

THE EXISTENCE OF INDONESIAN ENGLISH: INDONESIAN SENIOR HIGH SCHOOL ENGLISH LANGUAGE TEACHERS' VOICES IN INDONESIA

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ABSTRACT

This study was to describe the English teacher responses on the existence of Indonesian English in the context of Indonesian high schools. It used a qualitative research method to examine the attitudes of teachers to various variations of English, especially attitudes towards their own English which is important in the World Englishes paradigm. It used interview guideline as the research instrument by using semi structure interview. Semi-structured interviews were used to collect qualitative data in terms of opportunities to get to know Indonesian English and their understanding of it. Sampling of this research used purposive sampling where there were 3 elected English teachers for the respondents. After conducting the research, it is shown that teachers had an ambivalent attitude about standard English since they had two different perspectives for example they thought that American and British English were standards because these dialects are prescribed by educational institutions and used in textbooks. Yet, Indonesian English are also used in terms of its potential for expansion and frequent use. It can be inferred that beside considering that American and British become the standard reference of learning English, but the use of Indonesian English is avoidable during teaching and learning because it is greatly influenced by the Indonesian context.

Keywords: *Indonesia as a Variation of English; Teacher Attitude; World Englishes*

English is the most commonly spoken language and it is no longer just spoken in a small number of nations. There are many more non-native speakers of English than native speakers (Lee McKay, 2010). The English norms and standards will undoubtedly shift as a

result of the spread of English around the world, depending on how we perceive, comprehend, and respond to changes (Rose & Galloway, 2019).

The diversity of English in language communication processes around the world, especially in Asia

where English is used as a second language, or as a foreign language has an impact on communication, along with a large number of non-native speakers of English.

The diversity of English contributes to the phenomenon in English Language Teaching (ELT) (Rose, 2017). The acceptance of the World Englishes (WE) - ELT paradigm of the pluricentric of the English language, the legitimacy of WE, and the recognition of diversity in terms of pedagogy, principles, and practice are the most crucial of these paradigms (Bernardo, 2013).

Indonesia is one of the Expanding Circle countries (Kachru, 1990) where English is used as a foreign language. With the unparalleled power of globalization, English in Indonesia has been widely used in various fields of communication such as international tourism, business ventures, and academic relations (Bernardo, 2013), (Poedjiastutie et al., 2020), (Lai, 2013). With this argument, it can be assumed that the sociolinguistic reality of English in Indonesia has significant implications for ELT; that is students must learn a variety of English to meet this need (such as job opportunities both locally and globally and global or intercultural communication), with assumptions about the diversity of English they are likely to encounter in a constantly changing workforce growing and diverse (Jindapitak & Teo, 2013).

Indonesia is a developing circle country where a foreign tongue is spoken. Due to the unmatched strength of globalization, English has become

extensively utilized in Indonesia in a variety of communication contexts, including foreign travel, economic dealings, and academic relationships (Kemal et al., 2021), (Maouche, 2021). With this defense, it can be assumed that the sociolinguistic reality of English in Indonesia has important ramifications for ELT; students are required to learn a variety of English languages in order to meet these needs (such as job opportunities both locally and globally and global or intercultural communication), assuming about the diversity of English they may encounter in a constantly changing and growing workforce (Nurhalimah et al., 2022), (Imelwaty, Sri, yendra, 2017).

Nowadays, different English teachers have own expectations and, in turn, students' educational pathways have been connected to teachers' attitudes toward their pupils (Candraloka & Rosdiana, 2022). Students will model their behavior after the instructor in all situations, including when the teacher teaches English (Pusparini et al., 2020). If a teacher uses the media with British and American native speakers or is open by explaining the variety of English to his students, it is clear that he has an open mindset.

It is considered that attitudes are the consequence of a lifetime of interaction with the social group in question. Students acquire and absorb attitudes from their parents and teachers early on in the process of early socialization, although attitudes change throughout time in response to the student's own experiences. Intergroup

contact generally results in views shifting in a more favorable manner. Contact with student in a school setting gives chances to shape attitudes. Similar to this, the teacher's frequent usage of English has a big impact on the language these students utilize (Kemal, 2020).

