

The Language Attitudes of Students of English Literature and D3 English at Maranatha Christian University toward American English, British English and Englishes in Southeast Asia, and their various contexts of use in Indonesia

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Abstract

It is known that a wide array of Englishes are spoken and used worldwide; therefore, knowing and using only American English or British English will not always be effective in many international contexts. The present study investigates Indonesian students' attitudes toward American English, British English and Englishes in Southeast Asia (Philippine English, Singaporean English, and Malaysian English), and their various contexts of use in Indonesia. The results of some previous studies (Giles, 1970; Ryan et al. 1984, Garrett, et al. 2003, Hiraga, 2005) show that there are more positive attitudes toward types of English which have a more prestigious status. The participants of the study are 108 students of English Literature and D3 English at Maranatha Christian University in Indonesia. The study employed a semi structured interview and questionnaires. The questionnaires were written in English and were adopted from Lasagabaster's (2004) questionnaire.

Key words: language, attitude, English

Introduction

The increase in the use of English in Asia is awe-inspiring (Kachru, 1997) and currently the number of Asian population who uses English has reached 350 million people. Since English is currently employed by numerous countries as their official language, it has resulted in more numbers of non-native speakers of English

than the number of native speakers of English and several varieties of English in Asia such as in Malaysia, Singapore, and the Philippines. This phenomenon suggests that English foreign learners in Southeast Asia have to be familiar with the non-native varieties of English because it is likely that they have more chances to engage in English communication with non-native speakers of English than with native speakers. Moreover, all the new Englishes have their own contexts of function and usage, and they also, in their turn, might affect the attitude of foreign language learners of English toward the native varieties of English, such as British and American English. Therefore, conducting some research on foreign language learners' attitudes toward different varieties of English will certainly help researchers and English language teachers understand how different language groups' opinions and their usage of a certain language are.

This paper aims at knowing Indonesian students' language attitude toward British English (BE), American English (AE), Malaysian English (ME), Singaporean English (SE) and Philippine English (PE), and their various contexts of use in Indonesia. In order to be able to gain information about the language attitudes, I conducted a language attitude survey among Maranatha Christian University students. Moreover, the survey was only conducted among students of Faculty of Letters majoring in English literature and D3 English (three-year diploma in English) who are taught in AE and BE and have never attended or had a class regarding the Southeast Asia Englishes. With this background in mind and limitation of participants of the survey, I had two hypotheses to assess:

1. The students will show more positive attitudes toward British English and American English than toward Southeast Asia Englishes.
2. There will be a relationship between the attitudes toward British English and American English, and Southeast Asia Englishes.

Literature Review

Englishes in Indonesia, Singapore, Malaysia, and the Philippines

The status of English in Southeast Asia can be classified into two groups: as a second language and as a foreign language. The former consists of countries that were once colonies or protectorates of an English-speaking power (Britain in the case of Malaysia, and Singapore; the US in the case of the Philippines); and the latter contain some countries such as Thailand, Cambodia, Indonesia, and Vietnam (McArthur, 1998). Despite its status type, according to McArthur (1998), English plays very important roles as an Asian and international lingua franca, the means of communication in tourism, a reading language for technical subjects, and a token of modernity. In addition, in societies such as Malaysia, Singapore and the Philippines, which were earlier the colonies of English-speaking powers, English has developed into new varieties as it blends with the local languages.

The following paragraphs present the Englishes in Singapore, Malaysia, and the Philippines, and in Indonesia respectively.

In Singapore the first languages of most Singaporeans are Mandarin, Chinese dialects such as Hokkien, Teochew, and Cantonese, Malay, and Tamil. Besides these languages, English also plays a major role in both the public and private life of Singaporeans in Singapore (Gupta, 2001). In its practice, some elements of the first languages of Singaporeans such as Chinese, Malay and Tamil, have influenced the form of "English" into a new variety which is currently employed as the inter-ethnic lingua franca among the ethnic groups in Singapore. It is known as Singapore Colloquial English (Rubdy, 2001) or Singlish. This variety of English is spoken by a large number of Singaporeans. It is used when one is speaking with intimate persons; while, when talking to superiors and most foreigners, he or she uses SSE (Standard Singapore English) (Harada, 2009). Moreover, the image of Singlish, especially in public seems to have suffered in the last decade due to the pressure applied by the government (Cavallaro and Chin, 2009). Thus, in spite of its function as a link language between the three cultural groups living there, Singapore government has considered Singlish a "bad English" and has

promoted a "Speak Good English movement" since 1999 (Yoneoka, 2001). The Singaporean government sees the phenomenon of the use of Singlish among her people as a serious problem to deal with. In 2000 the Prime Minister of Singapore, Goh Chok Tong states his government's view on SSE and Singlish. He says that it is important to gain the ability to speak good English for doing business and communicating with the world especially for a hub city and an open economy like theirs (Harada, 2009). Moreover, it will be disadvantageous if they keep speaking Singlish, since speaking poor English will make Singaporean people looked less intelligent and less competent (Harada, 2009).

