

## **LOCALIZED VARIETIES IN ENGLISH CLASSROOM COMMUNICATION: A CASE STUDY FROM TIO CIU AND KHEK STUDENTS IN PONTIANAK**

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### **ABSTRACT**

Localized varieties are one of the English varieties that people speak today due to globalization and great mobility. Localized varieties are not only spoken by people in social circles, but also used by students in academic settings. This study investigates phenomena related to localized varieties used by Pontianak Tiong Hoa students, especially those who speak Tio Ciu and Khek. The results show that students are aware that localized varieties are part of the English varieties. Using local dialects in English helps to make students' communication more flexible, building a sense of humor, wit, and friendship that makes students laugh that indicate the student enjoyed the lesson and process of learning. A localized variety in the context of an English classroom is also an attempt to build a local English identity as the identity is formed in the process of communication. Furthermore, localized variations enable everyone to communicate in English in their own way, and their use in an English classroom is an effort to create a local English identity, which is created during the communication process.

**Keywords:** *Localized varieties, English classroom communication, Tio Ciu and Khek students*

### **INTRODUCTION**

The utilization of English as a means of communication by groups of people is an endeavour to communicate well, particularly among people from diverse linguistic backgrounds. This situation also occurs in educational institutions where students are multicultural and multidialectal. At school, students interact with classmates and teachers to express their opinions or ask questions in English. This is especially true in classes where English is the teaching language. Students mix English with vernacular language to convey their message and create new dialects of English. It is a set of creative expressions that mixes the elements of English with the elements of other languages and semiotic devices (Wei, 2020).

Local dialect English, or a localized variety of English as pointed out by Bolton (2006) is common in certain communities, such as schools, particularly if it is compulsory. Teacher who does not allow students to express anything in languages other than English in class creates an urge among the students to speak in English but with their dialect. This phenomenon continues until it becomes unrecognizable whether it is a joke, an identity, or a strategy for successful communication between members in the context of the class.

Some studies have been conducted in relation to the English of the world, especially to the dialects used by certain communities as a result of the mixture of English and native languages. A study conducted by Wei (2020) examined whether the English used by students was creative or flawed in terms of translanguaging, and the results show that the mere concept of named language provides a radically different way of analysing these expressions as socio-politically meaningful linguistic innovation. Another study, conducted by Sadeghpour & Sharifian (2019), examined teachers' perceptions of the location and relevance of world English drawn from 56 English teachers. The results show that if teachers are aware of the diversity of English landscapes, then world Englishes can be applied. Tupas (2016) examines dialects spoken by Singaporeans and examines dialects created by Singaporeans that can be used to achieve standard English proficiency levels for students. The results show that the Singlish dialect helps improve the proficiency of standard English learners. A study conducted by Stenroos (2015) looks at local dialects as an active option in 15th-century textbooks. The results show that terms such as "standard" and "standardization" may not be very useful when applied to 15th century material. Therefore, in the 15th century, local use was actively selected and endorsed.

The study conducted on localized varieties of English through fusion with the local language of a particular community shows that community English is common not only in a particular community, but also in English-learning institutions. However, there are still some issues related to the use of local dialects or localized varieties in communication that need to be investigated. In this writing, the writer would like to know a phenomenon of the use of local dialect or localized varieties spoken by certain ethnic in an educational context, especially in EFL classrooms. It is not known whether students speak English with their local dialect in the classroom as a strategy in order to make meaning, or as a way to show their identity as has been explored by Tupas (2016).

This study is going to collect information from students about the use of English with local dialect or localized variety from Tiong Hoa ethnic (Tio ciu and Khek language). Students were surveyed and interviewed to get their trustworthy answer related to the use of localized variety in English classroom communication. This study is necessary to be conducted to know whether the dialect students employ is used as a strategy for communication or how these localized varieties serve their communication in a multilingual classroom. Practically, the result of the study would be significant to support the teacher's role in leveraging the local dialect as a way to support English language teaching. Therefore, the questions underneath are questions to be talked about in this article in arrange to induce significant reply related to the issue.

