

INVESTIGATING ATTITUDE OF EFL PRE-UNIVERSITY LEARNERS TOWARDS AMERTISH ENGLISH

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Abstract

In learning and English, EFL learners and teachers may concern to universe English but actual one the learn and teach specific one. Since there is no absolute boundary in how to learning and teaching English itself together with the growth of Englishes. This survey study makes out the differences of these British and American English and discusses the attitude of learners in term of how teachers of theirs varied in teaching English. The finding revealed that 86.08% of 627 respondents engage themselves in recognizing their knowledge in "Amertish English" and willingness to learn as the norm of English mastery. Further, 62.04-64.5% % of 323 respondents can easily recognize vocabulary items and spelling correctly compared to the use of grammar. 50.9% of respondents correctly differ the forms and 49.1% do incorrectly. Thus, a half of respondents face the language problem here. This means EFL half of learners here have been familiar with Englishes. 127 respondents met the English teachers with vary accents in teaching. Also, 108 respondents say quiet. This could really mean that as a main media of teaching and spreading English, teachers have been teaching English based on personal tendency.

Keywords: Englishes, British and American English, EFL pre-university learners, Attitude.

INTRODUCTION

English has prominent means in oral communication today. The changes occur in this era take English into account of subject learnt at school starting from basic until high level. Now people in a non-English speaking country get to understand English more than to pass the final exam at formal school but to communicate or to engage to the need for the development of era. This has been popular due to the issue of Economic ASEAN Community. Adults and kids are no longer concern that score at school presents the skill they have. Thus, they start learning English through kinds of media learning and perspective.

To achieve English communication skill people are willing to learn intensively or extensively from many sources. Somehow, in the process of inquiring the spoken skill, they may have found difficulties to negotiate the meaning. It also seems that the increasing spread of English into "World Englishes" is a contributing factor in the resistance to adopt native accents as pronunciation models (Soto & Pardo, 2007). A different accent they decide to learn will be one of the factors which influence the meaning negotiation.

EFL learners are the students who may think that mastering English is the achievement they should be able to get. Through the formal education students and teachers do interaction to achieve a skill in which students understand the means of English communication a few times ahead.

Finally, the subject in which expose the English must be the factor of how English skill is achieved. In the process of learning English, learners may find language problems. For instance, when we pronounce words in actual interaction with good or understandable pronunciation, the message is transferred. It is quite difficult for the one who mispronounced for the meaning could be not understood although they speak grammatically correct. Consequently, learners may discourage themselves and feel unconfident in learning English in a new environment. In this way, pronunciation effects much more to the learning choices. People from English speaking country may have misunderstood when they make a conversation with non-native anyhow EFL learners do. Therefore, EFL learners have been learning English early at school. Moreover, as Pourhosein (2012) adds, clearly low skill of pronunciation leads the EFL learners to negative effects such as decreasing self-confidence and being alone with few interaction that those negatively affect the students speaking exposure in learning English process. Consequently, it is crucial to know more about how Englishes are different, in this study Amertish, to avoid misunderstanding in actual communication with native speakers or non-native speaker English.

In addition, in term of teaching oral communication, learners have tendency of native-speakerism in leaning language (Wong, 2018). The accuracy and fluency in pronunciation both impose the learner and teachers the pedagogical of commutation skill. Native English has been references to learn and teach English. Ghorbani (2008) said, "the teachers lay the personal interest of English in teaching process." In other words, there is no such of a rule in teaching that suggests the teacher to kinds of English itself. In addition, it is so much possible that this kind of tendencies happened to EFL students. Everyone, student or teacher, studies and teaches specific English with their tendencies.

The researcher presumes that gaps must be in between when the two input of students to students and (or) teacher to students are different. Therefore, this study focuses on how EFL students' attitude towards accents they may know. In this study the accent that will be discussed is Amertish, American English and British English. Further, the subtopics in which take place are how the recognize vocabulary, grammar, and spelling. More, other things will be agitated for the language problem in learning English with some Englishes.

