English Varieties: Students' Perceptions through Their Multiculturalism Perspectives

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Abstract: This research aimed at finding out the students' perceptions toward their awareness in multiculturalism and to reveal the correlation of their perceptions on the use of their English varieties. To obtain the data, it was employed mix-method design by going through some steps. Seen through qualitative side, it was utilized descriptive qualitative method in which the researcher figured out the description of students' awareness of multiculturalism and its position to the use of their English varieties. Meanwhile, in quantitative side, the researcher employed the calculation of the questionnaire by passing the SPSS program to measure out correlation of them both. It was intended to figure out the calculation of the questionnaire results between both perceptions, if there was any relationship. Findings showed that their perceptions were vary. It can be seen by the reflection of their activities of the external and internal activities of their own. Those activities were linked to explain that, by having multicultural awareness, students could define the methodology in enhancing their expression of English varieties. Additionally, within these activities, students could try to socialize and expand their ability in expressing English language variety by confidently as well as pleasantly.

Keywords: *Students' awareness of multiculturalism; English variety; sociolinguistics*

A. INTRODUCTION

Naturally, languages consist of lots of considerations in which speakers are used to a particular group of places. It can be seen from the various styles of the way people uttered. The diversity of languages continuously reflects certain cases that might not be changed over time. Consequently, this common language issue is linked with social circumstances called sociolinguistics. The name sociolinguistics, in which linguists emphasized the use of language in society, brought a lot of functions to synthesize the characteristics of the use of language. Said by (Siregar, 2017), sociolinguistics is

classified as a study related to society. It was on a large scale and can be employed to reveal points of view of such a language. To be more specific, (Morgan, 2007) put forward that the relevancy of studying a language in a social context refers to the use of speech community in which people or users of a language operate by sharing beliefs, systems of their own culture, history as well as general communication. Being discussed as the problems, it can be found in a certain area whose members share a particular variety of language, norms, rules or another that appropriate through social context.

Budiarsa (2017) said that speech community differentiation has many causes. One of them stated the social status of the speakers. They can be categorized as teachers, social workers, religious leaders, doctors, traders, and other communities. To be used, the examples may influence language choice in communication. These phenomena synthesize people to be aware of utilizing their languages on behalf of their platform. In other words, it is undoubtedly considered that whoever is involved in a certain communication or speech activity must carefully express a language. Once people lose the way to express their expression, it could become an impolite language.

To avoid awkward English speech expression, it needs the aspect of proper pronunciation. For this reason, (Siregar, 2017) explained that there are several important factors that speakers of languages should imply, such as accent, stress, intonation, rhythm, motivation, exposure, attitude, instruction, age, personality and the influence of their mother tongue. Within them, the elements always have to be integrated. For some moments, on the other hand, those factors cannot be applied due to some declines, issues from the speakers themselves, or a piece of linguistic knowledge. A study also shows that English learners faced their own problems in speaking proper English everywhere, mostly found around, are their mother tongue influence (Al Hosni, 2014). Generally speaking, speakers or students (as language learners) feel unpleasant because of problems with fluency in other languages like English. Moreover, as seen as the current phenomenon, local accents or language variations are specific to be identified while speaking other than their own languages. The amount of multiculturalism people commonly causes this.

According to (Lubis, 2004), the issue of multiculturalism today cannot be ignored because every time we are faced with problems will eventually relate to multicultural issues. But, since Indonesia (all over the provinces) have the right motto as *Bhineka*

Tunggal Ikha, attitudes toward multiculturalism can be controlled. Consequently, multiculturalism is not something society can choose to have or avoid (Nye, 2007). Besides, multiculturalism can be declared to enhance solidarity, ethics, and cultures. Also, it can cause the importance of human values in communities to emerge. Most importantly, multiculturalism can anticipate conflicts (Zarbaliyev, 2017).

Concerning this research topic, multiculturalism clearly discusses the users' cultural identity transformation. In the meantime, the notion of learning a language in multicultural places is not accessible. Several previous studies can be mentioned in this research, such as research from (Ohazuruike et al., 2019). They synthesize that people, in general, are naturally interested in the related topics of their culture due to their ownership of the relevant one. However, people also like to learn a new language due to its significant source of communication (Nishanthi, 2018). In relation to research conducted by (Riani, 2016), children basically wonder why people make speech sounds they do and are trying to look to make sense of this phenomenon. In other words, language learners are not only specific to children but also to the different ages that they want to learn.

