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English Lecturer's Attitude Toward English Variety In English Learning

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SUBMISSION TRACK

Received: March 12, 2018
Final Revision: April 17, 2018
Available Online: april 28, 2018

KEYWORD

English Variations, Lecturer's Attitude, English Learning

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A B S T R A C T

This research investigates English lecturers' attitude toward the variation of English in the process of English learning. The purpose of this study is to discuss the types of English variations uttered by English lecturers who are considered as respondents in this study and their attitudes toward the variations of language that appear to their own speech during the teaching-learning process. This research is descriptive by using qualitative approach. The data to be presented in this research is taken from several words of Indonesian lecturers at several universities in Padang West Sumatra by distributing some questionnaires and also interviews. The method of data analysis is divided into two types, first, methods which related to the correlation of external language objects with a non-linguistic element called correlation method or method of matching, and secondly, methods which related to surgical, processing or internal verbal tampering called the method of operation or distribution method.

I. INTRODUCTION

Sociolinguistics is the study of language with the dimension of society. When we study the language without referring to a society that uses it the same as removing the possibility of finding a social explanation for the structure used. From a sociolinguistic perspective, the phenomenon of language attitudes in multilingual societies is an interesting phenomenon to be studied, because through language attitudes are able to determine the survival of a language. In addition, English currently used by the various backgrounds of speakers which emerge the variation or diversity in the use of English.

Qi Zhang (2013) examines The Attitudes of Hong Kong Students towards Hong Kong English (HKE) and Mandarin-Accented English (Hong Kong Students' Attitude of Hong Kong English variations and English with Mandarin accents). From this study, it was discovered that informants prefer Received Pronunciation (RP) / American Pronunciation and General American (AmE) / American English rather than HKE. In addition, these informants also did not receive a positive Mandarin accent. They prefer American English because the socio-economic status of these English speakers tends to be professionals or professional-minded people in Hong Kong.

Julie M. Groves (2011) done the which discuss the complex issues of HKE status. This is more specified to the analysis of English-speaking local attitudes toward the original existence and variation of local speakers, the perception of linguistic behavior and attitudes toward the prevailing norms. The results of this study were evaluated based on the Kachru (1983) and Schneider (2003, 2007) theories about the three phases of nativization. It is hoped that the results of this study can discuss more in-depth English variation for future research.

Hsuan-Yau Tony Lai (2008) investigates the perception of English lecturer on the role of English in Taiwan today was viewed from two aspects, namely the ownership aspect of English and how to learn the culture of the target language that was English in English class. Using the group interview method of five English lecturers who had been five years teaching, it was found that teachers in Taiwan faced a dilemma and struggle in following the role of EIL and ELF in class.

It can be seen that the English variation is already there and spread in the world with different forms of variation in each country and found the attitude of rejecting and accepting to the emergence of variations or variations of English by the foreigners who are not native English speakers. This phenomenon is very interesting to discuss for long-term research associated with the use of language as a symbol of the identity of a speaker or language and identity.

According to Crystal (2002), the number of speakers of L1 (English as the first language) now is more than 400 million people, 400 speakers of L2 (English as a second language), and L3 speakers (English as a foreign language) of 700 million people. So a quarter of the world's population speaks and writes in English.

Kachru (1992) divides English variation into with three concentric circles: Inner Circle (USA, UK, Canada, Australia, New Zealand),

Outer Circle (Bangladesh, India, Kenya, Malaysia, etc.) and Expanding Circle (China, Egypt, Indonesia, Japan, etc.). While Graddol (1997) classifies the distribution of English based on its speakers into three categories: first English speaker (L1), second English speaker (L2), English speaker as EFL Speakers. However, the divisions described by Kachru are criticized by Jenkins (2000) who say that there is a so-called gray area between Inner Circle and Outer Circle where English speakers from Outer Circle use English as their first language. In addition, many emerging bilingual (multilingual) and multilingual English speakers make it difficult to determine whether they are L1 or L2. English is referred to as an international language resulting in intercultural communication (Sharifian, 2009). The central theme of EIL as a paradigm is its recognition of the world Englishes regardless of which language it belongs to which circles are as Kachru (1986, 1992) considers three concentric circles.

Although the reseach on English as international communication have been done by many reseachers, yet it is quite rare in Indonesia. As propose by Kachru (1992) that every country has different respond to English teaching and the attitude of the lecturers or teachers may vary as well. This This research focuses on the English variation used by the Indonesian lecturers and their attitudes toward the language they used during teaching process.

II. METHODS

The type of this research is descriptive qualitative. The research cycle is based on the opinion of Mukhtar (2013: 43) that research is viewed from the point of the process consists of three parts, (1) research planning, (2) research implementation or operational research process and, (3) research reporting. This research is expected to reveal the variation of speech acts of English lecturers at Andalas University and their attitude toward the English variation.

The data in this study is the variation of the language spoken by Indonesian lecturers in the teaching and learning process in the classroom as well as their attitudes toward their language variations. The locational data source of this research comes from English lecturers who teach English in the classroom. While the substantive data from this research are some employees who successfully observe his speech to his lecturer.

This research takes place at the University of Andalas Padang and University of Dharma Andalas Padang. The reason for taking the place of this research is because the writer is a lecturer in those universities. The study was conducted for six months starting from September 2017 to February 2018.

III. RESULT AND DISCUSSION

In conducting this research, the writer distributed several questionnaires to respondents by giving ten questions. In addition, after the data collected, the writer did depth interview to some of the respondents. Several questions on the questionnaire will be analyzed below.

