

**AN INDONESIAN JUNIOR HIGH SCHOOL TEACHER'S PERCEPTIONS
OF GLOBAL ENGLISHES PERSPECTIVES**

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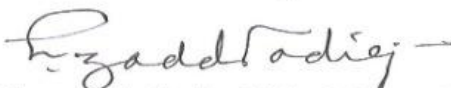
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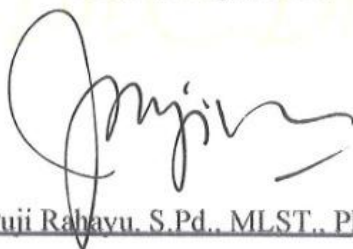
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STATEMENT OF WORK ORIGINALLY

I honestly certify that this thesis entitled “An Indonesian Junior High School Teacher’s Perceptions of Global Englishes Perspectives” which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, August, 5, 2025



MOTTO

“The best is the enemy of good.”

(Voltaire)

DEDICATION

With all due respect, I dedicate this thesis to my two parents, Mr. Memelty and Mrs. Julianty Herlina and my younger brother Dimas Akbar who always prayed for and supported me to complete this thesis.

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All praise is due to Allah SWT, the Almighty, the Most Merciful, and blessings and greetings are poured out on His beloved last prophet, Muhammad SAW. I would like to express my gratitude to the presence of Allah SWT who has given me the strength, favor and determination to complete this thesis through hard work and prayer. To those who have helped directly or indirectly in completing this thesis, I would like to:

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ABSTRACT

Global Englishes has emerged in response to the increasing global spread and diversification of English, a phenomenon often conceptualized through Kachru's (1985) model of the three concentric circles, which categorizes English users based on historical and functional criteria. Aligned with the growing interest in Global Englishes, this empirical study investigates the perceptions of a junior high school teacher in Indonesia toward this paradigm. Utilizing a semi-structured interview as the primary data collection method, the study's findings suggest that the teacher's beliefs remain significantly influenced by traditional EFL ideologies, particularly those embedded within the Inner Circle norm, wherein native speakers serve as ideal linguistic models and English is taught in a highly formalized manner. Nevertheless, the participant demonstrated a degree of openness toward Global Englishes, particularly in recognizing the importance of developing students' communicative competence across diverse English varieties. These findings underscore the need for greater exposure to Global Englishes materials such as instructional content on accent variation and intelligibility to be more inclusive and context sensitive on learning practices.

Keywords: Global Englishes, Native speakers, Three concentric circle, Semi-structured interview

CHAPTER I

INTRODUCTION

1.1 Background of study

Since the 2000s, new insights into Global English (GE) have been explored and documented (Pennycook, 2003, 2007; Kumaravadivelu, 2012; Canagarajah, 2013; Galloway, 2015; Funada, 2024; Rose & Costa, 2024). GE highlights the importance of flexible language use, allowing speakers to adapt English to their specific contexts and needs (Kumaravadivelu, 2012) which also rejects the use of standard English, as it does not align with the boundaryless nature of globalization (Pennycook, 2007).

Myriad studies have emphasized how the Global English (GE) perspective broadens the idea of flexibility in language use, such as Funada (2024), who investigates the implications of GE for teaching. The study reveals that when teachers embrace flexible language use, it creates an environment that welcomes different forms of English and promotes adaptable communication. Similarly, Galloway & Numajiri (2019) examined TESOL teachers' attitudes toward GE and found that linguistic diversity, including flexibility, can be incorporated into the classroom once teachers approach GE with an open mindset.

After teachers understand the GE perspective, Rose and Costa (2024) revealed that teachers tend to change their perspective from a rigid traditional perspective to a flexible GE perspective because they already understand that there is no single standard of spoken English, therefore English speakers can share their linguistic diversity. In addition, Altinkaya and Aslan's (2024) study showed that teachers who have been exposed to the

Global Englishes from the GE oriented course can also change their orientation from being very monolingual to pluralism that appreciates the diversity of English. Furthermore, a study by Hasemian, Roohani, and Salhepour (2023) showed that workshops focused on linguistic diversity helped change teachers' perspectives, moving them away from the traditional view of English that emphasizes speakers to imitate speakers from America or Britain and making them appreciate the value of linguistic diversity.

In the Indonesian educational context, various studies on English as an Intercultural Communicative Competence (ICC), English as a Lingua Franca (ELF), and Global Englishes have been conducted and published in local journals. These studies reveal that many teachers are hesitant to fully embrace the ICC, arguing that its implementation is too complex, particularly since English as International Language (EIL) emphasizes communication (Anggraini, Ariani, Edy & Hidayah, 2021). On the other hand, research indicates that EFL teachers in Indonesia generally hold a positive view of ELF, as it aligns with contemporary trends, though they still consider standard English to be the benchmark for language proficiency (Muslim & Ramadhani, 2021).

Additionally, Gunantar (2016) who explored the impact of English as an International Language (EIL) in secondary schools showed that EIL-oriented teachers focused more on improving students' communication skills because students learn language to be able to communicate in the global context. Atma and Pudyastuti (2014) study further highlights that English teachers perceive ELF as beneficial in the English learning process, as it reflects the diverse ways English is used globally, which can enhance students' communication skills in broader contexts.

Previous studies on Global Englishes (GE) across the globe show that there is a shifting of EFL teachers' perceptions from the traditional paradigm to GE by exposing them to English language diversity (Aslan & Altinkaya, 2024; Funada, 2024; Galloway & Numajiri, 2019; Hashemian et al., 2023). On the other hand, studies in Indonesia has revealed limited exposure to GE, leading many EFL teachers to remain focused on the standard English framework, particularly since the term "Global Englishes" (GE) has not been widely used in studies within the country (Atma & Pudyastuti, 2014; Anggraini et al., 2021; Gunantar, 2016; Muslim & Ramadhani, 2021). Although some evidence of GE perspectives has been documented in education of international settings, it needs an effort to expand the research in this topic in the context of Indonesian secondary education located in Riau to highlight different empirical findings.

1.2 Identification of Problems

While Global Englishes promotes linguistic diversity and adaptability, its implementation in Indonesia encounters various challenges. For instance, teachers perceive English as an International Language (EIL) as complex and difficult to integrate into teaching (Anggraini et al., 2021). Additionally, because EIL and ELF emphasize communication, teachers often view them as inadequate for enhancing students' language proficiency (Muslim & Ramadhani, 2021), another problem is that there has been no research on GE in Riau (Atma & Pudyastuti, 2014; Ubaidillah, M. Faruq, Elfianto Sonny, Rifiyani. A. J, & Lee. H. Y, 2023; Gunawan. M. H & Suminar, R, 2023).

1.3 Limitation of Problems

From the problems identified above, this study is limited to investigating the perceptions of Junior High School Teacher in Riau regarding the perspective of Global Englishes.

1.4 Objective(s) of Study

This study aims to investigate perceptions of a Junior High School teacher in Riau regarding Global Englishes perspectives.

1.5 Problem Formulation

This study seeks to answer the following research question: What are perceptions of an Indonesian junior high school teacher located in Riau regarding Global Englishes perspectives?

1.6 Significance of the Study

The practical significance of this study lies in sharing insights into teachers' views on Global Englishes, highlighting that they are open to using flexible and diverse forms of English in informal contexts while maintaining standard English in formal settings. This information is valuable for teachers not involved in the study, as it may shape their perspectives on Global Englishes and potentially encourage the integration of GE into their own teaching practices.

