

# CHAPTER I INTRODUCTION

## 1.1 Background of The Research

Lingua Franca is the common language used by people who do not speak their first language (Seidlhofer, 2005 cited in Rahayu, 2020). Where in one scope they use the language that has been agreed upon as the lingua franca. And most people also call the lingua franca a lingua franca. Perhaps it can be said that the lingua franca is also a language of instruction. For example, we can see the use of English as a lingua franca in the context of learning English.

Currently, English is the main medium of scientific publications, politics, economics, trade, and education (Alwasilah, 2014). Not without reason, because indeed the English language has become a language that is mandatory for us to learn. Many agencies have instructed residents to use English at all times. Globalization is the reason why things like this can happen. The impact of globalization has made English the lingua franca, and its lingua franca status has begun to affect teacher education and the ELT field (Bingöl and zkan, 2019). Therefore, the ELT teacher is also an important element of this situation.

The involvement of ELT teachers in the application of English as a lingua franca in schools is natural. ELT teachers have the most important role in the development of student learning because in a country where English as a second language is an important source of language input (Rahayu, 2019). Their role will start from how they condition the class during the learning process. With this task, the ELT teacher will be the most influential person in this situation.

The importance of ELT teachers who are aware of the implementation of ELF pedagogy (Koseoglu, Meryem, and Gilanlioglu, 2021). In this case, the awareness and concern of ELT teachers should be noted for the continuity of English as a lingua franca in schools. ELT teachers have to do something worth doing. After everything is done, a result will be created. From these results, the ELT teacher will be able to create a perception of what has happened.

ELT teachers have strong authority over how they respond to an incident related to their field. The perceptions of ELT teachers are useful for obtaining their latest views on ELF and its pedagogical implications (GECKİNLİ, Fikri, and YILMAZ, 2021). Therefore, the ELT teacher's perception of English as a lingua franca is worth exploring. The results are not only for us but also for speakers of the next generation of languages.

Based on the case study above, this research is entitled "**ELT Teachers' Perception About English as Lingua Franca in Senior High School and Vocational School in Brebes**". This study discusses the perception and role of ELT teachers as professional teachers in seeing the implementation of English as a lingua franca in schools. The sample of this study was selected ELT teachers from the Senior High School and Vocational School in Brebes.

## **1.2 Identification of The Issue/Phenomenon**

Problem identification is needed to provide clarification about the problem to be studied. ELF is the use of English as a global means of communication between communities. In 2007 English was also inaugurated as the working language in ASEAN (Kirkpatrick, 2008). Therefore, all countries in ASEAN including Indonesia must use English as the language of instruction. However, in contrast to reality, Indonesia did not carry out this policy. Even the concept of English as lingua franca (ELF) is not a major

concern, especially in Indonesian schools and no school implements English as a lingua franca.

This is due to several factors, for example, perhaps the lack of quality education and also the quality of the ELT teachers in the school. Not only that, the interest and willingness of each individual also has a big influence on this issue. Not a few people think that English is an unimportant language. Some even say why to use a foreign language in a school environment, while we live in an L1 environment. We know that Indonesia is now ranked 80 in the English Proficiency Index (EF EPI, 2021). And this is also an additional factor of how difficult it is to apply English as a lingua franca in Indonesia and especially in the school environment. Lian et al (2016) stated that schools must struggle to find the best approach if they want to adopt English as a lingua franca. Lian & Sussex (2018) also stated that innovation is needed if Indonesia wants to realize better English language learning.

Meanwhile, the role of ELT teachers is very influential in this matter because they work in their field. Every day they teach and interact with students through foreign languages as subjects they teach. However, the problem is that there are still many individuals who underestimate the English language. Thus, the role of the ELT teacher deserves further attention regarding this phenomenon. This kind of thing will require ELT teachers as facilitators to guide students to be able to empower English in the school environment. Of course, the ELT teacher is the key to whether the implementation of English as a lingua franca will work well or not. Bumela (2020) stated that ELT teachers in Indonesia should adopt new learning pedagogies for better quality education.

### **1.3 Limitation and Focus of The Research**

To limit the scope of the research, this study only focuses on ELT teachers' perceptions of the implementing of English as a lingua franca in the

school environment. In this study, the researcher selected several ELT teachers from senior high school and vocational schools as research subjects.

In this study, the researchers focused on two things. First, it focuses on how ELT teachers see the implementation of English as a lingua franca in the school environment. Second, it focuses on the role of ELT teachers as professional teachers in the implementation of English as a lingua franca in the context of learning. In this case, the researcher interviewed the ELT teacher and then the answers from the interview were analyzed to find out how and what happened in the implementation of English as a lingua franca.

#### **1.4 Research Questions**

Based on the background and focus of the research, the researcher formulates the research questions as follows:

- 1.4.1 How do the ELT Teachers view English as a lingua franca in the school context?
- 1.4.2 How is the role of the ELT Teachers in implementing English as a lingua franca in the learning context?

#### **1.5 Aims of The Research**

From the research problems above, the aims of the research are as follows:

- 1.5.1 To find out how ELT teachers view about English as a lingua franca in the school context.
- 1.5.2 To find out how the role of ELT teachers in the implementing of English as a lingua franca in the learning context.