1. What is the students' perception related to localized varieties employed in English classroom communication?
2. How do these localized varieties serve students' classroom communication?

## **Literature Review**

### **Non-Inner Circle English Classroom**

English is not only spoken by an inner circle today, but also by other communities abroad, or by those we are known as the non-inner circle of English speakers. This condition also influences the use of English in the classroom, taking into account the

diversity of English, including the cultural values and norms of the students (Baratta, 2019). A variety of English is spoken as a strategy for achieving standard English in the classroom by combining local dialects with English (Tupas, 2016). According to Baratta (2019), students need to participate in learning; therefore, teachers should uncover the reality of multiple variations of English in many communication contexts, raise awareness of their impact on classroom practice, and take steps to make teachers incorporate relevant information into their educational practices. It recognizes that the three approaches mentioned above support the various English used in the classroom, allow students to understand the reality of English within the community, which communication objectives are more imperative than language structure. (Canagarajah, 2014)

The use of local dialects by English speakers outside the inner circle of the classroom is aimed at communicating and achieving the communication goals of the classroom, (Hall, 2019). This implies that employing a local dialect in English is actually a strategy to assist students express their opinions within the classroom. The utilization of the local dialect of English mentioned by Stenroos (2015) registers which part of the living variation was chosen to mark identity or intelligibility both in the written and spoken context.

### **Localized variety in EFL Classroom**

In the face of globalization in English classes, the use of local dialects in English classes is common. The use of local dialects is an attempt to effectively exchange people's interests with English (Sonntag cited in Canagarajah, 2006). It is the language used in everyday negotiations, so students can change the language using their local dialect. In fact, students who use local dialects believe that the dialect they use is not globally acknowledged. However, communication is done to negotiate interest in the class, as they are the medium for expressing something. Canagarajah (2006) stated that students would adjust, resist and remake local interests through oral, written and advanced communications. Moreover, English with more varieties is necessary because it might give opportunities for students to improve rather than only variety. Belibi (2013) investigated the problem faced by teachers in teaching standard English or English with local varieties in Cameroon. The result shows that it is not conceivable to teach only one variety of English in that country. It means that it is reasonable to use localized variety in teaching. It is also investigated by Al-Asmari & Khan (2014) in Saudi Arabia that English with localized variety should be included in English teaching in order to motivate Saudis' learners to explore more variety in face of globalization.

The concept of English with a local dialect is that English is an international language that permits students from linguistically or culturally different to communicate with individuals for the globalized flow of languages. (Sung-Yul, 2009). One of the consequences of using a local dialect is to make a joke about the dialect itself as a communication structure. Students often use local dialects because they think they make jokes that make them want to stay involved in communication because of their humorous presence. Humor forces us to engage in the use of non-literal and apparently multifunctional languages (Davies, 2003). According to Sinkeviciute (2014), jokes are used in Australian English by students in the British-Australian cultural context to create

strong connections with the group. This means that jokes allow students to become familiar with their peers and use local dialects to build positive communication. By using the local dialect as a joke, students are relaxed and take less seriously when communicating in English. In addition, according to (Davies, 2003) conversational joking are important sites that create collaborative communication with scaffolding that incorporates different dimensions of discourse.

Communicating English with a local dialect makes students feel intimate and can be used as a joke. The atmosphere in the class is friendly because they can laugh and take lessons very seriously. Laughter is considered a healing balm to relieve their tensions while studying in class (Sinkeviciute, 2014). The concept of English with local dialects in English communication aims to build a sense of humor, wit and friendship among people. The ultimate advantage of jokes is to make people laugh. The presence of laughter may indicate that humor and wit are enjoyed (Sinkeviciute, 2014). In the classroom context, students can use local dialects to express humor in communication. The use of communication jokes by class students is aimed at achieving communication in cross-cultural situations (Davies, 2003).

The use of English dialects in communication is considered as students' inclination for local and global identities (Sung, 2014). Indeed, as students develop their local identities, they are ready to express their communication in the global community. Therefore, dialect mixing is a choice for active involvement in high-level communication. The use of student dialects in second language learning is, in fact, intended to actively and deliberately build identities in English interactions (Sung, 2014). This is probably because individuals are now communicating in English due to the tendency of globalization.