CHAPTER II

LITERATURE REVIEW

2.1 Plurality of English: Kachru's Three Concentric Circle

Kachru (1985) classifies the diversity of English speakers into three concentric circles: English as a Native Language (ENL) in the inner circle, English as a Second Language (ESL) in the outer circle, and English as a Foreign Language (EFL) in the expanding circle. This classification reinforces the distinction between native and non-native speakers (ENL) (Phillipson, 1992), with native speakers exerting an influence that affects the development of language teaching, approaches to speaking English, policies, and learning materials for non-native speakers (EFL) (Houghton & Rivers, 2013, p. 14). The influence of native speakers also contributes to the creation of different levels of English proficiency and exclusivity, shaping a belief system that affects how English is interpreted and communicated among speakers (De Costa, 2011).

In practice, the implementation of EFL often leads to the 'alienation' of non-native English learners and teachers, who face challenges with interactive teaching methods based on native English norms (Holliday, 2006, p. 385), which treat native speakers as the ideal models for speaking and pronunciation (Shiroza, 2020, p. 282). This reinforces native speakerism as an ideology that, while prioritizing the expertise and perspectives of Western ELT institutions, relies on biases and stereotypes to categorize people (typically language teachers) as either superior or inferior based on their views of the 'native speaker' group (Lowe & Kiczowski, 2016, p. 3).

2.2 English as a Foreign Language in Indonesian Schools

In Indonesia, English is taught as a Foreign Language (EFL), where it is formally learned in classrooms as a foreign language (Oxford & Shearin, 1994). The emphasis is not on enhancing students' communication abilities but rather on preparing them to pass English subject exams (Suryati, 2013). During lessons, EFL Teachers in Indonesia primarily use textbooks provided by the school and rarely seek additional materials, even though these resources may not always be relevant to students' everyday lives, the teachers also frequently correct students' pronunciation during reading exercises as noted in a study by Hidayatulloh and Sugirin (2022).

Said (2017) highlighted that EFL teachers in Indonesia expect students to speak English with either an ENL accent, focusing on pronunciation, sound production, and spelling, his research on becoming a successful Indonesian EFL teacher pointed out these expectations. In speaking practice, Indonesian EFL teachers tend to model English as a Native Language (ENL) speaker, considering it the ideal due to its status as Standard English (SE), which represents a version of English that has been selected, codified, and widely accepted as Marhamah and Yawan (2024) find on their investigation on ENL fallacy and its implication on English learning in Indonesia. To emulate ENL through SE, Indonesian EFL teachers use oral corrective feedback (OCF) in their lessons as Lumbanraja, Ginting, and Tarigan (2023) examined teachers' motivations for using OCF, discovering that it helps improve students' communication skills and ensures their proper use of English, because any pronunciation that does not resemble ENL is immediately

corrected until the student is able to imitate ENL. On the other hand, EFL teachers in Indonesia face challenges concerning language proficiency, as highlighted in the research by Coxhead, Elgort, and Wulyani (2019). This study, which examined language proficiency, revealed a decline in teachers' language skills as they distanced themselves from English-dominant settings. The participants noted that after completing their teacher education, they seldom used English for communication, and when teaching, they tended to explain material in Indonesian and had stopped reading English literature.

Based on the review above, it can be concluded that EFL teachers often expect students' English language skills to mirror those of American or British speakers, particularly regarding pronunciation. In Indonesia, EFL teachers are also hesitant to explore resources beyond the textbooks provided by the school, preferring materials that are more familiar and accessible to students.

2.3 Global Englishes Perspectives

Global Englishes (GE) was previously defined as the use of English in harmony with globalization, manifested as a paradigm of language use that promotes diversity, fluidity, inclusiveness, and awareness of sociolinguistic and sociocultural factors (Galloway & Rose, 2019). The application of GE is evident in speakers from outside the UK and the US who can communicate their messages effectively by ignoring the need to imitate British or American models and asserting that English belongs to whoever uses it, as globalization removes boundaries between language users (Galloway & Rose, 2019).

Since GE diminishes boundaries between the languages spoken in global communities, GE offers both teachers and students the opportunity to practice forming

responses in multilingual contexts and fostering intercultural communication known as linguistic diversity (Galloway & Numajiri, 2019; Galloway & Rose, 2019). Global Englishes (GE) not only highlights linguistic diversity but also incorporates language teaching, enhanced exposure to, and strategies for effective use of English as a Lingua Franca (ELF) (Galloway & Rose, 2019). The aim of GE is to promote language use that is suitable for the context and meets the needs of its speakers (Galloway, 2011, 2017; Galloway & Rose, 2015; Rose & Galloway, 2019). The aim applied through the focus is on effectively conveying a message rather than adhering to the traditional norms of how it is communicated in a flexible manner (Galloway and Rose, 2019).

To emphasize the flexibility and intercultural communication skills of Global Englishes through Global English Language Teaching (GELT), it is important to encourage both teachers and students to focus on communication rather than on accent or pronunciation accuracy, since the English according to GE functions as a Lingua Franca (Galloway & Rose, 2019). For this reason, Galloway and Rose (2019) argue that fostering students' awareness of GE, which includes linguistic flexibility and diversity, is more crucial than striving for "accurate" English or adhering to strict norms of "standard English." To align students' English development with the GE framework, Galloway and Rose (2019) advocate moving away from the influence of BANA (Britain, Australia, and the US), as it is closely tied to language standardization and the outdated paradigm of language teaching that has traditionally guided educators because GE viewed language are dynamic and evolving, rather than fixed and structured by rigid grammatical rules called standard English

Therefore, GELT aims to move away from rigid language standardization in both teaching and speaking, as it can hinder the development of communication flexibility and students' language abilities (Galloway & Rose, 2019). Galloway and Rose (2019) emphasize the importance of teaching students how to negotiate meaning in communication and adapt it to their specific needs, recognizing that these needs vary from student to student. Moreover, GELT encourages teachers to be more adaptable in their teaching approach, moving beyond a focus on strict language standardization, since it is clear that such rigidity does not determine students' success in using English effectively (Dewey, 2014; Galloway & Rose, 2019).

In essence, Global Englishes (GE) is an English paradigm that opposes standardization, as it believes that standardization creates hierarchies and limitations that contradict the principles of globalization, which is the foundation of the GE paradigm. As a result, GE advocates for flexible language use that adapts to the context and needs of its speakers, GE also embraces the diverse cultural backgrounds of English users, enabling language learning practices that incorporate local cultures.

2.4 Studies of Global Englishes

The concept of Global Englishes (GE) have been conducted globally, for example Hall, Gruber, and Qian (2023), who explored how exposure to diverse English models can shift teachers' perspectives from a monolithic to a pluralistic view. Their study shows that perspective shift was reflected in teachers' increased desire to incorporate diverse English models into their teaching practices, whether in communication or materials. Similarly, Bukhari (2023) examined the impact of GE-focused courses on teachers. The findings

reveal that exposure to different varieties of English through GE-specific interventions encouraged teachers to move away from traditional teaching methods and recognize that the English used in Saudi Arabia already reflects the diversity of the language.

Buripakdi and Lu (2022) also studied the relationship between GE and standard English, particularly in the context of spelling and grammar rules in language teaching. Their research found that participants, previously constrained by standard English rules, recognized that these rules were no longer relevant in the global context because in a broader application of English, the focus shifted to effective communication. In Thailand, Ambele, Boonsu, and McKinley (2021) investigated the perceptions of prospective teachers after they were exposed to GE. Their study showed that this exposure expanded their understanding of language variation and encouraged a positive attitude toward the idea that speaking English with a Thai accent is not a mistake, but part of linguistic diversity.