#### **1.6 Significances of The Research**

Theoretically, the importance of this research is to increase references that can be used in conducting research, especially in the field of education. In addition, this study also increases references for ELT teachers in

developing English as a lingua franca in schools. Of course, this researcher will also be very useful for other parties when someone wants to research the same problem.

Practically, the results of this study can be useful for ELT teachers to solve problems in the application of English as a lingua franca. In addition, it is also expected to stimulate students in understanding English material. For teachers/lecturers of English can increase their interest and ability in teaching English. Then, for the students, they can increase their interest and understanding in learning English. Indirectly, this research will also give importance to the field of education, especially for ELT teachers in developing English in schools. Then it is hoped that it can provide contributions and alternative information about new methods of teaching in teaching English for senior high schools.

## **1.7 Theoretical Foundation**

The following are some of the theoretical foundations of this research:

### **1.7.1 English as a Foreign Language**

According to Maulina (2018), English as a foreign language is taught in an environment where English is not the mother tongue, such as in Japan, where Japanese students learn English. In an EFL environment, students learn English in class but continue to speak their mother tongue outside of it. In general, there are several reasons to learn a foreign language. Most language students around the world may do it because it is in the syllabus. Some people make an effort to learn English or another foreign language because they believe it will help them improve their career, such as in business or pursuing higher education.

English as a foreign language (EFL) is different from English as a second language (ESL). ESL differs from EFL in that it is based on the assumption that English is the language of the community and school, and

that students have access to an English model (Gunderson, 2009 cited in Wintari, 2017). Thus, English becomes a foreign language when it is acquired in an environment where English is not used in society or schools.

ESL countries are countries where English is the language of instruction in education and government. Even if English is not the mother tongue; whereas EFL countries are countries where English is not the language of instruction in education but is taught in schools (Fernandez, 2012 cited in Wintari, 2017). As a result, Indonesia is classified as an EFL country because, unlike Thailand, China, and other Asian countries, Indonesians do not speak English as a first language.

In Indonesia, English is not a compulsory subject in *sekolah dasar* (SD) or elementary school, but is mandatory in *Sekolah Menengah Pertama* (SMP) or junior high school and *Sekolah Menengah Atas* (SMA) or senior high school (Zein, 2018). For language learners in Indonesia, English is a foreign language. According to Els et al (1984) cited in Setiyadi (2020), for example, presents a perspective on the differences between learning the target language in L1 and L2 environments.

<b>L2 learning in L1 environment</b>	<b>L2 learning in L2 environment</b>
guided learning	unguided learning
tutored learning	untutored learning
formal learning	spontaneous/ naturalistic learning
foreign language learning	second language learning
Learning	Acquisition

**Table 1.1 Foreign language in L1 and L2 environments**

Based on the table above, L2 learning in an L1 environment has more specific goals in learning foreign languages. The process in the L1 environment also looks more neat and organized. Meanwhile, L2 learning in an L2 environment does not appear to have a specific purpose and does not even have proper procedures.

In Indonesia, over the past decade, the English linguistic landscape has changed a lot. Although the allocation of hours for English in public schools is limited, exposure to the language outside of school has increased significantly. This increased exposure to English has been proven in many areas of Indonesian people's daily life. Hamied (2013) states that "with the extraordinary advances in information and communication technology, exposure to English is an everyday phenomenon". With Indonesia as the fourth largest internet user, most Indonesians have daily exposure to English (Hamied, 2013) and the internet plays an important role in student life (Dewi, 2014). This allows them to have daily contact with a wide variety of English, not to mention Asian languages (eg Singaporean English, Malay English). In addition, many airlines make announcements in English in addition to Indonesian. National radio and television were selectively broadcast in English, and local television companies filled their programming schedules with Western films and English songs. In addition, new products, from soap to instant noodles, from clothing to novels, targeted at young adults, are labeled and promoted in English (Lamb & Coleman, 2008). So, although the number of school hours is fixed, Indonesians have a much greater amount of exposure outside of school hours each day.

The changing landscape of the English language in Indonesia means a review of its status. On the one hand, it is true that in general Indonesians have limited opportunities to use English with so-called "native speakers", and also limited exposure to the language in the classroom. However, the increasing prestige and use of English in the daily life of Indonesians makes the status of EFL questionable sociolinguistically. In this regard, Indonesia itself has become part of a global linguistic movement characterized by the highly changing nature of English interaction through globalization, and the dynamic and complex relationship of English users who do not speak as their mother tongue

(Dewi, 2014). This is because there is a more pressing need for Indonesians to be able to communicate successfully in English with their ASEAN counterparts (Brunei Darussalam, Cambodia, Laos, Malaysia, Myanmar, Singapore, Thailand, Philippines, Vietnam), than with traditional ones. defines “native speakers” (Kirkpatrick, 2010, 2012). With English recently adopted as the sole working language of ASEAN, of which Indonesia is a founding member, the importance of the language in the region has become even more apparent (Kirkpatrick, 2016). The adoption of official English in the 2015 ASEAN Charter is a legitimate international commitment for many Indonesians. This increases the emphasis on using English to communicate, work and trade with other ASEAN members, especially with the recent ASEAN Integration. Using English for communication with ASEAN counterparts is a more realistic setting for most Indonesians, than communicating with the traditionally defined “native speakers” of English from UK or the USA.

