

## CHAPTER I INTRODUCTION

This chapter covers background of the study, limitation of the study, statements of the problem, purposes of the study, significance of the study, and definition of key terms.

### **A. Background of the study**

Listening is necessary for students, moreover in studying a foreign language. As commonly known that in learning a new language, one of the ways is by listening activities. Through listening, students will easily understand the new language, and after that students will be easier to learn it. As the process of humans in learning started when they are born, listening is an essential part of them. Listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication (Yildirim & Yildirim, 2016).

The English language has spread all over the world. It is not unusual that many countries now use English as their second language or as their daily speaking. This happens due to the changing era in this world. People can access all the information easily. Discussing Global Englishes, the paradigm that occurs in Indonesia usually assumes that learning the English language should be from the native speakers or in the place where the language comes from. This phenomenon happens due to a lack of information. Nowadays, learning English should not be always directly from native speakers or in the countries where the language originates.

As the effect of the growth of English across the world, teaching English as a foreign language (TEFL) has broadened around the world. English teachers are served with multilingual classrooms with diverse learners. To make students familiar with the diversity of English, teaching listening using Global Englishes is the easiest way to deliver to them. Because through listening activities that are given by the teacher or instructor, it will help students to boost the awareness of the diversity of English. English is used around the globe, and as such, has been appropriated by its speakers in diverse ways. "It is a global language with global ownership, and as such

both the needs of learners and the goals of ELT have changed” (Galloway & Rose, 2017).

The last few years ago, the point of view that studying English had to use whether British or American style or accents, but, that is the past viewpoint of learning English. The newest perspective of learning English is the Global English itself. The easiest way to teach about Global Englishes is through education. Therefore, the teacher's role here is to introduce students about Global Englishes and bridge them to learn. Thus, the student will have a new perspective on how the way in learning English. “Global Englishes represents the different regionalized varieties of English developed in different cultural, sociolinguistic, and educational contexts throughout the world” (Mack, 2010).

Although, the study represents an examination of the use of listening journals as an autonomous learning tool to introduce students to the diversity of English in order to help address the theory or practice divide in the field of Global Englishes (Galloway & Rose, 2014); However, only little has discussed teaching Global Englishes in teaching listening. Therefore, this study aims at investigating students’ perspective toward teaching listening using Global Englishes. Yet, the purposes of learning Global English is not only about the use of its language but also learning about sociocultural on its places that using English as their communication language.

## **B. Limitation of the study**

The study is focused on teaching listening using Global Englishes in Senior High School of Ulul Alb@b. The audio of listening contains different accents such as Indonesian, Indian, and Japanese.

## **C. Statements of the problems**

Based on the background of the study that has been exposed before, the statement of the problems is what students’ perspectives toward teaching listening using Global Englishes in Senior High School of Ulul Alb@b are?

#### **D. Purposes of the study**

Based on the statement of the problem above, the purpose of this research is to explore students' perspectives toward teaching listening using Global Englishes in Senior High School of Ulul Alb@b.

#### **E. Significance of the study**

The researcher has some expectation on conducting this research as follows:

1. The students: this research can establish students' awareness in Global Englishes.
2. The teachers: this research will enrich the thought about Global Englishes especially in teaching listening to students' in a senior high school.
3. Other researchers: this research is expected to be references for other researcher to conduct the similar research about Global Englishes in teaching listening in ELT classroom especially to students in a senior high school.

#### **F. Definition of key terms**

The definitions of key terms of this research are as follows:

1. Global Englishes (GE) is an ecological approach that recognizes the use of language in different social and cultural domains in which different language and cultures coexist.(Fang & Widodo, 2019).
2. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages. (Brownell, 2018). Hence, teaching listening means delivering some material by giving the understanding of language system.
3. Students' perspective is particular attitude towards something; a way of thinking about something. (Oxford, 1997) Hence, students' perspective is the point of view from the students about phenomenon.