Similar to Singapore, the Philippines has used English as its second language for a long time. Besides, it has preserved its status as one of the two official languages of the Philippines and been widely spoken among the population. According to Gonzales (1998) 74% of the Filipinos are reported to be able to understand spoken English. However, there are more people who use English as a second language than those who speak it as a first language ("Philippine English", 2009). Despite the condition, English is still taught in schools as one of the two official languages of the country, together with Filipino, an official and liberalized form of Tagalog. Not only is English used for education but it is also employed in, "religious affairs, print and broadcast media, and business" ("Philippine English", 2009). English is highly believed to be able to increase the status of one who speaks it including respectability and marketability (Espinosa, 1997). Similar to what occurs in Singapore, there is also Philippine English or Taglish in the Philippines. This variety of English is employed as the medium of communication of the media and the vast majority of educated Filipinos ("Philippine English", 2009). As is the case for Singlish in Singapore, some educated Filipinos consider Taglish as an inferior form of English while others recommend its promotion, at least as a source of social cohesion (Lambert, 2005).

In Malaysia, English is used to access the vast amount of information currently available in English. Malaysian government views English, "as vital for the nation's growth. Although it may not be the medium of instruction in public universities, accessing key information in a great variety of fields is often dependent on having

reading ability in English" (Othmana, 2005). Moreover, the Malaysian Prime Minister states that, "skill in English is one of the prerequisites for achieving Vision 2020 which he authored- a vision which contains thoughts on the future course of our nation and how we should go about attaining our objective of developing Malaysia into an industrialised country" (David, 2000, p.41). In other words, the Malaysian government considers English as an important means for gaining information and industrialization and also for existing in international world. In addition, the Malaysian national education policy has stated that the main medium of instruction of education is Malay with English as a compulsory taught second language. It can also be noticed that English plays a role as a medium of communication among English educated people from various ethnic groups in Malaysia (David and Kuang, 1999). The Malaysians are found to code switch from Malay or some other local languages to English (David, 2000). Furthermore, Malaysian writers such as Lloyd Fernando, Edward Dorrall, K.S. Maniam, Shirley Lim and Adibah Amin who are Malaysian creative writers in English have emerged Malaysian English as a characteristic ingredient in their writings (Baskaran, 2002).

The English language situation in Indonesia cannot be compared with the status of English in Indonesian's neighbours such as Malaysia, Singapore, and the Philippines (Lauder, 2008). Indonesia has not been a colony of either the U.K. or the U.S.A. in the way these countries have; therefore, there is no foundation for the use of English in official or public life (Dardjowidjojo, 2003). Although English might have no wide use in Indonesian society such as used as a medium of communication in official domains like government and the law courts is not accorded any special status in the country's language legislation, it is still given a special status in education field (Simatupang, 1999). Moreover, English is used as medium of instruction in some schools and universities ("Languages", 2006) and it is the only compulsory foreign language in public schools (Kweldju, 2004). Furthermore, it is noticeable that nowadays English competence is needed to enter a good school, to get a better job, or to be promoted to a higher position in the workplace although English is rarely used in the daily life of Indonesians. However, English is also widely used in business filed in Indonesia since there are currently a

lot of Indonesians who have an export and import business with foreigners from Asian continent such as China, Japan, Korea, Singapore, Malaysia, and Taiwan. Therefore, there is a big possibility that when Indonesian bankers sit down to discuss business with their Filipino or Thai counterparts, they will use English to communicate (Kirkpatrick, 2006). This situation has indirectly increased the demand of the use of English in schools. On top of that, knowledge of English has become a symbol of modern identity and the mark of an educated person in Indonesia (Renandya, 1999).

Regarding the Englishes taught and learned in Indonesia, the Englishes are British or American English, both "inner circle" varieties. There is also a presence of Australian English; however, compared to American and British English, Australian

English has less prestige except perhaps with students returning from study there (Lauder, 2008). Regarding the possibility of teaching other varieties of English such as Singaporean or Malaysian English, there has been relatively little discussion among local scholars about them. Besides, "unlike Malaysia, Singapore, and the Philippines, a new variety of English has not been promoted or tolerated in Indonesia" (Dardjowidjojo, 2000, p. 27). However, since there are some countries of the "outer circles" such as Malaysia, Singapore and the Philippines which are emerging as major competitors in providing education in English for international students (Graddol, 1997), there are lots of international and bilingual schools and universities in Indonesia which have extensively recruited foreign teachers from those countries to be the teachers of English or other subjects. In addition, regarding the new variety of English in Indonesia, Kirkpatrick (2006) states that an Indonesian variety of English is not similar to what has happened in Outer Circle countries such as Nigeria, India or Singapore since the type of interlanguage errors that are found among the Indonesian speakers of English are not consistent enough to be regarded as a new variety. Simatupang states that the English use variation among Indonesian speakers of English takes place since there is interference of many different mother tongues or indigenous regional languages such as Javanese, Batak, or Balinese (1999).

