

NAVIGATING THE LEXICAL DIVIDE: A SYNCHRONIC ANALYSIS OF BRITISH AND AMERICAN ENGLISH VARIETIES IN THE INDONESIAN EFL CONTEXT

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Abstrak

Penelitian ini bertujuan untuk menganalisis perbedaan leksikal antara Bahasa Inggris Britania (British English/BE) dan Bahasa Inggris Amerika (American English/AE), khususnya dalam hal kosa kata, ejaan, dan pengucapan. Menggunakan metode deskriptif kualitatif dengan teknik analisis konten, peneliti mengkaji Oxford Advanced Learner's Dictionary Edisi ke-9. Data dari 53 kata dikategorikan ke dalam perbedaan penggunaan kata, ejaan, dan pengucapan. Temuan menunjukkan variasi yang signifikan: BE cenderung mempertahankan ejaan tradisional (misalnya akhiran "-our") dan pengucapan non-rotik, sementara AE lebih menyukai bentuk yang disederhanakan (misalnya akhiran "-or") dan rotisitas. Meskipun pengaruh AE meningkat melalui media, BE tetap dominan dalam materi pendidikan di Indonesia. Penelitian ini menekankan perlunya konsistensi dalam pengajaran bahasa untuk mengurangi kebingungan siswa.

Kata Kunci: British English, American English, Analisis Kosakata, Leksikografi.

Abstract

This study aims to analyze the lexical differences between British English (BE) and American English (AE), particularly in terms of vocabulary, spelling, and pronunciation. Using qualitative descriptive methods with content analysis techniques, the researchers reviewed the Oxford Advanced Learner's Dictionary, 9th Edition. Data from 53 words were categorized according to differences in word usage, spelling, and pronunciation. The findings revealed significant variation: BE tends to retain traditional spelling (e.g., the ending "-our") and non-rhotic pronunciation, while AE prefers simplified forms (e.g., the ending "-or") and rhoticity. Despite the increasing influence of AE through the media, BE remains dominant in educational materials in Indonesia. This study emphasizes the need for consistency in language teaching to reduce student confusion.

Keywords: British English, American English, Vocabulary Analysis, Lexicography

INTRODUCTION

In the present day of globalization, English has established itself as the principal lingua franca, functioning as an essential tool for worldwide communication, scientific collaboration, and international trade (Alizadeh, 2016). In Indonesia, English is classified as a Foreign Language (EFL), with proficiency increasingly regarded as essential for academic achievement and career advancement (Lauder, 2008). Despite its crucial significance, the educational framework of English in Indonesia is marked by a considerable linguistic challenge. The coexistence and rivalry of two predominant standard types, namely British English (BE) and American English (AE). Although both varieties are mutually intelligible, their diverse evolution has led to significant disparities in orthography, lexicon, and phonology, creating a pedagogical challenge for educators and learners in the classroom (Algeo, 2006). Wardhaugh and Fuller (2015) define linguistic variation as the diverse manners in which individuals communicate across different geographical regions or social strata. This implies that specific linguistic patterns are inherently tied to the unique identity of a locale or social

collective. Juswandi (2022) asserts that variation is a constant phenomenon in all languages, arising from functional linguistic usage and continuous interaction with external languages and cultures. In this context, an individual's speech pattern serves as a potent indicator of their social affiliation. (Wardhaugh & Fuller, 2015) further elucidates this by conceptualizing identity as a linguistic construction of membership within specific social categories. Within the field of sociolinguistics, such language variations are often termed "lects." Consequently, the term "variety" is employed as a neutral, overarching concept to encapsulate the myriad forms and expressions that a language may manifest.

