

# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, scope and limitation of the study, significance of the study, definition of key terms.

### A. Background of the Study

In the past two decades, the monolingual approach has been questioned and re-examined, in consideration of the fact that it is more based on political grounds than on methodological ones (Auerbach, 1993; Cole, 1998; Lucas & Kantz, 1994). Since then, there has been a movement of promoting the use of the mother tongue (L1) in the language classroom. Several justifications for its use in the language classroom of adult EFL learners have been voiced by scholars.

The use of L1 in the teaching and learning is aimed to make second language learning more efficient. In the language classroom, L1 has been used for various purposes. “Don’t ban mother-tongue use but encourage attempts to use the target language” (Willis, 1996, p. 30). This is one of the voices that call for reconsidering the role of L1 in L2 classrooms. This call supports many other researchers’ voices who urge re-establishing L1 in L2 classrooms after its use has been banned for many years. The exclusive use of English in English language classrooms has been the subject of significant debate. Many teachers and students are calling for re-examining the role of students’ first language (L1), in English language classrooms (L2) where

teachers and students share the same L1. The use of students' L1 is an arguable issue in English language education. Whether or not to use L1 has been argued since the implementation of the Direct Method of teaching English in the 20th century. This approach has had an effect on the way English is taught until today.

In Indonesia, English Language Teaching context, some educational institutions still prefer to adopt the monolingual approach. This act is probably motivated by the government's positive attitude towards the globalization era in which English plays an important role in the fields of science and technology, socio-political relations, and economical growth (Dardjowidjojo, 2002, p. 50-51). The Ministry of Education and Culture issued the 1998 Official Policy. The policy allows English to be used as a medium of instruction especially at the tertiary level (2002, p. 51). Since then, many educational institutions, even at the primary level, have been competing in serving an English-only environment in their institutions. The policy, therefore, may have influenced and shaped teachers' and students' attitudes towards the use of English for the whole lesson in class. Another possible reason to keep the policy is that English, in Indonesia, is studied as a foreign language and there is very little opportunity to use English outside the classroom. Hence, the use of the mother tongue in the classroom may be seen as undermining opportunities for the students to use and be exposed to English.

Despite the fact that the monolingual approach is still being preserved by some institutions in Indonesia, researchers believe that teachers and students have their own individual beliefs and attitudes towards how the language of communication should be used in the classroom which, as Johnson (1995) points out, is a vital aspect that mediates teaching, learning, and second language acquisition. However, Atkinson (1993) cautions the danger of the overuse of the mother tongue in the classroom. He suggests that the mother tongue should be used to make meaningful communication and should also be used as a technique to encourage the learners to be able to find a way of expressing their meaning in the target language. However, it is still unclear how much mother tongue can be used or allowed in the language classroom so as to draw the line between the use and overuse of the mother tongue.

Several language theorists and researchers have emphasised the focus on L2. Krashen (1981), for instance, claimed that comprehensible input provides opportunities for subconscious and implicit learning which leads to achieving language competence. Krashen also believes that second language acquisition can occur only when there is comprehensible input. The learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Then it can be defined that 'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words

and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience. Thus, textbook-reading is certainly a good source for rich language input for students, which is a potential source for intake or language acquisition. The acquisition can happen when the input is comprehensible. To comprehend that input of study can be assisted with domination of grammar which have been obtained previously.

In any other case which is happening at IAIN Palangka Raya Campus, the learning activities used Bahasa Indonesia as medium of instruction in speaking class. Based on the observation on several students, and self experiences studying at IAIN Palangka Raya since 2011 till now, it was found that Bahasa Indonesia was still used in the reality of Medium-Instruction. The usage of Bahasa Indonesia was used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it may inhibit the process of acquiring English and undermine the very existence of an EMI program (Kuncoro, 2015, p. 2). To known, EMI (English as a Medium of Instruction) is simply describes the practice of teaching an academic subject through English which is not the first language of the majority population. This is the same feel with the researcher experience study in IAIN Palangka Raya since 2013, some of lecturers try to defend EMI

program in English learning and partly is not, in speaking class. The students is not capable to use full English in learning because they are not a native speaker.

Another case is learning activities in the speaking class, in learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Indonesia have many kinds of culture and ethnic such as Java's ethnic, Dayak's ethnic, Banjar ethnic, etc. And the L1 is very influence the students' to learning L2. This research specialize to speaking class to become object.

From that realities and reason above the researcher is interested to study about **“English Students’ Perceptions In Using Indonesian At Speaking For Group Activities Class In Third Semester Of English Education Study Program Of IAIN Palangka Raya”**. The researcher wants to know about their opinion in order to create English learning in IAIN Palangka Raya Campus more appropriate and efficient.

## **B. Research Problem**

The problem of study is “How do the EFL students of English Department perceive the use of Indonesian during speaking activities in classroom”?

## **C. Objective of the Study**

The objective of the study of this research is to know the english students’ perception in using indonesian at speaking for group activities class.

#### **D. Scope and Limitation**

According to the background of the study, the researcher needs to make the scope and limitation of the research object in order to make the topic focus. This study belongs to survey research. It takes place at IAIN Palangka Raya, specifically in the third semester of the English Education Study Program. The research is conducted in the speaking for group activities class. Another English subject is not included in this research, results from this research cannot be continued or not influence the next speaking subject.

#### **E. Significance of the Study**

1. **Theoretically**, this study can support the theory of use of L1 in English language teaching learning. And perception of L1 gives benefit study for researchers from the results of this study.
2. **Practically**
  - Lecturer, one of the considerations in designing teaching procedure/design.
  - Students, preferred using Indonesian in certain situations and for specific reasons.
  - Institution, one of the considerations in developing curriculum.
  - Future Researcher, would be a useful additional reference.

#### **F. Definition of the Key Term**

There are some definitions of key terms in this research that are namely :

1. Perception : Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed results of

simulation or sensory receptor in the eyes, ears, nose tongue, or skin (Lindsay and Ary, 1997, p. 48). In this study, perception means that students have their own opinion toward something that get from teaching learning process and how they react toward it.

2. Indonesian : Indonesian (Bahasa Indonesia [ba'hasa indone'sia]) is the official language of Indonesia. It is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries (Sneddon, 2004, p. 14). The Indonesian name for the language is Bahasa Indonesia (literally "the language of Indonesia"). This term is also occasionally found in English and other languages.
3. Speaking for Group Activities : Is a class that is in English study program on IAIN Palangka Raya campus, here students can improve speaking skills, speak fluently, practice speaking in public using English and others. This class is only available in the 3<sup>rd</sup> semester, and the requirement to take this class must pass the speaking subject for everyday communication.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains definition related studies, definition of perceptions, Indonesian language, and the effective language teaching.

#### **A. Related Studies**

First, the research done by Haifa AL-NOFAIE, in Novitas-ROYAL (Research on Youth and Language), from Newcastle University, studied about the attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools. This paper examined the attitudes of Saudi teachers and students towards employing Arabic as a facilitating tool in English classes, a topic which has gained wide attention recently. The present study was a case study which investigated teachers' and students' attitudes towards this issue in a Saudi intermediate school for females. To reach a clear understanding of this issue, the study focused on one intermediate classroom which had 30 students and three teachers of English in the entire school. Three research tools were used for gathering data: questionnaires, interviews and four observations of one classroom. The results revealed that the attitudes of the teachers and the students about using Arabic were generally positive. The participants preferred using Arabic in certain situations and for specific reasons. Although the attitudes of the teachers and the students received agreements, there were other points on which they disagreed.

This study has similarities and differences with this research. The similarities both use the same research design that is using L1 in EFL. But

there is a difference between these studies. The research conducted by Haifa AL-NOFAIE is focus on students and teacher attitudes. While the focus of this study is students perception.

Second, the research done by Wafa Abdo Ahmed Al Sharaeai, from Iowa State University, studied about students' perspectives on the use of L1 in english classrooms, The current study looks into the reasons and perspectives students have about the use of their first language in English classrooms. It analyzes their opinions on different issues connected to first language use. The analysis for this paper was conducted on data from an online survey and follow-up interviews based on 51 total participants. The results showed that students used their first language for a variety of reasons. The amount of first language used also differed. The results also showed that patterns emerged when considering the participants' language backgrounds, age, and the English language proficiency level.

This research has in common with this research. The similarity of both is to examine the use of L1 in english classroom. However, there is a difference between the studies. The participants of this research conducted by Wafa Abdo Ahmed Al Sharaeai were strictly English learners either in the present time or in the past, from different linguistic backgrounds and English proficiency levels which is chinese and arabic. , whereas the participants of this research only students in third semester of IAIN Palangka Raya.

Third, the research done by Christine Manara, from school of foreign languages – satya wacana, Indonesia studied about the use of L1 support:

teachers' and students' opinions and practices in an Indonesian context, This paper aims to find out teachers' and students' opinions of the use of the mother tongue in the EFL classroom as opposed to the monolingual method which has been adopted in educational institutions in Indonesia. The study also investigated the teachers' and students' decision making of when to use L1 in their teaching and learning activity in the classroom. The findings revealed that the majority of the teachers and students believe that English should be used to the fullest. Nonetheless, much as they desire to maintain the maximum use of English, the mother tongue is still present in their classroom practice in different settings.

This research has similarities and differences with this research. The similarity of both lies in the usefulness of L1 in English language learning. However, there is a difference in research done by Christine Manara is investigated the teachers' and students' decision making of when to use L1 in their teaching and learning activity in the classroom while this research is to know the students' opinion about L1 uses in EFL class.

Fourth, the research done by Anne Ratna S, from *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 82 Ninth International Conference on Applied Linguistics (CONAPLIN 9) studied about controversy behind applying EMI (English as the medium of instruction) among EFL students, This study attempts to figure out the factors which lead to the controversy towards applying the rule of English as the Medium of Instruction (henceforth EMI) among EFL students. The study also aims to

investigate the perspectives of EFL freshmen and EFL lecturers towards applying EMI in EFL class. The researcher collected the data through questionnaire and interview towards 40 students from four different years and ten lecturers. Speaking class was chosen to be the sample where EMI was applied. The data, which were analyzed by using descriptive analysis, revealed that the factors which led to controversy towards the rule of EMI in EFL Speaking class were the benefits and the challenges of EMI. The result from the study show the positive respons from respondents, more than 50% of respondents out of 40 freshmen students (95%) stated that they like attending speaking class with English as the only medium instruction (EMI). This result was supported by the result of interview towards 40 students from different semesters and ten lecturers who also more than 50% agreed with the implementation of EMI among students of English Program (82.5% and 90% respectively). The respondents assumed that EMI gave the students more opportunity to practice speaking English. However, EMI program was also found to bring about the dilemma among students and lecturers who taught the subjects which required explanation in the mother tongue.