As a picture, numbers of schools now have shown its superiority of spoken international language which means students must pass the final exam and graduated as an active speaker. A school, As-Syifa Boarding School Subang West Java, rules all students to speak English and Arabic in daily life conversation. The students have times in a turn to speak English or Arabic. This boarding school has 2 located area which in this study the researcher involves one of them. It has 1680 students in a total. They are divided by two levels of pre-university students; one junior and senior school. Majority of the students are coming from all over provinces in Indonesia, while Qatar, Malaysia, Thailand, Japan fill the minority of students even a few of them are living in native English country for some time. The English teachers are also coming from some countries, Indonesia, Australia, or America even if not for much period of time. The rapid growth of English communication in this environment encourages every single student to master English. The researcher believes that there must be gaps especially in accent or Englishes among the students with the variety of EFL learners staying together for at least 3 years intake for each level. The problems the students face in this school, in term of learning English, are misunderstanding among students which leads in into the limit of exposure, bullying among students and also happen to teachers which came from another country who pronounce words incomprehensible. Those problems may happen because of less attitude and native-speakerism. Thus, the researcher tends to investigate students' attitude towards Englishes in EFL learners. The researcher positively thinks that it must be contributed to the following step to learn English.

This research has an ultimate goal to know the language problem of different accent the students may have and this research must be one of reference to recognize how the students used to Amertish or even only one of them. Thus, as the following action, they themselves wisely learn well by knowing how both accents discussed the influence the learning process. They may decide to learn one of them or both, indeed. Teachers, especially in the school, will kindly focus on the needs of learning English itself in term of Englishes.

English and Englishes

People do not understand a particular subject without learning. All time people will always have a mean to learn in order to get an understanding of subjects. Every people will also have a different process of the learning itself. For instance, in learning language we might find ones have a fast period of time to understand well about a target language while others need a longer time, even more, they start to get difficult. Along with mass media, English has been learned by EFL learners at a young age until adult. Wong (2018) claimed the norm of learning faces to native English in fact. A variety of English has been known by people all over the world anyhow the English features are learned in the formal or informal educational field. Since the issue of the Economic ASEAN Community involves the Indonesian to master English as a tool to have communication to all people in order to maintain a good relation.

Nowadays all schools and informal institutions have a concern to this term. To get the significant English mastery teachers should have appropriate strategies to simplify the teaching process, on the other hand, to get English mastery more efficient. Besides, students encourage themselves to learn English since they realize about the prominence if English itself. Along with the development of world, the numbers of English users grow continuously as long as English tends as international language. As discussed previously by Wong (2018),

students at school actually have been introduced to the existence of World Englishes but they keep thinking of native-speakerism or native English which can be norm of learning. There are two possibility of native-alike which may affect the students. Those are classroom and society experiences. For instance, the audio of listening test in any of test for English proficiency uses native English speakers. This sets both, teachers and students, into condition where the teaching and learning process head for native English. In this way, the existence of native English to English learning and teaching may lead EFL to a complex problem when the language features non-native have is different from a native speaker. As Atma and Pudyatuti (2014) discuss that English has been spread to countries with their own styles which must be some differences based on the cultures. The three of components, vocabulary, grammar and pronunciation, of English display the variety or art of the language in every country.

British English and American English

According Yule (2010: 240), standard English is where the English Language is practically use and found printed English in newspapers and book and taught at school. This is in line with Buripakdi (2011) that the majority of Thai realized that English variety occurs in world but, the keep Thainess English in their work. But, based on Ghorbani (2008), broadly stated that in living English, Amertish are two chosen language from many varieties of Englishes. These two Englishes have their own accent as the identity of the country that many people have known. This is classified to where they live. People with intensive actual contact will create a current way speaking or communication. For example, in England you love to have sweets while in America you love to have candy. These are examples of vocabulary differences.