In conclusion, the spread of English in Singapore, Malaysia, the Philippines, and Indonesia are needed in their efforts to be strong

countries in their education, economics and technology fields. McKay (2002) states that the wide use of English in various political and intellectual areas makes it crucial for any country to have an access to English and use their English competence to have an access to the global community for economic development. In addition, the real example of how English has played a great role as a lingua franca in these countries and some other countries in Southeast Asia is its use as the only working language of ASEAN since its foundation (Krasnick, 1995, Okudaira, 1999).

Language attitudes and previous language attitude studies

According to Starks and Paltridge (1996), learning a language is closely related to the attitudes toward the languages. Attitude refers to “a hypothetical construct used to explain the direction and persistence of human behaviour” (Baker, 1992, p.10). In other words, it can represent internal thoughts, feelings and tendencies in behaviour across a variety of contexts. Although an attitude is individual, it has origins in collective behaviour. Moreover, some characteristics of attitude are: it is learnt, it is not inherited, it is also likely to be relatively stable, and it has a tendency to persist. Attitudes also play a vital role in language growth or decay, restoration or destruction. In other words, the status and importance of a language in society and within an individual can be adopted and learnt (Baker, 1988, p. 112- 115). Crystal (1992) states that, language attitudes are the feelings people have about their own language or the languages of others. Moreover, there are five implications of language attitudes, including: 1. it usually entails attitude to the speakers of the particular language or dialect. 2. it influences sound change, 3. it may influence how teachers deal with pupils, 4. it may affect second language learning, 5. it may affect whether or not varieties are mutually intelligible” (“language attitudes”, 2007). Fasold (1984) argues that attitudes toward a language are often the reflection of attitudes toward members of various ethnic groups and people’s reactions to language varieties reveal much of their perception of the speakers of these varieties (Edwards, 1982). “Speakers of standard varieties are often valued while speakers of non-standard varieties are often disparaged because of their speech” (Renoud, 2007). Language

attitudes are rarely static and it may change due to personal introspection experience to or exposure to social influence to benefit humanity (Giles and Powesland, 1975; Ryan and Giles, 1982 ; Trudgill, 1983) .

Furthermore, studies have shown (see, for example, Gardner, 1985) that when studying language attitudes, the concept of motives is important. In the language learning context, motivation (to learn the language) refers to the combination of effort plus the desire to achieve the goal of learning the language plus favorable attitudes toward learning the language (Gardner, 1985). According to Gardner (1985) there are two basic motives called instrumental and integrative motives. If a foreign or second language learner considers L2 acquisition as instrumental, it means that he or she learns a language as a "passport to prestige and success". On the other hand, if the learner learns a foreign language and the culture of the speakers of that language in order to, perhaps, be able to become a member of the group, the motivation is called integrative. In addition, it is argued that integrative motivation might be more important in a formal learning environment than instrumental motivation (Gardner and Lambert, 1972, cited in Ngeow, 1998, p 1). However, there is still a tendency that instrumental reasons are more frequently chosen by foreign and second language learner; than integrative reasons for studying a particular language variety.

Moreover, since "The study of attitudes is an essential part of a world Englishes approach to language use" (Friedrich, 2000, p. 216), it is not surprising that currently there have been a number of research on language attitudes toward English or varieties of Englishes. The following paragraphs present some previous research on language attitudes toward English or Englishes in Asia.

Heaney's (2005) study on English among the students in Malang, a city in East Java, Indonesia showed that students in Malang had positive attitudes toward English and English had a prestigious status among the youths. English was employed as the medium of communication between the students in informal situation and sometimes it was combined with Indonesian language.

Kim (2007) investigated 43 Korean adults' attitudes toward native and non-native varieties of English in relation to the perspective of EIL (English as an international language). The three

main findings of this study were first, the participants preferred American English as a model for guidance and did not discriminate native and non-native varieties of English, the second one was they regarded English as an international language to communicate not only with native speakers but also with non-native speakers of English, and showed positive attitudes to non-native varieties of English, and the third was they were not well aware of varieties of English.

Shim's (2002) study in 1995 among Korean university students' showed that the participants had a preference for American English. The survey showed that the participants wanted to learn American English and be identified as a female American's accent. Moreover, some students stated that there was no need to understand Indian, Singaporean, or Filipino English and they could not distinguish these varieties.

Tan (1994) studied the use of English in selected domains among undergraduates at a local university in Malaysia. The study found that in the education domain, students used less English most of the time and only use it for reading purposes. Moreover, English was employed more in entertainment and mass media. Her study indicated that young Malaysian students perceived English to be important for the fulfilment of their personal and academic needs. In other words, English played an important role for the ones who were about to embark upon careers or to engage in academic pursuits.

Siregar (2009) studied the study of the features of communicative competence which were believed to be important by the selected foreign graduate students studying at DLSU. The findings suggested that all features of communicative competence were crucial including the intercultural competence. Besides, the participants were found to have an interest in knowing the varieties of English and wanted to know other varieties of English beside the American and British English for intercultural communication.

Siregar (2009) investigated 60 students of English Literature and D3 English at Maranatha Christian University regarding their attitudes toward the English language in Indonesia and toward the language education policy in Indonesia. The findings showed that generally the students had a positive attitude toward English and toward language education policy in Indonesia. Furthermore, the

students were found to have more positive attitudes both toward English as a language and English as medium of instruction than toward other Indonesian and local languages as languages and as the media of instruction.