This research has similarities and differences with this research. Similarity both are the same researching in speaking class. However, there is a difference between those researches. Research done by Anne Ratna S is focus on controversy behind applying emi (english as the medium of instruction) among efl students, while this research is focus on perspective of the students in using L1.

Fifth, the research done by Leila Mahmoudi, from Faculty of Languages and Linguistics, University of Malaya (UM) 50603, Kuala Lumpur, Malaysia studied about the use of Persian in the EFL classroom—the case of English teaching and learning at pre-university level in Iran. This study was conducted to observe classroom dynamics in terms of the quantity of use of L1 in two randomly-selected pre-university English classes in Ahvaz, Iran. The objective was to seek both students and teachers' perceptions and attitudes towards the use of L1 in L2 classes. The classes were observed and video-taped for 6 sessions and the teachers and four high-achieving/low-achieving students were interviewed. The findings showed that an excessive use of Persian could have a de-motivating effect on students. Hence, the interviewed students voiced dissatisfaction with the untimely use and domination of L1 in L2 classes.

This research has in common with this research. The similarity of both is descriptive research. However, there is a difference between the studies. The difference is in L1 background, research conducted by Leila Mahmoudi studied about Persians, whereas this research study about Bahasa.

Sixth, the research done by Souvannasy Bouangeune, from Department of English, Faculty of Letters, National University of Laos studied about using L1 in teaching vocabulary to low English proficiency level students: a case study at the National University of Laos. Many English professionals do not seem to pay much attention to the use of L1 in English language classrooms, based on the tenets that English should be taught in English to expose the

learners to English which would enhance their knowledge of English and accelerate their learning. While research findings have been inconsistent in relation to this position, the results of the present study found evidence to the contrary. Using 169 students of a low proficiency level, it was found that using learners' mother tongue (L1) to teach English as a foreign language in Laos enhanced their retention of new vocabulary items both in isolation and in context. This is possibly due to clear definitions and explanations in L1, dictation quiz and translation exercises in the classroom. This would have implications for English professionals.

This study has in similarities and differences with this research. The similarities both use the same focus on L1. The differences, research conducted by Souvannasy Bouangeune is more leads to teaching vocabulary, while this research leads to activity in speaking class.

Seventh, the research done by Andrea Koucká, from University Of Pardubice Faculty Of Arts And Philosophy Department Of English And American Studies studied about the role of mother tongue in english language teaching. The role of mother tongue in second language acquisition has been the subject of much debate and controversy. This paper reports on different views and methods in teaching English throughout the history and tries to find out what is the role of mother tongue in foreign language teaching. The practical part deals with a piece of research carried out in teaching environment using the audio and video recordings of teacher trainees and analyses teachers' usage of mother tongue in their own teaching. The paper

suggests that a systematic use of target language and a minimal use of mother tongue in English language classroom may provide learners with explicit knowledge of the target language systems.

This research has similarities and differences with this research. The similarity of both lies in L1. However, there is a difference in research done by Andrea Koucká is about the role of mother tongue in English language teaching while this research is students' perceptions in using Bahasa at speaking for group activities class.

## **B. Definition of Perceptions**

### **1. Concept of Perceptions**

Definition of perception According to Nelson and Quick (1997, p. 83-84), perception is the process of interpreting information about another person. What this definition has clearly highlighted for our attention is that the opinions we form about another person depends on the amount of information available to us and the extent to which we are able to correctly interpret the information we have acquired. In another people have on a particular situation, the capacity to interpret the information that we all have.

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to its scope as postulated, which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are

familiar in everyday life (Eggen & Kauchak, 2001, p. 15). Eggen and Kauchak gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning. Research findings have corroborated this claim that background knowledge resulting from experience strongly influences perception.

According to Baron & Byrne (2001, p. 21), “social perception” which is the process through which we attempt to understand other persons. attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).

The term “apperception” can also be used for the term under study. apperception is an extremely useful word in pedagogy, and offers a convenient name for a process to which every teacher must frequently refer. It means the act of taking a thing into the mind.

The relatedness of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or

others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be deduced. firstly, perception cannot be done in vacuum, it depends on some background information that will trigger a reaction.

According to Lindsay & Ary, perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception describes one's ultimate experience of the world and typically involves further processing of sensory input. Perception is a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters (Norjannah, 2011, p. 33). Perception on the other hand is a process of justifying or organizing the whole picture of the world. Every person has different perception on the same thing. It is because of the factors of the person's knowledge of the world and his feeling of that.

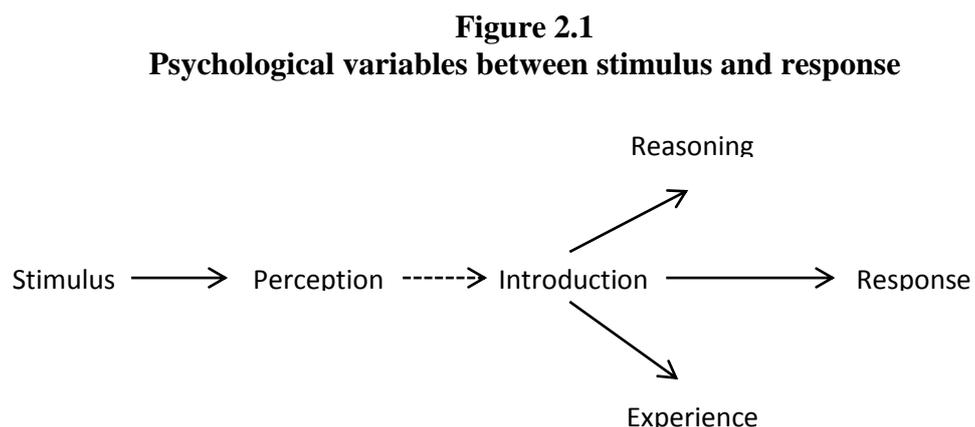
Joseph & Friends (1992, p. 391-402) say, perception is how you look at others and the world around you. Because your total awareness of the world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of

your self, and what you think of your self will influence how you look at the world.

Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

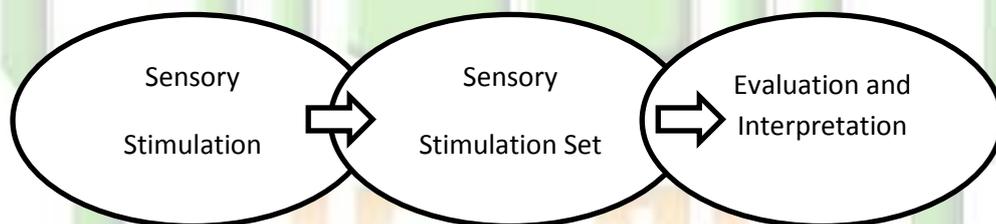
## 2. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub processes, feeling, and reasoning (Sobur, 2009, p. 447). As the statement above that the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the writer decides that experience is able than feeling to product the opinion. It can be seen in as the diagram below :



The process of students' perception through three stages (Sobur, 2009, p. 449). First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It can be draw as follow :

**Figure 2.2**  
**Students' Perception Process**



### 3. Perception and Reality

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for

example by European Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator.

There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into simultaneous signals.

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notice).

### **C. The Definition of L1**

The term of L1 refers to first language, mother tongue, and native language. It is in line with, Pokharel, B. R. as quoted by Raj (2011, p. 42) saying, First Language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and/or it is the language of the country where he is living. It means, the language, mother tongue, and native language can be defined as the language in which people acquire it first in their childhood because it is their family's language or the language of their country where they are living.

## **1. Supporting Theories towards the Use of L1**

The use of L1 in EFL classroom still raises some arguments both supporting and opposing. Some theories state that the use of L1 in learning and teaching a foreign language is helpful. The other theories, however, state that the use of L1 is baneful in EFL classroom. This part will discuss about the theories supporting the use of L1 in teaching and learning a foreign language.

Learning a new language such as learning a second or foreign language is quite difficult for the lower level students. They will get the difficulties in acquiring and learning the target language. They need a tool to comprehend the materials of the target language. Finally, they will use their first language as a tool helping them in comprehending the materials of the target language. In line with this, Mart (2013, p. 10) states, “It is impossible to prohibit the use of L1 especially at lower levels.” It is obvious that to exclude their first language in the classroom is impossible since the use of L1 gives the benefit for the students especially the lower level students in acquiring and learning the target language.

## **2. Opposing Theories towards the Use of L1**

The last part has discussed about the supporting theories towards the use of L1 in EFL classroom. Therefore, this part will discuss about the opposing theories towards the use of L1 in foreign language classroom.

Some theories believe that the use of L1 is baneful, and it should be excluded in EFL classroom.

The students have to practice by using target language if they want to be able to communicate in the target language. It means that if they want to communicate by using English, they have to practice by using English itself. It is as claimed by Harmer (2007, p. 53), “We learn to do something by doing it, and if the goal of language is communication, then communicating as we learn is the best way to go about it.” In other words, using English in the classroom is the best way for the students to learn a foreign language.

The use of L1 will make the students get an obstacle to explore their ability in the target language, if the students use their L1 too often. They will be accustomed to use their L1, and it will become their obstacle in acquiring the target language. According to Harmer (2001) as quoted by Mart (2013, p. 12), “The overuse of L1 restricts the students’ exposure to the target language.” In other words, the students will get an obstacle in mastering the target language if the students use their L1 too often.

Briefly, the use of L1 should be excluded in EFL classroom. The students have to use English itself if they want to communicate in the target language. Beside of that, if the students use their L1 when they are learning a foreign language, they will get obstacle to explore their ability in the target language even though they are capable to explore it by using

target language. It seems like the use of L1 makes the students keep silent in the target language.