There are differences in grammar as well. In Britain you ask, "Have you got dinner?" and receive an answer, "yes, I have." In the United States you say, "Did you have breakfast this morning?" and the answer "I did." In spelling Amertish also have differences. Thus, British English has metre and meter. Paper pronounced with r in the end word is American, while British omit the sound of r in the end of word.

Here is the other example that makes BE different from AE.

There are some differences in English even people may think the speak the same English:

Pronunciation

In pronouncing words, the same spelling doesn't mean the same pronouncing . E.g. the word 'better' is pronounced 'bet-te in the BE but 'bet-(d)er' in the AE and the word 'body' is pronounced 'bo-di' in the BE but 'ba-di the AE. According to Brown (2015: 375), native language is one and the most factor to effect learners' pronunciation. To this concern. The native English is exact term that cannot be denied to be important custom of English study.

Spelling

The British English basically maintains the origin of words from where or how those came. While American English made them easier to write and to pronounce by simplify the spelling has nearly same sound when they are sounded. This created differences between the two of them.

For example:

British English	American English
Colour	color
Centre	center
Organize	organize
Travelling	traveling

Grammar

The forms of sentences in Amrtish performed how different use of tenses. American use past tense often while British use perfect tense to deliver message in past form. For example, when you would know the time at the present time, the British would say "Have you go the time" and answers "it is five minutes past twelve" but in American English, "do you have the time" and answer "it is twelve five."

Vocabulary

Vocabulary as the main language tools to bank and produce also seems to be different as well as others. In form of vocabulary items, phrases and idioms display differences. As below shows the differences of Amertish.

British English	American English
Trousers	Pants
lorry	trunk
university	collage
chips	fries or French fries
jumper	sweater
dustbin or bin	garbage can or trash can
film	movie (or film)
trainers	sneakers
shop	store

Patrauta defines vocabulary with a term of Semantics (the meaning of words). Here is his explanation of the meaning of words in American and British English.

More example in lexis forms of words, Amertish really perform how they are different.

American English	British English
car battery	accumulator
windshield	windscreen
cell phone	mobile phone
trainers	sneakers
gas	petrol
to fire	to sack
faucet	tap
garbage can	dustbin
vacation	holiday
eggplant	aubergine
candy	sweets

There are also cases in which a word can be completely different. For example:

Football

American meaning: a game which played with egg-ball and kicking or throwing is the activity in this game.

British meaning: kicking the round ball is the main activity in this played game.

Bathroom

American meaning : a toilet

British meaning : a room with a bath in it

Chips

American meaning : thin flat pieces of potato, fried and eaten hot

British meaning : long thin pieces of potato, eaten hot

In this study, the researcher uses only 3 of them as the concern to the ease and validity of the test item. According to Yule (2010:240), that English is easily described in form of writing language which related to the context of broadcasting and education (i.e. vocabulary, spelling and grammar) than the verbal language. In other words, it is possibly easy to test written tests of vocabulary, grammar, and spelling but pronunciation. Pronunciation testing leads us to an oral test to pronounce the sound. This might well be not valid to decide whether it sounds AE or AB unless the researcher finds a native speaker of AE and BE to examine respondents in this study. To this reason, the researcher concerns the scope of to what extent the students can differ AE or BE by these three: Vocabulary, grammar and spelling.

Attitude

According to Brown (2012:180) attitude is one's perception of self of others and of the culture on which one is living. In this study the researcher tries to encourage the respondents' thought of Amertish English that have been know in this period of time. The following is to help to figure out how variety of teachers English that the respondents may found which may also affect in their study of English.

Previous study

These two previous studies were taken to be an introductory reflection of today research to find the novelty. Pudyastuti and Atma (2014), in the research of the Indonesian teacher perception of Englishes, since

teachers and students are aware of many variety of Englishes, the participant in this study had a good perception and welcome the variation towards Englishes. In dealing with communication over the world, students and teachers are hand in hand in to know the both Amertish. This encourages the researcher to conduct the research in the concern of the existence of Englishes has means in teaching and learning English.

