

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to explain about background of the study, research problem, purpose of the study, significance of the study, scope and limitation of the study and the definition of key terms.

1.1 Background of The Study

Language is a tool that is very important in communications. Without the language we do not know what the people say and what the people mean. But language is used not only as a means of communication but also as a means to relate and build relationship with other people. Language Such as the statement in the book of Pinker's, *The Language Instinct* (1994 p.18) Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. The expansion of communication, information, and technologies leads the people to join the global era where there are many necessities of high qualifications and skills related to the ability in using some foreign languages. In Indonesia, English is a foreign language. Nowadays English is one of the international languages. English has an important role in this era starting from education aspect until politic. But many people and also student have a low ability to understand English and underestimate the English.

When the researcher do an interview to some students in English Department who are already working or not working about their opinion related to the importance of English in the world of work, and most of them answer if English is difficult and not importance if they have been work. But if we want to find out deeper we will know if English is some part of graduation requirements. Besides that, English also as a point plus in job requirements apart from the skill that they have, and other students also have argument if English is importance because it is include one of international langauges and needed in the world of

work because almost all tools and ways of operating using English but they reluctant to learn because they think if English is confusing in terms of pronunciation and grammar. So that make the students not interest to learning English same with the people eventhough they know if English is important in every activity. Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do it yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language.

Besides that there is so many factors that influence in process learning English that make student feel borred and not interrest eventhough they know if English is very needed. Some factors that influence in student mindset about learning English such as English is a foreign language in Indonesia so when they learn English its feel dificult because the pronunciation and the sentence are not same. Then about method and strategies that use in learning English process, may be the stategies not interrest and make the student get borred. While differences, difficulties, and disability in second language learning are varied and challenging to both learners and instructors, these problems take on a greater level of severity for immigrants who learn ESL, whose livelihood, social identity, and sense of community are threatened by often subtle and obscure language learning disadvantages (Comstock & Kamara, 2003; Schwarz, 2003). All of the statement about the problems that can influence in learning English is include in the personality factors and sociocultural factors.

Personality factors have similarity with affectivity factors. That is a factors within a person that contribute in some way to the success of language learning. Affectivity factors or affective domain related with emotional factors. Based on (

Arnold 1999), there is no doubt at all about the importance of examining personality factors in building a theory of second language acquisition. Then sociocultural factors encompass extrinsic factors. Sociocultural or social factors its about another affective aspect of the communicative process that is intersection of culture and affect. There is related between learning English and social factors based on (Robinson-Stuart & Nocon 1996; Scollon & Scollon 1995), a language is a part of a culture, and a culture is a part of language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquiring a reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture. Both linguists and anthropologists bear ample testimony of this observation.

Some SEL programs teach social and emotional skills directly. Occasionally programs address topics such as substance abuse prevention, violence prevention, health promotion, and character education. Other SEL approaches have specific curricular and instructional components that foster safe, caring, engaging, and participatory learning environments that build student attachment to school, motivation to learn, and academic achievement (Zins et al., 2004).

From all the previous research related social and emotional learning, there are studies that were not discussed in previous studies. The research carried out only focused on pure students, while for students who had worked there was no research about their social and emotional learning. According Chan (2003) in his studied about relationships between teacher emotional exhaustion and classroom. Evidence suggests that there is a relationship between teacher emotional exhaustion and classroom climate and it is across three grade levels they are elementary, intermediate (junior high school), and secondary (senior high school and student in the campus). Based on Byrne (1994) examined predictors of the three factors of burnout and found that at every grade level classroom climate was

a significant predictor of emotional exhaustion and emotional exhaustion was a significant predictor of depersonalization.

Based on the explanation related about the factor that influence in learning English above, the researcher do research in second semester of evening class at English Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik about the factor that influence in learning English. The researcher takes that subject because the researcher think they are just starting the world of education at universities either already working or not working, so that the researcher can see about their social and emotional learning specially in EFL classes. The factors to be analyze and discussed is about social factors and emotional factors. In this reserach will be discuss how the student attitude and interactions during learning English with their friends, lectures and their environment at University of Muhammadiyah Gresik.

1.2 Statement of The Problem

Based on the background of the study the researcher formulates the problem as like :

How are the social students learning and emotional students learning in second semester of evening class at English Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik ?

1.3 Purpose of The Study

Based on the problem statement, the purpose of the study is :

To describe the social students learning and emotional students learning in second semester of evening class at English Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik.

1.4 Significance of The Study

This research focuses on the relationship between social students learning and emotional students learning in EFL classes at University of Muhammadiyah Gresik.

The researcher in this research try to explain how the social and emotional students when learning in EFL classes at University of Muhammadiyah Gresik.

The researcher want to help the reader to overview about the content of the thesis.

The significance of the study is presented below :

1. Theoretical Significance

This research will give the benefit about the knowledge what the factor can influence in learning English classes related social and emotional factor.

2. Practical Significance

For the students, this research will help them to minimize the factor that can make them feel bored, lazy and maybe afraid to learning English related social and emotional factor.

For the lecturers, this research maybe can help them to more understanding what the factor that make student can not learning English well related social factors and emotional factors in learning English.

1.5 Scope and Limitation of The Study

In this study the researcher will focus on observing the social students learning and emotional students learning in EFL classes at University of Muhammadiyah Gresik.

The first scope of this study is student of English Department in University of Muhammadiyah Gresik. And the limitation of the subject are some student at second semester in evening class.

1.6 Definition of Key Terms

Social Learning : Learning about behaviour that is controlled by environmental influences rather than by innate power or internal forces.

Emotional Learning : Learning about how to control the emotion and include controlled about the personality.