

CHAPTER I INTRODUCTION

A. Background of the Study

English by now is the most widely taught, learnt and spoken language in the world. It is used by over 300 million people as a first language in Australia, Canada, New Zealand, the UK and the USA, and by over 700 million people as a second or additional language in the country of Africa, Asia, Europe, and Latin America, and of the island nations of the world (Crystal, 1985; Kachru, 1995).

The spread of English has been viewed in the terms of two Diasporas (Kachru, 1992). The first arose as a consequence of the migration of English-speaking people from Great Britain to Australia, North America and New Zealand. The second resulted primarily from diffusion of English among speakers of diverse groups of people and language across the world as a result of colonialism and other political and economic aspects. Only a small number of English speakers carried their language, as colonial officials, missionaries and businessmen.

As the English language spreads and function as an international language, scholars have been investigating some of the ideological issues behind the function and use of English in various contexts and have pondered the future status of this global language. From early research of World Englishes (WE) legitimacy of post-colonial Englishes, or 'New Englishes', as they have been termed, has emerged in scholars' discussion (Platt, Weber & Ho, 1984; Kachru, 1985, 1992).

English is considered something that is called as *lingua franca*, the world major language. This basically means the language of English is something that is basically an international language of people not speaking a mother tongue. Therefore, it is not uncommon around the world for people to speak English if they want to communicate with someone not from their country. It is also dominant language in many fields, such as business, entertainment, radio, and diplomacy or even the education one. Moreover, teacher should have the competence of making a Communicative Language Teaching.

To have a good English Language Skills, in the formal education, students are equipped with a set of term of textbook as their reference or guide for what extent they have to learn. Textbook is formally prepared by the teacher itself as a reason that this textbook is suitable with standardized curriculum. Teacher should be really careful to choose which textbook is suitable with the ESL (English as a Second Language) standard.

Teacher also has a duty of care to ensure that the teaching process and learning materials which the students present or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes. In addition to teaching materials and methods, the process and practices in producing supporting materials, have been dealt with in published literature (Kachru, 2005). Biases and prejudices in favor of the native speakers have been focused upon and challenged (Ferguson, 1982), and arguments have been presented to show how “genetic” nativeness is being challenged by “functional” nativeness (Kachru, 1997) in all the circles. All the issues raised in the field of ELT mentioned above are of crucial relevance to research in World Englishes, and publication in the area demonstrate this clearly (Kachru, 2006).

In Indonesia, it is unachievable and unnecessary to expect ELT to be able to make all students become English NNSs, who are speaking like native. Compared to the large number of students in Indonesia, there seems to be insufficient for teachers skilled in producing pronunciation consistent with these accents. Similar to Japanese (Matsuda, 2003), Indonesian students are as likely to be exposed to outer-and expanding-circle Englishes as they are to inner Englishes.

Based on it all, this thesis aims to learn about World Englishes in the textbook of 10th grade of Senior High School and how is World Englishes applied in the textbook. The researcher explained the World Englishes based on Braj Kachru’s pioneering model. In Textbook entitled “*Bahasa Inggris* for 10th grade of Senior High School 2017 revised edition”, we can get the kind of World Englishes in narrative text that we can identify. It is the reason for the researcher to conduct a study narrative text in textbook.

B. Scope and Limitation of the Study

After getting the background of the study, it could be seen that the scope and limitation of the study in textbook analysis of the textbook entitled “Bahasa Inggris for 10th Grade of Senior High School 2017 revised edition” was World Englishes used in the textbook. The study focused on the cultural context of World Englishes in narrative text in chapters 12, 13 and 14 of “Bahasa Inggris for 10th Grade of Senior High School”.

C. Research Questions

Based on the background of the study that had been exposed before, it could be assumed that this research focused on discovering the World Englishes in textbook of 10th Grade of Senior High School 2017 revised edition. If it had to be formulated to be questions, this research had two questions. Here are the questions:

1. Were there any World Englishes in the textbook of 10th Grade of Senior High School 2017 revised edition?
2. How were World Englishes applied in the textbook of 10th Grade of Senior High School 2017 revised edition?

D. Objectives the Study

According to the research question that is explained above, the researcher tried to find out The World Englishes in the textbook of 10th grade of Senior High School 2017 revised edition and how it was applied.

E. Significances of the Study

1. For the Teachers

The result of this study is expected to give input to the teachers in choosing which one of English textbook is suitable with the students and also to enlarge the model of activities inside the teaching materials and the ways of teaching English for students.

2. For the Students

The researcher hopes every student will be able to learn English in every aspect, such as speaking, reading, writing and listening materials and also the result of this study can help the students in learning English from diversity and ELT contexts.

3. For the Researcher

The result of this study is expected to give input to the researcher in contributing more research about World Englishes in different aspects, e.g. recount text and description text in textbook.

F. Definition of the Key Terms

This section contains some terms related to this research to be cleared and defined. Here also some terms to be defined:

1. World Englishes

World Englishes are variety of English that have developed in territories influenced by the United kingdom or the United States. World Englishes consist of identifying varieties of English used in diverse contexts in different regions of the world, for example inner circle, outer circle and expanding circle. Those circles are the areas that where English used.

2. Textbook

Textbook refers to materials used in teaching English in Senior High School. Textbook is the part of teaching and learning process that is used. Textbook entitled “Bahasa Inggris for 10th grade of Senior High School 2017 revised edition” was one of textbooks that were used for this research.