This is where English is the lingua franca (ELF). In the context of ELF, all types of English vary as users make use of their pragmatic options to express themselves. English, as a linguistic code, is therefore only one of the factors in communication, and participants in communication will use it as a resource through the exploitation of various linguistic and social elements at their disposal to achieve effective communication, regardless of conformity to standards. English (Seidlhofer, 2018). Participants in ELF communication use their “multi-faceted multilingual repertoire in a way that is wholly motivated by the communicative goals and interpersonal dynamics of the interaction” (Seidlhofer, 2011). It is not clear how such a dynamic and complex use of English can be accommodated by the EFL and ESL perspectives. In fact, the use of English which is very dynamic and complex as a result of its official role at the ASEAN regional level makes the perspective of EFL and ESL in Indonesia no longer relevant.



English is now best seen as a lingua franca with other ASEAN member states as well as the wider international community.

The focus of ELF users, according to Seidlhofer (2011), is on the purpose of the conversation and the interlocutor as human beings, not on language as a code. For this reason, scholars such as Hamied (2012) and Kirkpatrick (2010, 2012) argue that the main problem for Indonesian English learners as part of the ASEAN community is no longer English as native, but how to convey their message, that is, how they can communicate with each other. understand and be understood in the context of ELF. Thus, the aim of teaching English is not for learners to acquire native speaking skills and sound like "native speakers" (in the traditional sense), but to help learners use English for communicative purposes in lingua franca situations (Jenkins, 2006, 2007; Seidlhofer, 2004). This is how the ELF perspective fits into the Indonesian context.

#### 1.7.2 English in ASEAN

The Bangkok Declaration signed in 1967 was the first step in the formation of ASEAN. Indonesia, Malaysia, the Philippines, Singapore, and Thailand are the five founding countries of ASEAN (Kirkpatrick & Sussex, 2012). Amid the height of the Chinese Cultural Revolution and the Vietnam War, ASEAN was created at a time of political uncertainty. The Bangkok Declaration is only two pages long, and none of the seven goals and objectives address language or culture. Five additional countries join ASEAN in the next 30 years or more. Brunei (1984), Vietnam (1995), Laos and Burma (1997), and Cambodia (1999) are countries that are members of this arrangement.

ASEAN is a particularly interesting place for the study of English as a lingua franca because member states are divided into separate groups according to Kachru's (1985) 'circle' categorization. Brunei, Malaysia, the Philippines, and Singapore can be considered 'outer circle' countries,

where English continues to play an important role due to their colonial heritage and where variations of Brunei, Filipino, Malaysian and Singaporean English can be discussed. However, the history of English in these countries since their independence is far from comparable. Malaysia's 1967 National Language Law, for example, mandates a gradual transition from English to Malay as the language of instruction in all government institutions and universities (Kirkpatrick, 2008). Given that this law was passed in the same year that Malaysia became a founding member of ASEAN, it is surprising that English is tacitly accepted as the exclusive working language. Malaysian policy then switched back to using English as the language of instruction for mathematical and scientific topics in schools.

The excellence of English in ASEAN is reflected in the education curriculum in the region. Indonesia is the only one out of 10 countries where English is not a core subject in primary schools, but parental demand is high enough that almost all primary schools offer English (Kirkpatrick, 2010). Several countries use English as the language of instruction in primary schools, often teaching math and scientific topics in English, but some of these countries have recently announced policy changes.

Apart from the 'ordinary' justification for the prominence of English, namely that it is the language of globalization / modernization / technology / knowledge dissemination, English has official status as the exclusive working language of ASEAN (Kirkpatrick, 2012). English is the only working language of ASEAN that has been de facto inaugurated. At the ASEAN Summit in November 2007, the ASEAN Charter was introduced. Article 34 "ASEAN Working Language" reads: "ASEAN working language is English", (Kirkpatrick, 2008).

### 1.7.3 English as a Lingua Franca

#### 1.7.3.1 Definition of Lingua Franca

A lingua franca is a language that is used as a common language among people who speak different native languages. It is a language that individuals adopt when their mother tongue is different but they need to communicate with each other for various reasons, such as trade, administration, or diplomacy. Several languages have functioned as lingua francas throughout history, and most of them have suffered the same fate: their prominence has diminished, and they are increasingly losing their status, some even disappearing altogether (Barančicová, 2015).

According to the Encyclopaedia Britannica (2014) cited in Barančicová (2015), the following are examples of some languages categorized as lingua francas that have existed throughout history, such as Aramaic in Southwest Asia (in the Persian Empire) from the 7th century BC to about 650 AD. Until the 18th century, Latin was the lingua franca of European intellectuals. Portuguese served as a diplomatic and trade language on the African coast and coastal areas of Asia from the Indian Ocean to Japan during European voyages from the 15th to the 18th centuries. Malay was employed by Arab and Chinese traders in Southeast Asia during the same period.

