

Students' Perception of Global Englishes and Their Attitude Toward English Use in Textbooks

Dwi Sularsi, Dewi Rochsantiningih, Muh. Asrori

English Education Department
Faculty of Teacher Training and Education
Sebelas Maret University, Surakarta, Indonesia
e-mail: dwisularsi20@gmail.com

Received:

Reviewed:

Accepted:

Abstract

This study aimed to investigate English Education Department Students' perception of English Varieties in the concept of Global Englishes and their attitude towards the use of English in English Textbooks at one university in Surakarta. Twenty English Education Department students took part in the questionnaire survey and four selected participants were chosen to do the interview. The result showed that most English Education Department students have a positive perception of English Varieties and a positive attitude towards the use of English in English textbooks. All the participants were knowledgeable of English Varieties. They agreed that Standard English was used in formal situations; meanwhile, other varieties of English used in informal situations. Besides, they agreed that standard English was enough as the only English Variety used in the textbooks. They added that supporting materials are needed to complement the materials in textbooks. It is suggested that teachers should consider teaching materials used in the classroom. The role of the teacher was influential in the classroom. Teachers have the capacity to influence the students.

Keywords: Global Englishes; English Varieties; Perception; Textbooks.

INTRODUCTION

English is a global language which used as a means to communicate between people across nations. The number of English users, especially non-native English speakers (NNES) has increased from time to time. The spread of English is the reason which causes an increasing number of Non-Native English Speakers which also results in innovations in English use. The diversity of English speakers with different linguistic structures and cultural backgrounds has caused English to have many varieties. Later on, it is no longer relevant to associate English with its native speakers. English should be claimed as a language with global ownership. Subsequently, a large volume of published studies

discussing English varieties then brings out the term Global Englishes (GE). Global Englishes is a concept that embraces the diversity of English and obscures the terms Native English Speakers (NES) and Non-Native English Speakers (NNES).

In English Language Teaching (ELT), teaching materials or instructional materials are essential besides the teachers themselves because they are used to assist the teacher in teaching and learning. Brown (2001) in Hanifa (2018) claim that textbooks are the most supportive teaching materials in English language teaching. A textbook is helpful because it consists of a grammar syllabus, an appropriate vocabulary, a set of procedures, and different ideas for the teacher (Harmer 2007; Hanifa 2018). Furthermore, it allows the students to learn and review the materials. Choosing textbooks as teaching materials is essential for a teacher.

Choosing textbooks as teaching materials is essential for a teacher. A student of the English Education Department who is prepared to be a teacher needs to be concerned with selecting the teaching materials. All students of English Education Department must do teaching practice to experience the real-world teaching and learning environment to prepare them for an actual classroom setting. According to Latifah (2014:89), a teaching practice program is an activity that tries to develop pre-service teachers through real classroom teaching experience in schools. Besides, it also provides students with teaching-learning skills and knowledge to help them become professional teachers. When doing teaching practice, students will need teaching materials such as textbooks, but every school may have different textbooks. However, most of the textbooks used in English language teaching in Indonesia use standard English.

In this study, the researcher wants to investigate students' perception of English varieties in the concept of Global Englishes: whether they have a positive or negative perception of the concept. Besides, the researcher also examines students' attitude toward English varieties used in textbooks, the majority of which use standard English. The researcher chose English Education Department students as the participants because they are advanced second Language (L2) learners who are prepared to be teachers to see how they perceive the varieties of English that might influence their way of teaching in the future. Therefore, this study will investigate the perception of students of one university in Indonesia about Global Englishes and their attitude toward the use of English in English school textbooks as one of the essential aspects in the teaching and learning process. The study is aimed to address the following questions:

1. How do students perceive Global Englishes?
2. How is students' attitude toward the use of English in English textbooks?

LITERATURE REVIEW

Perception

According to Walgito (2010), perception is a process that is preceded by a sensing process, which is a process of receiving stimuli by an individual through a sensory organ called a sensory process. Then, the stimulus is continued to the perception process. Meanwhile, Qiong (2017) defines perception as the process of obtaining a cognition or comprehension of sensory information. It can be concluded that perception is a process of

understanding the sensory information from stimuli received through the sensory organ, which is then interpreted by the individual. Sensory information is all the information about the condition around people collected by the human brain through human senses such as sight, smell, taste, hearing, and touch. The interpretation of sensory information is different among individuals which is the reason people's perceptions of something may differ from one to another. A different perception occurs because of the different experiences and cultural backgrounds of people which results in people's attributing different meanings to the same stimulus (Qiong, 2017). However, if a group of people with similar cultural backgrounds shares the same experience and knowledge, they will probably attribute similar meanings to the same stimulus. It can lead to better communication among them because they have similar perceptions. Varner and Beamer (2006) in Qiong (2017) stated that when people do not share a common experience, there is a bigger chance of assigning an incorrect meaning to the signal.

Walgito (2010) suggests three main aspects of perception including cognition, affection, and conative aspect. Besides, there are four fundamental elements of perception based on Lewis (2001) such as the person or perceiver, something being perceived, the context of the situation in which something is being perceived and the process of perception starting from experiencing the multiple sets of stimuli through the five senses and ending with the formation of perception. According to Qiong (2017), the process of perception consists of three stages from Selection, organization, and interpretation.