Beyond the exposure and relationship between GE and standard English, several studies have explored the outcomes of GE integration into regular classrooms as Kewara, Prabajndee, and Sangpetch (2023) examined the effects of GE integration in regular classes. They found that GE integration helped reduce students' feelings of inferiority about their grammar or pronunciation by focusing on diverse learning materials and avoiding the imitation of British or American models. Likewise, Pambudi, Yuliasri, and Yuliati (2024) traced the impact of integrating GE throughout the learning process, noting that it encouraged the use of English without diminishing the authenticity of various speakers. Their study highlighted the importance of teachers being sensitive to linguistic diversity

and not promoting distinctions between native and non-native speakers during the learning process.

Still related to the integration of GE in the classroom, Choi (2023) has examined teachers who were experienced to practice their GE-oriented professional development in their classrooms. The findings show that those teachers applied GE in three ways: cognitively by including diverse English in teaching materials, conatively by encouraging students to use English in their own way, and performatively by fostering intercultural exchanges with schools outside Korea to showcase regional cultures in English. In line with this, a study by Crowther and Suzuki (2024) investigated the effects of explicit exposure to GE-oriented linguistic diversity in classroom communication. The study found that as students' linguistic knowledge grew, they became more fluent in expressing themselves in English. Lastly, Chen (2022) studied how GE-oriented classrooms could enhance international students' confidence in using English, revealing that students in these classrooms felt empowered to communicate in their own ways and realized that the key to communication was interaction, not merely imitating native-speaking styles.

The spread of global Englishes throughout the world is able to renew the teacher's perspective on English lessons where English lessons are practiced flexibly and contextually. The spread of GE is also able to change the perspective of practitioners who initially had to speak like ENL to speak using English to interact through communication, making the English learning process more colorful because GE encourages the diversity of English-speaking cultures.

2.5 Flow of Reviewed Literature

Kachru (1985) categorizes the various forms of English into ENL, ESL, and EFL, with Indonesia falling under EFL. EFL teaching focuses on learning and using English with an emphasis on passing competency tests and adhering to established Standard Englishes, whereas GE promotes a more flexible approach to learning and using English, fostering diversity, as summarized in the flow of review literature below.

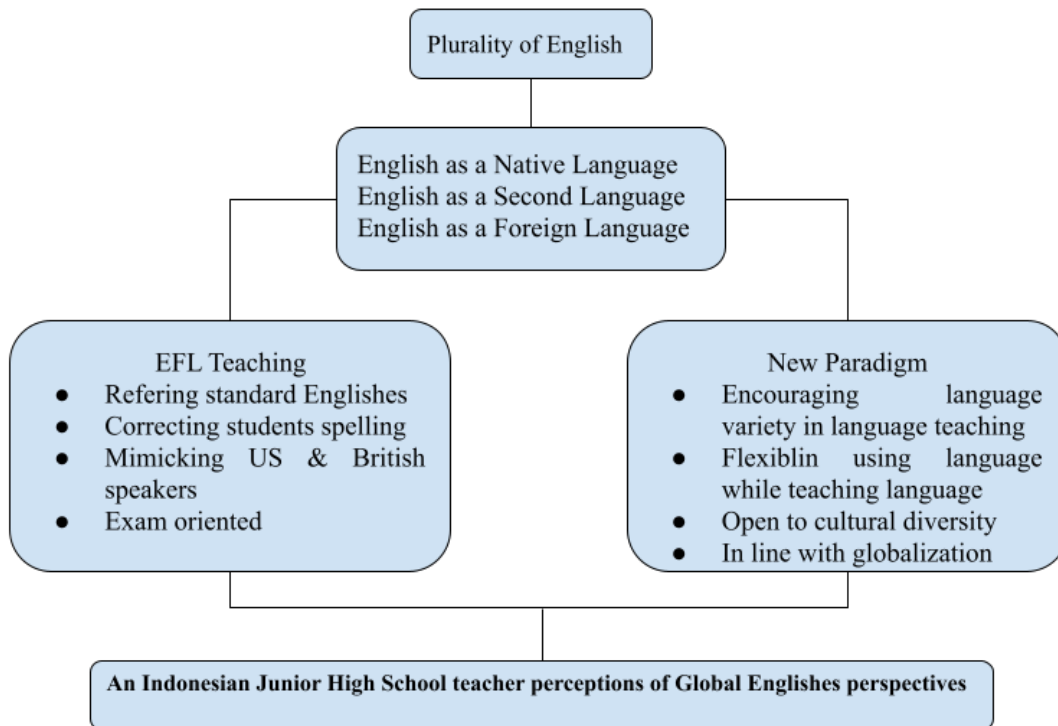


Figure I. Flow of Literature Review

CHAPTER III

METHODE

3.1 Research design

Qualitative research designs encompass a variety of approaches, such as case studies, phenomenology, ethnography, grounded theory, involving interviews, observational materials, and documents, as well as narrative analysis and critical inquiry (Merriam, 2021). For this study, the design was based on basic qualitative research, which is ideal for novice researchers, and is aligned with Merriam's (2021) descriptive qualitative research because both explore how individuals construct their worlds, interpret their experiences, and give meaning to those experiences (Merriam, 2021). In addition to being suitable for beginners, basic qualitative studies are not only suitable for beginners but can also be applied widely across academic disciplines, especially in educational settings (Merriam, 2021).

3.2 Setting and Participant

The study was conducted at a private school in Riau Province that uses an *Kurikulum Merdeka*, where teachers no longer adhere to the monolingual ideology of attempting to speak English as native speakers, despite having previously done so. The research focused on one of the three English teachers at the school, as only one met the necessary criteria: 10 years of teaching experience, familiarity with the old paradigm teaching approach (EFL), and an interest in the Global Englishes paradigm in language teaching, which aligned with the study's objectives and questions because this teacher's

participation allowed the study to explore their perceptions in greater depth (Merriam, 2021).

Before the teacher could become a participant, the author sought permission to investigate EFL teachers' views on the Global English perspective through a discussion about the EFL teaching paradigm and the Global Englishes approach. After receiving initial consent from the teacher, the author was required to send an official request to the school principal for approval. The writer also informed that the research would benefit the teaching and learning process by promoting teacher reflection and updating knowledge on the development of the English language paradigm. Ultimately, the school granted permission for the research to proceed.

3.3 Data collection technique

This study employs interviews as the primary method for data collection, as it is considered the most effective way to understand how others think and feel (Merriam, 2021). Interviews were chosen to gain in-depth insights into participants' views on Global Englishes, using a semi-structured interview approach (Merriam, 2021). Semi-structured interviews are particularly suited for novice researchers because they allow for flexibility in conversation, using simple language to maintain a relaxed atmosphere and adjusting questions as needed (Merriam, 2021). During the interviews, the researcher followed a set of questions outlined in Table I and used familiar language to prevent misunderstandings (Merriam, 2021). Additionally, the researcher asked open-ended questions to avoid yes or no answers, clarifying statements with probes to ensure accuracy. The entire interview was recorded in audio format on the researcher's device (Merriam, 2021).

