

**THE ATTITUDE OF ENGLISH EDUCATION DEPARTMENT  
STUDENTS OF UIN AR-RANIRY IN THE LIGHT OF THE  
THEORY OF WORLD ENGLISHES**

**THESIS**

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**THESIS**

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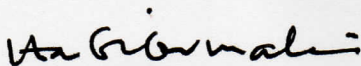
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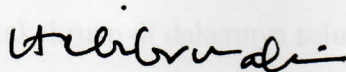
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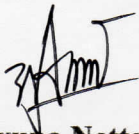
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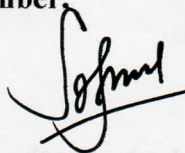
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: *"The attitude of English Education Department Students of UIN Ar-Raniry in the Light of the Theory of World Englishes"* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

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## **ABSTRACT**

By adopting the notion of World Englishes (WE) as the theoretical framework, this study has explored the attitudes of college students and their awareness toward different varieties of English. This study adopted the concurrent embedded or concurrent nested strategy of mixed methods design. In this approach, quantitative data obtained from questionnaires of 38 respondents and qualitative data gained from interviews of 10 students were collected and analysed. The secondary qualitative data were embedded within the primary quantitative data to provide a supporting role in explaining and expanding the questionnaire results of the second research question. Meanwhile, the secondary quantitative data were embedded within the primary qualitative data to provide a supporting role in explaining and expanding the interview results of the first research question. This research involved some English department students batch 2012 as the participants of this study. The study found that the students have positive attitudes toward the varieties of English and they are aware of different varieties of English. However, because of their lack of exposure of the varieties, students' knowledge of those varieties is limited.

**Key Words:** World Englishes, Standard-English, Attitude, Awareness.

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## **CHAPTER I**

### **INTRODUCTION**

This introductory chapter begins with the background of a study related to world Englishes and responses of some students of Department of English Education of UIN Ar-Raniry toward the different accents of English. It discusses the research questions, the aims of the study and the significance of study. The terminology is also provided to support the research.

#### **A. Background of Study**

World Englishes has been discussed intensively since its emergence. The promotion of the term world Englishes is mainly associated with Kachru's book which was published in 1982: *The other tongue: English across cultures* (Pishghadam & Saboori, 2011). Meanwhile, Melchers and Shaw (2013) interpret the term as a dialect and accent distinction that differ one sound of English from the others that create variation through the language, namely variety, without removing the similarity concept. As such, English has become world Englishes, taking on a plural form, which includes many varieties of English with nativized cultural.

The phenomenon indicates that English now has achieved its global status because it develops a special role that is recognized in almost all countries in the world (Mukminatien, 2012). It happens because English is the most widely learned and taught in the world. Chinese English is one of many examples of world Englishes. According to Zhang (2008), Chinese English means the English spoken or

used by speakers with a Chinese linguistic and cultural background and it can be accepted and understood by other English speakers.

Hence, the widespread of English gives the expanding circle, the chance to express its own variety which is understood by the other English speakers. Instead of accepting and following the standardized English and its norm that totally has different cultural background, world Englishes offers the same opportunity to overcome its own accent and dialect (Wolf & Polzenhagen, 2009). This includes Indians who have been using their own variety ever since and Indian English was familiar around the world.

The idea that English has become Englishes is a reality that has been recognized by most scholars in the field of foreign language teaching (Nero, 2006). Meanwhile, questions are likely to occur and are provoking teachers of English majors. For example, how to accommodate world Englishes in ELT (English Language Teaching)? This question is likely occur due to customary of English teaching based on standard English (Zhang, 2008).

In order to adapt to the situation, Carlberg et al. (2008) suggest that teachers start to introduce varieties of English in the classrooms, and therefore also accents from the inner circle countries such as the Scottish, Irish, Australian, American, and British English that are also part of world Englishes. Supporting this concept, Skibdahl & Svensäter (2012) state that although there were no signs of reluctance from the students towards dialects from the outer or expanding circles; in order to

ensure student development, the teachers are supposed to use varieties close to the norm of Standard English.

Carlberg et al. (2008) also look into students' attitudes to different English accents, and whether the students could recognize these accents. However, a majority of the students were open-minded about the accents they heard and could understand them.

Based on the theories above, the researcher attempts to analyze students' common reasons to learn and use English. Some researchers believe that people's motivations to study English are various. Nero (2006) opines that English is a very useful communication tool among people of different countries for many different purposes; one of which is as a tool to get knowledge and to communicate in international environment. The above quotation indicates that the reason to speak English is to communicate with everyone in the global community, and the fact that English is an international language. Therefore, learners should be able to understand as many accents and varieties as possible not to mimic or copy the inner circle's standard and norm (Bauer, 2002).

Furthermore, one of the students of Department of English Education of UIN Ar-Raniry considered that students do not have to adhere to only one standard. Some of them argued that since the reasons of studying English are for the sake of communicative competence and to prepare them to face a global community, they only have to master the standard English in order to be accepted and understood by community. The other students considered that in learning process, they have to focus



in American or British English, without considering the accent. Therefore, the researcher assumes that there are different opinions' of the students toward the standard English and world Englishes.

By considering some aspects above, the researcher considers that there are a lot of students who believe that learning English is not just about mimicking some varieties but also giving them the opportunity to express their own varieties of English. In this study, the researcher tries to find out what students think about different varieties. Thus, the researcher is interested in conducting a research entitled **“The attitude of English Education Department Students of UIN Ar-Raniry in the Light of the Theory of World Englishes”**.

## **B. Previous Study**

There are some studies which have been conducted to examine the attitudes of learners toward different varieties of English. In Iran, Pishghadam & Saboori (2011) conduct a study about the attitudes and responses of the students at English Language Institute (ELI) of Iran toward world Englishes and six accents of English. The qualitative data consisted of a total of 182-minute recording of 25 subjects' interviews. The results revealed that the younger respondents offered a more positive attitude to variation in accents rather than the older respondents. However, the overall result shows that Iran's ELT still lives in a modernist era by believing in a world English rather than world Englishes and in the importance of conforming to it.

In Sweden, Skibdhal & Svensater (2012) study the attitudes and conceptions of two levels of students in four schools (secondary and upper secondary students) toward four accents of English: Received Pronunciation, Standard American, Iranian and Indian English. The results show that, American English and British English appear to be the ones that the students are most aware and comfortable with. Even the accents they are quite unsure about (Iranian and Indian English) seem to be fairly well known.

There are very few researches that have been conducted related to non-standard English speaker attitude towards non-standard English accents. However, Episcopo (2000) in her study tries to seek out the answer. 41 of non-native English speaking University of Texas graduate students were asked to volunteer to complete a four-part online questionnaire that surveyed the subjects' attitudes toward non-native English accents. Its focus is on speaker – listener attitudes, and its task is to ask and describe what the non-standard English speaking – non-standard English speaking community does, how it evaluates itself, and how it wants to use the English language.

In addition, the results of her study show that the non-standard English speaking have biases opinion about non-standard English speaking accents. However they pay attention to other accents but they don't think its important to maintain a standard accents. They also have a higher expectation of themselves to sound native. Strangely, the reporters believe that their reported (the subject of this study) should be

more native-likeness sound and they tend to judge them critically for their poor standard accent.

Furthermore, McKenzie (2006) limited his study to find the native (Japanese) perception towards varieties of English speech. The participants are 558 Japanese university students. Six varieties of English speech were recorded and later used for the purposes of evaluation by the participants chosen to participate in the study. The results suggest that Japanese learners are able to differentiate between speech varieties of which they are not native speakers and hold different and often critical attitudes towards standard/ non-standard and native/ non-native varieties of English speech.

### **C. Research Question**

Based on the background of the study mentioned previously, the researcher formulates the research questions as follow:

1. Are the students of the Department of English Education of UIN Ar-Raniry aware of the English varieties?
2. What are the students' attitudes toward the English varieties?

### **D. The Aim of Study**

The aims of this study are:

1. To investigate the awareness of the English varieties of the Department of English Education students of UIN Ar-Raniry.
2. To find out the students' attitudes toward the English varieties.

### **E. Significance of Study**

This study is designed to increase knowledge of the English Language Learners (ELLs) and to enrich the students' perceptions of varieties in English, especially the students of Department of English Education of UIN Ar-Raniry in recognizing varieties of English related to world Englishes concept.

### **F. Terminology**

This section provides definitions of some major terms used in this research.

#### **1. World Englishes**

The world Englishes term is mostly used to refer to the “institutionalized second-language varieties of English spoken around the world to what Kachru had called the outer circle” (Wolf & Polzenhagen, 2009, p.2). According to Kachru & Nelson (2006), world Englishes is the major conceptual framework for a useful and reasoned understanding of the spread and functions of the English language in global contexts. In this study, the world Englishes that the researcher means is an accent distinction that differ one sound of English from the others through variation based of its circle that influenced by its sociolinguistic and culture.

#### **2. Accent and awareness**

It is important to distinguish accent and dialect. Longman (2009) describes dialect as “form of a language which is spoken only in one area, usually with words or grammar that are different from other forms of the same language” (p. 465).