Given the status of English as a global language, its usage has branched into several distinct varieties, such as Australian, Caribbean, British, and American English. This study, however, is specifically limited to a comparative analysis of British and American English. This limitation is necessitated by the current state of English Language Teaching (ELT) in Indonesia. The curriculum, spanning from elementary to higher education, frequently lacks a standardized variety. Consequently, learners are exposed to a blend of both British and American conventions in vocabulary, grammar, and structural usage, necessitating a clearer academic distinction between the two. The Indonesian national curriculum, from the prior 2013 curriculum to the current of "Kurikulum Merdeka belajar", prioritizes communicative ability but does not specify which English variety should be the standard for instruction (Setyawan, 2020). The absence of specification engenders a "hybrid" learning environment wherein instructional materials, frequently shaped by British publishers such as Oxford or Longman, clash with the widespread exposure to American English via digital media, Hollywood films, and social media platforms (Dhami, 2023). As a result, Indonesian learners often experience "lexical inconsistency," utilizing the American spelling "color" in one instance and the British term "autumn" in another, unaware of their transition between two separate dialectal systems. This inconsistency transcends stylistic concerns; it may result in misunderstanding in formal writing and standardized testing environments, where consistency frequently signifies proficiency (Rohmatillah, 2016).

British English (BE) and American English (AE) are related since they come from the same place and are currently becoming distinctive. American English, also referred to as "General American," is a direct descendant of the British model. However, its distinctive, more casual nature began to develop after the migration of almost 300,000 individuals from the British Isles in the 18th century. This change in the population effectively broke down established dialect boundaries, making it easier for a new language to develop (Tagliamonte, 2013). Over the years, different cultural settings and local situations have made this gap even worse, which is why we see such big differences in pronunciation, grammar, and especially spelling today. Horobin, (2016) asserts that American



spelling is mostly based on British spelling, but it has added some unique features that now distinguish the variety. The United States' dominance in movies, technology, and digital media has made American English the most widely spoken language in the world. This is why Indonesian EFL students need to study the differences in vocabulary and spelling between BE and AE.

Vocabulary is acknowledged as a crucial sub-skill and the essence of language acquisition, as insufficient lexical knowledge considerably impedes a learner's capacity to articulate ideas effectively (Webb & Nation, 2017). In the Indonesian EFL context, the distinction between British English and American English vocabulary is notably pronounced. For example, students frequently grapple with the choice between "flat" and "apartment," or the right spelling of the liquid fuel for automobiles as "petrol" or "gasoline" (Lubis, 2017). Prior research has addressed this issue from multiple viewpoints. Wahyudi (2021) examined the issue of English variations in Indonesian media, discovering that American English is favored for its perceived contemporary allure, although British English retains a prestigious position in academic contexts. A study by Siranush and Westphal (2021) revealed that EFL learners' perceptions of language varieties are predominantly influenced by their environmental exposure rather than official classroom instruction, resulting in a disjointed comprehension of the distinctions between the two. Although vocabulary is frequently regarded as a basic ability, it fundamentally underpins all good communication. According to Nation (2013), a comprehensive understanding of vocabulary and its subtleties renders impeccable grammar ineffective.

For Indonesian learners, the distinction between British English (BE) and American English (AE) is not merely a trivial spelling concern; it constitutes an impediment to consistency and self-assurance. Sukmawati (2017) conducted a contrastive morphological analysis, discovering 118 lexical and orthographic discrepancies. Her findings classified these changes into three broad categories of semantic shifts: identical concepts with differing technical terminology, homonymous terms with varied meanings, and words with two separate meanings across the two variants. Tibenska (2012) offered a comprehensive diachronic analysis of the English language, emphasizing the impact of historical developments on contemporary grammatical structures—particularly the usage of *get/gotten*, *have/have got*, and tense aspect—alongside phonetic differences in vowels and diphthongs. Zuhri (2012) examined structural nuances, recording 115 lexical variances and 49 orthographic discrepancies, while also observing grammatical divergences in prepositional usage and number formatting. Despite these significant contributions, a substantial study gap remains regarding the currency and lexicographical depth of the data employed in an Indonesian EFL context. Numerous prior studies have relied on obsolete corpora or generic linguistic histories, which may not fully reflect the rapid evolution of contemporary English influenced by the digital age. This study employs the 9th Edition, a crucial resource for English instruction at Indonesian institutions, guaranteeing that the

data is both current and relevant to the materials presently utilized by students and educators. This study fills a notable need by providing a specialized, modern lexicographical resource that integrates the linguistic theory of dialectal variation with the practical needs of current Indonesian EFL training.