Construct	Conceptual Definition	Component/Parameter	Operational Definition	Interview Questions
Global Englishes	<p>Global Englishes is a new paradigm that encourages multiple English Language types from democratic ways which provide language fluidity and inclusivity (Galloway & Rose, 2019).</p> <p>This new paradigm is not against the others because each has similarity to enhance students' communication skills but GE does not have any space for encouraging native speakerism (Galloway & Rose, 2019).</p>	<p>1. Encourages multiple english language types for democratic:</p> <ul style="list-style-type: none"> a. language fluidity b. language inclusivity. 	<p>Realizing English language cannot be separated from other languages which makes language users have to consider their context to make language fit for their needs and accept any different variety in any different context of using English are mean democratizing language.</p> <p>It Is not just about language fluidity but using language according to their cultural base and breaking through traditional English language norms such that the British accent is one of a kind, so language users can use language according to their needs such as rappers can modify their words to make great sentences for their songs.</p>	<p>1. How do you realize that the English language cannot be separated from other languages in your communication?</p> <p>2. How do you consider your context to make language fit for you and your encounter needs?</p> <p>3. In what way do you accept any different variety in any different context of using English? Could you please elaborate your answer!</p> <p>4. To what extent do you use your language according to your cultural base?</p> <p>5. How do you break your English through traditional English language norms in your daily communication?</p> <p>6. How do you accommodate your encounters so that they can use their language according to their needs?</p>
		<p>2. Enhance Students' communication skills.</p>	<p>Due to language being ultimately a means of communication, it is important to develop communication strategies for ELF usage</p>	<p>7. How is it important for you to develop communication strategies for you and your students?</p>

	<p>and to speak clearly without necessarily adhering to traditional standards. For example, while speaking drill language has to suit each person's style and needs, the teachers need to focus more on negotiating meaning to get connected which is known as communication rather than accent in pronunciation, because connection is more important rather than perfection.</p>	<p>8. How is it important to speak clearly without necessarily adhering to traditional standards?</p> <p>9. Which focus do you communicate? on negotiating meaning or accent in pronunciation? why?</p> <p>10. Which one do you think is more important in your communication with students or your encounters? English accent of connectivity? why?</p> <p>11. To what extent do you think connection is more important than language accuracy?</p> <p>12. What is your strategy to prioritize connectivity through English when communicating?</p>
<p>3. Does not have any space for encouraging native speakerism.</p>	<p>Reconceptualize the notion of language teaching begins with raising the awareness of teachers that there is an alternative way of thinking about the subject they teach, based on an understanding of English as a lingua franca' (Widdowson, 2012, p. 24) and more focus on pragmatics inclusion of ELF/Global Englishes elements in language teaching, and provide opportunities to</p>	<p>13. What do you think of implementing English as a lingua franca-based teaching approach?</p> <p>14. Which focus on your teaching now? pragmatic inclusion of Global Englishes elements in language teaching or Standard English norms? why?</p> <p>15. How do you provide opportunities to explore the diversity of English in today's ELT approach?</p>

explore diversity and challenge key constructs such as 'nativeness'. For example, teachers do not need to correct every wrong accent to make their students like native speakers while communicating.

16. In what way do you challenge key constructs such as 'nativeness' in your language teaching practices in the classroom?

17. How frequently do you correct every wrong accent to make your students like native speakers while communicating? why?

Table I. Question Form

3.4 Data analysis

The data will be analyzed using qualitative thematic analysis. According to Braun and Clarke (2006), thematic analysis involves identifying patterns or themes in qualitative data. This type of analysis does not rely on a specific theoretical or epistemological framework, which makes it adaptable to the diverse tasks involved in teaching and learning. It is therefore a highly flexible method. Braun and Clarke (2006) outline six steps for conducting thematic analysis.

The first step is to become familiar with the data, which can be done by reading and rereading it. The second step is to generate initial codes, meaning the researcher must assign codes to data that are relevant or provide insight into the research problem. This process uses open coding, where codes are created and adjusted as the researcher progresses, rather than using predefined codes, though not all text is coded (Braun & Clarke, 2006).

Once the data has been coded, the third step involves organizing the data into themes. Braun and Clarke (2006) note that there are no strict rules for what defines a theme;

its significance determines its classification. The fourth step is to review the themes, ensuring the data within each theme is coherent and relevant. In this study, the themes will be explained after data collection, following a deductive approach. The fifth step is to define the reviewed themes, and the final, sixth step is writing up the results.

3.4.1 Coding

Fixed Themes

Parameter	Dimension	Example
Encourages multiple english language types for democratic	Language Fluidity: 1. Function of communication 2. Flexible 3. Habituation	1. It doesn't have to be spelled correctly, as long as both the speaker and the listener understand the meaning. This means communication has been achieved. It is essential for everyday communication. LF/1/1 2. You do not have to use complete language and therefore for everyday communication. LF/1/2 3. Because it is for daily communication so it is for getting used to. LF/1/3
Enhance Students Communication Skills	1. Habituation 2. Communication for understanding	1. However, outside the classroom, English is used more informally for everyday communication, often in its simplest form. SCS/2/1 2. On the other hand, in everyday communication, English is used in a daily routine manner, functioning as another language within the school context. SCS/2/2
Does not Have Any Space to Encourage Native Speakerism	1. Habituation 2. Function of communication 3. Flexibility	1. The teacher also does not demand that it be one hundred percent correct and precise because it is for everyday communication. NS/3/1 2. In reality, even if someone mispronounces a word or uses incorrect spelling, others are still able to understand because they can infer the intended meaning or recognize the correct form. NS/3/2 3. In informal or out-of-class settings, they have the freedom to use English more freely. NS/3/3

Table II. Fixed Themes Coding.

Emergence Themes

Parameter	Dimension	Code
Native Speakerism	Pronunciation: 1. Correcting pronunciation in every occasion of teaching activities	1. If students use incorrect pronunciation or sentence structures, I ask them to repeat the utterance until the pronunciation becomes clear and accurate. NSP/1/1
	Principle: 1. Teacher actions to divide learning situations.	1. When students are in the classroom, both they and the teacher are expected to align their thinking with established rules, focusing not merely on casual conversation but on returning to the textbook and adhering to standardized language norms. NSP/1/2

Table III. Emergence Themes Coding.

3.5 Trustworthiness

To avoid misleading qualitative study Lincoln and Guba's (1985) formulate qualitative studies trustworthiness. According to Lincoln and Guba's (1985) formulation, trustworthiness divides first called credibility consist of methodology triangulation such as data, investigator, theoretical and environmental triangulation which means researcher conduct various sources of information for studies. In this study, credibility is done by doing interviews and observation to gain various sources of information.

Second, to increase study competence there are transferability to avoid bias for clearance researcher preposition and values, for this study transferability researchers supervised by lectures to keep this study objective for reality. Third are dependability in which researchers and participants have been trusting each other, for this study researcher knows the participant and is allowed to engage which have been explained before on participants' part. For the last reason, this study will be examined to prove its objective.

There is confirmability, for this study and common basic qualitative studies most researchers conduct few information and data as source of information to keep it objective.

CHAPTER IV

FINDINGS

This chapter presents the findings regarding the teacher perception of Global Englishes perspective in Junior High School in Indonesia. The results of data analysis in this study are divided into fixed and emerging themes. In general, the results of these two themes are shown in tables 4.1 and 4.2 below.

