

CHAPTER I

INTRODUCTION

This chapter provides an overview on the background, problem, objective, scope, and significance of the study. Background of the study described information related to the use of MT in EFL classes including its Controversy. Research problem described problems to be addressed in this research. Research objective addressed the purpose of conducting the study. Significant of the study addressed the benefit of conducting this study. Scope of the study set boundaries the researchers did in doing this study. Operational definition term and acronyms described terminology and acronyms related to this study. Overall, this chapter provided important information which help reader to understand the chapters that follow this one.

A. Background

Language has a central role in the development of intellectual, social, and emotional of learners. Language learning is expected to help learners know themselves, their culture, and the culture of others. “Why are languages learned? There may be numerous different purposes, but they all have the same common denominator – language use” (Daskalovsk & Dimova, 2012, p.1). In Indonesia, English is known as a foreign language (EFL). Students are encouraged to

learn English language because it is very important for students to survive in the era of modernization. English language improves one's chance of getting a good job, helps one communicate in foreign countries, and broadens one's social networking.

Nowadays, English is the common means of communication between the peoples of different nations. As a global language, its various areas have been largely investigated, especially that of MT teaching and learning. The use of MT when teaching EFL is one of the major issues that have dominated the area of EFL acquisition for the last few decades. Stern (1992, p. 279) stated that the role of MT in SL teaching is one of the most long-standing controversies in the history of language pedagogy. A number of studies have been conducted, which either support or oppose the use of MT in EFL classroom. Carless (2002) argued that the use of learners' first language can serve as a humanistic and learner-centered strategy, with potential to support student learning, but at the same time involving a risk of failing to encourage TL practice and communication (p. 336).

The general assumption has prevailed for some time that English ought to be learnt through English, and not by the use of MT, which has to be prohibited in the classroom. According to Ellis (1984), several authors maintain that MT has no essential role to play in EFL teaching and that too much MT use might deprive learners of valuable input in the target language. Bouangeune (2009) stated that many ELT professionals even wonder how students can truly appreciate target language exchanges if they are continually relying on their MT (p.186). Furthermore, too much reliance on the MT may undermine the psycholinguistic rationale for task-based

interaction as stretching student inter-language through the process of engaging in a communicative task. If tasks lead to a lot of MT use, teachers may query their viability as language teaching methods (Carless 2002, p.96).

However, the arguments against using MT in EFL classroom have not provided sufficient evidence for avoiding it, nor have they given clear reasons for banning MT. Consequently, several teaching methods and trends supporting the use of MT as a helpful teaching and learning tool have emerged (Al-Nofaie, 2010), and many researchers and authors stress the value of using MT and the positive role this plays in EFL teaching (Aurbach 1993; Schweers 1999). Al-Nofaie's (2010, p.64) study showed that the students and teachers' attitudes towards using the Arabic in EFL classroom were positive and the students preferred Arabic to be used in certain situations. Then, Auerbach (1993, p.9) stated the positive uses of MT in target language classrooms such as classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. Schweers (1999, p.6) tried to prove that the use of learners' MT can play a facilitating and significant role in the teaching-learning process. Use of MT also relates to learner identity, for example Lin (2000, p.63) explored how the MT enables students in postcolonial Hong Kong to resist the symbolic dominance of English and to communicate shared cultural values. Thus, many researchers and teachers have started to re-evaluate the role of MT in the EFL classroom and think of ways to best incorporate it into EFL teaching.

The use of MT in English class is likely to be unavoidable, especially when students speak the same MT and when teachers know the MT of their students. Carless (2007, p.1) stated that the use of MT is a perennial challenge in the school foreign language classroom, worth revisiting in the context of task-based teaching. In Balakova (2013, p.65) research showed that 10 out of 12 students (80 %) of the class answered that they use Czech language excessively in English class. Furthermore, Schweers (1999, p.6) in his *Using L1 in the L2 Classroom* finds that 88.7 percent of the students and 100 percent of the teachers feel that Spanish should be used in their English classes. Eighty-six percent feel that their MT should be used to explain difficult concepts and 67 percent say that their MT helps them to feel less lost. He concludes by encouraging teachers to employ MT so as to promote dynamicity in the classroom, provide a sense of security and activate learners' experiences.

In Indonesian public schools, only few studies have been carried out to investigate the role of Indonesia in English classes. According to Zacharias' (2003) study, the use of Indonesian in English classes is to explaining the meaning of new words and grammatical points, giving instructions, checking learners' understanding and giving feedback to individual learners. In addition, action research study of Usadiati's (2009) revealed that the use of Indonesian in the explanations of concepts and rules for teaching students to write English sentences in Present Perfect Tense improved the students' achievement.

Since English has recently been taught in all levels of education, Indonesian have roles in EFL classes. This is because both teachers and students speak

Indonesian language, so they tend to use Indonesian as a support to survive in English class. Appropriate empirical data are needed on this issue in order to know where Junior High Schools around East of Jakarta are now in their use of Indonesian language in English class and look for more reasoned use of Indonesian language in EFL class.

B. Research Problems

Based on the background discussion above, it seemed that the use of Indonesian is essential for learning and teaching English. The problem to be addressed in this study is students and teachers' perception towards the use of Indonesian in English classrooms at Junior High Schools around East of Jakarta. More specifically, this study tried to seek answers to the following questions.

1. What is the perception of teachers and students towards using Indonesian in their English classroom?
2. What is teachers and students' belief the role of Indonesian language in English class?
3. What is students and teachers' degree of using Indonesian in English classroom?
4. What is the students and teachers' preference of the proportion of the use of English vs. Indonesian in their English classes?
5. What is the relationship between years of English teaching experience and teachers' use of Indonesian?

6. What is the relationship between years of English learning and students' expectation in the use of Indonesian?

C. Research Objectives

Based on the discussions on the previous sections, this study was carried out to get empirical data about:

1. English teachers and students' perception on the use of Indonesian in English classroom.
2. Students and teachers' belief the role of Indonesian language in English class.
3. The degree of using Indonesian language in English class.
4. Students and teachers 'preference of the proportion of the use of English vs. Indonesian in their English classes.
5. The relationship between years of English teaching experience and teachers' use of Indonesian.
6. The relationship between years of English learning and students' expectation in the use of Indonesian.

D. Significances of the study

The findings of this study are hopefully useful to the following four groups:

1. English teachers can make use of the findings and become aware of the role Indonesian plays in teaching and learning English.

2. Teacher educators could make use of the findings to reexamine their foreign language teaching methodology at the teacher training and development centers.
3. Material writers and syllabus designers may make them to consider Indonesian while preparing teaching materials or designing the syllabus.
4. Researchers might be stimulated to conduct further research in the area which may open the way to the development of a new ELT method and techniques that work to incorporate the use of Indonesian in the EFL classroom.

E. Scope of the study

Due to time and budget constraints, the researcher made limitation for this study. The participants for this study were 16 English Teacher and 830 junior high school students of grades 1, 2 and 3 around East of Jakarta. Method used for this research was Survey research method. Data collected in this research was qualitative and quantitative data. This study confined itself to investigate the perception of students and English teachers towards the use of Indonesian language in English classes.