

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the research problems, objective of research problem, scope and limitation, significance of the research, and definition of key terms.

A. Background of the Study

English is the foreign language that takes important role in this globalization is spoken by many people in the world. English is believed as the key to survive and succeed in the coming era. However, most people have realized that learning English is not an easy matter. English is an important tool for communication which is used to interact with others who have different first languages. Therefore, there is no doubt that English is an international language because many people all over the world speak English, either as first or second language.

In non-English speaking country such as Indonesia, English has been taught since in elementary school until university level because English is considered as global language. A language genuinely global status when it develops a special role that is recognized in every country Crystal (2003). There are some method for explain English as foreign language in Indonesia, for example is using first language, bilingual or using English itself.

The maximum use of English in the classroom can help the students improve English proficiency. Krashen (1988) as quoted by Kurnia (2011)

claims that more exposure means more proficiency. It means that students should get an opportunity to listen English if they want to be skillful at using English. However, the maximum exposure in a language classroom sometimes becomes a challenge because many teachers still use their first language. Al Sharaeai (2012) as quoted by AL-Burke (2008) found that most of the teachers are using first language to facilitate English language learning and enhance students' language proficiency. The issue about the use of first language in English classroom has been debated for years. By looking at the issue, the use of first language is still necessary and unavoidable. There are pros and cons regarding the use of first language in English classroom

In a study, Knight (1996) reported that the teachers who did the preparatory first language discussion made the students did much better on the second language written task than other learners who did preparatory second language discussion even though that discussion was in the same language. According to Atkinson (1987) as quoted in Miles (2004) there is now a belief that the use of first language can be a positive resource for teachers, and they should be focused on it. On the other hand, the extensive use of first language should be avoided by the teachers because if teachers use first language in language teaching, it will make high dependency toward first language for students. Such as in translation matter, students will wait for the teacher to translate everything in first language first rather than make an effort to think of it at first.

Bowen (2004) stated that in language teaching classroom teacher's use of first language was "bad things" in learning English. Teachers will make

students get limited exposure of English. It also will get less controlled of achieving an effective and efficient English learning process. That is why, teachers' use of first language in developing students' skills has become a major issue that it should be avoided or not in English learning classroom. As there is not a clear agreement among teachers yet, inconsistency toward the language used in the classroom emerged. It also happens in Indonesian context. Some teachers were in favor to use of Bahasa Indonesia, whereas some others were not. Besides, some teachers exposed the students with English only but some others do not. Teachers who teach using Bahasa Indonesia might think that switching from English to Bahasa Indonesia can help students absorb the lesson more easily. Teachers who use English are focus more on students' English proficiency by getting as much as English in their teaching. In fact, some students have various attitudes toward this two language teaching.

The reseacher found some previous studies in Indonesia. First, Rike (2014) in her thesis entitled "Students' Perception toward Teachers' Use of Bahasa Indonesia in English Learning Classroom" which conducted in Mater Alma Junior High School. Rike uses quantitative for her research, and data collected by questionnaire instrument. She adjusts the questionnaire form AL-NOFAIE in Novitas Royal Research and Youth Language (2010), and she translates into Bahasa Indonesia version. The questionnaire consitst of 15 statments and she used closed-ended questionnaire. In her thesis students prefer the use of Bahasa Indonesia in teaching English, because they feel afraid when they make mistake in using English and they have a better understanding on grammar points.

Second thesis is conducted in SMA Laboratorium UKSW and SMKN 1 Salatiga by Ludvi (2015) entitled “Students’ Perception toward Teachers’ Use of L1 (Indonesia) in English Classroom,” in her thesis, she uses qualitative research and use questionnaire instrument for data collecting. She chooses open-ended and close-ended questionnaire instrument. Using SPSS for analyze data and describing method for describe the result of SPSS. The result of research is most of students in both schools have a negative feeling when they use Bahasa Indonesia very frequent. They feel the use of Bahasa Indonesia too often can disturb English learning process and hinder students to enhance English optimally.

Reviewing Rike (2014) and Ludvi (2015), both of them use of questionnaire instrument to collect the data, but the method of research in their research is very different, Rike (2014) uses quantitative while Ludvi (2015) uses qualitative method. Based on that issue the researcher focus on how the students perceive the teacher use of first language in English learning classroom at SMAN I Rejotangan by using interview instrument where is the researcher can understand non verbal aspects. The researcher chooses SMAN 1 Rejotangan because in that school there is teacher who are teaching English learning with English and another teachers teach with Bahasa Indonesia. Therefore the reasercher will conduct the research that entitled “Students’ Perception Toward the Use of Bahasa Indonesia in English Learning Classroom in SMAN 1 Rejotangan.”

In this research, researcher does not only focus on the capability of teachers about how they teach English like previous study. Therefore, this

research more oecumenial, because the researcher also researches about how Bahasa Indonesia is used in English Learning Classroom.

B. Statement of the Research Problem

Based on the background of the study, the researcher formulates of the problem into “How is students’ perception toward the use of Bahasa Indonesia in teaching English learning classroom in SMAN 1 Rejotangan?”

C. Objectives of the Research Problem

Based on the statement above, the objective of the research is “To describing the students’ perception toward the use of Bahasa Indonesia in English learning process in SMAN 1 Rejotangan.”

D. Scope and Limitation

To conduct the research, the researcher would be made clear about the scope of this research. The research was aimed to find out the students’ perception about Bahasa Indonesia. Perception about Bahasa Indonesia too wide for explain. Furthermore, this research focus on describe the students’ perception toward the use of Bahasa Indonesia in English learning classroom. It meant, researcher did not focus on the effectiveness of using Bahasa Indonesia in English learning classroom. In conducting this research, the researcher would choose students of tenth grade in sience-5 class in SMAN 1 Rejotangan.

E. Significance of the Research

This research give usefull information about students' perception toward the use of Bahasa Indonesia in English learning classroom in SMAN 1 Rejotangan. Hopefully, the research will help teachers to have a deeper insight on students' preference and justification of using Bahasa Indonesia by the teacher in English learning classroom. The result may also help teachers understanding in which situation their students tend to prefer to use Bahasa Indonesia and not English. By understanding that, teacher will be better informed about teachers use of Bahasa Indonesia should be avoided or not in English learning classroom

F. Definition of Key Term

To make study clearer to the readers and avoid confusion in understanding this study, the researcher would like explain several definitions of key terms as follow :

1. Perception is the thoughts, personal point of view, understanding, knowledge or valurs that influence behaviors (Edwards, 1989).
2. Bahasa Indonesia is the official language of Indonesia.
3. Learning English is what people do when they want to learn how to fluent and understand the English language.