

CHAPTER I

INTRODUCTION

1.1.BACKGROUND OF THE STUDY

In the last few years, English speaking schools in Semarang have grown rapidly. Society views English speaking schools as a good educational institution. Therefore, they have high expectations of such schools. Some of the English speaking schools in Semarang have native English teachers. The aim is to prove to the parents that their institution is good enough for their children. Some parents believe their children will be better learners when they enroll in English speaking schools because they will make their children bilingual.

Parents who send their children to English speaking schools spend more money on their children's education. It is not a secret that the tuitions of English speaking schools are more expensive than those of regular schools. So, it is understandable if parents expect the best services from the schools. Therefore, schools are expected to give their best services, including all supporting aspects of education, such as facilities, curriculum, and teachers. Previous research related to the bilingual program teachers' communicative competence enhancement described the schools' background and preparation to run bilingual programs, teachers' background and experience in teaching using English, and the challenges related to communicative competence faced by teachers inside and outside the classrooms (Hartono, Saleh, Warsono, & Anggani, 2018). The study results show that not all teachers who teach in the English speaking program have good English competence. Apart from the fact that probably not all teachers of English speaking programs are reasonable, there are still many parents who are interested in sending their children to such a program. Their decisions must be based on some reasons, such as their perceptions towards English speaking schools. This study

is trying to analyze parents' perceptions and expectations towards the English speaking programs and the challenges that teachers face to fulfill the parents' expectations. It took place at several primary schools with English speaking programs in Semarang, and it involved 50 parents. The result of this study is expected to provide valuable inputs for policymakers and school leaders to improve the quality of both pre and in-service teachers at English speaking schools.

1.2. FIELD OF THE STUDY

This research is related to the field of applied Linguistics.

1.3. SCOPE OF THE STUDY

This study focuses on applied linguistics, particularly on parents' perceptions and expectations towards English speaking schools. This study also highlights the challenges faced by teachers to fulfill the parent's expectations. However, this study is only limited to some English speaking schools in Semarang due to time limitations.

1.4. RESEARCH QUESTIONS

In her study, the writer would like to address the following research questions:

1. What are the parents' perceptions of English speaking schools?
2. What are the parents' expectations toward the English speaking schools?
3. What are the challenges that English speaking school teachers face to fulfill parents' expectations?

1.5. OBJECTIVES OF THE STUDY

From the problem formulations mentioned above, the writer has three objectives to answer the problem formulation:

1. To reveal parents' perceptions of English speaking schools.
2. To know parents' expectations toward English speaking schools.
3. To describe the challenges that English speaking school teachers face fulfilling parent's expectations.

1.6.SIGNIFICANCE OF THE STUDY

The result of this study is expected to be valuable input for the applied linguistics field in improving the quality of both pre- and in-service teachers at English-speaking schools.

1.7.DEFINITION OF TERMS

1. Perception

In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses." (Qiong, 2017)

2. Expectation

Expectations are linked to the idea of expecting in several ways and here we are interested in two of them. First, when one talk about the expectations present in a community, one refers to what is expected from us, as well as what one can expect from others. They are presented as standards of what should happen. Second, people may adopt these standards and, according to what they say or do, this adoption is attributed to them. This attribution is

expressed by saying that persons *have* expectations and having an expectation means to expect *something*. The reference to that something places expectations in the group of the propositional attitudes, with desires and beliefs.(Sebastian Figueroa, 2015)

3. English Speaking Schools

English speaking school is a school which applied English language in their daily activities or instruction. It is a place which has the rule of speaking English only on their area.

