

## REFERENCES

- Adamson, H. D. (2008). Unity and diversity in language use. *Studies in Second Language Acquisition* (Vol. 30, Issue 01). <https://doi.org/10.1017/s0272263108080194>
- Al-Dosari, H. S. (2011). An investigation of attitudes towards varieties of spoken English in a multi-lingual environment. *Theory and Practice in Language Studies*, 1(9), 1041–1050. <https://doi.org/10.4304/tpls.1.9.1041-1050>
- Alimin Adi, W., & J., J. (2019). The Indonesian EFL students' attitudes toward their L1-accented English. *Erudio Journal of Educational Innovation*, 6(2), 181–191. <https://doi.org/10.18551/erudio.6-2.5>
- Almegren, A. (2018). Saudi students' attitude towards World Englishes. *International Journal of Applied Linguistics and English Literature*, 7(4), 238–247. <https://doi.org/10.7575/aiac.ijalel.v.7n.4p.238>
- Ary, D. & Jacobs. L. (2002). *Introduction to research in education* (6th Eds). Los Angeles: SAGE Publication
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education*. United States of America: Wadsworth.
- Baker, W. (2009a). *Intercultural awareness and intercultural communication through English: An investigation of Thai English language users in higher education*. University of Southampton.
- Baker, W. (2009b). *Intercultural awareness and intercultural communication through English: An investigation of Thai English language users in higher education*. PhD Thesis, University of Southampton.
- Bamgbose, A., Banjo, A. & Thomas, A. (1995). *New Englishes: a west African perspective*, Ibadan, Nigeria, Mosuro.
- Bennett, S. V., Brown, J. J., Kirby-Smith, A., & Severson, B. (2013). Influences of the heart: novice and experienced teachers remaining in the field. *Teacher Development*, 17(4), 562–576. <https://doi.org/10.1080/13664530.2013.849613>
- Berutu, H. & Daulay, SH. (2023). Pragmatics teaching barriers in EFL classroom. *TELL-US Journal*, 9(2). <https://doi.org/10.22202/tus.2023.v9i2.6725>
- Bonyadi, A. (2023). Phenomenology as a research methodology in teaching English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1). <https://doi.org/10.1186/s40862-022-00184-z>
- Boonsuk, Y., & Ambele, E. A. (2020). Who 'owns English' in our changing world? Exploring the perception of Thai university students in Thailand. *Asian Englishes*, 22(3), 297–308. <https://doi.org/10.1080/13488678.2019.1669302>
- Brutt-Griffler, J. (2002). *World English: A study of its development*. Clevedon: Multilingual matters.
- Byram, M., Nichols, A. & Stevens, D. (2001). *Developing intercultural competence in practice*. Clevedon: Multilingual Matters.
- Caine, T. (2008). Do you speak Global? The spread of English and the implications for English Language Teaching. *Canadian Journal for New Scholars in Education*, 1(1), 1–11.
- Canagarajah, A. S. (2006). Changing communicative needs, revised assessment

