

**INDONESIAN HIGH SCHOOL STUDENTS' ATTITUDES AND
TEACHERS' VIEWS TOWARDS ENGLISH AS A LINGUA FRANCA:**

A CASE STUDY

SKRIPSI



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in English Language Education Department

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A CASE STUDY**


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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, 1 May 2023

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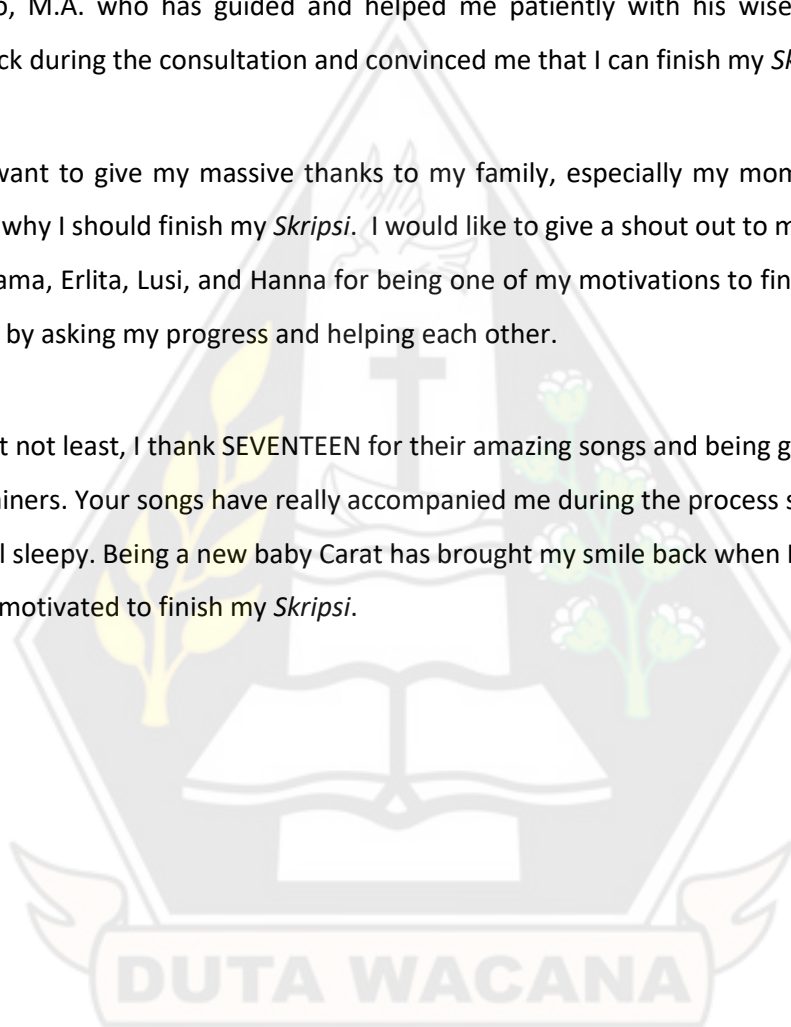
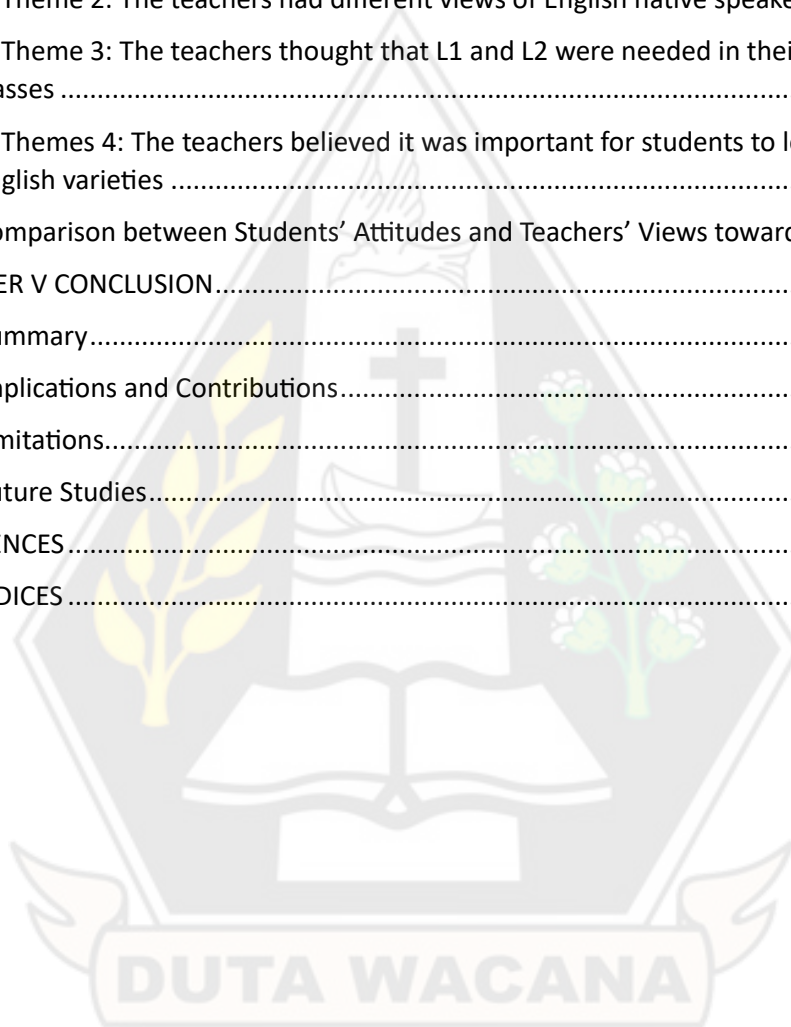


