CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of problem, problem statement, the purpose of the study, and significance of the study.

1.1   Background of the Study

English is a very important language to learn. The following are some functions of learning English according to Khalil (2015). The first is as a tool for obtaining education globally which means that the function of learning English in education is to get an international education or if someone wants to study or study abroad, they must be able to speak English. Second, modern technology in learning and teaching English, which means that in English lessons we are accustomed to using modern technologies and can master how to operate an object if the module or guide uses English. Last is higher education at the international level. This point is almost the same as the first point, that by learning English, a person can communicate abroad, especially if someone is looking for a university abroad. From the explanation, it can be said that the function of learning English is to improve the quality of human life to be able to compete globally and in the field of technology.

From time immemorial, language has been used to communicate between individuals, both from different regions, and different countries with a certain

rule. According to Sapir (1921), language is a term in which it contains a fixed meaning, a fixed value, and has standard signs. The unifying language from one country to another until now is English which is very common in Indonesia. A language is a tool used to deliver a message from one to another.

English in Indonesia has a position as a foreign language. English is not taught to communicate within a country but only for international purposes. However, in Indonesia, since the colonial era, English has been taught to meet the quality of natural resources. English was only given at the junior and senior high school levels which already underlie 4 skills, namely listening, reading, writing, and speaking the same as learning English in Indonesia as it is today, (Suharjati, 2010). The material provided in teaching English education in Indonesia is basic material such as the four basic skills that must be mastered in English, which have been taught from elementary school to tertiary education. Through this, English has been taught from the junior high school level, but now in Indonesia English has been taught at the primary school level and even kindergarten or playgroup. This shows that English education in Indonesia is indeed very necessary, even compulsory to study because English is an international language and this shows the quality of the Indonesian people is international.

In every type of activity, there must be problems including learning English. In this case in EFL students, the children who learn English are those who do not use English as their mother tongue. Therefore, various problems arise in students who learn English as EFL. The problem that usually arises is that the students are usually embarrassed to learn English because students do not have enough confidence in themselves. Problems raised from within are also called

internal problems that influence someone in learning English. Besides, there are also problems with the students' environment or external problems. However, this external problem is a problem that arises due to internal problems from someone in the environment. It can be said that internal problems have a greater influence on learning English. The most influential thing in the problem of learning English is sometimes students do not realize when they learn a new language or foreign language, in this case, is English. The awareness of learning English affects students' attitudes toward the language itself.

According to Ellen (2019), language awareness is the process of digesting and implementing language functions and reflecting on and using new language as insight. So, it can be said that language awareness is the attitude of every individual using a language. Moreover, language awareness should be studied critically so the students can find out how critical language awareness is. Critical Language Awareness (CLA) has several domains. According to Farias (2005), CLA has 3 domains, namely the cognitive domain, the affective domain, and the social domain. The cognitive domain is the level of a person's ability to process language structures. The affective domain is a person's psychological condition or nature of a language. The social domain is a person's development in social life when using a new language. According to James and Garret (1993), CLA has 5 domains, namely the cognitive domain, affective domain, social domain, power domain, and performance domain. Almost the same as Farias, but James added two domains, namely the Power and Performance Domains. The power domain is the strength of students in using a new language. Meanwhile, the performance

domain is the student's ability to communicate a new language well and easily understood.

This research has been conducted by several researchers carried out in various countries outside Indonesia. The first article, written by Schvarcz (2005), this article discusses the relationship between language awareness and a teacher's professional identity. The second article was written by Timucin (2013), this article discusses the use of various texts, original texts on EFL language awareness. The next article was written by Farahian (2015), this article discusses the discussion of influential views regarding the concept of LA as well as critical language awareness. The last but not least article was written by Ellen (2019), qualitative and interpretive approaches (Creswell and Poth 2018) were chosen to collect and analyze teachers' self-reported practices. What is new from this research is critical language awareness in learning English among university students. *Mata Kuliah Pengembangan Kepribadian* (MPK), in English it can be called Personality Development Course, English is taught to students from all majors in the first year of college. In this case, MPK at Undiksha is outside the English department. English department students are of course aware that they speak English, other in this is the case with students outside the English department who receive English language education courses that they do not necessarily like or are forced to learn English.

