

CHAPTER I INTRODUCTION

This chapter presents background of the study, statement of the problems, objective of problem, scope of the Research, significance of the research, and operational definition.

1.1 Background of the Study

English is the foreign language that takes important role in this globalization era for communication. English is believed as the key to survive and succeed. English language used to interact with other people who have different first languages. English become an international language because many people all over the world speak English for their communication.

In Indonesia as non-English speaking country, English has been taught since in elementary school until university level. Indonesia has 550 languages or about one-tenth of languages in the world (Sneddon, 2003:196). In communication with other Indonesian people use more than two languages, they are Indonesian language and vernacular language. One example of vernacular language is Javanese language and it used mostly by people in Central Java and East Java. MAN 1 Kudus is one of favorite Islamic senior high school which located in Conge Ngembalrejo streets in Bae Kudus in central java. The students of MAN 1 Kudus divided into three programs, they are regular class program, Tahfidzul Qur'an class program, and Sains and Innovation class program. MAN 1 Kudus also have Islamic boarding school for students who take Tahfidzul class program. Teaching English in MAN 1 Kudus applied students centered learning as the role of 2013 curriculum, so the students more active in learning process. Most of the students of MAN 1 Kudus are from central java thus they speak Javanese language as the local language and Indonesian language, but in school both students and teachers speak *Bahasa Indonesia* in school area. Alamsyah, et.al (2011) said that *Bahasa Indonesia* is the first language used in daily life and education to communicate. L1 in this case is *Bahasa Indonesia*.

Based on the observation when teaching internship in MAN 1 Kudus, some English teachers still use *Bahasa Indonesia* in English classroom. The use of first language in English classroom to be controversy up to now. There are pros and cons regarding the use of first language in English classroom. There are some methods to explain English as foreign language in Indonesia, for example using first language, bilingual or using English itself.

Irawan (2013) said that teachers who use *Bahasa Indonesia* get good result in teaching. Some studies show that the use of first language in English classroom can support the teaching and learning process, thus the use of *Bahasa Indonesia* did not reduce students' exposure to English (Afzal, 2013). The use of first language in English classroom give beneficial in facilitating the language learning. The use of fist language helps the students feel more comfortable and confident in learning process and also can helps class order, build rapport, and reduce social distance with students (Paker & Karaagac, 2015). Thus, it can say that the first language helps the students to enhance foreign language skill.

In other opinions the use of first language in foreign language learning should be minimized (Khati, 2011). The teacher supposed to minimize the use of *Bahasa Indonesia* in accordance with the needs and the right time. In additional Agustin, et.al (2015) stated that the use of too much *Bahasa Indonesia* in English classroom will tend to make students get less knowledge of the language being taught. So, the use of English in English classroom should be maximized because only by exposing students to English it can make students achieved the students' proficiency (Pan & Pan, 2010). Some studies stated that the use of first language in a foreign language is not effective for students because students will get minimum result in learning English. That is why, the used of first language to develop student's skill in English has become issue that is should be avoided or not in English classroom.

The use of English in English classroom can help students to enhance their English proficiency. By using English in the classroom students will get an opportunity to listen English and it will improve their skill in using English.

However, many teachers still use their first language in the classroom to facilitate English learning and enhance the student's language proficiency. By looking at the issue, the use of first language is still necessary and unavoidable.

This condition happens in Indonesian context. Some teachers use *Bahasa Indonesia*, whereas some others do not. Some teachers expose the students by using English only but some others do not. Teachers who teach the students using English think that by translating English into *Bahasa Indonesia* can help students to understand the lesson easily. Teachers who use English might think that it will make the students focus in English and getting much as English in their learning process. In fact, some students have various attitudes toward this two-languages teaching.

From the explanation above, the researcher is eager to conduct a research entitled "the perception of the students of MAN 1 Kudus toward the use of *Bahasa Indonesia* in English classroom".

1.2 Statement of the Problem

Based on the background of the study, the researcher formulates the problems as follows:

1. How is the perception of the students of MAN 1 Kudus toward the use of *Bahasa Indonesia* in English Classroom?
2. What are the advantages and disadvantages toward the use of *Bahasa Indonesia* in English classroom?

1.3 Objectives of the Research

Based on the statement above, the objective of the research as follows:

1. To know the perceptions of the students of MAN 1 Kudus toward the use of *Bahasa Indonesia* in English Classroom
2. To find out the advantages and disadvantages toward the use of *Bahasa Indonesia* in English classroom

1.4 Scope of the Research

To conduct the research, the researcher made the scope of the research. In this research the researcher will explore about the perceptions of the students of MAN 1 Kudus toward the use of *Bahasa Indonesia* in English classroom and the advantages and disadvantages toward the use of *Bahasa Indonesia* in English classroom. In conducting this research, the researcher chooses students of XI IPS 4 in MAN 1 Kudus.

1.5 Significance of the Research

This research gives useful information about the perceptions of the students of MAN 1 Kudus toward the use of *Bahasa Indonesia* in English classroom and the advantages and disadvantages toward the use of *Bahasa Indonesia* in English classroom. Hopefully this research will help the teacher to have deeper insight on students' perception of using *Bahasa Indonesia* and understanding in which situation teacher should use and avoid *Bahasa Indonesia* in English classroom

1.6 Operational Definition

To make study clearly to the readers and avoid in understanding this study, the researcher would like explain several definitions of key terms as follow:

1. Perception is a process of stimulus and tool sense interpret and organize sensation to produce a meaningful of experience. In this research, perception means that students of MAN 1 Kudus have their own opinion toward the use of *Bahasa Indonesia* in English learning process and how they react toward it.
2. *Bahasa Indonesia* is the official language of Indonesian country. *Bahasa Indonesia* as the first language is used by Indonesian people in daily life and also in education to communicate. In this case the researcher discusses the use of *Bahasa Indonesia* in English classroom in MAN 1 Kudus.
3. English Classroom is a place for teacher and learners are gathered together for instructional purposes. In this case English classroom can be defined as the place for gathering to do English learning process in MAN 1 Kudus.