

CHAPTER I

INTRODUCTION

A. Background

English has been taught as a foreign language subject in any educational levels in Indonesia. Moreover, the teaching and learning of English in Indonesia has been the center of attention among researchers because of some problems (Haris, 2006). The problem of learning English appears because of its low intensity of exposure in society. English is not used for the daily conversation, therefore they almost never listen English expression in their environment. It is not surprising that the only place of English foreign language learner to have contact with English is the classroom. In this case, classroom should be an appropriate place for them to improve their English language. The English exposure for students can be maximized if the students are actively involved in the class which is taught by using English as a medium of instruction.

Considering the problem above, it is important for the lecturer to use English in classroom both spoken and written. In learning English, students should be exposed to the English itself as much as possible. Sheela and Ravikumar (2016) says that the more exposed we are to the target language the more fluency we get. Furthermore, Ellis (2005) asserts that the more L2 exposure students receive, the faster the students learn.

Language exposure is vital in the development of students' linguistic skills as children learn their first language through listening and copying what people say around them (Lubega, 1979 as cited in Sheela and Ravikumar 2016). Various variables affect the learning of language, but one of the most significant is exposure to the language itself. Students with more exposure to the target language are expected to acquire greater familiarity with the target language.

According to Magno., et al (2009), exposure refers to the total amount of time in which an individual has contact with a language, may it be in verbal or written form, formal or informal ways of communications and in which the individual may have either an active or a passive role.

There are many ways of English exposure, one of them is through listening to the lecturers' use of English in classroom. Lecturer, as a language model, should expose English as much as possible by using it as a medium of instruction for teaching and learning process in classroom. Therefore the students have a great willing to imitate and mime, then finally the students can produce English as the target language being taught in classroom. In addition, once the lecturer facilitates their students to have contact with English in the class, students can also get communicative abilities besides their knowledge in their respective subject matters.

Harmer (2002), explains that when lecturer uses their voice to produce language, it means that they have modeled the language. This is a basic and important teaching that influence the students' ability and achievement in English especially their English vocabulary and pronunciation mastery.

In relation with the significance of exposure to the target language environment, Kingsley and Garry (1965 as cited by Sari: 2004) mentions that one way to promote a better outcome of learning language is to enrich the learners' experience by bringing them in contact with the language they are learning.

Despite the benefits of English exposure, the use of English in the classroom should always consider the students' English proficiency. Krashen (1982) points out that exposure to comprehensible input is crucial for successful language acquisition. If the students cannot understand what has been mentioned, they will not be comfortable in proceeding with a task or retain it in their minds. Furthermore, Williams (2011) identifies problems of English exposure where students in full English classes become educationally disadvantaged because they "do not understand the teachers or the textbooks".

Therefore, for some students, it might be hard to learn something through English. Students with low English proficiency may find it difficult to understand the material when it is delivered in English only. It is because they do not master English well. Thus, using English in classroom may also cause the students not to get the point of material.

Considering all of the statements above, knowing the students perception toward the use of English in the classroom is important, because it will help the lecturers determine the choice of words in teaching; whether or not their word choice is too difficult, the speed of talk; whether or not they

... speak too fast, and the portion of English; whether they should use full English (100% English), or mix between the English and Indonesian (75% English - 25% Indonesian, 50% English - 50% Indonesian, or 25% English - 75% Indonesian, and etc.)

Therefore it is necessary for the researcher to know their perception toward the lecturers' use of English; whether the use of "English only instruction" by the lecturers in classroom can give positive influences toward the lecturers, the students, and the situation of the classroom, and whether or not there is a need for the use of Indonesian in the English classroom.

Based on the above explanation, this study is concerned with the students' perception toward the lecturers' use of English in the classroom.

B. Research Question

In line with the above background, this research attempts to address the following question: "What are the English department students' perception toward the lecturers' use of English in the classroom?"

C. The Purpose of The Research

In accordance with the research question above, the purpose of this research is to give deeper insight into what English department students' opinion toward the use of English by lecturers during teaching and learning process.

D. The Scope of The Research

Related to the question and the purpose of the research, this study is supposed to find out the English department students' perception toward the use of English by their lecturers in the classroom.

E. The Significance of The Research

The findings of this thesis are expected to be able to:

1. share good inputs to the lecturers about the English department students' perception on the use of English while teaching English in the classroom runs.
2. help the lecturers to have deeper insight on the English department students' preferences of using English by the lecturers in the classroom.
3. make lecturers to be better informed about whether the use of English should be done or not in the classroom.
4. give some additional information to anyone who is interested in investigating the same area of study.

