Chapter IV

Findings and Discussion

This chapter contains the results and discussion of the study aiming to answer the research question of, "How are the attitudes of Indonesian university students of English towards varieties of English speech?" It is divided into three parts, each deals with one problem identification. It should be noted that:

- 1,000 is the smallest value while 7,000 is the higest.

- The number of valid cases is 40 (forty).

- Competence traits are Confident, Clear, Intelligent, Fluent; Attractiveness traits are Pleasant, Funny, Modest, Gentle.

- USA and Australia represent the Inner Circle; Kenya and Sri Lanka represent the Outer Circle; Germany and Indonesia the Expanding Circle.

- All tests were performed using a statistics application for computer called *IBM SPSS Statistic 21 Trial Version*.

1. The Attitudes of Indonesian University Students Majoring in English Towards Varieties of the English Speech

The first test taken to find apparent attitudes over the six speakers was descriptive statistics. Mean ratings of each speaker on each of the eight traits were

calculated and described in Table 4.1. Then, mean ratings of each speaker on all traits, of each speaker on competence traits, and of each speaker on attractiveness traits were also calculated, as given in Figure 4.1.

Table 4.1. Mean Ratings of Each Trait on Each Speaker (N Valid=40)

Speaker	Traits' Mean Ratings							
	Pleasant	Funny	Confident	Clear	Modest	Intelligent	Fluent	Gentle
USA	3,900	3,475	4,025	4,250	3,900	**4,850**	**4,600**	3,950
AUS	3,625	3,925	**4,750**	4,300	**3,825**	4,400	4,225	3,825
SRI	4,050	3,375	4,175	3,850	4,125	4,225	4,100	4,300
KEN	3,825	**4,025**	4,650	4,425	4,100	**3,925**	4,575	**3,700**
GER	**3,525**	3,775	**3,775**	**3,400**	4,150	4,050	**3,675**	**4,850**
IND	**4,875**	**3,200**	4,500	**4,850**	**4,275**	4,300	4,275	4,550

Highest scores are in **bold red**, lowest in **bold green**.

From Table 4.1, the most intelligent and fluent speaker is USA. The most confident speaker is Australia, the most gentle is Germany, while the most funny is Kenya. Indonesia holds the highest score for three individual traits, i.e. pleasantness, modesty, and clarity. In the negative side of the traits, Germany gets the most unclear as well as the least fluent and confident speaker. Those results suggest that most of the highest scores for traits representing competence and attractiveness belong to varieties from the Inner Circle and Expanding Circle respectively.

Figure 4.1. Mean Ratings of Each Speaker's Competence, Attractiveness, and Overall Traits (N Valid=40)
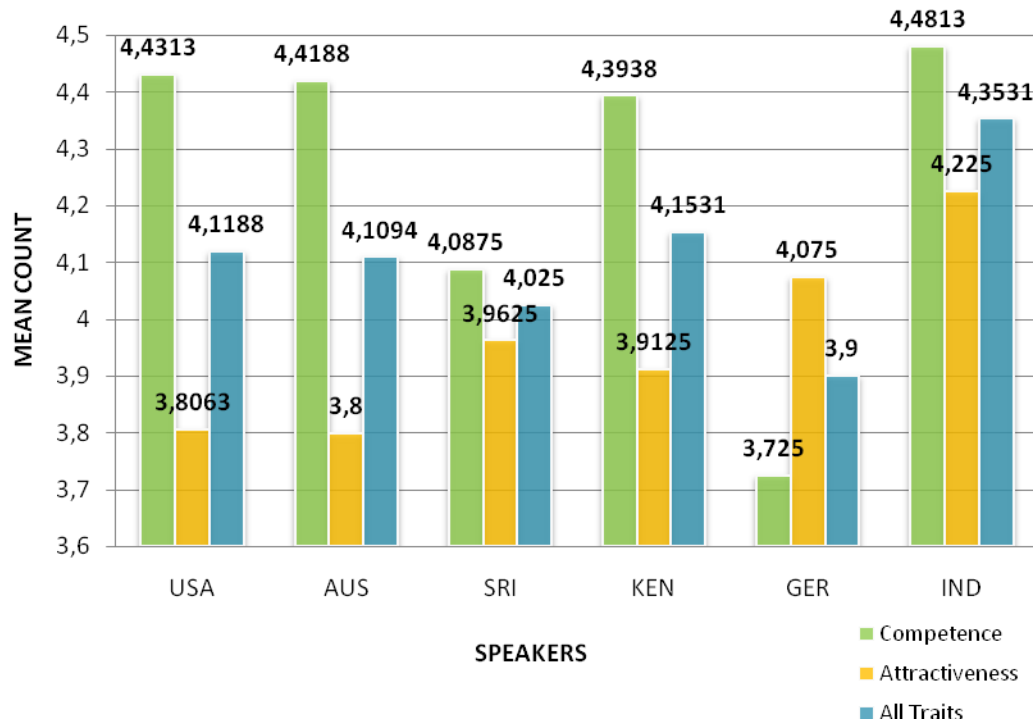
Next, Figure 4.1 suggests that from overall traits on all the speakers – as shown by the blue bars, Indonesia is ranked the highest, with the mean rating of 4,4813. The rank of the six speakers on overall traits are below in a descending order.