Longman also defines accent as “the way someone pronounces the words of a language, showing which country or which part of the country they come from” (p.8).

Accent is, thus, based only on pronunciation, whereas a specific dialect is distinguished by the phonological sounds, grammatical- and lexical differences and differences in pronunciation. Kachru & Nelson (2011) refer as “addition to the pronunciation of sounds, to stress and intonation, or to the rhythm of speech” (p.11). Within the context of this research, however, the researcher refers the accent as the quality of a person’s speech that, in the view of language authorities, sets this person apart, as not belonging to typical group, or not fitting the standardized norm (Arboleda & Garcés, 2012). In this study, the researcher takes the idea that an accent is the way a speaker sounds, which reflects the speaker’s linguistic backgrounds.

In this study, awareness is closely tied to comprehension. Longman (2009) defines awareness as a “knowledge and understanding of a particular subject” (p. 83).

### 3. Attitude

Weber (1992) defines attitude as “an evaluative reaction – a judgment regarding one’s liking or disliking – of a person, event, or other aspect of the environment” (p.117). According to McKenzie (2006), it is these reactions and responses to attitudinal objects, such as people and languages that allow attitudes to be identified and measured. Therefore, the attitude that the writer means in this context can be understood as beliefs, feelings and intentions that are acquired through experience and prompt people to react and respond to specific objects, situations and

other people in particular ways. More specifically, attitude to languages are fundamental in influence people to react and respond to the languages, accents and varieties of languages of other people and, perhaps, to those people themselves.

#### 4. Circles

Kachru (1997, as cited in Kilickaya, 2009) has drawn-up three most influential circles in dividing English categories: the inner circle, outer circle and expanding circle. Inner circle includes the native English-speaking countries such as England, USA, Australia, New Zealand, and Canada; in these countries, English is used in all aspects and for all communication purposes. The outer circle such as India, Africa and Nigeria; they use English in many intranational functions. Finally, expanding circle includes countries such as China, Japan and Turkey, which are affected by inner circle and where English is becoming an important language in education, business, science, and technology.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the literature including the theories which are related to world Englishes and the concept of attitude. The theoretical framework of this study consists of three parts. The first section deals with a brief discussion of world Englishes. The second section discusses an overview of attitude. In the last section, the nature of accent and awareness are briefly explained.

#### **A. Definition of World Englishes**

Relevant concepts of the literature about world Englishes and English as an International Language need to be discussed in order to provide the framework for this research. However, it is necessary to draw a distinction between the concepts of world Englishes and English as an International Language. In this study, the former term is used to relate to English that adheres to the norms and standards commonly found in a particular country or region and the latter term refers to “a complex of linguistic features and communicative practices which make the variety widely comprehensible” (Melchers and Shaw 2003, p.179). In short, the world Englishes is defined by their place of origin, while English as an International Language is defined by its scope of use.

If linguistics, English-language teachers and users of English are generally to acknowledge the concepts of world Englishes and English as an International Language, they must be prepared to accept and cope with a wide variety of accents

(Jenkins, 2006) and other characteristics of English as it is spoken within and across Kachru's characteristic circles. This is caused of English as the main foreign language being learnt in many parts of the world (Crystal, 2003). Regardless of this phenomenon, speakers from the inner circle have tended to be viewed as "the proper" and "the good" English (McArthur, 2001). However, Widdowson, 1994, as cited in Sykes, 2010, states that the ownership of English is becoming more widespread and new sources of norms, such as Indian, Filipino and Singaporean standards, have evolved. Thus, McArthur considers that the question of who owns English is being eclipsed by the issue of who has control over different norms and usage of English varieties.

### **1. Models of English Language Spread**

A number of models that have attempted to categorize English and varieties of English in the world have been developed by scholars. In 1980, one of the first scholars to present a model was Stevens (Sykes, 2010). This model rearranges a family tree structure onto a map of the world. English is divided into British and American varieties. The British branch provides development to African, Asian, Australian and some Caribbean varieties of English, while the American branch provides development to Asia-Pacific and other Caribbean varieties.



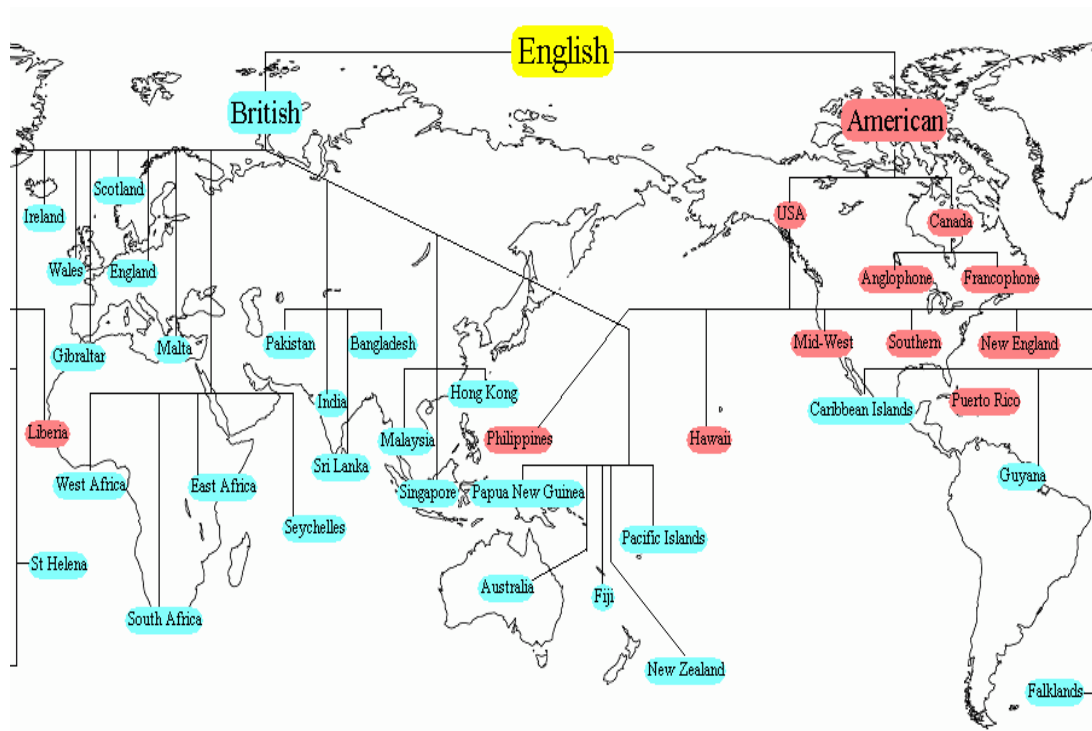


Figure 2.1 Strevens family tree model of English spread

Secondly, the circle-based model of English language spread that introduced by Kachru (1985). Kachru's three characteristic circles model acknowledges English language norms within particular English-using communities in the inner circle, the outer circle, and the expanding circle (Kirkpatrick. 2010).

“According to Kachru, inner circle includes the Native English-speaking countries such as England, USA, Australia, New Zealand, and Canada; in these countries, English is used in all aspects and for all communication purposes. The outer circle such as India, Africa and Nigeria; they use English in many intranational functions. Finally, expanding circle includes countries such as China, Japan and Turkey, which are affected by inner circle and where English is becoming an important language in education, business, science, and technology” (Kilickaya. 2009, p.17).

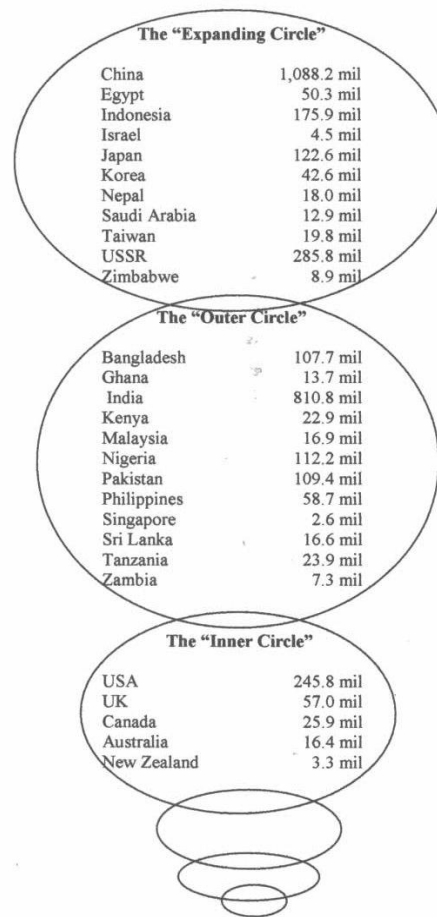


Figure 2.2 Kachru's model of World Englishes (adopted from Bauer, 2003, p.23).

Rousseau (2012) notes that Kirkpatrick (2007) identifies three advantages of Kachru's three-circle model.

"In his defense of the concept of world Englishes, Kachru explains that there are three advantages of this model. First, it allows for the recognition of more than one English, in which native speaker Englishes are included as a different varieties. Secondly, this model does not place one variety superior to another variety. Thirdly, it allows for the development of new varieties of English"(Rousseau. 2012, p.13).