This study stems from the necessity to address this gap. This research aims to provide a comparison of these two major types, serving as a practical reference for teachers and learners equally. Thus, the objective of this study is to establish a "dialect-aware" classroom in which the distinctions between British and American English serve not as a source of confusion, but as a means to enhance global fluency.

METHOD

This study utilized a descriptive qualitative methodology, employing content analysis as the principal research design (Creswell, 2018). This strategy was chosen to offer a systematic and objective approach to delineating the different levels of linguistic variance between British English (BE) and American English (AE).

Data Instrument

The principal instrument and data source for this study was the Oxford Advanced Learner's Dictionary (OALD) 9th Edition, released by Oxford University Press in 2015. This particular version was selected because of its significance as a fundamental educational resource for Indonesian EFL learners and its comprehensive phonetic and orthographic annotations for both kinds. To enhance the dictionary entries and maintain data relevance, the researchers incorporated secondary data from linguistic apps and academic journals.

Data Collection

Data collection was executed via unstructured observation and documenting methodologies (Sugiyono, 2016). The researchers conducted an extensive digital analysis and manual examination of the dictionary entries, identifying terms that displayed differences in three particular domains: lexis, orthography, and phonetics. Instead of employing a fixed checklist, the unstructured observation enabled the researchers to identify emerging patterns of variation that could have been overlooked within a more constrained framework (Fraenkel et al., 2012).

Data Analysis

The researchers employed the Miles and Huberman (1994) model for data analysis, which comprises three simultaneous processes: data reduction, data display, and conclusion drawing/verification. In the process of data reduction, the preliminary results were adjusted to emphasize the most frequent and strategically relevant words for Indonesian students. The data were subsequently organized into tables for clarity before final findings emerged concerning the nature of the variation.

FINDINGS AND DISCUSSION

This study employed the Oxford Advanced Learner's Dictionary (2015) as the primary lexicographical corpus to investigate the research question of dialectal diversity. The inquiry concentrated on 53 selectively chosen terms to facilitate a detailed comparison of British and American English. The results demonstrate that the variations are systematic and may be classified into three distinct categories: vocabulary changes, spelling, and phonological differences. To enhance comprehension of these patterns, the distinct differences observed during data collection are synthesized and displayed in the table below.

Table 1. The Example of Comparative Analysis of Word Usage in British and American English.

No	Word		Meaning	Description
	British English	American English		
1.	Autumn	Fall	Musim gugur	The season of the year between summer and winter.
2.	Candy floss	Cotton candy	Harum manis	A type of sweet or candy in the form of a mass of sticky threads made of melted sugar.
3.	Car park	Parking lot	Tempat parker	An area where people can leave their car.
4.	Chips	French fries	Kentang goreng	A long thin of potato fried in oil or fat.
5.	Flat	Apartment	Apartemen	A set of rooms for living in, usually in one floor of building.
6.	Fringe	Bangs	Poni	The front part of hair that is cut so that it hangs over their forehead.
7.	Garden	Yard	Kebun	A piece of land next to or around your house where you can grow flowers, fruit, vegetable, etc.
8.	Holiday	Vacation	Liburan	Period of time when you are not at work or school.
9.	Maize	Corn	jagung	Any plant that is grown for its grain such as wheat.
10.	Nappy	Diaper	Popok bayi	A piece of soft cloth or other thick material that is folded around a baby's bottom and between its leg to absorb and hold its body waste.
11.	Petrol	Gas, Gasoline	Bensin	A liquid obtain from petroleum, used as fuel in car engine.
12.	Railway	Railroad	Rel kereta	A track with rails on which trains run.