Henceforth, Ghorbani (2008), shows in a discussion in this Iranian EFL who is learnt and taught English of America and British in mix showed that the use of grammatical of sentence form headed to British English. However, the American subject that the learners used are spelling and word choices. This previous study also told that students met a problem since the teachers now and the previous one had different style in pronouncing. The researcher is willing to know how EFL learners' attitudes towards this issue. Further, this previous study also concluded that teachers in Iranian teach English by personal interest. The researcher also wants to investigate how about Indonesian EFL teachers teach English to find other sources how the students gain English mastery at school.

Patrauta discusses the differences between Amertish, differs in terms of spelling, semantic, grammar, and pronunciation. In his study, he concludes that the importance of recognizing how language (English) is different is to juggle in two of them, Amertish. It is not which English is preferred by ones or groups of people but it is about how to be a good speaker in case of world Englishes. Perhaps, a period of time ahead, native-speakerism is no longer exist and people start speaking universe English which help people in communicating in all over the world. The researcher takes this previous study as contribution of the thought of native-speakerism. Mardijono (2003,) in the study of American accent, he implies that the respondents of Indonesian EFL spent their time in watching tv show with American accent is considered to be one of ways how they are more familiar to the American English as the finding of his study rather than the four accents in inner circle; New Zealand, Australian, British. The contribution of movie and the shows in electronic media and time consuming which allowed the students to be more sensitive to American English. Somehow, exposure is difficult to define for in fact that one live in a foreign country for some time but not take any advantage of being with the foreigner (Brown 2015: 375). The researcher intends to know how Indonesian EFL learners interfere the study of English with the environments which they are living in.

Related to the research problem above, the objectives of the research follow: to know the kind of English learnt by EFL pre-university learners. To know in what extent can EFL pre-university learners distinguish the difference between AE and BE in terms of vocabulary, grammar, and spelling. To know the kind of language problems that students face when they study English with a different English accent.

METHOD

In conducting this survey methodology research, the researcher uses the survey design in which a numerical score will be presented to reflect the result of the conducted study. By survey design, this current study investigates the attitude of EFL learners in kinds of English in which AMERTISH or American and British style they used to study, understand and communicate in formal studies and either non-formal. American English and British English are two different ways in this study which be the focus of the current term; vocabulary, grammar, and spelling plus students' attitude towards Amertish itself. A mix method will be asserted into this study in analyzing the data collected. By this design the researcher is willing to know how the respondents think about those issues otherwise it must be a reference to get the appropriate way in teaching and learning English process. At the end of collecting the data, the data will be analyzed by formula in SPSS.

The researcher focuses on pre-university students who are 15-18 years old. In other words, Indonesia has pre-university students in junior and senior high school levels. Junior, either Senior has 3 grades for each. In other words, junior high school has seventh, eighth, ninth graders and senior high school has a tenth, eleventh, twelfth graders. In this study, the researcher involves a boarding school that has a rule ongoing in which students are obligated to speak two international languages which are English and Arabic in full-time stayed-dorm. This environment encourages the students and teachers both improving the paired skills of those languages. He adds that many experts have been involving (staying and being invited to) in school in achieving the language area as its vision. The boarding school that is discussed is As-Syifa Boarding School Jalan Cagak Subang-West Java. This big school has 24 classes of Junior High School or 8 classes in each grade. By 35 students in every class, this school has 1680 students in a total living together.