- objectives: Testing English as an international language. *Language Assessment Quarterly: An International Journal*, 3, 229-242.
- Choi, K. H. (2007). Study on students' attitude towards World Englishes and nonnative English teachers. *English Teaching*, 62(4), 47–68. <https://doi.org/10.15858/engtea.62.4.200712.47>.
- Cogo, A. & Dewey, M. (2012). *Analysing English as a lingua franca: A corpus-driven investigation*, Bloomsbury Publishing.
- Cohen, L., Manion, L. & Morrison, K. (2013). *Research methods in education*. Routledge.
- Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL Quarterly*, 33(2), 185. <https://doi.org/10.2307/3587717>
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed approaches* (2nd Edition). Sage.
- Cresswell, John. W. et.al (2007). *Qualitative inquiry & research design: choosing among five approaches*. California: Sage
- Creswell, J. W., & Creswell, J. D. (2017). *research design, qualitative, quantitative, and mixed methods approaches*. SAGE Publication.
- D'Angelo, J. F. (2016). *A broader concept of World Englishes for educational contexts: applying the "WE enterprise" to Japanese Higher Education Curricula*. PhD, the Vaal Triangle Campus of the North-West University.
- D'Angelo, J. (2011). World Englishes and related paradigms: Putting them into practice. *English Teachers Japan Conference*. Japan.
- Dhami, B., & Prabjandee, D. (2022). Exploring TESOL graduate students' perceptions towards Global Englishes in Nepal. *Asian Englishes*, 1–15. <https://doi.org/10.1080/13488678.2023.2251742>
- Eldh, A. C. (2020). *Using nonparticipant observation as a method to understand implementation context in evidence-based practice*. 185–192. <https://doi.org/10.1111/wvn.12449>
- Fithriani, R. (2018). Discrimination behind Nest and Nnest dichotomy in ELT professionalism. *KnE Social Sciences. The 1st Annual International Conference on Language and Literature, KnE Social Sciences, pages 741–755. DOI 10.18502/kss.v3i4.1982*
- Franssica, R. E., & Subekti, A. S. (2022). Indonesian High School students' attitudes towards varieties of English: A survey study. *Studies in English Language and Education*, 9(1), 318–330. <https://doi.org/10.24815/siele.v9i1.21911>
- Galloway, N. (2013). Global Englishes and English Language Teaching (ELT)– Bridging the gap between theory and practice in a Japanese context. *System*, 41, 786-803.
- Galloway, N., & Rose, H. (2014). Using listening journal to raise awareness of Global Englishes. *ELT Journal*, 68(4), 386–396.
- Galloway, n. & Rose, H. (2015). *Introducing Global Englishes*, Routledge.
- García, O. (2014). 'Multilingualism and language education.' In C. Leung & B. V. Street (eds.), *The Routledge Companion to English Studies*. New York: Routledge, pp. 84–99.

- Graddol, D. (1999). The decline of the native speaker in English in a changing world, eds. by D. Graddol and U. H. Meinhof, *AILA Review* 13. 57-68.
- Hamied, F. A. (2012). 'English in multicultural and multilingual Indonesian education.' In A. Kirkpatrick & R. Sussex (eds.), *English as an International Language in Asia: Implications for Language Education*. Dordrecht: Springer, pp. 63–78.
- Hamied, F. A. (2013). 'ELT intricacies within the Indonesian language policy.' In T. W. Bigalke & S. Sharbawi (eds.), *English for ASEAN Integration: Policies and Practices in the Region*. Bandar Seri Begawan: IELTS, pp. 32–40.
- Han, L. (2019). A review of the major varieties of English language. *International Education Studies*, 12(2), 93. <https://doi.org/10.5539/ies.v12n2p93>
- Hariri, Alfan. (2024). *The emergence of multiple englishes trend, do we need a standard english? 1*. 83–91.
- Hayes, D. (2010). Language learning, teaching and educational reform in rural Thailand: An English teacher's perspective. *Asia Pacific Journal of Education*, 30(3), 305–319. <https://doi.org/10.1080/02188791.2010.495843>
- Hermini, 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>
- Honna, N. (1999). *Asia o tsunagu eigo (English connecting Asia)*, Tokyo, Alc.
- Horibe, H. (2007). World Englishes: Implications for International Communication and English Language Teaching. In *Asian Englishes* (Vol. 10, Issue 2, pp. 110–113). <https://doi.org/10.1080/13488678.2007.10801219>
- Iakovou, M. (2020). Classroom observation in second language classrooms: bridging the gap between theory and practice for pre-service and in-service teachers of Greek as an L2. *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 3(2), 15. <https://doi.org/10.5565/rev/clil.45>
- Ismiyani, N. (2021). Who owns English?: Interviews to the Indonesians. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2232–2239. <https://edukatif.org/index.php/edukatif/article/view/570>
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford: Oxford University Press.
- Jenkins, J. (2009). *World English: A resource book for students*. Oxton: Routledge
- Jenkins, J., Cogo, A. & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language teaching*, 44, 281-315
- Jenkins, J. (2014). *Global Englishes: A resource book for students*, Routledge.
- Jindapitak, N., Teo, A., & Savski, K. (2022). Bringing Global Englishes to the ELT classroom: English language learners' reflections. *Asian Englishes*, 24(3), 279–293. <https://doi.org/10.1080/13488678.2022.2033910>
- Jodaei, H. (2021). Native speaker norms and teaching English to non-natives: History and research. *International Journal of English Language & Translation Studies*, 9(3), 1–14.
- Jung, W. (2005). Attitudes of Korean EFL learners towards varieties of English. *English Educatio*, 60(4), 239–260.

