRACT



Name : Hotma Berutu
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Context: Between Teachers' Perception
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Keywords: Global Englishes (GEs), English varieties, accent, pronunciation, English ownership

Global Englishes (GEs) is varieties of English which emerge as large number of English users who are not native English speakers. Various forms of English spoken in different parts of the globe leads to the emergence of GEs. This leads to paradigm shift from the preference for Inner Circle English varieties to an appreciation for Outer and Expanding Circle English variations. This study aims to deeply explore Indonesian EFL teachers' perceptions of Global Englishes (GEs), focusing on preferred English varieties, accepted English accents and pronunciation, and English ownership. It also examined the alignment between teachers' views on GEs and their teaching practices. Data were collected from ten Indonesian EFL teachers in North Sumatra using a phenomenological case study design with a qualitative methodology. Four data collection methods were used: questionnaires, interviews, artifact analysis (documentation), and classroom observation. The perception investigation yielded three key findings: (1) teachers prefer inner circle English variations and believe these should be manifested in English learning materials, (2) English accents and pronunciations outside of inner circle norms are acceptable if the meaning is understandable, and (3) English ownership is not limited to inner circle countries; everyone can claim the ownership as the language is universal. However, classroom observations revealed a discrepancy between teachers' views on GEs and their actual teaching practices, with a tendency towards inner circle standards due to the lack of exposure to non-standard English. It is hoped that the results of this study will encourage Indonesian EFL teachers, especially experienced ones, to be more flexible in using English and not strictly adhere to inner circle norms.

TABLE OF CONTENT

DEDICATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
ABBREVIATIONS	x
CHAPTER I. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research novelty	6
1.3. Research questions	6
1.4. Objectives of the study	7
1.5. Significance of the study	7
1.6. The structure of the thesis	8
CHAPTER II. LITERATURE REVIEW	10
2.1. The global spread and use of English language	10
2.1.1. English varieties and English standard	11
2.1.2. The emergence of Global Englishes	12
2.2. ELT models from GE perspective	13
2.3. Previous studies of Global Englishes	16
CHAPTER III. RESEARCH METHOD	19
3.1. Research design	19
3.2. Informants	20
3.3. Data collection procedures	20
3.3.1. Questionnaire	21
3.3.2. In-depth interview	22
3.3.3. Artifact analysis (document review)	23
3.3.4. Observation	24
3.4. Data analysis technique	24
3.4.1. Analysis of questionnaire data	25
3.4.2. Analysis of interview data	25

3.4.3. Analysis of document review	27
3.4.4. Analysis of classroom observation	27
3.5. Trustworthiness	28
CHAPTER IV. FINDINGS AND DISCUSSION	30
4.1. Findings.....	30
4.1.1. Participants' demographic.....	30
4.1.2. Teachers' views on Global Englishes (GEs).....	34
4.1.2.1. Teachers' preferred English varieties.....	34
4.1.2.2. Accepted English accent and pronunciation.....	37
4.1.2.3. Teacher's views of English ownership	41
4.1.3. Teachers' implementation of GEs in ELT	45
4.1.3.1. Teachers' consistence in using textbook.....	46
English textbook of elementary.....	48
English textbook of junior high school.....	51
English textbook of senior high school	53
4.1.3.2. Teacher's intensity in speaking English and the way the language used.....	57
4.1.3.3. Correction to students' mistakes	58
4.2. DISCUSSION	59
4.2.1. Views on GEs	59
4.2.1.1. Teachers' preferred English varieties.....	59
4.2.1.2. Accepted English accent and pronunciation.....	61
4.2.1.3. Beliefs of English ownership.....	62
4.2.2. Teachers' implementations of GEs in ELT.....	63
4.2.2.1. Teachers' consistence in using textbook.....	64
4.2.2.2. Teacher's intensity in speaking English and the way the language used.....	64
4.2.2.3. Correction to students' mistakes	65
CHAPTER V. CONCLUSION AND SUGGESTION	66
REFERENCES	70
APPENDIX	76

LIST OF TABLES

Table	Title	Page
3.1.	Schedule of the study	29
4.1.	General profile of participants	31
4.2.	Profile of respondents in interview	32



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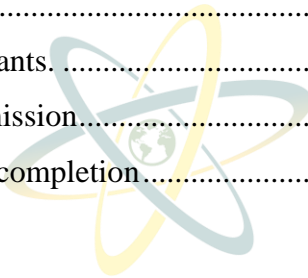
LIST OF FIGURES

Figure	Title	Page
1.1.	Kachru's three circle model of WEs	2
3.1.	The flow of interview data analysis	25
4.1.	Data of preferred English varieties from questionnaire	34
4.2.	Data of accepted English accent and pronunciation from questionnaire.....	38
4.3.	Data of English ownership from questionnaire.....	42
4.4.	Listening materials on elementary textbook	48
4.5.	Speaking material on elementary textbook	49
4.6.	Speaking materials on elementary textbook	49
4.7.	Reading materials on elementary textbook	50
4.8.	Writing materials on elementary textbook	50
4.9.	Listening materials on junior high school textbook	51
4.10.	Speaking materials on junior high school textbook	52
4.11.	Reading materials on junior high school textbook.....	52
4.12.	Listening materials on senior high school textbook.....	53
4.13.	Reading material from Expanding Circle, Indonesia.....	54
4.14.	Reading material of Indonesian folklore.....	55
4.15.	Reading materials from Expanding Circle	55
4.16.	Writing materials of Indonesian cultural heritage.....	56

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SUMATERA UTARA MEDAN

LIST OF APPENDICES

Appendix	Title	Page
1.	Questionnaire by Likert Scale	76
2.	In-depth interview questions	77
3.	Observation sheet	78
4.	Consent form	79
5.	General profile of participants	81
6.	Letter of observation permission	82
7.	Certificate of observation completion	85



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ABBREVIATIONS

GE	Global English
WE	World English
NES	Native English speaker
NNES	Nonnative English speaker
ESL	English as second language
EFL	English as foreign language
ELF	English as lingua franca
ELT	English language teaching
IC	Inner circle
OC	Outer circle
EC	Expanding circle
AmE	American English
BrE	British English
L1	First language
L2	Second language
EIL	English as international language
RP	Received pronunciation
CLT	Communication language teaching
GELT	Global English language teaching



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