In this study, the researcher Slovin's formula to decide the numbers of respondents involved in this research as Slovin's formula is used to determine the sample size because of its simplicity (Rahmawati: 2017: 21). To the concern of the respondent numbers found by this formula is 323 students. This is taken from this formula

N

n= -----

$$1+Nn^2$$

in which n (sample size), N (population size), e (margin error, 0.05), and 1 (constant value). Based on this recommendation, the researcher involves 323 respondents to conduct this study. In selecting the sample, the researcher has got the favor from the school to do discussion in involving some classes in junior and senior high school in this related boarding. The researcher has distributed 820 hundred pre-questionnaire which leads the researcher to know which students that qualified to involve in this study. Then it has 627 (see appendix 2) responded questionnaires and 193 empty answers. The discussed pre-questionnaire contains 5 yes-no questions that collect information about respondents' attitudes towards Englishes (American English and British English) namely; whether they know AE and BE, they think that AE and BE are prominent to learn, they do speak AE and BE in daily conversation, they know what makes different between AE and BE in terms of pronunciation, spelling, vocabulary and grammar plus they feel happy to be able to understand AE and BE correctly. Those closed-end pre-questionnaires have led the researcher in finding 337 respondents who answer "yes" to those 5 questions from 627. In other words, the needs of 323 respondents of this study are the ones who know about the moves of AE and BE is completed by 337 respondents.

The instrument which will be used in this study concern to differences of British English and American English in terms of vocabulary, grammar and spelling to investigate in what extends the EFL learners can differ Englishes. It is also completed by the language problems questionnaire to summarize the problems might commonly the EFL learners meet. Those will be presented to the respondents in 2 sections. Section A is for 15 questions about differences of language components, vocabulary, grammar and spelling used in AE or BE by 5 question for each. The following section is about students' attitude towards language problem or the degree of their understanding toward how AE and BE different and how variety of teachers' English since they study English in pre-university period. Cronbach coefficient Alpha test of the instrument is 0.963 which is very high. This means that the instrument used is reliable. The validity test also shows every single items of the test 0.922-0.954 which is all higher than r-table used 0.878 for n=5. It shows that the items of the test are valid. See appendix 5. the researcher will show central tendency, the percentage of frequencies, mean, median and mode, as general picture of the quantitative data in section A and qualitatively the researcher uses the data in section B to extent the explanation of general picture of the data. This is also discussed in Ghorbani (2008) that this approach clearly display the cleared, expanded and refined general picture.

RESULT

According to conducted pre-questionnaire distribution, 627 students have involved in this study. The researcher presents the percentage of items of test as below:

1. Do you know BE and AE?
2. Do you think that BE and AE are prominent to learn?
3. Do you speak BE and AE in daily conversation?
4. Do you know the difference between BE and AE in term of pronunciation, vocabulary, grammar and spelling?
5. Do you love to understand BE and AE correctly?

Table 4.1 Percentage of knowledge of Amertish

NO	Answer	Question					Average
		1	2	3	4	5	
1.	Yes	99%	94.7%	61.9%	77.5%	97.3%	86.08%
2.	No	1%	5.3%	38.1%	22.5%	2.7%	13.92
Total		100%	100%	100%	100%	100%	100%

In this yes-no pre-questionnaire, 86.08% of 627 students answers yes to the questions and 13.92% answer no. the researcher concludes that the big possibility to do research with this study to these scholars since the big percentage, 86.08%, say yes about their knowledge in Englishes in which British and American English and willingness to study. In addition, as the appendix 1 shows that 337 of 627 students have answers all questions "yes" which means it has been revealed 323 respondents to be involved as the sample in this study. Based on the test result of deciding which one is British English or American English in term of vocabulary items choices, grammar and spelling the 323 respondents answer correctly as pie chart and table 4.2 below,

Vocabulary

Table 4.2 Vocabulary testing

cNo	British statements 1	American statements 2	Respondents'	Percentage
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			answers			
			Correct	Incorrect	Correct	Incorrect
1.	She bought a tin of soda.	She bought a can of soda.	229	94	70.9%	29.1%
2.	He bought some sweets.	He bought some candy.	243	80	75.2%	24.8%
3.	She took her clothes from the wardrobe.	She took her clothes from the closet.	217	106	67.2%	32.8%
4.	In October it is autumn.	In October it is fall.	192	128	60.4%	39.6%
5.	They had three weeks holiday.	They had three weeks vacation.	118	205	36.5%	63.5%
Average			199.8	122.6	62.04%	37.96%

Table.4.1 shows that respondents correctly or incorrectly differ the 2 sentences in which use the different vocabulary items, British English and American English, 62.04% of 323 respondents can differ them correctly and the rest in which 37.96% incorrectly differ them.

