

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter provides a summary of the study and recommendations for future research. The first section summarizes the research findings and discussion, organized by the research questions. The chapter then concludes with recommendations and suggestions for educational policy makers and all school parties, as well the avenue for further research.

5.1. Conclusion

This study highlights how Indonesian EFL teachers view the presence of Global Englishes (GEs), in terms of preferred English varieties, accepted English accent and pronunciation, as well as the conception of English ownership. This also delves into the teachers' actual practices in ELT pertinent to investigate the correspondence between perception and practices. The followings are the summary of the findings and analysis:

1. Indonesian EFL teachers view English from inner circle countries, particularly American English (AmE), as the most appropriate English standard. They prefer inner circle English varieties and believe these should be integrated into English learning materials. However, due to limited involvement in selecting textbooks, teachers often use school-provided materials that incorporate Global Englishes (GEs) concepts. This situation leads to a mismatch where teachers guide English learning based on textbooks not fully aligned with inner circle norms. Despite this, experienced teachers, in practice, tend to impose inner circle English standards on students in both oral and practical aspects. Thus, Indonesian EFL teachers generally consider inner circle English variations as the standard of English.
2. The way Indonesian EFL teachers use English is significantly influenced by their first languages, both Indonesian and local accent. Although they prefer inner circle English variations and claim to speak with British (BrE) or American (AmE) accents, in practice, they use English with their own

distinct accents. Instead of feeling embarrassed, these teachers take great pride in their unique accents. While they express openness to various English variations globally, this openness is more theoretical than practical. There is a clear discrepancy between their stated preferences and their actual practices. The native speaker fallacy persists, particularly among experienced teachers, but manifests differently.

3. The preference for inner circle English variations does not alter Indonesian EFL teachers' views on the ownership of the English language. While English is believed to have originated in inner circle countries, this does not mean it belongs exclusively to any specific group defined by birthplace, geography, or physical appearance. English has become a universal language, and everyone who uses it for communication has the right to claim the ownership of the language.

5.2. The limitation of study and avenue for further research

This study acknowledges its potential limitations, as no research is without flaws. These limitations are categorized into theoretical, methodological, and ethical dimensions.

1. Theoretical limitations

This study's theoretical scope is limited. While the researcher believes that the research questions concerning teachers' perceptions and practices regarding preferred English varieties, accepted English accents and pronunciations, and the concept of English ownership—have been thoroughly addressed, the study does not encompass all aspects of Global Englishes (GEs). Due to constraints in time, resources, and scope, several facets of GEs remain unexplored. Future researchers are encouraged to build upon this study and investigate broader aspects of GEs.

2. Methodological limitations

Methodologically, the study is constrained by number of participants, involving only ten Indonesian English teachers. Future studies should consider recruiting a larger sample size and including students to gain a more comprehensive understanding of Global Englishes.

3. Ethical limitations

Ethically, the study faced challenges related to participant access and consent. Some schools did not permit classroom observations, and certain participants were unwilling to be interviewed or observed. It is crucial for educational stakeholders, particularly teachers, to remain open to research endeavors to enhance the quality of education in Indonesia.

In summary, while this study provides valuable insights, it also opens avenues for future research to address its limitations and expand on its findings.

5.3. Recommendation

In English Language Teaching (ELT), prioritizing English learning achievement is crucial. It is essential for not only teachers but also all stakeholders in the academic setting to recognize the importance of incorporating the concept of Global Englishes into ELT. This section provides valuable insights for Indonesian education policymakers, school administrators, English teachers, and students to encourage a significant paradigm shift in ELT practices. The following recommendations are proposed to enhance the effectiveness of English language learning.

1. Practical suggestions and recommendations for policymakers and related school stakeholders:
 - a. Educational policymakers should prioritize incorporating the Global Englishes paradigm in ELT. This involves not only including GEs concepts in textbooks but also enhancing teachers' understanding through additional training on the emergence of GEs. Such training can help Indonesian EFL teachers develop their teaching identities and better address the diverse cultural backgrounds of their students. By embracing various English variations, accents, and pronunciations globally, these efforts aim to broaden Indonesian EFL teachers' appreciation beyond inner circle English varieties to include all forms of English used worldwide.

- b. School leaders, such as headmasters, should involve all English teachers in the process of selecting English textbooks to ensure that the chosen materials are appropriate for the students' context and needs.
 - c. English teachers should implement active learning strategies by encouraging students to actively participate in the English learning process. The focus should be on fostering students' willingness and fluency in expressing their arguments, rather than repeatedly emphasizing correct accent and pronunciation.
 - d. All members of the school community, especially experienced English teachers, should embrace technology to enhance their understanding and awareness of Global Englishes. This will help them move beyond solely adhering to inner circle English varieties in their English teaching practices.
2. Theoretical suggestions and recommendations for future study and further research:

Caution should be exercised in interpreting this study. Due to the qualitative nature of the research, the researcher did not aim to make claims of universal generalization. I acknowledge that not all Indonesian EFL teachers have limited knowledge of Global Englishes (GEs), adhere strictly to standard ideology and native English speaker (NES) norms, or neglect to include cultural content in English Language Teaching (ELT). Rather, the aim of this study is to highlight the pressing need for action. Failure to address these issues may disadvantage our students.

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