Another reason student use local dialect for classroom communication is the impact of the local language. According to Barakos (2021), affect is feeling and inspiration in language learning and educational processes. It is social and contextual in language learning because it focuses on the pragmatic nature of emotions. The affect is closely related to the belief system (Ideology) and indeed connects ideology and hegemony when people practice language. This is probably because the affectionate language acts as a stimulus that makes people feel accepted and contained in the environment while using the language. In this case, affects are emotionally related to what constitutes the emotion, not the emotions of the student.

The role of local dialects in English education is seen as an attempt to negotiate people's identities in order to be accepted by communication groups. It is also used to enable the class to create standard English spoken. Dialects are also used to build a wit of communication and help instill a sense of humor in students so that they can continue to communicate and be accepted by the community. The use of local dialects in the classroom is considered a willingness to prioritize both local and global communication. Jokes and strategies can be an integral part of using local dialects to convey globalization.

### **Localized variety as identity construction in EFL classroom**

Localized varieties in English classroom communication can be considered as an identity construction because it has brought culture and social habits, varieties within a region along the lines of class and ethnicity that is called social dialect, (Mesthrie & Bhatt, 2008), in the language that is dialectically and socially different. The dialect used by

students is due to their social and ethnic strongly influencing the way they speak other languages. Individuals actively embody identities through group activities, and newly constructed identities arise through interaction with other members of the group (Scott, 2007; Wong, 2007). Incorporation of the English dialect as a second language in the classroom can be seen as an attempt to build a local English identity, as identities are formed in the process of communication (Serreli, 2018).

Ohara (2011) points out the local diversity of communication in English classrooms aims to show the linguistic identity of local students when speaking other languages must comply with social norms. The speaker's voice contains prosodic features such as stress, intonation, tone, and length to help the interlocutor understand the meaning and intent of the interlocutor in delivering the message. These aspects are considered in order for students to use localized variants to effectively provide meaningful utterances that the interlocutor can understand (Kulshreshtha & Mathur, 2012).

## METHODOLOGY

This study is a descriptive study on the use of localized varieties in a communicative English classroom. Data was collected through a survey distributed to 67 students at Politeknik Tonggak Equator Pontianak, Sekolah Tinggi Bahasa Asing Pontianak and Widya Dharma University. These students continuously use local varieties (English with the Tio ciu or Khek dialect) in their classes. Students from both Tio Ciu and Khek Tiong Hoa participate in these institutions primarily to learn English in the English department. The data collection tools for this study are survey and semi-structured interviews to get students' opinions regarding communication in English classrooms and the use of localized varieties. According to Lodico, Spaulding & Voegtle (2010), surveys are the most important data collection tool in descriptive research, while semi-structured interviews are carefully planned interviews that are prepared before they are conducted. Interviews on the use of localized varieties in communication in English classes were conducted with 10 student representatives from these three institutions. There are 4 students from Politeknik Tonggak Equator Pontianak and 3 students from STBA and Widya Dharma University.

After all data is gathered, it is identified, classified, and explained to understand students' views on the use of localized varieties in the classroom. Afterward, the data is described to know students' perception about localized varieties in the English classroom and how it has helped with communication in the classroom. The percentage of students who strongly agree or disagree with each item in the survey, as well as students' interview excerpts shows how they think of the localized varieties used in classroom communication.

## FINDING AND DISCUSSION

**Table 1**  
**Students' Demographics Information**

No	Description	Annotation
1	Number of Participants	67
2	Age	> 20 Years old

3	Gender	22 Males
		45 Females
4	Ethnics	67 Tiong Hoa
5	Language	36 Khek
		31 Tio Ciu
6	English Ability	Good
7	Language used at home	31 Tio Ciu
		23 Khek
		10 Indonesia
		3 Malay
		9 Tio Ciu
8	Language used at campus	1 Khek
		41 Indonesia
		16 Malay