Grammar

Table 4.4 Grammar testing

No	British statements 1	American statements 2	Respondents' answers		Percentage	
			Correct	Incorrect	Correct	Incorrect
1.	He was born on 27/3/1981.	He was born 3/27/1981.	129	194	39.9%	60.1%
2.	I'll try and visit you on the weekend.	I'll try to visit you at the weekend.	185	138	57.3%	42.7%
3.	Please write me when you arrive.	Please write to me when you arrive.	125	198	38.7%	61.3%
4.	Go and fetch your book.	Go get your book.	236	87	73.1%	26.9%
5.	The jury have not yet reached their decision.	The jury has not yet reached its decision	147	176	45.5%	54.5%
Average			164.4	158.6	50.9%	49.1%

Table. 2 show as well as table 1, show the whole percentage of pair correct and incorrect 2 sentences in different forms. 50.9% of 323 respondents in this case correctly differ the forms and 49.1% do incorrectly. It seems that the respondents meet anxiety to 2 forms since re result show nearly fifty-fifty percentage.

Spelling

Table 4.6 Spelling testing

No	British statements 1	American statements 2	Respondents' answers		Percentage	
			Correct	Incorrect	Correct	Incorrect
1.	Colour	Color	207	116	64.1%	35.9%
2.	Cheque	Check	250	73	77.4%	22.6%
3.	Theatre	Theater	224	99	69.3%	30.7%
4.	Realise	Realize	181	142	56%	44%
5.	Woollen	Woolen	180	143	55.7%	44.3%
Average			208.4	114.6	64.5%	35.5%

This shows percentage that closely same as table.1. 64.5% correctly differ the different spelling that British and American English use from the same number respondents. Further, it must be 35.5% who do incorrectly.

Attitude

In this attitude test by the questionnaire the researcher tends to know whether the respondents can differ the difference between AE and BE in 5 degrees as Likert scale in term of vocabulary, grammar and spelling. In addition, the verity of teachers' accents they may meet in pre-university period. To know the difference of vocabulary used in British and American English, the 323 respondents assert that 25 respondents very strongly know, 122 of them strongly know, 141 quite know, 30 less and 5 of the respondents do not. In term of grammar used in British and American English, the 323 respondents assert that 50 respondents very strongly know, 145 of them strongly know, 102 quite know, 21 less and 5 of the respondents do not. For spelling used in British and American English, the 323 respondents assert that 38 respondents very strongly know, only 89 of them strongly know, 106 quite know, 72 less and 18 of the respondents do not.

Table 4.8 Percentages of language problem

No	Scale	Attitude	Percentage how to differ			Average
			V	G	S	
1.	1	Very strongly know	7.7%	15.5%	11.8%	11.65%
2.	2	Strongly know	37.8%	44.9%	27.6%	36.76%
3.	3	Quite know	43.7%	31.6%	32.8%	36.03%
4.	4	Less know	9.3%	6.5%	22.3%	12.7%
5.	5	Do not know	1.5%	1.5%	5.6%	2.86%

In this table, the scales show how the students feel about Englishes in case of ability in differing the discussed Englishes. The researcher concludes that 48.41% of 323 respondents or almost a half of them know the difference between British and American English with no doubt. While, 48.75% have anxiety towards it. This may take in account that nearly fifty-fifty of the students think their capability is good and not sure at it. The researcher does not ignore the small percentage that show 2.86% of 323 respondents convey that they have no knowledge towards those differences.

