

**HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS WORLD  
ENGLISHES AND TEACHERS' VIEWS ON ITS  
IMPLEMENTATION IN REGARD TO L2 CLASSROOM  
INSTRUCTION**

*SKRIPSI*



by

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**UNIVERSITAS KRISTEN DUTA WACANA**

**YOGYAKARTA**

**2021**

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***SKRIPSI***

Presented as a partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan (S.Pd.)*  
in English Language Education Department

by

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**UNIVERSITAS KRISTEN DUTA WACANA**

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**2021**

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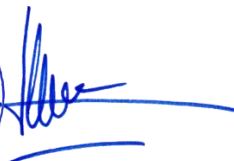


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## STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 24<sup>th</sup> May 2021

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## **ACKNOWLEDGEMENT**

In the successful accomplishment of this undergraduate thesis, there were a lot of people who gave the best contributions to this study. It would not have been possible without the kindness and support of a lot of individuals who have given their participation, suggestion, time, support, and kindness to me and this study. I am highly indebted and thankful to my thesis advisor, Ms. Adaninggar Septi Subekti, M.Sc. for always giving me her guidance, patience, and support during the completion of this undergraduate thesis. She gave her time and suggestions when I was consulting the progress of my thesis. Therefore, this thesis can be conducted successfully. Moreover, I would like to express my gratitude to Mrs. Dra. Megawati, M.Pd. as my mother of batch 2017 who gave her support and willingness to always be there if I found any difficulties regarding my university life. Besides, I am also thankful to Mr. Paulus Widiatmoko, M.A. for his support in sharing some webinars related to my topic that I was doing for my thesis. Furthermore, my gratitude also goes to the senior high school teachers and students who were willing to participate in this study and all of the English language education department lecturers and staff who have worked hard to make their students graduate on time. Lastly, my thanks and appreciations are also expressed to my parents who have supported me in every phase of my life and my classmates for the colours and lines they have drawn during my university life.

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## ABSTRACT

Franssisca, R. E (2021). *High school students' attitudes towards World Englishes and teachers' views on its implementation in regard to L2 classroom instruction* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta.

This paper aims to investigate senior high school students' attitudes towards the concept of World Englishes and teachers' views on its implementation in classrooms. There were 121 high school students and six teachers from some parts of Indonesia participated in this study. Online interviews and survey were conducted in this study due to COVID-19 pandemic and each method was utilised separately for two different participants; high school students and teachers. The survey yielded high school students' average to low attitudes ( $M = 2.58$ ) since they had a slight tendency into Standard English while they also had measly positive attitudes towards the concept of World Englishes. That could be seen from some inconsistencies of their responses in the online questionnaire. Moreover, the interview results showed senior high school teachers had an awareness of the importance of this concept since they introduced the other varieties of English to their students. They had different ways and methods for introducing it, some teachers used movies and videos inside the class while one of them used audiotapes and explicitly told them the differences of each accents. Besides they also had different purposes and perspectives on the level of importance of its introduction. Some of the teachers viewed it as crucial to be introduced as the students could be familiar with other varieties of accents and some just viewed it as the part of their encouragement to the students to have a better confidence in utilising the language. Furthermore, they also highlighted the intelligibility of pronunciation over accented English of their students. In regard to it, other teachers can be more open to the concept for students' encouragement.

**Keywords:** *World Englishes, varieties of English, accents.*

## **INTISARI**

Franssisca, R. E (2021). *High school students' attitudes towards World Englishes and teachers' views on its implementation in regard to L2 classroom instruction* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta.

*Penelitian ini menyelidiki pandangan siswa sekolah menengah atas terhadap konsep 'World Englishes' dan pandangan guru terhadap implementasinya didalam kelas. Penelitian ini melibatkan oleh 121 siswa SMA dan enam guru dari beberapa wilayah di Indonesia. Penelitian ini menggunakan metode wawancara dan survei secara online dikarenakan pandemi COVID-19 yang dilakukan secara terpisah untuk dua kelompok partisipan yang berbeda; guru dan siswa SMA. Hasil survei menunjukkan bahwa siswa memiliki pandangan yang dibawah rata-rata ( $M = 2.58$ ) terhadap konsep ini karena mereka memiliki sedikit kecenderungan ke Bahasa Inggris Standar sementara mereka juga memiliki pandangan yang sedikit positif terhadap konsep 'World Englishes'. Hal itu terlihat dari beberapa inkonsistensi dari hasil isi kuisisioner. Disamping itu, hasil wawancara menunjukkan bahwa guru memiliki kesadaran akan pentingnya konsep ini karena mereka telah memperkenalkan ragam bahasa Inggris lainnya kepada siswa mereka. Guru memiliki cara dan metode yang berbeda untuk memperkenalkan konsep tersebut; menggunakan film dan video di dalam kelas sementara salah satu dari mereka menggunakan kaset audio dan secara eksplisit mengenalkan perbedaannya. Selain itu mereka juga memiliki tujuan dan pendapat yang berbeda tentang tingkat kepentingan untuk mengenalkan konsep ini. Beberapa guru memandang bahwa hal itu penting untuk diperkenalkan, beberapa hanya melihat itu sebagai bagian dari usaha mereka dalam memotivasi siswa agar mereka memiliki kepercayaan diri yang lebih baik. Selain itu, mereka juga menekankan kejelasan pelafalan daripada aksen bahasa Inggris siswa mereka. Berkenaan dengan itu, guru lain bisa lebih terbuka untuk mendorong siswa mereka.*