#### **D. The Native Language**

Native language can be defined as the language that a person has grown up speaking from early childhood or the language acquired first like Javanese, Sudanese, Bahasa Indonesia and etc. Besides that, own language also called as mother tongue. Mother tongue is one's first language. It is used for the language that a person learnt at home usually from his or her parent (Richards et al., 2001, p. 41-58).

To distinguish the concepts of first language, native language, primary language, and mother tongue, it is sometimes difficult although these are usually treated as a roughly synonymous set of terms. The distinctions are not always clear-cut. According to Tulasiewicz and Cameron in Kasmini (2015, p. 8) define mother tongue or Native language is the first language that is acquire by a child and the first one to find expression developed from the language acquisition. Besides that, explain about mother tongue is always controversial and difficult because the language is acquired related to the region they spend their childhood. In general, a mother tongue can be defined as a language learnt before any other language has been learnt (Cook, 2001, p. 7). So that a child learns mother tongue or first language automatically and naturally, he or she picks it up from the speakers and social environment around her or him. It has generally been said that the first language is learned at home during childhood i.e. language acquired from birth.

The term of mother tongue, first language and native language are essentially all the same though there are some instances when they mean different things. To conclude with (Richards et.al., 2001, p. 41-58) “first Language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and it is the language of the country where he is living”. Therefore, the language that one first learns to speak when he or she is a child can be said the first language.

Additionally, Skutnabb-Kangas argue that the native language is the language one learn first, it means that the language which one established one’s first lasting communication. Moreover, Baker declares that the mother tongue here is the language that is used for communication because the native language here has a stage as a local language. Furthermore, the Native language here is can be define as a language that the language learns at home from older family at home. This language is normally used by individually by the parents of the child or for learning environment (Kasmini, 2015, p. 8).

Finally, it can be conclude that native language here it means that the language which someone learnt first like Bahasa Indonesia, Dayaknese, Banjarnese, and etc. those are becomes as an identity for the native speaker in the country which they live.

## **E. Indonesian**

### **1. Definition of Indonesian**

Indonesian (Bahasa Indonesia [ba'hasa indone'sia]) is the official language of Indonesia. It is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries. Indonesia is the fourth most populous nation in the world. Of its large population, the majority speak Indonesian, making it one of the most widely spoken languages in the world (Sneddon, 2004, p. 14).

Most Indonesians, aside from speaking the national language, are fluent in any of more than 700 indigenous local languages; examples include Javanese, Sundanese and Balinese, which are commonly used at home and within the local community. However, most formal education, and nearly all national mass media, governance, administration, judiciary, and other forms of communication, are conducted in Indonesian.

The Indonesian name for the language is Bahasa Indonesia (literally "the language of Indonesia"). This term is also occasionally found in English and other languages.

### **2. Adopted as national language**

The adoption of Indonesian as the country's national language was in contrast to most other post-colonial states, as neither the language with

the most native speakers (in this case, Javanese) nor the language of the former European colonial power (in this case, Dutch) was to be adopted, but one with only a small number of native speakers.

In 1945 when Indonesia declared its independence and Indonesian was formally declared the national language, it was the native language of only about 5 per cent of the population, whereas Javanese and Sundanese were the mother tongues of 42-48 percent and 15 percent respectively. It was a combination of nationalistic, political, and practical concerns that ultimately led to the successful adoption of Indonesian as a national language. In 1945, Javanese was easily the most prominent language in Indonesia. It was the native language of nearly half the population, the primary language of politics and economics, and the language of courtly, religious, and literary tradition. What it lacked, however, was the ability to unite the diverse Indonesian population as a whole. With thousands of islands and hundreds of different languages, the newly independent country of Indonesia had to find a national language that could realistically be spoken by the majority of the population and that would not divide the nation by favoring one ethnic group, namely the Javanese, over the others. In 1945, Indonesian was already in widespread use; in fact, it had been for roughly a thousand years. Over that long period of time, Malay, which would later become Indonesian, was the primary language of commerce and travel. In addition, it was the language used for the propagation of Islam in the

13th to 17th centuries, as well as the language of instruction used by Portuguese and Dutch missionaries attempting to convert the indigenous people to Christianity. The combination of all of these factors meant that the language was already known to some degree by most of the population, and it could be more easily adopted as the national language than perhaps any other.

Over the first 53 years of Indonesian independence, the country's first two presidents, Soekarno and Soeharto constantly nurtured the sense of national unity embodied by Indonesian, and the language remains an important component of Indonesian identity today. Through a language planning program that made Indonesian the language of politics, education, and nation-building in general, Indonesia became one of the few success stories of an indigenous language effectively overtaking that of a country's colonizers to become the *de jure* and *de facto* official language. It is a unique and somewhat unusual story, especially considering the historical dominance of Javanese; a diverse collection of peoples were able to compromise to hold the nation together. Today, Indonesian continues to function as the language of national identity as the Congress of Indonesian Youth envisioned, and it also serves as the language of education, literacy, modernization, and social mobility. Despite still being a second language to most Indonesian citizens, it is unquestionably the language of the Indonesian nation as a whole, as it

has had unrivaled success as a factor in nation-building and the strengthening of Indonesian identity.

## **F. Mother Tongue**

### **1. Introduction to the Mother Tongue**

“Hammerly estimates that the judicious use of the mother tongue (MT) in carefully crafted techniques can be twice as efficient (i.e. reach the same level of second language proficiency in half the time), without any loss in effectiveness, as instruction that ignores the students. native language” (Hassanzadeh & Nabifar, 2011, p. 7).

An individual's mother tongue is a means for a person to participate in the knowledge of the social work. Another influence of the mother tongue is that it causes the reflection and learning of successful social patterns of acting and speaking. It is, in fact, in charge of differentiating the linguistic competence of acting. Language is the most impressive instrument in the progress of any human being. It is the greatest asset we possess. A good understanding of language is equal with a sound ability to think. In other words, language and thought cannot be separated. Language has an important part in supporting person's identity and in helping people understand where they fit in the new environment.

The acquisition of language is essential not only to person's cognitive development, but also to their social development and

wellbeing. The early years are recognized as the foundation years for person's development. In particular, the first six years are crucial for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them.

All the praise that is heaped on the languages as an educational tool is due in double measure to the mother tongue, which should be called "The Mother of Languages" in which every new language can only be established by comparison with it. Therefore, the mother tongue is, for all school subjects including foreign language learners, a child's strongest ally and should be used systematically. With using the mother tongue, we have (1) Learnt to think, (2) Learnt to communicate and (3) Acquired an intuitive understanding of grammar. The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides a Language Acquisition Support System (Hassanzadeh & Nabifar, 2011, p. 8).

## **2. The Definition of Mother tongue or First Language (L1)**

The mother tongue has many definitions; According to Skutnabb-Kangas and Phillipson in (Kecskes, 2000, p. 1), mother tongue can mean the following :

1. The language learned from the mother
2. The first language (L1) learned, irrespective of "from whom."

3. The stronger language at any time of life.
4. The mother tongue of the area or country (e.g., Byelorussian in Byelorussia).
5. The language most used by a person
6. The language to which a person has the more positive attitude and affection.

### **3. Mother tongue and translation in English Language Teaching**

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time.

In the past, most methods in L2 language pedagogy dictated that L1 should be prohibited in the classroom. Communicative approaches to language learning in the 1970s and 1980s considered the use of the L1 as undesirable. However, recently the attitude to mother tongue and translation in language classes has undergone a positive change.

Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing. 'Translation holds a special importance at an intermediate and

advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.

Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions. It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms. Why do students use the mother tongue in class? According to J. Harmer, a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities (Kavaliauskiene, 2009, p. 2).

Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by G. Mattioli. For instance,

L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. C. W. Schweers encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences.

The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. According to N. J. Ross, if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced. It is known that linguistic awareness can be either conscious or unconscious. Cross linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language (Kavaliauskiene, 2009, p. 3-4).

Since mother tongue is now generally regarded as essential during the initial school years, we turn first to a number of ways in which it can be defined. There are various definitions of mother tongue, and the variety of these definitions has much to do with the fact that people can

have more than one mother tongue, and that their mother tongue can also change throughout their lifetime.

The mother tongue, as most people understand it, is the language usually spoken in the individual's home in their early childhood, although not necessarily used by them at present. Thus, mother tongue could be the language one knows best at home, or it could be a language that a child acquires later.

According to her, the declaration of children's linguistic rights states that every child should have the right to identify positively with her/his original mother tongue and have his/her identification accepted and respected by others. Every child should have the right to learn the mother tongue fully and have the right to choose when s/he wants to use the mother tongue. Cummins holds that the mother tongue as medium of instruction in the initial school years is extremely important.

According to Cummins in (GONTES, 2002, p. 20) as learners progress through the different grades, they are increasingly required to manipulate language in cognitively demanding and the contextualized situations that differ significantly, therefore need not only communication skills but also cognitive linguistic competence skills to be able to satisfy the academic demand of school.

## **CHAPTER III RESEARCH METHOD**

This chapter explains, research design, population and sample, research instrument, data collection procedure, data analysis procedure.

### **A. Research Design**

The type of this research was descriptive quantitative. It was because this research was purely quantitative with questionnaire as the main instrument to obtain the data which was in the form of numerical in the statistic analysis. While descriptive was used to describe the data that was obtained from interview as a secondary instrument. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form.

The research design of this study was survey research. According to (Ary et Al, 2010, p. 372) In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior. A survey researcher may want to investigate associations between respondents' characteristic such as age, education, social class, race, and their current attitudes toward some issues.

### **B. Population and Sample**

#### **1. Population**

The larger group about which the generalization is made is called population. Population is defined as all members of any well-defined class of

people, events, or objects. For example, in a study in which students in American high school constitute the population of interest, you could define this population as all boy and girls attending high school in the United States (Ary et Al, 2010, p. 148).

While in this research, the population was all of the English Department Students from the students in academic year of 2016/ 2017 of IAIN Palangka Raya which consisted of 81 students.

