

Chapter Two

Literature Review

The second chapter of this research will contain several key points of the research, as well as its conceptual framework. The first key point that will be explained is the two classifications of English speakers: native and non-native. The second key point is the definition and history of World Englishes. The third key point is the state of the English Language in Indonesia, and the final key point is the students' point of view on the English Language.

Native and Non-native English Speakers

A native speaker is a speaker of a language that is his or her mother tongue. For the English language, this means speakers of American, English (Great Britain), and Australian descent. Non-native speakers, on the other hand, are speakers of the target language that does not have that language as a mother tongue. Because native speakers of English speak the language as their first language, they are usually the model of English learners, especially for non-Native speakers (Sung, 2013). This has led to many English Learning institutions employing Native speakers as their teacher (English First, 2016), regardless of their actual teaching capabilities.

This has led to massive debates regarding who is more suited to teach English, the non-native English teachers, or native English speakers (Medgyes, 1992). Listed advantages of native English teachers include grammatical and idiomatic accuracy, while non-native English teachers can empathize better with the students and are perceived as better role models (Wardak, 2014).

Regardless, both native and non-native teachers are viable in class (Arnsten, 2016). However, another debate regarding which version of English should be taught also exist and will be talked over in another part of this chapter.

Definition and History of World Englishes

The concept of a body to examine and catalogue different variations of the English Language would culminate in the creation of the International Committee of the Study of World Englishes in 1988, an organization devoted to keep track of the more pragmatic aspects of the English Language, such as intelligibility, comprehensibility, and appropriateness of the English Variations around the world. (Davis, 2016). The term “World Englishes” was coined by Braj Kachru, a Jubilee Professor of Linguistics at the University of Illinois at Urbana-Champaign (Kachru, State of the Art Article, 1992).

There has been a lot of misconception and confusion around the term “World Englishes”, due to its relative similarity to the term “World English”. World English is a term referred to the use of the English Language as a Lingua Franca (which translates to “foreign language”) in global activities such as trading or diplomacy, while World Englishes are the different varieties of English developed around the world

(Rajagopalan, 2012). Another term closely related to these terms is Global English, which refers to the spread of the English Language as a side effect of globalization. (Galloway & Rose, 2015). It is vital to understand the difference between these terms because it is easy to mistake one for another.

There are many ways to classify the variety of English around the world, but the most influential one is the Three Circles of English by Braj Kachru. In his book, he divided World Englishes around the world into three groups known as the Three Circles of English. The first circle is called the Inner Circle, which consists of the original variation of English and the first variations of English generated during the first spread of the English language. Countries that fall under this circle uses the English language as its native language, this includes the United States, Australia, Canada, and the Great Britain. The second circle is called the Outer Circle, and it consists of English variations created by the second diaspora or spread. Countries that fall in this circle do not have English as a native language, but it is useful for a connection between different ethnic groups and language groups in the country. For example, the country of Malaysia has Bahasa Melayu as its primary language, but because of the ethnic diversity in Malaysia they use English to communicate the various groups. Other countries that are included in the Outer Circle are Singapore, Kenya, and Papua New Guinea. The final group is called the Expanding Circle, and its countries use English purely as a means of communication. They do not have any historical ties to the language and would only use it for limited purposes.

One example of World Englishes is Singaporean English, better known as “Singlish” which, despite the Singaporean government’s efforts to replace with L1 language, still continues as the mainstay variation of English in Singapore (Wong, 2015). Because of its status as a former British colony, Singaporeans have a basic grasp of Standardized English, but the diversity of its population means that words from multiple ethnicities are mixed up with their English, creating a truly unique blend. The sentence itself is a blend of Malay and English, which means the grammar does not follow standardized English rules. For example, consider the following phrase: “Tomorrow don’t need bring camera”. You can derive the meaning of the sentence, but the difference of grammar is clear. The Singlish version is more similar to the Malay grammatical structure (Besok tidak usah bawa kamera) than the English grammatical structure (You don’t need to bring the camera tomorrow). Despite the Singlish dialect being a hodgepodge of multiple languages, it is still a functional language used by the majority of Singaporeans (Loh, 2013).

Standardized English and World Englishes

Standardized English or Standard English is rather infamous as the most “correct type of English”, as it is the most widely accepted, understood, and valued type of English within the English Community. (McArthur, 2003). It is also the variation commonly taught in classrooms, because of its neutral nature of not belonging to any country or ethnicity in particular (Martin & Farrell, 2009), although some believe that its roots lie in the standard U.S English (Crystal, 2003).