There are several researches that have been conducted on teacher perceptions of variations in English such as Malaysian-English (AlAqad & Al-Saggaf, 2021), Indian-English (Costa, 2019), and Thai-English (Tarrayo et al., 2021). However, there are limited researches on Indonesian-English. Nevertheless, everyone needs to understand how multifaceted and polycentric English is. Teachers' opinions on Indonesian English should also be given a lot of attention because they could have an impact both within and outside of the classrooms. Teachers should adopt a "mindset appreciative rather than scared of diversity and plurality" to raise students' awareness of WE (Lee McKay, 2010). As a result, teachers' opinions and awareness of how English is seen in the global village may be credited with the success of integrating WE into the ELT curriculum. This study, which focuses on the opinions of senior high school English language teachers, aims to serve as a reference point for discussion of the potential of Indonesian English.

Based on the background above the aforementioned concern about English variations, especially in the expanding circle of nations like Indonesia, the researchers found that there is a need for ELT practitioners to

increase students' awareness of World Englishes. Inevitably, they could have a positive attitude toward variations of English. In addition, there is still little research on the problem of teachers' views/opinions (teachers' voices) about the existence of variations of English, especially Indonesian English. Based on the identification above, this study focuses on the Senior High School English teacher's voices regarding their responses to the presence of Indonesian English within Indonesian context. The purpose of the research is to explore English language teachers' perceptions in Indonesian Senior High School toward Standard English and how these teachers view the existence of Indonesian English.

The results of this study could provide positive contributions for various parties: This study adds empirical data related to high school teachers' perceptions toward variations of English language, especially Indonesian English in Indonesian local contexts. Practically, the results of this study provide information related to the diversity of English so that teachers can introduce the diversity of English in learning, especially in the Indonesian context. They could expose their students' various types of English through their teaching materials and inform their students that English language is varied and does not only have to be referred to American and British English. Then, based on the information above, it is important to analyze the the English teacher responses on the existence of Indonesian English in the context of Indonesian high schools

METHOD

Design

Related to the research objectives, the researcher used a qualitative approach with a case study as the research design. The qualitative approach in research is related to the subjective assessment of attitudes, opinions, and behavior (Kothari, 2004). A case study is an in-depth examination of a unit, such as a person or society, that focuses on elements of development in the environment (Heale & Twycross, 2018). This research used a case study because this research focused on how the responses of teachers in schools regarding opinions about variations in Indonesian, especially Indonesian English specifically applied by the teachers in the classrooms. The researcher tried to describe the phenomena as objectively as possible without any manipulation. This study focused on the views of English teachers on Indonesian English.

Participant

In this study, the participants are subjects that were chosen by the researcher to obtain data. Furthermore, the respondents of this research were one of the high school in West Sumatra Province, Indonesia. In selecting participants, the researcher asked their permission to be interviewed about Indonesian English. Three English teachers in this school was approached to be the participants of the study. The information about the participants is seen in table 1.

Inter-viewees	Age	Gender	Age when learning English	Years of English Study
T1	38	F	10	28
T2	45	F	12	33
T3	40	F	12	28

Tabel 1. 3.1 Teacher's background information

Data and Source of Data

Data Collecting Technique

To collect data the researcher used a semi-structured interview technique, where interviews are conducted to collect explanations about the perceptions of teachers or participants from several questions (McIntosh, 2015). The interview consisted of open-ended questions, asking teachers about their perceptions of Standard English and their views on the existence and legitimacy of Indonesian English. Each semi-structured interview is scheduled at mutually beneficial times. Interviews conducted in Bahasa (Indonesia Language) and lasted around 20-45 minutes. The interview data were then carefully transcribed and repeatedly read and checked.

Data Analysis Technique

After collecting data, the researcher analyzed the data based on the given instrument. The interviews lasted 20 to 45 minutes and were conducted in English. Following meticulous transcription, reading, and analysis of the interview data, the transcripts were distilled and grouped according to themes. The researcher carefully listens to the recording at first to get the key

idea. The interview transcript was created by the researcher. The researcher carefully studied the data after creating the transcript to properly comprehend the significance of the participants' responses. The researcher will then translate into. Both studies provide both general and detailed descriptions. In other words, the researcher provides a full description of the findings to help readers understand how teachers perceive the existence of Indonesian English. To find these themes, manual keyword analysis was used. Three phases, specifically "making the text manageable," "hearing what was said," and "creating theory," were taken to codify the interview transcripts (Lewins & Silver, 2007, pp. 262–267). To ensure anonymity, the transcripts were assigned participant-specific codes, such as T1 for teacher 1, T2 for teacher 2, etc.