**Kata kunci:** World Englishes, keberagaman Bahasa Inggris, aksen.

## CHAPTER I

### INTRODUCTION

This chapter consists of four parts, namely research background, research questions, research objectives, and research benefits.

#### **1. Research Background**

The popularity of the concept of World Englishes has spread over the world due to globalisation. The other varieties of English then have emerged by times. This concept brings a diversity of grammar, vocabulary, and pronunciation (Rezaei et al., 2018). Thus, the interaction between native and non-native English speakers is widely happening in this recent times (Bhowmik, 2015). Kachru (1990) in his theory mentioned three concentric circles of 'inner circle' in which the English native speaking countries, namely Australia, United States, United Kingdom, New Zealand, and Canada are in. The second circle is 'outer circle' and this is the circle of the non-native English speaking countries that use English as their second language such as Singapore, Malaysia, India, Philippines, Ghana, etc. The last circle is 'expanding circle' of the non-English speaking countries that still view English as foreign language such as China, Indonesia, Japan, Korea, etc. In relation to Kachru's theory, World Englishes has become more popular in 21<sup>st</sup> century (Joshi, 2013). However, the acceptance of this concept in the society is still vague (Rezaei et al., 2018). Many still believe that Australian, American, and British English are the standards varieties of English (Qiong, 2004). Inspired by the literatures, this study elevated World Englishes as the topic to be discussed to see the obscurity of its acceptance in Indonesian context.

In English Language Teaching (ELT) context, World Englishes still seemed to be controversial among teachers and students. Thus, in practice, schools are usually trying to refer to Kachru's (1990) 'inner circle' variety as a model for providing

classroom instruction, textbooks, and materials (Birkner, 2014). At English as a Foreign Language (EFL) context, particularly Asian countries, World Englishes is not a major belief among teachers and students in English language learning and teaching (Huang, 2009). For instance, in one of Southeast Asian countries, Vietnam, Huong and Hiep (2010) conducted a study regarding the concept of World Englishes in public universities in Vietnam and the study showed that Vietnamese teachers and students had no belief in World Englishes. Instead they viewed American or British English as the standards of learning and teaching English. The same case happened in Japan. Galloway (2013) in her research found that Japanese students were uncomfortable to be recognised as a Japanese English speaker because they have a thick Japanese accent. Thus, they wanted to speak like the native English speakers. From those research studies, it indicated that the concept of World Englishes in Asia was still vague and controversial since they still saw American and British English as the standards of English. Although the studies about World Englishes are popular in Asia, the study on the concept of World Englishes in Indonesia still could be rarely conducted. Its unpopularity became the second reason on why this study investigated the participants' views and attitudes towards World Englishes.

Although the study on World Englishes is still rare in Indonesia, there are still some researchers conducting studies about World Englishes. The context of conducted studies was mostly on University level. Lauder (2008) had investigated the view of Indonesian teachers and students of the varieties of English in universities in Indonesia. He particularly investigated the status and function of English including the variety of English itself. The study on the lower level is seemingly uncommon and rare. Even though it seemed rare, one of the researchers, Gunantar (2016) had conducted his study in junior high school students in Semarang city, Indonesia. Moreover, the studies on the concept of World Englishes for elementary school and senior high school levels are probably not conducted yet. Besides, there were possibly not many studies investigating teachers' views towards this concept since studies in



the literature were more likely focusing on students' views (e.g. Almegren, 2018; Choi, 2007; Jung, 2005; Norman, 2017; Rezaei et al., 2018). Thus, it became a good chance to find out about how senior high school students and teachers see the concept of World Englishes in these recent days.

In conducting the study, mixed-method was used to gather data from participants. Mixed-method includes an analysis and data collection from both quantitative and qualitative methods (Niglas, 2009). Quantitative data was conducted by distributing questionnaire for a survey. Distributing questionnaire helped to see the general information of the students' attitudes on World Englishes. The questionnaires yielded data for the survey. A survey then gives a numerical data and will be the generalisation of the study (Almalki, 2016). Qualitative data then was explored by interview. It helped to dig in-depth information of the views of teachers on the variation of English, specifically in regard to L2 classroom instruction. Thus, both forms of data can be obtained (Almalki, 2016).

## **2. Research Questions**

This research study had two major concerns regarding the concept of World Englishes in Indonesia. Therefore, this study addressed two questions:

- a. What are students' attitudes towards World Englishes?
- b. What are teachers' views towards the implementation of World Englishes concept in regard to L2 classroom instruction?