World Englishes refers to the different varieties of English as it is used around the world (Rajagopalan, 2012). As the English language spreads around the world, it has created new variations. These variations are usually affected by the country or ethnicities where it is formed, and any oddities or differences it may have compared to the L1 Englishes are mostly from the ethnic influence, not the imperfect learning of their speakers (Brutt-Griffler, 2002).

Because of its nature as the “true form of English”, speakers of Standardized English might enjoy a higher standard than those who speak World Englishes, despite the fact that both Englishes are correct (Martin & Farrell, 2009). This segregation between speakers is called “Language Privilege” (Subtirelu, 2013), and is a backwards concept considering English is a global language, not a regional one. That said, Standardized English is not without its purpose. From as far back as World War I, there has been a proposal to use English as a connector between worlds, to unite the nations under one language (Newbolt, 1926). Therefore, it is understandable for some countries to want to use Standardized English to educate new minds about the language.

The State of the English Language in Indonesia

Indonesia is somewhat of an oddity in Kachru’s three circles of World Englishes. Historically, we have some experience with the British during the second diaspora when the East India Company reached Borneo in the 16th century and established a trading post in the northern part of the archipelago (Raffles, 1817). However, at that time they shared the territories of Indonesia with the Dutch, who

occupied Java and Sumatra. Because the Indonesian territories occupied by the Dutch were a lot more prominent, they are the one that became more important than Borneo.

Currently, Indonesia is categorized in the expanding circle in Kachru's circles. Like the other countries included in the outer and expanding circle, Indonesia have their own dialect of English, which is sometimes called "Indoglish" (Rahardi, 2013). This dialect consists of a mixture of English words and Indonesian-style grammar. For example, the sentence "I prepared some book and went to college". In Indonesian, this sentence is correct because the Indonesian word for "some" is similar in meaning to "several". This is one example of the use of Indonesian structures and words that have multiple meanings in the English language.

World Englishes from an Educational Standpoint

There has been a lot of debate in the educational community on which variation of English should be taught, the World Englishes variety or the Standardized English variety, which is a unified form of English that is easily recognizable and usually relates to the speaker's social class and education (McArthur, 2003). Because English is often considered the language of business (Kachru, 1992), then it would make sense to teach them the Standardized variation to ease communication between other countries and bodies. However, doing so would have some side effects. As an example, this notion might create a rift between users of Standardized English and users of World Englishes. This divide is called language privilege, which would defeat the purpose of using English as a unifying language (Subtirelu, 2013).

As evidenced by the variations of English worldwide, the language is an extremely flexible language. Every region has its own dialogue and accent, incorporating words from their own languages to create a unique version not seen in other parts of the world (Carloz, 2013). Some have even come to see their variation of World Englishes as part of their culture, something that should be preserved and used in everyday life (Gilsdorf, 2002). World Englishes is something that is created rather than taught, and that should make it easier for students to use them. The diversity of English is what makes it special, because despite it being used as the de facto global language, most, if not all parts of the world has its own version.

Related Studies

To make the results of this research seem valid, the researcher has related this research to other, similar researches. The first research was conducted by Tracy Derwing in 2006, concerning ESL students and their perceptions of pronunciation problems and the consequences of speaking with a foreign accent. In said research, Derwing interviewed over 100 ESL students regarding pronunciation problems and any consequences they might have when they speak with a foreign accent. The results of that research revealed that while the students do have pronunciation problems, they could not pinpoint where exactly the problem are, and those that can reveal that the problems were minor at best. Regarding discrimination, the students reveal that there was no accent-based discrimination, but people do respect them more when they speak with an L1 accent. Derwing's research is similar to this research in that it inquires

English Language Students' perceptions regarding accents, and that both researches use the interview method. However, it differs in secondary goals: While this research focuses on how the participants' English language learning process is affected by their accent, Derwing's research is focused on the accent's impact on their social life.

Another research that is related to this research was conducted by Johanna Norman in 2017 titled "Student's Self-perceived English Accent and Its Impact on Their Communicative Competence and Speaking Confidence". This research was conducted in Sweden, and it investigates ESL students' perceptions on whether or not their accent has affected their English learning process, and how it affected them. The study was conducted using a web-based survey given to 80 students that took English 6, a mandatory course for further education. The results of the research reveal that native-like accent is overrated, and that communication is more important. Norman's research is similar to this research in that they both inquire about students' perceptions regarding accents and what impact they might have on the students' language learning process. However, Norman's research used a quantitative research method and does not inquire further on how the students' accents impact the learning, while this research uses a qualitative method and does inquire further on the accents' impact on the learning process.