

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) focus and sub – focus of the research, (3) problem of the research, (4) objectives of the research, and (5) significance of the research.

#### **1.1 Background**

Language is a method that is used to communicate with others. In addition to verbal language, people also communicate through body language, sign language and facial expressions. Language is foremost a means of communication, and communication almost always takes places within some sort of social context, language is a rule – based system of signs (Amberg & Vause, 2009: 2). And also as states by Sweet (2024), “language is the expressions of ideas by means of speech – sounds combined into words, words are combined into sentences, and this elaboration answering to ideas into thoughts”.

According to Kridalaksana and Kentjono (in Chaer, 2014:32) language is an arbitrary system of sound symbols used by members of social groups to cooperate, communicate and identify themselves. In short, the word “language” is a means of communication (Tarigan, 1987:22-23). Language universals refer to the general characteristics of language that are found in all languages. The term language universals was first introduced by Chomsky (1966) in his grand theories said that the characteristics of

language that are common to all languages include (1) every human being must have language, (2) all languages change, (3) there is no primitive language, every language has its own degree of complexity, (4) all languages have vowels and consonants, (5) all languages have a set of sounds that can be combined into meaningful elements, and (6) in every language, the number of nasal vowels is always lower than the number of vowels without a nasal.

We need to learn languages to communicate with people all over the world. Language is a crucial aspect of communication. And according to expert, Chomsky said that “language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species” (Chomsky, 2002: 1). Furthermore, according to Verderber (1999, p.52) in his grand theories about language, said that language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition.

Language acquisition refers to the process by which individuals develop the ability to perceive, comprehend, and produce language. Theriana (2019) believe that, the teaching and learning process is the core of education. Education is a conscious effort to prepare students through guidance, teaching, or training activities for their future roles, because it basically takes students from a basis that does not understand anything

towards changes in behavior both intellectual moral or social so that they can live independently as individual social person.

It encompasses the ability to be conscious of and understand language, as well as to create and use words and sentences for communication. This process involves several key components:

1. Phonological Development

The acquisition of the sound of a language, including the ability to distinguish between different phonemes (distinct units of sound).

2. Lexical Development

The growth of vocabulary, where individuals learn and store words along with their meanings.

3. Morphological Development

Understanding and using the structure of words, including prefixes, suffixes, and root words to form and understand new words.

4. Syntactic Development

Learning the rules for combining words into sentences, including grammar and sentence structure.

5. Semantic Development

Developing an understanding of meaning in language, including the meaning of words, phrases, and sentences.

## 6. Pragmatic Development

Learning how to use language appropriately in different social contexts, including understanding and following conversational rules and cues.

The reason why students learn languages is crucial because motivation significantly impacts their achievements. Research in the field of language learning motivation often emphasizes several key motivational factors, such as: (1) intrinsic motivation, learning for personal satisfaction, interest, or enjoyment; (2) extrinsic motivation, learning for external rewards such as grades, career opportunities, or social recognition; (3) integrative motivation, desire to integrate and communicate with the culture of the language being learned; (4) instrumental motivation, practical reasons such as employment prospects, academic requirements, or travel needs; (5) affective factors, emotional aspects like anxiety, self – confidence, and attitudes towards the language and its speakers. To gain a deeper understanding of the various reasons driving language learners, the researcher can analyze these factors. This understanding can be used to improve teaching methods and curriculum design in order to better meet the motivational needs of students, ultimately enhancing their commitment, persistence, and success in acquiring a new language. Chamot (2004), believes that language learning strategies are the human thoughts and actions which used consciously to be able to reach out the learning goal.

When we are motivated by our own passions and interests, we are usually more dedicated and determined to achieve our goals, such as learning a new language. External pressure can often feel like a burden rather than a source of motivation. And English is one of the very important languages and as an international language, many countries using English as their native language or their foreign language. Based on the evidence, it is evident that the individual has attained an advanced level of proficiency in the second language. They demonstrate the ability to communicate fluently in both social and academic settings with minimal errors, as well as engage in higher – order thinking tasks, which signifies a high level of mastery. Although there may be some gaps in vocabulary, the overall competence and fluency indicate a strong command of the language. With continued exposure and practice, any remaining gaps can be filled over time.

Like in Indonesia especially, English considered as the foreign language and can be learned by children since their elementary school. According to Moller (2015), language learning focuses on imitation, practice, encouragement and habit formation. Nowadays, there are many ways to learn English, either through language teaching or self – directed learning. English can be learn at any time and in any places. Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (Ambrose et al, 2010, p.3).