Nair-Venugopal (2000) investigated Malays, ethnic Chinese, and Indians in two Malaysian business organizations. The participants were found to favour localized variety of English more than the Standard English even though the Standard English is expected as the normative code in Malaysian business settings. Thus, the study implied that some World English users in Malaysia prefer the more practical, localized variety of English to the impractical Standard English in every day life.

Friedrich (2003) investigated MBA students' attitudes toward English in Argentina. His findings showed that most of the participants were concerned with the relationship between English and employment possibilities. Besides, among the varieties of English, they consider American English more useful than other varieties.

Method

Method and Instrument

This study employed a semi-structure interview and a direct measurement technique. The questionnaire used was adopted from David Lasagabaster's research titled *Attitude toward English in the Basque Autonomous Community* in 2004. The questionnaire was not translated into Indonesian because all participants are majoring in English. The first part of the questionnaire asked the students regarding their personal data and the second part of the questionnaire asked the students about their attitudes toward use of BE, AE, ME, SE and PH.

Moreover, the scores were ranged from 1 to 5; the "strongly agree" statement would be recorded 5; "agree" statement would be recorded 4; "neither agree nor disagree" statement would be recorded 3; "disagree statement" would be recorded 2; and "strongly disagree" statement would be recorded 1; except for questions number 4 and 5 of each language (Indonesian, local language, and English) the

answers were recorded reversely: 1=5, 2=4, 3=3, 4=2, and 5=1. Those questions were recorded differently since the expected positive attitudes were just the opposite of the answers to the rest of the statements.

Participants

Maranatha Christian University is a private university in Bandung, West Java, Indonesia. It has more than 7300 students, 500 of whom are majoring in English Literature and English (a D3 English program or a three-year diploma of English).

A total of 108 students, 56 undergraduates and 52 D3 English program students in the age range of 18 to 25 years old participated in the survey. There were 31 males and 77 females and only 12 of them were interviewed.

Procedures

The questionnaires were distributed to six different classes; namely *English for Tourism*, *Selective and Gist Listening A*, *Selective and Gist Listening B*, *Classical Poetry*, *Learning Strategies and Learning Styles*, and *Vocabulary for Social Interaction*. It took approximately about 25 minutes for each participant to answer the questionnaire. The statistical analysis of the questionnaires was conducted using SPSS.

Findings and Discussion

Students' attitudes toward American English, British English, Malaysian English, Singapore English, and Philippine English

Figure 1 shows the participants' attitude toward the Englishes (British English (BE), American English (AE), Malaysian English (ME), Singapore English (SE), and Philippine English). It can be seen that only AE and BE that gain mean scores above 3.50. It is not surprising since they are the most taught and learned Englishes in Indonesia, especially in the Faculty of Letters at Maranatha Christian University (MCU). Besides, the most favourable attitude is obtained by AE with almost 3.7 mean score while BE only takes the second

position with a mean score slightly more than 3.5. This result differs from Yook's (2005 cited in Kim, 2007) study among his Korean participants who show more favor toward BE than AE. The result is also different from the quantitative result which presents most of the interviewees' statements of the great importance of English for them. It might happen like that because the participants are taught to gain competence in BE. Thus, although they favour AE more, it is still more crucial to learn BE than AE for their academic grades. Moreover, Indonesian students might tend to favor more AE since there are a lot of exposures of AE through the television and movies. It is supported by the typical statement of the interviewees which say that, "American English is often heard in Indonesia, as they usually encounter English in the television and movies. Besides, that statement is similar to the findings of Lamb's (2004) and Siregar's (2008) studies among Indonesian participants which show that the informal exposures of English in Indonesia are mainly gained from movies and television. Furthermore, regarding the other Englishes, the mean scores of these Englishes are not even as big as 3.0. Thus, this finding validates the first hypothesis that the students will show more positive attitudes toward BE and AE than the Southeast Asia Englishes. It also indicates that EFL students still have a higher favourable attitude toward BE and AE which are "categorized" as two of the standardized English than other Asian Englishes. This finding also supports Lauder's (2008) statement that, "Norm-developing varieties such as Malaysian and Singaporean English may have practical or utilitarian value, but do not show signs yet of the prestige for them to be adopted as models for Indonesia." The qualitative result also shows that most of the interviewees have never heard PE before and only few have heard SE and ME. Besides, there seems to be a lack of awareness of the existence of other varieties besides AE and BE among the students. This might happen due to the fact that the current participants, in general have very little, if any, contact with individuals who speak SE, ME, and PE.

Therefore, participants probably base their answers on two factors: the variety spoken and exposed by their teachers and the variety found in their textbooks (AE or BE).

Moreover, it can be clearly seen that five of ten AE items gain the highest mean scores while BE only gains the highest mean scores

in three items. ME is considered as the easiest language to learn. It might happen like that since Malay language is similar with Indonesian. Thus, the Indonesians might be able to learn it more easily than learning other Englishes. The participants state that PE is considered as the least important language to learn. This tendency might happen since there are not many Filipinos who come or live in Bandung; therefore, there is no significant reason for the participants to understand PE.

