

CHAPTER V

CONCLUSION

This chapter presents the conclusions of this research, implications of the research, limitations of the research, and the recommendations for further research.

5.1 Conclusion

The findings show participants' positive attitude towards the concept of ELF. They thought that the diversity one language can make was unique and not something to mock. Moreover, although it was not stated explicitly, their opinion towards varieties of English showed an appreciation of cultural identity.

American English held the highest exposure of English since it is the most used variety inside and outside the classroom. British English came next with the exposure mostly from outside the classroom, such as mass media and movies. The other accents which the participants were familiar with were Australian, Indian, Singaporean, and Irish. The exposure ranged from family members to friends. Even though some participants stated that they wanted to sound like the native speakers, they thought that people with accents other than American and British were awesome and respected their cultural pride.

In light of how English should be taught, the interviewees mentioned that teachers needed to give students more opportunities to speak and use the language rather than focusing only on grammar correctness. In addition, students should be encouraged to keep their own accents while having the right pronunciation since word stress is more important than particular accents. Moreover, being informed of the concept of ELF will help students be culturally literate once they step up to the real world outside the classroom.

The teaching materials, syllabus, and assessment should be reconsidered by teachers or instructors and curriculum designers to be mindful of the growing awareness of the ELF paradigm. Teachers can develop teaching materials from Kurikulum Merdeka Belajar and ASEAN Curriculum Coursebook to implement ELF-aware materials.

To sum it up, ELF is not a concept of incorrect English, but a call to action of embracing and celebrating ourselves being a global citizen.

5.2 Limitations of the Study

This study has some limitations. Since the researcher conducted this study under the umbrella of qualitative research methodology, it was time consuming when analysing the data obtained from both open-ended questionnaires and the interviews. Understanding the participants' view was also quite tricky, since the data collection resources were about their experiences and the participants were not all elaborative in answering the questions. Moreover, not all expected participants sent back the questionnaires. Filling open-ended questionnaires seemed to be time consuming, so it was assumed that they were a little bit lazy to do it. Therefore, obtaining data through close-ended questionnaires is recommended.

5.3 Implications of the Study

As mentioned in the first chapter, this study is hoped to enrich the comprehension of opinion towards ELF from students' point of view and to provide information for enhancing possible teaching and learning insights which implement the use of ELF in an ELT classroom. Therefore, this first implication of the study is addressed to the English teachers and instructors to be aware of the presence of ELF and the needs of their students to cope with the real world outside the classroom.

The discussion in the subchapter 4.4 presents insights on how ELF can be incorporated into an ELT classroom. The teaching materials, syllabus, and assessment need to be reconsidered not only by the teachers or instructors but also the stake-holders, for instance the curriculum designers, to be mindful of the growing awareness of the ELF paradigm and the need of students to face the real world with not only one variety of English and to be culturally-literate towards the diversity around the globe. The engagement of ELF-aware teaching materials should be incorporated into teachers' training so that it would help teachers to implement ELF-aware situations in their ELT classrooms. Furthermore,

Kirkpatrick's (2007) statement about three ELF-related considerations in the curriculum should also be taken into account.

5.4. Recommendations for Future Study

Given the fact that this study focuses on students' opinions towards the concept of ELF in an ELT classroom, the findings are not claimed to be a generalisation. Even though the findings show positive attitudes towards ELF, future researchers are expected to provide a wider range of participants, not just in the same place or grades, in order to give more actual, diverse, and profound data. To obtain greater qualitative data, the participants could be tertiary students who are exposed to English, whether in their study programme or in a domestic or overseas programme that requires English as a contact language.

The data collection should be more diverse. It is expected to utilise mix-method research methodology, for example providing close-ended questionnaires and in-depth interviews or Focus Group Discussion (FGD). To interview the participants, face-to-face interviews are more recommended than through a meeting app, since internet connections and technical problems could be a barrier to convey what you have to say. A longitudinal study is also expected to provide more solid findings to enrich the opinions towards ELF and its implications to English language pedagogy. Moreover, since ELF-related material is still lacking, future study can also investigate it and its implications to English language testing.