Indonesia => Kenya => USA => Australia => Sri Lanka => Germany

Kenya as a representative variety from the Outer Circle is placed second, with the mean rating of 4,3938. Contrary to theories and findings on previous language attitudes studies in other countries, the other varieties of English are less favourable for Indonesian listeners when being compared to the Indonesian variety. This shows

that the assumption of "speakers of standard varieties are often valued while speakers of non-standard varieties are often disparaged because of their speech" (Renoud, as cited in Siregar, 2010, p. 72) is not applicable in Indonesia. As what Davies and Elder (2004) stated, that language attitudes relate closely to social environment in which the language exists and may change due to them, Indonesian listeners tend to value speakers closer to their social environment – as can be said 'more familiar' – more positively. Germany and Sri Lanka speakers getting the last two places might be due to the scarcity of German's and Sri Lanka's speeches being heard in Indonesia.

In terms of competence and attractiveness – as shown by the green and yellow bars respectively in Figure 4.1, Indonesia is also placed first in both categories. This highly positive evaluations on Indonesian variety reflect a high level of solidarity among Indonesians, since it is also the accent they mostly speak with and hear daily. Meanwhile, Germany is considered the least competent and Australia the least attractive. The rank of the six speakers on competence and attractiveness traits are below in a descending order:

Competent : Indonesia=>USA=>Australia=>Kenya=>Sri Lanka=>Germany

Attractive : Indonesia=>Germany=>Sri Lanka=>Kenya=>USA=>Australia

Again, it seems that the results are against previous assumption on language attitudes that 'the more non-native a variety is, the lower its competence value is and the highest its attractiveness.' However, upon further investigation, the assumption seems to be applicable to all the speakers other than Indonesia; especially to USA,

Australia, and Germany. The gap between the mean rating of competence traits and attractiveness traits of USA is significantly large; the competence traits (mean rating of 4,4313) are much higher than the attractiveness traits (mean rating of 3,8063). The same applies to Australia (competence mean rating is 4,4188 while attractiveness is 3,800). The opposite goes to Germany; its mean rating for the attractiveness traits (mean rating of 4,075) are much higher than the competence (mean rating of 3,725).

Furthermore, looking at the competence and attractiveness ranks from Kachru's (1988) Three Concentric Circles below (excluding Indonesia):

Com.:   USA=>   Australia=>   Kenya=> S. Lanka=>   Germany

Inner Circle=>   Outer Circle=>   Expanding C.

Attr.:   Germany=>   S. Lanka=> Kenya=>   USA=>   Australia

Expanding C.=>   Outer Circle=>   Inner Circle.

varieties from the Inner Circle (or also the native ones) seem to be perceived as the most competent while those from the Expanding Circle (or the non-native ones) as the most attractive but the least competent. This suggests that Indonesian listeners subtly acknowledge nativity role in varieties of English speech, but even when being compared to the Indonesian variety (of English), they still prefer it the most.

To see whether the phenomena explained above are statistically significant, one way within-subjects (repeated measures) ANOVA tests were performed. Pairwise comparisons' tables would only be described when there are strong or suggestive

statistical significances, i.e. when Sig. values are below 0,05 or among 0,05 and 0,1, respectively (look at the scores in **bold red**).

Table 4.2. Pairwise Comparisons of Each Speaker on Each Speaker

(I) speaker	(J) speaker	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
USA	AUS	,009	,137	1,000	-,420	,439
	SRI	,094	,148	1,000	-,368	,555
	KEN	-,034	,201	1,000	-,661	,593
	GER	,219	,160	1,000	-,282	,720
	IND	-,234	,185	1,000	-,814	,345
AUS	USA	-,009	,137	1,000	-,439	,420
	SRI	,084	,161	1,000	-,419	,587
	KEN	-,044	,126	1,000	-,439	,352
	GER	,209	,099	,602	-,099	,518
	IND	-,244	,126	,904	-,638	,150
SRI	USA	-,094	,148	1,000	-,555	,368
	AUS	-,084	,161	1,000	-,587	,419
	KEN	-,128	,182	1,000	-,697	,441
	GER	,125	,182	1,000	-,445	,695
	IND	-,328	,179	1,000	-,889	,233
KEN	USA	,034	,201	1,000	-,593	,661
	AUS	,044	,126	1,000	-,352	,439
	SRI	,128	,182	1,000	-,441	,697
	GER	,253	,130	,870	-,152	,658
	IND	-,200	,118	1,000	-,568	,168
GER	USA	-,219	,160	1,000	-,720	,282
	AUS	-,209	,099	,602	-,518	,099
	SRI	-,125	,182	1,000	-,695	,445
	KEN	-,253	,130	,870	-,658	,152
	IND	**-,453**[*]	,127	,014	-,849	-,057
IND	USA	,234	,185	1,000	-,345	,814
	AUS	,244	,126	,904	-,150	,638
	SRI	,328	,179	1,000	-,233	,889
	KEN	,200	,118	1,000	-,168	,568
	GER	**,453**[*]	,127	,014	,057	,849

Based on estimated marginal means
*. The mean difference is significant at the ,05 level.
b. Adjustment for multiple comparisons: Bonferroni.

Firstly, ANOVA test was done to compare the mean differences of the mean ratings of overall traits among all six speakers. Only one of the significance values of the three tests is between 0.10 and 0.05 (sphericity assumed Sig. = 0,055), which is small enough but not very significant. Pairwise comparisons in Table 4.2 further shows that there is a significant difference between the Germany and Indonesia speakers. This means that other than facts around Indonesian and Germany speakers, existing phenomena might only be due to chance variation.