Figure 1
Language Attitudes Toward Englishes

Item	Statement	AE	BE	ME	SE	PE
1	Hear	4,02	4	2,25	2,73	2,46
2	Pupils	3,73	3,52	2,09	2,29	2,24
3	Speak	3,81	3,76	2,03	2,47	2,17
4	Diffict	3,19	2,53	3,42	3,37	3,12
5	Useful	2,69	2,68	3,03	2,72	2,91
6	Taught	3,48	3,54	2,07	2,25	2,14
7	Enrich	3,74	3,84	2,74	2,96	2,90
8	Marry	3,39	3,28	2,56	2,88	2,60
9	Worth	3,81	4,01	2,40	2,70	2,67
10	Children	3,78	3,94	2,11	2,36	2,31
Mean scores		3,56	3,51	2,47	2,67	2,55

Note. (N= 108)

Legend:

AE = American English

PE=Philippine English

SE= Singaporean English

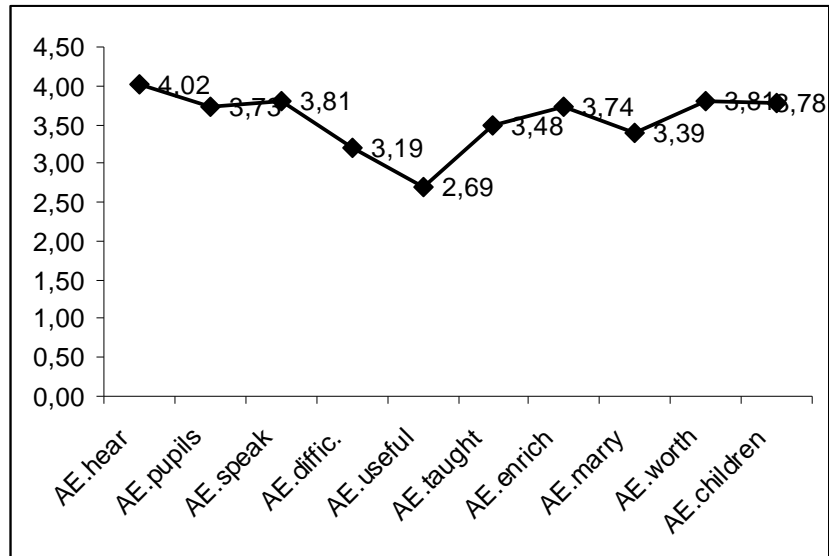
BE = British English

ME = Malaysian English

As can be seen from Figure 2, the participants are found to have a positive attitude toward American English (AE) in almost all items. The most favourable attitude is gained by item, "I like hearing AE spoken" (4.02). According to some interviewees, they like AE since, compared to "BE, it is easier to understand in pronunciation

and in listening". Thus, the participants might like hearing AE for its pronunciation is not too difficult to comprehend. Besides that item, there are five other items which gain mean scores more than 3.5. They are, respectively items, "I like speaking AE" (3.81), "AE is a language worth learning (3.81), "I would like my children to be also AE speakers" (3.78), "Learning AE enriches my cultural knowledge" (3.74) and "AE should be taught to all pupils in Indonesia" (3.73). The least favourable attitude is obtained by item, "There are more useful languages to learn than AE" (2.69). The rest of the items shows a quite high positive attitude, since their mean scores are around 3.10 and 3.50. Thus, it indicates that most participants think only BE that is more useful than AE and the participants tend to highly favour the use of AE in educational and social contexts. Moreover, the qualitative study shows that the learners' patterns of English language use are in accordance with findings from previous studies by Tan (1994). The participants use AE in their daily activities to socialize with friends and for entertainment purposes like watching television and movies. For academic activities, a large percentage of the participants use English in class during the learning process. Since the respondents of this study are majoring in English, most of the classes that they attend are conducted in English with some possible short utterances in Indonesian except for the other subjects that they have to take beside the English courses such as "*Pancasila*", Religion, or Indonesian which are of course taught only in Indonesian. Moreover, although most of the lectures in MCU employ BE at least in grammar, the AE is exposed to the participants through lecturers who speak in AE since they are graduated from universities in the US, and some classes such as *Cross Cultural Understanding* (for D3 English program students), *Selective and Gist Listening*, *American Literature*, and *American Culture Institution* (for the English literature students).

