

CHAPTER I

INTRODUCTION

This chapter introduces background of the study, formulation of problems, aim of the study, significance of the study, brief explanation of the research methodology, organization of the paper, and clarification of terms used in the study.

1.1 Background of the study

The need of an understandable language instruction is very important in learning a new language because if the students do not feel clear enough about what teacher gives or explains to them of the target language, they will not get any kind of information from the teacher during the learning process and hence they may fail in the learning process. In Indonesian context, English is seen as a foreign language (EFL) in which it is not widely used by learners in their immediate social context (Saville-troike, 2006, p. 4), it includes in school area where the students learn English as a leaning subject, the students rarely use English as their language for communication or interaction with others and they tend to use Indonesian language or their local language to communicate each other inside or outside the classroom.

The condition mentioned before influences the language use by the teacher in order to conduct an English language learning (ELL) classroom; teachers may incorporate Indonesian language in ELL classroom for conducting the class especially to teach the students in the beginning level of English language proficiency in which at this level the students do not have much knowledge about English. The condition mentioned before also leads to the argument of Brown (2001, p. 98) which states that teaching students at beginning level is seen as the most challenging level of language instruction, because at this level students only have little or even do not have prior knowledge of the target language. Besides, Brown (2001) also argues that beginning students are highly dependent on the teacher for models of language (p. 99). Thus, incorporating

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students' first language (in this study: Indonesian language) could be considered as a learning tool to facilitate the students to learn English.

In line with the arguments mentioned above, Brown (2001, p. 99) believes that the use of students' first language (L1) in foreign language classroom situations is becoming an option, as long as it is limited by the need of the first language itself and gives some distinct advantages in learning the target language (L2). Moreover, the distinct advantages include (Brown, 2001, p. 102):

- Negotiation of disciplinary and other management factors,
- Brief descriptions of how to carry out the technique,
- Brief explanation of grammar points,
- Quick pointers on meanings of words that remain confusing after students have had a try at defining something themselves, and
- Cultural notes and comments.

In addition, Nazary (2008, p. 138) also says that it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom. Existing students' native language in an EFL classroom will influence the classroom dynamic and suggestions, because L1 provides a sense of security and validates the learners' live experiences, allowing them to express themselves (Schweers, 1999, p. 7).

In accordance with the previous statements, as stated by Brown (2000) teachers and educators have debated whether or not they use the students' first language (L1) in an EFL classroom. Some teachers may think that teaching foreign language to students and bringing their L1 to take a part in the learning process may be effective for them to learn the foreign language, especially for the students in the low level proficiency of English because allowing students to be close to their native speaker will help them to learn and to acquire a new language (Cook, 2001a, p. 171-172).

Moreover, to be proficient in a new language acquisition, someone should have basic knowledge of the new language. As stated by Saville-Troike

(2006, p. 18) that since L2 acquisition follows L1 acquisition, a major component of the initial state for L2 learning must be prior knowledge of L1. Students will acquire the L2 when they have a prior knowledge of L1 in which responsible for the transfer from L1 to L2 during second language development. That prior knowledge helps them to develop their second language acquisition and act as a tool to be proficient in that target language or second language (L2) learning process.

On the other hand, in Indonesian context, there is also no regulation or education institution policy for the use of language instruction in order to conduct an English language learning (ELL). Language instruction in ELL classroom is only determined by the teachers who teach English as the learning subject. Teachers only determine the language use based on their belief or their used approach to language learning.

Furthermore, in order to determine the language use for conducting their ELL classroom, teachers actually have two kinds of language instruction alternative; whether to use (1) English only or (2) English is incorporated with Indonesian language or students' first language (L1). The classification of language instruction is in line with the report of U.S Department of Education (2012), it is report that there are two kinds of language instruction for conducting an English language learning classroom—English as a second language (ESL) and bilingual approaches. The use of those approaches or language instructions should be based on some factors such as age, formal education background or L1 literacy because it is believed that there is no one approach or model is appropriate for all English learners (U.S Department of Education, 2012, p. xxii).

