

## CHAPTER I

### INTRODUCTION

This chapter discusses about Background of study, Problem of Study, Limitation of Study, Assumption of Study, Objective of Study, Significance of Study, Operational Definition and Frame of Discussion.

#### **A. Background of Study**

When English is deliberated continuously, it talks about applying English in system of colloquial language in countries. For instance, countries in Southeast Asia use English differently. Singapore uses English for daily informal language, likewise Malaysia and it is as full as can be. As regards to Indonesia, English is not second language of Indonesian people. English is only a little part of daily life and even just a point in education system. It is not realized how important English is.

In system education of Indonesia, English is in the list of many courses that students have to take. In this case, government policy has been made in the curriculum to place English as a lesson since junior high school. Considering the position of English in academic and one of the courses that props up students' proficiency, role of teachers in the class decides on the having good production of English. To teach English in a satisfactory manner good teacher is required<sup>1</sup>. The existence of teachers is being succession with learning objective and goals of education. Therefore, teachers are expected to be standard teacher in capability and proficiency in English.

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<sup>1</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching* (Sunrise Publishers and Distributors, 2008), p. 145

Dominantly, classroom activity is controlled by teachers. Controllers hold the role, explain to students, manage exercises, read aloud, and in all sorts other methods become a model of teacher with quality<sup>2</sup>. Students' insight definitely to be aimed when teacher knows how to manage, hold and explain for understanding the students. Nevertheless, the expectation is not like what happened in reality. Teacher sometime forgets some aspects in establishing an exact, gladden and captivating condition. Achieving success in learning is absolute. It is not successful in single meaning, but a desire object of students, the learning objectives, and teacher's contentment must emerge on surface. Once again, role of teacher cannot be neglected here.

The point above is required in learning English. English in Indonesia is not too glaring, so that students just learn it since kindergarten, but specifically in junior high school they study thoroughly. Related to this fact, the usage of English as a medium of instruction in the classroom gives an opportunity to the students to communicate in English so that the students will be familiar with the vocabularies, grammar, and sentence patterns in English. This is important because the chance for them to communicate at home and dwelling with English is limited. For example at their home, it is only little or no chance at all to communicate in English and the environment as well<sup>3</sup>.

Learning English is a bit different than others. Because it is foreign language, a conventional theory about language comes out; it is called as Direct Method. However, direct method is still used to know deeply about language. Language is a skill to process words where direct method focuses on the using English as L2. The word "habit" is

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Longman, p. 56

<sup>3</sup> Akhmad Sutyono, *Model Pengembangan Bahan Ajar untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar* Di Bandar Lampung, Universitas Pendidikan Indonesia, Unpublished Thesis, 2014, p 2

attached since people were baby and first time they heard a word. People can speak when they are accustomed to that language. It is the main focus in learning language.

So, it comes into the world of English classroom. It is made aware of an obligation to learn English as it has been talking with it. Learning English that needs habitual situation obviously escorts teachers to condition the classroom becomes a very small scale of English world. Simply, it must have English in English-language classroom, and as well as possible, it has to make attend an English environment there, where a huge percentage of time is available to listen and apply English<sup>4</sup>. Refer to the statement, it is believed that basic of English classroom is shown by the English surroundings that teachers bring to the class. In order to make it easier, Teachers must exhort direct and impromptu use of foreign language in the classroom.<sup>5</sup> No doubt, it should be in sure of teachers to use English in their class.

In row with the statement above, the fact must be in attendance in investigating the problem. The writer curiously wants to explore the position of English as medium of instruction in Palangka Raya, particularly for teachers in senior high schools who teach English. By way of the first step, the writer starts asking friends who has finished their Teaching Practice II in schools throughout Palangka Raya. They have their opinion by witnessing the teachers during the classroom activity and some directly ask to the teacher what language that used by the teachers is. According to the writer investigation, some friends said that his/her teacher uses English inside the class mostly. Conversely, a few of friend told him that there are teachers who do not use English as long as the learning

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<sup>4</sup> Jeremy Harmer, *How to Teach English*, England: Pearson Education Limited, 2007, p. 38

<sup>5</sup>M.F. Patel and Praveen M. Jain, "*English Language Teaching*, Sunrise Publishers and Distributors, 2008, p. 79.

process. The conclusiveness of the real situation cannot be proved by the evidence. Nonetheless, all it noticed is concern.

