

CHAPTER I

INTRODUCTION

A. Research Background

In the era of Globalization, learning English could be crucial to communicate because English is an international language. English has become the world's most important language. It is utilized as a means of communication between people from various countries. English is also essential in various fields such as economics, politics, culture, communication, and education. English is currently used as a language of instruction in many countries. Indonesia has adopted English as a communication tool to establish relationships with other countries. Indonesia uses English as a second language. That is why English lessons are included in the main classes of every elementary, junior high, and high school level.

Nowadays, many people have learned English because they realize that English is essential as one of the world's international languages. Regarding this issue, the head of Parit Baru Village is interested in introducing English to his citizens. Working with IKIP PGRI Pontianak realized the English Learning program named English Village. This program implements MBKM (Freedom of Learning – Merdeka Campus) with the help of English language education programs that directly participate in this program as a form of community service. English village is one of the English learning programs outside the classroom with fun learning methods because, in addition to introducing English, this English Village program aims to build learners' interest in English. Because interest will affect the desire and ability to learn English, another essential thing from English Village is to improve the quality of human resources significantly affect the progress of a country. It becomes essential for the government to introduce English early in the country.

In 2020, the English village program was launched for the first time. The community in Parit Baru was very enthusiastic about this program. The English village program is implemented for four weeks with one weekly meeting.

Furthermore, classes are also held on weekends to not interfere with their learning at school. According to (Kusumaningsih et al., 2020), 173 students from early, elementary, and secondary education participated in the program, which lasted four meetings. The students are highly enthusiastic about joining the program. Moreover, the head of Parit Baru and his staff are highly enthusiastic about providing infrastructure and promoting the program to their community.

Students' and parents' opinions, perceptions, and suggestions will be required to build this program. because students' and parents' views may be used as a reference for improving English villages in the future Perception is a stimulus that is sensed by the individual, organized then interpreted so that the individual realizes and understands what is sensed. From time to time, we may talk about how things look to us, what an experience is like, or how an experience feels. As a result, researcher can understand the extraordinary nature of that experience by stimulating the senses or data, values, and responses (Zigman, 2018, p. 2). Perception, after defining the word, may be defined as the process of people perceiving, concluding, and reacting to an acquiring item via the sensory process. Students' impressions are a reflection of their reactions after participating in the English Village program. Due to diverse perceptions of each person, the perception may seem differently for each individual.

Previous study about the perception of English village it had been conducted by Azizah *et al.*, n.d. (2021) entitled "Students' Self Perception Toward Their Speaking Fluency After Taking English Course in Kampung Inggris Pare" the result of this study found that graduated students of *Kampung Inggris Pare* perception on their speaking fluency, students perceived that they have intermediate speaking level after joining English course In *Kampung Inggris Pare*. It means they got an improvement on it. The other research was conducted by (Mustakim & Ismail, 2018) under "The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang." The result showed a significant influence on

the students' improvement in speaking skills after the English camp strategy was applied. Another study related to the English village program was also conducted by Ardiani, (2017) under the title Students' Perception on the Influence of Kampung Inggris Pare Course Toward Their Speaking Skills. The results showed EED UMY's students' batch 2013 speaking skills. Researchers also found that learning in Pare was the best place to help students improve their English language skills, and in this study, it was also found that Pare English Village was also the best place to learn English. The previous research on perception was conducted by Ephias, Newman, & Dzirkure (2015). Their research was focused on parents' and teachers' perceptions of learning a language in early childhood. This research took place in Norton district in Zimbabwe, whose mother tongue is not English but Shona and Ndebele. The research used thirty teachers, fifty parents, and one curriculum development expert to be interviewed as a participant; it was found that parents primarily agreed if the teacher was using English in the teaching and learning process in the class.

Based on some of the previous studies above, this research has discussed the perception of the English village program. What distinguishes this research from previous research is that this research will focus on describing the perceptions of students and parents towards the English Villgae program of Parit Baru. The importance of knowing the perception of parents and learners is to evaluate the following program and take policies from IKIP PGRI Pontianak and Parit Baru Village. That is why this research is so important to do. In this study, the participants were students from the age of 5 to 13 years and the parents of students who took part in the Kampung English Parit Baru program.

In the light of the discussion above, the researcher decided to know about students' and parents' perceptions during the Kampung English program in Parit Baru Village and compiled them in research entitled "Students' and Parents' Perception of English Village of Parit Baru".

B. Research Questions

1. What are the students' perception of the English Village program of Parit Baru?
2. What are the parents' perceptions and suggestions of the English Village program of Parit Baru?

C. Research Purpose

1. To investigate the students' perception of the English Village program of Parit Baru.
2. To find out the parents' perception and suggestions of the English Village program of Parit Baru.

D. Significant of Research

1. Theoretical Banefits

The research conducted by the researchers is expected to contribute to the application of learning methods in English Villages and become a reference for improvements for English Villages in the future. This research is expected to be used as a reference and research material by further researchers interested in studying and applying this material.

2. Practical Benefits

- a. To IKIP PGRI Pontianak

Especially for IKIP PGRI as an Institution that organizes this program and the English Language Education study program that contributes and are implementers down the field directly into the English Village program, this research is expected to evaluate the development of the English Village program in the future.

- b. To Parit Baru Village

The findings of this research will be used to help Parit Baru Village develop an English village in the future.

c. To the Lecturer of English

For English lecturers who have been active in realizing English Village programs, this research is expected to motivate the development of the English Village program.

d. To the Researcher

For the researcher, the results of this study are expected to increase knowledge and experience and become future learning when it is proper to become a teacher.

e. To Other Researcher

For another researcher, this study is expected to inspire even better. This research is also expected to be a reference, source of information, and reference for further research.

E. Scope of Research

1. Research Variable

Variable refers to the person, place, object, or phenomenon that will be the object of research to obtain information and be drawn conclusions. According to Kaur (2013), a variable is defined as attributes or qualities that describe an object, for example, the characteristic of the person, gender, social skills, achievements, etc. In addition, a variable is central to research because the title of the research is made up of it, and it is also the focus of this study (Oyebanji, 2017). In this research, there is only a single variable. The single variable in this research is the parents' and students' perception of the English village program at Parit Baru.

2. Research Terminology

To avoid misunderstanding this research, the researcher would like to explain the terminologies as follows:

a. Perception

Perception is the meaning, interpretation, and conclusion of a stimulus obtained from the process that starts from receiving the stimulus, identifying, organizing, and interpreting the incoming stimulus. It is

based on the judgments of what we see, hear, and feel. Based on this, perception can be expressed because of feelings, thinking skills, and experiences.

b. English Village Program

English Village is a cooperation program between IKIP PGRI Pontianak and Parit Baru Village, which organizes a English learning forum for early, elementary, and secondary education children.

c. Parents

Parents in this study are parents whose children are participants of the English Village program of Parit Baru in the academic year of 2021.

d. Students

Students in this study are learners who follow the English Village program in the academic year of 2021. English village participants are early childhood, elementary, and middle-aged students around five until twelve years old.