

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Nowadays, English becomes an International language or lingua franca in the world which is used almost in all aspects, for example: in economy, social, culture, education, government and so on. In economy and business particularly, English is the demand of the job market which has the expansions of more business abroad that require labors who are competent to communicate with partners from abroad. It is also used to communicate with people from different countries, or to be successful in the international world. Therefore, people whose mother tongues are different from English should learn it, whether in the public institutions such as in the school or the university, or in the private institution like English language course.

In Indonesia, English as a foreign language has been taught from elementary school to university as a compulsory subject. People realize that the way to have English proficiency is by learning. Besides learning in public institution, some people usually join English language course or take private lesson to learn more understand English briefly. The teacher in an English course or a private institution is can be a Non Native Speaker (NNS), a Native Speaker (NS), or both of them (NNS-NS). Particularly, non native speakers usually use first language (Indonesian) or the target

language (TL) which in this case is English, or mix both of them, Indonesian and English in teaching English depending on the regulation in the institution. On the other hand, native speakers usually use the target language because they can't or just can speak in L1 little.

According to Krashen in Richards and Rodgers (1986:18), input must be comprehensible, slightly above the learner's present of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts. The comprehensible input in this case is particularly in listening comprehension and reading to produce the language. Therefore, in order to make the learners more understanding the target language, teachers who are using TL often adjust their speech to learner's need, which is called by teacher's talk for instance: slower speech, frequent and longer pauses in order to make the learners understand the TL especially in the beginning or basic level.

In the typical foreign language classroom, the common belief that the fullest competence of TL is achieved from the teacher who is providing a rich TL environment as the input, not only in the instruction and drill, but also in the disciplinary and management operations (Elis cited in Oliveira 2002:4).

By the comprehensible input, the learner is expected to produce the Target Language more frequently and more correctly in the communication and interaction as the output. In other words, the output

should be comprehensible. According to Swain in Chaudron (1988:91), one function of output is that it provides the opportunity for meaningful use of one's linguistic resources for instance, the learner learns to read by reading, to write by writing and to speak by speaking. The output also should be pushed towards the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently and appropriately. Therefore, the learners in this case the foreign learners should have the chance to experience the TL in the communication and interaction in the community.

However, there are some researchers and teachers who disagree with the exclusive use of the TL in the classroom especially in the beginning or basic level because they tend to make translation from their daily language to the foreign language without thinking it first (Harmer cited in Nurmalita 2007:4). In addition, the researchers reported that the use of the TL is impossible since they do not have enough time to cover the material. In addition, the exclusive use of TL is utopian. It means that the exclusive use of the TL is can be perfect but it often seems not to be realistic or practical. Thus, the teachers usually switch the language in teaching from the TL to the L1 especially in the beginning or basic level which the learners have some lackness in vocabulary, grammar and etc.

Furthermore, according to Atkinson cited in Harbord (1992:350), there are some reasons of the use of the L1 in the classroom for instance, the learner-preferred strategy. It means that most of the learners are

preferred to use L1 in the classroom. The other reason is as the humanistic approach where the students have the chance to say what they really want. Finally, he stated that the use of L1 is very helpful for the sake of time. In addition, he said that L1 can be useful when used for eliciting vocabulary, checking comprehension, giving instructions, explaining the meaning of the grammatical item, discussion of classroom methodology, comprehension checking, and help a weaker student in individual or pair work. Moreover, there are some certain circumstances should revert to the use of L1, for instance: the complexity of grammar, availability time, tiredness, and disruption in class (Chambers cited in Oliveira 2002:5).

However, Atkinson in Harbord (1992:351) warns that excessive of the use of students' L1. The overuse of L1 may result in some conditions for example, 1) the teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated; 2) the teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation; 3) students speak to the teacher in the mother tongue as a matter of course, even when they quite capable of expressing what they mean; and 4) students fail to realize that during many activities in the classroom it is essential that they use only English.

Since there are contradictory/conflicting opinions on the exclusive use of the TL in classroom based on teachers' perception, the writer

attempts to explore/examine the use of TL by the teacher in the classroom based on learners' perception. The data were taken from an English language course English First (EF) in Surabaya in the basic levels which used the communicative teaching methodology.

### **1.2. Statement of the Problem**

Based on the background of the study, the research questions of this study are as follows:

What are the perceptions of EF's learners of English as foreign language about the use of Target Language in the basic level?

### **1.3. Objectives of the Study**

The objective of this study was to find out the perceptions of EF's learners of English about the use of Target Language as the foreign learners in the basic level.

### **1.4. Significance of the study**

This study is expected to be able to provide new information or ideas on the teaching of English as a foreign language, especially the use of target language in the classroom. The writer also hopes that the result of this study can help teachers in teaching English in the basic level.

### 1.5. Scope and Limitation

The scope and limitation of this study is the use of target language in the basic level's which consist of level one until level four in English private language institute, English First (EF) Delta Surabaya.

### 1.6. Definition of Key Term

1. **Target Language (TL):** a foreign language that somebody is learning (Oxford Advanced Learners Dictionary, 2005:1570). The TL in this study refers to English.
2. **Foreign Language (FL):** a language which is learnt primarily for the communication with people who from different country (Oxford Advanced Learners Dictionary, 2005:1570).
3. **Basic level** in this study refers the level which consists of level one until level four in EF, English language course. Level one and two is for the beginner and level three and four is for the elementary learners (EF' catalogue).
4. **Learners' perception:** the way of the learners in noticing something i.e. is the use of TL by the teacher in the class, especially with the senses (Oxford Advanced Learners Dictionary, 2005:1570).

### 1.7. Organization of the study

The Organization of this thesis is divided into five chapters. Chapter one consist of the background of the study, statement of the problem, objective

of the study, significance of the study, definition of key terms, reference. While, in chapter two is about literature review which consist of review of related theories, related studies and theoretical framework. Chapter three is the method of the study that consists of research approach, location and population sample, technique of data collection, and technique of data analysis. Then chapter four is the discussion. Finally, the conclusion is in the fifth chapter.