Tabel IV. Fixed themes

Parameter	Dimension
1. Encourages multiple english language types for democratic	Language fluidity <ul style="list-style-type: none"> • Function of communication • Flexible • Habituation
2. Enhance students' communication skills	<ul style="list-style-type: none"> • Habituation • Communication for understanding
3. Does not have any space for encouraging native speakerism	<ul style="list-style-type: none"> • Habituation • Function of communication • Flexibility

Table IV. Fixed Themes Code

Tabel 4.2 Emergence themes

Themes	Aspect	Dimension
Native Speakerism Perspective	Pronunciation	<ul style="list-style-type: none"> • Correcting pronunciation in every occasion of teaching activities • The way the teacher corrects the student's pronunciation • Teacher responses when students miss pronounce words. • Teacher assumptions in correcting student pronunciation
	Principle	<ul style="list-style-type: none"> • Teacher actions to divide learning situations • Practicing standard English in every activity in class • Books with standard English become references for learning • Adhere to the rules of the curriculum and always refer to books

Table IV. Emergence Themes Code

The fixed theme is a finding that aligns with the Global English paradigm. The fixed theme findings do not directly address Global Englishes, as it emphasizes encouraging students to speak fluently without adhering to native speaker norms, thus

enhancing their communication skills for everyday use outside the classroom and reducing reliance on native speakers. However, there is limited evidence in the data to support the promotion of language fluency, inclusiveness, or the development of communication skills while minimizing the role of native speakers. The findings are further detailed in the emergence theme, which focuses on the actions of teachers, particularly English as a Foreign Language (EFL) instructors. These findings show that teachers still view native speaker perspectives as the most effective teaching approach and tend to separate language use based on context, creating a divide between formal and informal language settings in the learning process.

4.1. Fixed themes

4.1.1 Teacher's perception regarding encouragement of multiple English language through Global Englishes

In this subchapter there are two research parameters, namely language fluidity and language inclusivity, but only language fluidity has data. Concerning language fluidity, there are three dimensions found namely function of communication, flexibility, and habituation. The first dimension is the function of communication where participants prioritize communication in English when their students are communicating. This issue is elaborated by the participant below.

The use of standard language is not necessary, as long as the speaker and the listener understand the meaning, effective communication has been accomplished (LF/1/1).

The above excerpt shows that she tolerates grammatical errors for the purpose of communication. Because when communicating the most important thing is that both parties

who are communicating can understand each other's intentions. When both parties understand each other's intentions, then language accuracy is no longer needed.

The second dimension is flexibility in that the participant is more tolerable to use any language style and arrangement while communicating with each other around the school environment. The participant emphasizes that the use of standard language, which is characterized by native like language and grammar, is not necessarily spoken by students. She highly encourages students who come from a different background to speak as they speak their L1. Therefore, the arrangement and sequence of conveying something from each language speaker is diverse and language accuracy is not the point but rather promoting students to use language in their daily basis.

The third dimension is habituation in that the participant encourages students to use English language in their daily communication with the aim to build students' communication habit in English language. Participants showed an action of not prioritizing the use of complete English because of their need to get students used to using English and daily communication. Ignoring the language structure is done by the participants to get students used to using English with the aim that students can communicate in English. To be able to communicate in English, students must be used to using English first.

4.1.2 Enhance students' communication skills.

This subchapter explores participants' strategy to enhance students' communication skills which contains two dimensions: first is habituation and second is communicating for understanding. The first dimension is habituation in that the participant encourages students' to speak in simple English on a daily basis. The participant's attitude towards simplifying English can be seen from her attitude of allowing students to use English as

simply as possible outside the classroom. In this way, English can be used as a daily communication tool for students. In order for English to be a daily communication tool for students, English must be simplified because its purpose is for daily communication.

Another dimension of habituation is communication for understanding. This dimension actually operates in communication areas during the learning process in school. The issue is presented in her accounts below.

On the other hand, in daily communication just use English as usual, English as the second language in school for daily communication. (SCS/2/3).

The account above shows that the teacher encourages students to use the English language as their communication tools. This tool should be provided by the teacher during the learning process to increase students' ability to communicate and expose students to speak English in actual condition. In order to make students more exposed to English, it must be a priority when communicating for everyday communication.

4.1.3 Does not have any space for encouraging native speakerism

This subchapter explores teacher action to reduce native speakerism during the learning process. The act of reducing of native speakerism applies through two different dimensions revealed in this theme, namely the habit of building communication and flexibility in using English which is shown by the inclusion of English. The habit of building communication can be seen from students' habit to use English language on a daily basis. The excerpt about habituation is presented below.

To interact with fellow friends in English, the teacher also does not demand that it be one hundred percent correct because it is for everyday communication (NS/3/1).

The excerpt above shows that the participant encourages her students to be fluent in speaking English for daily communication because she does not require her students to speak in the standard forms. In other words, there is no need to prioritize language accuracy because when establishing communication in a daily environment, students are expected to practice how to communicate. Therefore, the participant emphasizes that the interaction in the communication is much more important than language accuracy. What is more, she encourages her students to speak English for making habits.

The second dimension is language flexibility that is shown from her actions to provide huge spaces for students to freely talk in English without adhering to standard language. This flexibility is given by the teacher when the setting of the conversation is informal, or outside the classroom. Therefore, students are allowed to speak English according to their own abilities, without paying attention too much to the Standard English principles, particularly in terms of grammar.

4.2. Emergence Theme

The only emergent theme found in this study is teachers native speakerism perspective (NSP), which is divided into three dimensions, namely pronunciation and principle. Details of this sub-theme are elaborated in the sub-sections below.

4.2.1 Pronunciation

In terms of pronunciation, the teacher always corrected students' pronunciation immediately in almost all activities in her teaching. She elaborates her ideas in her account below.

Correcting pronunciation occurs more often during presentations, practice dialogue, and response questions from the teachers, so if you say how often, maybe almost every meeting in class (NSP/1/4).

The excerpt above shows that the teacher always corrects all students' pronunciation errors almost throughout the learning process during the teaching and learning activities. Correcting students' pronunciation comprehensively shows that teachers apply the native speakerism perspective in formal conditions which is reflected in her actions to correct all students' pronunciation errors in every learning activity including presentations and practice dialogues.

In relation to how teacher correct students ' pronunciation errors, the teacher applies a direct correction strategy. This point is demonstrated in the excerpt below.

For example, if there is an inappropriate pronunciation from students, I will correct them immediately. When corrected, students must repeat with the correct pronunciation and be told where the error is. (NSP/1/2).

The excerpt above demonstrates a direct way of correcting her students' pronunciation. In this respect, she asked her students to immediately correct wrong pronunciation by repeating it with the correct pronunciation. In this way of correcting wrong pronunciation, the teacher also points out the mistakes made by students so that students are not confused by their mistakes. Another important aspect found in this theme is that the teacher assumes that correcting pronunciation is her responsibility as a teacher. The excerpt about teachers' responsibility to correct pronunciation is revealed below.

When there are students who pronounce English incorrectly, it must be corrected because it is a way to teach English. When mistakes are left unchecked, it has the potential to become a long-term mistake. When that happens, it is a form of teacher negligence and the teacher will feel guilty (NSP/1/5).

The quote above shows that the teacher practices as an EFL teacher while teaching because she considered correcting pronunciation as an obligation. She claims that if she does not correct the mistakes, then she is neglecting her obligation as a teacher. According to her, correction is an important part of English teaching and this is what teacher should do in the classroom. She also emphasizes that students' wrong pronunciation would be a longterm damage to their English. When it happens, the teacher might be responsible for this deficiency and something that cannot be forgiven as a teacher.

4.2.2 Principle

Principle is a salient aspect found in the native speakerism perspective. This principle is concerned with standard English, which is spoken by students. This issue is presented in her accounts below.

When students communicate in English and it already uses the rules that have been taught, it is very good even though the teacher does not demand one hundred percent correctness. However, when in class there is a time to focus on English rules. (NSP/2/3).

The above quote shows that the teacher prioritizes the principles of standard English when students communicate and learn in class. Practicing the principles of standard English during learning and communication, the teacher seems to apply EFL teaching characteristics in which adherence to Standard English principle as the key in the teaching process. Even in the presentation activities, the teachers also prioritize language principles. Her point is presented below.

