

CHAPTER I INTRODUCTION

1.1. Background of the study

English serves as both a first language and an additional language, including as a second and foreign language. Comparing to other languages, English is the language most widely used all over the world (Murata & Jenkins, 2009). In 2000, Crystal estimates there are about 1.5 billion English speakers worldwide. However, only 22% (around 329 million) people use English as their first language (L1), while the rest use English as additional language besides their mother tongue (Lauder, 2008). It can be inferred that there is double (Kachru, 1996), triple (Pakir, 1999), or even a generous estimate of four times as many nonnative English speakers compared to native speakers worldwide (Caine, 2008). In other words, the number of non-native English speakers (NNEs) greatly outnumbers native English speakers (NESs) (Murata & Jenkins, 2009; Brutt-Griffler, 2002; Graddol, 1999; Honna, 1999; Seidlhofer, 2002; Fithriani, 2018).

Given that English is the language most widely used throughout the world, English becomes the foreign language most taught to students both in English as Second Language (ESL) and English as Foreign Language (EFL) context. Formerly, English language teaching tends to native speakerism in which the English language has its own standard (e.g. British, American, Australian). Then along with the spread of English as a lingua franca (ELF) (Adamson, 2008; Jenkins, 2000, 2007; Seidlhofer, 2007) the massive English varieties emerge from English users all over the world.

In 1984, Kachru proposed World Englishes (WEs) that divides the English-speaking globe into three concentric circles: Inner, Outer, and Expanding Circle countries (Horibe, 2007; Kachru, 2009) due to the inevitable emergence of diverse varieties of English. The Inner Circle (IC) comprises major nations where English serves as a native language, including the United States, Australia, and the United Kingdom. The Outer Circle (OC) encompasses countries where English functions as a national language, such as Malaysia and Singapore. The Expanding

Circle (EC) comprises nations like Japan, Indonesia, and China, where English is used as a foreign language (Ubaidillah et al., 2023). The WEs trend has long time initiated by Kachru in 1984 (Mutairi, 2020), and English language learning especially in countries that have adopted English as an additional language tends to use the standard of English. The English language norms has been always based on Britain, American, and Australian (IC countries), both in written and oral communication (Nordquist, 2020). IC is the only reference to the English language. In other words, only the IC countries own English. In order to make it clear on the WEs concept proposed by Kachru (1984), figure 1.1 below presents the English-speaking globe which is divided into three concentric circles.