Based on the explanation above, perception in this research is defined as the process of understanding the sensory information from stimuli received through the sensory organ, which is then interpreted by the individual. The interpretation of sensory information is different among individuals. There are three aspects of perception based on Walgito (2010): cognition aspect, affection aspect, and conative aspect. Attitude is included in the third aspect of perception, the conative aspect. The detailed explanation of attitude will be discussed further based on the multi-component model by Eagly and Chaiken (1993) in Haddock and Maio (2008).

Attitude

Qiong (2017) mentions that beliefs and values contribute to deciding the content of people's attitude systems, where different attitudes can lead to different perceptions of people. According to Eagly and Chaiken (1993), attitude is defined as a psychological tendency that is shown by deciding a particular entity's level of likes and dislikes through an evaluative judgment (Haddock and Maio, 2008). Moreover, Allport (1935) in Pickens (2005) proposes the definition of attitude as a mental and neural condition based on the experience which influences personal response to the related object or situation. Meanwhile, Tang (2000) in Qiong (2017) claim that attitude is a learned tendency to respond constantly to a particular object.

Based on the explanation above, it can be concluded that attitude is a personal tendency to constantly respond to a particular object or situation through an evaluative judgment to decide a person's behavior. Nevertheless, Eagly and Chaiken (1993) in Haddock and Maio (2008) mention the multi-component model which is one of the most

significant models of attitude. It has three main components: (1) the affective component; (2) the cognitive component; (3) the behavioral component.

Global Englishes

Global Englishes is the term borrowed from Jenkins' third edition book *Global Englishes: A Sources Book for Students* in 2015 (Rose and Galloway, 2019). According to Rose and Galloway (2019), Global Englishes is an inclusive paradigm to unite the interrelated fields of linguistic, sociolinguistic, and sociocultural diversity as well as English use and English speaker in this global world. Global Englishes is the umbrella term for World Englishes, English as Lingua Franca (ELF), English as International Language (EIL), translanguaging, and multilingualism in second language acquisition. Pennycook (2007) in Rose and Galloway (2019) uses the term Global Englishes as the spread and use of English variations in globalization. Moreover, Canagarajah (2013) in Rose and Galloway (2019) defines Global Englishes as an English variation used worldwide. In brief, Global Englishes is the term that embraces the variation of English used worldwide.

English has many varieties. According to Kachru, as cited in Dewi et. Al. (2018) Inner circle countries, such as American Standard English, have varieties, whereas countries in Expanding Circle develop their English varieties. As stated by Davydova (2012) the mother tongues influence the varieties of English in language aspects such as phonology, morphology, syntax, vocabulary, and discourse which means people use English that is mixed with the mother tongue. There are some examples of English varieties used in expanding circle, especially in Asian countries such as Singaporean English(SgE), Malaysian English (Manglish), Hongkong English (HKE), Indonesian-English (Indoglish) and others.

According to Khotimah et al. (2020), the Indonesian-English (Indoglish) phenomenon happens because of the combination of English and Indonesian. As stated by Saddhono, cited in Kotimah et al. (2020), indicates that Indoglish is a term for English use influenced by Indonesian culture and language. In sociolinguistics, it is often called the phenomenon of code-mixing and borrowing (Saddhono & Sulaksono, 2018). Furthermore, indoglish not only deals with code-mixing and borrowing but also takes a distinctive form, in which the form is in English, but the meaning contains Indonesian language culture. Saddhono & Sulaksono (2018) categorize the indoglish phenomenon in society into three forms. First, a word or phrase in English form spoken by native Indonesian speakers with an Indonesian accent. Second, a dialect spoken by Indonesian native speakers in the form of Indonesian words or phrases with an English accent. Third, the Indonesian language spoken with an English accent by international speakers. Besides, Endarto (2020) classified four aspects to indicate the Indonesian variety of English; a)Indonesian-origin loanword; b)Indonesian English Lexicon Under Morphological Shift; c)Indonesian English Lexicon Under Semantic Shift; and d)Indonesian English Collocations.

The use of English varieties in English language teaching

According to Kirkpatrick (2014), the use of English is growing in Southeast Asia. Due to its widespread use of English as a language of communication in Southeast Asia,

English became the only official working language of the Association of Southeast Asian Nations (ASEAN). The status of English as a Global Language made the government of Indonesia incorporate English into the national education curriculum. Nowadays, English is taught in the classroom in every grade. In Indonesia, English is one of the required subjects taught in school and takes part in deciding the students' academic success. British and American English are the two main native-speaker varieties of English used as the pedagogical models in ELT (Sung, 2014). Therefore, teachers tend to avoid using other varieties of English in their classrooms because it may confuse the students in learning English. So, most of the listening materials commonly used standard British or American English. In 2003, Zacharias conducted a survey revealing that most teachers in Indonesia prefer using speakers from English-speaking countries to deliver the materials for pronunciation and listening tasks because of a certain degree of distrust when producing the materials themselves.