For this case of teachers' accents, from 323 respondents; 38 respond that they have very much verity of English that the teachers use, 89 have much verity of English that they found from the teacher, 108 say quiet and 72 respondents respond little of them and 18 students says they find a view of English verity that their teacher use.

Table 4.9 Central Tendency of attitude Towards Amertish

DISCUSSION

The rapid growth of learning media has been changing many ways of individual learning extensively. EFL learners have known vary of Englishes through the mess media and free activity of learning. In addition, as English becomes the subject learnt and taught at school the EFL learners and teachers must communicatively do the talks and other basic concept of English study. According to what Wong (2018) claimed that the norm of learning faces to native English in fact. This study engages the two native English, Amertish, is chosen as standard English from many Englishes (Ghorbani, 2008). This should be presented a positive reflection to this study, instead of EFL learners have been active speaker of English at boarding school the live in. According to conducted pre-questionnaire distribution, 627 students have involved in this study. 86.08% of 627 students answers "yes" to the questions and 13.92% answer "no". In detail, this table 5.1 below shows how the respondents' attitude to this pre- questionnaire.

Table. 5.1 Percentage of knowledge of Amertish

NO	Answer	Question					Average
		Know AE & BE	Important To learn	Speak AE & BE	Know the differences	Willing to learn correctly	
2.	Yes	99%	94.7%	61.9%	77.5%	97.3%	86.08%
3.	No	1%	5.3%	38.1%	22.5%	2.7%	13.92%
Total		100%	100%	100%	100%	100%	100%

Since the big percentage, 86.08%, say yes about their knowledge in Englishes in which British and American English and willingness to study. These 5 items of the test have investigated the responses positively in line with the theory of Wong discussed above that Amertish, selected two original standard of living English, is as native English which is taken to be the norm of leaning English.

This is also in the same discussion in Pudyastuti and Atma (2014), that teachers and students or both are supposed to know the knowledge of Englishes which is important to help in dealing with world communication and English effect the teaching and learning English. In other words, these have been evident that this issue is significantly happening to EFL learners. They learn Amertish in English mastery through any sources.

Based on the test result of deciding which one is British English or American English in term of vocabulary items choices, grammar and spelling the 323 respondents answer correctly as below; 62.04% of 323 respondents can differ vocabulary items correctly and the rest in which 37.96% incorrectly differ them, in grammar 50.9% of 323 respondents correctly differ the forms and 49.1% do incorrectly. It seems that the respondents meet anxiety to 2 forms since re result show nearly fifty-fifty percentage, and 64.5% correctly differ the different spelling that British and American English use from the same number respondents. Further, it must be 35.5% who do incorrectly.

This clearly presents that the ELF learners know enough to distinguish Vocabulary items and spelling, while in forms of sentences or grammar used, they are quite doubtful in distinguishing British and American forms. While Many of EFL learners in Iranian selected to used grammatical in British along with words choices (Ghorbani, 2008). This means, other ELF learners have been ensuring in deciding what to learn and use in term of grammatical rather Indonesian EFL learners who are facing doubt in case of identifying the difference of the two Englishes discussed.

In a conclusion, more than a half percent, 59.15%, respondents know the difference of Amertish correctly. Yet, 40.85% or nearly other half ones made mistakes in distinguishing two of Englishes.

This following table adds more data to discuss as respondents' attitude to personally feel about the Aertish and teachers' Englishes' verity.

