

# **CHAPTER I**

## **INTRODUCTION**

The goal of this research is to investigate the student' perception on the use of frequent English in teaching and learning process. This chapter explain the background of research.

### **Research Title**

Students' Perception on The Use of Frequent English in Teaching and Learning Process.

### **Basic Consideration**

During the development of the era, as an international language, English becomes an important language to be taught in most of the countries in the world and also in Indonesia. Global people must know English in order to communicate each other. In some countries like Malaysia or India, English is taught as a second language considered by the use of the language itself as a second language used by society there. While in Indonesia, English is taught as a foreign language in all schools.

As a developing country, Indonesia has realized that English, an International language, is needed to be mastered by Indonesian people in order to communicate with other people from other country in the world. That is the reason why English becomes the subjects that is taught everywhere whether in formal school or in informal school in Indonesia. In addition, English is not only taught in everywhere but also becomes one of the subject that examined in National Examination. The condition makes English teachers are expected to have more creativity in teaching English in order to make students have ability in communicating by using this international language. Many methods, strategies, and techniques have been found and applied in teaching English. One of them is trying to speak full English along the teaching and learning.

The learners who learn foreign language are expected to have good ability in mastering the language. The more words students know, the higher achievement they can get. That is the reason why some teachers believe that speaking full English along the process of teaching and learning, it help the students to have higher achievement of their language skill and easy to mastering the language. It is because when students always listen to the English words from their teacher who speaks English along the teaching and learning process, they are supposed to acquire the language. But in fact, most school in Gorontalo did not use full English in teaching and learning process, instead they used frequent English.

Duchackova (2006:13) in his study stated that using target language in teaching language help the learners encouraged to speak, understand the word and have good pronunciation. In this way, the learning of languages was viewed as analogous to the first language acquisition. In addition, Zainuddin (2011) emphasized that the use of the target language is aimed to encourage students to think and speak the language. It is also aimed to make students mastering and understanding the target language by always listening to the language itself.

On the other hand, Zainudin stated that the use of target language in teaching has some weaknesses such as the difficulty in explanation and lack of suitable teacher. The teachers when they speak full English in teaching, they must have perfect knowledge in English and accurate pronunciation. The condition makes teachers face difficulties in handle the class and in explain the ideas.

Teachers should speak English more frequent than Bahasa Indonesia. It is because students need to be exposed to a variety of uses English around them. In order to help students acquire English, the teachers should speak English from the beginning of each English lesson (Slatery and Wills, 2001). Using English more frequent than students' native language increasing the amount of exposure the children to get the language. In order to make

the students acquire the language in optimum way, the teacher should repeat the pronunciation of the words often. By using English more frequent, the teacher indirectly teach students the pronunciation of the words. It must be remembered that since teachers are probably the only model the students' may be exposed to, teachers should improve their pronunciation if they have problem with it.

Considering the contrast between purpose and facts above, and in order to know students' perception about the use of frequent English, the researcher get an inspiration to conduct a research entitled "Students' perception on the use of frequent English in teaching and learning process". Observing students' perception is important because the students are the people who feel the effect of the use of frequent English.

The researcher found one school where English teachers speak English more frequent than Bahasa Indonesia along the teaching and learning process. This is why the researcher done research on this school and interested to know the students perception on the use of frequent English in teaching and learning process.

This research conducted in MTS Negeri Gorontalo and it concerning students on 8<sup>th</sup> grade

## **Research Question**

Considering the problem that has been describing in basic consideration above, the researcher formulate the research question that is “how are the students’ perception on the use of frequent English in teaching and learning process?”

## **Objective of Research**

This research is aimed to know how the students’ perception on the use of frequent English in teaching and learning process.

## **Delimitation of Research**

This research only focus on the investigation of students’ perception on the use of frequent English in teaching and learning process. This research is limited to observation of the process of teaching and learning process, and interview students by choosing one of the appropriate class. Researcher also interview the teacher who uses frequent English in teaching, in order to support the data that collected.

## **Significances of Research**

The significances of research are; first, it helps the researcher has more knowledge about the effectiveness of using frequent English in teaching English. Second, it helps teachers develop their skill and quality in teaching English; third, it helps students to develop their communicative language skill; the last is to help the further researcher in order to find more references about teaching foreign language.