Based on the explanation above, the language that is categorized as a lingua franca depends on the speakers of the language in the area. The use of language is prioritized so that the language can be used as a lingua franca. For example, the use of English as a lingua franca in Indonesia, which prioritizes its use for educational areas or other fields. A lingua franca is a language that is used as a common language among people who speak different native languages. It is a language that individuals adopt when their mother tongue is different but they need to

communicate with each other for various reasons, such as trade, administration, or diplomacy. Several languages have functioned as lingua francas throughout history, and most of them have suffered the same fate: their prominence has diminished, and they are increasingly losing their status, some even disappearing altogether (Barančicová, 2015).

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### 1.7.3.2 Lingua Franca Core

The Lingua Franca Core (LFC) has been proposed as essential to maintaining clarity in international settings (Jenkins, 2000 cited in Dauer, 2005; Deterding, 2011; Zoghbor, 2018), including the following core features:

#### 1.7.3.2.1 Consonants

- All the consonant sounds that exist in the Received Pronunciation (RP) and General American (GA) except the dental fricatives /ç/ and /ð/.
- The RP intervocalic /t/ ([t]) rather than a GA one.
- Clear /l/ instead of the dark [ɫ]; regular substitution of [ɫ] with either clear /l/ or /ɹ/ is unproblematic for intelligibility.
- The GA rhotic variant, the retroflex approximant [ɻ] rather than the RP post-alveolar approximant [ɹ].
- The aspiration [h] following the fortis plosives /p/, /t/, and /k/ in initial position in a stressed syllable.
- Initial and medial consonant clusters but not final consonant cluster.
- Elision of /t/ and /d/, across word boundaries or within the same word, has no negative influence on intelligibility and these are regularly elided even in careful speech.

#### 1.7.3.2.2 Vowels

- Contrast between short and long vowels.
- Second Language (L2) regional (and consistent) qualities will remain intelligible except in the case of the long vowel /ɜ:/ whose quality and quantity are both core features.
- Appropriate vowel length before voiced and voiceless consonants (e.g. /i:/ is longer in 'seed' than in 'seat').

#### 1.7.3.2.3 Prosody

- Word stress, pitch moment, rhythm, weak forms and features of connected speech and pitch movement are all non-core features. These features have insignificant influence on the learner's intelligibility and are, to a large extent, unteachable.
- Nuclear stress is critical and enhances intelligibility.
- Division of speech into smaller units facilitates intelligibility.

#### 1.7.3.3 Definition of English as a Lingua Franca

The word 'ELF' means for "English communication between speakers of diverse first languages" (Seidlhofer, 2005). In the last 15-20 years, a new field of study known as "English as a lingua franca" (ELF) has flourished, producing hundreds of books, articles, and independent magazines dedicated to the phenomena surrounding the extraordinary global growth of English in the world ( Brosch, 2015). In the 20th and 21st centuries, the scholars (or groups) who publish these issues often provide definitions of their new discipline, making it possible to compare their differing perspectives. These definitions have been organized into groups based on their literal meaning. Before delving deeper into ELF words, it is imperative to have a better understanding of what English as a global language is and how it is spoken in countries where English is not the mother tongue.

According to Seidlhofer (2011), English is Lingua Franca because it is used as a communication tool between individuals who do not use English as their first language. They prefer to communicate in English as a means of exchanging ideas. Because they come from different language backgrounds, they choose English as an option. Furthermore, Mesthrie and Batt (2008) cited in Ngatu and Basikin (2019), stated that English has become the lingua franca because the interlocutors come from various linguistic and cultural backgrounds

(students come from different dialects, intonations, and ways of speaking). . He argues that English is often used as a lingua franca in various regions and for certain purposes or goals. Their explanations focus on the use of English, the cultural lingua of those who share ideas or communicate using English, and their goals.

#### 1.7.3.4 Pedagogical Aspects of ELF

The transition from a strong to light standard English (SE) emphasis is needed to provide pedagogical space for ELFs in the English classroom. Beyond the issue of normativity, the social constructivist re-conceptualization of ELT and second language learning and teaching, in general, provides a new pedagogical perspective for a variety of ELF-related learning objectives and activities. Kohn (2015) discusses several aspects of ELF pedagogy: The first pedagogical focus is on learning and teaching language activities related to ELF in English classrooms. The conceptual framework is based on the constructivist social condition "My English", which states that using English as a lingua franca means first and foremost using English itself for lingua franca communication. This shifts the emphasis from "teaching ELF" to "teaching for ELF communication."

The awareness-raising exercise aims to make learners more aware of the lingua franca expressions of English that they can find in the natural environment of ELF communication. In situations of contact between speakers of diverse linguistic origins, this is a necessary first stage in the process of building a "third space" (Bhabha 2012; Kramsch 2009). Exposure to pedagogically selected manifestations of actual ELF communication helps promote learners' linguistic and cultural tolerance – both for others and for themselves – in addition to learning about the features, potential, and limitations of ELF. The second pedagogical focus is on assisting students in developing ELF-specific comprehension skills to deal with problems such as unfamiliar

pronunciation, ambiguous meaning, and poor coherence. The construction of the "third space" requires the perception and resolution of understanding the problem. Extensive practice, such as awareness-raising, should be supported and supplemented by "learning about" activities.