When in class, when practicing communication through presentations, they need to use English according to the rules that have been taught. The way of presenting is different from everyday speaking, so pay attention to that, do not just let them talk (NSP/2/6).

The quote above shows that the teacher requires students to speak English according to standard English when making a presentation. She assumes that students must convey their ideas using language that is in accordance with standard English so that students do not speak carelessly during the presentation. In her opinion, presentation is one of the important activities in learning English class so that students' English has to be perfect like Standard English.

In addition, the teacher considers discussion as another method of English learning from which Standard English is undoubtedly valuable. This issue is described in the excerpt below.

If we were in the classroom, I applied a discussion method. For example, discussing the weather. This is not something that we discuss daily, so that students also needed to understand by mentioning what condition of weather in Indonesia and other places, which were having different weather and seasons. So, if we were in the classroom, we might make our thinking to adhere to standard English rules. Students could not speak freely without concerning the rules. In this case, we needed to refer back to the grammar book and all standard English rules (NSP/2/3).

The data above shows the teacher complies with Standard English in the classroom as a formal environment of studying English. Therefore, she encourages her students to be aware of the formal sphere with Standard English principles. The mindset should be to set up Standard English rules. In other words, English classroom means Standard English. None of the principles might be applied except Standard English, in terms of pronunciation and principles/rules.

Furthermore, the teacher uses the principle of standard English while teaching in the classroom because she uses books that contain the principle of standard English and adheres to the rules of the curriculum. This issue is presented in her account below.

During teaching in the classroom, teachers must use the language principle of standard English, teachers must also convey the generic structure of English in many texts because all of that is stated in the book. In addition to being stated in the book, the language principle of standard English is also part of following the curriculum. (NSP/2/8)

The above quote shows that teachers and students simultaneously implement the principle of standard English when communicating in the classroom. This is implemented because the principle of standard English is part of the curriculum, therefore they must mimic and imitate standard English when communicating.

4.3 Discussion

The findings of this study reveal the teacher's perception of Global Englishes, which is categorised into fixed and emergence themes. The fixed themes consist of three themes namely, teacher's perception regarding encouragement of multiple English language through GE, students' communication skills enhancement, and no encouragement of native speakerism. Meanwhile, the emergence theme highlights pronunciation and principles.

In terms of teacher's perception of encouragement of multiple English language through global English, it was found that the teacher tolerates grammatical errors for the purpose of communication. This result is in line with Chen (2022) findings which show that grammatical problems are only minor issues that do not affect the content of the message conveyed since English is used as a communication tool. In conjunction, students can communicate their ideas freely, so language accuracy is no longer needed which is in line with Chen's (2022) findings where language accuracy is no longer considered when communicating because the most important thing when communicating is the ability to

articulate messages in the simplest way and then listen carefully, attentively to what others say before responding with fully articulated ideas (Chen, 2022).

The arrangement and sequence of conveying something from each language speaker is diverse and language accuracy is not the point but rather promoting students to use language on a daily basis. This finding of speaker diversity is consistent with Costa and Rose (2024), who demonstrated that each English speaker has a unique background, leading to variations in their use of the language. As a result, English speakers need not be concerned about language differences, whether in pronunciation, accent, or grammatical mistakes, as the key aspect of communication is the ability to converse and exchange information. Another similarity was also found in the research of Atma and Pudyastuti (2017) which showed that teachers tend to expose students to variations of English influenced by cultural differences, which aims to make students aware that English is very diverse so that students do not need to force themselves to speak English like speakers from Britain or America (Atma & Pudyastuti, 2017)

In terms of students' communication skills enhancement, it was found that habituation and communication are two keywords that the teacher emphasizes. For the former keyword, the teacher encourages students to use English language in their daily communication with the aim to build students' habit to communicate in English language. For her, to be able to communicate in English, English must be used first. This finding is consistent with Funada (2024), who revealed that the study participants encouraged their students to incorporate English into their daily lives without causing them difficulty. To prevent the difficulty, the participants in Funada's study promoted the use of simple words

during the learning process and did not pressure students to speak like speakers from British or America.

Another finding about habituation is that the participant encourages student's to speak in simple English on a daily basis. In this way, English can be used as a daily communication tool for students. Hence, English must be simplified because its purpose is for daily communication which is in line with the findings in the study of Aslan and Altinkaya (2024). Their study showed that the participants in this study were able to use English fluently for daily communication by simplifying it because the purpose was for daily communication since they realized that speaking like people from England or America was complicated (Aslan & Altinkaya, 2024).

This study also found a dimension about communication for understanding that it operates in communication areas during the learning process in school to increase students' ability to communicate and expose students to speak English in actual condition. This finding is in line with Curran and Chan study (2017) which shows that teachers encourage the use of English that is relevant to the actual situation when English is used. The actual condition here is the practice of communication without mimicking native speakers and respecting the diversity of types of English pronunciation (Curran and Chan, 2017). Therefore, most teachers in this study do not have a problem with students' pronunciation that is mixed and influenced by their mother tongue (Curran and Chan, 2017).

The last point found in fixed themes is building habit and flexibility. Building habits in communication and flexibility found in the teacher act of reducing native speakerism. The habit of building communication can be seen from students' habit to use English

language on a daily basis. In other words, there is no need to prioritize language accuracy because when establishing communication in a daily environment, students are expected to practice how to communicate. This is similar to the findings of I-Cheung and Cahyani (2014) which show that accuracy is not more important than mutually understandable and reasonable communication because the context is to communicate. Furthermore, they also highlight that speaking like a native speaker who is fast and tends to omit some letters or even words will only be irrelevant because it confuses the interlocutor, especially if the interlocutor is a non-native speaker. Therefore, I-Cheung and Cahyani (2014) emphasize the use of English that is appropriate for its users because it is easier to understand.

In terms of flexibility, the teacher provides huge spaces for students to freely talk in English without adhering to standard language. Students are allowed to speak English according to their own abilities, without paying too much attention to the Standard English principles when communicating. This finding advocates Sung (2016) study on the implementation of accent like native speakers in English as lingua franca. She found that pronunciation of language like native speakers is not important when communicating because the priority of communication is to understand each other (Sung, 2016). In addition to understanding each other, when communicating it is more important to convey the content correctly without having to think about pronunciation like a native speaker which makes communication ineffective (Sung, 2016).

In emergence themes, pronunciation and principles are emphasized by the teacher. In terms of pronunciation, the teacher always corrected students' pronunciation immediately in almost all activities in her teaching. Correcting students' pronunciation comprehensively shows that teachers apply the native speakerism perspective in formal

conditions which is reflected in her actions to correct all students' pronunciation errors in every learning activity including presentations and practice dialogues. This finding is aligned with several studies from Ozturk (2016) and Ha, Nguyen, and Bui (2021), Ha (2022) which shows that all teachers from the results of their interviews and analysis tried to correct all students' pronunciation errors because correcting errors is something important to do in order to improve their language skills and accuracy. Therefore, teachers from these studies feel the need to facilitate the improvement of language skills and integrate them during the learning process.

In relation to how teacher correct students' pronunciation errors, the teacher applies a direct correction strategy. In this respect, she asked her students to immediately correct wrong pronunciation by repeating it with the correct pronunciation. This finding corresponds with Ozturk's (2016) empirical study, which demonstrates that teachers promptly correct students' oral errors when they mispronounce words. Teachers in Ozturk's study (2016) argued that immediate correction of pronunciation helps improve students' language skills by having them repeat the mispronounced word correctly. Additionally, correcting pronunciation on the spot can save time, as it eliminates the need for extra time outside class to address mistakes. However, despite the benefits of immediate correction, Ha et al. (2021) found that it can negatively impact students' emotional stability, as they may feel embarrassed by the correction and confused when asked only to alter their pronunciation.