- Kachru, B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In: Widdowson, R. Q. H. G. (ed.) *English in the world –Teaching and learning the language and literature*.
- Kachru, B. (1992). Teaching world Englishes. In: Kachru, B. B. (ed.) *The other tongue: English across cultures*. University of Illinois Press.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Kirkpatrick, A. (2012a). English as an international language in Asia: Implications for language education. In: Kirkpatrick, A. & Sussex, R. (eds.) *English as an international language in Asia: Implications for language education*. Springer.
- Kvale, S. (2003). The psychoanalytic interview as inspiration for qualitative research. *Qualitative research in psychology: Expanding perspectives in methodology and design*, 275-297.
- Kvale, S. (2008). *Doing interviews*, Sage.
- Lamb, M. & Coleman, H. (2008). 'Literacy in English and the transformation of self and society in Post-Soeharto Indonesia.' *International Journal of Bilingual Education and Bilingualism*, 11(2), 189–205. doi:10.2167/beb493.0.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, 12(1), 9. <https://doi.org/10.7454/mssh.v12i1.128>
- Lee, J. S., Lee, K., & Arifah Drahati, N. (2019). Preservice English teachers' perceptions of English as an international language in Indonesia and Korea. *Journal of Multilingual and Multicultural Development*, 40(3), 230–243. <https://doi.org/10.1080/01434632.2018.1503669>
- López Puga, J. (2014). Analyzing and reducing plagiarism at university. *European Journal of Education and Psychology*, 7(2), 131–140. <https://doi.org/10.1989/ejep.v7i2.186>
- McGee, P. (2019). Cross-cultural pragmatic failure. *Training, Language and Culture*, 3(1), 73–84. <https://doi.org/10.29366/2019tlc.3.1.5>
- McKay, G. Hu, & W. A. Renandya (Eds.). (2012). *Principles and practices for teaching English as an international language*. New York: Routledge, 28–46
- McKay, S. L. (2012). *Principles of teaching English as an international language*. In L. Alsagoff, S.
- Meer, P., Hartmann, J., & Rumlich, D. (2021). Folklinguistic perceptions of Global Englishes among German learners of English. *European Journal of Applied Linguistics*, 9(2), 391–416. <https://doi.org/doi:10.1515/eujal-2020-0014>
- Mesthrie, R. (1992). *English in language shift*, Cambridge, UK, Cambridge University Press.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book*, 2nd eds. Thousand Oaks, CA: Sage Publication.
- Monfared, A. (2019). Ownership of English in the Outer and Expanding Circles: teachers' attitudes toward pronunciation in ESL/EFL teaching contexts. *Asian Englishes*, 21(2), 207–222. <https://doi.org/10.1080/13488678.2018.1554303>

