

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of The Study

Most people in Indonesia certainly use Bahasa Indonesia as their first language, but some of them also grow up with English as their daily language. Language itself is a tool for communication, and it is used to convey certain intentions from one person to another. Without language we will find it difficult to communicate and convey our intentions or goals to others and interact in everyday life. In my opinion, as Indonesians, these people, despite growing up with English, definitely still need Indonesian as their national language. Why do they still need to learn the Indonesian language? In the perspective of developing the Indonesian language, the condition of bilingualism in Indonesian society is very beneficial. For most countries, the main factor to be considered is the quality and effectiveness of teaching and learning. The learning process becomes more meaningful by increasing the quality of teaching and learning through continuous improvement, states Ahmad et al. (2017), in their study.

First language is the language a person learns first in his/her life. It can also be called native language and mother tongue. It is actually the language that children learn and speak at home. Thus, children learn their

first language from their parents, grandparents or caretakers. Therefore, one learns the first language effortlessly and naturally by listening to parents, and other caretakers communicating in this language. Whereas a second language is a language a person learns after his or her native language. In comparison to the first language, this is usually learned at a later stage.

In Indonesia, Indonesian (Khair Ummul, 2018) and English (Sulistiyo Urip, 2016) have become compulsory subjects to be learned at schools. In fact, certain schools apply a bilingual learning system in which both languages are not only learned as subjects, but also used in communication. Take some schools in Semarang as an example, English and Indonesian are equally used as the schools have to follow the International curriculum they choose. In this regard, teachers use the two different languages with different methods. There are also lessons in which the two languages are taught with the same material. The focus of this paper is students' opinion, argument, perception of using English in classroom teaching compared to teaching in Indonesian classrooms. The second language is a language a person learns after his or her native language.

## **1.2. Research Questions**

Based in the background of the study, the researcher presents the research questions as follow:

1. How do students perceive the teachers' use of both Indonesian and English instructions in a Biology class?
2. How do students expect to learn biology class using both Indonesian and English in the future?

### **1.3. The Objectives of the Study**

This research is intended to find out:

1. To identify the students' perception on the teachers' use of both Indonesian and English instructions in a Biology class.
2. To identify how the students expect to learn biology class using both Indonesian and English in the future.

### **1.4. The Scope of the Study**

The scope of this study is the students' perceptions on the teachers' instructions using both English and Indonesian in a Biology class, at the grade 8 of Mondial Junior High School, academic year 2022/2023.

### **1.5. The Significance of the Study**

Based on the above objectives, the benefits that can be obtained from this research are:

**1.5.1 Students.** This research can be useful for students to make them aware of learning biology using Indonesian and English. Students will know the purpose of using both languages in one subject and what they will get for their future.

**1.5.2 Teachers.** This research can be useful for teachers to find out how students' perspectives in the use of two languages in one subject. Also what did the students feel during the lesson and the difficulties and benefits they received. The teachers will get benefits and solutions for developing this learning program (using two languages in one subject).

**1.5.3 School.** This research can be useful for the school to find out what students feel, the benefits and obstacles that have occurred during learning to use two languages so far. Therefore, the school can increase or improve the learning system that has been going on so far.

**1.5.4 Other researchers.** This research can be useful for the other researchers to find out what has happened in the use of two languages in one subject. This research can also be a provision for other researchers and they can also develop this research in the future.