However, no matter how well-established and recognizable this model among the scholars, it is not without its weakness. Bauer (2002) notes that there are too many variations between norms of English across the circles. Secondly, there are no record how many varieties of English that exist within British and American English categories.

## **2. World Englishes**

English was introduced to, and spread within, countries in the outer circle by speakers of the language who were part of the process of colonization. For this reason, the use of English in the outer circle has had a very old presence that began with its speakers spreading into new areas. On the other hand, “as far as expanding circle territories are concerned, it is customary to cite them as cases where the English language spread, rather than its speakers” (Mesthrie. 2006, p. 388). In short, inner circle users of English have been viewed as native speakers or “owner” of the language, while those in the outer and expanding circles have been viewed as non-native speakers.

Varieties of English in the outer circle are often found alongside two or three other languages (Sykes. 2010). This multilingualism explains the reason in which the extent of their English displays features of the local variety. Deterding (2007) and Sailaja (2009) observe that the Englishes of Singapore and India share a number of linguistic characteristics which can lead to their categorization as a group separate from inner circle varieties. This distinction suggests that variety of English is more

appropriate than the native and non-native speaker term, which has also been commonly used to distinguish between varieties of English.

In many contexts in the expanding circle, spoken English is characterized by a mixture of British and/or US pronunciations, but many phonological characteristics of these Englishes develop from the users' mother tongues (Melchers and Shaw, 2003). This development has resulted in lack of standardization between many of the Englishes in the expanding circle.

However, Jenkins (2006 as cited in Sykes, 2010) believes that classifying expanding circle varieties of English as interlanguages "ignores the sociolinguistic reality of the vast majority of learners and users of English in expanding circle contexts, particularly in Europe and East Asia" (p. 20). In short, while a small number of expanding circle users do need English for communication with speakers from the inner circle, the vast majority do not.

The argument in line of recognizing world Englishes in its own right is strengthened by Schneider (2003), who states that "a fundamentally uniform developmental process, shaped by consistent historical, sociolinguistic and language - contact conditions, has operated in the emergence of New Englishes" (p. 233).

In the end, Bhatt (2001) concludes that the term world Englishes is called varieties of English that used in diverse sociolinguistic context. He adds that the term used to describe the nativised and distinct varieties of English spoken in non-native English countries.

## **B. An Overview of Attitudes of the Learners**

### **1. Theories of Attitude**

Attitudes have been the focus of an extensive research in the social sciences (McKenzie, 2006). Definitions of attitudes have been made according to different theories, but at the basic level they are the “hypothetical constructs which can be manifested in observable responses” (Eagly and Chaiken, 1993; cited in Skyes. 2010, p. 43). A definition of attitude, is that offered by Weber (1992) who suggests that it is “an evaluative reaction – a judgment regarding one’s liking or disliking – of a person, event, or other aspect of the environment” (p. 117). According to McKenzie, it is these reactions and responses to attitudinal objects, such as people and languages, that allow attitudes to be identified and measured.

Main research into attitudes has been conducted according to the Behaviourist and the Mentalist theories. Generally, Skyes (2010) notes that both of these theories consider that attitudes are learnt through the process of socialization rather than inherited. Behaviourism is based on the idea that attitudes can be inferred from observations of reactions and responses that a person makes to social situations (McKenzie, 2006). In addition, they are regarded as behavioural attitude because they are considered to be a major decided behavior, such as enrolling in a private language course (Galloway, 2011).

Meanwhile, mentalism is not directly observable, but they can be inferred from introspection and self-reports (Skyes, 2010). Mentalism assumes that attitudes are formed from two components: cognitive and affective. They are cognitive due to

the fact that they required beliefs about the world, such as believing that English is a useful language to know. They are affective because they often involve an emotional response, e.g. a love of English literature (Galloway, 2011). However, McKenzie (2003) added that age, sex, social group and language background may be factors affecting attitudes (cited in Skyes, 2010).

## **2. Language Attitude**

Baker (1992, as cited in Zhang, 2010) points out that a wide range of studies may be categorized under the “umbrella” term of language attitude studies, and these have been classified according to a simplified taxonomy, depending on their particular focus:

- i. attitude to language variation, dialect and speech style
- ii. attitude to learning a new language
- iii. attitude to a specific minority language
- iv. attitude to language groups, communities and minorities
- v. attitude to language lessons
- vi. attitude of parents to language lessons
- vii. attitude to the uses of a specific language
- viii. attitude to language preference

This study focuses primarily on the first category: attitudes to language variation, dialect and speech style.

## **3. Attitude to Varieties of English**

One of the original studies of attitudes towards varieties of English was undertaken by Tucker and Lambert (1969; cited in Skyes, 2010). This study used the matched-guise technique with groups of northern white, southern white and southern black college students in the USA. It was discovered that each group of respondents

had distinct attitudes towards particular American variety, rating some of them more positively than others. Since this study appeared, many researchers have conducted attitude studies, most of which have mainly focused on inner circle speakers' attitudes towards varieties of English.

However, according to Kumagai (2013) that the last two decades have shown an interest in the attitudes of outer circle and extended circle users' attitudes to English, which has resulted in a number of significant studies. Research by McKenzie (2008) shows that the Japanese respondents' ratings of speakers of varieties of English speech are complex. This study suggests that when the obvious status of a variety of English is the factor affecting attitudes, varieties of American English are rated more positively than other varieties. However, the study also indicates that when solidarity is the key factor, heavily-accented Japanese English or non-standard varieties of American and British English are judged more positively than the more standard varieties.

In East Asia, Kim (2007) as cited in Rousseau (2012) investigated Korean adults' attitudes towards inner circle and non-inner circle varieties of English. The results overwhelmingly favored American English as they felt it was more important to learn American English. In Chinese, Yu (2010) examines college students' attitude toward inner circle and outer circle reported that even though many students acknowledge that the phrase "English speakers" are not limited to people from English-speaking countries, they often express preferences for American and British English rather than other varieties of English. A survey in Malaysia shows that over

90 per cent of 439 university students believed that the use of British English, American English or Australian English is essential for Malaysians to be understood internationally (Crismore, 1996).

#### **4. Attitudes to Accents of English**

One of the most obvious characteristics of spoken language is accent. There are a lot of researches conducted in this field have concerned with judging how the attitudes of users of English toward accent can measure “stereotypical assumptions” – which are positive or negative - based on different accents (Sykes, 2010).

Numbers of studies have attempted to find the attitudes of non-inner circle speakers of English to inner circle English and non-inner circle accented English. Al-Dosari (2011) gives a contribution to this field of research by conducting a study at the College of Languages and Translation (CLT) of King Khalid University, Saudi Arabia. The respondent listened to a selected song and a reading text relating material in both inner circle and non-inner circle accented English. They choose Standard South African English (SSAE) and Standard Indian English (SIE) in terms of accented English. The result shows that SSAE speaker accent is more positive than the SIE speaker. In addition, the listeners rate both the SSAE speaker and the SIE speaker equally friendly. However, they tend to consider American or British English positively due to world nomination aspect.

In Sweden, Skibdhal & Svensater (2012) assert the attitudes and conceptions of two levels of students in four schools (secondary and upper secondary students) toward four accents of English: Received Pronunciation, Standard American, Iranian



and Indian English. They asked the teacher to use a similar listening material in four different English accents. The results show that American English and British English appear to be the ones the students are most aware and comfortable with. Even the accents that they are quite unsure about (Iranian and Indian English) seem to be fairly well known.

Bresnahan, Ohashi, Nebashi, Liu and Shearman (2002) as cited in Sykes (2010) have attempted to find the attitudes of inner circle speakers of English to non-inner circle accented English. They wanted to evaluate attitudinal responses toward non-inner circle accented English based on identity. The respondents, university students from the USA, listened to recordings of both inner circle and non-inner circle. The results show that the speech samples of American English received higher ratings than non-native accents. It is also prove that inner circle hold negative attitudes toward non-inner circle varieties of English.

Hence, in the future it would be worthwhile investigating different kinds of English in order to determine which are most likely to obtain negative or positive judgements.

### **5. Other Factors Affecting Language Attitude**

A number of factors influence the way people evaluate languages and accents including cultural factors, familiarity, vitality and prestige, pedagogical context, and proficiency (Galloway, 2011).

a. Cultural Factor

Cultural and social groups develop norms that imply what is “right” and “wrong”, which are often based on history, politics and general stereotypes. Dialects and styles play a significant role in a culture, and the speakers within the culture are valued as the standard rather than non-standard (Galloway, 2011).

b. Familiarity

Familiarity with a certain language (and accent) may build a positive response and influence over attitude formation. While unfamiliarity is often results in negative reactions (Schirra, 2012). Lippi-Green’s (1997) study reveals that accent attitudes are closely related to patterns of direct and indirect contact. Direct contact occurs when there is a correlation between speakers from L2 environment with the L1. While indirect contact occurs in English as Foreign Language environments where learners do not have the opportunity to establish contact-based attitudes towards L1 speakers, indirect contact through experience to a variety of L1 cultural products, such as films, videos, books, magazines and music, may influence attitudes.

c. Vitality and Prestige

People often estimate language varieties in a “hierarchical manner”.They place standard varieties more highly than non-standard ones (Galloway, 2011). Standard American English may be categorized as having high objective vitality, not only in the USA but also world-wide, due to its high status, the great economic power of the US and the higher demographic vitality of American English speakers.