Based on the demographic data obtained from the survey, it is known that all respondents involved in this survey are from the Tiong Hoa ethnic. Tiong Hoa ethnic is one of the biggest ethnic groups occupying Pontianak in West Kalimantan. Their concern for education is good and parents encourage their children to go to school. Among the Tiong Hoa ethnic, the language they speak are divided into two, they are, Tio Ciu and Khek. From 67 respondents involved in the survey, 36 respondents speak Khek and 31 respondents speak Tio Ciu. As for their English ability, all of them speak English well because they are all from the English department which is trained in English in the classroom. However, the language they speak at home and at campus is not always their ethnic language. The table shows that when they are at home, 31 respondents speak Tio Ciu from 31 respondents who speak Tio Ciu language, while 23 respondents speak Khek from a total 36 respondents who speak Khek language. 10 respondents speak Bahasa Indonesia when they are at home and 3 of them speak Malay which is the society language in Pontianak.

When they are at campus, the table shows that 9 respondents speak Tio Ciu from a total of 31 respondents who speak Tio Ciu, and 1 respondent speaks Khek from a total 36 respondents speak Khek. It means that many respondents prefer to speak other languages when they are at campus. It is discernible that 41 respondents speak Bahasa Indonesia and 16 respondents speak Malay when they are at campus.

***Research Question 1. What is the students' perception related to localized varieties employed in English classroom communication?***

Table 2 below shows the result of a survey on students' perception related to localized varieties employed in English classroom communication.

**Table 2**  
**Students' Perception on Localized Varieties Employed in the Classroom**

No	Description	Options
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		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	I know the difference between the dialect I use and the dialect spoken by native speakers	<b>14 (20.9%)</b>	<b>46 (68.7%)</b>	<b>7 (10.4%)</b>	
<b>2</b>	I have to know and use the dialect spoken by native speakers	<b>11 (16.4%)</b>	<b>42 (62.7%)</b>	<b>14 (20.9%)</b>	
<b>3</b>	Academically, (like in class) using the local dialect will really help me in building communication	<b>13 (19.4%)</b>	<b>40 (59.7%)</b>	<b>14 (20.9%)</b>	
<b>4</b>	Socially, (such as hanging out with friends from different linguistic and cultural backgrounds) using the local dialect will really help me in building communication	<b>18 (26.9%)</b>	<b>33 (49.3%)</b>	<b>16 (23.9%)</b>	
<b>5</b>	Speaking English without the local dialect shows that I have higher English skills	<b>16 (23.9%)</b>	<b>36 (53.7%)</b>	<b>15 (22.4%)</b>	
<b>6</b>	The dialect used by the other person is not very important to me as long as I can understand the context of the communication that is taking place	<b>20 (29.9%)</b>	<b>38 (56.7%)</b>	<b>9 (13.4%)</b>	
<b>7</b>	It is important to have pronunciation like a native English speaker.	<b>13 (19.4%)</b>	<b>39 (58.2%)</b>	<b>15 (22.4%)</b>	
<b>8</b>	I speak mostly English with my local dialect	<b>4 (6%)</b>	<b>35 (52.2%)</b>	<b>24 (35.8%)</b>	<b>4 (6%)</b>
<b>9</b>	The use of local dialects in English is actually an intention to actively and intentionally build identity in interactions in class	<b>5 (7.5%)</b>	<b>37 (55.2%)</b>	<b>23 (34.3%)</b>	<b>2 (3%)</b>
<b>10</b>	The use of local dialects in English is a preference for local and global identities	<b>7 (10.4%)</b>	<b>46 (68.7%)</b>	<b>13 (19.4%)</b>	<b>1 (1.5%)</b>