FINDINGS

The researcher presents the research's data analysis in this chapter. It will describe the teachers' voices in senior high school Indonesian English. The researcher provides an explanation of the response to the study's research question in chapter 1. The study's findings provide information on the questions for further investigation that were posed in chapter 1. The researcher employs Tarrayo, Ulla, and Lekwilai indices during interviews (2021). It is suitable for this research, that's the reason why the researcher employs this indicator. They offer an opportunity to be introduced to Standar English and easily identify and comprehend it. Researchers gathered information from

these interviews and examined the perspectives of the teachers regarding the use of Indonesian English in Senior High Schools.

In data analysis, the researcher intends to analyze the data to answer the research questions, the research questions in this research were “What are the Indonesian high school English language teachers’ perceptions toward standard English? And How do these teachers view the existence of Indonesian English?”

1. Teachers’ Views of Standard English

The three teachers explained what standard English was. Table 4.1 of their background information shows that they claimed to be aware with and frequently exposed to Indonesian English when speaking with students.

Extract 1

Standar bahasa inggris itu adalah ketika kita bisa menggunakan bahasa inggris yang sesuai dengan EYD-nya, seperti yang dilakukan oleh para native speaker American dan British(Sumber : Transkrip 1, baris 2-4)

The standard of English is when we can use English according to the EYD, as American and British native speakers do. (Source : Transkrip 1, Line 2-4)

Extract 2

Standar bahasa Inggris itu ada dua, Yaitu American English dan British English (Sumber Transkrip 2, Baris 2)

There are two standards of English, namely American English and British English (Source Transcript 2, Line 2)

Extract 3

Standar Inggris itu adalah acuan atau patokan kita dalam berbahasa inggris seperti American dan British. (Transkrip 3, Baris 2-3)

Standard English is our reference in speaking English such as American and British. (Transcript 3, Lines 2-3)

From the three extracts above it can be concluded that this teacher considers that the standard of English is the use of English in accordance with the rules of grammar. It means that the standard of English is primarily defined by the adherence to the established rules of grammar. A fundamental aspect of effective communication, the use of English in accordance with grammatical norms ensures clarity, precision, and coherence in written and spoken language.

This standard encompasses various elements such as proper sentence structure, correct verb tenses, appropriate word usage, and syntactical coherence. By adhering to these linguistic guidelines, individuals can convey their thoughts and ideas more accurately, fostering effective communication across diverse audiences.

Moreover, a high standard of English not only facilitates better understanding but also reflects a

commitment to linguistic excellence, enhancing the overall quality of expression in both formal and informal contexts. In educational and professional settings, a mastery of grammatical conventions is often regarded as a hallmark of language proficiency and is essential for achieving clear and impactful communication. Therefore, recognizing and upholding the standard of English through grammatical accuracy is a foundational aspect of linguistic competence and effective expression. Therefore, when the teachers trying speaking in English, they hope and think that people will understand what is meant.

However, the teachers also consider American and British English as the norm, considering that both dialects are used in textbooks and required by schools, and that they provide linguistic skills. It means that teachers regard American and British English as the standard when instructing students in the study of the English language (Bestari et al., 2021).

This acknowledgment reflects the global influence of these two major English dialects and their prevalence in educational materials. Whether in grammar lessons, literature classes, or language proficiency exams, educators commonly emphasize the usage and nuances of both American and British English. This approach not only exposes students to the richness and diversity of the language but also prepares them for effective communication in various contexts.

The recognition of these two variants as the norm underscores the importance of providing a comprehensive understanding of English, enabling learners to navigate linguistic differences and engage with a broader range of English-language resources. Consequently, students are equipped with the skills to communicate effectively, regardless of whether they encounter American or British English in their academic or professional endeavors.

2. Teachers' Views on The Existence of Indonesian English

Exrtact 4

Ibu mengakui bahwa dalam proses belajar di sekolah peserta didik sering menggunakan Bahasa Inggris Indonesia, tapi jika sedang mengajar ibu menggunakan aksen American, yang dirasakan pada perbedaan bahasa indonesia Inggris adlah dari segi pengucapan katanya. (Sumber : Transkrip 1, Baris 18-45)

I admitted that in the learning process at school, students often use Indonesian English, but when i'm teaching, i use an American accent. the difference between Indonesian and English is in terms of the pronunciation of the words. (Source: Transcript 1, Lines 18-45)

