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THE EFFECT OF GLOBAL ENGLISH ON EFL STUDENTS' MOTIVATION TO LEARN ENGLISH

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Abstract

This study aims to describe the effect of Global English on the learning motivation of EFL Students in learning English. The researcher used a qualitative descriptive methodology to analyze the data and several previous studies to support the data. Researchers researched EFL Students in the English Education Study Program of one private university in Cirebon. Data were specifically obtained by distributing questionnaires and direct interviews with EFL Students regarding the development of Global English and its effect on the learning motivation of EFL Students. Based on the results of the study, 2 broad categories of motivation affect the development of Global English on their motivation, which are intrinsic motivation and extrinsic motivation. As for the explanation of intrinsic motivation, namely the motivation that comes from EFL Students, that includes improving language skills for all purposes, having a larger scope of learning goals, knowing different types of English, and so on. While the notion of extrinsic motivation is the motivation that comes from outside EFL Students, which includes getting a greater opportunity to contribute to the world community, getting a better type of job, and getting a kind of higher quality education in particular.

Keywords: effect, global English, students' motivation, language learning

Introduction

In today's era, globalization has created conditions where English is important for modern communication. This has become one of the factors in the development of Global English. Different from Standard English, Global English is the concept of English as a global communication tool in various dialects and there is an effort to improve learning English. For more details, Global English is a combination of several English features that are easily understood by native and non-native speakers. Global English also allows and is open for developments and changes in the use of English as a medium of communication. (Modiano, 1999, p.3)

Harmer (2007, p.98) explains that motivation is something that drives a person to do something to get something. There are 2 types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is an impulse that comes from inside of oneself, usually for stratification. Meanwhile, extrinsic motivation is an impulse

that comes from outside factors, for example, a need to have a good score after taking a test, a reward for completing a task, or punishment for not completing a task. Sometimes, these two types of motivation appear simultaneously or one of them is dominant. It all depends on each individual who is feel the motivation itself. So it can be said that, in learning, motivation is one of the main keys to achieving learning targets.

Directly, with the development of the use of Global English as a medium of global communication, it has become one of the factors increasing the motivation of residents from various countries who make English a foreign language (EFL), to learn more about English. Among other things, each motivation allows open for greater opportunities in terms of gaining broader knowledge, increasing potential and wider work opportunities, as well as getting to know cultures from various parts of the world (Parupalli, 2019, p.65)

English has been widely studied by non-native speakers outside of native-speaking countries. This can be seen from speakers of English as a second language far more than speakers of English as a mother tongue. This means that English is mostly used by non-native speakers (Seargeant, 2012). Aponte (2018) explains that the effect of English as an intermediary language allows us to transmit knowledge of the world and increase understanding and connection with that knowledge. Carpenter (2017, p.65) gives an example of English as an intermediary language for presenting international news, namely the Al Jazeera Media Network. Which initially they used Arabic as an intermediary language and then changed it to English in global news in 2005. This aims to make the news presented more accessible.

The main problem of Standard English learning is that there are often many rules, in this case, grammar, idioms, etc, which are too difficult for non-native speakers to understand, with the impact of the learning process taking quite a long time to reach a certain level in mastering Standard English (Rohmatillah, 2014, p.75). Because of this, there are still gaps in understanding and using English which may still be far from using Standard English, but researcher also wants to know whether the use of Global English can make learning English easier so that learners are more motivated to learn Standard English to achieve greater goals of their targets.

Cohen (2017) explains that the novelty of the studies refers to one or more factors which might be the new insight of the studies, which include new techniques or new statements, which results in a brand new information discovery. There have been many studies that have examined the effects of Global English and its relevance to the learning motivation of EFL students, but each of these studies has its characteristics regarding the topic. From the causes of the occurrence, the participants involved, the stages that were passed during the research, the commitments, the obstacles that were passed, and the authority of each party involved. In addition, the focus of the problem studied, namely related to the effect of Global English on local coverage in Indonesia, has not been widely carried out by previous researchers.

Global English

Blake (1996, p.4) explains that English history is divided into 3 periods, namely: Old English (450-1100 AD), Middle English (1100-circa 1600 AD), and

Modern English (since 1600). But Global English seems to have developed into the 4th period in English history. Which is the period when English is used by non-native speakers.

In terms of Global English development, Graddol (2019) claims that in the late 20th and early 21st centuries, English as a global language had a massive development. He also elaborated that for the first time in history, a language, in this case, English, could be adequately used as a global lingua franca to communicate between speakers of other languages in different countries. Which is this condition led to the birth of observers and researchers to study the Global English phenomenon in this era.

Known as a Global English pioneer, Indian linguist Braj Kachru has studied the spread and growth of English around the world. Based on his historical view, he developed three global English circles consisting of an inner circle, an outer circle, and an expanding circle (Crystal, 2003). The inner circle traditionally refers to English. In short, English is the main language used in English-speaking countries such as the United States, United Kingdom, Ireland, Australia, Canada, and New Zealand. The outer circle indicates a country (L2) that does not speak English as its mother tongue but uses English as a second language. These countries are usually British colonies, such as Singapore, Malaysia, India, and parts of Africa. The expanding circle refers to countries that recognize English as an international language. Unlike outer ring countries, these countries are usually not colonized by inner ring countries. Japan, Thailand, Vietnam, Greece, Poland, Indonesia, etc. are examples of countries that fall into this category and are expanding their circle.