The table shows that most of the students (67 respondents) agree with the localized varieties employed in the classroom. It is discernible that 46 (68.7%) respondents know the differences between native speaker dialect with the dialect they use, 42 (62.7%) respondents agree that they have to know and use the dialect used by the native speaker. It is in line with Bolton (2006) localized variety of English, often occurring in certain communities like schools particularly if it is a compulsion. 40 (59.7%) respondents agree that using local dialect is helpful in building communication in academic settings like in

the classroom, and 33 (49.3%) respondents agree that local dialect is helpful in building communication in social context such as hanging out with friends. It is in line with Sonntag cited in Canagarajah (2006) the use of local dialect is an effort to negotiate people's interests against English effectively. Moreover, 36 (53.7%) respondents agree that English they speak without local dialect shows their higher English skill. It indicates that students realize the local dialect is part of the varieties in English. They realize that using more than one dialect would be helpful to make them flexible in communication. In line with Belibi (2013) that it is not conceivable to teach only one variety of English. It means that it is reasonable to use localized variety in teaching. Al-Asmari & Khan (2014) English with localized variety should be included in English teaching in order to motivate learners to explore one variety only in face of globalization.

As for communication in the classroom, 38 (56.7%) respondents agree the dialect used by the other person is not very important as long as they can understand the context of the communication that is taking place. In line with that Sadeghpour & Sharifian (2019) world Englishes is relevant on the condition that teachers are aware of the existence of diversity in the landscape of English. 39 (58.2%) respondents agree it is important to have pronunciation like a native English speaker. 35 (52.2%) respondents speak mostly with their local dialect, 37 (55.2%) agree that they use local dialects in English is intended to actively and intentionally build identity in interaction in class, and 46 (68.7%) respondents agree the use of local dialects in English is a preference for local and global identities.

The result of survey which indicate that most of students agree with localized employed in the classroom is in line with the study conducted by Wei (2020) that the mix of English used by students in class is creative from the perspective of translanguaging, and it shows that the named languages offers a radically different way of analysing expressions as socio-politically meaningful linguistic innovations.

#### ***Excerpt of interview 1***

- I** : *Selamat pagi, saya ingin bertanya beberapa pertanyaan terkait dialek lokal di kelas anda.*  
: *(Good morning, I would like to ask some questions regarding the local dialect in your class)*
- R1** : *Pagi pak...siap pak*  
: *(Morning sir...alright sir)*
- I** : *Apakah anda setuju dengan penggunaan dialek lokal dalam komunikasi Bahasa Inggris di kelas?*  
: *(Do you agree with the use of local dialects in English communication in the classroom?)*
- R1** : *Iya pak, menurut saya tidak masalah sepanjang itu bisa dipahami oleh lawan bicara.*  
: *(Yes, sir, I don't think it's a problem as long as it can be understood by the other person.)*
- I** : *Apa yang anda rasakan ketika dialek lokal lebih dominan?*  
: *(How do you feel when the local dialect is more dominant?)*
- R1** : *Awalnya agak aneh pak karena terkadang dialek lokal itu terdengar lucu karena kan selama ini biasanya dengar Bahasa Inggris oleh orang bule.*  
: *(At first it was a bit strange, sir, because sometimes the local dialect sounds funny because we usually hear native speaker)*



- I** : *Apakah dialek lokal yang anda gunakan bermanfaat untuk melatih Bahasa komunikasi Bahasa Inggris.*  
*(Is the local dialect you use useful for practicing English communication?)*
- R1** : *Iya pak, sangat bermanfaat. Dialek lokal ini kadang kadang membantu dalam menyusun kalimat. Karena jika dilakukan dalam Bahasa Indonesia masih agak sulit, dengan dialek lokal, idenya mudah muncul*  
*(Yes sir, very useful. This local dialect is sometimes helpful in constructing sentences. Because if it's done in Indonesian it's still a bit difficult, with local dialects, ideas are easy to come up with)*

**Research Question 2. How do these localized varieties serve their classroom communication?**

Regarding the way localized varieties serve their classroom communication, table 3 below shows students' perception on the application of localized varieties in English classroom communication.