Meanwhile, (Mykhailyuk & Pohlod, 2015) believe that it is never easy to learn a new language (especially one not closely related to those you know), and it looks to require more attention to a new set of distinctions. For this reason, there are many opportunities for Indonesians to consider using English to communicate, although it is now stated as a foreign language. Therefore, incorporating English language culture is needed in the EFL classroom. From this point, (Lauder, 2008) ensured that potentially a lot of people for Indonesians could use English to communicate.

Having discussed the awareness of multiculturalism, the researcher intended to find out the relationship with the English language, particularly in sociolinguistics study in the form of English variety. Consequently, the awareness of using English as a multicultural language is often unnecessary. In this case, a number of the students, according to (Resmini, 2019), feel uncomfortable using English since the teacher primarily used the Indonesian language. This was observed that the problems occurred not only before the pandemic but also during this current pandemic.

The variation of using standard English in IAIN Manado was unstable. Sometimes, students prefer to use the American. Otherwise, students like to act by using British

English variety (Ladegaard & Sachdev, 2006). Being an English education study program gave the students extra time to learn and adjust to the culture and environment. It is due to the problem that English is only taught in schools, but it is not in social life (Agus & Narty, 2020). Mostly, the students revealed difficulty producing English just because of their specific background, like having different ethnic backgrounds, being born in different family cultures, living in a full-local language, not adapting to international understanding and feeling insecure about getting better at using appropriate English language. Those variations influence the students to be good English language users since they aim to be English teachers or something related to English-speaking occupations. Within this case, the novelty of this research can be declared about students' perceptions concerning using their English varieties. Then, this research aims to find out the students' perceptions toward their awareness of multiculturalism and the position of the following perceptions toward the use of their English varieties.

B. RESEARCH METHOD

This research utilized a mixed-method design. Having seen through the qualitative side, the researcher investigated students' perceptions of multiculturalism awareness in studying at IAIN Manado. The researcher used observation, interview, and documentation to collect the data. To support the data, instruments were; filed notes, interview guidelines, and a voice recorder. The data that the researcher used in the qualitative method was going through 10 students in the English Education Study Program of the Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies. Those respondents were chosen purposively. The reason to pick these respondents was due to particular things such as capable students and being talk active among their friends. This technique of sampling was mainly used in qualitative data (Teddlie & yu, 2007). In analyzing the data, the researcher followed some steps from Miles and Huberman (cited by (Shinta & Darmawati, 2021), namely data reduction, data display and conclusion. The data were gathered from the respondents' responses after seeing the stages. It was then classified based on the needed dominant, undominant, and core answers. The answers which are not classified were not essential to be displayed. Yet, to show the necessary current ones, the researcher figured out

some answers that related to their phenomenon of studying and experiencing. In the last stage, the researcher concluded by narrating the sentences in the form of paragraphs.

On the other hand, to see the results by quantitative method, the researcher showed some analysis techniques using SPPS application to test the descriptive statistics like mean score and standard deviation and its' correlation. In this part, data were collected through a questionnaire as an instrument of 15 questions delivered to the respondents. The questionnaire indicator covers multicultural awareness and the position of the following multiculturalism awareness on learning English varieties. To see the classification of the data, the researcher formulated numbers 5 (as strongly agree), 4 (agree), 3 (neutral), 2 (disagree) and 1 (strongly disagree). Consequently, validity testing accomplished by the researcher can be concluded can be seen in the following table.

Table 1. Validity Testing

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

The respondents who filled out the form were 55 students. They were chosen by going through purposive sampling. Additionally, they were selected because they had already passed the sociolinguistics subject. This kind of method used simple variables in relation to (Shi & Conrad, 2009), saying that research of correlation between two variables is called simple, while more than two variables may be partial or multiple. Accordingly, the researcher used two variables: multiculturalism awareness and English variety. This statistical method used to analyze shows the data in the form of normality and correlation tests.