#### d. Pedagogical Context

Most language learners believe about how languages should be learned often, including useful models and materials, skills, and teachers (McKenzie, 2006). However, there are barely indications to signify of time spending in learning the language which cause an outstanding in the achievement.

#### e. Proficiency

The higher the achievement, proficiency and ability in a language, the more positive is the attitude. It is indicate that ability in a language and attitude towards it are linked. Listeners tend to judge that the closer the speaker to imitate the native-like English, the better someone qualified in a second-language proficiency.

Meanwhile, Sykes (2010) added one more category in his dissertation relates the factors that affecting language attitude.

#### a. Gender.

Sex of speakers and listeners can affect their attitudes to each other (Schirra, 2012). Listeners are believed to be more affected about someone's speech from their looks and the way they carry themselves. The interaction with the opposite sex can influence their attitudes toward different accent. It is relate to how different two opposite gender react to one another within a conversation.

### **C. The Nature of Accent and Awareness**

The issue of accent has taken much attention in the study of L2 achievement, which set native speaker fluency as a goal for language learners. One of the reasons why so much attention is given to accent-related issues is because of the fact that

there is a growing awareness, among L2 researchers, teachers and teacher trainers, of the key role of pronunciation in communication (Munro et al, 2006 as cited in Karakas, 2012).

### **1. Definition of Accent**

Accent is a term which seems to have a wide variety of meanings depending on the people, in which David Abercrombie (1951) as cited in Kachru & Nelson (2011) agreed by saying that “the accent is a little like a colour-bar — to many people, on the right side of the bar, it appears eminently reasonable. It is very difficult to believe, if you talk RP yourself, that it is not intrinsically superior to other accents” (p.11).

In which is prompted Kachru and Nelson (2011) agreement as the minority accent, saying it is “unlikely ever to have been spoken by more than 3–4% of the British population” (p.11).

Kumagai (2013) in his doctoral dissertation separates two different perspectives on accent relates to the research field that can be revealed from the usages of the term. One perspective is created from the idea that there are an “accented” variety and a “non-accented” variety of language. The English one speaks as accented has been considered “non-standard” while non-accented has been considered “standard” (Hin. 2007). This perspective encourages the social power differences simply by the existence of accents. The second perspective is created on the idea that all language speakers have their own accents (Kumagai). Contrary to the first perspective, the second one is a more power-neutral perspective on accents.

In this research, the researcher takes the idea that an accent reflects the speaker's linguistic and cultural background as the basic foundation. Related with the second perspective above, she describes an accent "as a form of a language which is spoken only in one area, (usually) with words or grammar that are different from other forms of the same language" (Longman. 2009, p. 465). The same dictionary defines accent "as the way someone pronounces the words of a language, showing which country or which part of the country they come from" (p. 8).

## **2. Standard Accent**

The word of standard English should be treated delicately, hence the widespread of English has been constantly changing since 1982 (Gilsdorf, 2002). A standardized language is "a language one of whose varieties has undergone standardization" (Bex & Watts, 1999, p. 117). In other word, standard English is an English language that has gone under progression and development through the time. This is in line with Wright (2000) statement where she describes that standardization is a process that is in some sense always in progress. From this perspective, "standard varieties" appear as idea that exists at a high level of concept and thought.

However, there are two varieties that have always been counted as Standard English; Received Pronunciation (British English) and General American (American English). In this section, the status of two 'standard' accents, will be outlined, briefly.

### **a. Received Pronunciation – RP (British English)**

One of the most famous accents of English is Received Pronunciation (RP), an accent at the top of a standing hierarchy in Britain (Edwards, 1985, cited in Hin,

2007). Mugglestone (2003) notes that this prestigious “model accent” is fairly recent origin. Fisher (1996) explains that since the eighteenth century it’s well-known as a learning model, commenting that this accent is usually associated with a higher social class, and educational background. In the middle of twenty century RP’s status in the UK remains strong but seems to have lost some of its boundary over lower social class, to be called “the established” accents in favor of the British Broadcasting Corporation (BBC) emerging (Fisher). Roach (2000) who thinks that the term RP is old-fashioned and misleading, prefers the term “BBC pronunciation, since it is most familiar as the accent used by most announcers and newsreaders on BBC” (p. 3). This term, however, is not unproblematic as the BBC probably has hired more newsreaders carrying British English accents.

b. General American – GA (American English)

Along with RP, General American (GA) is one of the two best-famous accents of English. Bauer (2003) points out this GA is “widespread in the United States, specifically excluding the features which mark the speaker as coming from New England, New York, or the linguistic South” (p. 69). General American is spoken in almost all parts of the country, mainly due to the contribution of media in the US, meaning that all the population of the country are used to hearing the same language model (Pettersen, 2008).

### c. Concluding Remark

The researcher has suggested above that standardization is treated as a process, since all languages are different and in a constant state of change. In Britain Received Pronunciation (RP) is described as standard English while in the United States General American (GA) is identified as standard English, although RP and GA are a different shade (Bex & Watts, 1999). In order to calm as such debate, Trudgill voices that “language varieties do not readily lend themselves to definitionas such” (Bex& Watts, p. 117). He concluded that standard English is neither a language nor did an accent.

As a term Standard English is not “a language”, it is only one variety of English among many. It may be the most important variety of English, because this variety used in writing, associated with the education system in all the English-speaking countries of the world, and it is the variety taught to non-native learners (Bex & Watts, 1999).

From a British perspective, we have to acknowledge that there is in Britain a widely accepted accent known as Received Pronunciation (RP). It is widely agreed that while all RP speakers also speak standard English, the standard English receive are not the fluent RP accent. From an international perspective, standard English speakers can be found in all English-speaking countries although with a different non-RP accents (Bex& Watts, 1999). So no, standard English is not an accent.

### 3. **Non-standard accent**

Any non-native variety of English) has been considered non-standard for many years. This view has been challenged in recent years by scholars including such L1 speakers of English as Jenkins and Seidlhofer (Pishghadam & Saboori, 2011). Bamgbose (1998 as cited in Hin, 2007) notes that it is wrong to say that a non-native variety of English “is a transitional and instable code striving for perfection”. One of non-standard categorized English will explain briefly.

#### a. Singapore English (SE)

Singapore was a British colony until 1963 so not surprisingly, took its root and, along with Malay, Tamil and Chinese, is one of the official languages (Deterding, 2007). The English spoken by Singaporeans (SE) is one of a major language within the multilingual and multicultural nation and has developed itself into a distinctive variety, to extent claiming that 30% of population now speaks English as their main home language (Deterding).

Trudgill (Bex & Watts, 1999) describe some of its phonological features. It generally intrusive /r/. Word-final consonants are usually voiceless. Thus, ‘leaf’ and ‘leave’ are pronounced the same.

### 4. **Influencing factors in Accent**

Karakas (2012) in Humanizing Language and Teaching article based on Flege (1995) has summarized the main factors influencing the foreign accent of speakers, there are age of learning, gender of the speaker, continued use, affective factor, phonological factor, and communicative problem.



a. Age of learning

It is widely accepted by researchers and language teachers that the earlier the language education starts, the better fluency and more native-like accent the learners will have.

b. Continued use

Continued use is a common issue among non-native learners. In places where there is not much opportunity to communicate with native speaking community, the common use of mother tongue, even in language classes by teachers and learners, is unavoidable. As result it's affect the degree of foreign accent.

c. Affective factors

One affective factor mostly influence in accent studies is motivation. Student interest is one of the major basics of motivation in language learning. When students are interested in integrating with the members of target community, they might also develop a concern for their pronunciation and accent.

d. Phonological problem

Most of English language students are expect their target language to sound near-native like, since they are the easily source of input and only model to imitate in classroom. However, they have difficulty in the articulation of some vowels and consonants of English, that are handled under phonology.

e. Communicative problem

Though foreign accent issue is connected to the pronunciation, articulation and intonation, it may cause communicative problems to occur during

communication. In Arboleda & Garcés (2002) study students preferred teachers with less foreign accent as it is easier to understand. This leads to the reason that in English, intonation expresses both functions and information. When the listener cannot recognize the intonation, the speaker's intent may be misinterpreted.

### **5. Awareness of Accents of English**

English teaching and learning in English as Foreign Language situations seems to have changed its direction. There are now more and more 'acceptable' models. Are students aware of their existence?

Moinzadeh, Rezaei, & Dezhara (2012) investigated whether Iranian students are aware of a localized Persian English accent and their reactions to this accent and RP. Their subjects were two classes (Class British English and Class Persian English) of two different intermediate level classes in one of the universities in Isfahan, 42 in total. It was hypothesised that they would be able to identify the Persian accent and it was found that 98.4 per cent of the subjects were able to identify the local Persian speaker compared to 58.1 per cent correctly picking British for the RP speaker. Another finding of note is that 88.2 per cent in Class A and 77.4 per cent in Class B agreed that most Iranian people speak like the Iranian speaker featuring in the study.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the research design which contains the elaboration ways of investigating the research problems. There are six sections of this chapter. The first section discusses the research design. The second section focuses on research participant, where sampling technique are described. The research instruments, technique of data collection, technique of data analysis, and research location are discussed afterwards in the third, fourth, fifth, and sixth sections.