- Montakantiwong, A. (2023). Bridging conceptual gaps in Global Englishes Language Teaching: ethnographic insights from Thai higher education. *Asian Englishes*, 00(00), 1–19. <https://doi.org/10.1080/13488678.2023.2251736>
- Murata, K., & Jenkins, J. (2009). Global Englishes in Asian Contexts. In *Global Englishes in Asian Contexts*. <https://doi.org/10.1057/9780230239531>
- Nordquist, Richard. (2020). The "Inner Circle" of the English Language. Retrieved from <https://www.thoughtco.com/inner-circle-english-language-1691069>.
- Norman, J. (2017). *Students' self-perceived English accent and its impact on their communicative competence and speaking confidence*. University of Gavle.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly*, 37, 589-613.
- Parupalli, S. R. (2019). The role of English as a Global language. *Research Journal Of English (RJOE)*, 4(1), 64–79. <https://www.researchgate.net/publication/334282978%0ATHE%0Awww.rjoe.org.in>
- Pennycook, A. (2006). Global englishes and transcultural flows. In *Global Englishes and Transcultural Flows*. <https://doi.org/10.4324/9780203088807>
- Pudyastuti, Z. E. (2014). Englishes : Indonesian EFL teachers '. *Parole*, 4(No. 1), 76–82.
- Rahim, M. A., & Akan, M. F. (2008). British and American English : A comparative study of the two varieties. *Journal of the Institute of Modern Languages*, 22(June).
- Rini, J. E. (2014). English in Indonesia: Its position among other languages in Indonesia. *Beyond Words*, 2(2), 19–39.
- Ruane, C. (2019). *Global English, global identities, and the global world: perceptions of a group of Korean English language users*. March. <https://scholar.archive.org/work/ut6hnh7z7nerbmi3k4ccsdvnl4/access/wayback/https://s3-ap-southeast-2.amazonaws.com/pstorage-mq-9738860830/34526573/01whole.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIA30GA3B5WIXFT74VL/20220519/ap-southeast-2/s>
- Rubin, H. J. & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Los Angeles: SAGE
- Schmitz, J. R. (2014). Looking under Kachru's (1982, 1985) three circles model of World Englishes: The hidden reality and current challenges. *Revista Brasileirade Linguística Aplicada*, 14(2), 373–411. <https://doi.org/10.1590/S1984-63982014005000010>.
- Shava, GN., Hleza, S., Tlou, F., Shonhiwa, S., & Mathonsi, E. (2021). Qualitative content analysis, utility, usability and processes in educational research. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(7), 553-558.
- Shibata, A. (2011). Rethinking the ownership of English as a lingua franca. 42 (2), 71–83.
- Silverman, D. (2000). *Doing qualitative research*. London: Sage Publications.
- Sukyadi, D. (2015). 'The teaching of English at secondary schools in Indonesia'. In

- B. Spolsky & K. Sung (eds.), secondary school English education in Asia: from policy to practice. New York: Routledge, pp. 123–47.
- Sung, C. C. M. (2014). Exposure to multiple accents of English in the English Language Teaching classroom for second language learners' perspectives.
- Sung, C. C. M. (2015). Global Englishes: A resource book for students (Third edition). *English Studies*, 96, 848-849.
- Tajeddin, Z., & Pakzadian, M. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00089-9>
- Thomas, Jenny. (1983). *Cross-cultural pragmatic failure*. Applied Linguistics, 4
- Tsui, A. B. M. (2004). 'Language policies in Asian countries: Issues and tensions'. *The Journal of Asia TEFL*, 1(2), 1–25.
- Ubaidillah, M. F., Elfiyanto, S., Rifiyani, A. J., & Lee, H. Y. (2023). Indonesian EFL teachers' identity construction in a Global Englishes era. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 199–235. <https://doi.org/10.30762/jeels.v10i1.1082>
- Waloyo, A. A., & Jarum, J. (2019). The Indonesian EFL students' attitudes toward their L1-accented English. *ERUDIO: Journal of Educational Innovation*, 6(2), 181–191. <https://doi.org/10.18551/erudio.6-2.5>.
- Wang, H., & Hill, C. (2011). A paradigm shift for English language teaching in Asia: From imposition to accommodation. *Journal of Asia TEFL*, 8(4), 205–232.
- Wenger, E. (2010). Communities of practice and social learning systems: The career of a concept. *Social Learning Systems and Communities of Practice*, 179–198. [https://doi.org/10.1007/978-1-84996-133-2\\_11](https://doi.org/10.1007/978-1-84996-133-2_11)
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28(2), 377. <https://doi.org/10.2307/3587438>
- Widdowson, H. G. (2014). ELF and the pragmatics of language variation. *Journal of English as a Lingua Franca*, 4, 359-372.
- Yanti, R. (2020). *College students' attitude towards English variety in English learning*. 463(2002), 251–254. <https://doi.org/10.2991/assehr.k.200819.050>
- Zein, M. S. (2017). 'Elementary English education in Indonesia: Policy developments, current practices, and future prospects.' *English Today*, 33(1), 53–9. doi:10.1017/S0266078416000407.
- Zhang, J. (2019). Some views about standard English. *English Language and Literature Studies*, 9(4), 94. <https://doi.org/10.5539/ells.v9n4p94>

## APPENDICES

### Appendix 1: questionnaire by Likert scale

Table 1. teachers' views on preferred English varieties

No	Statement	SA	A	DA	SD
1	For me, American, British and Australian English is important to be used.				
2	It is incorrect to use English if it does not relate to American or British English.				
3	The English taught in schools must adhere to American or British norms.				
4	The school excercises should in British or American English				
5	When speaking or writing, I prefer to use British or American English.				
6	For me, speaking English with non-inner circle countries (Indonesia, Koreans, Thais, etc.) is more comfortable.				
7	Other varieties of English from throughout the world should be taught in schools.				
8	Non-standard English versions can be used in school tasks.				