C. FINDINGS AND DISCUSSION

Findings

Qualitative Findings

To answer the research questions, the researcher synthesized some detailed findings to support this. They are already concluded into the following; Firstly, it was about

observation in which the researcher tried to figure out the current phenomenon. It occurred from September to October 2020 for about one month. Based on the problems, the researcher found that the participants (respondents) were unaware of putting the term multiculturalism into function themselves. It was previously detected when the researcher looked at the cultural identities and pictures of situational activities. For instance, the students did not realize using the appropriate languages to be involved in talks, intercommunication, and interaction among their friends or related. Some cases explained that students in IAIN Manado are often insecure in expressing themselves among others due to the different cultures of each. Fortunately, this was supported by their friendship or relationship actions. Some factors appeared when the researcher figured out the phenomenon, such as students' not being aware of speaking bad words in public, students' feeling insecure in delivering the idea, students confronted with miscommunication among their friends, and students facing multi-characteristics and confused to get in.

The researcher interviewed some respondents in the English Education Study Program of Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies, to support the data. The researcher purposively selected the respondents to keep the results of the questionnaire. Respondents selected are named based on their initial letters, as RL stated in the process of her interview. *She felt that the questions could make me think deeply and clear to understand.* That statement was also supported by AD and IL, which described the supportive comments to enhance their understanding of multicultural awareness. They both stated;

> *The questions were about to dig out our understanding and opened our mind. I think those were absolutely true.*

In starting to discuss their opinions, the researcher asked about the impact of multiculturalism on their social life; one message from AD, she said that:

> *I received a lot of impacts when I was started coming in. It wasn't easy. It was indeed challenging. The first thing I felt was about to accept the differences and cover them in the form of tolerance. What I mean is, to start understanding others, is the main key. Additionally, the way people uttered in this city, sometime cannot be followed. I usually speak based on my lexical understanding and rarely to speak bravely to another language in this case, manadomalay.*

According to the previous statements, it can be said that one of their friends faced a bunch of problematic issues about multicultural. IL supported by giving her view, such as;

> *I personally thought to myself that I couldn't socialize at first. It took time for me to adapt. Many of us (like my friends in my classroom) came from different background which normally from other classes in high school before. Yet, this one was significantly impacted me to socialize to one another. The power of giving and taking, somehow, does not happen when we first met. Factors of ages, and psychological feeling of each may be happened too.*

To recognize students' multicultural awareness, the researcher looked for information related to their perception in the form of language acquisition. Yet, Students' awareness of multiculturalism seemed to be the most challenging part to be understood. In line with the observation, people tended to have their own characteristics and found it challenging to accept one another, especially regarding language background. Some students revealed that they did not understand the way their different other region friends talked. For instance, they were only comfortable and understandable if some of their regional friends talked in which the speakers indeed spoke similar accents or languages. However, throughout their journey in the English education study program, awareness of themselves was good enough and provided. Just like the statements from;

FB: *I'm feeling grateful to socialize with IAIN Manado people, especially my friends in English Education Study Program. I knew it was awkward in the beginning. But now, I realized that I was also accepted by my friends to learn together. So, I psychologically happy.*

NP: *Being in multicultural campus as a slogan in MANADO is a good one. Many students' association provide us a media to learn and interact.*

Besides, the position of their perceptions of multicultural awareness toward the importance of English varies. Many placed themselves in the correct position that they could use English based on their version. Recalling the observation, many students faced some difficulties in speaking English. That is why they met a lot of issues to study. The issues varied. One might have happened when communication was created. Most respondents said that the reasons for selecting English Education Study Program were based on their needs and wants. Besides, they felt that multiculturalism in their area delivered negative perceptions and positive reactions.

MD, as one of their friends, said; *I accepted many different characteristics of my friends. Once they started speaking, I got a positive reaction and learned from them. Languages built my bravery to talk, such as the way their tongue moved, lips and gestures to express something for example in English*

FB said that; *Negative perceptions I got in campus that I could not succeed my study in English and I could not speak English properly*

Based on those positive reactions, students maintained their confidence. It was in line with the data the researcher had identified, which is RL, IL, and AN considered that languages spoken by their friends built their self-confidence in socializing and interacting. Advances during their study were improved just the way they talked every day. On the other hand, English helped them try to elaborate themselves in seeking more information in detail. Like something formed them throughout subjects in the place they were studying. Being socialized informed them to improve their learned language and their interest in other languages such as Korean, Arabic, and some kinds of Asian slang that they would like to express. Not only those cases but also they can respectfully appreciate genders among them.