Figure 2
Language attitudes toward American English

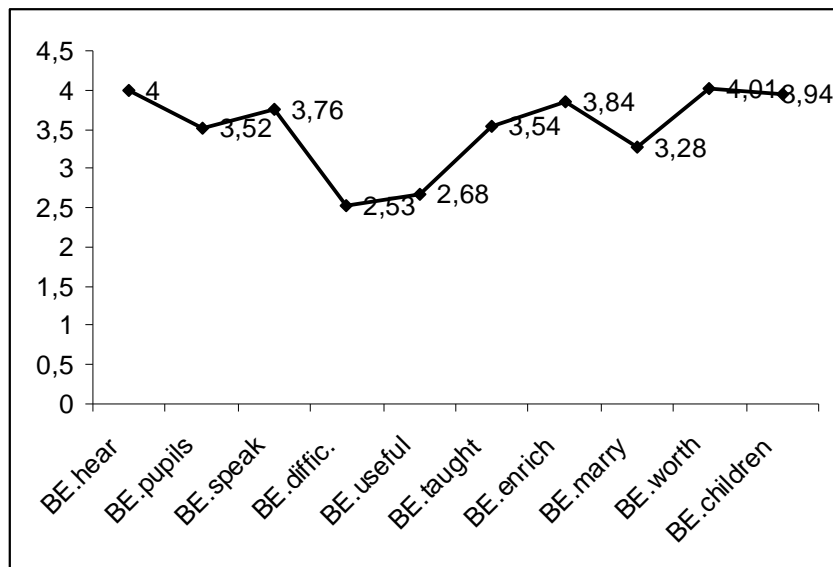


Note. (N=108)

In the following figure about BE, it can be seen that the most favourable attitudes were obtained by items, "I would not mind marrying a British English speaker" (4.01). Moreover, there are 5 items that have mean scores above 3.50. They are "I like hearing BE spoken" (4.00), "If I have children, I would like them to be BE speakers regardless of other languages they may know" (3.94), "Learning BE enriches my cultural knowledge" (3.84), "I prefer to be taught in BE" (3.54), and "The BE should be taught to all pupils in Indonesia" (3.52). It can be seen that the items which gain high mean scores imply some reasons of the students in learning BE. Most of the students tend to be both motivated to learn English for practical goals (for example, future career) and motivated to learn English for knowing the English culture and people. This finding is similar to the finding of Siregar (2009) and supports Brown's (1994) statement that L2 learners might learn the target language for instrumental and integrative motivation. The students also tend to support the use of BE in educational and social contexts. Besides, there are only two items which gain a mean score below 3.0. The items that are the least favourable are, "There are more useful languages than BE (2.68) and

"BE is a difficult language to learn" (2.53). The result indicates that most of the participants are of the opinion that BE is easy to learn and there might be no language that is more important than BE.

Figure 3
Language attitudes toward British English

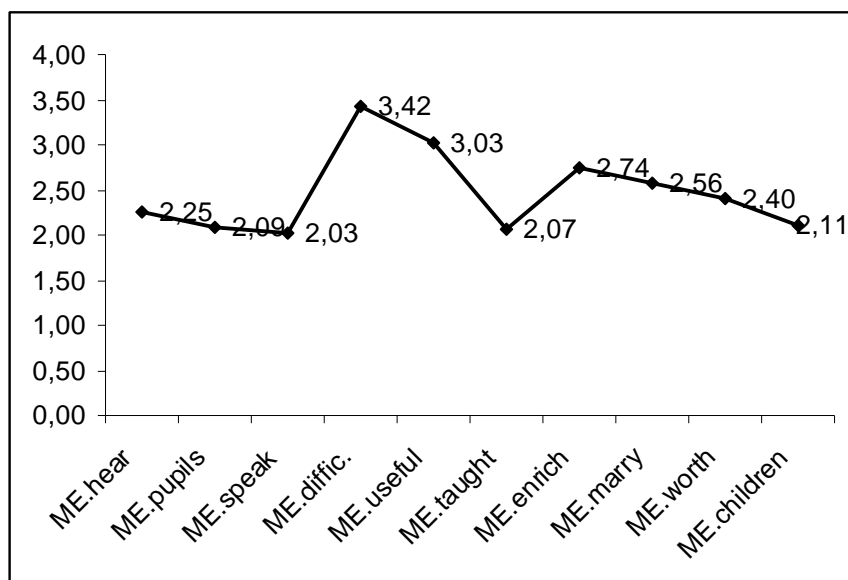


Note. (N= 10)

The following figure shows the participants' attitude toward ME. It can be seen clearly that the participants' most favourable attitude is given toward item, "ME is a difficult language to learn" (3.42). Another favoured item is, "There are more useful languages to learn than ME" (3.03). The rest of the items only gain mean scores in the range of 2.0- 2.7. In other words, these findings show that the participants are not really in favour of ME. This result is supported by some of the interviewees who also state that they are unlikely to be in occasions that require them to be able to speak Malaysian English. That there are a lot of similarities found in Indonesian and Malay might be the reason of the interviewees' statements. Thus, there is no need for Indonesians to learn ME if they would like to communicate with Malaysians. The participants can simply use Indonesian. It implies that the use of ME in Indonesian social context is none. In addition, an interviewee states her preference of talking in ME with ordinary Malaysians but she will talk in BE with the educated Malaysian people because she is of the opinion that the "ordinary Malaysian people" will not really understand BE. It suggests that the participant is of the opinion that ME is an English variety known of the less educated Malaysian people.

