

## **CHAPTER I**

### **INTRODUCTION**

This chapter covers the background of the study, the statement of the problem, the objective of the study, the significance of the study, the theoretical framework, the scope and limitation, the assumption, the definition of key terms, and the organization of the proposal.

#### **1.1 Background of the Study**

English is becoming an international language and it is used by almost people in the world. People use English in order to communicate with others in many sectors, for example education, business, industry, trade world and so on. Hence, English is an important language to be studied nowadays to broader our knowledge about anything in this world.

In Indonesia, English is taught at primary level as an optional content, and as a compulsory subject beginning in junior high school up to university level as mandated in the national Indonesian educational system (Yulia, 2014: 36). This policy is aimed to make the students have a great ability in English communication and help them to master English language skills and language components.

There are four language skills that learners should master when they learn English. They are listening, reading, writing, and speaking. Reading and listening are receptive skills as they used in receiving information while speaking and

writing are productive skills. Those skills are useful for producing and conveying information (Mundhe, 2015). Besides, learners should also master English components, namely grammar, vocabulary, and pronunciation.

Mastering the four language skills and three language components are not easy for some learners, it is due to learners' learning motivation and the other factor is the content volume, which is high. Teaching all the materials in the short term is very difficult (Khajloo, 2013). On the other hand, the problem that learners face during speaking activity is they are afraid cannot speak fluently. According to Harmer (as cited in Kaminskienė & Kavaliauskienė, 2014) the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". While in writing activity, learner may have varied factors when compose writing. Those factors are academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan,2015; Haider,2012). Learners will also study grammar when they are in writing activity and the more they have sense to choose the right vocabulary, the better they compose writing. In reading activity, learners' knowledge and competence are needed. Those two factors will interact with them content of the text in order to comprehend the text (Zuhra: 2). The last is listening skill that learners should also master. In fact, learners have difficulty to catch the word from a connected speech such as a dialogue (Yilmaz &Yavuz, 2015) and Yagang (1993) reports that listening comes through four variables; the message, the speaker, the listener and the physical setting (as cited

in Yilmaz &Yavuz, 2015). That is why it becomes hard to find out which factors makes the learners fail in listening.

When the learners learn English, it means that English becomes the target language they should achieve in the language classrooms. In this case, the teachers' roles in language classroom are very needed for learners. Teachers should have special treatment in order to make the learners achieve the target language. Some researchers believe that the use of English in the English language classroom should be maximized (Polio and Duff, 1994) because by exposing students to a significant amount of English input can better English proficiency be achieved (Pan & Pan, 2010). The statement should be considered well by the teachers, especially English teacher in Indonesia. As the writer wrote before that English in Indonesia is taught as a foreign language, we can assume that English is used in the classroom and they may not use it outside the class.

The teachers expect that students use English as often as they can in the classroom in order to maximize the target language. By lots of practice using English, the students will get used to it and they gradually can achieve the target language. However, as we know that English is a foreign language in Indonesia, it cannot be denied that the use of first language, *Bahasa Indonesia*, may be used in the class. Mirza, Mahmud and Jabbar (2012) stated that using students' native language does not hinder the learning of English (as cited in Warsono & Mujiyanto, 2015). It is facilitating the learners in the foreign language classroom. It will help the teachers to talk about the concepts or ideas to the learner. Furthermore, it is easier for teacher to deliver what they taught. As stated in

Schweers (1999), teachers were inspired to use learners' mother tongue in their language classrooms to make it more dynamic, help learners feel a sense of security and also confirm their experiences. In contrast, there should be limitations and judicious decisions whether to use or not to use a L1 as a classroom resource (Warsono & Mujiyanto, 2015). The teacher should have policy to manage it. When L1 is used more than needed, it may cause dependence on linguistic transfer, failure in observing L2 equivalence, oversimplification in translation, and reluctance to speak English even when they can (Atkinson, 1987: 246).