In order to deal with the condition and situation mentioned above, the use of bilingual approach in English language learning (ELL) classroom especially for teaching English to the students in low level English proficiency is needed to be investigated. Regarding this, this study would like to investigate the perception of students toward the use of Indonesian in ELL classroom and to find out whether

or not incorporating Indonesian in ELL classroom gives benefits for students in learning English. Bilingual approach in this study leads to the use of students' first language (Indonesian) in learning target language (in this study it is due to learn English). Moreover, the term of teacher's bilingual language use in this study is defined as two languages of classroom instruction that used by the teacher in teaching English (the implementation of Indonesian and English in teaching English to the beginning level of students).

Hopefully, the findings would give a great contribution to the enrichment of the best classroom language instruction should be used by the teacher in an English language learning classroom especially for teaching the students at low level of English proficiency and where English is existed as a foreign language (EFL).

1.2 Statements of Problem

This study is conducted to answer the following questions:

1. What are students' perceptions toward teacher's bilingual language use in English classroom?
2. What are the benefits of teacher's bilingual language use for students in learning English?

1.3 Aims of The Study

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

1. to investigate students' perceptions toward teacher's bilingual language use in English classroom, and
2. to find out the benefits of teacher's bilingual language use for students in learning English.

1.4 Significance of the Study

The present research is believed to have several significances for theoretical, practical, and professional benefits.

a. Theoretical Benefit

Theoretically, the result of this study is expected to be able to enrich the literature about classroom language instruction that commonly used by the teachers in EFL field based on perception of the students.

b. Practical Benefit

Practically, the result of the study will be useful for English teachers who teach in the country where English is used as a foreign language in order to give an illustration about the best classroom language instruction that should be used by them in conducting English language learning classroom especially in teaching students at low level proficiency of English.

c. Professional Benefit

Professionally, the result of the study is expected to be able to make the teacher aware of the language use in conducting English language learning classroom in order to make them more professional in teaching.

1.5 Research Methods

This section is intended to conclude the methodology which is proposed to achieve the research purposes mentioned earlier. Formulation of the problem, research design, sample and participants, data collection methods, and data analysis are going to be presented in this section.

1.5.1 Formulation of the Problem

This study is conducted to investigate students' perception of teacher's bilingual language use in an English classroom. The formulations of the problem for the present study are below:

1. to investigate students' perceptions toward teacher's bilingual language use in English classroom, and
2. to find out the benefits of teacher's bilingual language use for students in learning English.

1.5.2 Research Design

This study uses a qualitative approach as a basic framework and a case study method in order to meet the objective of the research. Questionnaire and interview were used as the instruments in order to gain the data information about participants' background, participants' view regarding classroom language used by the teacher, students' perception about teacher's bilingual language use in English classroom, and the benefits of teacher's bilingual language use for students in learning English. Furthermore, the data from all instruments were transcribed, analysed, and interpreted to gather and enrich the data result for the research findings in a qualitative way.

1.5.3 Research Site and Participants

1.5.3.1 Research Site

This present study took place in a public junior high school in Bandung regency, West Java, Indonesia. The sample was drawn from 7th grade of a junior high school where the teacher used bilingual classroom language instruction (Indonesian and English) in English classroom activity.

1.5.3.2 Participants

The participants of this research were the students of an English class who were taught by a teacher who uses bilingual approach or two languages of classroom instruction (Indonesian and English) as a classroom language instruction.

1.5.4 Data Collection Methods

To obtain the data, this study employed two instruments: interview and questionnaire which were both given to the students. First, students were given a questionnaire related to the use of teacher's bilingual language use in English classroom and its benefits for students in learning English. Furthermore, the interview was conducted with the students to enrich the data from the questionnaire in order to find out the benefits of teacher's bilingual language use for the students in learning English.