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ABSTRACT

Claudia, S. (2023). *Indonesian high school students' attitudes and teachers' views towards English as a lingua franca: A case study*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Since there are many English varieties used by people all around the world, the concept of using English that prioritizes effective communication and acknowledges various English varieties is important to be developed. Thus, this study was conducted to investigate Indonesian senior high school students' attitudes and teachers' views towards ELF where this concept is more suitable to represent the use of English these days. By employing a case study through questionnaire and interview as the instruments, this study involved 69 senior high school students and 2 English teachers in Indonesia as the participants. Based on the questionnaire results, it was found that the students had positive attitudes generally towards ELF as detailed in the following items: 1. English is important for communicating with foreigners; 2. English belongs to everyone; 3. It did not matter if they spoke in an Indonesian English accent; and 4. They were aware of the needs to learn various English varieties. However, they were still oriented towards inner-circle English varieties. Based on the interview results, it can be concluded that the teachers also showed positive views of ELF in general. They viewed that learning various English varieties was important for the students. Besides, they also thought that the use of L1 and L2 in the classroom was needed. Nevertheless, they still were not really familiar with the ELF concept and had different views of native speakerism. Regarding the questionnaire items and interview results, there was not much difference high school students' attitudes and teachers' views towards ELF generally. The results of this study suggest that teachers may introduce the ELF concept through various learning activities since both students and teachers thought that learning various English varieties was important for the students. Besides, because the teachers were not really familiar with the ELF concept, it is important for them to be more aware of it so that they can integrate this concept into their instruction.