In Indonesia, textbooks are one of the essential teaching materials the teacher uses to assist them during teaching and learning activities. Cunningsworth (1995) in Ayu (2020) said that textbooks are viewed as a learning source to achieve the learning objectives based on the student's needs. Ayu (2020) adds that textbooks should reflect the multicultural identity and heterogeneous society, including cultural values and local, national, and global wisdom. However, the English used in the textbooks still focuses on standard British or American English. Jayanti and Norahmi (2014) said that most developing countries use textbooks published by ENL (English as a Native Language) country as the materials used in teaching English. However, with the global use of English as a *Lingua Franca* where L2 learners have a bigger chance to communicate with other L2 learners, the issue concerning whether the use of ENL norms in the classroom has arisen (Jenkins 2007; Sung 2014).

Previous relevant studies

Sadeghpour and Sarifian (2017) investigated the teachers' perception of World Englishes in Australia, which involved 27 English Language Intensive Courses for Overseas Students (ELICOS) teachers. The aim was to contribute to WE and ELT literature which also examined ELICOS teachers' perception and awareness of WE related to their teaching process. ELICOS is a special program provided by institutions. According to ADET (2015), as cited in Sadeghpour and Sarifian (2017), 80% of students enrolled in ELICOS come from Asian countries. As a result, there were numerous English varieties occurred in this context. The result revealed that all participant was aware that English is the international language. However, it was shown that some individuals had biased views on the validity and existence of WE. Many participants questioned the authenticity of WE, particularly the Asian Englishes, despite its presence and widespread use in ELICOS and Australia. The results of this study also showed that, in contrast to the participants' views, those who had received explicit teaching on the WE paradigm were less biased against certain English dialects and more accepting of the diversity of English.

Wei (2019), in her study about the "paradigm shift," investigated the pre-service teachers' perception of teaching English as an International Language (EIL). 31 pre-service English teachers who were enrolled in the "Teaching English as a Second

Language" courses participated in this qualitative study. The study covered four topics: awareness of different English varieties, lack of support for these varieties compared to Standard English, the supremacy of Standard American English above other English varieties, and acceptance of various English varieties. The results indicate that all of the participants acknowledged the various English varieties. Additionally, most participants wished to inspire their students to value their native language in addition to English. According to Wei (2018), reforming the teacher's perception of EIL was essential for the "paradigm shift" to happen. Meanwhile, this study will investigate Students' perception of English varieties in the concept of Global Englishes in the Indonesian context in one of the universities in Surakarta and their attitude towards the use of English in school English textbooks.

RESEARCH METHOD

This research was conducted at one university in Surakarta. The participants of this research were 10th-semester students of the English Education Department. A total of 80 students are identified as a target population. The sample participants were selected using purposive sampling. The participants of this study were selected based on the criteria of university students who have already participated in an education internship program and used textbooks as their teaching materials during the internship program. Therefore, the participants have experience teaching English using English textbooks, which makes them familiar with the English used in the textbooks. Qualitative research was used in this study to represent the perspective and views of the subject participant and achieve the purpose of this study which is to understand Students' perception of Global Englishes and their attitude towards the use of English in English textbooks.

The data were collected through two stages; questionnaire and interviews. The questionnaire was collected through an online survey in the form of Google Forms to deliver the set of statements using a four-point Likert scale from strongly disagree to strongly agree. After filling in the questionnaire, the selected participants who completed the questionnaire were chosen to conduct interviews one by one with the researcher. The interview was conducted through WhatsApp call. The whole interview was recorded and transcribed after the interview. A follow-up interview was held for further clarification.

In this study, the researcher used Triangulation to check the credibility of the data. the researcher used methodological triangulation, which used surveys and interviews to help the researcher reduce bias and cross-examine the credibility of the participants' responses. The researcher also provided detailed and complete descriptions of the participant and the research process to assist the reader in making the transferability judgment. The audit trail is used to ensure dependability and confirmability which means that the researcher provides a complete description of the research from the start to the findings report. Later, the data were analyzed using an interactive analysis model by miles and Huberman (1994) through four stages: data collection, data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

The research findings were presented according to the problem statements by showing the questionnaire result and the analysis of the transcribed interview.

1. Students' Perception of Global Englishes

The data was collected through two stages, a questionnaire, and an interview. The questionnaire consists of 50 statements comprised of 30 statements about perception and 20 statements about attitude. There were also 3 additional questions related to English Varieties based on three concentric circles by Kachru (1992). In the first section of the questionnaire, the participants were required to listen to twelve different audios before answering the questions. The audios consist of six different accents based on three concentric circles by Kachru (1992), from the Inner circle country (United States of America and United Kingdom), Outer circle country (Malaysia and Singapore), and Expanding circle country (Indonesia, Japan, Thailand, South Korea). The recordings were taken from *Speech Accent Archive (SAA)* at George Mason University, *The International Dialects of English Archive (IDEA)*, and *The British Library Sound Archive*. After listening to the recordings, the participants were asked to select the most familiar, the least familiar accents and their accent preferences. American English became the most familiar accent and second to British English in preference of English most chosen by participants. However, most of the participants selected Thailand English as the least familiar accent.