In terms of Global English development in Indonesia, The Government of Indonesia recognizes that English plays a role as an international and scientific language, and has stipulated that English is one of the compulsory subjects from junior high school to university. As a foreign language, English is rarely used outside the context of the classroom. Outside the classroom, Indonesian students speak Indonesian or their local language instead, although there are still efforts to use English outside the use of formal norms. These conditions have some effect on the English proficiency of Indonesian students. The English proficiency of Indonesian students is quite inadequate (Suryanto, 2014, p.75).

Rachman (2019) found that the use of a mixture of Indonesian and English in communication is the effect of globalization, which no longer has borders or boundaries, even in today's interactions where both real and virtual interactions are becoming more prevalent, such as social media. As a result, people need the ability to interact with people from other countries and speak multiple languages called bilingualism.

The global culture that develops in Indonesian society tends to explain westward naming further confirming that English was an international language and is still the most widely spoken language by people around the world. The general attention to using a mixture of these two languages is that it is considered different from good and correct Indonesian (Rachman, 2019).

There are many factors behind the use of this mixed language, and there are pros and cons to the shift in language use in communication. There is also an opinion that the use of this mixed language brings positive things and allows Indonesians to compete with people from other countries, especially in this era of globalization where knowledge of English is very important. However, some argue

that the use of this mixed language can damage Indonesian itself, especially the language of increasingly abandoned regions. Another factor in the discussion of mixed language use is the concern that language use is appropriate or incorrect because the two languages are mixed at the same time (Rachman, 2019).

Students' motivations

Arianti (2019, p.117) explains that motivation is a psychological state that encourages someone to do something. Motivation has three main components: needs, encouragement, and goals. Needs arise when an individual feels an imbalance between what he or she has and what he or she expects. Encouragement, on the other hand, is the mental power to carry out activities that meet expectations. To explain, encouragement is a mental force that focuses on meeting expectations and achieving goals, and goals are what individuals want to achieve. In this case, this goal guides behavior, or learning behavior. Based on the meaning of the word motivation above, learning motivation is understood to mean something that creates the urge or enthusiasm for learning, in other words, the driving force behind the spirit of learning.

Harmer (2007, p.98) categorize motivation can be essentially divided into intrinsic and extrinsic motivations. Intrinsic motivation is the motivation that comes from within and is unaffected by anything outside of the person. Because every individual has the urge to do something, people whose actions are driven by their essential motives will only be satisfied when their actions achieve the consequences of the action itself. For example, a person who enjoys reading without encouragement can find and read his book. Diligent and responsible people learned well without waiting for an order. On other hand, external motivation arises as a result of an individual's external influence, but students want to learn in such situations, whether by invitation, order, or coercion from others. For example, if a student doing homework only follows the teacher's instructions, otherwise the teacher scolds them.

Another explanation from Legault (2016), intrinsic motivation refers to involvement in behavior that is inherently satisfying or enjoyable. Intrinsic motivation is essentially non-instrumental. In another word, essentially motivated actions do not depend on results that can be separated from the action itself. Rather, the means and purpose are the same. On the contrary, external motivation refers to the performance of a behavior that is essentially dependent on achieving results that are separable from the behavior itself. This is done to achieve different results.

Legault (2016) also elaborates that intrinsic motivation is a natural tendency of human beings. This means people are willing to do what they find interesting and fun. But for the intrinsic motivation to prosper, the social environment must encourage it. Social context influences the experience of intrinsic motivation by affecting perceived autonomy and ability. Essentially, when the social environment supports autonomy by strengthening the internally perceived place of causality (for example, behavior arises from individual choice and internal causality, not from external pressure), motivation is strengthened. In contrast, when the social environment ignores or hinders autonomy by enhancing externally perceived causal trajectories (for example, by providing or demanding external rewards), the attachment will be impaired. Therefore, as long as the social environment uses behavioral strategies and control external obsessions, strengtheners, and punishers,

the motivation is no longer intrinsic but external. As it undermines individual autonomy, punishments, time limits, and surveillance threats have been found to help reduce intrinsic motivation and increase extrinsic motivation. Perceived abilities also affect intrinsic motivation. When the social environment impairs perceptual abilities, intrinsic motivation diminishes. On the other hand, when the social environment enhances the perceptual ability in activity, it increases essential motivation. Positive feedback (for example, verbal praise) tends to raise awareness of the personal impact and increase intrinsic motivation. Interestingly, this enhancing effect of positive feedback on intrinsic motivation requires not only the individual to feel competent, but also to experience autonomy in performing actions.

In their study, Nuraeni and Aisyah (2020, p.51) examined the motivations of students learning English as a foreign language. The purpose of their study was to find motivation for them to choose English as their major. The importance of this study can be used as an aid to students' recognition of their learning motivation and as a teacher's foundation for students to improve their learning motivation. Interviews were conducted to achieve the research goals. The results showed that most students were initially motivated externally and few experienced intrinsic motivation. After studying English for over a year, the motives of some students remained almost the same. However, some students changed their motivation. Some students who were essentially motivated to learn English because of the difficulty of learning were extrinsically motivated. In contrast, one student turned external motivations due to curiosity into intrinsic motivations and found English to be an interesting learning subject.