Table 4.3. Pairwise Comparisons of Competence and Attractiveness

(I) trait	(J) trait	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Competence	Attractiveness	,293[*]	,093	,003	,106	,480
Attractiveness	Competence	-,293[*]	,093	,003	-,480	-,106

Based on estimated marginal means
*. The mean difference is significant at the ,05 level.
b. Adjustment for multiple comparisons: Bonferroni.

Next, for the competence and attractiveness traits, ANOVA was conducted to see whether differences found are statistically significant. Sig. values of within-subjects effects' tests are all below 0,05 (sphericity assumed, greenhouse-geisser, huynh-feldt Sig. = 0,003), suggesting strong effects between the variables. Pairwise comparisons in Table 4.3 further point out that there are significant differences between the means of competence and attractiveness traits and vice versa.

However, when repeated measures ANOVA was conducted among the four competence traits as well as the other four attractiveness traits, significance values of

within-subjects effects' tests the are all above 0,05 (greenhouse-geisser for the four competence traits F = 0,339 Sig. = 0,758; greenhouse-geisser for the four attractiveness traits F = 2,568 Sig. = 0,096) and no significance is found in the pairwise comparisons tests. It means that any preferences exist in respondents' rate for competence and attractiveness traits are valid generally but not in the individual traits.

Lastly, another repeated measures ANOVA test was done again to see whether there is any statistically significant differences exist among the mean ratings of "native" varieties (USA and Australia) and "non-native" varieties. Significance values of within-subjects effects' tests the are all above 0,05 (sphericity assumed, greenhouse-geisser, huynh-feldt Sig. = 0,95) and no significance is found in the pairwise comparisons tests. It suggests that respondents see both "native" and "non-native" varieties equally.

In short, the respondents surprisingly perceive Indonesian speaker as the most prefered variety – either in competence, attractiveness, and overall traits – leaving behind the other varieties with statistically insignificant differences of mean ratings. This attitude reflects a high level of solidarity among Indonesians to the variety of English from Indonesia. They seem to value speakers closer to their social environment more positively, but still subtly acknowledge nativity role in varieties of English speech, excluding the variety from Indonesia. German speaker is the least favourable variety overall while also being the least competent. Australia is perceived

to be the least attractive. Most of the highest scores for traits representing competence and attractiveness belong to varieties from the Inner Circle and Expanding Circle, respectively. Also, the large gap between the mean rating of competence traits and attractiveness traits of USA, Australia, and Germany seems to reflect the assumption of 'the more competent a variety the less it is attractive and vice versa.'

2. Recognition Ability of Indonesian University Students Majoring in English Over the Varieties of English Speech, the Most Recognizable and Un-Recognizable Varieties

Dialect recognition has been regarded as an important part of language attitude study, especially when it is involving non-native listeners who have less contact with varieties of English (McKenzie, 2010). It is also arguably important since it is frequently based on the ethnic associations of the listener (Lindemann, 2003, as quoted in McKenzie, 2010). Next disscussion would be about findings around the dialect recognition results in this study, where correct guess means succesful recognition and wrong guess means unsuccesful recognition.

Table 4.4. Statistics of Total Correct and Wrong Guesses

		Total Correct Guesses	Total Wrong Guesses
N	Valid	40	40
	Missing	0	0
Sum		118,0	122,0
Mean		2,950	3,050

Table 4.4 shows that there are 118 correct guesses but 122 wrong gusses, or that there are 4 more wrong than correct guesses. It means that the respondents overall ability to recognize the speakers is moderate to low. It further suggest that respondents have difficulty in identifying speakers' accents in overall despite their status as students majoring English.

Figure 4.2. Percentages of Guessing per-Speaker
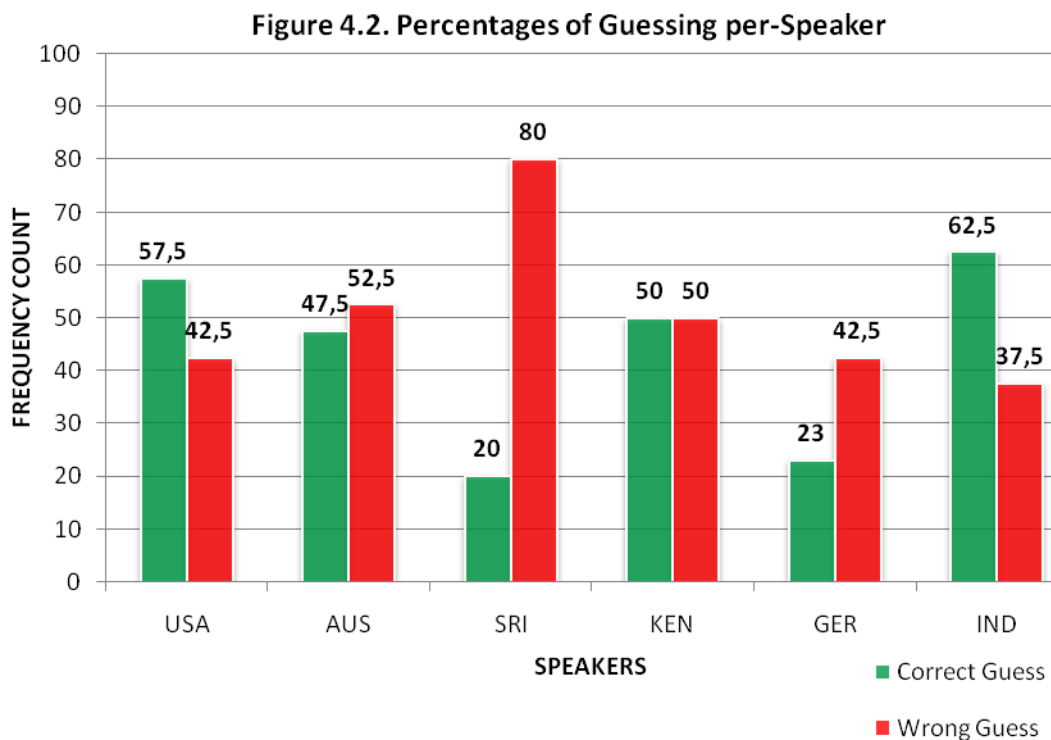
From Figure 4.2, the rank for dialect recognition in a descending order is:

