

CHAPTER I

INTRODUCTION

This chapter covers introductory parts of the research such as background of the study, problem of the study, objective of the study, significance of the study, and scope and limitation.

A. Background of the Study

Language is a very important means of communication. It is very difficult to think of a society without language. It sharpens people's thoughts and guides and controls their entire activity.¹ English as a foreign language in Indonesia becomes significant its position. It becomes the first foreign language that is learnt in Indonesian schools and institutions.

One of institutions that serve English learning is Surabaya Heroes Toastmaster Club (SHTC). It is one of the branches of International Toastmaster in California. The member of the club is from different background, such as businessmen, professionals, employee, academicians, and high school students, university students, and teachers. In Surabaya, Toastmaster Club spreads in some locations, such as at Institute of Technology Sepuluh Nopember (ITS), PT. Telkom, Unitomo, John Robert Powers Embong Kemiri No 4, and Meeting Room SCJMS Rungkut Industri I.

¹ B. William Dharma Raja and K. Selvi. "Causes of Problems In Learning English as A Second Language as Perceived by Higher Secondary Students". *I-manager's Journal of English Language Teaching*. Vol. 1 No. 4, October – December 2011, 4

In relation with English as Foreign Language (EFL) learning, Toastmaster Club provides various types of ways in learning to enhance its members' English proficiency such as providing a lot exposures, professional English learning system, and enjoyable learning experience to the members' community, especially in improving leadership skills.

As other language institutions, there are some aspects affecting the student's English development at SHTC. One of the most significant is exposure to the language.² Exposure can be defined as one way either naturally or given, which will influence human's brain or mental condition to recognize the language.³ It refers to the contact that the learner has with the language they are trying to learn.

The study about Exposure to English is interesting for some reasons. *First*, English exposure is important in foreign language learning. By understanding exposure, the Indonesian EFL Learners will know what input that is still less and needs to be increased. Therefore, they can maximize the exposure or input to improve their English proficiency. *Second*, for Indonesian EFL teachers, they are able to identify their students' weaknesses in English learning by providing the students with adequate language exposure such as various input through listening to the class presentation, sharing idea with

² S. S Ajileye, "The Effect of Exposure to English Language Activities outside the Classroom on Written English: A Study of Selected Secondary Schools in Ilorin". *The Ilorin Journal of Education*. Vol 18. , September 1998, 5

³ Bayu Aribowo, Unpunished Undergraduate's Thesis. "*Teacher's Beliefs about English Language Exposure*". (Yogyakarta: English Language Study Sanata Dharma University, 2014), 6

classmate, giving oral presentation and asking the instructor. *Third*, studying exposure is important for schools or language institutions like SHTC, so they can evaluate the learning system to make the students better in improving their English proficiency.

Relating to the reasons and discussions above, the researcher intends to conduct the research entitled “Exposure to English at SHTC and Members’ Learning Experiences”. The similar studies have also been conducted by some researchers.

First, Lubega, conducted a research which took Uganda as its object of research where people there speak English as a second language. He found that language exposure is vital to language learning and the type and level of language proficiency that are from the language learning process is almost entirely determined by language exposure. The study shows how exposure takes a significant value even if the language has the function as a secondary language. It implies that even they already have people around them speaking the language, they still need to maintain close contact to the language in their learning process.⁴

Second, Matthew Barbee in his research which focuses on Extracurricular L2 input in Japanese EFL context concentrates at exposure, attitudes and motivation. It was informed that EFL students have much more

⁴ Lubega and Hebson Stephen, Dissertation: “*The Effect of The Nature and Amount of Exposure on Language: A Study Based on English Language proficiency of Students in Six Uganda Schools*” (University of York. 1979), 14

exposure to some extracurricular sources of English input than to others. He found that the most frequent kinds of exposure to English among Japanese EFL learners were music, online media, music with lyrics, movies/TV with subtitles, and interaction with non-native speakers. Practice with native speakers was considered the most effective factor in learning English.⁵

Third, Ajileye in her research sees the effect of exposure to English language activities outside the classroom in students' writing. It was observed that there exists a significant mutual relationship between the degree of exposure to English language use outside the classroom and performance in written English. She makes sure that an exploitation of opportunities for English language activities would definitely enhance proficiency in English language.⁶

The differences between the previous and present research are the object of research and research design. The previous studies conducted the research in quantitative method, while the present researcher employs the qualitative research design. Besides, for the object of research the present researcher takes HTC in Surabaya.

⁵ Matthew Barbee, "Extracurricular L2 Input in a Japanese EFL Context: Exposure, Attitudes and Motivation" *Second Language Studies*. Vol. 32 No.1, Fall 2013, 1

⁶ S. S Ajileye, "The Effect of Exposure to English Language Activities outside the Classroom on Written English: A Study of Selected Secondary Schools in Ilorin". *The Ilorin Journal of Education*. Vol 18. , September 1998, 5

B. Problems of the Study

Based on the statements described previously, the researcher wants to explore exposure to English at SHTC. To be more specific, the researcher formulates the problems of the study as follows:

1. How is exposure to English used by the members at SHTC?
2. What are the system used by SHTC to provide exposure to English?
3. What are the members' experiences at SHTC?

C. Objectives of the Study

In line with the problems of the study, this research is intended to:

1. Describe the exposure obtained by the members at SHTC.
2. Describe system used by SHTC to provide exposure to English.
3. Find out the members' experiences at SHTC.