#### **A. Research Design**

The purpose of this study is to investigate the attitudes of the students of Department of English Education of UIN Ar-Raniry toward varieties of English and their awareness toward these varieties. Questionnaire is used to collect quantitative data to examine their attitudes. In addition, interview with selected participant is used to provide qualitative data for understanding of their awareness. Two different instruments are employed in this research, because interpretations are certain to be stronger than those which are conducted on a single method. Therefore, this research employs a mixed methods design in which the quantitative and qualitative data are collected and then combined the information to interpret the overall results (Creswell, 2009).

The mixed methods design is more than simply collecting and analyzing both kinds of data, it also involves the use of both approaches in continuation so that the

overall strength of a study is greater than either quantitative or qualitative research (Creswell & Clark, 2007). In addition, in mixed methods design, “the researcher may embed one smaller form of data within another larger data collection in order to analyze different types of questions” (Creswell, 2009, p. 15). This point about a mixed methods design is a crucial value in this study, given the fact that quantitative data with plenty of sample may present general pictures about attitudes of learners; while qualitative data from interviews with a small number of participants may provide an in-depth understanding of their attitudes.

Specifically, the study adopted the concurrent embedded or concurrent nested strategy of mixed methods design over other types of mixed methods design. Creswell (2009) explains that “a concurrent embedded approach has a primary method that guides the project and a secondary database that provides a supporting role in the procedure” (p. 214). Furthermore, Creswell & Clark (2007) explain that the embedded design besides being able to support the main approach finding, the quantitative and qualitative data are used to answer different research question within the study.

## **B. Research Participant**

### **1. Population**

Arikunto (1993) states that population is the entire course who is going to be observed in research. Purposive sampling is the sampling technique chosen for this research, where a certain population was selected for some needed criteria.

Population of this study is all students of Department of English Education of

UIN Ar-Raniry who registered in academic year of 2012. Now, they are in their seventh semester. Total of them are 140 students comprised into four units, each of which has 35 students. Based on the data from Department of English Education in 2015, only 107 students out of 140 are active in the sixth semester of academic year 2014-2015.

They are chosen for this research because it is believed that at such level they already have established a sense of what different varieties of English are, formed attitudes toward these varieties and have probably selected one of their own model. Pishghadam and Saboori (2011) established one the qualifications needed for the English learners to be chosen as the subjects of this study was their level of proficiency; they needed to be at intermediate or higher levels, since it is believed that they have already possessed the awareness of their English proficiency.

Furthermore, they had undertaken all of “Listening”, “Speaking” and “Public Speaking” classes. In the Listening class, they definitely had listened to some varieties of English. Moreover, in Speaking and Public Speaking classes they certainly had listened to their teacher’s variety and express their own variety in classes. Hence, the researcher assumes students who had undertaken these classes have started to develop knowledge and awareness of varieties of English.

## **2. Sample**

Fifty senior students in two classes (one form four class) were asked to participate in this research. The participants were selected with two criteria: (1) Their level of proficiency, and (2) every student of both classes had undertaken all of

“Listening”, “Speaking” and “Public Speaking” classes. Since the purpose of this study is to understand more about the relationship between awareness and attitude of L2 English speakers toward varieties of English who learned (and may still be learning) English in addition to their first language, these two criteria allow the primary researcher to select the suitable participants for the study.

The number of the participants was set to be about 50, based on the previous empirical studies, which also investigated the relationship between L2 English speakers’ awareness of English varieties and the speakers’ attitudes toward these varieties. For example, Hin’ (2007) study was with 76 participants (one form four class), and Miyagi’s (2006) was with 64 participants (one form two class).

According to Gay and Diehl (1992), the sample should be in the large group. They assumed that the more sample taken the more representative the result would be and it also could be generalized to other similar cases. Yet the size of sample always depends on the research types;

1. Descriptive research took the minimum sample about 10% of the population.
2. 30 subjects were the minimum size for correlational research.
3. Causal comparative research took minimum 30 subjects for each group.
4. Experimental research took 15 subjects for each group.

Because this research was included to descriptive research, the researcher took the minimum size of sample based on Gay’s theory.

### **C. Instrument for Data Collection**

Instrument is a testing device of research which is utilized to measures the phenomena and to determine the quality of data which are used in research (Arifin, 2012). There are two instruments used in this study :

#### **1. Questionnaire**

Questionnaire is a list of questions to gather the information from the participant. Each item should be in line with what is needed to be found in order to complete this research. In this study, the reseacher used both open and closed-ended questionnaire. Closed-ended questionnaire was used to find out the students's responses toward the provided statements and open ended questionnaire was conducted in order to give the chance for students to express their prior knowledge of varieties of English and world Englishes.

The structured questionnaire is constructed by using Likert Scale items. Participants were asked to rate each statement by their level of agreement: 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 for Strongly Disagree. Rating scales of items for each domain were summated for measurement. Section two included 2 questions; first with regard to the participants' confidence in their ability of speaking English and second on their knowledge of world Englishes in general. All of the questionnaire items were written in English.

## **2. Interview**

Interview is employed in this research. Through the interview, it would enable the researcher to directly negotiate with the participants and obtain their interpretations of the reality through live interactions.

To ease the researcher in collecting the data, semi-structured interviews are conducted. It seeks to acquire the unique and personalized information about the participants' responses on the reality while maintaining a certain level of comparability among the answers across the different participants for the same interview questions (Cohen et al. 2011 as cited in Kumagai, 2013). Referring to the expert's argument above, it is clear that semi-structured interview is the most suitable method to gain and understanding students' responses toward varieties of English.

## **D. Technique of Data Collection**

### **1. Distributing Questionnaire**

In this research, the questionnaire was distributed to all of the choosing sample in order to find out their opinion of varieties of English.

### **2. Interviewing Participant**

In this research, the researcher would interview the representative of students to seek out students' responses toward varieties of English. Creswell (2008) wrote that to gain in-depth data, the participants are ranging from 1 to 30. He continued that another reason of selecting the number of research is because "one objective of qualitative research is to present the complexity of a site or information provided by individual" (p. 217). Therefore in this study the researcher interviewed



10 students as representative overall the purposive sample.

## **E. Technique of Data Analysis**

### **1. Technique of Analyzing Questionnaire**

The data that have been collected through questionnaire were analyzed by the following steps:

1. Coding the options of likert scales; 5 for Strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree, and 1 for Strongly Disagree.
2. Calculating the number of options of each question items, for example how many students answered 'agree' for question number 1 and so on.
3. Calculating the percentage of the options.

### **2. Technique of Analyzing Interview**

The record interviews were transcribed. Analysis and interpretation of interview data were conducted through satisfied analysis. Common patterns were identified and investigated separately from the questionnaire data. And then, the data obtained from questionnaire were examined in combination with the research questions of the study for the purpose of explaining. Gorden (1992) offers three basic steps in coding the interview data:

1. Defining the coding categories. It is a process to categorize the recognizable characteristic of the respondents in order to identify their superficial differences, i.e. student. The characteristic of student is male and female. The more complex example is family, which includes father, mother, brother, sister, ect.

2. Assigning category symbols. To perform the task of summarizing and pulling out a concrete theme that falls into a certain coding category, an abstract word is assigned to represent any case in that category.
3. Classifying relevant information. The actual operational steps in which significant content of the interview are chosen, thereby showing the category of relevant information into which theme it falls.

Reflective notes throughout the interview were also collected and added to the interview data. The digital type recording devices were kept on in order to avoid misunderstanding of the transcription.

#### **F. A Brief Description of Research Location**

The field research took place at UIN Ar-Raniry Banda Aceh, especially at Department of English Education of Tarbiyah Faculty. UIN Ar-Raniry which located in Darussalam, Banda Aceh is an Islamic university which not only concerns about Islamic education but also general education as well. The university has seven faculties. Each of them focuses on one specific study. The first five faculties are formed earlier than others, they are; Tarbiyah Faculty which concerns on Islamic teacher training, Dakwah Faculty which concerns on communication and mass communication, Syariah and Islamic Business Faculty which focuses on Islamic law and economics, Adab and Humaniora Faculty which, focuses on literature, history, culture, Islamic art, and library, and Ushuluddin and Philosophy Faculty which concerns on Islamic experience. While the recently formed faculties are The Faculty

of Psychology which concerns on psychological sciences and The Faculty of Science and Technology which focuses on modern sciences and technological development.

Tarbiyah Faculty consists of eleven departments, namely; English Department (PBI), Arabic Department (PBA), Mathematics Department (PMA), Biology Department (PBL), Physics Department (PFS), Chemistry Department (PKM), Education for Elementary Teacher Department (PGMI), Islamic Education Department (PAI), Islamic Civilization Department (PKI), Teacher Education of Raudhatul Athfal (PGRA), and Electrical Engineering Education Department.