Indonesia => USA => Kenya => Australia => Germany => Sri Lanka.

The most successfully recognized speaker is Indonesia. This is similar to previous studies which produce the result that for dialect recognition test in a non-native

country, the most succecfully recognized speaker would be the variety of the country itself because the respondents are most familiar with that accent. Variety with the second highest rate of successful recognition is USA. It seems to show the general situation of Indonesia, or might be most of Asian countries, which is more familiar with USA English from the media or educational field compared to the other Englishes (Lauder, 2008; Stanlaw, as cited by McKenzie, 2010).

The least successfully recognized speaker is Sri Lanka. This might be due to the very little contact Indonesian listeners have with this variety that causes lack of knowledge of it. Williams et al. (as cited by McKenzie, 2010) further explains that it is because they do not have sufficient perceptual records of it. However, another interesting finding is that Australia, a variety from the Inner Circle, is the third least successfully recognized speaker. This is intriguing because it shows that although the respondents are university students majoring in English, they had significant difficulties in recognising one of the model "native" Englishes.

Table 4.5. Guessing of Each Speaker As (N Valid=40)

	USA	Australia	Sri Lanka	Kenya	Germany	Indonesia
	Count	Count	Count	Count	Count	Count
Guessing USA Speaker As	**23**	6	2	3	6	0
Guessing Australia Speaker As	2	**19**	6	6	6	1
Guessing Sri Lanka Speaker As	9	5	**8**	3	0	15
Guessing Kenya Speaker As	3	1	14	**20**	2	0
Guessing German Speaker As	0	4	4	8	**23**	1
Guessing Indonesia Speaker As	2	4	6	0	3	**25**

When each speaker's recognition being related to the other speakers as described in Table 4.5, Sri Lanka as the least successfully recognized speaker were identified more as Indonesia despite the fact that they belong to different Circle. Kenya was also often recognized as Sri Lanka, but this might be due to the similar features coming from countries of the Outer Circle. It seems that the respondents have little awareness of native and non-native varieties of English.

Table 4.6. Guessing on Each Speaker into the Kachru's Three Circles of World Englishes

	Inner C		Outer C		Expanding C	
	Count	Percent	Count	Percent	Count	Percent
Guessing USA Speaker As	**19**	**47,5**	5	12,5	6	15
Guessing Australian Speaker As	**21**	**52,5**	12	30	7	17,5
Guessing Sri Lanka Speaker As	14	35	**11**	**27,5**	15	37,5
Guessing Kenyan Speaker As	4	10	**34**	**85**	2	5
Guessing German Speaker As	4	10	12	30	**24**	**60**
Guessing Indonesian Speaker As	6	15	6	15	**28**	**70**

(Correct guesses are in **bold**)

When respondents' recognition answers are analyzed by the identification of nativity according to Kachru's (1988) Three Circles theory in Table 4.6, the highest rate of recognition comes from the Expanding Circle coutries – plausibly due to the highest rate of recognition Indonesia has, followed by the Outer Circle, and finally the Inner Circle. The respondents identified non-native accents more clearly but had difficulties identifying native as well as second-language varieties overall.

In short, recognition rate of the speakers by Indonesian listeners is considered moderate to low with four more total wrong guesses than total correct guesses. The

most recognizable variety is Indonesia, followed next by USA, while the most un-recognizable is Sri Lanka, followed by Germany. It seems that familiarity is the most plausible explanation for these patterns of recognition of the varieties of English speech since it affects much of listeners' perceptual records. They had difficulties in recognising varieties based on nativity.

3. Social Variables Determining the Attitudes and Recognition Ability of Indonesian University Students Majoring in English Over the Varieties of English Speech

To find out whether there is any relationship among the respondents' attitudes and their personal background information, several types of test were performed on mean values. They are multivariate ANOVA, repeated measures ANOVA, chi-square, symmetric measures, and correlation matrix tests. Pairwise comparisons' tables would only be described when there are strong or suggestive statistical significances, i.e. when Sig. values are below 0,05 or among 0,05 and 0,1, respectively (look at the scores in **bold red**). Types of respondents' background information being focused are gender, length of time studying English, experience of living in any English speaking countries, and self-valued English proficiency level. Below is the summary of them in Table 4.10 to Table 4.13.