Another important aspect found in this theme is that the teacher assumes that correcting pronunciation is her responsibility as a teacher. According to her, correction is an important part of English teaching and this is what teacher should do in the classroom.

She also emphasizes that students' wrong pronunciation would be a long term damage to their English. This finding aligns with the study by Ha et al. (2021), whose analysis revealed that the 24 teachers in the study had a positive attitude toward correcting students' pronunciation. They assured that correcting pronunciation is a teacher's responsibility and an essential part of teaching activities. As a result, corrective feedback is deemed necessary for student learning to enhance their speaking accuracy.

The second theme found in emergence is the principles of Standard English, which is spoken by students. Practicing the principles of standard English during learning and communication, the teacher seems to apply EFL teaching characteristics in which adherence to Standard English principle as the key in the teaching process. This finding is in line with several studies (Curran & Chan 2017) that when teaching in class, teachers must deliver materials like native speakers so that students are exposed to the style of native English speakers. In addition, during the learning process, teachers must make native speakers role models in practicing English and the use of English must dominate the mother tongue when learning English (Curran & Chan 2017). Muslim and Ramadhani (2021) also highlighted similarities in the use of standard English in learning, as teachers believed that instruction focused on standard English was suitable because it defined students' English proficiency, which could be assessed using standard English (Muslim & Ramadhani, 2021).

The teachers also emphasize language principles while students give presentations during the learning process. She believes that presentations are a key activity in English learning, and students' English should be as accurate as Standard English. This finding aligns with the research of Curran and Chan (2017), which argues that native speaker norms

influence all aspects of classroom learning, including grammar, speaking, reading, and listening. However, similar to many other EFL instructors, the teachers in this study focused on pronunciation that aligns with native English standards, ensuring that both students and teachers appear proficient in English communication (Sung, 2016).

In addition, the teacher considers discussion as another method of English learning from which Standard English is undoubtedly valuable. The teacher complies with Standard English in the classroom as a formal environment of studying English. Therefore, she encourages her students to be aware of the formal sphere with Standard English principles. The mindset of using Standard English rules as a reference for teaching in the classroom is in line with Lu and Buripakdi (2022) findings which show that applying Standard English when learning is the best way to learn English so that students have English language competencies like speakers from where English originated, namely British and American. This finding is also similar with Anggraini, Ariani, Edy & Hidayah (2021) studies in which the participants from the studies state that students should be able to use English in a good way, mirroring American and British speakers.

Furthermore, the teacher uses the principle of standard English while teaching in the classroom because she uses books that contain the principle of standard English and adheres to the rules of the curriculum. This is implemented because the principle of standard English is part of the curriculum, therefore they must mimic and imitate standard English when communicating. This finding is also similar to the research of Anggraini, Ariani, Edy & Hidayah (2021) which shows that teachers in this study use standard English as a reference when teaching because the material they use is summarized by American and British speakers. Studies from Lu and Buripakdi (2022) also found something similar

where the local curriculum is heavily influenced by British and American standard English, which has implications for learning materials that are not in line with local learning needs and contexts (Lu & Buripakdi, 2022).

CHAPTER V

CONCLUSION

Findings of this study have revealed that teachers have a strong perception of English as Foreign Language (EFL) in her teaching particularly through practices such as providing explicit corrective feedback on every students' mispronunciations and promoting the consistent use of standard English during classroom interactions. However, the study also reveals that the teacher supports Global Englishes (GE) perspectives by allowing students the freedom to communicate in their own way outside the classroom without paying too much attention to standard English norms. Although this flexibility is limited to outside the classroom, in overall, the teacher is characterized as an EFL proponent due to the significant influence of EFL principles on the learning process. As a result, more examples of EFL principles being applied in the classroom provided by the teacher than those of Global Englishes perspectives.

Furthermore, this study has two main weaknesses. The first is that it involves only one participant, who seems not appropriate to represent all EFL teachers in secondary school. The second limitation shows that data were collected solely through interviews, resulting in limited information. This restriction also impacted the discussion, preventing a deeper exploration of the teacher's perception of Global Englishes principles in classroom teaching. Therefore, it is recommended for future study that the participants can recruit a larger pool of participants, particularly secondary English teachers. Meanwhile, the data collection methods should also be more varied, not solely relying on interviews. Future studies could use questionnaires to gather responses and then conduct interviews with

participants whose answers are most pertinent to the study's focus. Additionally, further research could utilize statistical scales to better understand participants' attitudes, providing a clearer view of whether they hold a positive or negative perception of the Global Englishes perspective.

Concerning the findings of study, which reveal that the teacher was significantly influenced by EFL principles, but in other contexts she was able to express her personal views on Global Englishes principles, it implies that GE perspectives need for an ongoing campaign to more secondary English teachers. By promoting GE perspectives it can ensure that more teachers are exposed to and can better understand GE perspectives. On the other hand, teachers should expand their understanding of English teaching, focusing on communication and the evolving nature of GE perspectives, so they can adapt to the developments in GE thinking.

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LIST of APPENDIX

Appendix 1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
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Tanggal : 10 Juli 2024
Nomor : 1893/DEK/70/DAA/VII/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Ibu Melia Henny M. S. Pd., M.M
Kepala Sekolah SMPS IT Al-Kautsar.
Jl. Kayangan Gg. Mutiara, Duri.

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

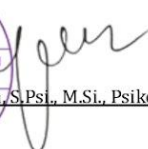
Nama Mahasiswa : Citra Mediant
Nomor Induk Mahasiswa : 18322039
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Nizamudin Shaddiq S.Pd., M. Hum
Judul Skripsi :

“Perceptions of ‘Oral Corrective Feedback’ in Indonesia: A Global English Perspective”

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



Dr. Phil. Durotul Uyun, S.Psi., M.Si., Psikolog
NIR: 963200102

Appendix 2. Interview Questions

Opening:

1. How are you today?
2. How is school?
3. How is the process of learning English in class now?

No.	Questions
1.	How do you realize that the English language cannot be separated from other languages in your communication?
2.	How do you consider your context to make language fit for you and your encounter needs?
3.	In what way do you accept any different variety in any different context of using English? Could you please elaborate your answer!
4.	To what extent do you use your language according to your cultural base?
5.	How do you break your English through traditional English language norms in your daily communication?
6.	How do you accommodate your encounters so that they can use their language according to their needs?
7.	How is it important for you to develop communication strategies for you and your students?
8.	How is it important to speak clearly without necessarily adhering to traditional standards?
9.	Which focus do you communicate? on negotiating meaning or accent in pronunciation? why?
10.	Which one do you think is more important in your communication with students or your encounters? English accent of connectivity? why?
11.	To what extent do you think connection is more important than language accuracy?
12.	What is your strategy to prioritize connectivity through English when communicating?
13.	What do you think of implementing English as a lingua franca-based teaching approach?
14.	Which focus on your teaching now? pragmatic inclusion of Global Englishes elements in language teaching or Standard English norms? why?

15. How do you provide opportunities to explore the diversity of English in today's ELT approach?
16. In what way do you challenge key constructs such as 'nativeness' in your language teaching practices in the classroom?
17. How frequently do you correct every wrong accent to make your students like native speakers while communicating? why?