RL synthesized that *English which being spoken while learning with my friends was even invited me to elaborate my interest to learn another language. My association helped me went through. I can learn English among my friends, and other medias that they used to.*

Other than that, KB figured out that learning English is not only having socialized by surroundings. It can be based on ourselves. Just like the way that mostly people did through self-learning by using media (movie, song, and papers).

She said that; *I studied in depth about my skills in English by using watching movies*

In other words, the way of learning English is not only literally socialized among friends and society but also by independent learning. Furthermore, the identification of students who mainly used to focus on language varieties was used only. It was considered an American variety rather than others. For instance;

AK and KB said; *We used to learn American English variety just in campus. In addition, we support it by using learning media such as movies*

Having studied English Variety has always been a struggle for students. It some of the time disturbed their time, confidence, and accuracy. Somehow, places where they lived affect the use of English variety. Like AK revealed;

I took my hard time learning English especially my English variety. My environment sometime did not support. I forced my self only in campus to study

> *to be better. Multiculturalism in campus environmentally gave a lot contributions for me to speak. Cultural identities of others taught me to be confidence of my own*

Kinds of English variety used by primary students displayed in different criteria, they spoke confidently to:

NP   : American English variety
AK   : American English variety
FW   : American English variety
FB   : American English variety
VY   : American English variety
KB   : American English variety
AD   : American English variety
RL   : American English variety
MP   : American English variety
IL   : American English variety

Instead of having American English variety as the number one option, there are students also said that*; I can't lie, Asian English accent (or Asian English variety) also being the most effect for me.* (stated by AK and KB).

In other words, it cannot be denied that several students needed to improve their skills in uttering their English speaking through their English variety. The reasons the students prefer American English were due to the following statements;

NP   : *American English variety is easy to understand. I can pronounce literally like their own.*
AK   : *Many variations of English that familiar to my ear is American English variety. I can understand their regional accents based on my experiences by using American movies.*
FW   : *American English variety is relaxed. I am often trying to not be formal to anyone by using American English variety.*
FB   : *The more I listen the more I practice. Somehow, it literally guided me to imitate them. They are American English variety*
VY   : *I like Americans. Their language is easy to understand. I once used it when I met with one of them.*
KB   : *I tried to practice with British English, but I can't. American English is so much better. They are also full of nice people*.
AD   : *My teachers' performance was mostly used in American English variety. So am I. I usually follow the way people talk.*
RL   : *Since American language was used me to study English, I prefer to American English variety.*
MP   : *Vocabularies of American English variety is easy to understand.*
IL   : *I like to study English grammar. When I saw other varieties, it made me dizzy so I chose American English variety to support my other English skills.*

Quantitative Findings

In this part, the researcher performed the data in a questionnaire. The questionnaire was distributed to 55 students in the English Education Study Program, Faculty of Tarbiyah, and Teacher Training. It was delivered in the form of an online questionnaire through Google Forms. The presentation was counted by using mean, standard deviation, and correlation. The below charts display it.
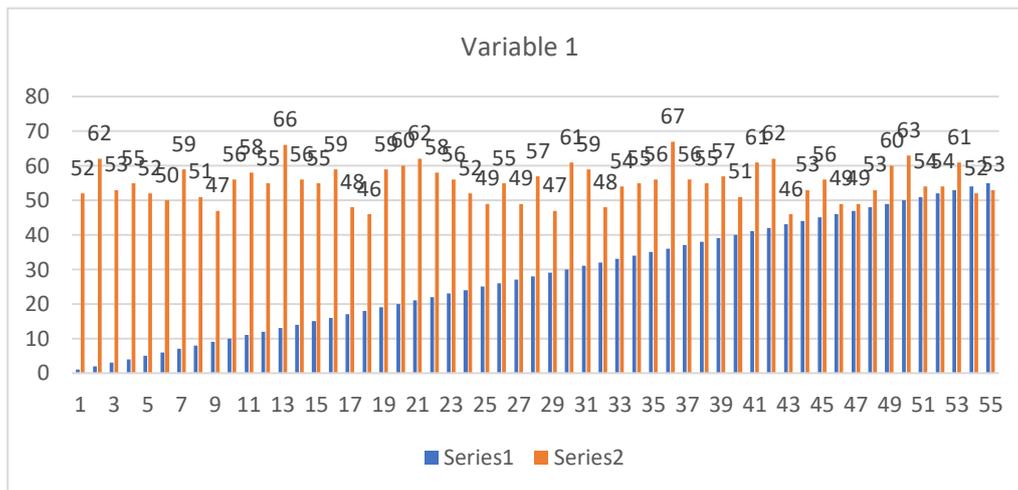