Table 2. teachers' views on accepted English accent and pronunciation

No	Statement	SA	A	DA	SD
1	The standard English is only British, American, and Autralian English.				
2	I am embarrassed by my own accent when I speak English.				
3	When I speak in English, I always strive to eliminate my Indonesian accent.				
4	British and American are the correct-standard of English pronunciation				
5	I am proud of my own English accent.				
6	Other English speakers should recognize my local accent.				

7	Some pronunciation errors in English words are not a problem.
8	It is essential for me to understand and respect the diverse English accents from throughout the world.

Table 3. teachers' views on English ownership

No	Statement	SA	A	DA	SD
1	English originates in America or Britain.				
2	Only America or Britain has the authority to determine how the English language develops.				
3	The Indonesian variant of English should be considered authentic and equal to American or British English.				
4	There should be more teachers/educators who know and understand different variations of English (other than American/British English).				
5	English should not be used based on native-English (British/American English)				
6	Anyone who uses English is entitled to it.				

### Appendix 2: in-depth interview questions

1. Do you prefer on any certain English accents– if so, which ones and why?
2. What accent do you have in English, and how do you feel about that?
3. What do you think about mistakes made by non-native English speakers in using English?
4. Is English open to all users, in that, they can use it in whatever way they want?
5. What kinds of English varieties should be put in English learning materials?
6. Do we need the standard of English?
7. Who owns English and what determines the ownership of English?



### Appendix 3: observation sheet

This observation is conducted in order to examine the teachers' practices in the class during teaching and learning processes to specifically investigate the consistence and the correspondence between their perception of GEs and the practices in classroom.

Name of teacher :

Location/school :

Day/ Date :

Teaching session :

Topic :



The aspects of observation:

- a. Teacher's consistence in using textbook
- b. Teacher's intensity in speaking English and the way the language used
- c. Correction to students' mistakes

#### The Practice of English Teacher in Teaching

No	Observation Indicators	Yes	No
1	The teacher often uses English to connect with the students and to improve communication		
2	The teacher consistently talks to the students in English		
3	The teacher frequently switches between English and Indonesian when giving instructions.		
4	The teacher confidently speaks English, even when providing alternative explanation and examples		
5	Usually, the teacher uses English to explain concepts and provide examples to the students. Indonesian is only used in specific situations, such as when offering alternative explanations or examples.		
6	The teacher consistently uses textbooks as a guide when teaching English to the students.		
7	The teachers frequently use Western names and places when providing alternative examples.		
8	The teacher makes corrections to the students' accents in using English		
9	The students are required to speak English like native		

## **Appendix 4: Consent Form**

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

#### **Consent to take part in research**

1. I willingly agree to take part in this research.
2. I know that I can withdraw from the study at any time or decline to answer any questions without facing any consequences.
3. I understand that I can retract my consent for my interview data to be used after the study is completed, and in that case, the information will be deleted.
4. I have been given both spoken and written explanations about the purpose and details of the study, and I've had the chance to ask questions.
5. I realize that I won't receive any direct benefits from participating in this research.
6. I consent to having my interview recorded.
7. I am aware that all the information I provide for this study will be kept confidential.
8. I understand that in any reports on the research findings, my identity will be kept anonymous by changing my name and concealing any details from my interview that could reveal who I am or who I talk about.
9. I understand that excerpts from my interview, with identifying details removed, may be quoted in the researcher's thesis and published papers.
10. I understand that signed consent forms and original audio recordings will be stored on the researcher's computer, and she will be the only one with access until the examination board confirms her thesis results.
11. I understand that a transcript of my interview, with all identifying information removed, will be kept after the examination board confirms the thesis results.
12. I understand that, under freedom of information laws, I can access the information I've provided while it's stored as mentioned above.