13.	Sweet(s)	Candy	Permen	A small piece of sweet food, usually made with sugar or chocolate and eaten between meals.
14.	Torch	Flashlight	Senter	A small electric lamp that uses batteries and that you can hold in your hand.
15.	Trousers	Pants	Celana panjang	A piece of clothing that covers the body from the waist down and is divided into two parts to cover each leg separately.

The first stage of the analysis focused on lexical variation, specifically identifying terms that share identical semantic meanings but utilize different signifiers in British English (BE) and American English (AE). From the Oxford Advanced Learner's Dictionary (9th Ed.), a total of 50 such lexical pairs were identified. For the purpose of conciseness within this manuscript, Table 1 illustrates a representative sample of 15 terms that are most frequently encountered in general communication and educational contexts.

As evidenced in Table 1, the divergence between BE and AE lexis often involves the replacement of an entire word rather than a mere spelling change. This phenomenon is particularly notable in everyday domains such as food (Chips vs. French fries), the domestic environment (Flat vs. Apartment), and transportation (Railway vs. Railroad). Interestingly, the data suggests that American English often adopts more descriptive or functionally literal terms. This confirms Sukmawati's (2017) findings, which classified such changes as semantic shifts where identical concepts are given differing technical terminology. For instance, the British "torch" (derived from the historical use of flaming wood) is replaced by the more literal American "flashlight," which describes the object's function. Similarly, the seasonal term "autumn"—which has Latin roots—is replaced by the more descriptive "fall" in the American paradigm, referring to the falling of leaves. For Indonesian EFL learners, these differences represent a significant pedagogical challenge; while Indonesian textbooks often prioritize the British "holiday" or "petrol," global digital media predominantly exposes learners to the American "vacation" and "gasoline." This duality necessitates a "dialect-aware" teaching approach to prevent semantic confusion.

Figure 1. The Example of Products which Use Term 'corn'

The figure 1 above demonstrates significant **lexical dualism**, where divergent BE and AE signifiers for identical concepts create a "competitional standard" for Indonesian EFL learners. However, the findings suggest that the American model's dominance in the local commercial sector effectively mitigates this ambiguity. A primary example is the "**maize**" (BE) versus "**corn**" (AE) distinction; while the former persists in British-oriented academic texts, the latter dominates the Indonesian market. In this context, commercial branding acts as an informal **pedagogical agent**, entrenching American lexical preferences through consumer goods and advertising. Similarly, the American "**candy**" maintains greater **linguistic currency** than the British "**sweet(s)**" in Indonesian retail and social discourse. While Wahyudi (2021) highlighted the "appeal" of American English, this study demonstrates its functional supremacy in the Indonesian market, evidenced by the choice for "candy" instead of "sweet(s)". The study finds that, due to students being in a "hybrid" learning environment, instructors must transition from imposing a singular approach to fostering "dialectal awareness". This supports Dharmi's (2023) assertion that widespread exposure to Hollywood films and social media serves as a competing pedagogical force. In the Indonesian commercial sector, for example, the use of AE terms on product packaging (see Figure 1) acts as an informal educational influence that often overrides classroom instruction. This strategy ensures that the coexisting of British English (BE) and American English (AE) serves as a tool for global fluency rather than a source of confusion, so immediately fulfilling the research objective of better preparing learners for

a worldwide context..The preference for AE terms like "candy" over "sweet(s)" in Indonesian retail discourse aligns with Lauder's (2008) observation regarding the cultural hegemony of the United States in Indonesia. This creates what the researcher calls a "competitional standard" where commercial branding acts as an informal pedagogical agent. Consequently, a **"pragmatic gap"** has emerged between the academically prestigious British-centric curriculum and the Americanized "living language" of daily life. Rather than enforcing a singular variety, these results suggest that educators should cultivate **"dialectal awareness,"** equipping students to navigate both formal academic standards and pervasive commercial realities.