English Department (PBI) is a chosen major where the research was conducted. It is also a department where the researcher currently studied. It is one of several departments in Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry. PBI mission is to produce competent English teachers who master all aspects of English language and capable of transferring their knowledge as well. In order to achieve the goal, the curriculum has been arranged as proper as possible. For instance, many important subjects are transferred to the students, such as English skills (listening, speaking, reading, and writing), educational subjects (educational knowledge, educational philosophy, educational methodology), textbook and curriculum analysis, and other courses to support the students to be a competent English teacher.

PBI also provides some supporting facilities for academic activities like multimedia room which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books,

cassettes, newspaper, encyclopedia, dictionaries, and thesis which had been written by alumni which can be the references for the next generation in writing thesis.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter focuses on the data analysis including the findings and the result of the study. The results of questionnaire analysis and qualitative results of content analysis of interviews are also presented. First, the procedure of questionnaire analysis includes the basic features of descriptive statistics is discussed in this chapter. Next, the data of interview were coded according to emergent themes. The identified themes were examined in conjunction with the research question for the purposes of explaining and expanding the data. The result of these data analysis denotes the answer of research questions and draws out some points and issues for discussion.

#### **A. Questionnaire Analysis**

The questionnaire was used to collect the data for this study which consists of two sections. The first section included 5-point Likert-type (summated rating scale) items. Participants were asked to rate each statement by their level of agreement: 5 = strongly agree, 4= agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree. Rating scales of items for each section were calculated for measurement.

This section was designed to analyses the attitudes of learners toward English and their awareness of different varieties of English. Respectively, two domains were designed in the first section; items 1 to 5 were intended to measure attitudes of learners toward English in general; items 6 to 13 were exploring their attitudes toward

varieties of English, in reference to the issue of inner circle varieties of English, and non-native varieties of English. These items were mainly taken from questionnaire of Matsuda (2000, as cited in Yu. 2010) on attitudes of Japanese learners toward English. All these items are Likert-type (summated rating scale) items. Respondents were asked to rate each statement according to their level of agreement.

Section two discusses 2 open-ended questions with regard to the respondents' confidence of their English language and their understanding of world Englishes in general. Items 14 and 15 were developed with the purpose of allowing and capturing the participants' opinion of English.

In this research, to describe attitudes of learners toward varieties of English, the analysis provides the percentages and central tendency measures (mean, median, and mode). Since the Likert-type (summated rating scale) items are ordinal, for each item in the first section, mode was presented to identify the most frequently selected scale. In addition, mean was calculated for each respondent in this section, and the mean of all the respondents was also calculated (Appendix).

As mentioned in chapter 3, the participants of this research are the students of Department of English Education of UIN Ar-Raniry. The chosen respondents are the students who registered in academic year of 2012. The questionnaires were distributed on 29<sup>th</sup> and 30<sup>th</sup> December 2015. Total sample who was early expected is 50 students. However, twelve of the returned questionnaires were not complete, so that the total responses are 38 students with a response rate of 77.5% out of 100%.

This part reports the research findings which relevant to answer the second research question: “What are the students’ attitudes toward varieties of English?”

#### 1. The Questionnaire Analysis of Section One

With regard to research question, the results of questionnaire are interpreted following the rule that adapted from Yu (2010): if the score is between 1 to 2, it is called as a low attitude; if the score is between 2 to 3, it is called as a medium attitude; if the score is between 3 to 4, it is called as a high attitude; if the score is between 4 to 5, it is called as a very high attitude. Furthermore, a low attitude is interpreted as negative attitude; a medium attitude is interpreted as neutral attitude; and a high or very high attitude is interpreted as positive attitude.

Since the summated scale of items for each respondent is ordinal, the mean was calculated for each respondent, and the mean of all the respondents had also been calculated. Therefore, in the first section, the mean of all respondents is 4.1, indicating that the participants hold a positive attitude toward varieties of English.

As mentioned above, 13 items were developed for the first section. Item 1 to 5 were intended to measure attitudes of learners toward English in general; and item 6 to 13 were exploring their attitudes toward varieties of English, in reference to the issue of inner circle varieties of English, and non-native varieties of English. The mean of all respondents for item 1 to 5 is 4.5, indicating that the attitude of participants toward English in general is positive. The mean of all respondents for item 6 to 13 is 4.1, indicating that the attitude of participants toward different varieties of English is positive.

In order to examine the mean of each domain in the first section, the grid (Appendix) is provided to ease the analysis of the central tendency measures (mean, median and mode). In doing so, all of the rating scales in every item of 38 respondents are presented to be calculated.

In order to examine each item in the first section, the analysis provides central tendency measures (median and mode), and calculating percentages for the rating scales (from Strongly Agree to Strongly Disagree) for each item.

Table 5.1 The Percentage Answers of Structured Questionnaire

Statement	Agreement %		U	Disagreement %		MD	MO
	SA	A		D	SD		
1. English is the language which is used most widely in the world.	29 75%	8 24%	1 3%	-	-	5	5
2. Mastering English is important in order to communicate with people from other countries.	30 79%	8 21%	-	-	-	5	5
3. Mastering English is important in understanding the cultures of English-speaking countries, like U.S.A. or U.K.	25 66%	10 26%	3 8%	-	-	5	5



4. If I have a chance, I would like to travel to English-speaking countries, like U.S.A. or U.K	29 76%	8 21%	1 3%	-	-	5	5
5. I do not like learning English.	-	1 3%	5 13%	19 50%	13 34%	2	1
6. British English and American English are the major varieties of English in the world.	22 58%	13 34%	3 8%	-	-	5	5
7. British English and American English are the major accents in the world.	22 58%	14 36%	1 3%	1 3%	-	5	5
8. The English spoken by Indian people is not authentic English.	7 18%	14 37%	12 32%	1 3%	4 10%	3	4
9. Many varieties of English exist in the world	17 45%	16 42%	4 13%	-	-	4	5
10. I want to learn American or British English rather than Singapore or Indian English.	20 52%	8 21%	9 24%	-	1 3%	5	5
11. As long as people understand me, it is not important which variety of English I speak.	6 16%	16 42%	8 21%	-	8 21%	4	4

12. I have heard of the Phrase: China English or Indian English.	11 29%	17 45%	7 18%	-	3 8%	4	4
13. When I speak English, I want to be to be able to speak like a native speaker.	26 68%	11 29%	1 3%	-	-	5	5

\* Strongly Agree = SA, Agree = A, Uncertain = U, Strongly Disagree = SD, MD = Median, MO = Mode, Range/Item = 4.

The results of questionnaire indicate that the respondents recognized the status of English as an international language and its usefulness in communication with people from other countries. It shows that 97% of the participants agreed with the statement “English is the language that used most widely in the world”( #1). In the same hint, all of the participants (100%) acknowledge that mastering English is important in understanding people from other countries (#2). This acknowledgment is in line with the fact that the majority of the participants (92%) agree that mastering the language is a part of understanding the culture of a country; English-speaking countries (#3). As the result, they would likely to travel to USA or UK if they have a chance to experience living in a country that English is the native language: (97%) (#4).

A worthy result is item 5, “I do not like learning English”. Whereas in most items in that table, the participants generally had relatively strong reactions of disagreement: 84%. As discussed later in the interview results, one possible

explanation for this finding is that some students think that learning English is “easy”, and the fact that some of them come from a boarding school educational background.

In addition, the analysis of the Likert-scale items from the questionnaires indicates that the students have mixed attitudes concerning different varieties of English. The majority of the respondents (87%) agreed with the statement that “Many varieties of English exist in the world” (#9). At the same time, little difference in percentage of the respondents (92%) believed that “British English and American English are the major varieties of English in the world” (#6). These percentages show that there is only a slight difference between two items: 5%. The result suggests that while the majority of respondents acknowledge the existence of varieties of English, they generally are showing a strong reaction toward the idea of standard-English principle. This result is supported by the fact that 94% agreed that the twosome are the major accents of English (#7), whereas more than half of the respondents (53%) consider English spoken by Indian people as not authentic, but 32% of them are not certain with the statement (#8).

This interesting finding indicates that these students are aware of different varieties of English, but they are more confident with the privileged status of British and American English. Furthermore, few of them (74%) have heard of the varieties of China English and Indian English. However, 18% are uncertain of these phrases, but should not consider this percentage as a small sum of respondents (#12).

Nevertheless, they (73%) gladly prefer learning American or British varieties to other varieties that exist in the world (#10). This outcome is synchronized with the

fact that 97% of the respondents would like “to be able to speak like a native speaker” (#13).

Another interesting finding is the level of disagreement and uncertainty levels at item 11. 21% of the respondents expressed disagreement with the statement “as long as people understand me, I do not care about the variety that I use”, and 21% of them are also uncertain of this. This is a fascinating finding that the respondents wanted to sound like a native speaker of English while the exact percentages are uncertain. The follow-up interviews provided possible reasons for the seemingly incoherent responses of participants on the Likert-scale items. Such parallelism between two judgments may be due to their mixed attitudes toward varieties of English. Some students prefer native English pronunciation because of its international recognition while other students think it is understandable that Chinese students speak English with an accent because English is not their first language. This issue is discussed in the interview results.