Purnama, et al. (2019, p.539) found that motivation is one of the most important things in the learning process. Without motivation, it is difficult to reach your learning goals. If learners have it in the learning process, they will better understand the material, especially English. To determine the motivation of 8th-grade English students at one Islamic School in Indonesia, a descriptive qualitative method was used to carry out the study. Data were collected using a 10-item student motivational questionnaire and a 5-item interview by Clement, Dornyei & Noels (1994). The data was created with percentages and descriptions. The main results show that the learner is very motivated overall. Based on the results of this survey, the participants have this motivation based on the results of questionnaires and interviews. From the output of the questionnaire, most of the students choose the informed consent form. This means that students enjoy learning English. The interview also showed that students are very interested in learning English. However, in this case, teachers need to be more creative concerning the media, strategies, or materials provided when teaching-learning activities to motivate students.

According to Prasangani (2018), in 2012, Lamb pioneered research in Indonesia by focusing on both urban and rural EFL learners. The results of the study reveal the lack of globalization and the need for globalization, and thus the learner's ideal L2 because rural learners show a weaker ideal L2 self compared to urban learners. Self-development shows that learners are highly dependent on regional differences in English. This condition is similar in other countries. You and Dornyei (2014, p.1) found that urban L2 Chinese learners are an ambitious group compared to rural groups because Global English is important to meet globalization needs is similar. The value of Global English not only enhances the motivation to learn

Global English but also enhances the imagination of L2 learners as Global English speakers. It should be noted that recent motivational studies have revealed a strong motivation for urban learners to achieve future goals through global English. However, few motivational researchers have been able to focus on the motivation of rural L2 learners, consistently showing the weak L2 motivation of rural L2 learners. This shows that local L2 learners need to understand and investigate the motivations for studying Global English to reach their future goals (Prasangani, 2018).

The result of Global English is the emergence of a "new community" of English users. This new community is associated with non-native speakers English users, like the English-speaking community of Outer and Expanding Circles. This requires that English as the language of the world is more diverse and widespread today, not only among native speakers but also among non-English speakers around the world. Therefore, it is natural that many people who speak English other than native will appear. Communication practices need to emphasize linguistic diversity. It is important to recognize that communicating in English is no longer just for a native speaker, but communication with many English-speaking users around the world (Graddol, 2019).

The emergence of numerous English "new communities" must reflect the practice of learning English. Several questions arise, do we still need to refer to Standard English for teaching and learning English? Do learners/students need to introduce a variety of non-native speakers? English is now the international language used for communication in politics, commerce, education, and other contexts around the world. On the other hand, Standard English is not the only language type, and non-native speakers are also discussing their types. In addition, people will need to take an English test to reflect on the benefits of this "new community" (Graddol, 2019).

Standard English principles have long been used in the world of teaching English. For example, the pattern of teaching English in Indonesia has long adopted this principle. Students and learners can only teach Standard English without being told that there are many different types of English. Another consideration is the need to consider the use of language as a teaching tool in classes other than language and English, and the use of a primary language as a teaching tool in classroom activities that is a barrier to the acquisition of English skills. It means that there is. Using the first language can help students improve their English proficiency by addressing the identity of non-native speakers to learn the language. This means that English education that considers the principles of global English is no longer based solely on the use of Standard English, but on English education that respects the diversity of English in the world and considers the first medium of education as a language (Lestari & Setiawan, 2020).

In his article, Graddol (2019) shows increased tolerance for multiple standards of English and increased flexibility and liquidity in the use of English by global citizens. In this regard, there are several mechanisms for maintaining the effectiveness of English as an international language. First, there is the principle of mutual understanding. Native varieties (including both American and British) have proved to be in fact as difficult to understand as some varieties in second languages around the world. In addition, strict adherence to certain usage standards may not be the most important means of achieving mutual understanding. Global English

speakers are welcome to adopt the linguistic characteristics of the first language, as long as they do not endanger intelligibility. Native language peculiarities that cause problems for learners and are not necessary for international understanding can be safely ignored. In other words, it doesn't have to sound like a native speaker to be understood around the world, and global English speakers don't have to sacrifice their existing identities.

Second, there is a practical strategy used by experienced intercultural communicators, which even native speakers should adopt if they want to understand the context of a common language. The "English Wave" is now being built. Within 10 years, almost one-third of the world's population is trying to learn English at the same time. But looking to the future, the flow of learners can slow down at about the same rate as it came. A successful second language English project for elementary school students around the world will bring a new generation of English-speaking children who do not need English lessons in the future. As children of this generation pass through the education system, junior high school students are expected to begin learning curriculum subjects such as math and science in English. This is already happening in many countries.

Method

To obtain the data, the researcher used descriptive qualitative and used questionnaires and interviews as data collection instruments. Descriptive qualitative is aiming to explain the phenomenon as deeply as possible by collecting data as clearly as possible. This research does not prioritize the size of the population or the sampling which can be very limited. If the data collected is deep and can explain the phenomenon under study, then there is no need to look for another sampling. Here the emphasis is more on the quality of the data, not the quantity of data. (Kriyantono, 2014, pp.56-57).