D. Significances of the Study

As other studies conducted in the area of English language teaching, this research also has significance or benefit after its accomplishment. *First*, this research hopefully can provide some insight for other educational practitioners in schools or institutions with similar characteristics to construct, deconstruct, or even reflect their view about language exposure which may affect them in their way of teaching. This study will be also beneficial for the English teachers to evaluate their use of English in the classroom for maximum result of their students' proficiency. *Second*, this research gives advantages in providing valuable information related to language exposure which can lead further studies.

E. Scope and Limitation

The study merely focuses on the discussion of the exposure to English at SHTC and the experience which is still correlated with the process of learning. It only describes the system done by the committee to run the club and achieve such purpose. Therefore, the findings from this study might not be applicable or generalizable for other subjects and contexts.

F. Definition of Key Terms

This is the acknowledgement that connect the researcher and the reader to be well-organized in one point of conception to avoid dissimilar understanding about definition of key term in this thesis.

1. Surabaya Heroes Toastmaster Club (SHTC)

A branch of international community which aim to improve communicative skill conducted at Rumah Bahasa Surabaya.

2. Exposure to English

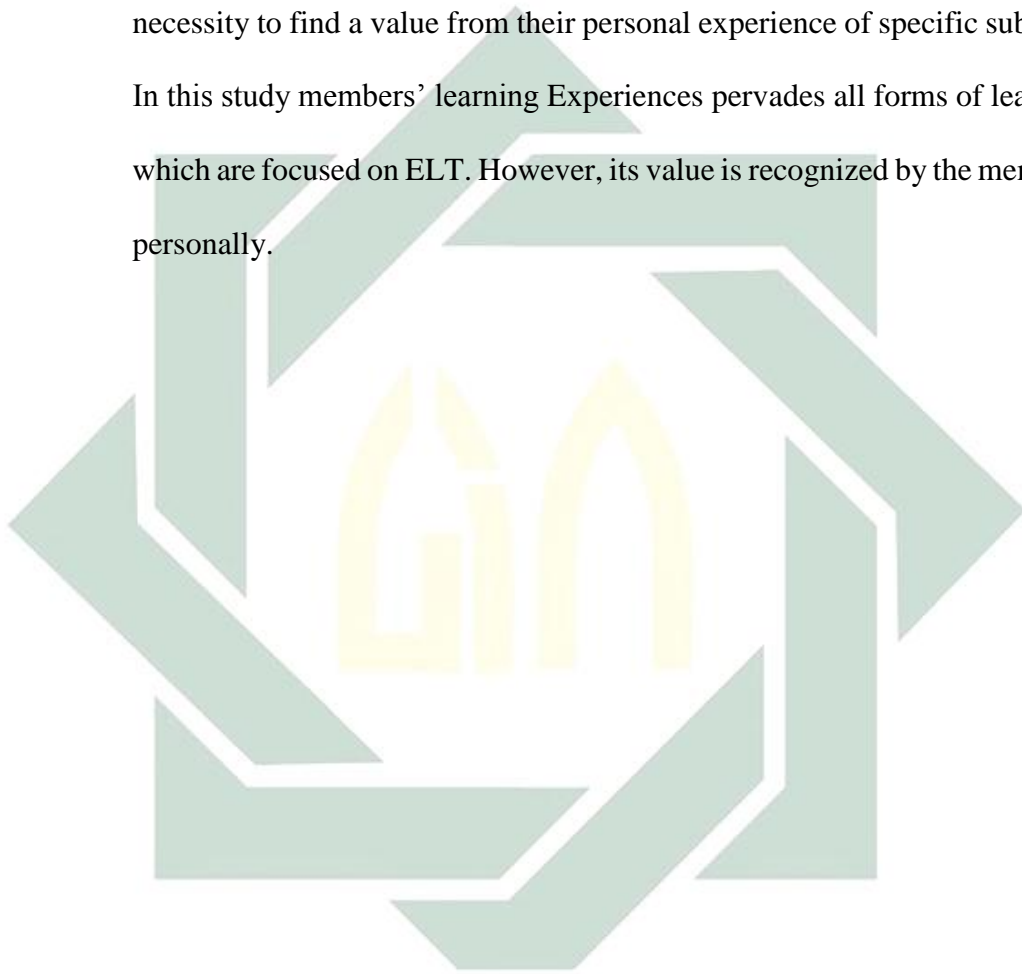
Exposure can be defined as one way either naturally or given, which will influence human's brain or mental condition to recognize the language.⁷ In this study, Exposure to English means the total amount of contacts with English which provided by SHTC in learning process in term of listening to the class presentation, sharing idea with classmates, giving oral presentation and talking with the instructor.

⁷ Bayu Aribowo, Unpunished Undergraduate's Thesis. "*Teacher's Beliefs about English Language Exposure*". (Yogyakarta: English Language Study Sanata Dharma University, 2014), 6

3. Learning Experience

Cantor state that by Experiential Learning, learner can be motivated as their necessity to find a value from their personal experience of specific subject.⁸

In this study members' learning Experiences pervades all forms of learning which are focused on ELT. However, its value is recognized by the members personally.



⁸ J.A. Cantor, *Experiential Learning in Higher Education*. (Washington, D.C.: ASHEERIC Higher Education Report No. 7, 1995), 14