## **3. Research Objectives**

By conducting this study, it was intended to investigate two points:

- a. The attitudes of high school students towards the other English varieties of accents in general.

- b. The views of high school teachers towards World Englishes implementation in regard to L2 instruction in English classrooms.

#### **4. Research Benefits**

By conducting this research study, this study could be beneficial for students, teachers, and other researchers.

- a. Teachers

Teachers can view the concept of World Englishes more widely. They may implement the concept in the class if they have not implemented this concept. Thus, teachers can encourage the students to have a positive attitude towards the variation of English.

- b. Students

By knowing the concept of World Englishes, students hopefully can be more open to various accents of English around the world. Thus, the students may be more confident in speaking English with Indonesian accent.

- c. Other researchers

This research may become another reference of other researchers to conduct a study with the same topic and may become a new knowledge for them to get to know more about how this concept is viewed in Indonesia.

## **CHAPTER V**

### **CONCLUSION**

This chapter consists of summary, implications and contributions, limitations, and further studies.

#### **1. Summary**

This study was conducted to discover high school students' attitudes towards the concept of World Englishes and senior high school teachers' views on this concept implementation on L2 classroom instruction. The result of the first research question explained that high school students had an average to low attitude towards the concept since they had a tendency to Standard English. However, some items asserted their awareness on this concept where they approved their respect to other varieties of English, proudness of having local accent, and positive views on the sense of belonging of English. Moreover, the finding of the second question indicated that the senior high school teachers might have an awareness of the importance of the implementation of the concept as they familiarised their students with the other varieties of English outside and inside the class. The degrees of familiarising the students with this concept are various; presenting short movies or videos using the non-native English in classrooms and linking the materials that are taught with local varieties of accents. Besides, the teachers highlighted the intelligibility of students in spoken language more than having native-like accent since they thought that it was acceptable for students to speak with any accent as long as it was comprehensible. Lastly, the teachers had different purposes and views on the importance of introducing the other varieties of accents in classrooms.

#### **2. Implications and Contributions**

Based on the result of this study, there are some implications and suggestions. Firstly, regarding the average to low attitude of high school students towards the concept of

World Englishes, teachers can carry out more materials with the non-native variety of English, thus the students can be more open to other varieties of English (Almegren, 2018; Crystal, 2003; Matsuda, 2003; Timmis, 2002; Waloyo & Jarum, 2019). That is because teachers have major responsibility in incorporating this concept in their course in order to increase students' awareness of the existence of other varieties of accents (McLean, 2004). This can support a result of this study where students were eager to know the other varieties of accents.

Moreover, in regard to a result of this study of teachers' view on implementing World Englishes concept in classroom at varying degree and with different purposes, it is suggested that other teachers should understand their students' level of attitudes towards this concept since they will have a better idea on to what extent the World Englishes concept can be implemented. A way to apply this is that teachers observe the class while they are conducting a lesson. Lastly, regarding the result on the acceptance of students using local accents, other teachers may also be open with students' accents. This may increase students' attitudes on the other varieties of accents as they do not need to be forced to imitate native-like accents.

In addition, this study also has some of its contributions to other studies in World Englishes domain. Firstly, the study of this concept with senior high school students and teachers in Indonesian context is quite infrequent. Besides, the result in which the participants approved their respect to other varieties of English, proudness of having local accents, and comprehending that English belongs to everyone who speaks it are rare among the studies. Therefore, this study may be one of references to other researchers regarding this concept and in Indonesian context.

### **3. Limitations**

In spite of the implications and contributions, there were some limitations of this study. Firstly, the apparent inconsistencies from the participants' responses in the online questionnaire. This might happen because the diction of the Indonesian word

was slightly vague. Therefore, it could be better if the questionnaire was fully analysed, reviewed, and piloted study before the distribution. Second, although this study used mix-method, only one method was used to find result of each research question. It would be better if the quantitative study was deepened using qualitative method; interview to gather a deeper analysis, particularly to find the reasons behind the participants' inconsistent answers. The third limitation was regarding limited existing sources of the implementation of World Englishes in some contexts. Thus, the sources that were used to compare and contrast with this study were limited. Lastly, there was a limitation in reaching participants, especially senior high school teachers to be interviewed. It caused all teachers in the present study to be private school teachers although this study intended to reach both private and state schools.

#### **4. Future Studies**

Based on the limitations stated, it can be considered to conduct World Englishes study using fully mixed-method in each research question. It may help researchers to generalise and gather in-depth information about the present study (Hao & Phuong, 2017; Rezaei et al., 2018). Moreover, translating an adapted or adopted questionnaire from English to L1 of participants might be challenging, however, researchers could still choose the vivid diction for the questionnaire items more carefully and did a pilot study before its distribution. Besides, studies about attitudes and views towards World Englishes can be more widely investigated in various contexts since these related sources were limited. Lastly, before conducting a study it will be better if researchers have a wide reach for getting participants to support a wider idea of obtaining the data.

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