Table 2. The Differences of Spelling in British and American English

No	Word Spelling		Meaning	Description
	British English	American English		
1.	A-N-A-L-O-G-U-E	A-N-A-L-O-G	Analog	A clock or watch that showing the time using hands on a dial and not with a display of numbers
2.	A-N-A-L-Y-S-E	A-N-A-L-Y-Z-E	Menganalisa	To examine the nature or structure of something especially by separating it into its part in order to understand or explain it.
3.	C-A-T-A-L-O-G-U-E	C-A-T-A-L-O-G	Katalog	A complete list of items, for example of things that people can look at or buy.
4.	C-E-N-T-R-E	C-E-N-T-E-R	Pusat, tengah	The middle point or part of something.
5.	C-O-L-O-U-R	C-O-L-O-R	Warna	The appearance that things have that results from the way in which they reflect light.
6.	D-E-F-E-N-C-E	D-E-F-E-N-S-E	Pertahanan, pembelaan	The act of protecting something from attack, criticism, etc.
7.	D-I-A-L-O-G-U-E	D-I-A-L-O-G	Percakapan	Conversations in a book, play, or film.
8.	E-N-Q-U-I-R-Y	I-N-Q-U-I-R-Y	Penyelidikan	An official process to find out the cause of something or to find out the information about something.
9.	F-A-V-O-U-R-I-T-E	F-A-V-O-R-I-T-E	Kesukaan	Liked more than others of the same kind.
10.	L-A-B-O-U-R	L-A-B-O-R	Tenaga kerja, buruh	Work, especially physical work.
11.	L-E-U-K-A-E-M-I-A	L-E-U-K-E-M-I-A	Kanker darah	A serious disease in which too many white blood cell

				are produced, causing weakness or sometimes death.
12.	L-I-C-E-N-C-E	L-I-C-E-N-S-E	Surat izin	An official document that shows that permission given to do, own or use something.
13.	N-E-I-G-H-B-O-U-R	N-E-I-G-H-B-O-R	Tetangga	A person who lives next to or near you.
14.	R-E-C-O-G-N-I-S-E	R-E-C-O-G-N-I-Z-E	Mengenali	To know who somebody is or what something is when you see or hear them or it.
15.	T-R-A-V-E-L-L-I-N-G	T-R-A-V-E-L-I-N-G	Bepergian	Going from place to place.

Table 2 presents visual data that demonstrates a systematic separation, with American English (AE) favoring phonetic simplification and morphemic consistency, in contrast to British English (BE), which maintains conventional etymological markers. This distinction is primarily evident in the reduction of the British "-our" suffix to the American "-or" (colour to color), the transposition of "-re" to "-er" (centre to center), and the removal of silent terminal clusters such as "-ue" (analogue to analog). The study further identifies an ongoing shift from the voiceless "-se" to the voiced "-ze" (e.g., recognise to recognize) and highlights the American inclination towards degemination, or the elimination of doubled consonants in terms such as journeying. These patterns, primarily based on 19th-century lexicographical reforms, illustrate a wider American transition towards orthographic efficiency, while British English retains the historical influences of its French and Latin origins. For Indonesian EFL learners, identifying these nuanced yet expected signals is crucial for establishing stylistic coherence and achieving accuracy in formal academic writing.

In addition to vocabulary differences, British English (BE) and American English (AE) have a lot of differences in how they spell words. These systematic distinctions are mostly seen in two morphological patterns: the British "-our" suffix is shortened to the American "-or," and the British "-re" ending is moved to the American "-er." The following sections and data tables provide a full list of these other linguistic differences.

The words with ending –our and –or

One of the most noticeable variations in spelling rules is how the '-our' ending is treated. British English keeps the customary "u" in these words, whereas American English uses the "-or" suffix instead, which is more phonetic. The data below makes this difference clear.