As one of the compulsory subject taught in junior high school up university level, English Department is one of the sources to learn English in university level. The students of the English Department have to study English in order to teach the students well in the future. In the English Department, there is a subject called Intensive Course or also known as IC. IC is a course that the first year students have to take in English Department of Widya Mandala Catholic University Surabaya. The learning objectives of Intensive Course are that the students are able to use their survival English in oral and written communications. It serves as a foundation to prepare students to actively participate in other subjects taught in higher semester.

From the learning objectives of IC mentioned above, the researcher assume that the students who have passed Intensive Course will have a strong foundation to continue other subjects taught in English in next semesters. Besides that, the issue of using the first language in language classrooms interests the researcher to dig deeper about the students' perception towards the use of *Bahasa*

*Indonesia* (L1) in their Intensive Course class. The reason why the researcher is interesting will conduct this study because the participants come from several regions in Indonesia. They have their own local language that they understand and not all the students are mastering English very well so, the use of *Bahasa Indonesia* in Intensive Course class can be occurred as the language that can be understood by each other in the classroom.

### **1.2 Statement of the Problem**

Based on the title and the background of this study, then the statements of the problem are stated as follows: “What are the English Department students’ perceptions on the use of *Bahasa Indonesia* (L1) in Intensive Course classes?”

### **1.3 The Objective of the Study**

Based on the statement of the problem mentioned above, this study is expected to know the students’ perception of the English Department students on the use of first language in Intensive Course class.

### **1.4 The Significance of the Study**

The researcher expects that the result of the study is able to give useful information for the lecturers who taught in Intensive Course classes through the students’ perceptions on *Bahasa Indonesia* during in the classroom. So, the lecturers are able to know that *Bahasa Indonesia* could facilitate or debilitate the students.

### **1.5 Theoretical Framework**

This study focuses on students' perception on the use of *Bahasa Indonesia* (L1) in Intensive Course class; the researcher was used the theory of perception from Demuth (2013). She also related it with the experts' opinions about the first language which has roles in English Language Teaching.

### **1.6 Scope and Limitation**

Based on the research question, this study focuses on the students of English Department in Intensive Course class. The main concern is the students' perception toward the use of *Bahasa Indonesia* (L1) in the class.

The subject of this study is 50 students. The students are all English Department students of Widya Mandala Catholic University of Surabaya in academic year 2018-2019 who have passed Intensive Course.

### **1.7 Assumption**

In accordance with the purpose of this study which is to find out students perception towards the use of *Bahasa Indonesia* (L1) in Intensive Course, the researcher assumes that some sometimes *Bahasa Indonesia* is spoken by both the students and the leturersin Intensive Course classes.

### **1.8 Definition of Key Terms**

To avoid some misunderstandings, the key terms of the study are as follows:

- Students' Perception

According to Hong, K. S. (as cited in Permatasari, 2014), perception is someone thought about what they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn. In this case, students' perception is defined as students' opinion toward something they have received from the learning process, whether they agree or not about it.

- The use of *Bahasa Indonesia*

According to B. Esti Pramuki (2014), *Bahasa Indonesia* is the language used by the Indonesian people in communicating. *Bahasa Indonesia* is also a tool to unite various tribes who have their respective cultural and linguistic backgrounds so that *Bahasa Indonesia* is also the first language of Indonesian people without abandoning the tribal identity. Thus, the use of *Bahasa Indonesia* here means that when *Bahasa Indonesia* used by the lecturers and the students in the spoken form.

- Intensive Course Class

Intensive Course class is a 12-credit course that is a compulsory course for the first semester students of English Department of Widya Mandala Catholic University of Surabaya.

## **1.9 Organization of the Thesis**

The researcher organizes this study into five chapters. In chapter I, the researcher introduce the research study by giving background of the study, the statement of the problem, the objective of the study, the significance of the study, theoretical framework, scope and limitation, assumption, and definition of key terms. In chapter II, there are the use of the first language in English Language Teaching, Intensive Course in the English Department of Widya Mandala Catholic University, perception theory, and previous studies. Chapter III focuses on research design, research site, participants, research instruments, data collection procedures, and data analysis Techniques. The result of the data and discussion of the data will be discussed in chapter IV. Last, researcher draws the conclusions and provides some suggestions to related parties on chapter V.