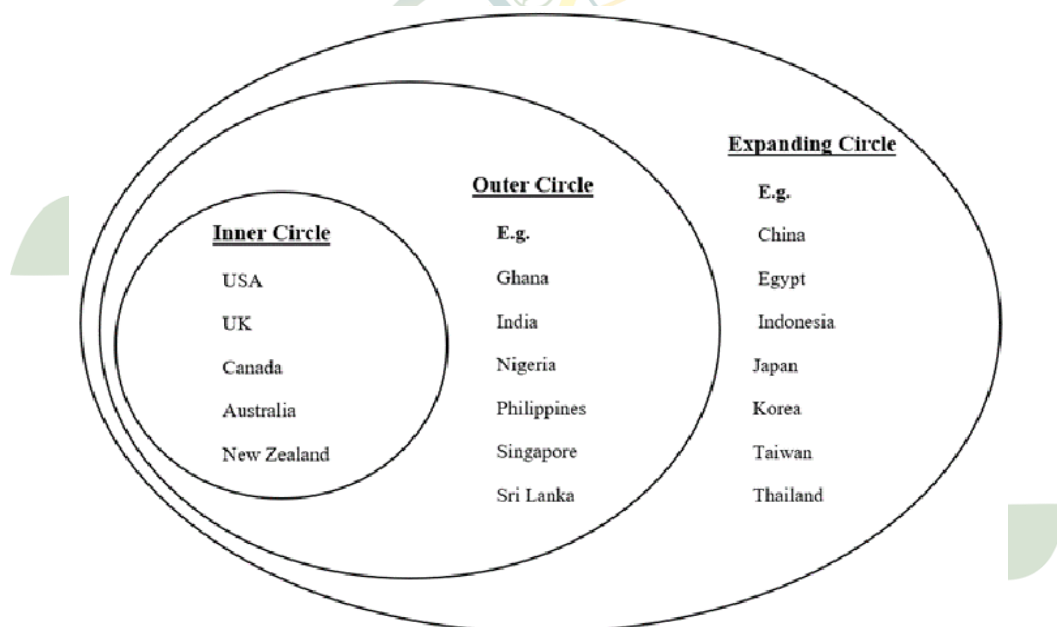


Figure 1.1 Kachru's three circle model of WEs

Furthermore, the emergence of English variations also impacts the English Language Teaching (ELT) context. Traditionally in most ELT, spoken English by IC like American English (AmE) and British English (BrE) are considered the primary goal for L2 learners (Monfared, 2019). It is in contrast with McKay (2012), stating that L2 instruction and research considering that the goal of bilingual English users is to develop native-like competence in English. Whereas, for those who use English primarily as a means of communication alongside one or more other languages, attaining native-like skill is often neither necessary nor desirable.

Therefore, it can be implied that nonnative English speakers tend to consider that the standard of English is English variations from IC, particularly British and American English.

It can be inferred that English users who are not from IC (OC and EC) do not need to make AmE and BrE as the only goal standard for L2 learners. Any English style is acceptable as long as the objectives and purpose of the communication can be conveyed well between the conversation actors (Parupalli, 2019). Cook (1999) also refers to that belief as the 'comparative fallacy' of comparing the L2 learner to the IC. Kirkpatrick (2007) in (Horibe, 2007) states that IC is unfavorable to OC and EC instructors because the latter do not 'speak' this model, it 'undermines the validity and apparent legitimacy of a local teacher's own model of English.' People who utilize English as additional language use it as a tool for communication. English users communicate the language based on their own style, mother tongue, culture, economy, etc. This has led to the variations of English. However, the diversity of English used in communication is still considered normal as long as its users understand one each other (Parupalli, 2019).

As the response to this notion, GEs proposed by Pennycook (2006) and Galloway & Rose (2015) emerges as the reaction to the belief that English is only attached to IC countries. In GEs perspective, the emergence of numerous English varieties brings a new paradigm that ideal English is not inherent to IC countries only. It is important to embrace English used by lingua-culturally varied speakers and acknowledging that 'English no longer has a single foundation of authority, prestige, and normativity' (Mesthrie & Bhatt, 2008). In other words, English ownership can be attached to anyone who uses the English language for communication (Widdowson, 1994).

Nevertheless, the presence of GEs, which has been around for a long time, in fact has not had a significant impact on changing the paradigm of English language users in EFL countries, especially in Indonesia, one of EC countries. In reality, most of ELT context in OC and EC countries still seem to believe that English is called ideal if it is based on the standard of American English (AmE) and British English (BrE) (Tajeddin & Pakzadian, 2020; Wang & Hill, 2011). It is

proved by the textbooks and kinds of English materials and test that are always based on AmE and BrE standard. This has led the majority of L2 learners' perception that the ideal English must be based on AmE and BrE. While generally, most of L2 learners are tend to transfer their L1 structure into L2 (Thomas, 1983) in (McGee, 2019). Research indicates that learners often incorrectly transfer pragmalinguistic elements (linguistic forms) and sociopragmatic rules (sociocultural and contextual conventions) from their first language (L1) when they construct sentences in their second language (Berutu & Daulay, 2023). As the consequence, this paradigm weakens L2 learners' confidence in developing their English and encounter more challenges in learning English.

There has been a numerous previous studies around the world related to the GEs. Monfared (2019) conducts research that involved Iran, Turkey, Malaysia and India teachers as participants. The study employs 240 English teachers, comprising 65 from Iran and 55 from Turkey (EC members), along with 68 from India and 52 from Malaysia (OC members). Recruitment took place online at the TESOL Arabia Conference in Dubai in 2017, with communication facilitated via LinkedIn. Furthermore, other Asian countries, Thailand (Boonsuk& Ambele, 2020; Jindapitak et al., 2022), and in Japan (Shibata, 2011), both employ English major university students as the respondents. The findings of these studies overall indicate that everyone who speaks English has the right to claim the ownership of the language. In other words, the English language they uttered must not be based on IC English norms.