## 2. The Questionnaire Analysis of Section Two

Question 14: *Do you feel confident when you speak English? Why?*

In response to this question, the majority of the students did not feel confident when they speak English. Underestimate themselves constitute the main reason for this case. “Not really good” is an exact word that frequently appeared when they describe their ability in speaking English. Some of them also feel pressure to express their English due to the lack of vocabularies assortment, while the other blame their

poor grammatical ability. One of the students wrote that she loves English, but she tends to be passive because she is afraid of making mistakes. The other factors that affect these students' self-confidence in speaking English are anxiety, nervousness, and "shy" to speak in front of people.

The minority students who were confident in speaking English argue that grammatical errors have a significant influence in speaking. Since speaking is a communicative skill, grammatical errors are "not really important". However, some of them will feel more receptive if they speak with "someone who understands" their English or after taking some preparation and practice in front of many people. Furthermore, the rest of the respondents wrote that they were confident in speaking English simply because they "like English" and want to learn more.

Question 15: *Have you heard the phrase of world Englishes? If you do, could you explain it?*

29% of respondents who had heard about world Englishes gave almost similar answers about it; varieties of English or accents that exist around the world. Furthermore, some of them explained that world Englishes is speaking English with our native accent without considering the standardized English. One of them believed that English had become everyone's language so that instead of following the standardized norms, the people from non-native English countries may use their own variety.

In addition, one of the respondents explained that world Englishes is varieties of English with a different cultural background that is influenced by their “mother tongue”. One of them associated world Englishes as *Lingua Franca*.

## **B. Interview Results**

The majority of data presented in this chapter is from the previous data source: questionnaires. Data from the student interviews are also presented to enrich the discussion by supporting findings from the questionnaire. All of the interviews were conducted in English. Significant parts of the interviews were transcribed to extend the results.

Semi-structured interview was applied in this data collection. Broad opening questions were used to seek more appropriate information about the research question. Probing questions were asked when necessary to gain the rich description needed for the study and to clarify meaning of participants’ statements. Ten students from senior year of Department of English Education of UIN Ar-Raniry were selected purposively based on their questionnaire results, especially the second section. All of the participants’ personal information are confidential. Other than gender, the selected initial names have no relationship to the students in order to protect their privacy.

This part reports the research findings which is relevant to answer first research question: “Are the students of Department of English Education of UIN Ar-Raniry aware of varieties of English?”

All students who were interviewed agree that learning English is important to them for several reasons. The most common reasons are (1) English is an international language and (2) English is the main tool for communication with people from other countries.

Most of the interviewees believe that English symbolizes internationalization and plays a crucial role in international communication. As the following quotation points out, one of the students acknowledged the function of English as a lingua franca.

Rizuki: *“With the process of mmmmm...globalization, English language also spread around the world. Both of these processes impact our development.”*

Interviewer: *“Who do you mean by ‘our’, as us the students?”*

Rizuki: *“Yes, the students too. But I mean the country. With varieties of English, English will spread around the world and this will help communication between different people from different countries.”*

Globalization contributes to the widespread of English around the globe. Rosie believed that through the globalization, the emergence of world Englishes is a normal phenomenon.

Rosie: *“I think it’s normal...a normal phenomenon. I mean when a language becomes an International language euuummm... speaks the language, it’s normal for people to make, no I mean mmmmm... (thinking) adopt the language into their cultures.”*

In addition, students agree that cultural background influence the language.

Zahra: *“In learning English, it’s not just learning the language but also the culture...So when we speak English in China, for example, it will mix with Chinese culture. Besides, English is not their first language.”*

Yuna: *“They adopt English to be their language based on their culture.”*

Nadia: *“When they stay in China, they speak English based on their accent, I mean they don’t follow British or American accent. But honestly, I’m not really sure how China English is.”*

Jace attracted to varieties of English because it would allow him to access a wider range of information and entertainment.

Jace: *“I can get access to more information with English. And when we know many kind of English, it helps in watching film or listening music.”*

Interviewer: *“How can it help?”*

Jace: *“Mmmmm... because we have heard the accent before, so it’s easy to understand.”*

Even though many students acknowledged the varieties of English, they often expressed preferences for American and British English rather than other varieties of English. In the questionnaire, item 10 asked about their agreement with the statement: I want to learn American or British varieties rather than Singapore or Indian varieties. The majority of them (73%) agreed with that. In the interviews, they were asked to explain why they had this preference. The following quotations illustrate their impression of American and British varieties and Singapore and Indian varieties.

Lily : *“It will be strange mmmmm... awkward to sound like Indian.”*

Ali : *“British is attractive.”*

Chan : *“It is cool to speak British.”*

Kate : *“It’s familiar. Since many of the songs and films are in American.”*

Rosie : *“I like British, I feel like I sound a native.”*



Yuna : *“American English is easy to use.”*

Nadia : *“I like British and American.”*

Zahra : *“I prefer American, because British is hard to practice.”*

Rizuki : *“I think I use American English, but British English is attractive.”*

Jace : *“I’m familiar with American. Because most of the cinema I watched use American English. It’s easier to understand and the... (thinking) domination of American in Indonesia. And I respect people who speak American and British more than who speak other varieties.”*

All of the 10 interviewees prefer to learn American or British English, but Zahra showed interest in Indian English.

Zahra: *“I think each country in the world has its own English. You don’t have to learn American accent, as long as you make yourself understood. I am familiar with Indian English, because I like to watch Bollywood movies.”*

### **C. Discussion**

By adopting the notion of world Englishes as the theoretical framework, the study has explored the attitudes and awareness of Department of English Education of UIN Ar-Raniry students toward varieties of English. Overall, the study finds that the students, in general, have positive attitudes toward varieties of English language. They considered English to be important for its usefulness in international communication. They also are aware of different varieties of English, but their knowledge of those varieties is limited.

Although the students acknowledge the fact that many varieties of English exist in the world, they prefer to learn American and British English rather than other

varieties of English. Interview results provide useful insights into students' mixed attitudes toward different varieties of English. Most of the interviewees have heard of terms such as Chinese English and Indian English. However, because they lack exposure to the English spoken in China or India, they have no idea what Chinese English or Indian English is actually like. As Timmi' (2002) study suggested, whereas students had the knowledge of what the native-speaker norms are, they were uncertain about what kind of forms belonged to non-native speakers. Therefore, the majority of the participants believe that American and British English are the best models to follow for learners of English.

This study also find that students' lack of knowledge about outer and expanding circle varieties of English may lead them to show preference for the two major inner varieties of English; American and British English.

Another interesting finding is that most of the English learners want to sound like a native speak of English. Questionnaire results reveal that 97% students want to sound like a native speaker of English. Such discovery may be due to the fact that inner circle varieties of English are preferred over other varieties for their international intelligibility, recognition, and prestige status (Galowey, 2011). Along with the world domination factor that mentioned by one of the interviewees.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter presents the conclusions of the study along with the suggestions for the follow-up study. The conclusions are based on the result in research findings that related to the research questions as stated in the previous chapters. While the suggestions are based on the major findings of the study and the literature that complements this research.

#### **A. Conclusions**

Based on the result in the previous chapter, there are some conclusions can be inferred:

1. In summary, this study points out that the students have positive attitudes toward varieties of English language. It can be proven through the calculated mean of all respondents: 4.1, indicating that the participants hold a positive attitude toward varieties of English. The result suggests that while the majority of respondents acknowledge the existence of varieties of English, they generally are showing a strong reaction toward standard-English principle. This outcome is supported by the fact that 94% of students agreed that the British English and American English are the major accents of English.
2. Most of the students are aware of different varieties of English. This finding is supported by questionnaire result that majority of the respondents (87%)

agreed that many varieties of English exist in the world. However, because of their lack of exposure of the varieties, their knowledge of those varieties is limited. As a consequence, they tend to believe that the twosome are the best model in teaching learning process.

## **B. Suggestions**

Based on the research findings presented, the researcher draws the following set of suggestions that are useful for English learning in the future.

1. The most crucial finding in relation to English learning is that the attitudes of students toward English are basically native-speaker norm belief. While the students in this study consider English as an international language because of its usefulness in international communication, they do not think English belongs to the world. They are aware of different varieties of English, but their knowledge of such language varieties is limited. This in turn strengthens their belief that inner circle varieties are the best model from which to learn. Therefore, an important approach is needed to develop students' awareness and familiarity with different varieties of English in order to prepare them for international communications. More importantly, English teachers should cooperate to promote the world Englishes perspective of language learning. Without their help and assistance, students are most unlikely to share the world Englishes point of view.
2. This study is limited in that the results are not beyond the research participants due to the sampling method. Thus, more studies with different

samples would provide a more comprehensive understanding of Department of English Education of UIN Ar-Raniry learners, perhaps from different university too. Considering that there are several English Department Education from different university in the district, similar types of studies should be conducted with students from various universities. Data from such studies could then be compared for variations as well as similarities.