Keywords: attitudes, English as a lingua franca, views

INTISARI

Claudia, S. (2023). *Indonesian high school students' attitudes and teachers' views towards English as a lingua franca: A case study*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Karena banyaknya variasi bahasa Inggris yang digunakan oleh orang-orang di seluruh dunia, konsep penggunaan bahasa Inggris yang memprioritaskan komunikasi yang efektif dan mengakui berbagai macam variasi bahasa Inggris penting untuk dikembangkan. Oleh karena itu, penelitian ini dilakukan untuk menginvestigasi sikap dan pandangan dari siswa dan guru bahasa Inggris Sekolah Menengah Atas (SMA) di Indonesia mengenai konsep bahasa Inggris sebagai lingua franca dimana konsep ini lebih cocok untuk merepresentasikan penggunaan bahasa Inggris zaman sekarang. Dengan melakukan studi kasus melalui kuesioner dan wawancara sebagai instrumen, penelitian ini melibatkan 69 siswa dan 2 guru bahasa Inggris SMA di Indonesia sebagai partisipan. Berdasarkan hasil kuesioner, ditemukan bahwa siswa-siswa SMA tersebut memiliki sikap yang positif terhadap bahasa Inggris sebagai lingua franca secara umum sebagaimana dilihat dari: 1. Bahasa Inggris penting untuk berkomunikasi dengan orang luar negeri; 2. Bahasa Inggris adalah milik semua orang; 3. Tidak masalah jika mereka berbicara bahasa Inggris dengan logat Indonesia; 4. Mereka menyadari perlunya mempelajari berbagai variasi bahasa Inggris. Meskipun demikian, orientasi mereka masih berkiblat pada bahasa Inggris milik penutur inner-circle. Berdasarkan hasil wawancara, dapat disimpulkan bahwa para guru juga menunjukkan pandangan yang positif terhadap bahasa Inggris sebagai lingua franca secara umum. Guru memandang bahwa mempelajari berbagai variasi bahasa Inggris penting untuk siswa. Selain itu, mereka berpikir bahwa penggunaan L1 dan L2 di dalam kelas tetap dibutuhkan. Namun, guru masih belum terlalu familier dengan konsep bahasa Inggris sebagai lingua franca dan memiliki pandangan yang berbeda-beda terhadap konsep English native speakerism. Berdasarkan hasil survei dan wawancara, ditemukan bahwa tidak ada perbedaan yang signifikan antara sikap siswa dan pandangan guru bahasa Inggris SMA terhadap bahasa Inggris sebagai lingua franca. Hasil penelitian ini mengimplikasikan agar guru dapat memperkenalkan konsep bahasa Inggris sebagai lingua franca melalui berbagai aktivitas pembelajaran karena baik guru maupun murid menganggap bahwa mempelajari berbagai variasi bahasa Inggris itu penting. Selain itu,

karena guru tidak terlalu familier dengan konsep ELF, guru sebaiknya lebih sadar terhadap konsep bahasa Inggris sebagai lingua franca agar mereka bisa mengintegrasikan konsep ini dalam pengajaran.

Kata kunci: *bahasa Inggris sebagai lingua franca, pandangan, sikap*



CHAPTER I INTRODUCTION

This chapter comprises four subheadings namely research background, research questions, research objectives, and research benefits.

A. Research Background

The usage of English language has currently been so massive amongst human beings around the world. In many situations, English is chosen as the language to use in order to communicate with people around the world (Jati et al., 2019; Seidlhofer, 2004). Since it is used by countries around the world, the denomination English has a tendency to get changed through the addition “as a(n) x”: “English as an international language” (EIL), “English as a lingua franca” (ELF), “English as a global language”, “English as a world language”, and “English as a medium of intercultural communication” (Seidlhofer, 2004).

Furthermore, Kachru's three concentric circles model of English language, Kachru, as cited by Al-Mutairi (2020) divided the distribution of English in relation to three concentric circles. First circle is the Inner circle that presents countries who have native English speakers such as the United Kingdom, United State, Australia, Canada, and New Zealand. Second is the Outer circle that presents countries who use English as a second language caused by British colonial ties such as Malaysia, Singapore, India, Ghana, and others. Last circle is the Expanding circle where the countries use English as a foreign language such as Indonesia, Japan, China, Saudi Arabia, Korea, and others. Regarding these three circles, the Expanding circle has many more countries who use English to communicate. This global spreading of English brings many varieties in using English since the countries share different mother tongues. Crystal (2003) stated that there are approximately 750 million of non-native English speakers. It is much bigger than the quantity of native English speakers. Related to these varied ways of using English, English as a Lingua Franca (henceforth, ELF) brings new concepts to make a status in using English. ELF is described as the status of English in communication amongst people who do not speak the same

first language (Kirkpatrick, 2011). However, ELF is still a vague concept of the status of English in ELT. Since the English speakers who see English as ELF share different first languages, there are no native speakers in this concept (Seidlhofer, 2004). It means that there is no reference to use English like native speakers.