While there has been a spike study interest in the notion of GEs in the international context as has been mentioned previously, a similar development not much yet emerged in Indonesia. Although there have been some studies in Indonesia but they are not specifically focus on GEs. They mostly related to perception of English in Indonesia and Korea (Lee et al., 2019), and the scopes are also still tend to English as an International Language (EIL) rather than GEs. Furthermore, Waloyo & J., (2019), their study have focused on 46 university students' attitudes toward their L1 accent affects their English. Another research

also from Indonesia about GEs (Ismiyani, 2021), but the number of the participants is still classified in a narrow scope, namely three participants.

Previous studies in Indonesia are more focused on university students rather than teachers. While it is known that the teaching ideology is based on teachers' practices in teaching their students (Hayes, 2010). What teachers bring and deliver to the class will affect their students. Although it is found research that employs teachers as participants (Ismiyani, 2021), the number of respondents is still considered limited in which only three respondents. Also, the research respondents make no distinction between novice and experienced teachers. It should be highlighted that novice teachers are more likely to be exposed to multiculturalism and GEs. Furthermore, it is critical to analyze if novice teachers incorporate GEs ideology into their instruction or continue to assume that English is only belong to IC countries. Therefore, the researcher in this study chose EFL Indonesian teachers with a larger number of respondents.

Indonesian context is chosen purposively as the focus on this study because mostly in Indonesian ELT, the ideal English is still based on AmE and BrE both in spoken and written, in which this has led to decrease the willingness of most L2 learner to develop their English competences. The L2 learners are fearful of making mistakes when communicating in English and worry about whether their language has been based on American and British English standard.

Indonesia is one of EC countries that interesting to research because its L2 learners are tend to communicate and interact with English by changing the structure of language as well as the word order (phrase) for communicative purposes, in resulting a new style of English language due to the diversity of ethnic in Indonesia. It is an interesting topic because those whose first language is not English and own English (Widdowson, 1994) as their lingua franca, putting their creativity and uniqueness into practices (Wenger, 2010). Therefore, the researcher in this present study aims to investigate the views of Indonesian EFL teachers on GEs along with the correspondence between their perceptions and practices of GEs in their teaching.

1.2. Research novelty

Numerous previous studies on GEs have emerged in the world of research, particularly in Asian region that put English as second language (ESL) like in Thailand, Malaysia, and Japan. However, similar research is still limited in Indonesia. Though there have been some previous studies on GEs in Indonesia, the participants tend to student—senior high school (Lee et al., 2019) and undergraduate students (Waloyo & J., 2019) rather than teachers. Even though it is found research that employs teachers as the participants (Ismiyani, 2021), however the researcher in this present study indicates that the respondents are still limited because it only involved three teachers. Moreover, the previous studies only focus on the participants' views of GEs. They did not explore more to the practices of GEs in ELT context.

In order to fill the niche from the previous studies, the researcher in this present study is interested to conduct research on GEs by involving more teachers as the participants. It is considered crucial to employ more teachers to participating in this study because teacher will become the role model of a teaching. Also, it is known that the teaching ideology is based on teachers' practices in teaching their students. The materials and perspectives that teachers bring and deliver to the classroom significantly impact their students (Hayes, 2010). Therefore, this research focused not only the teachers' views on GEs but also the correspondence between their perception and practices in implementing GEs in ELT. This topic is considered crucial to bring up surface because it also affects the conception of English ownership which can lead to the effectiveness of ELT for EFL students.

1.3. Research question

In line with the research objectives stated previously, this study attempted to answer the following research questions:

1. What are Indonesian EFL teachers' perception on Global Englishes (GEs), in terms of:
 - a. Preferred English variety (ies),
 - b. Accepted English accent and pronunciation, and
 - c. English ownership.

The aspects that were investigated in terms of the teachers' views on GEs need more exploration in order to examine whether their views of GEs are implemented in their teaching. Therefore, it is crucial to put the research question two as formulated as follows:

2. What are the teachers' practices on the implementation of GEs in their teaching?

1.4. The objectives of the study

This present study has two research aims. First, it seeks to explore ten English teachers' perception on preferred English varieties, accepted English accent and pronunciation, and views on English ownership. It is considered crucial to be investigated because English users particularly in Outer and Expanding circle countries tend to use English with various accent and pronunciation in their communication. It is well known that many L2 learners often tend to transfer the structure of their L1 into their L2. (Thomas, 1983) in (McGee, 2019).

