

CHAPTER I

INTRODUCTION

This chapter will give a brief overview about the background of the study, the research problem, the objective of the study, the theoretical framework, the hypothesis, the significance of the study, the scope of the study, the definition of key terms and organization of this study.

1.1 Background of the study

Language has an important role in maintaining relationship in humanbeings. It is the way people use to communicate with other. David Kilgour (1999) states that language is a vital tool of communication. Not only as a means of communicating thoughts and ideas, but also for building friendships, cultural ties, and economic relations. The existence of globalization makes people have to be able to speak the international language, English. In this era, English is an indispensable language because English is an active universal language. Crystal (2012) makes a point that English today is the leading international language. By mastering the ability to speak English, people around the world can more easily connect. Learning English is a need nowadays. Therefore, English should be taught earlier so that the generation will be able to learn the language optimally. It is undeniable that many school curricula in several countries place English as a basic subject like their own language (Tomalin, 2009).

In Indonesia, English has been taught since elementary school, and for some, even since kindergarten. English is also a compulsory subject in secondary and tertiary educations. English itself includes several aspects needed for smooth communication. Baker (2001) states that Learning English means focusing on four skills: Listening, Speaking, Reading, and Writing and its two main components, Grammar, and Vocabulary. Learners must be able to master these aspects if they want to have good English proficiency and understand English well.

One of the best ways to teach English to students is to use English in English classes. If students are forced to use the target language, the student will be more familiar with the language. In that way, the students are accustomed to listening to the language and learning to comprehend it. Students who have a good understanding of the language will have more courage to speak it. On the contrary, those who rarely hear English will find it difficult to use it to communicate.

Besides using English in teaching, an English teacher needs to build up good communication with the students to achieve the goal of the teaching and learning process. How the students interact with her and their peers is also important to support teaching and learning activities in the classroom.

Dornyei (2001) states that motivation is one of the key factors impacting successful foreign language learning. By using English in teaching, students can be motivated to understand English even more. Students will be able to understand English if they are familiar with the language. Therefore, the teacher must familiarize students with the target language.

In the English Department, the demand of the use of English is even higher. The students are required to be able to understand lectures in English and speak the language. Grice and Skinner (1995) stated that the most important skills for college graduates to get a job are oral and listening skills. On the other hand, as graduates of the English Department, they should be able to have good public speaking skills. English faculty students are expected to master speaking skills, especially public speaking, those who do not develop good English language skills will have difficulties in attending the courses as all are in English.

As there are various degrees of the students' English proficiency, the researcher is interested in exploring the students' perception on the total use of English in the teaching and learning process at the English Department.

1.2 Statement of the problem

Based on the background of the study above, the research problem is

1. “What are the students’ perceptions on the use of total English in the classroom?”
2. “What are the influences of the use of total English in the classroom?”

1.3 The Objective of the Study

Based on the problems mentioned above, the objectives of this study are:

This study aims to see the perceptions of students majoring in English on the total use of English in the teaching and learning process and the influences of it.

1.4. Significance of the Study

The result of the study will give contribution for the following sides:

- For English teachers or lecturers, the results of this study are expected to provide information about students' perceptions of the use of total English in teaching and learning activities and the influences of it so that it can be taken into consideration in teaching.
- For students, especially students of the English Department, the results of this study are expected to provide insight into the benefits of using total English in teaching and learning activities.
- For researchers, this study is expected to be a reference for their studies about the total use of English in the classroom.

1.5 Theoretical Framework

Because this research focuses on students' perceptions about the total use of English on campus, the basic theory of this research is the theory of total use of English speaking comes from Cook & Macaro (2001) who said that from the beginning to the end of the meeting, the target language must be the main language

used in the teaching activities. In order to familiarize students with the target language, teachers should use the target language as much as possible in teaching. Therefore, students' speaking skills need to be developed and practiced day by day. The researcher also put the theory of perception that comes from Robbins (2003, p. 108-109), there are three factors that affect perception. The first is the perceiver, the second factor is the object or target being perceived, and the last factor is the context of the situation in which the perception is made.

1.6 Limitation and Scope

This research carried out by focusing on English department students of Widya Mandala Catholic University as the participants. The sample taken was 50% of active students of the English Department from all semesters.

1.7 Definition of Key Terms

To avoid a possible misunderstanding of readers, the author feels it necessary to define the key terms used in this study. The key terms are defined as follows:

- **Perception:** different learning goals and expectations that may affect learners' willingness to participate in oral activities. (Le'ger, 2009:158) argues perception does not arise by itself, but through processes and factors that can influence a person's perception. This is the reason why everyone has a different view or perception even though they see or face the same thing
- **Total use of English:**
Total use of English in this study means the use of full English in the teaching and learning process and communication in the classroom.

1.8 Organization of the research

This research is arranged in five chapters. In chapter I, the researcher introduces research studies by providing the background of the study, problem formulation, study objectives, study significance, theoretical framework, scope and limitations, assumptions, and definitions of key terms. The second provides a review of the related literature and previous research. The third chapter presents research methods which includes research design, subjects, and research instruments. The fourth chapter includes the findings from the questionnaire and interviews as well as a discussion of the findings that are linked to the theory in the second chapter. Finally, the fifth chapter contains conclusions and suggestions.