

Chapter One

Introduction

In chapter one, the researcher discusses several parts, namely research background, problem (statement and boundary), research questions, research objectives, and research significance. This research is conducted to find out how students' perspectives respond to the problem of the influence of the first language on the progress of learning English.

Background of Study

Indonesia is a diverse country, ranging from customs, ethnicity, to language. There are many languages in Indonesia, and the languages are different and varied. Given the differences in language, the influence of L1 on L2 is very important to note. According to Sejuta (2017) stated "Thus, it can be seen that the first language affects the process of mastering the second language". Therefore, the influence of L1 (first language) on L2 (second language) has a great influence in all aspects.

For example, the effect of L1 on L2 in general is that it inhibits students in learning English. Because students' unfamiliarity with L2 makes them a little confused about how to express it. According to Hastuti (2015) said "Mastery of L1 is through the acquisition process while mastery of L2 is through the learning process". Because the L2 process is based on learning first, and L1 is obtained by itself.

The problems of L1 (first language) in Indonesia in learning English are very diverse. The factor of their first language is the regional language which is also very influential in the problems that students in Indonesia experience when learning English. According to Sushanti (2021) stated "Each region has a different language structure, this affects students in learning English because previously they were used to their respective regional languages"

With problems related to regional languages, there are also problems that students usually face in learning English. According to Adminmanager (2022) Almost everyone finds it difficult to learn English because of their previous accent. Accent problems are very much experienced by students when learning English in their L2 (second language).

There are so many difficulties faced by students, the difficulties faced by students are also diverse. Examples related to L1 (first language) usually occur such as students' discomfort in expression. According to Nanni (2019) "So far it is very difficult for students to speak their language in public because of the students' lack of confidence to express themselves". These difficulties greatly affect the development of students regarding the developments that exist in these students.

To overcome the difficulties faced, there are strategies that must be made to cover these difficulties. The strategies that can be used are certainly diverse and must be in accordance with what students can do. According to Rosita (2020) "the strategy

used can be to gain a deep understanding of grammar, basic words, and existing sentences”. With so many other strategies, this strategy is the basic method that students must understand and master in the future.

Statement of the Problem

In the Department of English Education Department (ELED) at university in Yogyakarta, students learn English as a foreign language. They learn English as a subject matter, and it includes all four language skills, namely listening, speaking, reading, and writing skills. The native language they speak is very diverse because they all come from different regions, tribes, and different languages. Even though they learn English as a foreign language, they can adapt their native language to their own tone.

Based on interview with students of ELED, they all have Indonesian as their L1. The introduction to the first language they know is usually Indonesian, and until they grow up, they still use Indonesian as their L1. Many students have Indonesian as their L1, which causes barriers to learning English. The influence of L1 sometimes has potential problem which can obstruct the English proficiency. It may lead the delay of the students’ English proficiency. In addition the use of L1 in English learning is a signal that students have not been able to employ English in its usage.

The L1 possessed by students apparently affects their English learning ability. L1 affects how students learn English because the English they learn is in the form of

a second language and a foreign language. Therefore, the researcher is interested in investigating the effect of L1 in influencing English learning. The aim is to find out how they overcome their L1 in Indonesian to learn English. And also to find out how they make English so that it can become a language that they can understand with all the obstacles and obstacles that exist.

Delimitation of the Problem

In this study, the researcher focuses in the difficulties faced by students in the influence of the first language on learning English, and the strategies in dealing with the influence of the first language on learning English. This researcher also explains how to overcome the L1 in learning English. In addition, researchers will conduct this research using qualitative methods.

Research Questions :

Based on the background above, several formulations of the problem can be stated as follows:

1. What are the difficulties faced by students in the influence of the first language on learning English?
2. How are the students' strategy in dealing with the influence of the first language on learning English?

Objectives of The Study

Based on the problem above, the purpose of the study several can be stated as follows:

1. To know the difficulties faced by students in the influence of the first language on learning English.
2. To find out the strategies in dealing with the influence of the first language on learning English.

Significances of the Research

This research is expected to provide valuable meaning and contribution for teachers, lecturers, students, and future researchers.

Students

This research is expected to help students in helping to deal with problems in learning English in the influence of the first language. And also know the strategies with problems in learning English in the influence of the first language.

The teachers

Teachers are expected to always and will pay attention to students' problems regarding the impact of learning English for students in their first language.

Next Researcher

This research is expected to be an adequate reference for further researchers who focus on the problem of the influence of the first language on learning English, especially for students. The researcher hopes that future researchers will gain new knowledge from this research.

Organization of The Chapter

This research Compares five chapters. The first chapter presents the introduction. It consists of the background of the study and the limitation of the problem. Then, it provides the research question and purpose of the research, and is the significance of the study.

The second chapter discusses the literature review. It reviews the definition of teaching practice program, pre-service teachers to students, presentation activity, challenges of applying presentation activity, the benefit of using presentation activity to students, strategies in applying presentation activity, review of related study, and conceptual framework.

The third chapter portrays the research methodology. It defines the type of research and the participants of the investigation. The data collection method and data analysis are explained afterward.

The fourth chapter discusses the finding and discussion of the research. In this chapter, the researcher analyzed all the data from the participants. In addition, the researcher also compared the relevant literature of the study.

The fifth chapter is the conclusion. In this chapter, the researcher described the result of the research. The researcher also compared and made it relevant to the research literature in advance.