**Table 3.1**  
**Population**

No.	NIM	Nama
1	1601121067	BELLA ARISKA
2	1601121068	AMIM MA'RUF
3	1601121069	KHAIRUNNISA
4	1601121070	LEVIKA EGITA SULISTİYANA
5	1601121071	MONALISA
6	1601121072	M. YUSRIL MAHENDRA
7	1601121073	MUHAMMAD BOY SOLIHIN
8	1601121074	RINI ARIYANI
9	1601121075	DELA LEKA ANDROMEDA
10	1601121076	NORMAN HADI
11	1601121077	NUR AFIFAH
12	1601121078	NUR ANNISA
13	1601121079	ELISA KARLINA
14	1601121080	SHALWA AZIZAH AGUSRINI
15	1601121081	YUNITA SARI
16	1601121082	MUHAMMAD FAISAL ARIPIIN
17	1601121083	VITA YUDI SAPUTRA
18	1601121084	SARAH ANGGRAINI
19	1601121085	RIZQA AULIA
20	1601121086	RAHMA PAUJIAH
21	1601121087	MOH. RUDI TAUFANA
22	1601121088	SYAHRIL RIFANSAH
23	1601121089	ISTIGHFARINA INGGITHA ROELDI

24	1601121090	YONGSIE PERDINA
25	1601121091	RIA HIDAYATI
26	1601121092	RAFINA
27	1601121093	MUHAMMAD ALGAZALI
28	1601121094	AHMAD RUSDA YANTO
29	1601121095	MUHAMAD AINUR YAKIN
30	1601121096	SITI FATIMAH
31	1601121097	RISKA
32	1601121098	RONIY YANGGARA
33	1601121099	MITAKHUL ROSYIDAH
34	1601121100	RAUDATUL HASANAH
35	1601121101	AMIATUL HASANAH
36	1601121102	SITI QAMARIAH
37	1601121103	ANDIKA PERMANA
38	1601121104	RIZKY AL HIDAYATI
39	1601121105	NUR AZZAHRO
40	1601121106	YETRI
41	1601121107	NUNUR LESTARI
42	1601121108	NURZAITA KHUZAIMATUSH SHOLIHA
43	1601121109	GOFAR NURVEGA
44	1601121110	NUR RAHMATULLAH
45	1601121111	FITRYA
46	1601121112	AHMAD SAPUTRA
47	1601121113	NOVI PAHLIANSYAH. B
48	1601121114	KHUSNUL KHOTIMAH
49	1601121115	FIKRI BAYU BRAMASETIYO
50	1601121116	NUZULIANTI
51	1601121117	BELLA YUNITA
52	1601121118	MUHAMMAD YUSWANA
53	1601121119	DIMAS TRIYUDHANTO
54	1601121120	NIKITA WAHYUNINGTIYAS
55	1601121121	AFIFA RESTI PRADITA
56	1601121122	RAHMA SYAFITRI
57	1601121123	HATMI
58	1601121124	SULASTRI WULANDARI
59	1601121125	RAHMAWATI DEWI
60	1601121126	MARFUAH
61	1601121127	MARIATUL FITRIAH
62	1601121128	MEGAWATI
63	1601121129	MEISI AYU PERMATASARI
64	1601121130	YULIANA

65	1601121131	IAN IMANA
66	1601121135	ISTIKHOMAH
67	1601121136	ELSA NUR SABILLA
68	1601121137	AHMAD YANI
69	1601121138	WIDIA FATMADEWI
70	1601121139	M. HARIS JUSWANDA MOCHTAR
71	1601121140	ASTRIPO
72	1601121141	KIKI ANDIYANA
73	1601121142	HANIF HABIBA
74	1601121143	FAHRIZAL RAHMADANI
75	1601121144	RINA ARIYANTI
76	1601121145	DIAN ASIH LESTARI
77	1601121146	NATASYA DITA ANDARESTA
78	1601121147	MUHAMMAD PANDRIANSYAH
79	1601121148	HARYO BAGUS NGABEHI IMRON NAIM
80	1601121149	NOR HARISHA
81	1601121150	RIKA NURNAFISAH

## 2. Sample

The small group that is observed is called a sample. A sample is a portion of a population. For example, the students of Washington High School in Indianapolis constitute a sample of American high school students (Ary et Al, 2010, p. 148).

In this research, the researcher collected data from the English Education Program students. It is conducted at third-semester students in speaking for group activity class. There are three classes in speaking for group activity class, they are A class, B class, and C class. In this study, the researcher focused on all of the class. The researcher collected the data based on the result of the questionnaire, interview, and documentation. This research used total sampling. The basic characteristic of total sampling is that all members

of the population is taken as the sample. Whereas sample for interview, researcher count the result of questionnaire, and then after that researcher selected some student to become participant.

## **C. Research Instrument**

### **1. Research Instrument Development**

#### **a. Questionnaires**

Questionnaires is written questioning of a subject (Ary, 2006, p. 644). Questionnaires are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, 2006, p. 644). From the above explanation, the researcher used a questionnaire to collect data on students perceptions at english education study program at IAIN Palangka Raya.

Brown in Zoltan Dornyei stated, questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Dornyei, 2003, p. 6). Survey questions can take a variety of forms. According to Mckey (2006, p. 37) The two main types of questions are open-ended and close-ended questions. The close-ended question is used on this research.

The close-ended is questionnaire that presented in a form such that the respondents were asked to choose one answer that suits the characteristic of something by giving the sign checklist (√).

In compiling the results of the research, the questionnaire is constructed in the form of Likert scale. Researcher using likert scale because according to (Sugiono, 2012, p. 93) Likert-type scales are useful when you are measuring latent constructs - that is, characteristics of people such as attitudes, feelings, opinions, etc. Latent constructs are generally thought of as unobservable individual characteristics (meaning that there is no concrete, objective measurement) that are believed to exist and cause variations in behavior, Meanwhile, according to Dane Bertram on his journal "Likert Scale" explained that "A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale." Each response will be given a number, for example strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, and strongly disagree = 1. For the spesification, item number 1, 2, 4, 7, 11, 12, 13, 14 providing to the situations in which students' prefer to use Indonesian whereas item

number 3, 5, 8, 9, 10, 15 providing to the students' reason for using or avoiding Indonesian.

The researcher adopted the questionnaire from AL-NOFAIE in Novitas Royal Research and Youth Language (2010). The questionnaire contains 15 statements (See APPENDICES). The questionnaire is modified again as AL-NOFAIE tried to probe students' and teachers' toward using Arabic in EFL classroom.

#### **b. Interview**

Interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, 2006, p. 644).

According to Esterberg in Sugiyono stated that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007, p. 300).

Lincoln and guba in sanapiah Faisal, said there are seven steps in the use of interviews to collect data in qualitative research, namely:

1. Assign to whom the interview was going to do.

2. Set up the problem issues that will be the talk.
3. Initiate or open the interview flow.
4. Establish the interview flow.
5. Confirm overview of the results of the interview in the note field.
6. Write down the result of the interview in the note field.
7. Identify follow-up interviews have been obtained.

Moleong classifies six types of questions that are interrelated, namely:

1. Questions relating to the experience.
2. Questions relating to opinions.
3. Questions that deal with feelings.
4. The question of knowledge.
5. Questions relating to the senses.
6. Questions relating to the background or demographic.

The success of interview is related to the wording of the question. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language (Mckey, 2006, p. 51). For the spesification, item number 1, 2, 5 providing to the situations in which students' prefer to use Indonesian whereas item number 3, 4 providing to the students' reason for using or avoiding Indonesian.

The researcher adopted interview from AL-NOFAIE in Novitas Royal Research and Youth Language (2010).. The interview contains 5 questions. The Interview design is available in APPENDICES.

### c. Documentation

Documentation is aggregation data with stream style or take the data from written product, documentation, administration agree with problem in research. In this study documentation finding are from documents or archives from institute careful research (Nasution, 2003, p. 143). Documentation is documents required for something or providing evidence or proof of something. By seeing the documentation to get the real information so that it can support the data and admitted the data validity. From the above explanation, the researchers used the instrument documentation to provide valid proof of study results.

The draft for source of instrument is mentioned in table below :

**Table 3.2**

**Source of Instrument**

Data Needed	Instrument	Additional Information
Student perception	Questionnaire	adopted from AL-NOFAIE in Novitas Royal Research and Youth Language (2010)
Student perception	Interview	adopted interview from AL-NOFAIE in Novitas Royal Research and Youth Language (2010)
Teacher and students activity	Documentation	Using camera to take the picture

Based on the table above researcher adopted instrument from AL-NOFAIE in Novitas Royal Research and Youth Language (2010) for questionnaire and interview. Researcher needs three items to finish this research.

## **2. Instrument Validity**

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most important consideration in developing and evaluating measuring instruments (Ary et Al, 2010, p. 224-225). Face Validity is taken to ensure that the questionnaire is valid. Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure (Ary et Al, 2010, p. 228). Doing pilot study was not only to know the students' difficulties in answering the questionnaire, but also to measure the construct validity of the questionnaire.

## **3. Instrument Reliability**

According to (Ary et Al, 2010, p. 237) the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores.

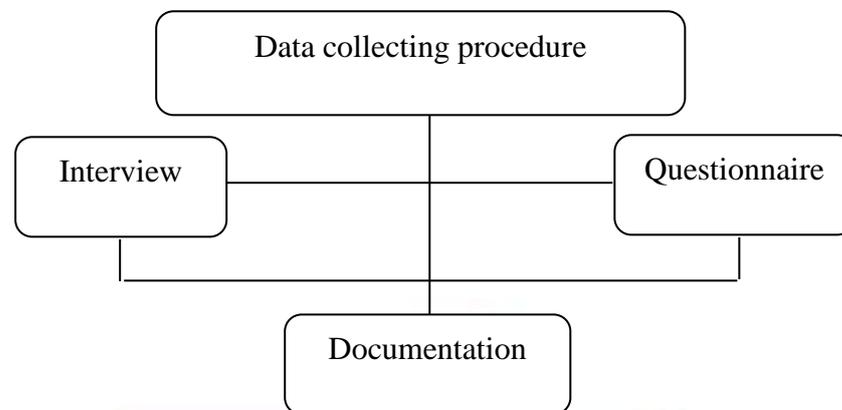
In designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used. First, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item. The second way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked. The final way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions (Mckey, 2006, p. 41).

#### **D. Data Collection Procedure**

A method of data collection is typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources (Holloway, 1997, p. 45).

