1.1 Background of the Study

The teaching and learning English in Indonesia has been being researched among researchers because of the burning issue, such as the lack of English exposure in English classes in senior high schools and society that needs immediate solutions. One of the problems is that the students lack of English exposure while they have English class for since junior high school. Musthafa (2008: 2) writes that students learning Bahasa Indonesia and Bahasa daerah (regional language) can have much exposure to use the languages, because the languages are widely and naturally used in their environment. The problem appears when students learn English because they lack of English exposure. One of the ways of making them use English is by inviting native speakers introduced in their EFL classroom. The native speaker can be carried out at least by inviting a native speaker in the form of classroom visit by native speaker informant (Galloway, 1981 in Hadley: 361). Dubin and Obstain (1987: 30) say that in natural setting, teachers usually are native speakers or near-native speaker of the language and cope with various decision-making steps that deal with language use. The problem will be different in non-speaking English country like Indonesia where the teachers are non-native speakers. They never spent time in an
English speaking country and therefore it is very difficult for them to be native-like in communicating with others.

In order to improve the students’ language communicative competence, target language exposure is needed as much as possible. In this case, classroom is good place for them to use EFL. The lack of students’ English exposure can be overcome and minimized. One of the ways to make the students get much English exposure is involving them much in using English actively in the classroom because students may usually depend on classroom activities to practice and improve their English in EFL classroom. This situation seems to conform to what Nunan (1999: 87) says that students in foreign language classroom are rarely encouraged to make use of their language skills in real world. His statement indicates that a teacher, as language model, should make sure that English is used in the class as much as possible. Moreover, Harmer (2002: 67) also suggests that when teachers use their voice to produce language, it means that they have modeled the language. So, one of the ways of maximizing the students’ English exposure is in class because their opportunities to learn English in foreign language context are very limited. The English exposure in the class should be in the foreign language context, not in isolated utterance as Johnson and Morrow (1983: 71) say that learner is now concerned with using language. He adds that the focus changes from the accurate production of isolated utterance to the fluent selection of appropriate utterances in communication.

In accordance with the all arguments above, big questions on students’ perception then appears that although the teachers give students as much exposure
of English as possible in EFL classroom, and do not interrupt students to point out a grammatical, lexical, or pronunciation error, it means nothing if the students have negative perception on the teachers’ use of English. So using English actively in the class can be teachers’ strategy as. As Brown (1984: 9) mentions that a strategy used by a teacher in teaching will build students’ perception on the subject, strategy and the teacher. Moreover, Harmer (2002: 128) writes that students generally respect the teachers who show their knowledge of the subject. Based on the explanation above, this study tried to portray the possibility of using English by the teacher and the students in EFL classroom, particularly in senior high school class. This study was concerned with the students’ perception on the teachers’ use of English at an EFL context and its influence on classroom interaction.

1.2 Purposes of the Research

In line with the background above, the present study aims to
1. investigate the students’ perception towards the teachers’ use of English in EFL classroom,
2. examine how teachers’ use of English influences the EFL classroom interaction.

1.3 Significance of the Research
Theoretically the finding of this study is expected to be able to identify students’ perception on the teachers’ use of English. The identification of element of perception in this study is hoped to be guidance for the next research, particularly, in exploring the students’ perception on the teachers’ use of English at an EFL context. This may also give important input or additional information to anyone who is interested in investigating the same area of this study as a contribution of science and development of theory. Practically, this study is hoped to be able to give good input to, particularly, the possibility of using English actively by the teachers and the students in the teaching and learning at an EFL context.

1.4 Definition of Terms

In order to avoid misinterpretation, there are some key terms that need clarifying in this research. These include perception and EFL context. Perception in this study is the term in applied psychology by Sperling (1987) saying perception represents apprehension of present situation in terms of past experiences. Sperling proposes elements of perceptions, i.e. (1) the sensory nature of the stimulus in which the extent to which the students’ current English teachers used English was explored, (2) students’ feelings, attitudes, drives, goals in learning English when the teachers used English actively in the class (3) students’ previously related sensory experience in which students’ responds relating to active teachers’ use of English in their previous time was investigated.
Baron (1995: 90) says that perception is the process of selecting, organizing, and interpreting input from sensory receptors. This study concerns about students’ perception on the teachers’ use of English. It is about the students’ way of seeing and interpreting the teachers’ use of English in EFL classroom in their high school. At an EFL context, students hear, see and think of the stimuli from their teachers. When they were learning English, the students perceived what they heard and saw in the form of words, phrases, sentences, and texts from their English teachers in EFL classroom where transactional occurs between teachers and students and interactional occurs between student and teachers in communication.

1.4 Thesis Organization

This thesis is divided into five chapters. Chapter I INTRODUCTION presents background of the study; purpose of the research, significance of the research, definition of terms, and thesis organization. Chapter 2: LANGUAGE LEARNING AND STUDENTS’ PERCEPTION reveals theories dealing with the importance of using English in EFL classroom, criticism of using English EFL classroom context, perception in language learning, factors influencing someone’s perception in EFL learning.

Chapter 3: RESEARCH METHODOLOG investigates research questions, research design, data collection, and data analysis.

Chapter 4: ANALYSIS AND FINDINGS concerns analysis of the data gained from respondents, the data was classified into categories using Likert Scale to
make it easy to interpret. It reveals the data of students’ perception on the teachers’ use of English at an EFL context.

Chapter V: CONCLUSIONS AND SUGGESTION reveals conclusions and recommendations for further researchers especially for those who would conduct research concerning with the possibility of using English actively by the teachers and the students in the teaching of English at an EFL context.