The qualitative result also shows that the most of the interviewees think that they can use AE or BE to communicate with Malaysians if they cannot express their intention in Melayu. Moreover, there is a possibility that the students have never got any exposure toward ME from their teachers. According to Kirkpatrick (2006), Indonesia's linguistic and cultural are similar to Malaysia's linguistic and culture so it might be sensible for Indonesians to make Malaysian as a model variety; however, it would be difficult to persuade Indonesians to accept a Malaysian. Despite their insignificant favour toward ME, there are few interviewees who explain that they use and read ME in Yahoo Messenger while chatting with their Malaysian friends or families. It suggests that the internet and family's bound might be a potential means to expose the students to ME and to other variety of Southeast Asia Englishes.

Figure 4
Participants' attitude toward Malaysian English

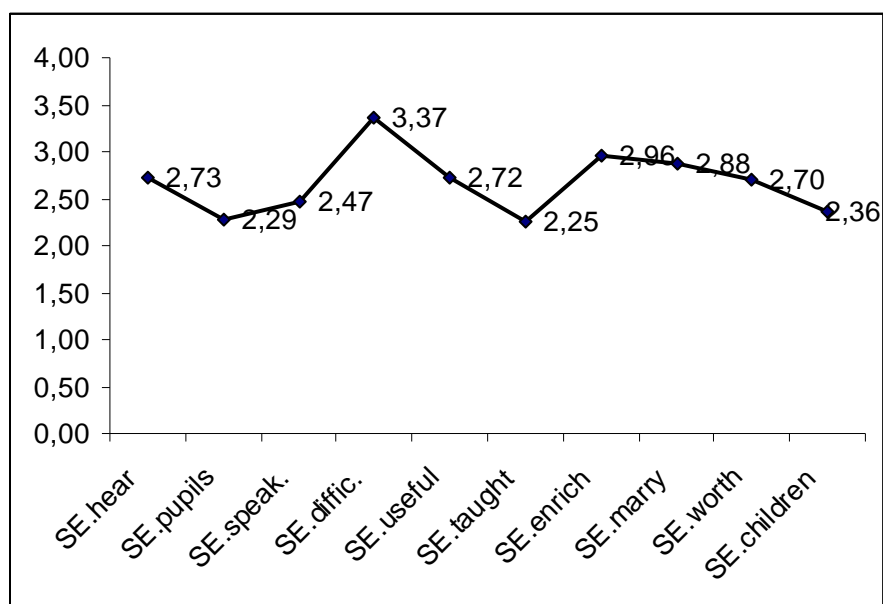


Note. (N= 108)

Figure 5 reveals students' language attitudes toward Singaporean English (SE). The mean scores of the items show that there are no item with the score above 3.4. The highest mean score is shown by the item, "SE is a difficult language to learn" (3.37) and the rest of the items' mean scores are below 3.0. The 9 items are presented respectively as the following "Learning SE enriches my cultural knowledge" (2.96), "I would not mind marrying a SE speaker" (2.88), "I like hearing SE spoken" (2.73), "There are more languages to learn than SE" (2.72), "SE is a language worth learning (2.70), "I like speaking SE" (2.47), "If I have children, I would like them to be SE speakers regardless of other languages they may know" (2.36), "SE should be taught to all pupils in Indonesia" (2.36), "I prefer to be taught in SE" (2.25). These findings indicates that the participants have little favour to learn SE for either educational or social purposes. It might happen like that since the participants have not got any need to be familiar to SE at least for the time being when they are still students and have almost no contact with Singaporeans. As Byram, Morgan and colleagues (1994) state that learners' attitudes of a language might be exerted by the power and status relationship with

the native speakers of the language. In other words, the participants can be assumed not to have a close relationship with Singlish speakers. This finding supports Kirkpatrick's (2006) statement that Singaporean English may have practical or utilitarian value; however, it has not gained the prestige yet to be adopted as a model for Indonesia.

Figure 5
Language attitudes toward Singaporean English

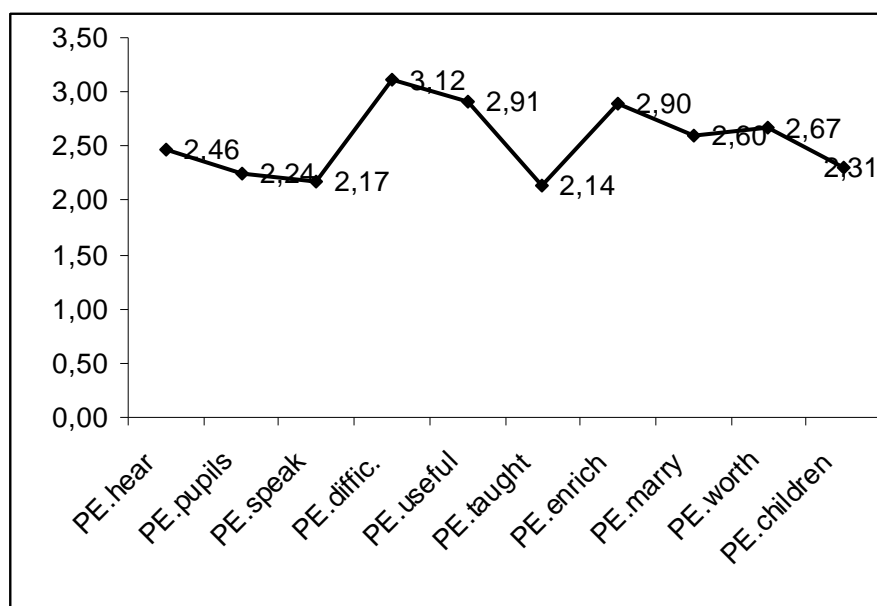


Note. (N= 108)