Data collecting procedure is one of the main duties in this study to answer the problem of the study. The data collected in natural setting without any manipulation of the setting. Data collecting procedure used in this study, namely: questionnaire, interview, and documentation. It can be drawn as follows :

### Data collecting procedure chart



Process of collecting data in this research is without test. Instrument of the study from subject research are :

#### 1. Questionnaires

In this study, the researcher focused on their opinion. The students' answered the questions truly based on the fact, their feeling and their perception about using Indonesian in the English class.

The researcher gave some questions to the students' related to the topic discussion by the researcher in this research. The questionnaires consist of some items to support the data in this research. Data collection techniques of this section of the collection in the form of some questionnaire. There are 15 questions and some specification of item of questionnaire. There are providing to the situations in which students' prefer to use Indonesian and providing to the students' reason for using or avoiding Indonesian.

## **2. Interview**

In this study, the interview done to describe and identify the information about background profile of the student and try deeply understand why if them agree to use indonesian in the english class. In this study, the researcher asked some informant based on result of questionnaire to give information about their perception. The samples are chosen by highest score and lowest score from questionnaire. The researcher presented the entire questionnaire, and determine how many people selected as sources.

Meanwhile, still, according to Esterberg in Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructure interview. In this study, the researcher used structured interview ( Sugiyono, 2007, p. 300 ).

## **3. Documentation**

In this study documentation finding are from documents or archives from institute careful research ( Nasution, 2003, p. 143 ). Documentation is documents required for something or providing evidence or proof of something ( Hornby, 2005, p. 342 ). By seeing the documentation to get the real information so that it can support the data and admitted the data validity.

In this research, to make a strong data, researcher used the documentation :

1. Photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.
2. Recorder, to record the interview section.

## **E. Data Analysis Procedure**

After the all data have been collected, the next step is to analyze the data. To analyze the data obtained from the field, several techniques is conducted, namely data collection, data reduction, and data displaying.

### **1. Data collection**

The collection of data on the main qualitative research is questionnaires study documentation, and combined of all three tools is triangulation. Researcher visited the place of the activities, but did not get involved in such activities. By the above research description, researcher collected data by three ways i.e. questionnaires, interview and documentation.

The first step is to give the questionnaire to students who become sample in this research. To measure the result of questionnaire, the researcher use measurement that is :

#### **1. Answer Scoring**

The score of the answer is the value of the answer that will be given by the respondent, according to (Sugiono, 2012, p. 93) explained in his book that the first thing we have to do is to determine the score of what answers would be given. The attitude used is "agree". Next the researcher

determined the number of answers to each question that given. For example, 5 scales, means that you strongly disagree, disagree, enough. See

Table below :

Answer Scale	Score
Strongly disagree	1
Disagree	2
Neither agree nor disagree	3
Agree	4
Strongly agree	5

## 2. Ideal Score

The ideal score is the score used to calculate the score to determine the rating scale and the total number of answers. To calculate the number of ideal scores (criteria) of all items, the following formula is used, namely.

The highest score is 5 and the number of respondents is 20, it can be formulated into :

$$\text{Criterion Score} = \text{Scale score} \times \text{Total Respondent}$$

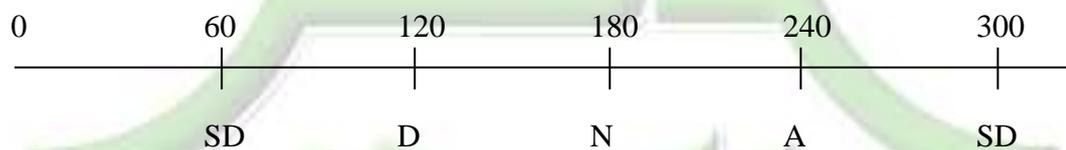
Formula	Scale
$5 \times 60 = 300$	SA
$4 \times 60 = 240$	A
$3 \times 60 = 180$	N
$2 \times 60 = 120$	D

$1 \times 60 = 60$	SD
--------------------	----

Furthermore, all respondents' answers are summed and included in the rating scale and the answer area is determined.

### 3. Rating Scale

And then, the scores that have been obtained are then entered into the rating scale of the following :



With the following conditions.

Answer Score	Scale
241 - 300	SA
181 - 240	A
121 - 180	N
61 - 120	D
0 - 60	SD

The researcher took an example calculation by calculating one answer on the Likert scale this time. From the distribution of questionnaires, for example those who answered SA were 1 person, 19 people answered A, answered 15 N answered 18 D and 7 answered SD. Then the following data is obtained.

Answer scale	Answer scale*Scale score	Result
SD	7*1	7
D	18*2	36
N	15*3	45
A	19*4	76
SA	1*5	5

From the results above, the total result is  $7 + 36 + 45 + 76 + 5 = 169$ . The score 169 is the last score and can already be included in the rating scale that I have specified above. And a score of 169 enters the N scale area (Neither agree or disagree).

The next step, the researcher tabulated the scores into the table for the calculation as follow :

Table of score

Statement Answer	Score	Percentage	Scale
Strongly disagree	1	0 % - 19,99 %	Very (Disagree, Bad or Poor)
Disagree	2	20 % - 39,99 %	Disagree or Not Good
Neither agree nor disagree	3	40 % - 59,99 %	Quite or Neutral
Agree	4	60 % - 79,99 %	Agree, Good or Likes
Strongly agree	5	80 % - 100 %	Very (Agree, Good, Likes)

The assesment of the interpretation of respondents to the use of Indonesian is generated by using the formula as below :

Index formula % = Total score / Y x 100

Then final settlement of case example :

Total score / Y x 100 = 169 / 300 x 100 = 56,33 %

How to found total score and Y :

Item 1

SD (Strongly disagree) = 7 x 1 = 7

D (Disagree) = 18 x 2 = 36

N (Neither agree nor disagree) = 15 x 3 = 45

A (Agree) = 19 x 4 = 76

SA ( Strongly agree) = 1 x 5 = 5

Total score : 7 + 36 + 45 + 76 + 5 = 169

Y : 7 + 18 + 15 + 19 + 1 = 60 x 5 = 300

Next step was to tabulate score into the table of calculation Mean. The table was shown below :

The Calculation of Mean of Students' Perception (item 1)

X	F	fX
5	1	5
4	19	76
3	15	45

2	18	36
1	7	7
	60	169

$$\text{Mean} = \bar{X} = \frac{\sum fX}{N} = \frac{169}{60} = 2,816$$

The Mean of Item 1 is 2, 816.

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

The Calculation of Deviation Score and Standard Deviation of Students' Perception (item1)

X	f	fX	x	x <sup>2</sup>	fx <sup>2</sup>
5	1	5	2, 184	4, 76	4, 76
4	19	76	1, 184	1, 40	26, 6
3	15	45	0, 184	0, 03	0, 45
2	18	36	- 0, 816	0,66	11, 88
1	7	7	- 1, 816	3,29	23, 03
	60	292			66, 72

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}} = \sqrt{\frac{66,72}{60-1}} = \sqrt{\frac{66,72}{59}} = \sqrt{1,130} = 1, 06$$

The second step is interview, the Interview was consisted of some questions that related with the topic of this research. It conducted after the

researcher giving the questionnaires. This technique is intended to direct opinion of students' experience in language learning, the reason students' and lecturer in experiencing opinions in the express idea orally. There are 5 questions for interview. Actually, the content of this questions are same with the questionnaires, because the researcher want to clarify the informant's answer. Researcher selected the sampling from median score of questionnaire.

The third step is documentation, In this research, to make a strong data, researcher be used the documentation :

1. Photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.
2. Recorder, to record the interview section.

## **2. Data Reduction**

Data reduction is resuming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from questionnaire to 60 people in boarding college. So the researcher does, collect or summarizing and taking notes carefully and detailed in order easier in next data display.

## **3. Data Displaying**

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. From

the explanation above, researcher elaborates in detail how the perception to using indonesian in the class, whether the solution is successfully or they have other hopes and suggestions for improvement of the system in the future, in order the system is more better.

It is intended to convey the idea that data are presented as organized, compressed assembly of information that permits conclusions to be analytically drawn. In data display, the researcher reported the relevant data and confirm the study result. It means that the data are collected from interview and questionnaires of english students' perceptions in using indonesian at speaking for group activity class of IAIN Palangka Raya.

#### **4. Conclusion Drawing Verifying**

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear.

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter presented data presentation, the result of the study and discussion. The finding designs to answer the research problem are the questionnaire and interview. This section covers data finding or the students' perceptions in using Indonesian at speaking for group activities class in third semester of English education study program of IAIN Palangka Raya.

### A. Data Presentation

The result of research on Students' Perceptions in using Indonesian at Speaking For Group Activities Class in Third Semester of English Education Study Program of Iain Palangka Raya was obtained by employing questionnaire and interview as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean), and standard deviation. There were 60 students from third semester academic years who were chosen as sampling after researcher gave questionnaire.