Table 1. Response of Question 1

<i>Standar Bahasa Inggris menurut Anda</i>	
American English (AmE)	37,5%
British English (BrE)	25%
Keduanya (AmE dan BrE)	31,25%
Lainnya	6,25%

From the table 1, the writer gives two answers, American English (AmE) and British English (BrE). This is because both English language still becomes as standard English by several English speakers (L3). On the questionnaire, it is discovered some additional answers by respondents i.e. both and other answers.

From the above table it is seen that respondents apply AmE variation in the class as much as 37,5% and followed by both AmE and BrE 31,25% and BrE variation in the third position. It indicates that both AmE and BrE are still a standard English for some English lecturers in Padang. As for the reason why

AmE is the most variations used by English teachers at the University in Padang will be answered in the next questions.

Table 2. Response of Question 2

<i>Menurut Anda, standar bahasa Inggris yang seharusnya diajarkan ke mahasiswa adalah:</i>	
<i>American English (AmE)</i>	43,75%
<i>British English (BrE)</i>	12,5%
Keduanya	31,25%

Table 2 indicates that American English is a standard English that should be taught to students. According to Flora (2010), English speakers (L3) who do not understand English as a global language prefer British English or American English as standard English. Therefore, different languages from these two standards are considered wrong languages. This is different from what the writer discovered on respondents' opinions in this study. Respondents understand and are aware of other English variations such as Australian English, Chinese English, Singapore English, etc. but they still consider AmE and BrE as standard English. Awareness of the respondents is seen in the next question on the questionnaire that the authors describe in the table below.

Table 3. Response of Question 3

<i>Bahasa Inggris sudah berkembang menjadi bahasa Internasional sehingga menimbulkan variasi dalam bahasa Inggris itu sendiri. Apakah Anda setuju dengan kalimat di atas?</i>	
Setuju	87,5%
Tidak Setuju	12,5%

Table 3 indicates that English lecturers in Padang are already aware of English variations other than AmE and BrE, as indicated by the data agreement 87.5% and disagreement 12.5%.

Table 4. Response of Question 4

<i>Menurut Anda, apakah variasi bahasa Inggris ini perlu diperkenalkan kepada mahasiswa? Tolong sebutkan alasan Anda</i>	
Ya	75%
Tidak	25%

In Table 4 the writer discovered two backgrounds of the respondents, i.e.

respondents who taught English as compulsory subjects and participants who taught English as elective courses. The subject is mandatory, the students taught by the respondents are students who come from the English Department where the students already understand the variations of English itself. While students who study English as elective courses do not really need detailed knowledge about English variations because in general, they only learn the basic vocabulary of the English language itself.

Table 5. Responce of Question 5

<i>Apakah variasi bahasa Inggris tersebut mempengaruhi penggunaan bahasa Inggris Anda di dalam kelas?</i>	
Ya	43,75%
Tidak	37,5%
Kadang-kadang	18,75%

In general, Indonesians are able to use more than one language. They master the first language and the second language. Both languages have potential to be used interchangeably by the public in daily conversations and in class conversations. That is, people who use both languages are seen in the situation of bilingualism. Bilingual is the habit of using two languages in interaction with others (Nababan, 1986: 27). The table above indicates that English variation influences the use of participant's language in teaching English so that the name of bilingualism arises. Bilingualism is a habit of using two or more languages in rotation (Samsuri, 1994: 55).

Table 6. Responce of Question 6

<i>Menurut Anda, variasi bahasa Inggris apakah yang Anda gunakan dalam proses belajar mengajar di kelas?</i>	
<i>American English</i>	56,25%
<i>British English</i>	6,25%
Keduanya	18,75%
Others	18,75%

Table 6 indicates that American English greatly affects the variations in the use of respondents' English. This is as mentioned by one of the respondents who said, "Because I am exposed to AmE from many media. Just

like most Indonesians are more exposed to AmE than Hollywood movies circulating in Indonesia. "This answer is supported by other respondents' answers," Because teaching materials use more American English ". So, because all the learning facilities such as books and electronic media such as television are also filled with American English broadcasting, Indonesian people are used to listen as well as study the variations of English.

Table 7. Responce of Question 7

<i>Bagaimana sikap Anda terhadap variasi bahasa Inggris yang Anda gunakan tersebut?</i>	
Menerima	100%
Tidak menerima	-

Table 7 indicates that 100% of the respondents of this study received the English variation they use in teaching English in the classroom. Refer to figure no. 6, the respondents mostly used AmE 56.25% in the class and followed by the use of AmE and BrE as much as 18.75%.

Form the result, it can be seen that 56,25% respondents claim their English variety is American English, but in fact, while doing in-depth interview, the writer discovered that the English used is not exactly American English. It is identified from the accent, the stress of the sentence and the pronunciation. Unfortunately, the respondents do not aware its distiinction. Thus, they just assume that their English is already a standard English..

IV. CONCLUSION

The general objective of teaching English is to develop students' English proficiency in English speaking skills that resemble native speakers such as American English and British English as both are considered standard English for English speakers as foreign languages or L3 speakers. But keep in mind that the English standard is not a language, but a variation in English. Secondly, in today's globalized world, English speakers need to be aware that English variations other than AmE and BrE will always emerge as English has now

become an international language. From some of the theories that have been presented and from the questionnaires that have been filled out by the respondents, the writers concluded that English lecturers in Padang have realized and accepted their own variations of English.

Most of them use the standard language variations in classes, they are American English and British English.

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