The third pedagogical focus is the development of ELF-specific production capabilities. The concept of pragmatic fluency, which focuses on non-native speakers' pragmatic-linguistic knowledge and skills for interactional performance with speech steps and actions, topic management, speech turn, speech rate, and refinement (House 2002), is particularly relevant in this context. When faced with linguistic gaps, pragmatic fluency provides communicative lubrication for the formation of a collaborative "third space" between interlocutors. More specifically, it allows speakers to negotiate to mean and adapt their ELF performance to the knowledge, abilities, and attitudes of their interlocutors. Growth requires exposure to multiple ELF interactions, aided by concentration on the form combined with a weak, communicative SE orientation.

Raising awareness and enhancing ELF understanding and production capabilities requires a deliberate strategy rooted in everyday communicative competencies and behaviors. Learning and teaching activities related to ELF should be based on pragmatic-cognitive knowledge of how people communicate with each other, to ensure understanding and engagement through contextual and strategic engagement. There is a need to introduce the topic of applied linguistics into the secondary school curriculum.

Kirkpatrick & Bui (2016) cited in Sudimantara (2021) suggest that English language learning policies should cover the following areas: (1) The potential relevance of English for educational, economic,



cultural, and political equity, and its impact on local languages. (2) The educational challenges of the current English language policy related to teacher education, English learning environment, national curriculum, pedagogy, English proficiency, and evaluation. (2) Approaches to advance English language education policy.

#### 1.7.3.5 Identity and Multilingualism in ELF

The relationship between identity and language use in ELF situations has been studied in recent years (Gu, Patkin & Kirkpatrick, 2014). Interlocutors from different cultural groups may have different language behavior in ELF communication (Louhiala-Salminen, Charles, & Kankaanranta, 2005). In addition, different cultures are created among ELF professionals who build good relations by engaging in “multilingual” related to “intercultural” (Planken, 2005).

It should be reiterated that the main function of English in Indonesia is as a lingua franca for multilingual who speak English as a second or third language. In terms of language learning objectives, English can be described as a lingua franca, the language used by multilingual that reach the ideal standard of native speakers is irrelevant. The goal of learning English as a lingua franca is to make full use of it in multilingual situations (Kirkpatrick, 2012).

Most English speakers are multilingual who speak English as a second language and use it as a lingua franca, often with other multilingual. A common conception of SLA is that learning is a social practice and language as a social phenomenon (Firth and Wagner, 2007). Multilingual people who use English primarily as a lingua franca with other multilingual people must have English language competence judged by how well they use it. in the multilingual situations in which they work. Similarly, children learning English in classes do not need to master standard native-speaker linguistics. They must be able to use

English effectively in multilingual situations. Instead of ideal native speakers, multilingual successful ones serve as models for their language. Of course, this is a simple statement, but people will want to know how we can judge multilingual success.

Adopting a lingua franca approach to teaching English has clear implications for the type of teacher that is best suited. One might think that in a multilingual culture, a skilled multilingual would make the perfect language instructor. Even in multilingual situations where English functions primarily as the lingua franca, the belief that the ideal teacher is a native speaker remain steadfast. One explanation for this is that native speakers are seen as having “better skills in demonstrating fluent and idiomatically acceptable language (and) in recognizing the cultural implications of language” (Phillipson, 1992 cited in Kirkpatrick, 2012).

Multilingual who need to speak English with other multilingual must be able to discuss parts of the culture as well as convey their cultural values in English. As a result, the English curriculum can be transformed into a cross-cultural curriculum that focuses on Indonesian culture, with the themes of students' interests and concerns. Local problems and situations must be addressed in the curriculum. A group of Indonesian colleagues developed a Culture-Based English course for students as an example of such a program (Aziz et al. 2003). This course is tailor-made for Indonesian students, and the course authors select themes from Indonesia's diverse local culture, with each chapter focusing on a different component of indigenous Indonesian culture. Students gain the capacity to explain and debate local Indonesian culture in English as a result of this.

#### 1.7.3.6 The Multilingual Model of ELT

One implication of adopting a multilingual model when the primary goal of learning English is to use it as a lingua franca in a multilingual setting is that successful multilingual users of English not only offer a role model for students but also provide a linguistic model. That is, multilingual English teachers replace native English teachers as linguistic resources for students (Kirkpatrick, 2010). Therefore, second language speakers must be measured by the success of bilingual or multilingual speakers (House, 2002). This necessitates the replacement of a 'normative mindset' with the understanding that norms 'keep shifting and changing' (Seidlhofer, 2008).

The benefit of using a multilingual strategy is that it allows English teaching to be postponed until secondary school. The concept that the sooner a child starts learning a language, the better is one of the reasons for the increasing early adoption of English into primary school curricula across Indonesia. The concept that the best method for learning a language is to learn substantive topics through that language is one of the reasons why several areas have mandated that mathematics and science be taught in English starting in elementary school (Kirkpatrick, 2010). One of the reasons usually cited for early entry grades in language acquisition is that it helps students achieve native speaker-like competence. However, under the multilingual approach, competence such as native speakers is no longer the end goal. You don't have to be multilingual and use English as the lingua franca to sound like a native speaker. Instead, multilingualism can be left sounding like one. And a motivated teenager or adult can learn a language very competently. As a result, English can be delayed until secondary school (Kirkpatrick, 2010).

