

## **CHAPTER 1**

### **INTRODUCTION**

This chapter contained Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

#### **1.1 Background of The Study**

For Indonesian, English is not main language to communicate in daily activities. However, it needed to be developed to improve communication between countries around the world. Government was aware that it was very important. Therefore, educational system in Indonesia applied the rule for students to learn. It was done to develop their skill and ability. Teacher often found some obstacles when they taught. These issues happened because English was complicated subject to teach and learn. There are four skills in learning English. They are listening, speaking, reading and writing. According to Koran (2015), speaking skill is the key to measure target language by spoken English. However, based on the writer's experience during internship 3 at SMAN 11 Semarang, many students were shy to speak English because of grammar errors and lack of vocabulary. It caused them lack of confidence and they preferred using their mother tongue to communicate with others.

Using English in the classroom gave many advantages. Ahmadi (2016) claimed there were four advantages. First, it maintained the classroom atmosphere

to keep students' focus on using English. Second, it made students easy to remember certain words, phrases, and sentences in English. Third, it increased students' confidence because they were able to understand and carry out the instructions given in English. The last, it increased teachers confidence because they did not need to translate English into other languages to make the students understood.

There were many ways to improve speaking skill. Classroom language was one of the simple ways to stimulate speaking skills in the classroom. The habit of using English when teacher was explaining material, giving praise, and communicating with students in the classroom could motivate them to speak. Hence, this method was expected to be able to make it easier for students to master it in a challenging and fun way every English subject.

Students' perception was necessary on the implementation of classroom language. It did so because the teachers were demanded to create a good communication with students. It could make the propinquity between them in the classroom. Furthermore, this study tried to investigate the students perception toward the use of English teacher's classroom language in speaking skill enhancement.

## **1.2 Reasons for Choosing the Topic**

This research which entitles “ High School Students’ Perception Toward The Use of English Teacher’s Classroom Language in Speaking Skill Enhancement” was chosen based on the following reasons ;

1. The writer found the students were not active to respond teacher’s question in the classroom.
2. The implementation of classroom language could be alternative way which could be used for teaching English speaking.
3. Students’ perception on the implementation of classroom language used by English teachers needed to investigate.

## **1.3 Research Question**

There was one research question in this study: What are high school student’s perceptions toward the use of classroom language in speaking skill enhancement?

## **1.4 Objective of the Study**

The objective of this research was to find out the high school students’ perceptions toward the use of English teacher’s classroom language in speaking skill enhancement.

## 1.5 Limitation of the Study

The limitation of the study was using classroom language by English teacher. It did not include in the outside situation. For the participant, the researcher chose the tenth graders at SMAN 11 Semarang in academic year 2020/2021, especially class X MIPA 7.

## 1.6 Significance of the Study

### 1. Practical Significance

#### a. For teachers

This study was expected to make English teacher understood the impact of classroom language in developing students' speaking skills.

#### b. For Students

This study was to motivate students in speaking skills in the classroom.

#### c. For other researchers

This study might be a reference for other researchers in a similar topic research or could be a guidance in writing a research.

## 2. Pedagogical Significance

This study gave English teacher and students of SMAN 11 Semarang knowledge and experiences to improve their speaking skill by English teacher's classroom language.

### 1.7 Definition of Key Terms

#### a. Perception

Perception is all the process to observe an object using the sense (Khairat, 2018).

#### b. Speaking

Speaking is process of conveying ideas and information in all kind of situations verbally (Quianthy, 1990 as cited Wahyuni, 2016)

#### c. Classroom language

Classroom language is language commonly used in the classroom such as praise sentence (Bilash, 2011).

### 1.8 Outline of the Study

Chapter I was about introduction. It contained Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II described about review of related literature. It contained General Concept of Perception, Speaking, Classroom Language, Review of Previous Study, and Theoretical Framework.

Chapter III was about the research method which presents. This chapter described about Research Design, Subjects of the Study, Instruments of the Study, Procedure for Collecting Data, and Data Analysis.

Chapter IV described the results of the research that has been done and collected at SMAN 11 SEMARANG.

Chapter V was about conclusion and suggestion to the English teacher and the next researcher.