Table 4.7. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	14	35,0	35,0	35,0
	Female	26	65,0	65,0	100,0
	Total	40	100,0	100,0	

Table 4.8. Been or Not to English Speaking Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	32	80,0	80,0	80,0
	Ever	8	20,0	20,0	100,0
	Total	40	100,0	100,0	

Table 4.9. English Proficiency Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	15,0	15,0	15,0
	Good	24	60,0	60,0	75,0
	Very Good	10	25,0	25,0	100,0
	Total	40	100,0	100,0	

Table 4.10. Percentage of Years Studying English to Actual Age (Binned into 7 Goups)

Years studying English : Age * 100%		Frequency	Percent	Valid Percent	Cumulative Perc.
Valid	< 42	2	5,0	5,0	5,0
	42 – 50	3	7,5	7,5	12,5
	51 – 60	10	25,0	25,0	37,5
	61 – 69	11	27,5	27,5	65,0
	70 – 79	8	20,0	20,0	85,0
	80+	6	15,0	15,0	100,0
	Total	40	100,0	100,0	

From the total of 40 (forty) participants, fourteen are males and 26 (twenty six) are females. Participants who have been to any English speaking countries have a total number of eight while the rests have never been to. There are six participants who perceived themselves as having average level of English proficiency, 24 (twenty

four) having good proficiency, and ten having very good English proficiency. Two

participants have spent less than 42 % of their life studying English, three participants

have spent among 42 to 50 % of their life studying English, ten participants spent 51

to 60%, eleven spent 61 to 69%, eight spent 70 to 79%, and six have spent more than

80% of their life studying English.

3.1. Gender Effects

The frst considered social variable is gender. As a reminder, from the total of

40 (forty) participants, fourteen are males and 26 (twenty six) are females.

Table 4.11. Pairwise Comparisons of Gender on Competence and Attractiveness

Dependent Variable	(I) Sex	(J) Sex	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Competence	Male	Female	**,622**[*]	,155	,000	,309	,935
	Female	Male	**-,622**[*]	,155	,000	-,935	-,309
Attractiveness	Male	Female	,052	,133	,070	-,218	,321
	Female	Male	-,052	,133	,070	-,321	,218

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

The results of multivariate ANOVA on gender and speakers' total means of

competence and attractiveness traits, as in Table 4.11, show that there is a very strong

statistical significance in the competence traits (tests of between-subjects effects F =

16,204, Sig. = 0,000). Meanwhile in the attractiveness traits, p value of tests of

between-subjects effects is between 0,05 and 0,10 (Sig. = 0,070), suggesting slight difference but not very significant. It means that the gender influence on respondents' evaluation on overall speakers is statistically significant on competence traits but not in attractiveness. Therefore, another multivariate ANOVA was performed on each speaker's mean rating on competence traits to locate on which speaker(s) the differences exist.

Table 4.12. Pairwise Comparisons of Gender on Each Speaker's Competence

Dependent Variable	(I) Sex	(J) Sex	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
USA Competence	Male	Female	-,526	,473	,273	-1,484	,431
	Female	Male	,526	,473	,273	-,431	1,484
AUS Competence	Male	Female	-,260	,370	,487	-1,008	,489
	Female	Male	,260	,370	,487	-,489	1,008
SRI Competence	Male	Female	**-,712**	,385	,073	-1,492	,068
	Female	Male	**,712**	,385	,073	-,068	1,492
KEN Competence	Male	Female	**-,826**[*]	,381	,037	-1,598	-,054
	Female	Male	**,826**[*]	,381	,037	,054	1,598
GER Competence	Male	Female	,203	,241	,404	-,285	,691
	Female	Male	-,203	,241	,404	-,691	,285
IND Competence	Male	Female	-,630	,364	,092	-1,368	,107
	Female	Male	,630	,364	,092	-,107	1,368

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 4.12 shows a very strong statistically significance on Kenya speaker (tests of between-subjects effects F = 4,687, Sig. = 0,037). It shows that female respondents perceive Kenya speaker as more competence than male respondents. The next variety that is perceived more competence by the female respondents but not by

the male respondents is Sri Lanka. It suggest that females tend to perceive non-native varieties more positively in terms of competence than male. It also suggests that male respondents tend to give lower scores than female respondents in terms of competence for all varieties, except German. Those findings seem to oppose findings found in previous study done in another Expanding Circle country, i.e. Japan (McKenzie, 2010), where a particular preference for native varieties was found amongst females.

Table 4.13. Pairwise Comparisons of Gender on Kenya's Each Competence Trait

Dependent Variable	(I) Sex	(J) Sex	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
KEN confident	Male	Female	**-1,000**	,569	,087	-2,152	,152
	Female	Male	**1,000**	,569	,087	-,152	2,152
KEN clear	Male	Female	-,874	,591	,148	-2,070	,323
	Female	Male	,874	,591	,148	-,323	2,070
KEN intelligent	Male	Female	,115	,600	,849	-1,100	1,331
	Female	Male	-,115	,600	,849	-1,331	1,100
KEN fluent	Male	Female	**-1,544**[*]	,538	,007	-2,633	-,455
	Female	Male	**1,544**[*]	,538	,007	,455	2,633

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Next, respondents' mean rating on the four competence traits based on gender for Kenya speaker only were tested by repeated measures ANOVA to see any further significance. Tests of between-subjects effects suggests a statistically significant difference (Sig. = 0,007) and pairwise comparisons explain it more in Table 4.13. It emerges that female respondents perceived Kenya speaker as far more fluent than

male respondents. The next suggestive but statistically not very significant finding is that female respondents perceived Kenya speaker as more confident than male respondents.

