

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are the background of the study, research problems, objective of the study, significance of the study, and the definition of key terms.

1.1 Background of the Study

English education in Indonesia has experienced rapid development in line with the demands of globalization and advances in communication technology. Presently, English is not only regarded as a foreign language but also as a global language playing a crucial role in international communication. Consequently, English has become a widely used foreign language in Indonesia, drawing considerable enthusiasm due to its status as an international language. Its global significance has led to its incorporation as a mandatory subject in universities, with the use of English in the classroom becoming a vital aspect of the learning process.

An approach that is increasingly being emphasized is the adoption of bilingualism in English language learning. Bilingualism involves the use of two or more languages in everyday communication situations. According to Walner (2016), being bilingual entails the ability to communicate effectively in a language other than one's mother tongue. In the university setting in Indonesia, this approach is gaining relevance, particularly with specific faculties adopting a bilingual learning system. According to Satriah et al., (2019), the utilization of bilingual language is highly important in the process of learning English.

A notable aspect is that in the university under consideration, one faculty has embraced a bilingual language learning system. This reflects positive developments in English language teaching methods, incorporating the use of Indonesian (or another mother tongue) alongside English in both teaching and learning, as noted by Nurhikmah et al., (2020).

Santoso (2006) stated that for approximately six years, bilingual education programs in Indonesia have made significant progress by increasing the use of English in subjects other than English. This practice is common in Indonesia, where English as a foreign language (EFL) lecturers use a combination of Bahasa Indonesia and English to explain their lessons. They blend both languages during the teaching and learning process, using bilingual language to teach in beginner classes where students have limited knowledge of English. As Nursanti (2016) pointed out, lecturers tend to mix English and Bahasa Indonesia (L1) when teaching in the classroom, especially when dealing with students who have limited English skills. Brown (2000) state that teaching beginners is considered very challenging, as students at this early stage have little or no knowledge of any particular language. Therefore, the lecturer becomes a crucial factor in helping students achieve their learning goals.

This study aims to analysis The Students' Attitude on Lecturer Bilingual in English Classes. The researcher wants to consider doing this research for several reason as follow; because researcher are interested in identifying students' attitude on lecturer bilingual use. So that from this study researcher can make contributions in the field of education.

1.2 Research Question

Based on the background above, the researcher formulates the research question as follow “What are the students’ attitude on lecturer bilingual language use in English teaching-learning process?”

1.3 The objective of the Study

The objective of the research are follows: To know the students’ attitude on lecturer bilingual language use in English teaching-learning process

1.4 Significance of the Study

The results of this study aim to provide valuable insights to English instructors regarding The Students' attitude on lecturer Bilingual language Use in English Classes. Thus, they know student's difficulties on the use English in classroom. In additionthis provides valuable benefits for local governments, especially in Indonesia, to improve English teaching skills in specific areas of communication, by giving them the opportunity to take training or workshop.

1.5 Definition of Key Terms

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

1.5.1. Student’s Attitude

Student attitude towards learning refers to the beliefs, feelings, and perceptions that students have about the learning process and their academic performance. This can be measured through various indicators such as honesty, responsibility, discipline, tolerance, and perception of learning styles. Salma,et al,(2020), argue that consistently shown that a positive student attitude towards

learning is strongly associated with better academic achievement, while a negative attitude is linked to poor academic performance. Students who have a positive attitude are more likely to engage in class activities, complete assignments on time, and achieve higher grades. In contrast, students with negative attitudes may lack interest in learning, struggle to concentrate, and perform poorly on assessments.

Moreover, learning styles and attitudes are considered important factors that contribute to students' academic success. Students who have a positive attitude towards their learning and adopt self-regulated learning strategies tend to perform better academically. Additionally, research has shown that there is a significant association between self-regulated learning, learning styles, and student origin. Students with a high student attitude and coming from public schools generally have better self-regulation of learning and tend to perform well in their academic pursuits.

1.5.2. Bilingualism

Bilingualism refers to an individual's capacity to effectively communicate in two languages, exhibiting a level of proficiency comparable to a native speaker. According to Baker (2011), bilingualism is the ability to use two languages well. A bilingual person can speak, read, write, and understand both languages. The level of proficiency in each language may vary, depending on how often the language is used. Bilingualism can be acquired from a young age or learned over time, where fluency in two languages is the key.

According Garcia (2009), state bilingual education as the use of two or more languages in the instruction and assessment of learners, on the condition that the

languages are used as a medium of instruction, not merely taught as an additional language. Bilingual education to the use of two (or more) languages of instruction and also added by Appel and Muysken (1987) as ‘any system of school education in which, at a given moment in time and for a varying amount of time, simultaneously or consecutively, an instruction is planned and given in at least two languages’.

It is particularly crucial to instill bilingualism in children, as it has a profound impact on cognitive development. In the realm of education, this phenomenon is termed the bilingual approach. This approach involves leveraging a student's native language (L1) to facilitate the acquisition of a target language, such as English.