The data collected through interviews and questionnaires from data sources is the subject from which the data was obtained. Based on the type of data required, participants in this survey are a group of objects used as data sources in the survey, which can be in the form of people, objects, documents, and so on. Therefore, based on the problems that exist in this study, the researcher will use 10 undergraduate students at one of the private universities in Cirebon, Indonesia. Participants were selected according to the purpose and questions of this study.

The researchers adopt the questionnaire that has been formed by Funada et al., in 2020 called, Global Englishes Orientation Questionnaire (GEO-Q) with minor adjustments. After the answers to the questionnaire have been received, the researcher will validate the answers to the participants by conducting interviews. Interviews will be conducted if the participants are willing and agree.

Data analysis in qualitative research is performed before entering the field, in the field, and after leaving the field. However, in qualitative research, data analysis focuses on field processes as well as data collection. Qualitative data analysis is done during the data collection process, not after the data collection is complete. The stages of data analysis during the field process that accompany data acquisition according to Miles and Huberman (1984, p.16) are as follows:

Data reduction means summarizing, selecting points, focusing on points, looking for themes and patterns, and discarding irrelevant data. Therefore, the reduced data provides a clearer image and makes it easier for researchers to collect

more data. Once the data is reduced, the next step is to view the data. In qualitative research, the presentation of data takes the form of brief explanations, charts, relationships between categories, flowcharts, and so on. In this case, Miles and Huberman (1984, p.16) also found that the most common text used to present data in qualitative research was narrative text. The third step in analyzing qualitative data is to draw and validate conclusions. The conclusions made by the researchers are supported by valid and consistent evidence, and the conclusions presented are credible. These three phases of analytical activity are interrelated and will continue during the research.

Findings

In the Questionnaire section, the participants were asked to give a score of agreement on several available statements. The rating scale is divided into 4, which are Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