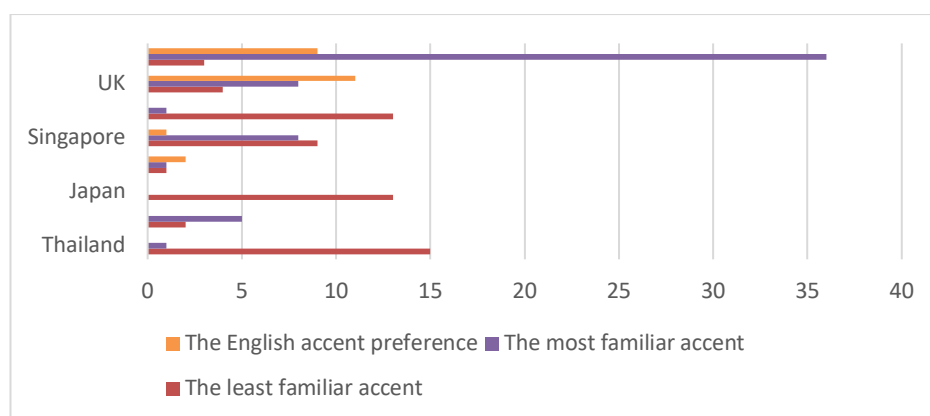


Figure 1 Participants' Opinions and preference of English.

A range of scores and data criteria were used to determine the questionnaire result. The criteria will show how the participants perceive English varieties, As shown in Table 1.

Table 1. Score Range and Data Criteria of the Questionnaire with Likert Scale

Criteria	Score Range	Interpretation
Strongly Agree	3.00-4.00	Highly positive
Agree	2.00-2.99	Positive
Disagree	1.00-1.99	Negative
Strongly Disagree	0.99-1.00	Highly Negative

The second section of the questionnaire was about Students' perception of Global Englishes. The questionnaire consists of 30 statements based on three aspects of

perception: cognition aspect, affection aspect, and conative aspect. The result of each aspect is shown in Table 2.

Table 2. Students' Perception Towards Global Englishes

Perception of Global Englishes	Mean Score
A. Cognition aspect	
1. Knowledge of English Varieties	3,40
2. View about English Varieties	3,45
3. The expectation of English Varieties	2,88
4. Experience related to English Varieties	3,18
Mean Score	3,23
B. Affection aspect	
1. Emotion towards English Varieties	2,83
2. Feeling towards English Varieties	2,65
Mean Score	2,74
C. Conative aspect	
1. Motivation to understand other varieties of English	2,80
2. Attitude towards English Varieties	2,58
3. Behavior related to English Varieties	2,97
Mean Score	2,78
Total Mean Score	2,92

As stated by Walgito (2010), perception has three aspects; the cognition aspect, the affection aspect and the conative aspect. Table 8 shows that English Education Department students positively perceive Global Englishes (Mean=2,92). The highest perception was on the cognition aspect (Mean=3,23). The cognition aspect comprises knowledge of English Varieties, views about English Varieties, expectations of English Varieties, and experiences related to English Varieties. The second aspect was the affection aspect, which comprised emotion and feelings towards English Varieties. A total score of 2,74 indicates that the participants have positive feelings and emotions towards English Varieties. The third aspect was the conative aspect, which described the activities related to Global Englishes. It comprised motivation to understand other varieties of English, attitude towards English Varieties, and behaviour associated with English Varieties. A total score of 2,78 indicates that the participants have positive motivation, attitude, and behaviour related to English Varieties. To gain deeper information, the researcher interviewed four selected participants consisting of 1 male and 3 females. The result of the interview revealed that:

a. Cognition Aspect

1. Knowledge of English Varieties

As stated by Kachru (1990), the spread of English was represented by three concentric circles, leading to linguistic diversity. All the participants (4/100%) agree that it is acceptable or does not matter that English has many varieties. One participant (1/25%) claimed that English varieties were a normal phenomenon because of the different cultural backgrounds of the speaker. One participant (1/25%) stated that people's first language influences them when speaking English.

2. Views about English Varieties

Based on Table 2, a score of 3.45 indicates that the participants have a positive view of English Varieties. As stated above, the participants stated that having an accent is acceptable. It means that the participants were aware that English did not belong to Native English Speakers (NES) only, but also to every English speaker including Non-native English speakers. English no longer belongs to Native English Speaker (NES) community because the number of speakers who speak second and foreign English increased and exceeded the NES (Tan, Farashaiyan, Sahragard, and Faryabi, 2020). As collected from the interview, most of the participants (3/75%) agreed that English belongs to Every English speaker.

3. The expectation of English Varieties

Based on the questionnaire result in Table 2, with a score of 2,88 indicates that the participants have a positive expectation of English varieties. However, after conducting the interview, most of the participants (3/75%) agreed that having an accent like Standard English remains important and they wanted to sound like Native English Speakers. Only one participant (1/25%) said otherwise. Two participants (2/50%) claimed that they tried to sound like native speakers. They choose to sound like American English or British English. However, one participant stated that he still mixed it with Javanese or Indonesian English (1/25%).