In terms of the effects of respondents' gender and their ability to recognise varieties of English speech, another MANOVA was performed on gender and total correct and wrong guesses. Tests of between-subjects effects produced values of Sig. = 0,111 F = 2,663 for correct guesses and F = 1,65 Sig. = 0,209 for wrong guesses, which are all too high from 0,05 to show any significance. This means there is no relationship between respondents' gender on their their ability to recognise varieties of English speech.

3.2. Effects of Experience of Living in Any English Speaking Countries

It has been proven that experiences in living in any English speaking countries have significant impact on respondents' attitudes towards varieties of English by previous studies (McKenzie, 2010). Due to it, this study also considered experiences in living in any English speaking countries as the second considered social variable despite of the lack of what constitutes 'an English-speaking country' provided for the informants. As a reminder, from the total of 40 (forty) participants, only eight of them have been to any English speaking countries while the rests have never been to.

Table 4.14. Pairwise Comparisons of of Correct and Wrong Guesses on Participants'
Experience of Living in English Speaking Country

Dependent Variable	(I) Been or Not to English Speaking Country	(J) Been or Not to English Speaking Country	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Total Correct Guesses	Never	Ever	**-2,250**[*]	,718	,003	-3,704	-,796
	Ever	Never	**2,250**[*]	,718	,003	,796	3,704
Total Wrong Guesses	Never	Ever	1,469	,770	,064	-,089	3,027
	Ever	Never	-1,469	,770	,064	-3,027	,089

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

The first concern is whether respondents' experiences in living in any English speaking countries affect their ability to recognise varieties of English. Tests of between-subjects effects produced value of F = 9,810 Sig. = 0,003 for correct guesses and F = 3,641 Sig. = 0,064 for wrong guesses. It means that there is strong significance experiences in living in any English speaking countries on respondents' ability to correctly recognise varieties of English, but only slight significance on their inability. Pairwise comparisons in Table 4.14 produce positive results on 'correct guesses' to 'ever' and 'wrong guesses' to 'never'. It shows that when respondents have ever been to any English speaking countries, they are more able to recognize varieties of English, and vice versa when they have never been to.

In terms of the evaluation of competence and attractiveness, MANOVA results show very significant differences in both variables (competence value of F = 14,965 Sig. = 0,000; attractiveness F = 10,515 Sig. = 0,002). Respondents who have experience living in any English speaking countries tend to value the speakers'

competence and attractiveness higher than respondents who do not, and vice versa.

More details are available in Table 4.18.

**Table 4.15. Pairwise Comparisons of Competence and Attractiveness on Participants'
Experience of Living in English Speaking Country**

Dependent Variable	(I) Been or Not to English Speaking Country	(J) Been or Not to English Speaking Country	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Competence Traits	Never	Ever	**-,721**[*]	,186	,000	-1,099	-,344
	Ever	Never	**,721**[*]	,186	,000	,344	1,099
Attractiveness Traits	Never	Ever	**-,456**[*]	,141	,002	-,740	-,171
	Ever	Never	**,456**[*]	,141	,002	,171	,740

Based on estimated marginal means
*. The mean difference is significant at the ,05 level.
b. Adjustment for multiple comparisons: Bonferroni.

**Table 4.16. Pairwise Comparisons of Each Speaker's Attractiveness on Participants'
Experience of Living in English Speaking Country**

Dependent Variable	(I) Been or Not to English Speaking Country	(J) Been or Not to English Speaking Country	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
USA Speaker Attractiveness	Never	Ever	-,242	,249	,337	-,746	,262
	Ever	Never	,242	,249	,337	-,262	,746
AUS Speaker Attractiveness	Never	Ever	,375	,313	,239	-,259	1,009
	Ever	Never	-,375	,313	,239	-1,009	,259
SRI Speaker Attractiveness	Never	Ever	,031	,331	,925	-,639	,702
	Ever	Never	-,031	,331	,925	-,702	,639
KEN Speaker Attractiveness	Never	Ever	-,188	,310	,549	-,815	,440
	Ever	Never	,188	,310	,549	-,440	,815
GER Speaker Attractiveness	Never	Ever	**-,727**[*]	,266	,009	-1,264	-,189
	Ever	Never	**,727**[*]	,266	,009	,189	1,264
IND Speaker Attractiveness	Never	Ever	,203	,277	,468	-,358	,765
	Ever	Never	-,203	,277	,468	-,765	,358

Based on estimated marginal means
*. The mean difference is significant at the ,05 level.
b. Adjustment for multiple comparisons: Bonferroni.

However, when MANOVA was performed again on each speaker's total means of competence traits, all the Sig. values are far above 0,100, showing that no significance was there. Meanwhile, pairwise comparisons result on each speaker's total means of attractiveness traits in Table 4.16 show that significant difference was only found in Germany variety. Respondents with experience living in any English speaking countries tend to value Germany variety more positively than respondents without any. McKenzie (2010) argued that the difference on the attitudes of respondents with experience living in any English speaking countries might happen due to their greater levels of contact with various speakers of English. They have more knowledge and information on varieties of English speech thus making them perceived varieties more positively.

3.3. English Proficiency Level Effects

'Self-valued proficiency' is defined as a reflection of the learners' perception of his/her proficiency in the target language (Dewaele, as cited in McKenzie, 2010). It is the third considered social variable in this study. It is 'self-valued' because the respondents stated their language ability in English by their own judgement, without any defined constitution. From the total of 40 (forty) participants, there are six participants who perceived themselves as having average level of English

proficiency, 24 (twenty four) having good proficiency, and ten having very good English proficiency.