As can be seen from Figure 6, the participants tend not to show a positive attitude toward PE. It can be seen clearly from the mean scores of each item. There is only one item of PE that gains a mean score above 3.0 and it is gained by the item, "PE is a difficult language to learn" (3.12). This result is similar to the one that is found in ME and SE. In the following, the items that obtain mean scores less than 3.0 are presented respectively: "There are more useful languages to learn than PE" (2.91), "Learning PE enriches my cultural knowledge" (2.90), "PE is a worth language to learn" (2.67), "I would not mind marrying an Philippine English speaker" (2.60), "I like hearing PE spoken" (2.46), "I would like my children to be also PE speakers"

(2.31), "I like speaking PE" (2.17), PE should be taught to all pupils in Indonesia" (2.14), and "I prefer to be taught in PE" (2.14). The participants' low favour of PE indicates that they have not got enough exposure of PE and concern to learn it for developing their intercultural competence. It also implies that the participants are not in favour of using PE in educational or social context.

Figure 6
Language attitudes toward Philippine English



Note. (N= 108)

Figure 7 presents the correlation of among BE, AE, ME, SE, and PE. It can be seen that ME is correlated with BE, SE, and PE in a moderate to strong fashion (*with coefficients range .274- .550, $p < .01$*). Therefore, it indicates that the higher participant's attitude toward ME is, the higher his or her attitude toward BE, SE, and PE, and vice versa. Besides, the highest correlation is found in the correlation of PE and ME ($r = .550$) and the lowest correlation is shown in the correlation between ME with BE ($r = .274$). Surprisingly, BE and AE are not correlated to each other. It indicates that the students who highly favour AE do not always highly favour BE and vice versa. There is no correlation found between AE with other Englishes. It

suggests that the participants' attitude toward AE cannot determine their attitude toward other Englishes included in this study.

Figure 7
The Correlation of Englishes

	BE	AE	ME	SE	PE
BE	1	-,073	,274(**)	-,006	,074
AE	-	1	-,101	-,092	-,136
ME	-	-	1	,506(**)	,550(**)
SE	-	-	-	1	,512(**)
PE	-	-	-	-	1

Note. ** $p < .01$ level (2-tailed).

* $p < 0.05$ level (2-tailed).

Legend:

AE = American English

BE = British English

ME = Malaysian English

PE = Philippine English

SE = Singaporean English

Conclusion

As it can be seen from the findings of the study, it can be concluded that the first hypothesis of this study is validated. Maranatha Christian University students show more positive attitudes both toward American English and British English than toward other Englishes. The findings of the study seems to support Friedrich's (2000) statement that, "in an Expanding Circle country, where the political and social consequences of speaking a certain variety are less an issue than in the Outer or Inner Circles." In other words, knowing English might be the primary purpose of the

participants and knowing a particular variety of new Englishes is not yet their concern. Therefore, although some studies have shown that most non-native speakers English must be aware and know non-native Englishes since they might have more contact with the speakers more than with English native speakers, the current participants have not felt the need to. This might be caused by the lack of teachers' participation in building the students' awareness that English as an international language "belongs to all of its users and not exclusively to speakers of the inner circle" (Mckay, 2002, p.127). The low positive attitude of the present participants toward the new varieties of English in Southeast Asia suggests that English language teaching (ELT) in Indonesia, especially in Maranatha Christian University, should emphasize awareness of Englishes in order to help learners to develop their communicative competence, in particular "sociolinguistic competence" (Bachman, 1990, p.94) and intercultural competence which both are sensitive to different varieties of English and "contexts in which they will use English" (Berns 2006, p.726).

Regarding the correlation between the Englishes, the findings are not similar to what has been hypothesized. It can be seen that the correlation are found only in some of the Englishes. ME is found to correlate with BE, SE, and PE in a moderate to strong fashion indicating the higher participant's attitude toward ME is, the higher his or her attitude toward BE is. However, BE and AE not correlating to each other indicates the students who highly favour AE do not always highly favour BE and vice versa. AE is also found not to correlate with other Englishes, which suggests the participants' attitude toward AE cannot determine their attitude toward other Englishes included in this study.

In conclusion, the findings support Kachru's (1992) statement that new varieties of English might have to go through a number of phases to be accepted and, in some cases, this may take many years. Furthermore, since language attitude studies significantly contribute to an understanding of sociolinguistic phenomenon and language learners' feelings, stereotypes, expectations and prejudices of the target language, researchers in the Expanding Circle especially, in Indonesia need to examine learners' and users' attitudes toward new varieties of Englishes.

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