4. Experience related to English Varieties

As can be seen in Table 2, a score of 3.18 indicates that the participants have positive experiences related to English varieties. All participants (4/100%) stated that they have experience communicating with foreigners, both Native English Speakers (NES) and Non-native English Speakers (NNES). Their interaction takes place inside and outside class. They have experience with their foreign lecturer, seminar speakers, or foreign tourist whom they meet during holidays or college assignments.

b. Affection Aspect

1. Emotion Towards English Varieties

This research's emotional aspect deals with participants' confidence in speaking English. However, after conducting the interview, it can be revealed that some participants were confident in speaking English (2/50%) and others were less confident (2/50%). Two participants claimed they were confident speaking English, although they did not sound like Native Speakers. Two other participants were less confident when speaking English. One of the reasons was a lack of self-esteem. Another participant stated that he felt less confident because they kept making mistakes.

2. Feelings towards English Varieties

a) Other Varieties of English were difficult to understand

The feeling aspect of this study deals with the degree of difficulty in understanding English. After conducting an interview, participants stated that other varieties of English were as difficult as American and British English for several reasons. The first reason was the pace of speaking English. Most participants (3/75%) agreed that it was difficult to understand when the foreigner spoke English so fast. The second reason was the foreigner's first language (L1). The third reason was the choice of words. One participant

(1/25%) said that a foreigner who used slang language or slang words when speaking English made it difficult to understand them when others didn't understand the term. Slang words or language were exclusive to a particular group of people. Therefore, not all people understood them.

b) Being proficient in English did not have to sound like a native speaker.

The result of the interview also revealed how the participants perceived English proficiency. All the participants (4/100%) claimed that being proficient in English did not have to sound like a native speaker. The participants said that being proficient in English means using correct pronunciation, being fluent when speaking English, using proper grammar, and having extensive English vocabulary. But, one of the participants (1/25%) still believed that having native speakers' accents was essential.

c. Conative Aspect

1. Motivation to understand other varieties of English

a) Social Media and friend interaction raise participants' interest in English

Two of the participants (2/50%) stated that social media, such as YouTube, provided them with information about English Varieties because they watched videos that talked about English accents or videos created by foreign people. One participant (1/25%) said he knew about English varieties during his interaction with his friends.

b) People need to adjust their conversational style when interacting with foreigners

Most of the participants (3/75%) said that they need to adjust their conversational style when speaking to foreigners to avoid offending them. It was better to be more polite when speaking with them. One participant (1/25%) adds that people should use standard English in formal situations. They could use other varieties of English in an informal situation. The reason was to avoid misunderstanding between the speakers who did not share the same L1. One participant (1/25%) said that people did not need to adjust their conversational style, as long as mutual intelligibility could be achieved, it did not matter the English varieties they used.

2. Attitude towards English Varieties

The attitude towards English varieties was related to the participants' preference of English Varieties. Most participants (2/50%) prefer watched video using Standard English. However, two participants stated that they do not avoid watching other English varieties. One participant (1/25%) stated that on daily basis, he watched videos with any English varieties. however, in the classroom, he tends to use standard English to teach the students.

3. Behaviour Related to English Varieties

In this research, the behaviour is related to participants' understanding and expertise in speaking English. One participant (1/25%) stated that she understands the content on YouTube, which uses other varieties of English besides standard English, although it has unique characteristics. One participant (1/25%) said that she could easily explain the custom and culture in English. Meanwhile, two participants (2/50%) stated that they have difficulties explaining their customs and culture because of their low understanding of the culture and low vocabulary mastery.

Based on the result of the questionnaire and interview above, it is indicated that the participants have positive perceptions in some aspects of perception. From the cognitive aspect of perception, it indicated that the participants were knowledgeable about English Varieties. It was supported by their experience interacting with foreigners and their curiosity to find information or content on social media. It was in line with the opinion stated by Robin (1991:129) in Lewis (2001) about the influencing factors of perception. The author stated that the perceiver's attitudes, interests, motives, experiences, and expectations influence something being perceived. In this context, the thing was English Varieties. Besides, the novelty or the possibility of unfamiliarity with the object/subject to the participants may influence the participant's perception of English Varieties. Eventually, the participants were aware of English Variation and thought it was common due to distinct cultural backgrounds.

From the affection aspect, the participants also positively perceive English variations. Some participants were confident in speaking English, but some were not. The reason was their lack of self-esteem. It was also in line with the opinion stated by Robin (1991:129) in Lewis (2001) about the influencing factors of perception. The personality of the perceiver/participant influences something being perceived, which is English. The participants stated that being proficient in English did not need to sound like NES. They pointed out that using correct pronunciation, being fluent when speaking English, using proper grammar, and having extensive English vocabulary can be considered proficient in English. Moreover, Fang and Ren (2018) revealed that using English differently was not a shame, in consideration of the mutual intelligibility between the speaker can be achieved. People did not need to sound like Native Speakers.

In the conative aspect, the participants have positive behaviour. The participants agreed that Standard British and American English remain significant. People need to learn Standard English to be used in a formal situation. At the same time, other varieties of English could be used in an informal situation. It was in line with Gupta's (1989) statement that standard English is used to communicate in a formal setting, such as writing and education-related. The reason was to avoid misunderstanding when delivering an opinion or expressing a thought. It was also supported by Wei's (2018) opinion that several people were against the "paradigm change", mainly because native-speaker norms predominated.