MANOVA findings point out that, suprisingly, self-valued English proficiency level does not have any significant relationship with the respondents' ability to recognise varieties of English speech. Tests of between-subjects effects for total correct guesses produced Sig. value = 0,503 and total wrong guesses Sig. = 0,292. All are too high to have statistical significancy. Furthermore, MANOVA tests pointed out that proficiency level also does not have any statistically significant relationship with respondents' evaluation on the competence and attractiveness traits (competence Sig. = 0,064, attractiveness Sig. = 0,261). This might be due to the small number of N in proficiency level category, since this category divides the total N of 40 cases into three smaller groups, or due to the "self-valued" nature itself which makes it subjective.

In terms of competence and attractiveness, pairwise comparisons between good group and average group show suggestive statistical significance (Sig. = 0,058) on attractiveness. Therefore, MANOVA was performed again between self-valued English proficiency level and each speaker's attractiveness traits, as described in Table 4.17, and shows that the good group has positive score compared to the average group, and average group has negative score compared to good group.

Table 4.17. Pairwise Comparisons of Each Speaker's Attractiveness on Participants' English Proficiency Level

Dependent Variable	(I) English Proficiency Level	(J) English Proficiency Level	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
USA Attractiveness	Average	Good	,292	,291	,968	-,438	1,021
		Very Good	,242	,329	1,000	-,584	1,067
	Good	Average	-,292	,291	,968	-1,021	,438
		Very Good	-,050	,240	1,000	-,652	,552
	Very Good	Average	-,242	,329	1,000	-1,067	,584
		Good	,050	,240	1,000	-,552	,652
AUS Attractiveness	Average	Good	,177	,363	1,000	-,734	1,088
		Very Good	,542	,411	,587	-,489	1,572
	Good	Average	-,177	,363	1,000	-1,088	,734
		Very Good	,365	,299	,693	-,386	1,116
	Very Good	Average	-,542	,411	,587	-1,572	,489
		Good	-,365	,299	,693	-1,116	,386
SRI Attractiveness	Average	Good	,135	,387	1,000	-,835	1,106
		Very Good	,158	,438	1,000	-,939	1,256
	Good	Average	-,135	,387	1,000	-1,106	,835
		Very Good	,023	,319	1,000	-,777	,823
	Very Good	Average	-,158	,438	1,000	-1,256	,939
		Good	-,023	,319	1,000	-,823	,777
KEN Attractiveness	Average	Good	-,448	,345	,605	-1,312	,416
		Very Good	,092	,390	1,000	-,886	1,069
	Good	Average	,448	,345	,605	-,416	1,312
		Very Good	,540	,284	,196	-,173	1,252
	Very Good	Average	-,092	,390	1,000	-1,069	,886
		Good	-,540	,284	,196	-1,252	,173
GER Attractiveness	Average	Good	**-,906**[*]	,301	,014	-1,660	-,152
		Very Good	-,458	,340	,558	-1,311	,395
	Good	Average	**,906**[*]	,301	,014	,152	1,660
		Very Good	,448	,248	,237	-,174	1,070
	Very Good	Average	,458	,340	,558	-,395	1,311
		Good	-,448	,248	,237	-1,070	,174
IND Attractiveness	Average	Good	-,563	,313	,242	-1,348	,223
		Very Good	-,383	,354	,859	-1,272	,505
	Good	Average	,563	,313	,242	-,223	1,348
		Very Good	,179	,258	1,000	-,469	,827
	Very Good	Average	,383	,354	,859	-,505	1,272
		Good	-,179	,258	1,000	-,827	,469

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

It means that respondents who valued their English as good tend to give higher evaluation for Germany's attractiveness speaker than respondents who valued their English as average, and vice versa.

3.4. Effects of Length of Time Studying English

By counting each respondents' age and their length of time studying English, respondents' length of time spent to study English is obtained in percentages. They are then further categorized into 2 groups, as shown in Table 4.18. Twenty respondents with 0 to 66 percentages belong to the group of 'respondents who have spent less than two-third of their life studying English' and the other twenty belong to 'respondents who have spent more than two-third of their life studying English' with a preliminary assumption that the second group would have better knowledge on English. The groups became the last considered social variable and MANOVA was performed on them.

Table 4.18. Percentage of Years Studying English to Actual Age (Binned into 2 Groups)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than two-third	20	50,0	50,0	50,0
	more than two-third	20	50,0	50,0	100,0
	Total	40	100,0	100,0	

Table 4.19. Pairwise Comparisons of Competence and Attractiveness on Percentage of Years Studying English to Actual Age (Binned into 2 groups)

Dependent Variable	(I) Percentage of Years Studying English to Actual Age	(J) Percentage of Years Studying English to Actual Age	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Competence Traits	less than two-third	more than two-third	**-,354**	,166	,040	-,691	-,017
	more than two-third	less than two-third	**,354**	,166	,040	,017	,691
Attractiveness Traits	less than two-third	more than two-third	**-,277**	,119	,025	-,518	-,037
	more than two-third	less than two-third	**,277**	,119	,025	,037	,518

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Multivariate ANOVA on total means of competence and attractiveness traits (competence Sig. = 0,040; attractiveness Sig. = 0, 025) and shows that there is statistically significant difference on both traits. Pairwise comparisons, as in Table 4.19, locate the difference and show that respondents who have spent more than two-third of their life studying English see the speakers' competence and attractiveness more positively – as seen from the positive scores of 0,354 and 0,277 – and even more positively on their competence.

