

CHAPTER I

INTRODUCTION

This chapter contains of the background of the study, research questions, objectives of the study, significances of study, and key terms uses in this research.

A. Background of study

English is a very important language in the world. It has moved a step from being an international language to a global language. It is now a widely spoken language because of its status as a political and economical tool of communication of the world. In a globalised world, speaking English is a very important skill for those who aspire to be businessmen as well as diplomats. People of many countries use English as their language to communicate to others people from another countries.

English as an international language that connected people from other parts of the world. In communication, to understand the language of a people, we should know the language. As Allah explains in Surah Ibrahim verse 4. Here Allah's tenderness towards his servants. We never sent a messenger save with the language of his folk, that he might make (the message) clear for them. Then Allah sendeth whom He will astray, and guideth whom He will. He is the Mighty, the Wise.

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ
(إِبْرَاهِيمَ: ٤)

The field of foreign language teaching and learning has been an issue of debate for a long time. Various theories and methods of language learning have been introduced. Grammar translation method occupied the field of foreign and second

language teaching for many decades and is still of use today. The field has also been dominated by the behaviorist theory and the idea that language is nothing but a social behavior that can be learned as any other behavior through the process of habit formation; and many language drills have been designed for this purpose.

Berns (1990) defined foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English, in this case) is not used as the main device of communication among people.

It is explicitly stated in the regulation of 2013 Curriculum of Indonesia that the teachers should move on from teacher-centered to learner centered learning. SMAN 1 bati – bati is the only one senior high school in Bati – Bati sub-district. This school is applied 2013 curriculum. 2013 curriculum focus on learner centered learning. Teacher's way in teaching english is important in the successful implementation of the communicative approach and the learning process of student centered learning. Perception of the teacher's and the students' are important in implementation of students centered learning to know how to gain the successful of teaching and learning process. Therefore, the researcher interested in conduct the study with the title **“TEACHER’S AND STUDENTS’ PERCEPTIONS TOWARD COMMUNICATIVE COMPETENCE IN ENGLISH AS FOREIGN LANGUAGE CLASSROOM”**.

B. Research Questions

1. What is teacher's perception toward communicative competence in English as foreign language classroom?
2. What are students' perception toward communicative competence in English as foreign language classroom?
3. How does the teacher implement communicative competence in English as foreign language classroom?

C. Objective of study

1. To explore teacher's perception toward communicative competence in English as foreign language classroom
2. To explore students' perception toward communicative competence in English as foreign language classroom
3. To find out how teachers implement Communicative Competence in English as foreign language classroom

D. Significance of study

The result of this research is expected to give contribution to :

1. English Teacher

This research will provide English teacher with a clear description of students' perception toward communicative competence in english as foreign language classroom, especially how the students perceive and interpret the aspects of communicative competence. Hopefully, after knowing the result of this research, the teacher will be improving their techniques in implement and increase communicative competence of the students in the English class. As a

result, the students can more effectively improve their competence in communication needs.

2. The English students

The students who learn english will improve their communicative competence by having a clearer perception about the teacher's perception toward communicative competence. They can be accepted negative and positif perception about teachers' perception and teacher's way in implement communicative competence. It is also expected that the students will have other meaningful perceptions towards communicative competence in english as foreign language classroom.

3. Other researchers

The result of this research is also expected can be an inspiration to conduct further researches about teacher's and students' perception or other topics related communicative competence in english as foreign language classroom to enrich the existing study.

E. Definition of terms

In order to make some key terms clearly to avoid some misunderstanding of the readers, the researcher defines the meaning of the some key theories dealing with this research :

1. **Teacher's Perception**

Teacher's perception is teacher's opinion and preferences toward communicative competence in her English class.

2. **Students' Perception**

Students' perception is students' opinion and preferences toward communicative competence in their English class.

3. **Communicative Competence**

Communicative competence is the knowledge and skills needed for communication. In this study, communicative competence is the knowledge and skills to communicate in English as foreign language classroom. Communicative competence here is limited in four aspects according to Canale and Swain. They are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

4. **EFL classroom**

According to English Club (2004), English as a Foreign Language (EFL) is the teaching of English to students whose first language is not English.

In this research, EFL classroom is the place that the teacher and the students have English as the foreign language lesson.