Table 3. Difference Spelling of BE and AE Variations

British English

American English

Colour	Color
Labour	Labor
Humour	Humor
Neighbour	Neighbor
Flavour	Flavor

The words with ending -ence and -ense

Another important difference in spelling is that British English uses the '-ence' suffix instead of the '-ense' suffix. The following words show how this pattern of change works:

Table 4. Difference Spelling of BE an AE

British English	American English
Defence	Defense
Licence	License
Offence	Offense

The words with -ae/-oe and -e

There are number of spelling variation within the internal structure of words, especially those that come from Greek or Latin. This is in addition to terminal suffixes. This study finds a persistent trend in American English toward monophthongization, which is the process of turning traditional vowel clusters into a single vowel. The comparative examples below show that British English still has the traditional diphthongs "-ae-" and "-oe-," but American English only has the single "-e-."

The evidence indicates that British English dialect emphasizes lexical preservation, retaining the historical spelling conventions of the original classical languages. On the other hand, the American spellings show a desire for phonetic clarity and visual simplicity. American English makes the written word more like how it sounds by getting rid of the silent "a" or "o". This support Horobin's (2016) statement that although American spelling is derived from the British model, it has incorporated distinctive elements to differentiate the variant. Further, the resemblance of Indonesian medical terminology, such as Anemia, to AE spelling indicates that AE may appear more "natural" to Indonesian learners. For the Indonesian EFL learner, these internal differences show a high level of spelling complexity. Since medical and scientific terminology in Indonesia typically stems from Latin

(e.g., Anemia, Diare), students may find the American spelling more natural as it reflects the Indonesian "e" sound.

Table 5. The Differences of Pronunciation in British and American English

No	Word	Pronunciation		Meaning	Description
		British English	American English		
1.	Abaya	/ə'beɪ.ə/	/ə'baɪ.ə/	Abaya	A full-length piece of clothing worn over other clothes by Arab men or women.
2.	Absorb	/əb'zɔ:b/	/əb'sɔ:b/	Menyerap	To take in a liquid, gas or other substance from the surface or space around
3.	Absurd	/əb'sɜ:d/	/əb'sɜ:r:d/	Konyol	Completely ridiculous, not logical and sensible.
4.	Academician	/ə,kæd.ə'mɪʃ.n/	/æ,kæd.ə'mɪʃ.n	Akademisi	A member of an academy.
5.	Area	/'eə.ri.ə/	/'er.i.ə/	Tempat, wilayah	Part of a place, town etc., or a region of a country or the world.
6.	Bolster	/'bəʊl.stər/	/'bəʊl.stə/	Guling	A long thick pillow that is placed across the top of a bed under the other pillow.
7.	Capybara	/,kæp.rɪ'ba:.rə/	/,kæpə'be:.rə/	Kapibara	An animal like very large rabbit with thick legs and small ears which lives near water in central America.
8.	Chair	/tʃeər/	/tʃer/	Kursi	A piece of furniture for

					one person to sit on, with a back, seat and four legs
9.	Home	/həʊm/	/hoʊm/	Rumah	The house or flat/ apartment that you live in, especially with your family.
10.	Laboratory	/lə'bɒr.ə.tər.i/	/'læb.rə.tɔːr.i/	Laboratorium	A room or building used for scientific research, experiments, testing, etc.
11.	New	/njuː/	/nuː/	Baru	Not existing before, recently made, invented, introduced, etc.
12.	Reduce	/rɪ'dʒuːs/	/rɪ'duːs/	Mengurangi	To make something less or smaller in quantity, size price, etc.
13.	Secretary	/'sek.rə.tər.i/	/'sek.rə.tər.i/	Sekretaris	A person who works in an office, working for another person, dealing with letters and telephone calls, typing, keeping records, arranging meetings with people, etc.
14.	Student	/'stjuː.dənt/	/'stuː.dənt/	Siswa	A person who is studying at school, university or college.
15.	Year	/jɪər/	/jɪr/	Tahun	The period of time from 1 January to 31 December, that is 365 or 366

days divided
into 12 months.