At the university level of Education, English is thought of as one requirement to improve personal quality. English enhances their learning in their major. That is why all students who study various disciplines should at least master Basic English. UNDIKSHA applies a system of face-to-face lectures and

online learning, most of which are majoring in education. Every University student gets English language learning in personality development courses. At Undiksha, except for English departments, all students study English in groups in the MPK course. Students from all study programs are not necessarily ready and enthusiastic to learn English, but they are required to learn English. So, we need to know how critical language awareness is. English is very important for students, English is an important provision for applying for jobs.

The lecturing time for MPK English courses is once a week with an adjusted schedule set at the beginning of the semester, and English courses are taken in the second semester in the first year. In English MPK lectures, each student is required to buy books that have been prepared by English lecturers on material that emphasizes reading but also integrates into 3 other skills such as speaking, listening, and writing. Twenty-three lecturers teach English in MPK. As it is said, students involved in English lectures at MPK are students from all majors except English Departments. The language that is usually made aware by students is the most Indonesian language. And the language that students are not usually aware of is English which is always considered difficult. So, the researchers assume that the awareness of MPK non-English department students in taking English lessons is still unknown.

The nature of learners in the age of 18-19 years range has an unstable personality and emotions. MPK students when studying English material do not all like it and some like it. From the statement, MPK non-English department students can be said not all are interested in language learning and their minds are still unstable in language learning. From the preliminary interview with lectures

who teach general English courses, it was found the problem with students' critical language awareness. This research uses three domains, namely cognitive domain, affective domain, and social domain. These three domains need to be looked for from the problems that arise in MPK students because the three domains are very closely related to how language awareness is in the process of learning and using English.

The quantity of UNDIKSHA students is around eight thousand more students who are still registered in the UNDIKSHA online information system. If every year UNDIKSHA receives around two thousand students, the first-year students are in the range of more than two thousand students. From this, MPK students became two thousand. The population used in this study is MPK students who were a non-English department with a range of more than 300 students. The variable in this study is called a subset of the population. In this study, the variables used were several MPK classes. Thus, researchers examined several MPK non-English department students. The purpose of this study was to find out the critical language awareness when learning English in non-English department students. The result of this research can be used for consideration of education quality assurance institutions at UNDIKSHA.

1.2   Problem Identification

English language awareness in Non-English department students' needs to be known. English is very important for the future of students, especially in finding work. Non-English department of MPK students at Undiksha needs to be

identified in language awareness in aspects of the learning process, attitudes, and the way they use English. Here are some issues that need to be identified, among others. Students do not use English daily, and their proficiency in English was at the intermediate level. Moreover, students seem to do not have a high interest in improving their English.

1.3   Limitation of the Study

This research examines how critical language awareness in learning English by MPK non-English department students. However, to carry out this research, the researcher must search for the most up-to-date data regarding MPK students and seek permission from the relevant parties to carry out the research procedures.

1.4   Statement of Problem

Based on the background of the study, the statement of the problems in this research was:

1. How was the non-language education students' cognitive domain of critical language awareness?

2. How was the non-language education students' affective domain of critical language awareness?

3. How was the non-language education students' social domain of critical language awareness?

1.5   Purpose of the Study

Based on the statement of the problem, the purposes of the study were:

1. To find out how is the non-language education students' cognitive domain of critical language awareness.

2. To find out how is the non-language education students' affective domain of critical language awareness.

3. To find out how is the non-language education students' social domain of critical language awareness.

1.6   Significances of the study

This study would be beneficial in the study of English especially in the study and learning of English in the field of MPK. This study is also significant for students and lecturers. The significances were divided into the theoretical significance and practical significance.

1.6.1   Theoretical Significance

According to the problem identification, this study was focused on critical language awareness on non-English department education of MPK students in Undiksha by investigating 3 domains namely cognitive, affective, and social were obtained from previous researchers namely Farias (2005), James and Garret (1993). Furthermore, this study is supported by theories from Schvarcz (2005), Timucin (2013), Farahian (2015), Ellen (2019). The researcher was highly

motivated into investigating the critical language awareness of the non-English department of MPK students in Undiksha.

1.6.2 Practical Significance

This study was expected to give significance for:

a.   For Lecturers:

The results of this study are expected to be useful for lecturers who teach English in the field of MPK. Because the results of this study can be used as a benchmark to improve the learning system of MPK in Undiksha.

b.   For Students

The results of this study are expected to be useful for non-English department MPK students. Because, by knowing the results of this study they will find out how great the benefits are if their English critical language learning awareness is good, and their attitude in taking English lessons is also good, they will get extraordinary benefits for their lives.

c.   For Other Researchers

This research is research that can be continued in the future because the results of this study can be used as a reference.