CHAPTER I

INTRODUCTION

In this chapter, the writer discusses several topics to provide a clear understanding in conducting this study such as background of the study, research problem, research objectives, significance of the study, scope and limitation, and definition of the key terms related to this study. Each section is presented as follows:

1.1 Research Background

English language has widely developed through immigration, globalization, and colonization. The expansion of English starts from Britain to other English as a native language countries (Inner Circle) such as the UK, USA, Canada, Australia and New Zealand to English as a second language countries (Outer Circle) and English as a foreign language (Expanding Circle) (Kachru 1992 in Kirkpatrick, Andy 2010). Recently, English becomes lingua franca. It refers that the world approves to use English language for global communication. English becomes bridge in establishing communication between countries whether in education, technology, music, diplomacy, and commerce. Further, English is set to be the official language of ASEAN which consists of 10 countries. Consequently, it increases the number of English speaker in ASEAN. Thus, the speakers of English are not only native speakers but also non-native speakers. As stated by Crystal (1997) in Nurul & Zusana (2014) that non-native speakers who use English in the
world are 80% at the end of the 20th century. From that fact, it can be claimed that
the number of non-native speakers has risen.

English language is one of the most widely used in the world. People all
over the world from a different region, a culture, and linguistic background speak
English due to English as global language. This growth of English language in
varied sociolinguistics and sociocultural context has emerged the loan words from
the other language around (Kang-Young Lee, 2012). It emerges new forms and
norms of English in local contexts. It creates variety of English that is called
“World Englishes”.

The emergence of World Englishes raises a matter indecision in a term of
English language teaching. British and American English has become a standard
that is internationally accepted in English Language Teaching (Deyuan He, 2015).
In fact, when the students are faced to the real world, there are a lot of varieties of
English in the World. It is not only American and British English. They will find
other varieties such us Singaporean English, Indian English, Nigerian English,
African English, etc. Some cases that the writer found when the students speak or
pronounce English with their own English or do not like standard English, the
teachers tend to underestimate them.

Based on the explanations above, in the context for communication
purpose, World Englishes is important to know in English teaching. The lecturers
should be aware and provide information about cross-cultural communication
strategies for the students about varieties of World Englishes. The fact that some
students of English Department of the University of Muhammadiyah Malang are
foreigner students. They might speak World Englishes which can be taken into consideration.

In previous research, Nurul & Zusana (2014) conducted research on *Englishes: Indonesian EFL Teachers’ Perception*. 22 EFL teachers who currently pursued master degree were analyzed. The study found that EFL teachers agreed both students and teacher should know varieties of English to help them easy to communicate in international world. Moreover, they agreed that the teaching practice of World Englishes was integrated into language skills.

The writer is interested in conducting a study entitled “English Language Education Department Lecturers’ Perceptions of the University of Muhammadiyah Malang towards World Englishes (WE)” to gain some insights and get a better understanding of student’s awareness toward World Englishes (WE).

1.2 Research Problem

Based on the research background, the researcher formulates the research problem as follow:

1. What are English Language Education Department lecturers’ perceptions towards of University of Muhammadiyah Malang World Englishes (WE)?

1.3 Research Objectives

The objective of the study is to get the answer to the research problem above. The objectives as follows:

1. To explore the kinds of English Language Education Department lecturers’ perceptions of University of Muhammadiyah Malang towards World Englishes (WE)
1.4 Research Significance

The finding of this study is expected to give several contributions, first (1) for students, this study may give a reference to get a better understanding of students awareness toward World Englishes (WE). Moreover, (2) for the next researcher, this study can be taken as a reference for those who want to conduct research regarding World Englishes (WE). Finally, (3) for the lecturers both Native English Speaker and Non-Native English Speaker can gain some insights and take them into consideration in teaching English.

1.5 Scope and Limitation

The scope of this study is English Language Education Department lecturers of the University of Muhammadiyah Malang. Meanwhile, the limitation of this study is the lecturers who had experienced overseas and had master degree qualification.

1.6 Definition of Key Terms

There are several key terms which are related to the context of this study as follows:

1. Lecturer: Lecturer what is defined in this study is subject (people or person) who deliver formal series of talk about the particular subject at university.

2. Perception: Perception in this term of study is in line with Hall (1983) that stated perception is individual awareness of object or events in environment which involves individual’s senses.
3. **World Englishes:** World Englishes is varieties of English in the world as stated by Kang-Young Lee (2012) World Englishes (WE) is conceptualized as all the local varieties of Englishes used by people of different nations to communicate with one another.