The second and also as the last objective of this study is to investigate the consistence and the correspondence between teachers' belief and their practices in implementing GEs in their teaching context. Previous studies such as Monfared (2019), Boonsuk & Ambele (2020), Jindapitak et al. (2022), and Shibata, (2011) focused their research only in the scope of perception. They did not do more exploration on the practices of GEs. Therefore, this study confirmed the teachers' views of GEs and their practices in the English processes through classroom observation.

1.5. The significances of the study

The current study has three main significances including conceptual, methodology, and pedagogic significances. Conceptually, it provides new insights and challenges existing assumptions about Global Englishes (GEs). It can contribute to the development of new ideas, theories, or concepts, enhancing our understanding of GEs. Ultimately, this study aims to shift the paradigm from inner circle English ideology to the broader conception of GEs.

Furthermore, methodologically, the information gathered from this study will be useful for other researchers supporting improvements in education in Indonesia. This is especially important for studies looking at the gap between language policies and how languages are taught and learned in real classrooms. Additionally, it aligns with studies recommending that teachers' beliefs be considered in policies to address issues identified in policy evaluations (Hayes, 2010).

Meanwhile, for pedagogical significances, this study will also be useful to educational realm parties like policy makers, schools, teachers, and students. For policy makers, through the views on GEs, students are expected to be more involved in the English learning processes by actively participate in using English both English-like native or not. Therefore, the policy makers can make a high consideration related to the students' English textbook. For schools side, this study will be as a material for consideration in preparing learning programs and determining appropriate learning methods and media in teaching English. Furthermore, for teacher, the results of this study can increase knowledge, and provide input and information for teachers, especially English subject teachers so that they do not only focus on inner circle English norms in teaching English but also consider any varieties of English. Meanwhile for students, it is hoped that they can gain direct implication regarding active, creative, and fun learning by expressing their own opinion in various English accents and varieties based on their mother tongue, style and interest.

1.6. The structure of the thesis

This thesis is organized into five chapters. Chapter 1 provides an introduction to the study's background, including the reasons behind the emergence of Global Englishes (GEs). It connects GEs to EFL teachers' preferences regarding English varieties, accepted accents and pronunciation, and the concept of English ownership within the context of English Language Teaching (ELT) in Indonesia. Additionally, this chapter highlights the novelty of the research by reviewing previous studies on

GEs, presenting the research questions and objectives, and discussing the study's significance in conceptual, methodological, and pedagogical terms.

Chapter 2 provides a comprehensive literature review that underpins this study. The chapter begins by discussing the spread of English and explaining English varieties and standards, followed by the emergence of GEs. Since the study focuses on education, this chapter also examines English Language Teaching (ELT) models from a GE perspective. Additionally, it reviews previous studies in detail, offering comparative material for the research findings. Furthermore, the chapter links these previous studies on GEs to the findings of the current study.

Chapter 3 outlines the research design of this study. It begins by detailing the overall methodology and the selection process for research subjects. The chapter then explains the data collection procedures, including the research instruments used. Additionally, it describes the data analysis techniques for each instrument. The chapter concludes with a discussion on trustworthiness, highlighting the methods used to ensure the accuracy of the data collected.

Chapter 4 is divided into two main sections: findings and discussion. The findings section presents the general profiles of participants for both the questionnaire and interviews. It details Indonesian EFL teachers' perceptions of Global Englishes (GEs) concerning preferred English varieties, accepted accents and pronunciation, and the concept of English ownership. The findings are illustrated through diagrams, figures, and text. This section also includes classroom observations to examine the alignment between teachers' views on GEs and their teaching practices. Additionally, it analyzes the English textbooks used by the participants. The discussion section then interprets these findings by connecting them to previous studies on GEs.

Chapter 5, the final chapter of this study, offers a summary, discusses the study's limitations, and provides recommendations and avenue for further research. The first section summarizes the research findings and discussions, organized by the research questions. The chapter concludes with recommendations for educational policymakers and school stakeholders, as well as suggestions for future research.