Regarding the Kachru's concentric models, Indonesia is included in the Expanding Circle countries. In Indonesian context, English is considered as a foreign language (Lauder, 2008; Marlina, 2013; Pratiwi et al., 2022). English as a Foreign Language (EFL) refers to English is considered as an unofficial language where it is taught as a compulsory subject in schools and doesn't play important role in social life (Broughton et al., 1980). Moreover, EFL concept also considers learning English using inner-circle English varieties as the standard (Jenkins, 2009b). This is inversely proportional to the concept of ELF. The status of English as EFL in Indonesia brings an impact to ELF. A study conducted by Jati et al. (2019) found that Indonesian pre-service teachers still rarely heard the term of ELF. The use of English is still also referred as English as a Native Language (ENL). A study conducted by Ramadhani & Muslim (2021) showed that there are still challenges to apply ELF concept in teaching practice since Indonesia is still referred to ENL/EFL. These show that ELF concept is still vague to be applied since there is no native speaker in this concept.

Recently, though the concept of ELF is a hot topic to discuss recently, there have been little studies conducted to investigate related to ELF concept in Indonesian context, especially involving senior high school students as the participants. Previous studies had been conducted to investigate attitudes and views towards ELF in Indonesian context (Jati et al., 2019; Ramadhani & Muslim, 2021; Sakhiyya, 2018). The previous studies focused more on teachers' and pre-service teachers' beliefs or attitudes towards ELF concept. However, there was a study involved senior high school students as the participants (Franssisca & Subekti, 2022a). This previous study investigated Indonesian senior high school students' attitudes towards English varieties which is still related to the concept of ELF. Regarding, previous studies that generally involved teachers or pre-service teachers as the participants, this study investigated high school students' attitudes and teachers' views towards ELF concept. This study was conducted in the high school level because involving in high school context are still rare on investigating attitudes towards ELF (Dirham, 2022; Jati et al., 2019; Kusumaningputri et al., 2022; Mairi, 2016; Noviana &

Muljani, 2020; Pudyastuti & Atma, 2014; Rahayu, 2019; Ramadhani & Muslim, 2021). Therefore, this will be a good chance to conduct research about attitudes towards ELF in Indonesian high school students and teachers' contexts.

In order to collect the data from the participants, a case study was applied using a mixed-method approach which is different from the previous research. The previous studies conducted the study related to views and attitude towards ELF in Indonesia by conducting only quantitative methods or only qualitative methods (Jati et al., 2019; Ramadhani & Muslim, 2021; Sakhiyya, 2018). This study was conducted within a context or the activity takes place (Yin, 2003). Other than that, Zainal (2007) stated that applying case study could help to explore the real-life situation and the real-life complexities information rather than when conducting a survey method. Thus, applying case study in this research could bring more comprehensive and real-life data related to views and attitudes towards ELF. The case study in this research used a mix-method approach. Mixed-method approach was applied by applying both qualitative and quantitative methods in a study (Almeida, 2018). Furthermore, Guest and Fleming (2014) stated that applying mixed-method approach is to gain more a complete understanding of a study by utilizing the use of multiple methods that address the research questions. Related to this reason, conducting mixed method in this research is a good way to look for high school students' and high school teacher's views and attitudes towards ELF deeply and accurately (Almeida, 2018). Firstly, quantitative method was applied to know the high school students' attitudes towards ELF. Then, to know the high school teachers' views of ELF, qualitative research method was applied.

B. Research Questions

Based on the rationales of the research stated above, this study seeks to answer the following research questions:

1. What are senior high school students' attitudes towards English as a Lingua Franca?
2. What are senior high school English teachers' views of English as a Lingua Franca?

C. Research Objectives

This research is intended to investigate two points:

1. Senior high school students' attitudes towards English as a Lingua Franca
2. Senior high school English teachers' views of English as a Lingua Franca

D. Research Benefits

There are three benefits offered by this study.

1. For Teachers

For teachers, this benefits them to understand more about the concept of ELF. By understanding the concept of ELF better, teachers can assess to what extent it is relevant for their teaching context and consider how it can be accommodated into their instruction. This study also provides senior high school teachers in Indonesia with some information about the students' attitudes towards ELF which are presented in the findings.

2. For Students

This benefits students to know more about the ELF concept. By knowing more and understanding the ELF concept, they can be more open-minded about the use of English as a communication tool for speakers with diverse backgrounds and be aware of various English varieties, not only the British or American.

3. For Researchers

This study can become a reference for other researchers and provide some insights about Indonesian senior high school students' attitudes and teachers' views towards ELF. By doing so, it is expected that this study can contribute to the inquiry into English as a lingua franca and other related research topics, especially in the Indonesian context.