With all of the statements, the students are the major and significance source to know whole activity in classroom. They have their time to see, listen, and feel how the teacher contributes to the class, by giving the material, explaining something, and including the language used by teacher in the classroom. Therefore, it is the right men in the right place if it is asked to them all occured between the students and the teacher.

That observing is not enough to make and declare the real condition as the writer says. It needs more researching than just asking person to person. It must be in collaboration with students who know the real of those. Based on the excuse, the writer is appealing to investigate deeply about the usage of English as medium of instruction entitled: **THE STUDENTS' PERCEPTION ON ENGLISH USAGE AS THE MEDIUM INSTRUCTION USED BY THE ENGLISH TEACHERS AT SMAN-1 PALANGKA RAYA.**

## **B. Problem of the Study**

In this research, the writer tries to conduct research about English as Medium of Instruction of English Teachers from the students' perception. So, the main problem of the study is "How do the students perceive the usage of the English as medium of instruction used by the English teachers at SMAN-1 Palangka Raya?"

## **C. Limitation of the Study**

To limit the scope of this study, the writer only discussed such as follows:

1. This study took place at SMAN-1Palangka Raya which involved the language class students.

2. This study also involved the English teachers who taught in language class.

3. This study discussed about students' perception on the use of English as medium of instruction used by English teachers. It was carried out to know the percentage of teachers who used English as medium of instruction.

#### **D. Assumptions of the Study**

The writer has assumptions based on the fact and conviction:

1. Students who want English used by the teacher more than students who want Indonesian.

2. The quantity of teachers use English for the medium of instruction mostly but some other teachers set it in minimum period in class.

3. It is only little percentage of teachers who use Indonesian dominantly than English.

#### **E. Objective of the Study**

The writer describes the objective of the study based on the problem formulation above is to find out the students' perception on English usage as the medium of instruction used by the English teachers at SMAN-1 Palangka Raya.

#### **F. Significance of the Study**

The writer expects the findings of this study will be expedient among other:

1. For the writer, after conducting this research, the showing of the data will take along the writer to consider the situation in the class and what language should be chosen in classroom interaction between students and the teacher.

2. For the teachers and students, it can be an important thing for them in order to use English in classroom activity. Especially for teachers who are motivators and models for the students.

3. To Department of Education, the results of this research can be as a hold and also the data that should be in concern and consideration in making a regulation and policy.

## **G. Operational Definition**

### **1. Perception**

Perception is the acquisition and processing of sensory information in order to see, hear, taste, or feel the objects in the world also guides an organism's action with respect to the objects.<sup>6</sup> It means that perception is a process which involve the senses in responding something or someone.

### **2. Medium of Instruction**

Medium of instruction is language that used as instruction by teacher inside the classroom. It is easy to understand that medium of instruction is classroom language practiced by the teacher where the communication between teacher and students use that language. Furthermore, medium of instruction is the language used to teach other subjects.

## **H. Frame of Discussion**

To conduct this research to be systematic, this research needs the framework of the discussion of this study. Such as follows:

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<sup>6</sup>Michael W. Eysenck, *Cognitive Psychology: A Student's Handbook 6th Edition*, Psychology Press, 2010, p. 33

<b>Chapter I : :</b>	Introduction consists of Background of the Study, Research Problem, Limitation of the Study, Objective of the Study, Assumption of the study, Significance of the Study, Operational Definition, and Frame of Discussion.
<b>Chapter II ::</b>	Review of related literature Consist of Previous Study, Concept of Perception, and Medium of Instruction.
<b>Chapter III :</b>	Research Method consists of the Research Types, Research Design, Research Instrument, Data collection, and Data Analysis.
<b>Chapter IV :</b>	Result of the study consisted of the research findings and the discussion. It is including result of data and discussion.
<b>Chapter V :</b>	Closing consisted of conclusions and suggestion