2. *Students' Attitude Towards the Use of English in English Textbook*

The third section of the questionnaire was about Students' attitudes toward the English used in English textbooks. The questionnaire consisted of 20 statements based on three components of attitude: the affective component, the cognitive component, and the behavioural component. The result of the questionnaire is presented in Table 3.

Table 3. Students' attitude toward English use in textbooks.

Attitude Towards English Use in Textbooks	Mean Score
A. Affective component	
1. Feeling towards the Use of English in the Classroom	2,58
2. Emotion toward the Use of English in the Classroom	2,30

Mean Score	2,44
B. Cognitive component	
1. Believe in the Textbooks	3,13
2. Thought of the use of English in Textbooks	2,55
3. Personal character related to the Use of English in Textbooks	2,48
Mean Score	2,72
C. Behavioral component	
1. Intention or behavior toward the use of English in the Classroom	2,67
Mean Score	2,67
Total Mean Score	2,61

Table 3 shows the participants' attitudes toward the use of English in English textbooks. Based on the result above, it can be concluded that the participants have a positive attitude towards using English in the textbooks with a total score of 2,61. A total mean score of 2,44 for affective component indicates that the participants have positive feelings and emotions toward the English used in the English classroom. The next component is the cognitive component which explains the students' opinions about the English used in the textbooks. With a total score of 2,72 indicates the participants have positive opinions towards English used in the textbooks. The cognitive component comprises belief in the use of English in Textbooks, thoughts of the use of English in textbooks, and personal characteristics related to the use of English in the textbooks. The last component is the behaviour component which describes the participants' behaviour towards English used in the classroom. A total score of 2,67 means that the participants have positive behaviour towards English varieties used in the classroom. However, to gain deeper information, the researcher interviewed four selected participants. The result of the interview revealed that:

a. Affective Component

1. Feeling towards the use of English in the classroom

Most of the participants (3/75%) did not against introducing other varieties of English in the classroom. One of the reasons was increasing students' understanding of English Varieties. However, one participant (1/25%) argued that delivering the lesson was more important because of the limited time and situation. So, introducing the English Varieties is enough by mentioning kinds of English varieties besides American and British English.

2. Emotions toward the use of English in the textbooks

a) The participants prefer textbooks written by Indonesian author

The author of the textbook influenced the content of the textbook. The content of the textbook would comply with the author's cultural background. When the author was local or Indonesian, the content contained cultural background from Indonesia and vice versa. Moreover, based on the interview, most of the participants (3/75%) prefer textbooks from Indonesian Authors.

b) The content of the textbooks should show Indonesian culture

All the participants (4/100%) agreed that textbooks should show Indonesian culture. However, two of the participants (2/50%) argued that native-speaker cultures are not less important to be added to the textbooks.

b. Cognitive Component

1. Belief in the Textbooks

All participants (4/100%) used textbooks in teaching and learning activities. Most of the participants (3/75%) agreed that textbooks are important. Meanwhile, two participants (2/50%) stated that teacher needs other supporting materials to make teaching and learning activities more interesting to the students.

2. Thought of the use of English in Textbooks

In this study, the thought of English use in textbooks related to the notion of Standard English as the only English Variety used in the textbooks. Two of the participants (2/50%) agreed that Standard English is the only English variety used in the textbook is enough especially for students who learn English. Meanwhile, the other two participants (2/50%) think that teachers need to add other varieties of English as additional information or knowledge for the students.

3. Personal character related to the Use of English in Textbooks

In this study, the participants' personal character was shown by expressing their opinion on the sufficiency of Standard English for the students to learn English. Two of the participants (2/50%) agreed that English used (Standard English) in English Textbooks was enough for the students. However, textbooks as the materials to teach the students were not enough. In addition, the teacher needs to add some supporting materials to give the students a deeper understanding and provide an example of real-world communication. They (3/75%) agreed that teachers need supporting materials such as audio or video to complement textbooks.

c. Behavioral Component

1. The participants tend to use textbooks and other resources during their teaching practice

All participants (4/100%) used textbooks when teaching English as the source of Materials. The teaching and learning activities were online since they taught during the Covid-19 pandemic. Eventually, they used textbooks and other sources such as the internet and YouTube. Online platforms such as Microsoft Teams, Google Classroom, Google Meet, and Zoom were used to help them deliver the lesson.

2. Participants' selection in choosing audio or video for teaching material

When searching for video materials, most participants (3/75%) were selective in finding British or American English. One reason was to be taught using British or American English. Eventually, they did the same way to their students. Additionally, one participant (1/25%) said that she used both English and Indonesian to explain the lesson to increase the students understanding. Nevertheless, some participants (2/50%) did not limit the variation of English in finding the learning source as long as accordance with the lesson.

3. The Students' Performance in Learning English

The participants were doing their teaching practice during the Covid-19 pandemic. Moreover, they taught the students remotely. Most of them claimed that the students' performance depended on their motivation and eagerness. If the students were eager to learn English, they would pay attention and understand the materials taught by the teacher. Meanwhile, the students who engage less in the classroom would feel difficult to

understand the lesson, and the teacher must work harder to explain the lesson and help the students.