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**TENTANG**

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- Untuk membimbing Skripsi :
- Nama : **Zahria Amalina**
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- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Attitude of English Education Department Students of UIN Ar-Raniry in The Light of The Theory of 'World Englishes'**
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Banda Aceh, 28 Desember 2015

Dekan  
  
**Dr. Maiburrahman, M. Ag**  
NIP. 197109082001121001

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Nomor : Un.08/FTK1/ TL.00/ 9573 / 2015

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Zahria Amalina  
N I M : 231 121 250  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Darussalam, Sektor Barat, Lr. Tengah, No.34

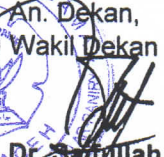
Untuk mengumpulkan data pada:

**PBI, Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Attitude of English Education Departmen Students of UIN Ar-Raniry in The Light of The Theory of World Englishes**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 28 Desember 2015  
An. Dekan,  
Wakil Dekan Bidang Akademik,  
  
**Dr. Samillah, M.Ag**  
NIP. 19720406 200112 1 001



BAG.UMUM BAG.UMUM

Kode: 7132



DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING OF UIN AR-RANIRY  
DARUSSALAM – BANDA ACEH

Surat Keterangan  
No:Un.08/KJ.PBI/TL00/076/2016

Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: No: Un.08/FTK.1/TL00/9573/2015 tanggal 28 Desember 2015, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Zahria Amalina  
NIM : 231 121 250  
Prodi /Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Ilmu Tarbiyah dan keguruan UIN Ar-Raniry Darussalam.  
Alamat : Darussalam

Telah melakukan penelitian dan mengumpulkan data pada mahasiswa jurusan Pendidikan Bahasa Inggris dalam rangka penyusunan skripsi yang berjudul

**The Attitude of English Education Department Students of Uin Ar-Raniry In The Light of the Theory of World Englishness**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Januari 2016  
Ketua Prodi PBI



*Chamisah, M.Ed*  
NIP.19700205 199903 2004

## QUESTIONNAIRE

## Students' Opinion on Varieties of English

## Introduction

This questionnaire is designed to seek your opinion on varieties of English, and the result of this questionnaire will be reported in my minor thesis (Skripsi). You are urged to honestly answer each provided question. It is also important to note that the contents of this questionnaire are confidential. As such your personal information will not appear on the research report, and information identifying the respondent will not be disclosed under any circumstances.

## Personal Identity

Name : Unit :

Sex : Phone number :

## How to answer the questions

Please read each of the following statements carefully, and then tick the column that best represents the level of your agreement to the statements.

Level of agreement:

5 = Strongly Agree

4 = Agree

3 = Uncertain

2 = Disagree

1 = Strongly Disagree

No.	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	English is the language which is used most widely in the world.					
2	Mastering English is important in order to communicate with people from other countries.					
3	Mastering English is important in understanding the cultures of English-speaking countries, like U.S.A. or U.K.					
4	If I have a chance, I would like to travel to English-speaking countries, like U.S.A. or U.K.					
5	I do not like learning English.					
6	British English and American English are the major varieties of English in the world.					
7	British English and American English are the major accents of English in the world.					
8	The English spoken by Chinese or Indian people is not authentic varieties of English.					
9	Many varieties of English exist in the world.					
10	I want to learn American or British varieties rather than Singapore or Indian varieties.					
11	As long as people understand me, I do not care about the variety that I use.					
12	I have heard the phrase: China English or Indian English.					
13	When I speak English, I want to be able to speak like a native speaker.					

Please answer these following questions:

14. Do you feel confident when you speak English? Why?

15. Have you heard the phrase of world Englishes? If you have, could you explain it?



## **Appendix V**

### **Interview Protocol**

1. How long have you studied English?
2. What do you think about learning English?
3. Have you heard the varieties of English? Which varieties of English are you attractive and familiar with?
4. In your opinion, what variety do you use? Are you comfortable with such the variety?
5. Do you agree that we should learn American or British varieties rather than Singapore or Indian varieties? Would you explain why?
6. Do you agree with the concept of acknowledging other English varieties such as Indian, Singaporean, or Acehnese English?
7. Would you like to change your accent? If you would like to change your accent, could you explain why?
8. What do you think about 'World Englishes'?
9. Should we promote World Englishes in our of ELT classroom?

## Appendix VI

### The Grid of Structured Questionnaire

Participant	Question													M	MO	MD
	Domain 1					Domain 2										
	1	2	3	4	5	6	7	8	9	10	11	12	13			
R 1	5	4	3	4	1	5	5	4	5	4	4	4	3	3.8	4	4
R 2	5	5	5	5	2	4	5	3	5	3	5	5	5	4.5	5	5
R 3	5	5	3	5	3	4	5	3	5	3	4	4	5	4.3	5	5
R 4	4	5	5	5	4	5	5	4	4	5	4	4	5	4.5	5	5
R 5	5	5	5	5	2	5	5	4	4	5	4	4	5	4.4	5	5
R 6	5	5	4	5	2	4	4	3	4	4	3	3	5	4	4	4
R 7	5	5	5	5	1	4	5	2	5	4	2	5	5	4.4	5	5
R 8	5	5	5	5	1	5	5	2	5	2	2	5	5	4.4	5	5
R 9	5	5	5	4	1	4	4	2	4	3	2	4	4	3.7	4	4
R 10	5	5	5	5	2	5	5	4	4	3	4	2	4	3.8	4	5
R 11	5	5	5	5	1	5	4	4	4	5	4	2	4	3.8	5	4
R 12	5	5	5	5	2	5	5	4	4	5	4	4	4	4.3	5	5
R 13	4	4	3	4	2	3	4	3	3	4	3	3	3	3.4	3	3
R 14	5	5	5	4	3	5	5	3	3	4	5	4	4	4.1	5	4
R 15	4	5	4	4	2	4	4	4	5	4	2	3	4	3.7	4	4
R 16	4	5	5	5	2	4	2	2	5	5	3	5	5	4.2	5	5
R 17	3	4	4	4	2	3	4	3	3	4	4	4	5	3.8	4	4
R 18	5	5	5	5	2	4	5	5	5	4	5	3	5	4.2	5	5
R 19	4	5	5	5	1	5	4	4	5	5	5	5	5	4.6	5	5

<b>R 20</b>	4	4	3	5	1	4	4	3	4	3	4	2	4	3.6	4	4
<b>R 21</b>	5	5	5	5	1	5	5	4	4	5	4	4	5	4.4	5	5
<b>R 22</b>	5	4	5	5	3	4	5	5	4	5	4	4	5	4.4	5	4
<b>R 23</b>	5	5	5	5	1	5	5	4	4	5	4	4	5	4.4	5	5
<b>R 24</b>	5	5	2	5	2	4	4	3	4	3	4	4	5	4.1	4	4
<b>R 25</b>	5	5	5	5	1	4	4	5	5	5	5	4	5	4.4	5	5
<b>R 26</b>	5	5	4	3	1	5	4	1	4	5	4	4	4	3.9	4	4
<b>R 27</b>	4	5	4	5	1	5	5	5	3	5	2	5	5	4.3	5	5
<b>R 28</b>	5	5	4	5	1	5	5	5	5	5	3	4	5	4.4	5	5
<b>R 29</b>	5	5	5	5	1	5	5	3	4	5	4	5	5	4.5	5	5
<b>R 30</b>	5	4	5	4	1	4	4	4	4	3	4	5	5	4	4	4
<b>R 31</b>	5	5	5	5	1	3	3	5	5	3	5	3	5	4	5	5
<b>R 32</b>	5	5	5	4	2	3	4	5	4	3	5	3	5	4	5	4
<b>R 33</b>	5	4	4	5	3	5	4	3	5	3	3	4	5	4.1	5	4
<b>R 34</b>	5	5	5	4	3	5	5	3	5	5	3	4	4	4.2	5	5
<b>R 35</b>	5	5	5	5	2	5	5	4	5	5	2	4	5	4.1	5	5
<b>R 36</b>	5	5	5	5	1	5	5	5	5	5	3	5	5	4.6	5	5
<b>R 37</b>	4	5	5	5	2	4	5	5	3	5	2	5	4	4.2	5	5
<b>R 38</b>	5	4	4	5	2	5	5	4	5	5	2	5	4	4.2	5	5
<b>Mean</b>	<b>4.5</b>					<b>4.1</b>								<b>4.1</b>		

\* R = Respondent, M = Mean, MO = Mode, MD = Median.

## **AUTOBIOGRAPHY**

1. Full Name : **ZahriaAmalina**
2. Place/ Date of Birth : Banda Aceh, June14<sup>th</sup>, 1992
3. Address :Jl. Tgk. Chik di Lamnyong,  
Lr. Tengah, No. 34  
Kopelma Darussalam, Banda Aceh.
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Student's Reg. Number : 231 121 250
10. Educational Background
  - a. Elementary School : MIN Samuti(1998-2004)
  - b. Junior High School : MTsSulumuddin(2004-2007)
  - c. Senior High School : MAS Ulu muddin (2007-2010)
  - d. University : UIN Ar-Raniry Banda Aceh(2011-2016)
11. Parents
  - a. Father's Name : Zainal Fikri
  - b. Mother's Name : Aminah

Banda Aceh, January 20<sup>th</sup>, 2016

(Zahria Amalina)