CHAPTER I
INTRODUCTION

This chapter serves the initial background of the study. This chapter will focus on presenting the information about the research questions, research objectives, scope of the research, significance of the research, clarification of the key terms and also the organization of the paper.

1.1 Background of the Study

English has become a global language that is widely used in various aspects of life. The use of English is involved in many sectors like education, business, and communication among people from different countries (Crystal, 2012). Within differences in the background of culture, English still serves as a tool to communicate for each other, therefore it is called English as an International Language (EIL) (McKay, 2018; Sharifian, 2009).

English as an International Language emphasizes that each and every variety of English is a language that is internationally used to communicate between people, especially whose mother tongue is not English language (Sharifian, 2009). One of the central themes of English as an International Language is the recognition of World Englishes. It was coined by Kachru (1992) where English is categorized into three concentric circles: Inner-circles, Outer-Circle, and Expanding-Circle countries.

Kachru (1985; 1992; 1996) conceptualized the idea of three concentric circles of influences where the language is used which are based on the historical, sociolinguistic, and literary contexts. The English in the three concentric circles is hierarchical. In the concept of Kachru in 1985, the Inner-circle refers to the countries which have English as their primary language such as the US, UK, Ireland, Canada, Australia, and New Zealand. The Outer-circle refers to the countries which serve English as a second language such as India and Singapore.

The Expanding-circle refers to the countries like Israel, Malaysia, Turkey, Japan, Korea where the status of English language is considered as a foreign language.

However, McKay (2018) argued that World Englishes is different from English as an International Language. World Englishes tend to focus on content and not interaction, whereas English as an International Language focuses on both content, interaction, and process. The theory takes into account what words in English are used, how it is used by the speakers involved, and the level of English competency of the people involved in the interaction. This is in line with the statement by Sharifian (2009) which mentioned that English as an International Language recognizes English to be used for intercultural communication at global level.

The use of English as an International Language in educational context has attracted many scholars' attention. McKay (2002) stated that the practice of teaching and learning must be based on a completely different set of assumptions than the second or foreign language. It is emphasized by McKay (2002) that it must be used to enact speakers to communicate with others about their ideas and culture. Departing from this statement, many scholars have attempted to explore the challenges, possibilities and perceptions towards the use of English as an International Language in many contexts.

Holliday (2005) explored the challenges of teaching English as an International Language and found that the struggle exists in terms of the educators' need to re-align themselves towards the changing ownership of English language and the culturally divisive ideologies and practices. Furthermore, Phan (2008) tried to explore the practice of EIL teaching that focuses on the identity of the teachers and challenges native speakers' perception toward English. Similar to this, Matsuda (2019) also challenged the practice of English teaching in Japan that focuses almost solely on the inner-circle of English in their learning materials.

In Asia, most Asian countries put English as their second language or foreign language (Honne, 2005; Matsuda, 2003). The use of English language is often used by Asian people to interact with other Asian people rather than people from the UK or the USA since the interaction between them occurred in many fields such as business, education, tourism, and many other businesses (Honne, 2005; Matsuda, 2019; Raja et al., 2022)

In Indonesia, Raja et al. (2022) explored the perception of Indonesian EFL preservice teachers' perceptions toward English as an International Language and found that it gives a positive attitude towards the use of it. Moreover, it is found that Indonesian EFL preservice teachers are more committed in utilizing variety in EFL classrooms. The ownership of English language by EFL Preservice teachers is to be known well due to the awareness of the participants in the study. They are open and accepting of different varieties of English as long as it is intelligible.

In their study, Tauchid et al. (2022) explored the views of Indonesian and Japanese EFL students towards English as an International Language. The findings are in line with Lee et al. (2018), Morganna et al. (2020), and Raja et al. (2022) which found that they are aware about the existence of the variety of English outside Standard English such as US and UK. Furthermore, regardless of their diverse cultural backgrounds, they are able and willing to communicate well using the variety of English language that does not profoundly hold the inner-circle set of rules.

Many studies above have investigated the use of English as an International Language on many occasions from college students, pre-service teachers, and in-service teachers of English. This study will fill in more insights by giving the Indonesian college students' and lecturers perceptions from multidiscipline background towards the use of English as an International Language specifically in Campus Asia+ program, an intercultural program which involves Japanese, Korean, Chinese, and Indonesian students talking about multicultural and diversity. In addition, this study will also display the attempt of Indonesian students in introducing their Indonesian culturalism using English to students from multicultural backgrounds.

1.2 Research Questions

The study will focus on answering the following questions:

a. What are the Indonesian lecturers' and students' attitudes towards the use of English as an International Language in the Campus Asia+ Program?

b. How do Indonesian participants introduce Indonesian culture utilizing English as an International Language in the Campus Asia+ program?

1.3 Research Objectives

Based on the focus of the study, the study is expected to reveal the following aspects:

a. Indonesian College students and Indonesian Lecturers' attitudes towards the use of English as an International Language in the Campus Asia+ program.

b. The ==introduction== of Indonesian culture by Indonesian participants utilizing the use of English as an International Language in the Campus Asia+ program.

1.4 Scope of the Study

This study is limited to only reveal Indonesian college students' and Lecturers' attitude towards the use of English as an International Language in the program Campus Asia+ context and the introduction of Indonesian culture by Indonesian participants using English language in the Campus Asia+ program.

1.5 Significance of the Study

This study is expected to give impactful contributions to English teachers, learners, and researchers in Indonesia. In practice, this study is expected to help English learners in Indonesia to get to know the variety of English language that is beyond what the English language usually learned by them. In theory, this study is aimed to provide data and exposure for English learners, English teachers and future researchers in Indonesia about the attitudes and real examples of the use of the variety of English in the English Language Teaching field.

1.6 Clarification of the key terms

Several terms used in this study have to be clarified with the aim to let the readers understand the information contained in this study easily. The terms are as follows:

- English as International Language (EIL): English as an International Language is the theory of English as a language that is used internationally as a tool to communicate among people whose mother tongue is not English

language (Sharifian, 2009) <mark>English as an International Language also served in global and local sense (McKay, 2002).</mark> In this study, the varieties of English emphasized are Japanese English, Korean English, and Chinese English that is used throughout the Campus Asia+ program.

- Attitudes: Attitude is the feeling, reaction and opinion of someone towards something. Gardner (1985) mentioned that attitude is a response of someone towards something that is influenced by the individual's beliefs. In this present study, the context of attitudes refers to the response of Indonesian College students towards English as an International Language and its usage in the classroom context <mark>using three components; Cognitive, Affective, and Behavioral by Haddock and Maio (2008)</mark>.

1.7 Organization of the paper

This paper is divided into five parts as follows:

1. Introduction

   This chapter provides the overview of the study, including the background of the study, purposes of the study, research questions, research problems, the scope of the study, the significance of the study, the clarification of terms, and the organization of the paper.

2. Literature Review

   This chapter covers theories, concepts, and related prior studies that are utilized in the making of the current study. In addition, the elaborations included are the concepts and theories of English as an International Languages, English Language Policy, Students' attitudes, and the students' attitudes towards variety of English.

3. Research Methodology

   This chapter expands the elaboration of the research methodology used in this study. This chapter is divided into five parts, which are research design, research site and participants, data collection technique/instruments, data collection procedures, and data analysis.

4. Findings and Discussion

   This chapter presents the findings and discussions of the study.

5. onclusion and Suggestions

   This chapter concludes the conclusions of the study and suggestions for further related studies.