Based on the findings above, the participants stated that they would like to expose their students to Varieties of English in the classroom, supported by providing more assistance and explanation about the varieties of English to overcome students' confusion. One participant pointed out that to introduce the students to English Varieties was to increase the student's confidence when speaking English. As Galloway & Rose (2017) revealed, implementing a concept of Global Englishes would change students' perception of English and increase their confidence in speaking English. Moreover, one participant added that introducing students to various English could raise students' interest and engagement in classroom interaction. Exposing the students to other English Varieties would prepare the students for real communication. As Jayanti and Norahmi (2014) said, students have a greater chance to meet and communicate with Non-Native English speakers rather than with Native English Speakers (NES). Additionally, Lee and Lee (2018) stated that the teacher has an important role in exposing students to different types of accents and various users of English to help them be more aware of the different varieties of English. It was evident that the role of the teacher was dominant.

At the same time, most participants stated that they prefer textbooks written by Indonesian authors showing Indonesian culture. However, one of the participants said that she preferred textbooks written by native speakers because of the interesting activity section, but Indonesian textbooks are superior in content. Si (2018), stated that it was necessary to include native-speaker culture, local culture, and the culture of the Non-Native English varieties represented in the learning materials. So, the teacher must consider multicultural content as learning materials.

From the cognitive aspect, most participants agreed that textbooks are important. All the participants use textbooks as one of their learning sources. It means that textbooks are still important teaching material in the classroom. That was in line with Harmer (2007) in Hanifa (2018), which stated that textbooks are useful because it consists of a grammar syllabus, an appropriate vocabulary, a set of procedures, and ideas for the teacher. However, the participants argued that nowadays, textbooks need to be complemented with audio or video to provide a better explanation and give examples to the students.

Moreover, during their teaching practice, most participants taught English using standard English because they were accustomed to it. Their teacher or lecturer provides them with standard English materials when teaching English. most participants agreed that Standard English in the textbooks is enough for them to teach the students. However, some participants thought that teachers needed to add other varieties of English. It was equal to the research conducted by Si (2018), but the popularity of ENL-informed materials remains unchanged. It was unchanged because the participants used standard English for teaching materials. Based on Zacharias (2003), most teachers in Indonesia prefer using teaching materials with speakers from English-speaking countries delivering the materials for pronunciation and listening tasks because of a certain degree of distrust when producing the materials by themselves.

The last aspect was the behavioral aspect, in searching for teaching materials, most participants were quite selective in finding a suitable source. The reason was the students might feel confused when using many English varieties. However, according to Galloway and Rose (2017), giving enough scaffolding and sourcing materials could lessen the students' confusion. Furthermore, the students' performance in learning English depended on their motivation and eagerness to learn. If they were eager to learn they would pay attention to the lesson and easy to understand the lesson. However, if they were less motivated in the classroom the students might feel English lessons difficult.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion section above, it can be concluded that the participants were quite knowledgeable and aware of English varieties. However, the participants agreed that the accents of Standard English and other English varieties can be difficult to understand for several reasons; 1) The speakers' first language (L1), 2) The pace of speaking, and 3) The speaker's choice of words. However, other Variation of English has a greater possibility. Regarding English proficiency, it is agreed that using correct pronunciation, being fluent when speaking English, using proper grammar, and having extensive English vocabulary are more important than having accents like native speakers.

Standard English is still essential, especially in English Language Teaching, even though some participants did not avoid introducing other varieties of English in the classroom. It is agreed that standard English (SE) is used in formal situations. Meanwhile, other Variations of English (VE) varieties are used for the informal situation.

In the ELT context, textbooks are still considered essential, even though teachers need supporting materials to complement the materials in textbooks. The participants agreed that Standard English was enough as the only English Variety used in the textbooks. Most participants were selective in choosing audio or video for the teaching materials. They prefer British or American English (Standard English) as the teaching materials. The reason was that they were taught using Standard English materials. Eventually, they did the same way to their students.

Suggestion

Based on the result of the research, the researcher would like to recommend some suggestions that may benefit the teacher and another researcher as follows.

1. Pre-service English Teacher and English Teacher

Based on the result of this research, it can be suggested that teachers should consider teaching or learning materials used in the classroom. The content of textbooks should be adjusted by adding the content of native speakers, local or Indonesian, and non-native English speakers' cultures. Being an active and creative teacher is needed to grab the students' attention and raise the students' motivation to learn English.

2. Other researchers

The other researchers are expected to conduct research with different subject participants related to English Varieties, especially in Indonesia