The benefit of postponing English until high school is that it allows students to focus on other subjects. Due to the early introduction of English into the primary school curriculum, other topics, especially local languages, have been removed from the curriculum. The current emphasis on learning the national language and English, as well as the elimination of local languages from the curriculum, has led researchers to estimate that half of the world's 6500 languages are threatened with extinction (Kirkpatrick, 2010). National and international languages are taught to children and youth at the expense of local and minority languages (Hrelp, 2008 cited in Kirkpatrick, 2010). Delaying the introduction of English until secondary school, on the other hand, allows primary schools to concentrate on the mother tongue. Primary schools should provide literacy in the child's mother tongue and national language, where applicable and applicable. This will give the child a sense of belonging as well as a solid foundation in both languages. This linguistic foundation will help students learn English more easily later in life, while ensuring that more regional languages are included in the main curriculum (Benson 2008).

#### 1.7.3.7 Language Policy in Education

Several experts have proposed a definition of language policy. Language policy, according to Rubin & Jernudd (1971), is decision-making about language. This definition is rather broad and does not provide much information, especially in terms of language policy. Language policy, according to Weinstein (1980), is a vigorous and long-term goal endorsed by the government to modify language itself or change the function of language in society to solve communication problems. This definition provides at least a clearer picture of language policy than the previous one, with three important pieces of information to note. First, language policies are made and implemented by the government. Second, language policies are developed in response to

community communication issues. Third, we have to wait a long time to see the effect. Another definition comes from Ager (2001), who describes language policy as official planning carried out by people who hold political responsibility. People who are elected and serve in government positions such as presidents, governors, and mayors are usually at the stage of political interest, regardless of the country's political system. Those who hold power, act as government, are elected by their constituents because they can represent their interests well. They usually set policies as a result of serving their constituents, or in other words, as a consequence of political interests. As a result, the policies they develop tend to reflect the interests of the groups they represent. So it is permissible to say "language policy is not neutral" (Shohamy, 2006).

This is an important aspect of language policy in terms of education. Although Shohamy (2006) claims that language policy in education is a kind of coercion and manipulation of language policy by authorities to turn ideology into practice, it is also the location where government officials administer or make policy. It is the experts who should be consulted when developing or implementing a language policy. Jaffe (2011) cited in Saputra & Saputra (2020), for example, argues that the restoration of Corsian French is closely related to the function of language policy in education. For more than 30 years, Corsian French was not taught in schools, but once it became mandatory, the number of bilingual students grew. This situation can be interpreted as an example of how language education policies can help revive languages, even though they are almost (if not completely) extinct.

## 1.7.4 Some Concept of Teacher

### 1.7.4.1 Definition of Teacher

According to Mehri (2019), teachers are experts who can convey information that will help students develop, identify, and acquire skills that will be used to overcome life's obstacles. Instructors also impart to students the knowledge, skills, and values that will help them develop. An educated individual can take advantage of the possibilities in both the commercial and government sectors. In the implementation of the educational process, the teacher is responsible for assisting students in obtaining information (Susiyanti, 2019). To improve the quality of learning, students must understand not only the vowels and consonants of the target language, but also the culture of the target language. It is the process by which a learner understands the world in front of a group of individuals who speak the same language.

Juniantari (2017) defines highly competent teachers as teachers who can foster a positive learning environment and increase student participation in class. A good teacher, on the other hand, seizes every opportunity to stimulate learning, thinking that all students are capable of learning. Therefore, this skill is very important to be mastered by a teacher. Competence, according to him, is a collection of skills, the capacity to impart knowledge, and the way an educator defines behavior to achieve learning and educational goals. Meanwhile, Hakim (2015) claims that personal attributes are a determinant of the success or failure of an educator because it shows the level of professionalism in the teacher sector, which is a competency.

### 1.7.4.2 The Role of Teachers in the 21st Century

The teacher is a professional who can convey information to students to help them improve, identify, and acquire abilities that will help them face life's obstacles (Mehri, 2019). Teachers also provide

students with knowledge, skills, and values that foster their development. Teachers are also well known for their function in educating students in certain areas of expertise; they are immediately identified as the person standing at the front of the class and explaining the topic on the board.

Now, in the 21st century education depends on Thinking Skills, Interpersonal Skills, Information Media, Technology Skills as well as Life Skills and the activities of teachers must be closely connected with students (Djumanova and Makhmudov, 2020). The majority of people believe that a teacher is someone who stands in front of the class and explains lessons to students. Therefore, to become a competent teacher in the 21st century, the teacher must play other roles in the classroom, such as manager, facilitator, counselor, role model, controller, participant, and human resource in learning activities.

Lian & Sussex (2018) Stated the competencies that an educator must possess, including: Being able to embrace and accommodate the needs of students, Implementing significant changes in policies and practices, and Having an innovative system in learning. Sudimantara (2021) in his thesis said that there is a need for an innovative pedagogy model that explicitly answers the transformative goals of education in Indonesia. This means that teachers in Indonesia need to be aware of their role as educators who are responsible for what they do. Teachers need to develop innovative minds in their role as educators. They also need to implement significant changes in policies and practices as teachers in schools.