The result for questionnaire is mentioned in the table below :

**Table 4.3**

### Result of Questionnaire

No	Item	Scale					Total	Mean	ST. DEV
		SA=5	A=4	N=3	D=2	SD=1			
1	1	1	19	15	18	7	169	2,816	1,06

2	2	2	15	25	16	2	179	2,983	0,892
3	3	4	23	21	7	5	194	3,233	1,029
4	4	1	26	13	17	3	185	3,083	1,547
5	5	4	27	19	8	2	203	3,383	0,866
6	6	3	12	31	13	1	183	3,05	1,416
7	7	4	15	29	10	2	189	3,15	0,898
8	8	0	15	21	21	3	168	2,8	0,879
9	9	3	19	24	13	1	190	3,166	0,883
10	10	3	20	24	10	3	190	3,166	0,939
11	11	5	25	18	10	2	201	3,35	0,969
12	12	1	14	31	12	2	180	3	0,803
13	13	3	21	21	12	3	189	3,15	0,969
14	14	2	29	18	8	3	199	3,316	0,926
15	15	4	18	27	10	1	194	3,233	0,869
Total Mean								0,781	
Total Standar Deviation								3,865	
Maximal Score								203	
Minimal Score								168	
Mean Average								$2.813/60 = 46,88$	

**Table 4.2**

**Total Result of Answer**

ITEM	SA=5	%	A=4	%	N=3	%	D=2	%	SD=1			
1	1	1,666667	19	31,66667	15	25	18	30	7	11,66667	60	100
2	2	3,333333	15	25	25	41,66667	16	26,66667	2	3,333333	60	100
3	4	6,666667	23	38,33333	21	35	7	11,66667	5	8,333333	60	100
4	1	1,666667	26	43,33333	13	21,66667	17	28,33333	3	5	60	100
5	4	6,666667	27	45	19	31,66667	8	13,33333	2	3,333333	60	100
6	3	5	12	20	31	51,66667	13	21,66667	1	1,666667	60	100
7	4	6,666667	15	25	29	48,33333	10	16,66667	2	3,333333	60	100
8	0	0	15	25	21	35	21	35	3	5	60	100
9	3	5	19	31,66667	24	40	13	21,66667	1	1,666667	60	100
10	3	5	20	33,33333	24	40	10	16,66667	3	5	60	100
11	5	8,333333	25	41,66667	18	30	10	16,66667	2	3,333333	60	100
12	1	1,666667	14	23,33333	31	51,66667	12	20	2	3,333333	60	100
13	3	5	21	35	21	35	12	20	3	5	60	100
14	2	3,333333	29	48,33333	18	30	8	13,33333	3	5	60	100
15	4	6,666667	18	30	27	45	10	16,66667	1	1,666667	60	100
	40		298		337		185		40			

After calculated all of items based on questionnaire result, researcher got total score. Total mean is 0, 781, standar deviation 3, 865, maximal score 203, minimal score 168. Option N (Neutral) get highest score than another option, whereas option SA( Strongly Agree) and SD (Strongly Disagree) get same score. With using Likert Scale calculating strategy that have explained before, researcher find mean average of totally, and get the students enter in the category Quite or Neutral (46,88%) for perceptions in using Indonesian at speaking for group activities class.

Then interview was conducted to recheck the data from instrument questionnaires. There were 60 students who were given a questionnaire. From result of questionnaire, researcher selected students as sample interview based on highest score and lowest score. From totally, then the researcher got 7 students to be interviewed, namely 3 students got highest score and 4 students got lowest score, 2 male students and 5 female students who were selected. Code name of students highest score is VYS, SA, ENS and for lowest score is Mo, MF, Ma, FBB. The data of student interview transcript available on appendices.

**Table 4.3**

**Summary of Student's Interview**

<i>Do you feel motivated to learn English?</i>	<i>They are compactly answered motivated.</i>
<i>Does your teacher use Indonesian in Speaking classroom?</i>	<i>All answered no.</i>

<i>Do you think that Indonesian helps you to learn English?</i>	<i>Helpful. Because, Indonesian helps to say sentences that they can't do in English, when don't know what is meant by the teacher, the terms they don't understand, and Indonesian helps to understand what the teacher means, and to express the words I want to say, but cannot use English</i>
<i>When do you prefer your teacher to use Indonesian?</i>	<i>Prefer, when interpreting foreign or new vocabulary, when relaxing students in between learning so as not to be tense and boring, when clarifying explanations that are difficult for students to understand, and when want to refresh the class atmosphere. Saying jokes using Indonesian will be more exciting.</i>
<i>When do you use Indonesian in Speaking classes?</i>	<i>When talking to classmates, when can't say what want to say they will use Indonesian for that, and then when can't express something if they use English.</i>

## **B. Result Of The Study**

This chapter presented the result of the findings. it was intended to answer the problems of the study. The researcher described the process of calculating and presenting result of the data. Where as in the discussion section the researcher analyzed the finding. The researcher did the research and got the complete data from all the research instruments including interview, questionnaire and documentation. To get the objectives of the research, the researcher analyzed the data systematically and accurately. The data were analyzed in order to draw

conclusion about the objective of study. researcher showed the findings in this chapter into 2 points below.

### **1. English students' perceptions in using Indonesian at speaking for group activities class (Questionnaire Result)**

Perception questionnaire given by the resercher and given to 60 students in the class. There are 3 class of speaking which is A, B, and C class. Students are told by researchers to answer 15 statements about perception. Students answered 15 questions on a scale of 1 to 5 from strongly disagree to strongly agree. By doing the research, the data were found available in appendix. The result of the questionnaire shows that the used Indonesian in learning English in the speaking class, is 46, 88%, is it categorized as Quite or Neutral. And show enough if the students want to a part of activity in the class filled by Indonesian. Not all of lessons used Indonesian, students wants to combine both of that.

Based on result of questionnaire, researcher calculated every item by used formula from (Sugiono, 2012, p. 93), it can be described as follow the perception of use Indonesian in english language learning statement.

First, on statement number 1, "I prefer my teacher to use Indonesian in English classes." there was 7 student who strongly disagree, 18 students disagree, 15 students choose neutral, 19 students agree, and 1 student strongly agree. the researchers concluded, there was 56, 33 % (Quite or Neutral) students who prefer the teacher to use Indonesian in English classes.

On statement number 2, "I feel more comfortable when I talk to my teacher in Indonesian." there was 2 student who strongly disagree, 16 students

disagree, 25 students choose neutral, 15 students agree, and 2 student strongly agree. the researchers concluded, there was 59, 66 % (Quite or Neutral) students who feel more comfortable when talk to the teacher in Indonesian.

On statement number 3, “I can understand the lesson much better if my teacher uses Indonesian.” there was 5 student who strongly disagree, 7 students disagree, 21 students choose neutral, 23 students agree, and 4 student strongly agree. the researchers concluded, there was 64, 66 % (Agree, Good or Likes) students who understand the lesson much better if the teacher uses Indonesian.

On statement number 4, “I prefer the teacher to use Indonesian if the lesson is boring.” there was 3 student who strongly disagree, 17 students disagree, 13 students choose neutral, 26 students agree, and 1 student strongly agree. the researchers concluded, there was 61, 66 % (Agree, Good or Likes) students who prefer the teacher to use Indonesian if the lesson is boring.

On statement number 5, “Indonesian can help me to express my feelings and ideas that I cannot explain in English.” there was 2 student who strongly disagree, 8 students disagree, 19 students choose neutral, 27 students agree, and 4 student strongly agree. the researchers concluded, there was 67, 66 % (Agree, Good or Likes) for Indonesian can help to express feelings and ideas that cannot explain in English.

On statement number 6, “I prefer to ask my teacher questions in Indonesian.” there was 1 student who strongly disagree, 13 students disagree, 31 students choose neutral, 12 students agree, and 3 student strongly agree. the

researchers concluded, there was 61, 66 % (Agree, Good or Likes) for prefer to ask the teacher questions in Indonesian.

On statement number 7, "I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian." there was 2 student who strongly disagree, 10 students disagree, 29 students choose neutral, 15 students agree, and 4 student strongly agree. the researchers concluded, there was 63 % (Agree, Good or Likes) students who prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.

On statement number 8, "Having to speak English only in class makes me feel nervous." there was 3 student who strongly disagree, 21 students disagree, 21 students choose neutral, 15 students agree, and 0 student strongly agree. the researchers concluded, there was 56 % (Quite or Neutral) students who having to speak English only in class makes feel nervous.

On statement number 9, "The teacher should clarify difficult activities in Indonesian." there was 1 student who strongly disagree, 13 students disagree, 24 students choose neutral, 19 students agree, and 3 student strongly agree. the researchers concluded, there was 63, 33 % (Agree, Good or Likes) for the teacher should clarify difficult activities in Indonesian.

On statement number 10, "English grammar should be explained in Indonesian." there was 3 student who strongly disagree, 10 students disagree, 24 students choose neutral, 20 students agree, and 3 student strongly agree. the researchers concluded, there was 63, 33 % (Agree, Good or Likes) for English grammar should be explained in Indonesian.

On statement number 11, “New vocabulary should be translated into Indonesian.” there was 2 student who strongly disagree, 10 students disagree, 18 students choose neutral, 25 students agree, and 5 student strongly agree. the researchers concluded, there was 67 % (Agree, Good or Likes) for new vocabulary should be translated into Indonesian.

On statement number 12, “Class instructions should be given in Indonesian.” there was 2 student who strongly disagree, 12 students disagree, 31 students choose neutral, 14 students agree, and 1 student strongly agree. the researchers concluded, there was 60 % (Agree, Good or Likes) for class instructions should be given in Indonesian.

On statement number 13, “I feel more comfortable if exam instructions are given in Indonesian.” there was 3 student who strongly disagree, 12 students disagree, 21 students choose neutral, 21 students agree, and 3 student strongly agree. the researchers concluded, there was 63 % (Agree, Good or Likes) students who feel more comfortable if exam instructions are given in Indonesian.

On statement number 14, “I think I speak in my first language more often than I speak English in English class.” there was 3 student who strongly disagree, 8 students disagree, 18 students choose neutral, 29 students agree, and 2 student strongly agree. the researchers concluded, there was 66, 33 % (Agree, Good or Likes) students who think speak in first language more often than speak English in English class.

Last, on statement number 15, “Using Indonesian prevents me from learning English.” there was 1 student who strongly disagree, 10 students

disagree, 27 students choose neutral, 18 students agree, and 4 student strongly agree. the researchers concluded, there was 64, 66 % (Agree, Good or Likes) for using Indonesian prevents to learning English.

## **2. English students' perceptions in using Indonesian at speaking for group activities class (Interview Result)**

Interview was done to gain more information about the students' perceptions of using Indonesian at speaking for group activities class, and it was to support the main instrument, questionnaire.

From all result of interview, researcher concluded that every student has strong motivated in try to use English in the class Then the willingness in the class, they used both of them, combination between English and Indonesian, but their passion is used English. They want to 80% used English and 20% used Indonesian. All of the teacher in the speaking for group acticvity class used full English, in order to get objective of learning. Does Indonesian helps to learn English? Yes it's helpful, in try to understand difficult word, sentences, and meaning and try to speak English if them don't know how to show it. Students used Indonesian by average, when talking with classmates, it's their habit, but with the teacher they will used English.

- 1) VYS : He is motivated in learning English. He said no for using Indonesian in speaking class, all learning uses English. Except, if there are important things to convey and not understand, Indonesian will be used.

Indonesian is very helpful for him. Because sometimes there is a vocabulary or pronunciation from a teacher that he don't understand. Prefer, when interpreting foreign or new vocabulary for him. He said yes for using Indonesian in the class, when talking to his classmates. But when him with a teacher, he try to use English.