Table 5.2. Percentages of language problem

No	Scale	Attitude	Percentage how to differ			Average
			V	G	S	
1.	1	Very strongly know	7.7%	15.5%	11.8%	11.65%
2.	2	Strongly know	37.8%	44.9%	27.6%	36.76%
3.	3	Quite know	43.7%	31.6%	32.8%	36.03%
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5.	5	Do not know	1.5%	1.5%	5.6%	2.86%

In this table, the scales show how the students feel about Englishes in case of ability in differing the discussed Englishes. The researcher concludes that 48.41% of 323 respondents or almost a half of them know the difference between British and American English with no doubt. While, 48.75% have anxiety towards it. This may take in account that nearly fifty-fifty of the students think their capability is good and not sure at it. The researcher does not ignore the small percentage that show 2.86% of 323 respondents convey that they have no any idea of knowledge towards those differences. This finding must be intensively paid attention to what Patrauta discussed that good speaker of English should proximally know how to deal with any differences in language. In this result. Only nearly half of respondents think that they recognize the differences. While the rest half are not sure about that. Least, 2.86% of 323 respondents claimed that they have no knowledge of them.

In other cases, the study of four accents, British English, American, Australian, and New Zealand, shows that Indonesian EFL are more familiar to American English through the electronic media, TV, and films. This could be one of the sources how the students learn individually and notice American English. At the meantime, as the result EFL learners Indonesia can recognize the American English and choose to identify the items of the test. That is not because they know the both of American and British English but one, (Mardijono, 2003). This also means what Brown (2015: 375) discusses about exposure against Mardijono (2003) happen to respondents that they have been staying to English environment but also do not take advantage of being with.

This conducted research also has mean to investigate not only the language problem but also the presents of verity teachers' accents that may be one of the facts that effect this study. Here, from 323 respondents; 127 respondents say that they have much of teachers that taught English by their tendency. This also reflects what Ghorbani (2008) that teachers of Iranian have no rule to teach kinds of English. This encourages teachers to teach English beyond their tendency. Other rest, 108 respondents say quiet and 72 respondents respond little of them and 18 students says they find a view of English verity that their teacher use.

CONCLUSIONS

The finding of this study revealed that 86.08% of 627 respondents of this study engage themselves in recognizing their knowledge in Englishes in which British and American English and willingness to learn as the norm of English mastery. As the living Englishes which are learnt by ELF learners, this finding has shown that this issue is a fact to Indonesian as a part of EFL country. In dealing with world communication, English, this study shows it is prominent to learnt the both of Englishes discussed to help in ELF learners during the process of learning even if choosing one of them lays to personal tendency.

When the question addressed to recognizing the differences between Amertish, mostly half of the respondents do recognize them in term of vocabulary items, grammatical form and spelling. This percentage of correctly deciding which is American or British English, 62.04-64.5% % of 323 respondents can easily recognize or differ vocabulary items and spelling correctly compared to the use of grammar. 50.9% of respondents correctly differ the forms and 49.1% do incorrectly. This number of recognitions in term of the grammar form outnumber who do not, but there is only small number of differences in between. Thus, a half of respondents face the language problem here.

As an addition of language problem, vocabulary items, grammatical form and spelling, of Englishes, this finding of attitude of the Englishes also shows 48.41% respondents or almost a half of them very strongly know and strongly the difference between British and American English with no doubt. To shorten the picture of scale, see the table below.

No	Scale	Attitude	Average
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1.	1	Very strongly know	11.65%	These findings, test of recognizing and test of attitude, are in line. About a half of respondents have problems in how Amertish different and think that they recognize the differences. Another significant finding is also the attitudes of the respondents in investigating the verity teachers' accents in teaching English since they, the respondents, are in junior-senior grades. As a result, up to 100 respondents or/exactly 127 met the English teachers with vary accents in teaching. Also, 108 respondents say quiet and 72 met little of them and only 18 from 323 respondents found the with a view of English verity that the teachers used. The similar previous study discussed in chapter
2.	2	Strongly know	36.76%	
3.	3	Quite know	36.03%	
4.	4	Less know	12.7%	
5.	5	Do not know	2.86%	

of discussion here, had shown how teachers, as a main media of teaching and spreading English, have been teaching English based on personal tendency.

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