REFERENCES

- Ayu, M. (2020). Evaluation of cultural content on English textbook used by EFL students in Indonesia. *Journal of English Teaching*, 6 (3). <https://doi.org/10.33541/jet.v6i3.1925>.
- Davydova, J. (2012). Englishes in the Outer and Expanding Circles: A comparative study. *World Englishes*, 31(3), 366-385.
- Dewi, I.I., Winiharti, M., & Prawati, M.T. (2018). The study of Indolish- Indonesian English Variety: is it understood Globally?. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 7(8), 27-34. Retrieved from [https://www.ijhssi.org/papers/vol7\(8\)/Version-3/E0708032734.pdf](https://www.ijhssi.org/papers/vol7(8)/Version-3/E0708032734.pdf).
- Fang, F., & Ren, W. (2018). Developing students' awareness of global Englishes. *ELT Journal*, 72(4), 384-394. <https://10.1093/elt/ccy012/5048761>.
- Galloway, N., & Rose, H. (2014). Using listening journals to raise awareness of Global Englishes in ELT. *ELT Journal*, 68(4). <https://10.1093/elt/ccu021>.
- Galloway, N., & Rose, H. (2017). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, 72(1), 3-14. <https://10.1093/elt/ccx010>.
- Gupta, A.F. (1989). Singapore Colloquial English and Standard English. *Singapore Journal of Education*, 10(2), 33-39.
- Haddock, G., & Maio, G.R. (2008). Attitudes: content, structure and functions. In: Hewstone, Miles, Stroebe, Wolfgang and Jonas, Klaus eds. *Introduction to social psychology: a European perspective* (4th ed., pp.112-133). Blackwell publishing. <https://orca.cardiff.ac.uk/id/eprint/30465>.
- Hanifa, R. (2018). An Evaluation of English textbooks for Junior High School in Indonesia. *Advanced in Language and Literary Studies*. 9(2), 166-174. <https://10.7575/aiac.alls.v.9n.2p.166>.
- Jayanti, F.G., & Norahmi, M. (2014). EFL: Revisiting ELT practices in Indonesia. *Journal on English as a Foreign Language*, 4(1). <https://10.23971/jefl.v4i1.70>.
- Kachru, B.B. (1990). World Englishes and applied linguistics. *World Englishes*, 9(1), 3-20. <https://10.1111/j.1467-971X.1990.tb00683.x>.
- Kachru, B.B. (1992). World Englishes: approaches, issues and resources. *Language Teaching*, 25, 1-14. <https://doi.org/10.1017/S0261444800006583>.
- Khotimah, K., Pribadi, F., Mintowati, Ahmadi, A. (2020). Indoglish in Social media platforms and its significance as a National Language Planning Material Study of Language attitudes of young generation in the digital age. *Advances in Social Science, Education and Humanities*, 491. <https://10.2991/assehr.k.201201.168>.
- Kirkpatrick, A. (2014). English in Southeast Asia: Pedagogical and policy implications. *World Englishes*, 33(4), 426-438. <https://doi.org/10.1111/weng.12105>.
- Latifah, D. (2014). The role of in-service teacher in supervising pre-service teachers during teaching practicum program. *Harmonia: Journal of Arts Research and Education*, 14(2), 88-96. <http://dx.doi.org/10.15294/harmonia.v14i2.3290>.
- Lee, S.J, & Lee, K. (2018). Perception of English as an International Language by Korean English major and Non-English major students. *Journal of Multilingual and Multicultural Development*, 40(1), 76-89. <https://10.1080/01434632.2018.1480628>.

- Lewis, A. (2001). The issue of perception: Some educational implications. *Educare*, 30 (1.2), 272-288. Retrieved from http://andrewlewis.co.za/Lewis.Perception.Educare1v30_n1_a15.pdf.
- Miles, M.B., & Huberman, M.A. (1994). *An Expanded Sourcebook Qualitative Data Analysis 2nd Edition*. Thousand Oaks: Sage Publications.
- Pickens, J. (2005). Chapter 3: Attitudes and Perceptions. In *Organizational Behavior in Health Care* (Borkowski, N., Ed). Jones and Bartlett Publishers.
- Qiong, O. (2017). A brief introduction of perception. *Studies in Literature and Language*, 15(4), 18-28. <http://dx.doi.org/10.3968/10055>.
- Rose, H. & Galloway, N. (2019). Global Englishes Language Teaching. In *Global Englishes for Language Teaching* (pp.3-27). Cambridge University Press. <https://doi.org/10.1017/9781316678343.002>.
- Saddhono, K. & Sulaksono, D. (2018). Indoglish as adaptation of English to Indonesian: change of society in big cities of Indonesia. *IOP Publishing*. doi: 10.1088/1755-1315/126/I/012092.
- Si, J. (2018). English as a native language, World Englishes and English as a lingua franca-informed materials: acceptance, perceptions and attitudes of Chinese English learners. *Asian Englishes*, 21(2), 190-206. <https://doi.org/10.1080/13488678.2018.1544700>.
- Sung, C.C.M. (2014). Exposure to multiple accents of English in the English Language Teaching classroom: from second language learners' perspectives. *Innovation in Language Learning and Teaching*, 10(3), 190-205. <https://doi.org/10.1080/17501229.2014.936869>.
- Sung, C.C.M. (2017). Out-of-class communication awareness of English as a Lingua Franca. *ELT Journal*, 72(1), 15-25. <https://doi.org/10.1093/elt/ccx024>.
- Walgito, B. (2010). *Pengantar Psikologi Umum*. C.V Andi.
- Wei, L. (2019). "Paradigm Shift": An investigation of Pre-service teachers' perception of teaching English as an international language. *International Journal of TESOL Studies*, 1(2), 20-31. Retrieved from: <https://www.tesolunion.org>.
- Zacharias, N. (2003). A survey of tertiary teachers' belief about English Language Teaching in Indonesia with regard to the role of English as a global language [MA-ELT Thesis, Assumption University of Thailand].