- 2) SA : She said of course, very motivated. And then for teacher using Indonesian, she said no, always use English. Indonesian really helps for her, because Indonesian helps me say sentences that I can't do in English. I love using Indonesian, when teacher relaxing students in between learning so as not to be tense and boring. She use Indonesian when she can't say what want to say. she will use Indonesian for that.
- 3) ENS : She said, very motivated. She said no for teacher using Indonesian, from the beginning to the end of learning using English. It is help for her. Because sometimes she don't know what is meant by the teacher, the terms she don't understand, and Indonesian helps her to understand what the teacher means. Prefer for teacher using Indonesian, when clarifying explanations that are difficult for students to understand. Do not force to understand the explanation in English. She use Indonesian in the class, when at times with friends, if the teacher might mix. If the teacher allows using Indonesian, it will be used. If not allowed, then use English.
- 4) Mo : She said yes, motivated. Then she said no for teacher using Indonesian, overall learning uses full English, very little uses Indonesian.

Indonesian language helpful, she said if for our semester level, it's rich, it's not too helpful. For the upper semester, it doesn't help. She prefer teacher using Indonesian for example, when explaining rather complicated material. Fear of being explained using English, it is even more complicated. So it's best to use Indonesian first, but still be accompanied by a little English. When using Indonesian in the class, of course when talking to classmates, because it's more comfortable. If you talk to the teacher, you should try to use English..

- 5) MF : She said yes, motivated, very motivated. For teacher using Indonesian in the speaking class she said no, never at all during learning using Indonesian. Indonesian is helpful, for example, when she do not know the meaning in English, automatically in Indonesian she can know. Prefer to use Indonesian, when the explanation is unclear in English, it must use Indonesian. But not throughout the lesson using it. She used Indonesian, when talking her my friends, it's more comfortable.
- 6) Ma : She said yes, motivated. No for teacher using Indonesian in speaking class, always use English. Indonesian helps to learn English, it's helps she said, to express the words she want to say, but cannot use English. And also as necessary to use Indonesian. Prefer for teacher used Indonesian, for example, when want to refresh the class atmosphere. Saying jokes using Indonesian will be more exciting. She used Indonesian when she can't express something if use English.

- 7) FBB : He said yes, of course motivated. Teacher used Indonesian in speaking class he said no, use full English. Indonesian is never at all. There is, only very rarely. Indonesian for learning English is helpful he said, for him to understand and say something. What cannot be done if in English. Prefer the teacher to use Indonesian, When explained something that was difficult to understand for the students. He said more often, when I talk to friends, it's easier.

Based on the overall data above, it was said that there were related some factors behind the using Indonesian at speaking class. They are still hesitant about wanting to use English in full. Actually there is in them the desire to do this, but still lacks courage. They agree with the opinion that Indonesian does indeed prevent them from speaking in English, but Indonesian also helps them to understand what is not understood. The main factors are lack of confidence to try to do it, then a little knowledge about vocabulary, and also the basis of those who do not use English in the environment.

### **C. Discussion**

From result of questionnaire researcher got 38 (63,33%) students avoid the use of Indonesian whereas 22 (36,66%) students approved it. Result of questionnaire shows that their opinion enter in the category Quite or Neutral (46,88%), this connected with result of interview which said that using Indonesian is only necessary, if too often the skill will not develop at all. This is influenced by their motivational factors which are very strong in learning, their

goals are only one, namely to be good at speaking English, and not to let Indonesian language disturb them in learning. Most of the students revealed their desire to avoid the overuse of Indonesian, from students side. The main reason they provided for this avoidance was to increase their opportunities to ‘practice’ English. However, they did not deny, as mentioned in the questionnaires and interviews, that using Indonesian could provide them with some confidence and lead to better understanding if used in certain situations which will be mentioned later. Generally speaking, the students’ perception towards Indonesian are in line with other views that consider L1 as a naturally unavoidable learning strategy (e.g. Atkinson, 1987; Harbord, 1992; Cook, 2001; Nation, 2003). And then the situations in which students prefer to use Indonesian is counted in item 1, 2, 4, 7, 11, 12, and 13.

The item that has mentioned before reveals the students’ positive perception towards Indonesian in EFL classes. Besides, it pin points areas for using or avoiding Indonesian. Speaking of the favourable areas for using Indonesian, giving exam instructions, as revealed in the table, headed the other areas (63 % (Agree, Good or Likes)). Regarding this point, the students give opinion on the usefulness of Indonesian for giving exam instructions. This might be related to the role of Indonesian in reducing stress that often happens during exams. Another case of an equal significance was using Indonesian for translating new words (67 % (Agree, Good or Likes)). This finding supports the belief that students prefer to learn new words through translation which could be a clear and quick strategy (Nation, 2003; Storch and Wigglesworth, 2003). In this study, the

students preferred to get the meaning directly from the teacher or their peers without checking a bilingual dictionary which some students considered as time consuming. However, it may be better for the students to use bilingual dictionaries as they may get incorrect translations from their peers.

Another important use of Indonesian was given to peer or group work (63 % (Agree, Good or Likes)). There were other cases in which the students preferred the use of Indonesian such as in explaining difficult activities, expressing opinions, asking questions and explaining grammar. These findings were in accordance with Cook's (2001) balanced view of allowing students to use both L1 and L2. However, the researcher observe that the students overused Indonesian when doing an activity in pairs or groups and this appeared contradictory to the teachers' restrictions of avoiding Indonesian for pair or group work. It should be noticed that the teacher's emphasis on forwarding questions to her in English only might play a crucial role in the increasing amount of Indonesian spoken by students when doing activities together. Students seek help from each other excessively through Indonesian; therefore, it seems that students should be allowed to ask their teachers about the new language in L1 rather than keeping them confused and hesitant. Using L1 excessively for pair or group work in L2 has been a common problem. Although the use of L1 during the conduction of a collaborative task is a natural phenomena and a recommended strategy for reducing cognitive load on students (Scott and de la Fuente, 2008), the students in the current study tended to use it excessively. Therefore, it could be useful to follow the suggestions by Willis and Willis (2007) which recommend preparing

rules to be followed by students about using L1. Moreover, it could be beneficial to discuss with students their reasons for using L1 (Willis and Willis, 2007).

Many students (61, 66 % (Agree, Good or Likes)) agreed that Indonesian must be used when lessons become boring. This could be a sign that the students were not motivated to learn English as they wanted their teacher to use Indonesian when the lessons is boring. However, this study did not focus on the relationship between students' motivation and their use of L1, an area which needs further investigation. In addition to the above variables frequencies, the chi-square test was applied with this small sample to find out if there was any existing relationship among variables. However, there were no significant relationships among these variables.

The above discussion revealed some purposes for which the students used Indonesian; however, some areas in which the students avoided Indonesian have been identified. The area for avoiding Indonesian was giving class instructions (60 % (Agree, Good or Likes), It's like their agreed but 31 student choose neutral. Many students said that these instructions were clear to them and they had become accustomed to them. Also, the teacher of explained that is usually acquaints the students with common phrases of instructions at the beginning of the year to reduce the amount of Indonesian in the class. Avoiding Indonesian for this case seems to be logical and acceptable since the students have already been provided with the instructions.

The findings of the present study are in line with the study of Debreli and Oyman (2016) who investigated whether students' educational background and

their L2 proficiency influenced their perceptions of the use of Turkish in their L2 classrooms as well as their perceptions and needs for the use of L1 in their classrooms. They concluded that EFL students had high positive perceptions toward the inclusion of L1 in their L2 classes and that their perceptions were affected by their demographic characteristics. Students with lower level of L2 proficiency were also found to have more positive perceptions toward the use of L1.

In another study which looked into the reasons and perspectives toward the use of L1 in L2 classes, Al Sharaeai (2014) concluded that students used their first language for a variety of reasons and the amount of first language use differed based on students English language proficiency level which is in line with the findings of the present study. Moreover, Blooth, Azman, and Ismail (2014) concluded that students perceive that the use of L1 in class is useful.

Afzal (2013) also concluded that students have positive attitude toward using L1 in class. The findings are also consistent with the results of Prodromou (2002) who concluded that translating from L2 to L1 is a useful way in learning the new language and using students' mother tongue enhances the interaction. On the other hand, Nazari (2008) reported that students are reluctant to use their L1, which is not consistent with the results of this study.

Speaking of the students' application of Indonesian, the majority of the students were in favour of the systematic use of Indonesian, and they expressed their desire to practice the new language. In spite of their belief in the necessity of minimising Indonesian, they did not ignore the feeling of comfort that Indonesian

can create, especially when used for certain purposes. These findings were in line with the argument that resorting to L1 is a natural phenomenon (Atkinson, 1987; Harbord, 1992; Nation, 2003; Scott and de la Fuente, 2008). The students' main uses of Indonesian applied to giving exam instructions, translating words, contrasting the two languages, explaining grammar, asking questions and participating in pair work. The last two areas were in contrast to the teachers' views. In addition to the previous issues, the students were against employing Indonesian when giving class instructions and explaining uninteresting lessons.

The results of the current study (Wafa Abdo, 2012, p. 96), despite the problems of generalizability, have a number of implications in various fields. Teachers may be able to use the results to help reduce the amount of the first language used in English classrooms. The results may also help teachers understand the attitudes the students have towards first language use and allow them to discuss these reasons with their students. Students may also come to a better understanding of why they tend to use their first language in English classes. This knowledge could help them make better decisions regarding whether or not to use their first language. In addition, educators are offered a clearer picture of the reasons and attitudes of the students regarding the first language use in English classrooms in ESL settings. Realizing these reasons and attitudes may help teachers modify their teaching methods and techniques to help their students improve their English learning process and reduce the amount of first language use.

## CHAPTER V

### CONCLUSION

In this chapter, the researcher tells about conclusion and suggestion of what have been discussed in the previous chapters.