3. Thank you so much for your cooperation today.

Appendix 3. Sample of Interview Data Transcription

Reduction-Verbatim

Participant : Afrida Azwir S. Pd. Gr.
interviewer : Citra Mediant

NO.	Question	Data
1.	Question I. 00:00:17'- 00:04:07' (July 22/2024)	Participant: Idealnya ketika belajar harus pakai Bahasa Inggris semua kan, but for grade seven this is the first moment for them to learn about English in class they do not get English when they were elementary but the other side, students that graduated from private school they got English Subject this is so challenge to teachers to combine condition to get the result in semester test
2.	Question II. 00:04:07'- 00:06:30'	Participant: Ok, at first I have to deal with my goal in the class especially for grade IX which is we have to finish all of the CP and ATP in Kumer and in the other side I have to realize that not all of the students in my class especially for grade seven have no skill fluent skill in English I have research about the background in elementary school, they were six or five students didn't study about English in elementary school so, I have to deal with ATP CP in Kumer with condition of students its make me to combine Indonesia and English in the class maybe this is the strategy I choose to teach in the class.
3.	Question IV. 00:09:16'- 00:14:39	Interviewer: Do you ever use that kind of strategic during daily drill basis of teaching between you and your students communication? Participant: Yes I have Interviewer: Can you give me an example or some imagine? Participant: Maybe in aa in Al-kautsar Junior High School we have some program that give students experience to speak English in their daily activity in this school give them place or stage to perform their ability such as speech, storytelling, singing and lead the game in English day in every Friday twice in a month and yesterday we have launch new program for al-kautsar and al-fatih name SEA (Stand for Sunday al-kautsar al-fatih English village) Interviewer: So there is no pressure for them while their practice gitu? In the village gitu. Participant: oh no, we just give them a place and friends to speak but some <u>problem in Al-kautsar in elementary and junior high school the students felt no partner</u> by this program school provide them friends and instructor as a partner to speak in speaking English. Sometimes you know the culture in Indonesia or in Duri they still mock their friends who speak English (wowowo Inggris Inggris)
4.	Question IV. 00:09:16'- 00:14:39	Interviewer: Do you ever use that kind of strategy during daily drill basis of teaching between you and your students communication? Participant: Yes I have Interviewer: Can you give me an example or some imagination?

Participant: Maybe in aa in Al-kautsar Junior High School we have some program that give students experience to speak English in their daily activity in this school give them place or stage to perform their ability such as speech, storytelling, singing and lead the game in English day in every Friday twice in a month and yesterday we have launch new program for al-kautsar and al-fatih name SEA (Stand for Sunday al-kautsar al-fatih English village)

Interviewer: So there is no pressure for them while their practice gitu? In the village gitu.

Participant: Oh no, we just give them a place and friends to speak but some problem in Al-kautsar in elementary and junior high school the students felt no partner by this program school provide them friends and instructor as a partner to speak in speaking English. Sometimes you know the culture in Indonesia or in Duri they still mock their friends who speak english (wowowo inggris inggris)

5. **Question V.**
00:00:01-
00:04:53'
(July
23/2024)

Interviewer: How do you break traditional English norms in your daily communication which is in traditional English norms there is no room for sentence error, words error there should be an accent style etc. Within you in Indonesia how you break those norms as teachers in this school?

Participant: Ok Didi, in Indonesia aja ya. Sebenarnya ini lebih ke kepribadian masing-masing guru karena ndak semua yang ada di dalam konsep itu harus dipahamai oleh siswa seratus persen karena di Indonesia Bahasa inggris itu masih merupakan Bahasa asing yang jadi perlu digabungkan dengan hal-hal yang bisa diterima oleh siswa contohnya kayak, ehm tidak harus semuanya menggunakan Bahasa baku, spelling yang benar asalkan yang bicara dan yang mendengar paham maksudnya ya sudah berarti ini komunikasi sudah tercapai.

Interviewer: Can you give me examples about things you explain?

Participant: Example, maybe ee ee if students want to get out from the class to take a pee, they just say Miss I wanna go out jadi enggak harus pakai Bahasa yang lengkap dan karena itu untuk komunikasi sehari-hari jadi itu untuk pembiasaan.

Appendix 4. Sample of Data Coding and Interpretation

No	Parameter	Questions	Data	Coding	Interpretation
1.	Language fluidity	How do you break traditional English norms in your daily communication? In traditional English norms there is no room for sentence error, words error there should be an accent style etc. Within you in Indonesia how do you break those norms as teachers in this school?	Nggak semua yang ada di dalam konsep itu harus dipahami oleh siswa seratus persen karena di Indonesia Bahasa inggris itu masih merupakan Bahasa asing yang jadi perlu digabungkan dengan hal-hal yang bisa diterima oleh siswa contohnya kayak, ehm tidak harus semuanya menggunakan Bahasa baku, [tidak harus] spelling yang benar asalkan yang bicara	LF/1/1	The teachers tolerate grammatical errors for the purpose of communication. Because when communicating the most important thing is that both parties who are communicating can understand each other's intentions. When both parties understand each other's intentions, then language accuracy is no longer needed.

			<p>dan yang mendengar paham maksudnya ya sudah berarti ini komunikasi sudah tercapai. Example, maybe ee ee if students want to get out from the class to take a pee, they just say Miss I wanna go out jadi nggak harus pakai Bahasa yang lengkap dan karena itu untuk komunikasi sehari-hari jadi itu untuk pembiasaan.</p>		
2.	Enhance students' communication skills.	So for communication which one becomes your focus between negotiating meaning which means not care too much into traditional norms or accents gitu which is included in traditional norms?	But on the other hand, in daily communication just use English as usual English as the second language in school for daily communication between student and student or teachers and student or teachers just to communicate with each other.	SCS/2/3	The teacher encourages students to use the English language as their communication tools. This tool should be provided by the teacher during the learning process to increase students' ability to communicate and expose students to speak English in actual condition. In order to make students more exposed to English, it must be a priority when communicating for everyday communication.
3.	d Does not have any space to encourage native speakerism.	What do you think about English as Lingua Franca as teaching approach, which is hmm you can become fluid and soaring connectivity during teaching practice and not focus on standard English norms and use english language as goals to communicate while teaching?	Nah jadi begini ya Di, untuk praktiknya ketika mengimplementasikan lingua franca saat belajar Bahasa Inggris itu tidak sepenuhnya diabaikan dengan tujuan untuk membiasakan siswa untuk ee berinteraksi dengan sesama temannya dalam Bahasa Inggris.	NS/3.1	The participant encourages her students to be fluent in speaking English for daily communication because she does not require her students to speak in the standard forms. In other words, there is no need to prioritize language accuracy because when establishing communication in a daily environment, students are expected to practice how to communicate.

4.	Emergence Theme A. Pronunciation	How often do you correct your students miss spelling, pronunciation during the language teaching process?	Dia lebih munculnya ketika presentasi, practice dialog, response question from the teachers jadi kalau dibilang seberapa sering tu ya maybe almost every meeting in class	NSP1/4	The excerpt above shows that the teacher always corrects all students' pronunciation errors almost throughout the learning process during the teaching and learning activities. Correcting students' pronunciation comprehensively shows that teachers apply the native speakerism perspective in formal conditions which is reflected in her actions to correct all students' pronunciation errors in every learning activity including presentations and practice dialogues.
	B. Principle	Which focus do you communicate? On negotiation meaning or pronunciation?	When students communicate in English and it already uses the rules that have been taught, it is very good even though the teacher does not demand one hundred percent correctness. However, when in class there is a time to focus on English rules.	NSP/2/3	the teacher prioritizes the principles of standard English when students communicate and learn in class. Practicing the principles of standard English during learning and communication, the teacher seems to apply EFL teaching characteristics in which adherence to Standard English principle as the key in the teaching process.