

CHAPTER 1 INTRODUCTION

A. Background of the Study

The practice of English is no longer only limited to international purposes but also local communication. Therefore, the trend has shifted from people do not only copy the native speaker style but also communicate by using English. People who live in the countries that English as Foreign Language like Indonesia tend to talk in English more to society rather than native speaker of English as Crystal, (2002:232) stated that the number of people in the world who communicate in English with international speakers is steadily rise compare to the other language speakers. This statement is supported by the fact that approximately 380 million people speak in English as an international languages, such fact has proven that English is now globally utilized Jenkins, (2009) and Kirkpatrick, (2010). Moreover, English is also used by over one billion people who speak English as their second language to communicate with other, second language users regardless of different culture and linguistic features. The control of international use of English is now shifted from English speaking countries people to wider global community and the native speakers has turned to be the minority among English language users. The reason why people need to know about World Englishes or introduce World Englishes is because people who speak English have more opportunities to get a job while businesses need employees who can communicate fluently with English speaking partners and clients. In addition, entrepreneurs can access a far wider range of customers online by using English. Since English is the language of science and technology, English speakers have more opportunities to work with others in these fields and to share ideas and innovations. Kachru, 2 : 19 (2010). World Englishes is how so many types of English can be together with character and unique speaker by using English to speak to each other.

Teaching listening is also related about this research, because for the teacher is also helpful to students to learn English well in listening comprehension. It is also very useful to provide knowledge to students that there is an English language with a wide variety of variations and very different when heard, based on the benchmarks of American English which are generally often heard. Jenkins, (2009) In order to teach listening skills, a teacher should firstly state the difficulties. For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his / her learners to acquire this skill which provides the very foundation for learning and functioning in a language. That the teacher can observe and isolate the errors in speaking, but could not in listening is a difficulty. In listening, the learner can exercise no controls over the structural and lexical range of the speaker to whom he is listening. Nevertheless, any listener can learn to focus on significant content items, to explain in another way he can learn to listen selectively. Helping the learners to distinguish sounds, teaching to isolate significant content and informational items for concentration may be provided by controlled listening exercises. One exercise is to give him certain performance objectives to give him general informational questions that he should be able to answer after he listen the material for the first time. These questions should require only the isolation of facts clearly revealed in the material. Questions that require application or inference from the information contained in the listening exercise are best used at later stages or more advanced students. And, audio media is sound within the acoustic range available to humans. An audio frequency (AF) is an electrical alternating current range that can be used to produce acoustic sound. In computers, audio is the sound system that comes with or can be added to a computer. This is the best way to use media to introduce World Englishes for teaching listening according to Kirkpatrick, (2010).

B. Scope and Limitation

The scope of the study is introducing World Englishes in teaching listening, and the limitation of the study is students' response towards teacher's introduction World Englishes in teaching listening.

C. Statement of the Problem

Based on background of the study, the teacher wants to introduce World Englishes in teaching listening for 10th grade at SMKN 8 Surabaya. In this research, the writer not just give knowledge about World Englishes is, but also about World Englishes for teaching listening. And the question is how the writer introducing World Englishes in teaching listening at SMKN 8 Surabaya?

D. Objective of the Study

Based on the statement of the problem, it has an objective of the study. The object of the study is, to know the students' responses towards teacher's introduction to World Englishes in teaching listening.

E. Significances of the Study

For the writer, it is expected that people can understand about World Englishes in this era of globalization. It is known as World Englishes as well and it is kind of good for the knowledge and it can be the one of best listening in class on students listening comprehension.

For student, they know that sense of beautiful in English or World Englishes is, and follow the study of listening because it is one of the way students can learn about listening comprehension. Therefore, students will know more about World Englishes, not just American English and British English dialect or accent.

For teacher, they can more understand about world Englishes itself that can be more effective to teach to the students with skill that students has to learn about and use this materials introduce World Englishes for teaching listening on student's listening comprehension.

F. Definition of Key Terms

Definition of key terms means the words which is the key word on this study just like definition meaning of the main points of research. The researcher tries to help the reader to understand about the important things in this part of the research, they are:

1. World Englishes

World Englishes as a term for emerging localized or varieties of English, especially varieties that have developed in territories influenced by the United Kingdom or the United States. The study of World Englishes consists of identifying varieties of English used in diverse sociolinguistic contexts globally and analyzing how sociolinguistic histories, multicultural backgrounds and contexts of functions influence the use of English in different regions of the world. English clearly is the world's most widely used language in the early 21st century: the language of formal and other interactions in very many countries, the main tool of globalization, and the default choice for transnational communication. Initially, the expansion of the British Empire, beginning in the 17th century and driven by various motives for colonization, brought it to all continents: North America and the Caribbean, the southern hemisphere (including Australia, New Zealand, South Africa, and other territories), and also Asia, Africa, and the Pacific region. In contact with indigenous languages new, increasingly stable and localized varieties of English with properties and functions of their own have grown in many countries. These varieties have come to be summarily labeled as "World Englishes," and a new subdiscipline in linguistics has emerged since the 1980s investigating their features and conditions of use. Kachru, 2010.

2. Teaching Listening

Teaching listening is, a learning using audio media such as active speakers to facilitate the teaching and learning process. Teaching listening can be one of the best ways for students to learn English, because in listening and learning process there is an element of listening to an English conversation that will be easier to understand if learning correctly, beside if we are able to accept or understand about the contents of the conversation, we can make a response or feedback to the speaker. Therefore teaching listening is very important and highly recommended for students to learn well and correctly. Listening is a receptive skill, and receptive skills give way to productive skills. If the students produce something, the teaching will be more communicative Mayer, (2001).