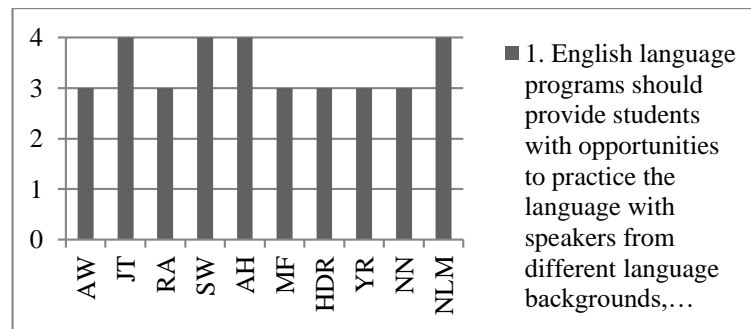


Figure 1. Questionnaire data 1

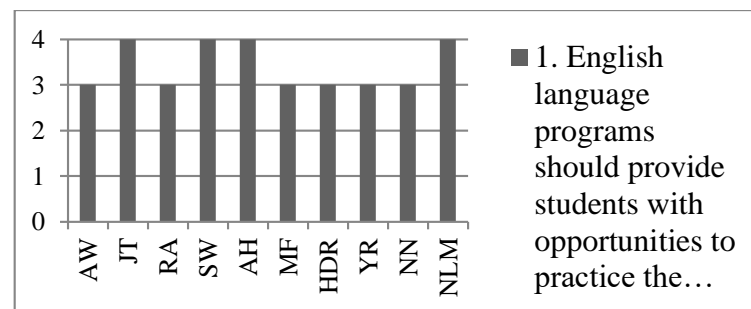


Figure 2. Questionnaire data 2

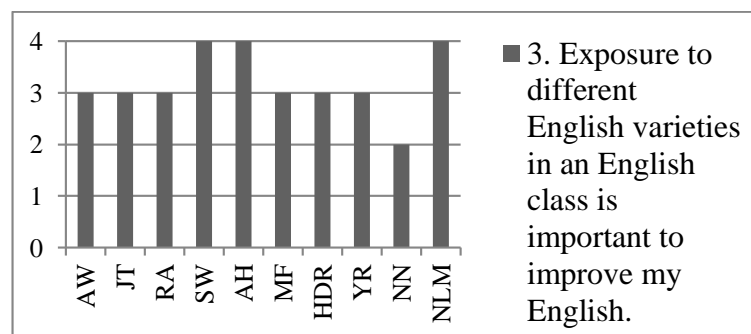


Figure 3. Questionnaire data 3

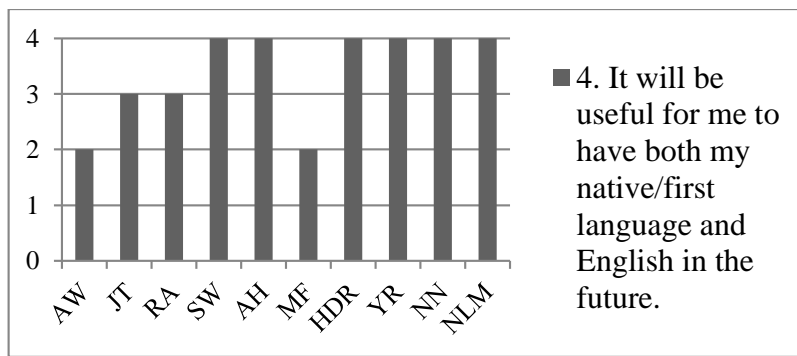


Figure 4. Questionnaire data 4

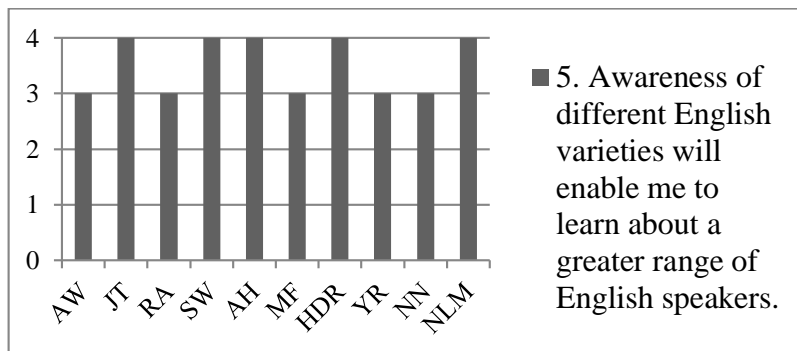


Figure 5. Questionnaire data 5

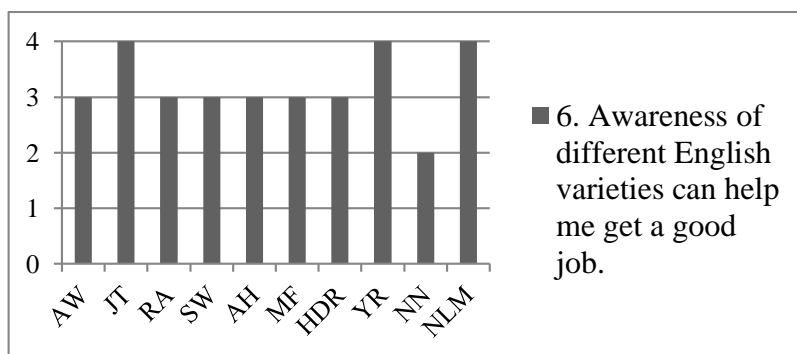


Figure 6. Questionnaire data 6

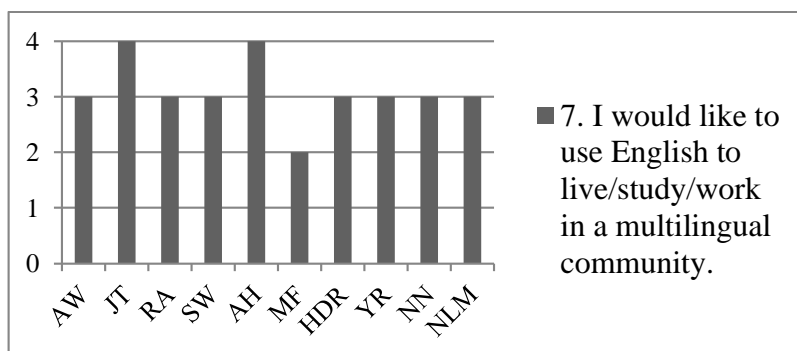


Figure 7. Questionnaire data 7

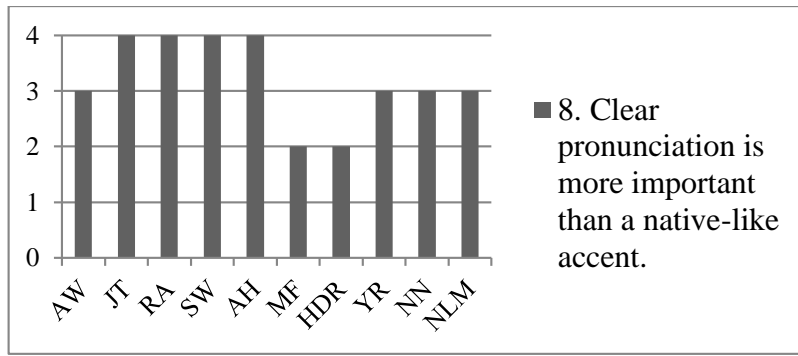


Figure 8. Questionnaire data 8

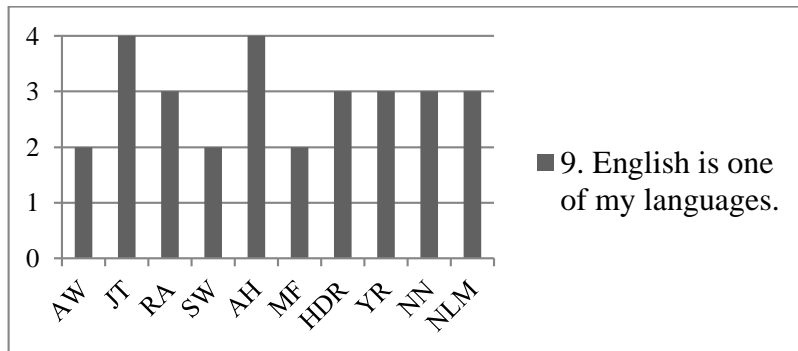


Figure 9. Questionnaire data 9

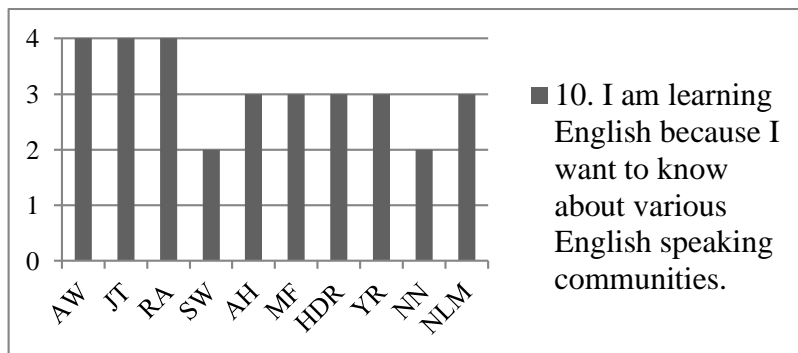


Figure 10. Questionnaire data 10

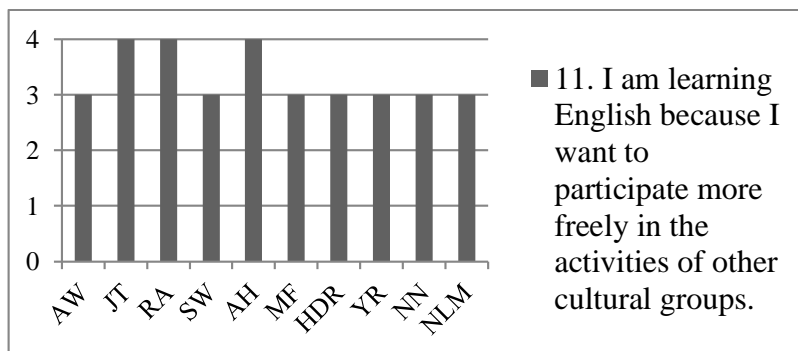


Figure 11. Questionnaire data 11

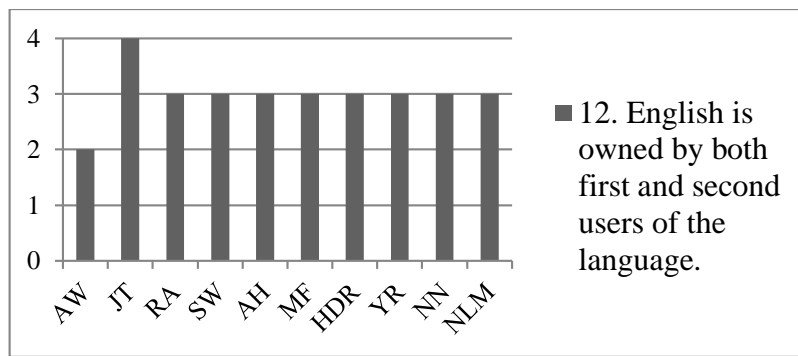


Figure 12. Questionnaire data 12

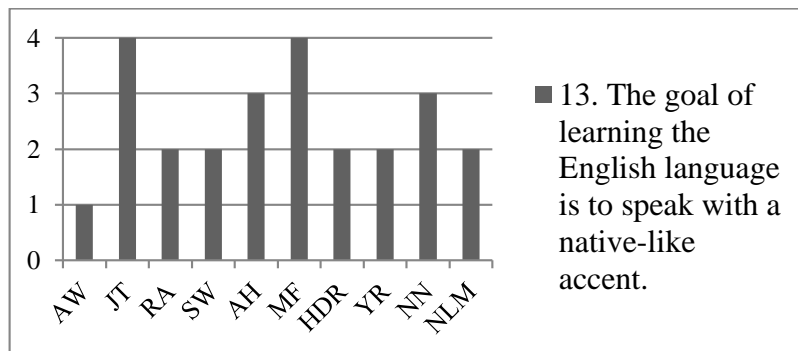


Figure 13. Questionnaire data 13

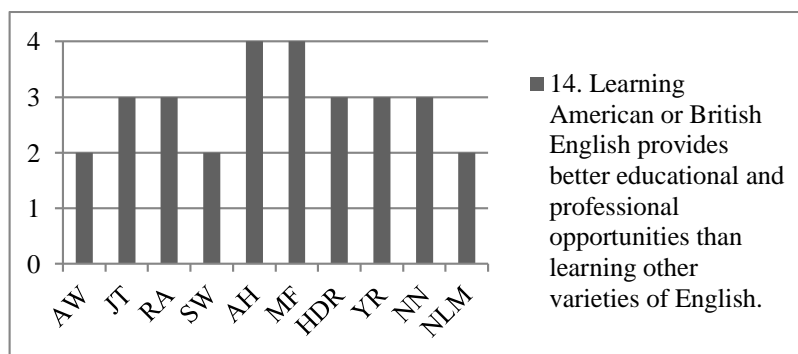


Figure 14. Questionnaire data 14

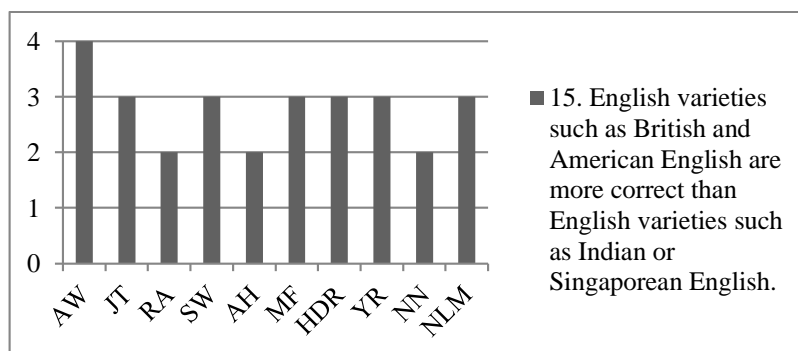


Figure 15. Questionnaire data 15

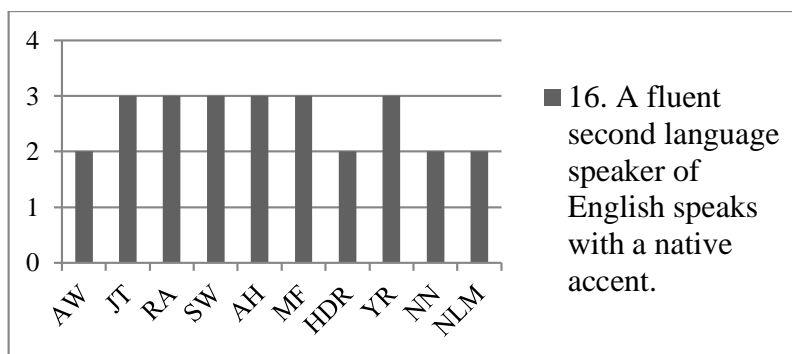


Figure 16. Questionnaire data 16

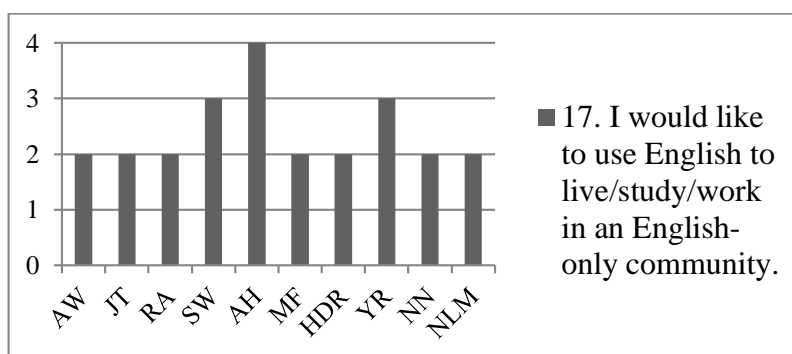


Figure 17. Questionnaire data 17

In the Interview section, all participants were asked to be willing to conduct interviews. But after being asked for their consent, only a few participants were willing to do it. JT, SA, RA, and HDR were willing to do the interview.

Table 1. Interview data

| Q1. In your opinion, is there any other types of English besides Standard English? Can you mention some of it? | |
|--|---|
| Answers | |
| JT | Yes, there are Canadian English, British English, American English, Australia English, Bahasa Jaksel, and many more. |