The pronunciation data indicates three current patterns that differentiate Received Pronunciation (BE) from General American (AE) paradigms. The study first identifies Rhoticity as a key difference (Roach, 2009; Labov, 2006). BE is mostly non-rhotic, meaning it vocalizes or leaves out the /r/ sound in post-vocalic situations (Absurd, Year). AE, on the other hand, always pronounces the rhotic /r/, which gives it a different "r-coloration" sound. Second, there was a clear pattern of Yod-dropping in the AE dataset. AE removes the palatal glide /j/ after alveolar consonants in words like New, Student, and Reduce. BE keeps the /nju:/ and /'stju:.dənt/ clusters. Finally, the study shows differences in syllable structure and lexical stress, especially in terms with more than one syllable, like "laboratory". In this case, BE puts stress on the second syllable and reduces the vowels in other parts of the word, while AE puts stress on the first syllable and keeps the vowels fuller in the suffix (Wells, 2008). These pronunciation differences sometimes cause Indonesian EFL learners to "mix accents." Although formal classroom instruction often emulates the British standard, the widespread impact of American digital media introduces children to rhoticity and yod-dropping. This study emphasizes that understanding these phonetic subtleties is essential for learners to attain "dialectal consistency," hence avoiding the fragmented pronunciation patterns commonly found in Indonesian EFL discourse.

When we pay attention to how these words are really said as in Table 5 above, we can notice that the difference goes beyond just "different accents." Larroque, (2023) argues that pronunciation is made up of both the individual sounds (segmental) and the rhythm of the sentences (suprasegmental). The behavior of the letter "r" is the most noticeable variation in my analysis. In British English, the "r" sound is often a "ghost sound" that goes away when it comes at the end of a word or before a consonant. This is called "non-rhoticity" by linguists. In British English, the "r" in "absurd" [əb'sɜ:d] is fully silent. American English, on the other hand, is rhotic, which means that the "r" is always pronounced clearly, as in the American [əb'sɜ:rd]. British English is characterized as non-rhotic, missing the /r/ in terms such as "absurd," but American English is rhotic, articulating the "r." This corresponds with the phonetic hypotheses proposed by (Roach, 2009; Labov, 2006).

This "r-colored" appearance is not the only difference in sound (Roach, 2009). We can also hear a slight change in how vowels travel. The British diphthong [əʊ] sounds a little more central and "rounded," whereas the American [oʊ] sounds more direct, like in the word "home" ([həʊm] vs. [hoʊm]). It's also interesting to see how the "rhythm" of a word changes.

CONCLUSION

This study identifies systematic lexical, orthographic, and phonological variations between British English (BE) and American English (AE) through a lexicographical analysis of the Oxford Advanced Learner's Dictionary. The findings reveal that while BE often retains traditional etymological markers—such as the "-our" suffix and non-rhotic pronunciation—AE favors phonetic simplification, characterized by rhoticity, "yod-dropping," and the reduction of silent letter clusters. In the Indonesian context, a "competitional standard" exists where BE remains the dominant academic and pedagogical framework, yet AE exerts significant functional supremacy through digital media, Hollywood films, and commercial branding. This duality frequently results in "lexical inconsistency" and fragmented pronunciation patterns among learners.

The results underscore a "pragmatic gap" between formal classroom instruction and the Americanized "living language" encountered in daily life. Consequently, the pedagogical implication is that educators should transition from enforcing a singular, rigid variety toward fostering "dialectal awareness," which equips students with the consistency needed for both formal academic writing and global communicative fluency. By understanding these nuanced patterns, learners can navigate a "hybrid" environment without confusion, ultimately enhancing their self-assurance and global fluency. However, this research is limited by its specific focus on a single lexicographical resource and a set of 53 words, which may not capture the full breadth of the evolving "digital-age" English. Future research should address this by expanding the data set to include contemporary digital corpora and empirical studies of Indonesian student performance in real-world "hybrid" settings. Additionally, investigating the impact of social media algorithms on the standardization of English varieties within the Indonesian curriculum would provide deeper insights into the future of English Language Teaching (ELT).

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