

CHAPTER I

INTRODUCTION

This chapter will be discussing about the background of the study, statement of the problem, purpose of the study, significance of the study, scope of limitation, and definition of key terms.

A. Background of the Study

English is a widely spoken and written language around the world. It is estimated that approximately one billion individuals worldwide utilize the English language. A total of 27 countries have established English as a secondary official language, thereby making English the language of 67 nations (Nishanthi, 2018). Surprisingly, the largest population of people using English for communication does not come from those for whom it is their first language or from those who are frequently referred to as native speakers, but rather from people who come from different nations around the world where English is not the first official language (Hariri et al., 2019).

A recent study indicates that English is the language of choice for speakers of other languages around the world, accounting for more than 80% of all language contacts (Walker, 2019). In response, non-native speakers have developed their own varieties of English which is different from "Standard English" that diverge from it in both linguistic and cultural ways (Saito, 2021). This event is the starting point of the birth of World Englishes.

Kachru (1990) defining the new varieties of Englishes that rises in different geographical context by the name of World Englishes. Every variety of world

English whether it is now standard or is in the process of being standardized, forms a distinctive and varied sociolinguistic mosaic and is a crucial component of this unprecedented global phenomena.

Kachru also providing the influential model of the World Englishes. This model is comprises three concentric circles of English usage: inner circle, outer circle, and expanding circle which in each circle represents different types of spread, patterns of acquisition, and functions of English in diverse cultural context that is the inner circle, outer circle, and expanding circle in this paradigm are three concentric circles of English usage, each of which symbolizes a particular sort of dissemination, pattern of acquisition, and function of English in various cultural contexts (Irfan Khan, 2012). This model continues provide the following researchers useful information regarding the shorthand for classifying contexts of English worldwide (Bruthiaux, 2003).

The three circles—the inner, outer, and expanding circle—are divided in accordance with the positions of English in the nation. The countries in the inner circle are those where English is their first official language, such as the United Kingdom, United States, Canada, Australia, and New Zealand. Their English has been standardized, while their speaker is referred to as the "native speaker." The outer circle represents countries where English has been designated as an official or historically significant language. This designation is largely confined to former British Empire territories, including Malaysia, India, Pakistan, and Nigeria, as well as countries with significant American influence, such as the Philippines. While the

expanding circle is the countries whose position of English is as the foreign language, such as Indonesia, Japan, Korea, and China.

Meanwhile, Graddol (1997) stated that the three concentric circles cannot cover all the diversity of those countries. Moreover, Graddoll proposed that the English speakers were not divided by the countries, but by how speaker acquired it. Those speaker are divided into three, first language speaker (L1), second language speaker (L2) and English as foreign language speaker (EFL).

English is not owned by native speaker only. It has become the global language that whoever speaks it, owns it (Galloway & Rose, 2015; Kato, 2016). Considering the innovations of English, it is suggested that educational institutions should put into practice the World Englishes concepts in the learning environment, so that students will understand the transformations of (Kato, 2016). Students should be informed that aiming for native-like model is both unattainable and inappropriate as it is no longer practical to be confined to native-like norms, so foreign language speaker (EFL) could creatively make use of English in their own situation (Kirkpatrick, 2011; Seidlhofer, 2013). Moreover, it is important to raise students' awareness of World Englishes (Pan et al., 2021).

The introduction of World Englishes in education has been proposed to encourage non-English-speaking countries to utilise their own version of English, influenced by their cultural background (Wijayanti et al., 2023). Various attempts were conducted in order to raise the awareness of World Englishes (e.g. Humphreys, 2022; Jindapitak & Teo, 2012; Boonsuk et al., 2021; Rajprasit, 2022). However, the results indicated that students' awareness of World Englishes were still low. It is

caused by the exposure of World Englishes in education were still lacking because teachers were still in favor in English of inner circle, especially American and British English (Hariri et al., 2019; Zacharias, 2003; Monfared & Khatib, 2018; Monfared, 2022).

Some of them are a study aimed to investigate pre-service teachers' awareness of English as Lingua Franca and World Englishes concepts and their intention of integrating these concepts in their future teaching practices by Öztürk (2021), the result are the participants were not only aware of the concept of English as Lingua Franca and World Englishes, but also, they were conscious of the necessity of integrating the principles of English as Lingua Franca to teaching language in their classrooms.

The other study is from Rajprasit (2022) showcases and evaluates critically how a World Englishes-informed practitioner at one of the leading universities in Thailand attempts to inspire students enrolled in a General English program. The study was resulted in minor changes in students' views.

Following the problem, the researcher are taking the initiate to investigate students who is majoring in English Education who are educated to be educator about their awareness toward the World Englishes in English learning. The researcher is taking the initiate to investigate the students who is majoring in English Education about their awareness toward the World Englishes in English learning and students knowledge sources of World Englishes.

B. Statement of the Problem

Based on the background of the study, this research will be guided by the following statement of the problem:

1. How is the awareness of English education students toward World Englishes in English learning?
2. What is the student's knowledge sources about World Englishes?

C. Purpose of the Study

Based on the statement of the problem, this study is conducted for the following purposes:

1. To observe students' awareness toward World Englishes in English learning.
2. To identify student's knowledge source about World Englishes.

D. The Significance of the Study

The following are the significance of the study addressed for:

1. Theoretically
 - a. Serve as knowledge for depending comprehension.
 - b. Could expand human understanding.
 - c. Could lay the groundwork for future studies on student's awareness toward World Englishes in English Learning.
2. Practically
 - a. For student

This study helps students of English education to understand the importance of the awareness of World Englishes.

- b. For researcher

The researcher expects that through conducting this research, the researcher will gain valuable experience and knowledge about the topic.

c. For the future researcher

This study may help future researcher in their study related to the topic by providing the information as the result of the study.

E. Scope and Limitation of the Study

The scope of this study is the student's awareness towards World in English Learning. The researcher elaborates the data about English Education student's awareness while facing World Englishes. This study is limited only to English Education students in Muhammadiyah University of Ponorogo from the first year to fourth year students.

F. Definition of Key Term

The following term will be used regularly in the study according to these definitions:

1. *World Englishes* : World Englishes is a phrase that defines the new Englishes that vary in different geographical contexts and were later separated into three different circles. (inner, outer, and expanding circle) (Kachru, 1990).
2. *Language Awareness*: The term "language awareness" is used to describe an individual's sensitivity and conscious understanding of the nature of language and its role in human life. (Donmall, 1984)

3. *Language Learning*: Language learning is the process of obtaining required knowledge and abilities for a foreign or second language. (Terrell & Brown, 1981).