| SA | Non-Standard English, because it is a informal version of English which contains of slang and colloquialisms that wouldn't be used in more formal or professional settings. |
| RA | Yes, there is. Apart from American and British English, what I know more about Standard English is Australian and Singaporean. |
| HDR | Yes, there is. Besides American and British English, I also know Australian English and Singlish. |
| Q2. In your opinion, what are the advantages of learning other types of English besides Standard English? | |
| Answers | |
| JT | We can know the variation of English, and also if we want to go to another country who doesn't speak English, we can use their accent so they will understand what we say. |
| SA | In my opinion, maybe this is a very cliché, but by learning English other than Standard English, it can add insight into the various types in English, besides getting a lot of new vocabulary. |

| | |
|--|---|
| RA | In my opinion, learning about types of English other than Standard English adds to my knowledge of the language and culture globally. |
| HDR | I became more aware of the diversity of the English language which increased my knowledge. I can also tell the difference between the words used and the accent used. |
| <hr/> | |
| Q3. In your opinion, do EFL students have to always use Standard English in their studies? | |
| <hr/> | |
| Answers | |
| <hr/> | |
| JT | I think yes, because they have to know at least the Standard English that people always use. Then, they can learn other types of English if they want to improve their knowledge. |
| SA | Of course, because in the learning process we must use Standard English so that it is easy to understand and the learning process is also a formal activity, so we must use Standard English. |
| RA | Yes. |
| HDR | Yes. |
| <hr/> | |
