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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English cannot be ignored in this globalization era. It can connect a country to other countries, because it regards as an international language. It is also the most widely-learned and spoken second or foreign language in many countries. Crystal, 1994 (in Lauder, 2008) estimates that one in four of the world's populations are able to communicate English. It makes English as the important part in many countries.

The status of English in Indonesia is different from Indonesia's neighbors such as Malaysia, Philippines, India, and Singapore. It is not as a foreign language, but it is known as a second language, because English has many important functions in those countries involving business, education and government. In Malaysia, the large numbers of people use English in daily activity to communicate with others. They also often mix between Malay and English. It shows that they have been promoting the use of English for international communication.

English is also taught at universities in Indonesia, such as State Islamic University Sultan Syarif Kasim Riau as one of the universities in Pekanbaru. This university offers several educational programs which are separated into different faculties. For instance: Faculty of Psychology; Faculty of Education



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and Teachers Training; Faculty of Law, etc. The students not only come from domestic, but also come from other countries to continue their study in this campus.

English Education Department is one of the favorite majors that is offered by Faculty of Education and Teachers Training at State Islamic University of Sultan Syarif Kasim Riau. It also has foreign students from Asian countries. By having foreign students, it gives the new experiences for domestic students and it brings educational and cultural diversity.

As the foreign students, they will face different language, culture, life society, academic environment, friendship, etc. It will become the challenges that must be faced while they are in a country in which English is not as a second language for Indonesian people. They come from different countries. Each country has its own characteristics, mainly in using English to communicate. It demands them to have good English proficiency.

This diversity makes a space between domestic students and foreign students, because they tend to be individualist in campus environment. The main cause is different language in communication. Most of the foreign students do not have good English proficiency. It makes other students reluctant to make a friend with them. Instead, the diversity opens the chance both of domestic students and foreign students to understand and learn cultural diversity.



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The writer once had a classmate who came from an Asian country. She was an inactive student. She only listened without talking alot. She seldom used her English. It showed in learning teaching process, while lecturers tried to speak by asking her a question in English, but she could not say anything. Almost all of the participants in the classroom were hard to have good communication with her. She only wanted to speak with certain students who could understand her ability. The writer thought that it was caused of her lack of English and it was related to her English proficiency.

In line with Ford, 2009 (in Tsukamoto, 2012) notes there are students who enter universities without having mastered fundamental English skills. In addition, due to the diverse methods of university entrance exams, some students are admitted to university without having to take language (English) exams.

As Ford explained, students are required to have English proficiency by following some English tests as requirements before entering universities, especially for foreign students. It can give the information about students' English proficiency. Vice versa, foreign students who are accepted by the university without having language exams will get more difficulties while they are in the campus environment.

The issue of foreign students' proficiency in English while entering the university influence overall social and academic success of international students. It makes the writer assumes that there are some factors that

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influence foreign students to promote and hinder in using English while they are connected in a communication.

Based on the writer's experience that once had a foreign classmate above, the writer is interested in studying about factors promoting and hindering foreign students in using English. It can give the new insights to English environment in campus expected to make international students successful in their study. Accordingly, the writer carries out the research entitled *"The Analysis of Factors Promoting and Hindering Foreign Students in Using English at State Islamic University of Sultan Syarif Kasim Riau."*

## **B. Problem**

### **1. Identification of Problem**

Based on the explanation above, the writer identified the problems as follows:

- a. Why were the foreign students hard to communicate with other people by using English?
- b. Why did the foreign students tend to be an individualist in their academic environment?
- c. Why did the foreign students choose to study abroad meanwhile English is not their first or second language?

### **2. Limitation of the Problems**

This research is limited to study about:

- a. Factors of the foreign students to promote to use English.

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- b. Factors of the foreign students to hinder to use English.

### **3. Formulation of the Problem**

In reference to the background above, this research is focused on the factors of foreign students' perception on using English as the instructional teaching communication. So, the writer specifies the problems into the following research questions:

- a. What factors promote foreign students use of English at State Islamic University of Sultan Syarif Kasim Riau?
- b. What factors hinder foreign students use of English at State Islamic University of Sultan Syarif Kasim Riau?

### **C. Objective and Significance of the Research**

#### **1. Objective of the Research**

The purposes of this research are as follows:

- a. To describe what factors promote foreign students to use English at State Islamic University of Sultan Syarif Kasim Riau?
- b. To describe what factors hinder foreign students to use English at State Islamic University of Sultan Syarif Kasim Riau?

#### **2. Significance of the Research**

The writer hopes these research findings are expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language. Specifically, since this study is conducted at State Islamic University of Sultan Syarif Kasim Riau, the results would seem to be



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more significant to State Islamic University of Sultan Syarif Kasim Riau. Perhaps, the university can facilitate foreign students in learning English and Indonesian language by giving a language course as the preparation for them before starting their campus life. It aims at making foreign students' success in learning at the university.

## **D. Definition of Terms**

### **1. Factor Promoting**

Factor is used to determine which unobserved latent variables (Richards and Schmidt, 2010). Meanwhile, promote is similar to encouragement which refers to make someone more likely to do something (Cambridge University Press, 2016). So, factors promoting in using English is to find out what factors underlie foreign students to communicate in English.

### **2. Factor Hindering**

Hinder refers to limit the ability of someone who can emerge not to do something. It involves someone in a situation that can limit personal development (Cambridge University Press, 2016). Factors hindering in using English is to find out what factors underlie foreign students reluctant to communicate in English.

## **E. Reasons for Choosing the Title**

There are some reasons that make writer interested in carrying out this research. This research is conducted based on the following reasons:

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1. There is no formal data of English test of foreign students. So that, there is no information about foreign students' English proficiency.
2. Indonesian study conducted after the lecture begins.
3. There is no intensive class for cross cultural understanding of Indonesian culture such as social environment and campus environment.