### 1.7.5 Some Concept of Perception

#### 1.7.5.1 Definition of Perception

Perception is a psychological function that arises from the feeling of several inputs occurring at the same time. The stimulus is

then translated into the individual's subjective meaning once it is received and categorized in this way.

The interpretation of sensory input is referred to as a perceptual trait. In other words, sensation means detecting the presence of a stimulus, while perception means understanding the meaning of the stimulus (Anugrah, 2019). When we see something, for example, the visual stimulus is light energy that is reflected from the external environment, and the eye functions as a sensor. When a visual image of an external entity is evaluated in the visual cortex of the brain, it becomes a perception. As a result, visual perception requires decoding the image of the external world depicted on the retina of the eye and generating a three-dimensional model of the world.

From the previous discussion that perception is more than just a feeling. It connects, integrates, and understands various sensations and information from various organs of the body, enabling one to identify things, objects and experiences.

#### 1.7.5.2 Factors Affecting Perception and Type of Perception

Perceptual ability differed from person to person. The same stimulus may be perceived differently by various persons. The factors affecting the perceptions of people are (Hussein, 2017 cited in Anugrah, 2019):

- Perceptual Learning
- Mental set
- Motives and needs
- Cognitive styles

According to Goldstein (2007) cited in Anugrah (2019), mentions several types of perception:



- Depth Perception
- Movement Perception
- Time Perception
- Size perception

### **1.8 Previous Research**

Several previous studies have the same focus as this research. First, Rahayu (2020) investigated Indonesia EFL Teachers' Perceptions about Teaching English as Lingua Franca. This study aims to determine the perception of Indonesian EFL teachers about teaching English as a Lingua Franca. By conducting a survey study, the researcher obtained the perception of EFL teachers about teaching English as a Lingua Franca. Questionnaires as a source of data in this study were distributed to 15 EFL teachers in the city of Tulungagung. The researcher also conducted interviews with the three teachers. Most of the EFL teachers who participated in this study had less knowledge about ELF, but more than half agreed with the given statement describing them as ELF. The participants also saw ELF as an interesting English development to bring new performance in their teaching and learning classes.

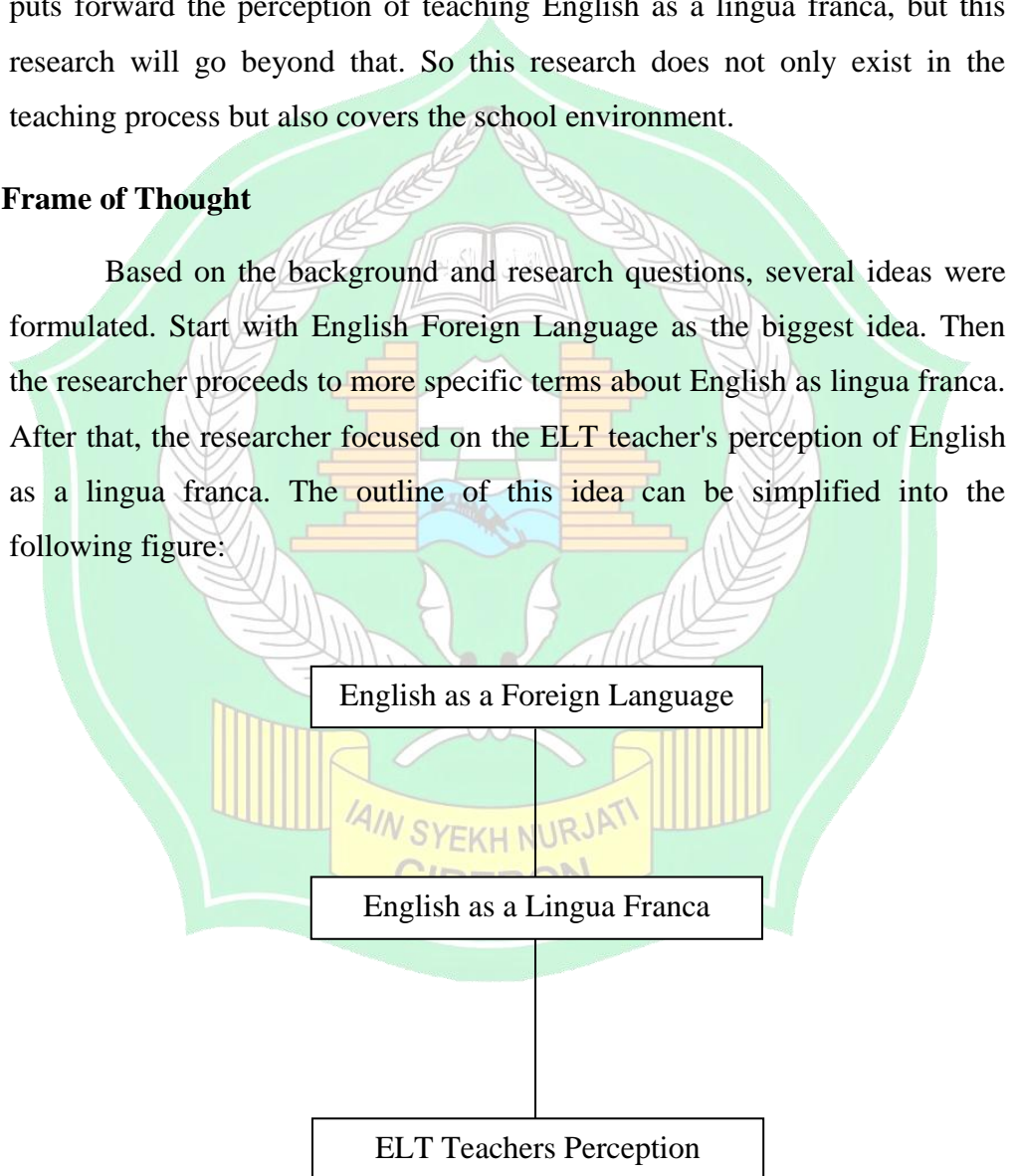
Second, Bingöl and zkan (2019) investigated EFL Instructors' Perceptions and Practices on English as a Lingua Franca (ELF). This study aims to determine perceptions of ELF and ELF-related issues regarding cultural aspects, Standard English and World English, as well as the dichotomy of native and non-native. This study also aims to explain the actual classroom practice of EFL instructors. Data was collected through questionnaires, semi-structured interviews, and classroom observations. The findings revealed that quite some participants were familiar with ELF and ELF-related issues. In addition, it was found that the participants' classroom practices were in line with their perceptions. This study has several implications for language learners, teachers/instructors, materials developers,