**Table 3**  
**Localized varieties Function in English Classroom Communication**

No	Description	Options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Local dialect in English helps me in speaking	4 (6%)	43 (68.2%)	20 (29.9%)	1 (1.5%)
2	I don't have to use dialect like a native speaker when speaking in English	4 (6%)	53 (79.1%)	11 (16.4%)	1 (1.5%)
3	With the local dialect, I feel more comfortable because there is closeness and there is a sense of nurturing one another.	8 (11.9%)	49 (73.1%)	12 (17.9%)	
4	The most important thing for me is that communication can be understood by the interlocutor	38 (56.7%)	29 (43.3%)	2 (3%)	
5	Local dialect is a strategy to communicate in English in class	3 (4.5%)	38 (56.7%)	25 (37.3%)	1 (1.5%)
6	Local dialects can make the atmosphere more fun because it gives students a sense of humour.	20 (29.9%)	39 (58.2%)	7 (10.4%)	1 (1.5%)

From total 67 respondents involved in the survey, 43 (68.2%) respondents agree if local dialect in English helps them in speaking, 53 (79.1%) think that they don't have to use dialect like a native speaker when speaking in English, 49 (73.3%) agree that they

feel more comfortable because there is closeness and there is sense of nurturing one another, 38 (56.7%) respondents strongly agree that the most important thing for me is that communication can be understood by the interlocutor, 38 (56.7%) agree that local dialect is a strategy to communicate in English in class, and 39 (58.2%) agree local dialects can make the atmosphere more fun because it gives students a sense of humour.

The result of the survey is in line with some studies conducted previously. Barakos (2021) mentions that emotion and motivation (affect) are closely related to ideology, and affect indeed makes ideology and hegemony join when people practice language. It is the reason students feel comfortable when they have to use localized varieties in classroom communication. Moreover, Sinkeviciute (2014) the use of local dialect in English communication is intended to build a sense of humor, funniness, and mateship among people. The ultimate use of a joke is to make people laugh because the presence of laughter can indicate that humor and funniness are enjoyed. When students enjoy the class, they also will enjoy the process of learning. The use of communicative joking by students in the class is to achieve communication in a cross-cultural situation, (Davies, 2003).

#### **Excerpt of interview 2**

- I : Hi....terima kasih sudah meluangkan waktu ya.  
(Hi....thank you for giving me your time)*
- P4 : Iya pak tidak apa-apa.  
(No problem sir)*
- I : Baik...Bagaimana tanggapan anda tentang Bahasa inggris dengan dialek lokal?  
(Ok... What do you think about English with local dialects?)*
- P4 : Bagi saya tidak ada masalah pak...Cuma kadang kadang terdengar lucu..hehehe (tertawa)  
(For me it's no problem sir...It's just sometimes sounds funny..hehehe (laughs))*
- I : Apakah lucu itu membuat suasana menjadi tidak nyaman?  
(Is it funny that makes the atmosphere uncomfortable?)*
- P4 : Bagi saya malah nyaman pak, kelas jadi tidak tegang...dan banyak hal bias diingat  
(For me it's even more comfortable, sir, the class is not tense...and many things can be remembered)*
- I : Diingat bagaimana?  
(What do you mean?)*
- P4 : Maksudnya..sesuatu yang lucu itu mudah diingat..jadi gak masalah caranya bagaimana asalkan materinya bisa dipahami.  
(I mean.. something funny is easy to remember.. so it doesn't matter how it is done as long as the material can be understood)*

Regarding the students' perception on the function of localized varieties in communication, table 4 below shows how localized varieties function in communication.

**Table 4**  
**Localized varieties in communication**

No	Description	Options			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Using local dialects is a strategy to achieve standard English communication	5 (7.5%)	39 (58.2%)	21 (31.3%)	2 (3%)
2	Local dialect is an effort so that students can realize their English skills	9 (13.4%)	38 (56.7%)	19 (28.4%)	1 (1.5%)
3	Local dialect is a way to help students achieve communication goals in class	10 (14.9%)	43 (64.2%)	13 (19.4%)	1 (1.5%)
4	The local dialect is my identity in communicating	10 (14.9%)	39 (58.2%)	16 (23.9%)	2 (3%)
5	The local dialect is an attempt to effectively negotiate the interests of the English language	3 (4.5%)	40 (59.7%)	24 (35.7%)	
6	The local dialect helps me to communicate with people who are different both linguistically and culturally	16 (23.9%)	30 (44.8%)	21 (31.3%)	

Table 4 shows that 39 (58.2%) respondents agree if local dialect is a strategy to achieve standard English communication, 38 (56.7%) respondents agree that local dialects is an effort of students to realize their English speaking, 43 (64.2%) respondents agree local dialects is a way to help students achieve communication goals in class, 39 (58.2%) respondents agree that local dialects is their identity in communication, 40 (59.7%) respondents agree the local dialect is an attempt to effectively negotiate the interest of English language, and 30 (44.8%) respondents agree that the local dialects helps them to communicate with people who are different linguistically and culturally.

