

CHAPTER I

INTRODUCTION

A. Background

English is one of the subjects that are taught in Indonesia, starting from Junior High School and continuing until University. However, not all of the students use English in their daily activities. They mostly use their first language as the means of interaction during their English learning processes. This happens since some English lecturers allow them to do so. This is in line with an idea from Snorraddottir (2014) who says that using English in teaching and learning process becomes a preference in the classroom. Therefore, both the lecturers and students become unable to optimize the use of English during the learning process. This makes most students feel free to Indonesian as the means of communication in their English class.

Some students focus on their first language when they ask or deliver a sentence during the teaching and learning process, whereas others will speak Bahasa Indonesia (L1) or second language (L2). This fact forces the English teacher to allow speaking English as a class habit. In the teaching and learning process lecturers should provide examples of how to use English to explain the material and give instructions. It should be enough for the lecturers to deliver the material just with English or let the student try to speak English during the teaching and learning process. If the lecturers try

to make the student always speak English, this should help the students learn and also practice English at the same time.

Considering the importance of English as both the material and medium of instruction, both teacher and students should be able to use it optimally. Therefore this is a fruitful thing to be investigated in a research entitled “Students’ preferences towards language instruction used by lecturer in English Learning Process”.

B. Reason for choosing the topic

The reason in choosing the topic are as follows:

1. It is important for students to learn English as both material and medium of instruction.
2. Through investigating the use of English in EFL class, ease the lecturers to know how to treat students to implement English in their learning process.

C. Problem of the Research

The problems proposed in this research are as follows:

1. What are the students’ preferences towards language instruction used by the lecturers?
2. What are the lecturers’ treatments to make students speak English?

D. The aim of the Research

1. To reveal the students' preferences towards language instruction used by lecturers.
2. To find out the treatments given by the lecturers to the students.

E. Significance of the Research

This research is expected to be able to give information for the researcher herself and people in educational with dealing with teaching material, teaching methods and learning effectively. The researcher expects that this research can be useful as:

1. For the lecturers:

This result of the study is expected to let the lecturers know which students' preferences towards language used by lecture is most effective to use in in the classroom.

2. For the researcher:

The researcher hopes that the students can get appropriate treatment in teaching and learning process. The will enjoy learning English and will not get any difficulties understanding it.

3. For the readers:

By reading this study, the reader will get more information and experience about students' preferences towards language used by lecturers in the teaching and learning process.

F. Classification of Terms

1. Language (English)

Language is primary an auditory system of symbols stated by Sapir (1921). In terms of physical media, language is a kind of voice called phonetics as cited from Qiu (2014).

2. English learning

Learning is a conscious process where separate items from the language are studied and practiced in turn stated from Jeremy, H (2007).