Chart 1. The Result of Students' Perception

The data, in this case, were started with student number 1 to student number 55 as the respondents. Of this finding, it can be seen that the questionnaire is in a fluctuating phase. Each student decided wisely their choice without coercion. Based on the content of the chart presentation, respondent number 2, number 13, number 20, number 21, number 30, number 36, number 41, number 42, number 49, number 50, and number 53 occupied a high total average as60 to 66. In addition, those in the second high position are number 1, number 3, number 4, number 5, number 6, number 7, number 8, number 10, number 11, number 12, number 14, number 15, number 16 , number 19, number 22, number 23, number 24, number 26, number 28, number 31, number 33, number 34, number 35, number 37, number 38, number 39, number 40, number 44, number 45, number 48, number 51, number 52, number 54, and number 55. These numbers belonged to the total number 50 to 59 for each. Besides that, the rests on the medium to low criterion are respondents number 9, number 17, number 18, number 25, number 29, number 32, number 43, number 46, and also number 47. Yet, the researcher displayed the next chart below to see the classification of strongly agree until strongly disagree.
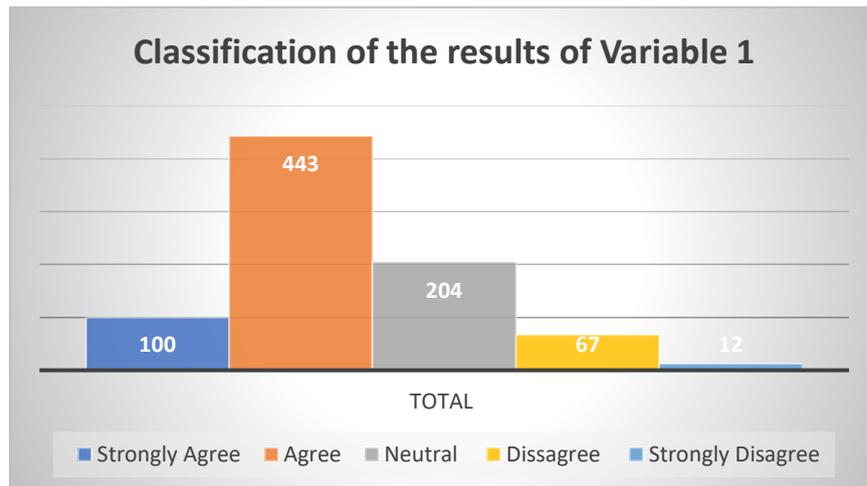
Chart 2. Classification of Student's Perception