The result of research shows that students perceive localized varieties as helpful in communication specially to achieve the communication goals. In line with Sung-Yul (2009). localized varieties allow students from linguistically or culturally diverse to communicate due to globalized flows of people and language, it means people can communicate even though they come from different language backgrounds because English they use allows them to apply their local dialect. It would be difficult to speak if standard English is compulsory. Localized varieties allow everyone to deliver messages in English of their style. Ohara (2011) mentions that the use of localized variety in English classroom communication is to show local students language identity in speaking another language. Identity construction is shown by pitched voices to express utterances and visual appearance may not necessarily conform to social norms. The local dialect inserted

in English classroom context is an effort to construct local English identity because an identity is formed during the process of communication, (Serreli, 2018).

**Excerpt of interview 3**

- I : *Hello.saya minta waktunya sebentar ya.*  
(*Hello .. I take your time for a moment*)
- P8 : *Siap pak.*  
(*Alright sir*)
- I : *Apakah menurut anda dialek lokal dalam Bahasa inggris itu penting dalam memahami sebuah komunikasi?*  
(*Do you think local dialects in English are important in understanding communication?*)
- P8 : *Menurut saya iya sih pak..*  
(*I think so sir*)
- I : *Kenapa?*  
(*why*)
- P8 : *Karena apabila harus sempurna pasti komunikasinya gak jalan dan tidak ada yang mau berkomunikasi..ini konteks nya di kelas inggris sich pak*  
(*Because if it has to be perfect, the communication will definitely not work and no one wants to communicate.. this is the context in English class, sir*)
- I : *Baik..apakah menurut kamu tidak masalah menggunakan dialek dari Bahasa pertama kamu? Dan apakah itu tidak aneh?*  
(*Ok..do you think it's okay to use the dialect of your first language? And isn't that weird?*)
- P8 : *Menurut saya untuk berbicara dengan orang tertentu sich ok ok saja pak hehehe..tapi kalau sama bule mungkin masalah ya.*  
(*In my opinion, talking to certain people it's ok sir hehehe.. but if it is done with native speakers, it might be a problem.*)
- I : *Baik..jadi gak masalah ya..dan anggaplah itu Bahasa Inggris versi lokal ya?*  
(*Okay..so that's okay..and assuming it is the local version of English, isn't it?*)
- P8 : *Iya pak..kayak di Kuching dan Singapur pak hehehehe*  
(*Yes sir.. like what is done in Kuching and Singapore sir hehehehe*)

**CONCLUSION**

Based on the result of the survey, the writer comes to the conclusion related to localized varieties used by Tiong Hoa students in classroom English communication. The conclusions are as follow:

1. Students realize the use of local dialect is part of the varieties in English. They realize that using more than one dialect would be helpful to make them flexible in communication. English with localized variety should be included in English teaching in order to motivate learners to explore more varieties in face of globalization. As for communication in the classroom, local dialect is relevant on the condition that teachers are aware of the existence of diversity in the landscape of English. The mixture of English used by students in the classroom is creative in terms of translanguaging and shows that students can create linguistic innovation.

2. The use of local dialects in English communication builds a sense of humor, wit and friendship among students that help them to achieve the goals of communication. The presence of laughter in the communication may indicate that humor and wit are enjoyed. If students enjoy the lessons, they can also enjoy the learning process. In addition, localized varieties allow anyone to deliver messages in English in their own style, and the use of localized varieties in the context of an English classroom is an attempt to build a local English identity as the identity is formed in the process of communication.

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