Extract 5

Untuk proses pengajaran ibu cenderung menggunakan mix bahasa antara bahasa

American inggris dan indonesian English, untuk penggunaan Bahasa inggris ibu akui aksen ibu tidaklah seperti American melainkan bahasa inggris dengan variasi lidah minang (Indonesian English). Untuk hal yang menjadi perbedaan indonesia inggris dengan bahasa inggris variasi lain adalah dari segi artikulasi dan pengucapannya katanya. (Sumber : Transkrip 2, Baris 15-35)

For the teaching process, i tends to use a mix of languages between American English and Indonesian English, for the use of English, I admit that my mother's accent is not like American, but English with variations of Minang tongue (Indonesian English). For different Indonesian English with other variations are in terms of articulation and pronunciation. (Source: Transcript 2, Lines 15-35)

Based on the responses, two aspects of the participants' overall attitudes toward Indonesian English's existence—potential acceptability, or increased and regular use, and distinctive characteristics—could be studied. Seilhamer (2015) said the expanded use of English refers to the use of English in "many diverse spheres in the community in question," whereas the frequent use of English relates to "the extent to which language is seen as considerable in terms of quantity" (p. 373). (Mollin, 2007, p. 170).

Regarding the first level, the teacher participants believed that

Indonesian English existed because it was, generally speaking, frequently used in Indonesia and was an English variant that both Indonesians and non-Indonesians could comprehend based on context and culture.

The information above means that participants engage in a thorough examination of the concept of Indonesian English, a linguistic variant that holds significance in its ability to resonate with both native Indonesians and individuals from diverse cultural backgrounds. This nuanced exploration revolves around the participants' collective efforts to unravel the intricacies of Indonesian English, aiming to ascertain its communicative effectiveness among the heterogeneous audience it serves.

During the interview, considerations extend beyond mere linguistic comprehension to encompass

cultural nuances and the cross-cultural accessibility of Indonesian English. Participants delve into the intricacies of linguistic adaptation, seeking to foster an environment where this form of English serves as a bridge, facilitating seamless communication and mutual understanding between Indonesian speakers and those from non-Indonesian backgrounds. The collaborative discourse thus reflects a comprehensive and thoughtful examination of Indonesian English, highlighting its role as a tool for fostering cross-cultural communication.

One thing should be considered by the teacher is that Indonesian English has certain distinctive qualities that set it apart from other varieties of English, including its pronunciation and lexicon. It should be highlighted that their opinions of the distinctiveness of Indonesian English are typically due to pronunciation.

DISCUSSION

The findings of this study show that the teachers had an ambivalent attitude about standard English since they had two different perspectives on it. On the one hand, they thought that American and British English were standards because these dialects are prescribed by educational institutions and used in textbooks; on the other hand, a similar idea of Standard English predominates among ELT stakeholders in Asia, such as South Korea and China, where teachers acknowledge the superiority of Inner Circle Englishes and where Standard English ideologies are reflected in educational schools in terms of curriculum

design, teaching methods and textbooks (Ahn, 2015; Choi, 2016; Xiong & Yuan, 2018). On the other hand, others were inclined to make anti-normative assertions, contending that standard English—not necessarily Inner Circle—is the variety that is generally spoken and understood by everyone and is therefore a product of social construction. There may be more than one standard English since each variety has unique values that are appropriate for particular settings or priorities (Snodin & Young, 2015).

The second finding of this research also participants generally concurred that Indonesian English exists in terms of its potential for expansion and frequent use, as well as any unique or distinguishing

characteristics, which is consistent with earlier findings revealing Indonesian English's status as a slow emerging and developing language.

CONCLUSION

Although American English and British English are the most commonly spoken languages and it becomes the English Standard for speaking and writing, but the diversity of English itself are many and Indonesian English is one of the diversities which is familiarly called as "World Englishes".

It is inevitable that most of the Indonesian teachers, especially English teachers. They believe that Standard English exists and dominates the education system. Based on the ideology of Standard English at

the national level, it is reflected in the language policy in schools in terms of textbooks and other aspects of curriculum design, which are beyond their reach.

However, on the other side, the English teachers itself also reject the understanding of standard English, because they argue that 'Standard English' is English that is commonly spoken and widely understood and socially constructed universally. They also believe that using Indonesian English can be a means to express appropriate linguistic utterances that reflect one's cultural identity. The importance of standards cannot be ignored, but in the changing status and changing status of the English language.

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