It can be clearly said that variable one was mostly filled by Agree option compared to others. In total, it placed 443 as the real data. Furthermore, the following finding for variable two is presented. They are;
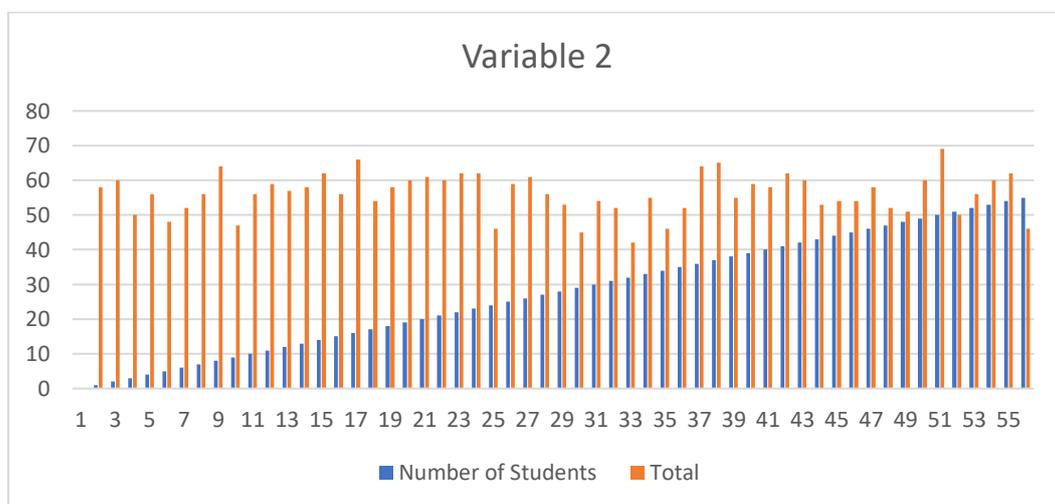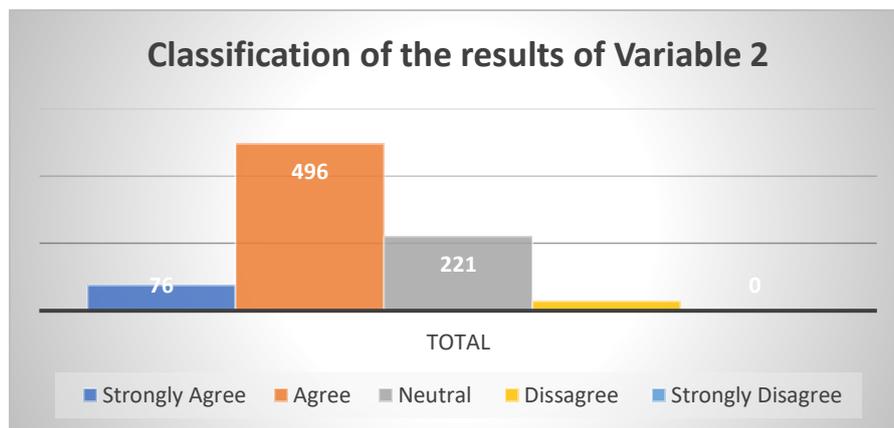

Chart 3. Multiculturalism Perspectives

In brief, it can be said that variable two also has a similar up-and-down situation for the respondents to fill out the form. Eighteen numbers filled by 60 to 69 have the most positions among the others. In this variable section, 29 numbers occupy the 50s position. In this case, the following variable 2 has less than variable one from a side of 50's position. In addition, seven numbers occupy the 40s position. In other words, in variable 2, many favor the number 60s compared to variable 1. A high position like this

can indicate that the respondent's answers vary. To see the presentation, the graphic below is presented;

Chart 4. Classification of Multiculturalism Perspectives

Table 2. Correlations Result

Correlations

		Multiculturalism Awareness	English Variety
Multiculturalism Awareness	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.000
	N	55	55
English Variety	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.000	
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3. Descriptive Statistics

	Mean	Std. Deviation	N
Multiculturalism Awareness	55.07	5.044	55
English Variety	56.20	5.788	55

It was then going to test the correlation. Based on the data, the correlation results could be seen. In the meantime, the researcher tried to perform the descriptive statistics calculation in order to support the correlation data.

From the correlation test table, it can be seen that the value of Sig. (2-tailed) of 0.000 is smaller than 0.05. In brief, there was a relationship between Students

Perceptions' on their multicultural awareness and English variety. In addition, the large value of the Pearson Correlation, *r*, is 0.519, indicating a moderate relationship between Students' Perceptions and English variety.

Discussion

Having learned such as English in Indonesia is not easy. It was taught as a foreign language on many levels. A lot of private schools, even public schools, added English to their curriculum just to put into account that English has been a need to be involved. Yet, it is not the entire people who show satisfactory agreement. Most English users revealed the same reaction that it can only be used in a particular place or time. Notably, the position of English over the world has become a popular language in today's multicultural activities.

The increasing English needs and wants have already influenced cultural identities among multicultural people, especially at the university level. The teenagers in this research emphasized that English was a need for them and could be their future income too. The reasons they came to IAIN Manado were undoubtedly to learn and achieve a better future through some options of the study programs. According to the data, the researcher found that the multiculturalism situation in IAIN Manado seemed in good shape. It was in line with IAIN Manado's vision as a multicultural campus. The students, in particular, have received the proper understanding and encountered the appropriate treatment. Yet, having it appropriately did not seem like a good run. Students felt insecure in the way they did, often interacted only with their regional friends, and this affected their abilities to express such English.