and curriculum designers. Further research can be carried out in different contexts to evaluate the research findings.

Based on the previous studies above, most of these studies focus on a teacher's perception of the use of English as a lingua franca. Most of the focus of the research is almost the same as the research to be carried out. However, there are also slight differences in the aims of the research. Previous research puts forward the perception of teaching English as a lingua franca, but this research will go beyond that. So this research does not only exist in the teaching process but also covers the school environment.

### 1.9 Frame of Thought

Based on the background and research questions, several ideas were formulated. Start with English Foreign Language as the biggest idea. Then the researcher proceeds to more specific terms about English as lingua franca. After that, the researcher focused on the ELT teacher's perception of English as a lingua franca. The outline of this idea can be simplified into the following figure:



## 1.10 Research Method

### 1.10.1 Research Design and Steps of The Research

Based on the title, the researcher chose a qualitative descriptive as the design of this research. Descriptive research is intended to determine the current state of the phenomenon and the nature of the situation as it was at the time of the study (Suharsimi cited in Lilis, 2010). According to Indrawati (2019), In descriptive research, a researcher investigates and describes a phenomenon to understand and predict it using data collected in the field. The objective of descriptive qualitative research is to answer research questions about who, what, where, and how an event or experience happened before studying it in depth (Kim, H., Sefcik, J. S., & Bradway, C., 2016). The purpose of this research design is to describe the teacher's perception of the implementation of English as a lingua franca in the school environment.

The steps of this research are first to find the research sample first. Second, is data collection using interviews and the last is analyzing the data that has been obtained.

### 1.10.2 Source and Type of Data

Sources and samples of this study were one ELT teacher from a senior high school and one ELT teacher from a vocational school located in the Brebes area. And the type of data obtained from this research is in the form of answers from the ELT teacher through interviews. The selection of institutions from senior high school and vocational school because the researcher want to display the results of the data in general.

### 1.10.3 Data Collection Techniques and Instruments

Interview is a kind of communication or contact where the researcher and resource person or research subject exchange questions and answers to gather information (Rahardjo, 2011). This study used

interviews as a technique to collect research data. Meanwhile, the researcher used the researcher himself as the instrument used in the data collection process.

#### 1.10.4 Data Analysis Techniques

Data analysis was carried out after the data was collected. Researchers used thematic analysis and word cloud in analyzing the data. Thematic analysis is a technique for studying qualitative data that involves looking through a data collection to find, examine, and document recurring patterns (Braun and Clarke 2006). A word cloud is a graphic depiction of word frequency taken from written text (Atenstaedt, 2017). The analysis steps are as follows:

- The researcher transcribed the results of the interviews into two language versions (English and Indonesian).
- The researcher reads and reviews first to get an understanding of all the data collected and whether it is enough to be researched.
- The researcher encoded the data into several categories.
- Researchers construct descriptions of people, places, and activities and then write them down in detail to enrich the description.
- All data is collected to build a theme and then review the data.
- Researchers conducted triangulation as a technique for checking the validity of the data. Researchers use word cloud as a comparison of the validity of the data with the results of thematic analysis.
- The researcher interprets and reports the data findings as a conclusion at the end of this study.

#### 1.10.5 Research Timeline

This research took five months to research, starting from writing a research proposal to revising the thesis. This research starts from January to June 2022 as shown in the following table:

No.	Activity	January 2022				February 2022				March 2022				May 2022				June 2022			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal Seminar and Research Instrument	■	■	■	■																
2.	Conducting research Sample, validity, and reliability of data					■	■	■	■												
3.	Collecting of data									■	■	■	■								
4.	Data Analysis													■	■	■	■				
5.	Finishing thesis writing														■	■	■	■	■	■	■
6.	Thesis examination																			■	■
7.	Thesis revision																			■	■

**Table 1.2 Research Timeline**