13. I am free to reach out to any of the individuals involved in the research if I need more clarification or information.

Names, degrees, affiliations and contact details of researcher (and academic supervisors when relevant).

Informant,



-----  
*Signature of informant*

-----  
*Date*

Signature of researcher (to be completed at time of informed consent)

-----  
*Signature of researcher*

-----  
*Date*

UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

### Appendix 5. general profile of participants

No	Name (Pseudonym)	Gender	Educational Background	Grade Taught	Teaching Experience	Language-used in teaching (Eng/Indonesian)
1	T1	Female	Bachelor	Middle school	12 years	Mostly Eng
2	T2	Male	Bachelor	Elementary	2 years	Mostly Indonesian
3	T3	Female	Bachelor	Middle School	5 years	Mostly English
4	T4	Female	Bachelor	Middle School	2 years	Mostly English
5	T5	Female	Bachelor	High School	10 years	Mostly Indonesian
6	T6	Male	Bachelor	Middle School	4 years	Balance
7	T7	Female	Bachelor	Middle School	3 years	Balance
8	T8	Male	Bachelor	High School	2 years	Balance
9	T9	Male	Bachelor	High School	8 years	Balance
10	T10	Female	Bachelor	High School	9 years	Balance

### Profile of Respondents in Interview

No	Name (Pseudonym)	Gender	Educational Background	Grade Taught	Teaching Experience	Language-used in teaching (Eng/Indonesian)
1	T1	Female	Bachelor	Middle school	12 years	Mostly Eng
2	T2	Male	Bachelor	Elementary	2 years	Mostly Indonesian
3	T4	Female	Bachelor	Middle School	2 years	Mostly English
4	T9	Male	Bachelor	High School	8 years	Balance

## Appendix 6. letter of observation permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-2983/ITK. IV.1/ITK.V.3/PP.00.9/03/2024

05 Maret 2024

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Kepala Sekolah SD Hikmatul Fadhillah Medan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Magister Strata Dua (S2) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Tesis, kami tugaskan mahasiswa:

Nama	: Hotma Berutu
NIM	: 0333223011
Tempat/Tanggal Lahir	: Sidikalang, 28 Mei 1990
Program Studi Semester	: Tadris Bahasa Inggris S2 : IV (Empat)
Alamat	: JL. BARU NO. 32A KEL. INDRA KASIH KEC. MEDAN : TEMBUNG Kelurahan INDRA KASIH Kecamatan MEDAN : TEMBUNG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Denai No.178, Tegal Sari Mandala III, Kec. Medan Denai, Kota Medan, Sumatera Utara 20371, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Tesis yang berjudul:

***Global Englishes in Indonesian EFL Context: Between Teachers' Perception and Practices***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 05 Maret 2024  
a.n. DEKAN  
Ketua Program Studi Tadris Bahasa  
Inggris S2



*Digitally Signed*

**Maslathif Dwi Purnomo, Ph. D**  
NIP. 198205122011011009

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-2985/ITK. IV.1/ITK.V.3/PP.00.9/03/2024

05 Maret 2024

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala Kepala Sekolah SMP Hikmatul Fadhillah Medan**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Magister Strata Dua (S2) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Tesis, kami tugaskan mahasiswa:

Nama : Hotma Berutu  
NIM : 0333223011  
Tempat/Tanggal Lahir : Sidikalang, 28 Mei 1990  
Program Studi : Tadris Bahasa Inggris S2  
Semester : IV (Empat)  
Alamat : JL. BARU NO. 32A KEL. INDRA KASIH KEC. MEDAN  
TEMBUNG Kelurahan INDRA KASIH Kecamatan MEDAN  
TEMBUNG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Jermal VII, Denai, Kec. Medan Denai, Kota Medan, Sumatera Utara 20371, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Tesis yang berjudul:

***Global Englishes in Indonesian EFL Context: Between Teachers' Perception and Practices***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 05 Maret 2024  
a.n. DEKAN  
Ketua Program Studi Tadris Bahasa  
Inggris S2



