

## CHAPTER I

### INTRODUCTION

#### **Background**

Nowadays there are many schools and universities which conduct immersion or bilingual classes. Those classes usually use English to run classroom activities or deliver materials. To conduct those classes well, the teacher or lecturers need to have good capability in English. Unfortunately, not all teachers and lecturers could speak English well. In fact, referring to my past experience at the class in English department, some lecturers do not always use English in delivering the materials. There are some lecturers are still influenced by mother tongue, Indonesian language. The close example refers to tell some parts of conversation that are still hard to translate into English. As English department, the goal of this project is to produce qualified students who can speak English fluently, although some subjects in this department refer to personality subject, such as *Pendidikan Agama, Pendidikan Kewarganegaraan*, and etc. In this case, the lecturers who teach them should use English in the class by considering the basic skill as English students. Unfortunately, they still use Indonesia to facilitate students' understanding on the materials. So, the researcher could predict significantly the one of reasons why they use Indonesia is absolutely to facilitate students on the materials.

This phenomena becomes a serious problem for the lecturers who cannot speak English even have no experience or background knowledge of English. So, it can be said that less capability in speaking English is one of the main obstacle to conduct the immersion class. To overcome this problem, the English department of Letters and Culture Faculty in State University of Gorontalo should develop their competence by composing syllabus and lesson plan to facilitate them in teaching. It becomes their guidelines for managing classroom activities in English .

Referring to the English Department Team of Teacher Training and Education Faculty of Sebelas Maret University developed a book entitled “English for Immersion Teachers” as a manual for English teachers in using expressions when they are managing classrooms activities in English, the aims of those composition are predictably referred to 1) improving lecturers’ English proficiency; 2) familiarizing teachers with expressions usually used in the classroom; 3) allowing lecturers to feel more confident in their use of English; 4) allowing lecturers to develop their teaching style in accordance to the subject they teach. These ways are lecturers’ way to create nice setting so facilitating students to learn English.

Therefore, this research refers to the English lecturers’ perception in the implementation of Immersion program in English Department of State University of Gorontalo. The researcher would like to know the lecturers’ statement on the immersion program in English Department,. In this case, the researcher analyzed the effectiveness of immersion program whether it brings out good or bad effects

### **Research Question**

The problem of this research is what are the English lecturers' perceptions in the implementation of immersion program in English Department of State University of Gorontalo?

### **Aims of Study**

The objectives of this research is to find out English lecturers' perceptions in the implementation of immersion program in English Department of State University of Gorontalo.

### **Significance of Study**

The significance of this research is in fact referred to students, lecturers, further researches, and policymaker. For students, this research aims to students, because they would get additional knowledge about English lecturers' perception in the implementation of immersion program in English Department. For the Lecturers, it is advisable for the lecturers to develop their professionalism in teaching process. On the other words, lecturers are more ingenious in developing new techniques of teaching English in order to make the students curious and more interested in getting involved in the teaching language process and then it is important to be a self-reflective lecturer since it is one of the ways to develop lecturers' professionalism. For Further Researches, this research could be guideline to the other similar research, and the most important thing is it is expected that the findings would be used as starting points to conduct another

research. For Policymaker, this research could be an assessment for all lecturers in order to enhance their professionalism in teaching.

### **Delimitation**

The delimitation of this research belongs to several ranges. First, this research just focuses on lecturers who teaches in English Department in State University of Gorontalo. Because the researcher considers that as a part of English department, the English lecturers could use two languages as bilingualism in the class. The lecturers should use it for communication and teaching process so facilitating students in English Department could communicate English too. Meanwhile, starting from my experience, the real situation is quite different with the imagination. In the class, as my imagination, the lecturers should use English more in teaching process. Unfortunately, there are some of them still mix English with Indonesian. Therefore, through this research, the researcher takes English lecturers as the subject of my research. Next, this research just emphasizes English lecturers' perception.