

CHAPTER I

INTRODUCTION

A. Background

The spread of English is more rapid and widespread than in other languages. Liu, Lin & Wiley; (2016) claimed that English has become more widely taught and used internationally, and some have predicted that English would become the second language in the world. The potential values of English as a means to greater educational access and social mobility (Liu, Lin& Wiley, 2016, p.137). The widespread use of English and its use internationally makes the position of English very important for people in the world including in Indonesia. In Indonesia, English as a foreign language is learned and taught in classrooms, rather than used as a tool to communicate on a daily basis Sulistiyo; (2016). Moreover, based on the amendment of 2013 English in Indonesia also has become one of the subjects that every student has to learn from junior high school (*SMP, MTS*) to senior high school (*SMA, SMK, MA*).

In general, every student in high school is given two hours a week for English learning, but the phenomenon that occurs in one of the departments at Islamic senior high school only learns one hour of English learning in one week. Not only that, extracurricular activities for English learning such as English Club do not run for one semester because few students join the club.

A previous study conducted by Jimenez, (2018) explored the students' perception in a public university regarding their English learning and their commitment level through the process focusing on their learning style, motivation, autonomy, and study skills. The study showed that learning a language successfully depends not only on the materials, activities, or the teacher but also on learners' interests, self-motivation, autonomy, and attitude. Many studies were conducted on students' perception of English learning by undergraduate students such as (Jimenez, 2018; Erdem, 2018; Park, Yoo, Kim, & Lee 2018) however the study focusing on students' senior high school perception is still lacking in research. To fill this gap and based on the phenomenon that occurs, this present study intends to investigate students' perceptions of English learning at the Islamic Senior High Schools in Tasikmalaya, Indonesia.

B. Formulation of the Problem

Based on the background, the formulation of the problem in this research is: What are the EFL students' perceptions toward English learning at the Islamic Senior High School in Tasikmalaya, Indonesia?

C. Operational Definitions

To avoid misunderstanding the terms set out in this present study, the researcher provides some definitions related to the study, as follows:

1. Students' Perception	:	Students' perception may be energized by both the present and past experience, individual attitudes at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.
2. English learning	:	English is a compulsory subject taught during senior high school of education in Indonesia.
3. Islamic senior high school	:	A school that combines general education and Islamic education even though Islamic education is more prominent than general education.

D. Aim of the Research

This research aims to investigate the students' perceptions of English learning at the Islamic senior high school.

E. Significance of the Research

1. Theoretical Use

Theoretically, this study explains EFL students' perception of English learning in one of the Islamic senior high schools.

2. Empirical Use

This result provides information for the teacher to decide on appropriate learning strategies, also as references for developing a better English teaching and learning process.

3. Practical Use

The main value of the present research lies in its contribution to teachers because the findings may help the teachers to better understand students' perceptions of English learning.