CHAPTER V CONCLUSION

This chapter explains the summary, implications and contributions, limitations, and recommendations for future research.

A. Summary

This current study was conducted to find out Indonesian senior high school students' attitudes and teachers' views of ELF. Based on the questionnaire results, this study discovered that the students held positive attitudes generally towards ELF yet they were still oriented towards inner-circle English varieties. Students' positive attitudes towards ELF could be seen from the two categories: their attitudes towards status and needs for ELF and attitudes towards L1 and L2 in the classroom. Nevertheless, the students also showed their preference for inner-circle English varieties which could be seen from attitudes towards native speakerism category. Regarding the interview results, the teachers also had positive views of ELF in general. This could be seen by their statements agreed on the importance of learning various English varieties and implementation of bilingualism in the classroom. Yet, they seemed not really familiar with the ELF concept and showed ambivalent attitudes towards native speakerism as they had different views towards native speakerism. Lastly, there was not much difference generally between the students' attitudes and teachers' views towards ELF. Both the students and teachers thought that it was important for the students to learn various English varieties. Moreover, the teachers and students also agreed that using L1 and L2 in the classroom was needed for the students to understand the instruction more effectively. Lastly, the students showed positive attitudes towards native speakerism while the teachers seemed to have varied views.

B. Implications and Contributions

Regarding the findings and discussions, there are several implications. Firstly, the students felt that it was important for them to learn various English varieties and they would be happy if their English teachers introduced them to various Englishes. Therefore, teachers may take time in the classroom to introduce various English varieties to their students through various learning activities. Secondly, regarding the familiarity of the ELF concept, teachers may increase their awareness of learning this concept so that they could involve the ELF concept in their instructions. Thirdly, teachers can be more aware about students' English learning goals since the students showed agreement that they want to learn English just to achieve speaking like an inner-circle English speaker. Teachers could facilitate students with more exposure that English is not only about accent but also achieving mutual understanding in the conversation. Lastly, students can increase their awareness of ELF concept by learning and exploring various English varieties through available learning materials so that they could deal in the conversation with people all over the world in the future.

Furthermore, there are also several contributions for other studies. Firstly, this study investigated both students' and teachers' attitudes and views towards ELF in Indonesian senior high school context. This field is still rarely discussed in Indonesia, particularly involving senior high school students. Thus, researchers can take some steps further to dig deeper into this field. Secondly, the participants of this study were senior high school students and teachers in Indonesia. Although there were already several studies to investigate Indonesian teachers' views of ELF, this could be one of the first steps for researchers which involved senior high school students as the participants in this topic further. Lastly, this research is worthwhile for other future researchers that want to investigate other related topics such as attitudes towards world Englishes, attitudes towards native speakerism, English varieties, and implementation of bilingualism.

C. Limitations

In spite of the implications and contributions, this research certainly has limitations. First, the participants were 69 students and 2 English teachers. Thus, this study cannot represent all Indonesian senior high school students' attitudes and teachers' views towards ELF. Secondly, this study was conducted only in a private senior high school in one area of Indonesia. Thus, investigating this topic in other places might probably find other different results. Next, this study has a Cronbach alpha value that is not too high. This happened because some possible causes, namely variability of data, intercorrelations and multidimensionality, and being tested. The data produced heterogenous or inconstant variance which brought to low Alpha value (Amirrudin et al., 2020). In terms of intercorrelations, the test might have ambiguous statements that brought to varied variances. Next, the questionnaire had not been tested before being distributed officially where it should be tested first to get reliable instruments (Ursachi et al., 2015). Therefore, improvements to the questionnaire items can be adapted and modified in order to get more accurate results. Lastly, the second chapter of this study about attitudes towards ELF had limited literature reviews since there were not many studies that had been conducted in Indonesia especially in senior high school students' context.

D. Future Studies

Concerning the findings and limitations, there were several recommendations for future studies. Firstly, because this study is a case study, other researchers may conduct studies related to this topic with other methods. Secondly, gaining data with different students from various areas is also recommended to see the attitudes and views of the participants. Next, researchers can develop the questionnaire items better by adapting and modifying some questions and categories in reporting the quantitative data.

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