*Digitally Signed*

**Maslathif Dwi Purnomo, Ph. D**  
NIP. 198205122011011009

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

*Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-2981/ITK. IV.1/ITK.V.3/PP.00.9/03/2024

05 Maret 2024

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Kepala Sekolah SMK N 1 Percut Sei Tuan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Magister Strata Dua (S2) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Tesis, kami tugaskan mahasiswa:

Nama : Hotma Berutu  
NIM : 0333223011  
Tempat/Tanggal Lahir : Sidikalang, 28 Mei 1990  
Program Studi : Tadris Bahasa Inggris S2  
Semester : IV (Empat)  
Alamat : JL. BARU NO. 32A KEL. INDRAS KASIH KEC. MEDAN  
TEMBUNG Kelurahan INDRAS KASIH Kecamatan MEDAN  
TEMBUNG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Kolam No. 3 Medan Estate, Kec. Percut Sei Tuan, Kab. Deli Serdang, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Tesis yang berjudul:

*Global Englishes in Indonesian EFL Context: Between Teachers' Perception and Practices*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 05 Maret 2024  
a.n. DEKAN  
Ketua Program Studi Tadris Bahasa Inggris  
S2



*Digitally Signed*

**Maslathif Dwi Purnomo, Ph. D**  
NIP. 198205122011011009

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

## Appendix 7. Certificate of Observation Completion



# SEKOLAH DASAR ISLAM TERPADU HIKMATUL FADHILLAH

Jl. Denai No. 176 Medan, Telp. : 061 - 7369139, Email : [sd.hikmatulfadhillah@gmail.com](mailto:sd.hikmatulfadhillah@gmail.com)

Website : [www.hikmatulfadhillah.com](http://www.hikmatulfadhillah.com)

NSS : 104076009113

NPSN : 10259697

### SURAT KETERANGAN

No : 058/SK/SMPIT-HF/XXVIII/05/24

Selubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan, Nomor B- 2985/ITK.IV.1/ITK.V.3/PP.00.9/03/2024, hal Izin Mengadakan Riset pada tanggal 05 Maret 2024, maka Kepala SD Swasta Islam Hikmatul Fadhillah dengan ini menerangkan nama mahasiswa dibawah ini :

Nama	: <u>HOTMA BERUTU</u>
NIM	: 0333223011
Tempat/Tanggal Lahir	: Sidikalang, 28 Mei 1990
Program Studi	: Tadris Bahasa Inggris S2
Semester	: IV (Empat)
Alamat	: Jl. Baru No. 32 A Kel. Indra Kasih Kec. Medan Tembung

Benar telah mengadakan riset di SD Swasta Islam Hikmatul Fadhillah pada tanggal 20 Maret 2024 guna melengkapi data penyusunan Tesis yang berjudul : *"Global Englishes in Indonesian ELT Context: Between Teachers' Perception and Practices"*.

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.







# **SMP SWASTA ISLAM HIKMATUL FADHILLAH**

**Kantor : Jl. Jermal VII Murni XII Medan Telp: 0813 7580 6369**

## **SURAT KETERANGAN**

**No : 269/SK/SMPIT-HF/XXXIII/05/24**

Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan, Nomor B-2985/ITK.IV.1/ITK.V.3/PP.00.9/03/2024, hal Izin Mengadakan Riset pada tanggal 19 Maret 2024, maka Kepala SMP Swasta Islam Hikmatul Fadhillah dengan ini menerangkan nama mahasiswa dibawah ini :

Nama	: <b><u>HOTMA BERUTU</u></b>
NIM	: 0333223011
Tempat/Tanggal Lahir	: Sidikalang, 28 Mei 1990
Program Studi	: Tadris Bahasa Inggris S2
Semester	: IV (Empat)
Alamat	: Jl. Baru No. 32 A Kel. Indra Kasih Kec. Medan Tembung

Benar telah mengadakan riset di SMP Swasta Islam Hikmatul Fadhillah pada tanggal 29 April 2024 guna melengkapi data penyusunan Tesis yang berjudul : ***"Global Englishes in Indonesian ELT Context: Between Teachers' Perception and Practices"***.

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

  
Kepala Sekolah  
**Nurhasbi Hasibuan, S.Ag**