In relation to the interview, students' awareness of multiculturalism can be seen in the following distinctions; Internal activities, such as (1) students enlarged their activities and socialization by following some organizations, (2) students socialized with close friends, regional friends even in the same faculty or other faculties, (3) students appreciate their gender especially with peers, (4) students respect their own or other spoken mother tongues among their friends, (5) students accept and provide to understand each other's characteristics, and (6) students keep the values of friendship and harmony. 2) external activities, namely (1) students faced multicultural fusion and differences in their hometown and boarding house, (2) the exchange social group of

people sometimes brought some difficulties to adjust, (3) students' ethnicity is not related, so they still try to understand each other, (4) students lack language understand both in verbal or written one, hence they met some conflicts around, (5) students thought that they were introvert and extrovert. They looked like they could not socialize in better conditions, (6) students' keep the values of friendship and harmony.

According to the description, it can be identified that students' cultural awareness is in a good position. They tend to familiarize themselves with the situations being held. Their awareness is not only applied in internal activities but also to external ones. Implementing such an activity, acquired obstacles and challenges. Those can be found when the students had their first time entering IAIN Manado. Additionally, the students figured out some distinctions in their life while studying in IAIN Manado. Especially in English Education Study Program, the students revealed ups and downs experiences.

Having multicultural awareness, for this reason, brought positive and negative impacts. The correlation of multiculturalism awareness provided significant advantages to the chosen topic, like English variety. The data indicated that the students were moderate in linking their understanding to the use of English variety. The data shows clearly that multiculturalism awareness's position toward English variety is related. It can be identified through the following table.

Table 4. Multiculturalism Awareness Toward English Variety

Positive Impacts	Negative Impacts
Multiculturalism supported the students in learning English variety	Multiculturalism made students confused in learning English variety
Social group supported they styles in Studying English variety	A lot of social group activities sometime display unnecessary things to learning English variety
Getting support by the families	Getting stereotype by the families
Able to diagnose kinds of English varieties through socialization among English language learnes	For introvert people, there have many struggles to avoid
Getting motivated by people / English language learners	Getting unmotivated by non English language learners
Receive social supportive by surroundings	For many times, students revealed emotional due to unsupported social people
Social skills of themselves promote them to meet international friends	Getting refused to develop language skills
Gender identification can inform the way the speakers talk	Can only be cooperated with the same gender
Religious understanding is good	
Multicultural people in IAIN Manado	

taught a lesson to be confidence in speaking English variety
Multiculturalism expose their understanding in learning English variety

Based on the perceptions, their awareness of English variety is considered fine due to some aspects: They could establish good teamwork by socializing and learning together. In this statement, the students organize their time to learn to speak English together. They used the media by following English Learning Area and English corner. By understanding and receiving other characteristics, students remark their opportunities by sharing knowledge of each other, trying to engage in speaking by telling their needs, wants and vocabularies.

Students establish and maintain harmony and friendship. In this case, the more enjoyable they learn, the more they receive and understand how they communicate. Students talk by using English variety with free expressions, no hesitation, and confidence in speaking English. By appreciating each other, students reveal that they can freely express American English variety with no afraid. They can talk, share, correct, and build deals to correct each other.

Related to previous studies, such as (Hermini, 2019), this research can enlarge the statement that someone used to speak American English if they are exposed the following language. It showed examples like students willingly conveying American English rather than British and their easy exposure to American English variety. It is linked to another research conducted by (Safa, 2015), who eventually stated that it depends on the influence of variations in their exposure. Likewise, it is seen in IAIN Manado students that they are exposed to understanding language varieties due to studying English varieties in the course of intercultural subjects and tasks that they have been going through (Pavlína Stelzerová, 2014).

D. CONCLUSION

In conclusion, seeing by qualitative side, students' perceptions of their awareness in multiculturalism can be said by going through internal and external activities. These activities explain that their awareness of multiculturalism varies. Accordingly, they need to be more aware of their situations in trying to take and give one another. Meanwhile, seen by the quantitative side, the correlation shows that their awareness of

multiculturalism relates to how they learn to speak English with varieties. Categorization and consideration of this relationship can not only be studied locally but also internationally. In this case, Indonesian students' perspectives could further understand that multiculturalism affects social understanding, including English language improvement as the international language. For further experiments, this research is suggested to link multiculturalism awareness with multicultural education among multicultural people. Besides, in this case, English needs to be realized and accepted to be employed by Indonesians, although it still needs regulations to be applied. Likewise, varieties of English can be widely used.

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