| Q4. Do you have difficulty using Standard English? And, is it easier for you to understand English without using some rules (i.e. Grammar, Idiom) in Standard English? | |
| <hr/> | |
| Answers | |
| <hr/> | |
| JT | No, I don't. I don't have any difficulty in using Standard English. |
| SA | So far nothing. Of course, I find it easier to use Standard English without sticking to rules like grammar or idioms. |
| RA | Yes, there are difficulties. No, because in understanding English sentences, it is necessary to pay attention to the grammar in order to understand the meaning and purpose of the sentence, as well as the use of idioms if we do not know the meaning of the idiom then we cannot understand the meaning of the sentence or expression. |
| HDR | Yes, there is. No, because if you don't use proper grammar, you will have misunderstandings when communicating in English. This will make us not understand the meaning of the person's words. |
| <hr/> | |
| Q5. Do you have your own motivation to learn English, both internally and externally? | |
| <hr/> | |
| Answers | |
| <hr/> | |
| JT | Yes, I do. I do have my own motivation to learn English. I wanna know and also can to speak in other types of English! Because maybe some of the words may be different, so I want to enlarge my vocabularies! |
| SA | There is no special motivation, it's just because I like English so I learn English so that I can speak and write English well. |
| RA | Yes. One of my motivations for learning English is from within me which I like languages learning and I also want to open up opportunities outside because in the current era of globalization, foreign language skills are needed. |
| HDR | Of course. My motivation to learn English is that I want to improve my foreign language skills which will be very useful for myself. |
| <hr/> | |