However, when MANOVA was performed on each of the speaker's competence traits, no statistically significance is found (Sig. values are among 0,116 and 0,606). Pairwise comparisons also show the same result. Furthermore, MANOVA on attractiveness traits does the same too with insignificant Sig. values among 0,063 and1,000, and so do the pairwise comparisons. Respondents' length of

time studying English might suggest slight relationship with their evaluation on speakers' competence and attractiveness in the surface, but is not statistically significant enough to be put into further consideration.

In terms of respondents' ability to recognize the speakers, tests betwee-subjects effects show little significance on total correct guesses (F = 3,813 Sig. = 0,058) but no significance on total wrong guesses (F = 0,389 Sig. = 0,537). Therefore, another MANOVA was performed on the total correct guesses and the group of percentage of years studying English to actual age binned into six categories (the first group stated previously in the beginning of Section 3) – which are larger than the main group based on two-third of life. As a reminder, the six-category group has two participants who have spent less than 42 % of their life studying English, three participants spent among 42 to 50 % of their life studying English, ten participants spent 51 to 60%, eleven spent 61 to 69%, eight participants spent 70 to 79%, and six participants who have spent more than 80% of their life studying English.

The MANOVA results in Table 4.20 show statistically significant differences (F = 3,554 Sig. = 0,011) on the group consisting respondents who have spent 80% or more of their life studying English. Respondents in this group tend to have more total correct guesses compared to the other groups, especially to the groups of respondents who have spent less than 42%, 42 – 50%, and 70 – 79% of their life studying English.

Table 4.20. Pairwise Comparisons of Correct Guesses on Percentage of Years Studying English to Actual Age (Binned into 7 Groups)

Dependent Variable	(I) Percentage	(J) Percentage	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Total Correct Guesses	< 42	42 - 50	,500	1,594	1,000	-4,533	5,533
		51 - 60	-1,300	1,353	1,000	-5,571	2,971
		61 - 69	-2,045	1,343	1,000	-6,284	2,193
		70 - 79	-,375	1,381	1,000	-4,734	3,984
		80+	**-3,500**	1,426	,291	-8,002	1,002
	42 - 50	< 42	-,500	1,594	1,000	-5,533	4,533
		51 - 60	-1,800	1,150	1,000	-5,429	1,829
		61 - 69	-2,545	1,138	,479	-6,137	1,046
		70 - 79	-,875	1,182	1,000	-4,608	2,858
		80+	**-4,000***	1,235	,040	-7,899	-,101
	51 - 60	< 42	1,300	1,353	1,000	-2,971	5,571
		42 - 50	1,800	1,150	1,000	-1,829	5,429
		61 - 69	-,745	,763	1,000	-3,154	1,664
		70 - 79	,925	,828	1,000	-1,690	3,540
		80+	-2,200	,902	,301	-5,047	,647
	61 - 69	< 42	2,045	1,343	1,000	-2,193	6,284
		42 - 50	2,545	1,138	,479	-1,046	6,137
		51 - 60	,745	,763	1,000	-1,664	3,154
		70 - 79	1,670	,812	,709	-,891	4,232
		80+	-1,455	,886	1,000	-4,253	1,344
	70 - 79	< 42	,375	1,381	1,000	-3,984	4,734
		42 - 50	,875	1,182	1,000	-2,858	4,608
		51 - 60	-,925	,828	1,000	-3,540	1,690
		61 - 69	-1,670	,812	,709	-4,232	,891
		80+	**-3,125***	,943	,033	-6,103	-,147
	80+	< 42	**3,500**	1,426	,291	-1,002	8,002
		42 - 50	**4,000***	1,235	,040	,101	7,899
		51 - 60	2,200	,902	,301	-,647	5,047
		61 - 69	1,455	,886	1,000	-1,344	4,253
		70 - 79	**3,125***	,943	,033	,147	6,103

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Similar to previous findings on language attitude studies and the preliminary assumption of 'the longer the study of English the better knowledge gained,' they are far more capable of recognising the varieties compared to other respondents.

To sum up, there are three variables from the four investigated ones which are proven to have significant effect on respondents' attitudes towards varieties of English speech. They are: gender, self-valued English proviciency level, and experiences of living in any English speaking countries. Students with experience of living in any English speaking countries tend to value "non-native" varieties more, and vice versa, since real life contact with individually-accented speakers of English in English speaking countries allows them to perceive varieties more positively. The same case applies to students who positioned their English proficiency as good to very good; they tend to value "non-native" varieties more positively due to their higher understanding of English as an international language. Related to gender, female Indonesian students tend to value "non-native" varieties of English more positively than male one. While the previous findings are similar to those of previous studies, the later is interesting because it opposes previous studies where a particular preference for "native" varieties has been proven to exist amongst females.

In terms of the recognition ability, only two variables are proven to have significant effect on respondents' ability to recognise the varieties. They are: experiences of living in any English speaking countries and length of time studying English. Indonesian university students majoring in English with experience of living

in any English speaking countries are, as expected, more capable to recognize varieties of English speech. Also, students who have spent more than 80% of their life studying English have the least difficulty in recognising varieties of English speech.