The individual has achieved a very high level of proficiency in the second language. Fluency across all contexts, including new and academic situations, indicates a deep understanding and mastery of the language. While there may still be minor areas such as accents or occasional errors with idiomatic expressions, overall comfort and effectiveness in communication are evident. Continued practice and exposure can further refine these aspects, but the individual's ability to maneuver successfully in diverse contexts showcases a robust command of the second language.

Learning English can definitely enhance your opportunities to pursue further education in foreign countries. This language skill opens doors to studying at international institutions and accessing a broader range of academic resources. By mastering English we can have a significant impact on career development and success in the global workforce. As the predominant language of business, technology, and international communication, English proficiency can help you to connect with a broader network of professionals, access more job opportunities, and navigate a variety of industries. Furthermore, by learning English we're investing in skills that can facilitate career growth, expand your professional horizons, and open doors to new opportunities.

External expectations, such as societal pressures and academic requirements, have the potential to overshadow the personal interest and passions of young individuals. It is crucial for educators and parents to create a nurturing and encouraging atmosphere where language learning is not

merely viewed as a mandatory chore, but rather as a valuable and fulfilling pursuit. By assisting young learners in establishing connections between language acquisition and their individual interest and aspirations, the learning process can become more immersive and enjoyable for them. This approach can empower young individuals to see language learning as a meaningful and beneficial endeavor that aligns with their personal goals and ambitions. Personal connections can be a powerful motivator for language learning. Whether it's a cultural heritage, a fascination with a particular country, or simply a love for a specific language sound, these reasons can drive learners to persist even when faced with challenges. It's all about finding that passion and using it as fuel for the journey of learning.

And talking about learning languages, especially English learning, there are numerous techniques to master a language. We can learn English at school, or even outside of school. Chomsky (1950) believe that rules for language acquisition are innate, meaning all humans hold an inborn and natural capacity for language. Language acquisition is indeed the fascinating process by which humans develop the ability to understand and use language for communication. It encompasses various elements, including listening, understanding, speaking, reading and writing. This process usually begins in infancy, with children first learning to recognize and respond to sounds and then gradually expanding their skills to include vocabulary, grammar and syntax.

One of the most intriguing aspects of language is its flexibility and generativity. Even with a finite set of linguistic elements, humans can create and understand an infinite number of sentences. This capacity is rooted in the concept of recursion, a syntactic principle that allows for repeated application of certain structures, thereby creating complex and varied sentences. These recursive mechanisms enable language users to generate an endless variety of sentences and convey complex ideas. Language acquisition is supported by environmental factors, such as exposure to language and social interaction. Overall, language acquisition is a natural and complex process that allows humans to interact, share ideas and build relationships.

In today's technologically advanced world, there is a wide range of online platforms available that can be utilized for English language teaching. These online platforms offer a unique and constructive approach to learning that can significantly enhance the language skills of learners and provide a diverse array of resources and tools that cater to the unique requirements of learners, making it simpler for teachers to deliver impactful lessons. With features like video conferencing tools, interactive exercises, and language learning games, these online platforms have brought a constructive change in the way English is being taught, making it more engaging and effective for students. And because a lot of online platforms have emerged, all people can learn English through many online platforms. That is the reason why the researcher chose this topic with the title



evaluation on online platforms in English language teaching at SMP Fitra Abdi Palembang.

## **1.2 Focus and Sub Focus of the Research**

The writer presents this to focus and sub focus of the research:

### **1.2.1 Focus of the Research**

The focus of the research is to know the most frequently use of online platforms in English language teaching at SMP Fitra Abdi Palembang.

### **1.2.2 Sub Focus of the Research**

The sub focus of the research is about students' perception on online platforms at SMP Fitra Abdi Palembang.

## **1.3 The Problem of the Research**

The problem of the research can be formulated as follows:

1. What is the most frequently use of online platforms in English language teaching at SMP Fitra Abdi Palembang?
2. What is students' perception on online platforms at SMP Fitra Abdi Palembang?

## **1.4 Objective of the Research**

The objectives of this research are to find:

1. The most frequently use of online platforms in English language teaching at SMP Fitra Abdi Palembang.
2. Students' perception on online platforms at SMP Fitra Abdi Palembang.

### **1.5 Significance of the Research**

The writer expects that this research will provide benefits to English language teaching both theoretically and practically.

#### **a. Theoretical Benefits**

The writer expects to have benefits for the development of English language teaching and especially using online platforms.

#### **b. Practical Benefits**

##### 1. For students

By using an online platforms, students can be more interest to learn English and can help students' to improve their learning ability.

##### 2. For teachers

By using an online platforms, teacher can provides motivation to improve students' ability in learning English.

##### 3. For other researchers

It is expect that the result of this research will help finding references for further research.