

CHAPTER I

INTRODUCTION

There are four sections in this chapter, background of the study, research question, scope and limitation and the definition of key terms. This chapter begins with information about the personal intention in carrying out the study and the background of the study which discusses review of previous related study, then followed by a research question which focuses on examining the teachers' perspective of World Englishes. The third section is the scope and limitation of the study which is followed by definition of key terms.

A. Personal Intention in Carrying out the Study

When the researcher was studying in Primary School. She joined a course, three times a week. All lessons were studied. She remembered, before went home her teacher course made a quiz. The students who were able to answer the quiz would go home earlier. All of the researcher's friends were home but not her. In the room, there were only two students and the researcher. The last quiz was, "what is the English of Sepak Bola?", the researcher answered "Football", with reason that this was the keyword of all the football competitions. But the teacher course said "No... that's not the answer", one of the two others student answered "Soccer", and the teacher said yes that was right. When the researcher was home, she asked her father about what just happened, her father explained that both words were not wrong both were right Soccer or Football, both were right. The other experience that the researcher got, still in Primary School, her father sometimes introduced her to Australian English. For examples, the researcher's father told her that when she wanted to greet someone that she met, she could say "Hei, mate/ what's up, mate". Surprisingly, when the greeting that the researcher got from home was practiced at school, her English teacher said that the greeting was wrong, big wrong. Students in the classroom laughed at the researcher, she was so sad and felt underestimated. From that moment, the researcher tried to use the common structure that almost all Indonesian people used in their greeting. Such as "Hallo/ Hi", "How do you do?/ I am fine, how about you?" and so on. The researcher felt so emotionally unstable. She felt petrified to

speak. Another problem the researcher found in her university scope dealt with her friend called Mr. N. He was joining an exchange programme in Thailand. He passed all of the requirements, but in the interview section he was failed. The reason of his failure was, because the interviewer used English in the way Thai people used, with the strong Thai dialect. The researcher's friend was confused and could not say any words. Therefore, Mr. N failed to pass the section.

Day by day, month by month, year by year and at the moment the researcher has been studying at the University majoring in English. She is so blessed because she learns variety of subjects including sociolinguistics in which the course is primarily intended to introduce students with the link between linguistics phenomenon and human social organisation and social life. One of the topics which impressed she much is that the concept of "World Englishes". Studying this topic likely opened up her memory years ago when she felt an ambivalence about learning English. In this situation, she wishes she could be back in time and explained to her teachers that English has its variations including variation in vocabulary and accent. Drawing on this personal history, the researcher is motivated to see how English teachers view English language and do they see English as monolithic entity?

B. Background of The Study

The personal history of the researcher above shows that World Englishes (WEs) in Indonesian EFL context is still being indefinite. According to Galloway and Rose (2017), English nowadays is used around the globe and the way people practice it are very diverse from one region to another. This explanation underlies the diversity of English nowadays that exists and accepted as the varieties of English and well – known as World Englishes (WEs).

Furthermore, the research about WEs that has been done by Sa'd (2018), who cited Xiao (2009: 421 in Bolton (2005)) says that WEs refers to the localization form of English that is used in all over the world. All countries have their own varieties of English, such as Indonesian English, Indian English, and African English.

Meanwhile, in EFL context, WEs theory concerns in English that is spoken by teacher and students. Unfortunately, WEs in Indonesian EFL context is not quite familiar. As far as the researcher knows, WEs in Indonesian context is rarely discussed. Based on the research done by Sadeghpour and Sharifian (2019) students and teachers were quite aware of the existence of WEs, but some of the teachers disagree with this theory of WEs because they were thinking that WEs were quite difficult to be taught in EFL Classroom. In addition, a study done by Sa'd (2018) shows that in Iran, some of EFL learners do not agree with the existence of WEs. They think that English should be based on the Native Speakers (NSs) norms as a main view. It should not be performed by Non – Native Speakers (NNSs).

Based on the previous studies mentioned above, the concept of WEs have not been thoroughly studied framed especially from EFL teachers and learners' view. However, based on the researcher's personal history, Indonesian EFL teachers are still not fully aware of and familiar with Wes. This study, therefore, is aimed at investigating Indonesian EFL Teachers' perspective of Wes.

C. Research Question

From the background of the study above, the researcher can portray the question that is going to be discussed in this study. Therefore, the researcher is highly interested to know:

- a. How is the Indonesian EFL teachers' perspective toward WEs ?

D. Scope and Limitation

The aim of this study is to know how the perspective of EFL Teachers toward WEs is. Where the scope and limitation are divided into subject and object.

- a. Subject

The subjects are the EFL teachers in Junior High School that consist of at least four English teachers in Sidoarjo

- b. Object

The object is focusing on EFL teachers' perspective towards WEs. The perspective of EFL teacher's WEs is related to the current issue of English in EFL context.

E. Definition of Key Terms

There are some specific points that are going to discuss more in this part.

a. Wes

WEs or World Englishes is the varieties of English based on the way people all over the world practice it. This case is not included in the country which are naturally used English as daily language, such as the great British and United States of America. The speakers of English in these two countries are usually called Native Speakers (NSs). World Englishes is focusing on the diversity of how Non – Native Speakers (NNSs) use English. Such as, Indonesian English, Indian English, and African English.

b. EFL teachers in Senior High School in Surabaya

An EFL (English as Foreign Language) teachers is someone who works in the area of education more specifically in English Language, in junior High School.