The researchers get some data to determine the extent of participants' understanding of the topic of Global English. The author asked if the participants knew other types of English besides Standard English and got various types of answers. However, only a few correct ones are included in the Global English category, which is Bahasa Jaksel and Singaporean English or most known as Singlish (ID.1).

In the questionnaire, researchers provide several statements regarding the participants' opinions on the topic of Global English. The majority of participants

stated that they use English in their lives (QD.9) and also agreed that English is owned by the first and second users of the language (QD.12). The same thing was stated and supported by Rohmah (2005: 108), that the English language is owned by all groups of users. They also agree that clear pronunciation is more important than a native-like accent (QD.8).

Global English tends to ignore grammar and the use of native accents, this happens because it makes the use of English easier and reaches all levels of English users. The majority of participants also support that speaking with an accent like a native speaker is not their goal in learning English (QD.13). However, the participants still considered that the English native variety was better than other types of English (QD.15) and considered the fluent second language speaker of English speaks with a native accent (QD.16).

Intrinsic motivations of EFL students to learn English

Intrinsic motivation is the motivation that comes from within the participants. Currently, there are so many communities in the world that use English as their medium of communication. And not all members of the community may be at a standard level of understanding of English. The majority of participants agreed that they studied English to know the various English-speaking communities (QD.10). Several participants explained and mentioned being able to use the accent of a country so that they can communicate with them, gain new knowledge and new vocabulary, increase language knowledge and understand culture globally, and increase knowledge about the diversity of English, and know the typical words and accents that used in a community (ID.2). This is also supported by the motivation of participants to be involved in cultural activities in a community that they are interested in outside their current community (QD.11).

To be more specific, one of the participants had an internal motivation who wanted to know how to learn more types of English and expand his vocabulary. Another explained that he internally loves language studies and wants to learn them. And the last one explained that internally she wanted to improve her foreign language skills (ID.5)

Participants understand that awareness of other varieties of English can help them learn about various types of English speakers (QD.5). Therefore, almost all of the participants agreed that exposure to other types of English could improve their English language skills (QD.3) so that they indirectly try to understand other types of English.

Extrinsic motivations of EFL students to learn English

Extrinsic motivation is the motivation that comes from outside the participants. There are several effects of Global English on the learning motivation of EFL students. students expect the opportunity to communicate with English speakers who come from various community backgrounds (QD.1). Participants also stated that it would be more useful to use two languages, for example, Indonesian and English in the future (QD.4)

In addition, participants still agree that learning English natively provides better educational and professional opportunities compared to other types of English (QD.14). This was also explained by one of the participants that externally he wanted to open up greater opportunities to develop in the era of globalization

(ID.5). Therefore, participants have the motivation to live, study, or work in a multilingual community (QD.7) and if possible in an English-only community (QD.17).

About the necessity of EFL Students using Standard English in their studies, all participants in the interview section said that they should use Standard English. Because Standard English is generally used in formal activities (ID.3) Overall, the participants did not experience significant problems in understanding Standard English but admitted that it was easier to use English without being constrained by grammar. Some participants had difficulty but stated that it was easier to use standard rules to understand the aims and objectives of learning, and to avoid misunderstandings (ID.4). According to Wang (2013) this is the role of Global English, which is to become a learning bridge to understand the level that someone wants to master, which in this case is Standard English.

Conclusion

Based on the results of qualitative descriptive research using interview and questionnaire techniques conducted at the English Education Study Program in one private university in Cirebon about the effects of Global English on EFL students' motivation to learn English, several conclusions can be drawn. Global English is a phenomenon where there is a development in the use of English in several communities with different backgrounds in the world. While learning motivation is an encouragement that comes from both inside and outside a student to learn. And in this study, it has been proven that there is an influence and relevance between the two. There are several factors found in the effect of Global English on students' learning motivation which can be categorized into 2, namely intrinsic and extrinsic motivation. As for the explanation of intrinsic motivation, it is the motivation that comes from EFL students, which includes improving language skills for all intents, having purposes greater learning scope, knowing pretty other types of English, and so on. While explanation of extrinsic motivation is the motivation that comes from outside of EFL students, which includes getting greater opportunities to contribute to the world community, getting sort of better jobs, and getting sort of better quality education in a particularly big way.

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