1.5.5 Data Analysis

Exploration, understanding, analysis and interpretation were applied to find out the research finding. The data from the questionnaire were analysed by using Likert scale in order to find out students' perception of teacher's bilingual language use and its benefits for students in learning English. Then, the data from the questionnaire were counted and classified whether the students agree or disagree about teacher's bilingual language use in an English classroom. It was categorized into positive and negative perception. Furthermore, semi-structured interview was also used to gain deeper information about students' perception of teacher's bilingual language use and the benefits of teacher's bilingual language use in an English classroom for students in learning English. The brief description of research method would be described in details in Chapter III.

1.6 Organization of Paper

This section presents the general description of the chapters. The content of the chapters would be described below.

Chapter I

This chapter consists of background of the study, statements of problem, the aim of the study, significance of the study, research method, the organization of the paper, and clarification of terms.

Chapter II

This chapter presents several theories that inform the study. In detail, it includes definition, aspect and factors of perception, student's perception, approaches to English learning, bilingual approach, models of bilingual approach, the roles of students' first language in EFL classroom, the reasons for students' L1 use in EFL classroom, arguments against students' first language use in EFL classroom, and related study as the basis of investigation in the present study.

Chapter III

This chapter discusses in detail the research method which was employed by this study. This chapter discusses every step and procedure in collecting the data for this study. It consists of formulation of the problem, research design, research sites and participants, data collection methods, and data analysis.

Chapter IV

This chapter describes the data collection, data analysis, and the discussion and interpretation of research findings. All of the data are delivered from the process to the analysis and interpretation clearly drawn here.

Chapter V

This chapter consists of three parts, the conclusion, suggestions, and limitations of the study. In conclusion section the researcher proposes a summary of the answer to the research question based on the data analysis and the findings in Chapter IV. Moreover, in suggestion section, the researcher proposes the implication that can be drawn either from the research process and research findings. Those would be addressed to the future researchers and those who may be able to take the advantages of this research.

1.7 Clarification of Terms

In order to avoid misinterpretation of some terms in this study, the explanation below is a definition of terms used in this study.

a. Perception

Kumar (2010) explains the concept of perception in perspective of philosophy, psychology, and the cognitive sciences that “perception is the process of attaining awareness or understanding of sensory information”. Furthermore, he also defines that perception is the process selection, organization, and interpretation of stimuli by someone to be a coherent and meaningful picture of the world. In other words, by passing perceptual process, people can interpret their idea meaningfully based on what they see, hear, taste, smell, and touch.

b. Bilingual Approach

Mcgroarty (n.d) argues that bilingual approach is the use of two classroom languages instruction by the teacher in which it is used as a media in teaching a similar group of students (Celce-Murcia, 2005).

c. Bilingual Language Use

The term of bilingual language used by the teacher in this study can be assumed as the use of students’ first language (L1, in this study is Indonesian language) and target language (L2) as classroom languages instruction in foreign language classroom (which in this study is English). On the other hand, it is incorporating the students’ native language (L1) in English language classroom as a learning tool (Dujmović, 2007).

d. Foreign Language

According to Saville-troike (2006, p. 4), foreign language is argued as a language which is not widely used by learners in their immediate social context and it is commonly used in some situations, e.g. for future travel or other cross-cultural communication, or as a curricular requirement in school with no practical application necessary.

e. First / Native Language (L1)

First language is meant as languages which are acquired during early childhood or languages which are acquired in the beginning years before the age of about three years (Saville-troike, 2006).

f. Target Language / Second Language (L2)

A target language or second language can also be meant as a language which is officially and societally dominant and it is needed for education, employment, and other basic purposes (Saville-troike, 2006). In addition, contextually, it is a language in which the classroom target language is readily available outside (Brown, 2000, p. 116).

1.8 Concluding Remarks

The present chapter has clearly presented the background of the study, formulation of problems, aims of the study, significant of the study, and brief explanation of research methodology used in this study. The aims of this chapter are to inform the audience about why this study should be conducted and the introduction of the present study.