#### **A. Conclusion**

The results of this study revealed that the use of Indonesian was an unavoidable phenomenon. The teachers and students use of Indonesian appeared to be systematic, though there were a few cases in which they did not make the best use of it. The teachers were aware of the disadvantages of the excessive use of Indonesian, as their use of Indonesian depended on their students specific needs most of the time. They preferred to use it with beginners and low achieving students to help them understand the new language. Moreover, the study revealed some situations for which the teachers used Indonesian. Explaining grammatical terms, introducing new vocabulary and giving exam instructions were the main areas for employing Indonesian by teachers. Despite the teachers flexibility in using Indonesian in some situations, they appeared to be strict about allowing their students to ask questions in Indonesian; also, they were not in favour of contrasting the two languages which, as previously mentioned, contradicted the recommendations of some studies.

## **B. Suggestion**

To get the improvement of next study, the writer would like to propose some suggestions for the students, the teachers, and next researchers, they are:

### **1. For the Students**

For students to be easier to learn English, the most important thing is to love the English language and pay attention to teachers who explain when learning English, less to use our basic language in the class, and try hard to speak English.

### **2. For the Teachers**

For teachers to pay more attention to their students and explain with a more interesting method so that students feel happy and comfortable so that student motivation can grow and give passion for every student learn.

### **3. For the other researchers**

This design of this thesis was very simple. It was not as perfect as the experts. It had many weaknesses in it. Therefore, for next researchers who are further interested in developing this study on wide object and better design can improve this study, in order to support the results finding. The researcher approved to use this as a reference for further research.

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## QUESTIONNAIRE

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For example :

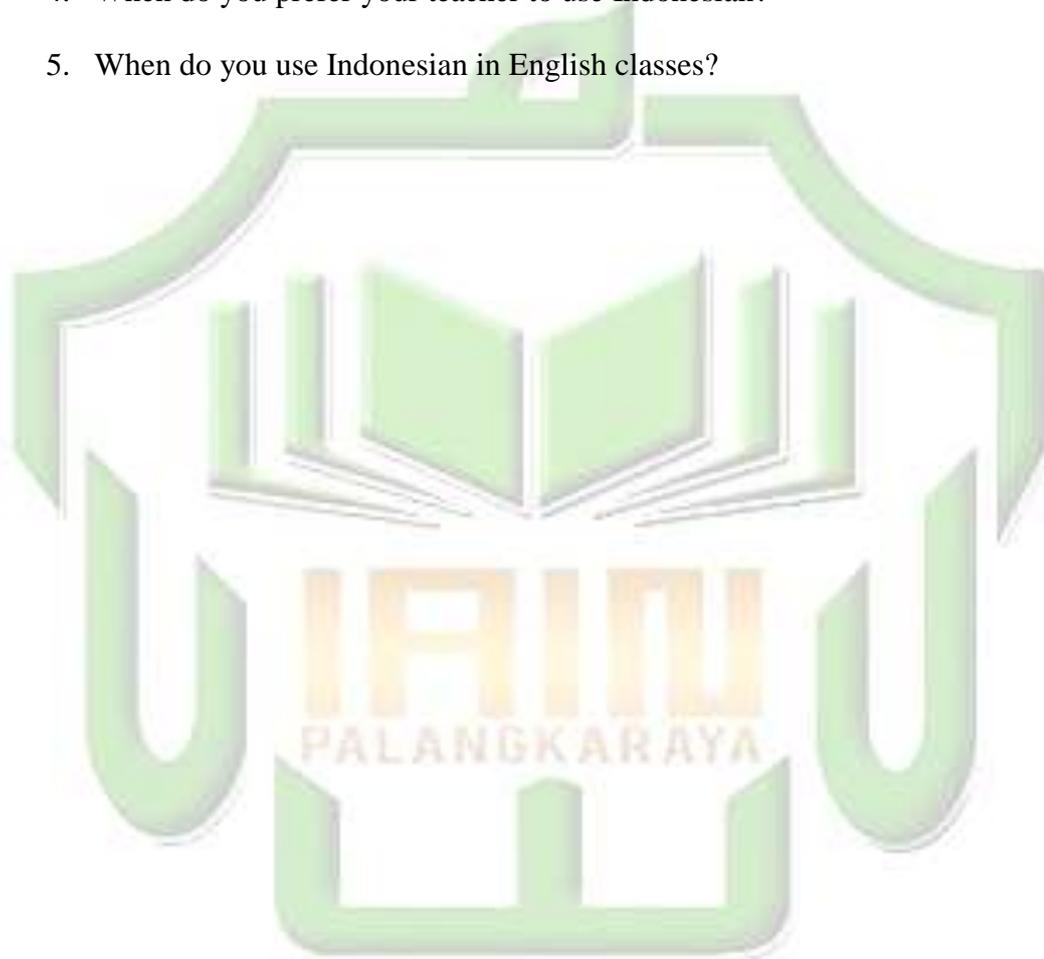
No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.					√

Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.					
2.	I feel more comfortable when I talk to my teacher in Indonesian.					
3.	I can understand the lesson much better if my teacher uses Indonesian.					
4.	I prefer the teacher to use Indonesian if the lesson is boring.					
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.					
6.	I prefer to ask my teacher questions in Indonesian.					
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.					
8.	Having to speak English only in class makes me feel nervous.					
9.	The teacher should clarify difficult activities in Indonesian.					
10.	English grammar should be explained in Indonesian.					
11.	New vocabulary should be translated into Indonesian.					
12.	Class instructions should be given in Indonesian.					
13.	I feel more comfortable if exam instructions are given in Indonesian.					
14.	I think I speak in my first language more often than I speak English in English class.					
15.	Using Indonesian prevents me from learning English.					

**Interview Questions :**

1. Do you feel motivated to learn English?
2. Does your teacher use Indonesian in English classroom?
3. Do you think that Indonesian helps you to learn English?
4. When do you prefer your teacher to use Indonesian?
5. When do you use Indonesian in English classes?



Nama = Nop Harefa (160131149)  
No. HP = 081347661246

### QUESTIONNAIRE

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1.	I prefer my teacher to use Indonesian in English classes.				✓	
2.	I feel more comfortable when I talk to my teacher in Indonesian.					✓
3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
4.	I prefer the teacher to use Indonesian if the lesson is boring.		✓			
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.					✓
6.	I prefer to ask my teacher questions in Indonesian.			✓		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.				✓	
8.	Having to speak English only in class makes me feel nervous.		✓			
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.					✓
12.	Class instructions should be given in Indonesian.		✓			
13.	I feel more comfortable if exam instructions are given in Indonesian.					✓
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.			✓		

Nama : ASTRIPO

No WA : 085240461332

## QUESTIONNAIRE

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For example :

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9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.			✓		
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.					✓

Name: Miftakhol R.

SRN : 1601131099

## QUESTIONNAIRE

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3.	I can understand the lesson much better if my teacher uses Indonesian.				√	
4.	I prefer the teacher to use Indonesian if the lesson is boring.				√	
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				√	
6.	I prefer to ask my teacher questions in Indonesian.			√		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.				√	
8.	Having to speak English only in class makes me feel nervous.				√	
9.	The teacher should clarify difficult activities in Indonesian.			√		
10.	English grammar should be explained in Indonesian.				√	
11.	New vocabulary should be translated into Indonesian.				√	
12.	Class instructions should be given in Indonesian.		√			
13.	I feel more comfortable if exam instructions are given in Indonesian.				√	
14.	I think I speak in my first language more often than I speak English in English class.			√		
15.	Using Indonesian prevents me from learning English.			√		

M. Al Garzali

## QUESTIONNAIRE

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8.	Having to speak English only in class makes me feel nervous.			✓		
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.				✓	
13.	I feel more comfortable if exam instructions are given in Indonesian.				✓	
14.	I think I speak in my first language more often than I speak English in English class.		✓		✓	
15.	Using Indonesian prevents me from learning English.			✓		

Rauma Paujiah - 160121086 - 801348080311

B  
speaking

### QUESTIONNAIRE

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13.	I feel more comfortable if exam instructions are given in Indonesian.				✓	
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

Nama : Sri Fatmoh  
 Kelas : B  
 No HP : 0812 5136 9672

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.			✓		

Novi Pauliansyah B

### QUESTIONNAIRE

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13.	I feel more comfortable if exam instructions are given in Indonesian.				✓	
14.	I think I speak in my first language more often than I speak English in English class.					✓
15.	Using Indonesian prevents me from learning English.				✓	

NAME: MUHAMMAD BOY SOLIHIN

CLASS : B

SRN: 160121073

## QUESTIONNAIRE

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8.	Having to speak English only in class makes me feel nervous.	✓				
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10.	English grammar should be explained in Indonesian.		✓		✓	
11.	New vocabulary should be translated into Indonesian.		✓			
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.					✓
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.					✓

M. Haris JM  
1601121139

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				✓	
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M. Y. S. M. A.  
26/12/11/18

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No. Faisal Atipin

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.			✓		

Fahriza Adhmadani

160121143

## QUESTIONNAIRE

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3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
4.	I prefer the teacher to use Indonesian if the lesson is boring.		✓			
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.		✓			
6.	I prefer to ask my teacher questions in Indonesian.				✓	
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.		✓			
8.	Having to speak English only in class makes me feel nervous.		✓			
9.	The teacher should clarify difficult activities in Indonesian.					✓
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.		✓			
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.		✓			

Nikita Wahyuningtyas

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

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For example :

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.	√				√

Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.		√			
2.	I feel more comfortable when I talk to my teacher in Indonesian.			√		
3.	I can understand the lesson much better if my teacher uses Indonesian.			√		
4.	I prefer the teacher to use Indonesian if the lesson is boring.			√		
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				√	
6.	I prefer to ask my teacher questions in Indonesian.			√		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			√		
8.	Having to speak English only in class makes me feel nervous.			√		
9.	The teacher should clarify difficult activities in Indonesian.			√		
10.	English grammar should be explained in Indonesian.				√	
11.	New vocabulary should be translated into Indonesian.			√	√	
12.	Class instructions should be given in Indonesian.			√		
13.	I feel more comfortable if exam instructions are given in Indonesian.			√		
14.	I think I speak in my first language more often than I speak English in English class.				√	
15.	Using Indonesian prevents me from learning English.		√			

Syahrul Pafarizal  
1601121088

### QUESTIONNAIRE

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1.	I prefer my teacher to use Indonesian in English classes.	✓				
2.	I feel more comfortable when I talk to my teacher in Indonesian.		✓			
3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
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7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.					✓
8.	Having to speak English only in class makes me feel nervous.		✓			
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.					✓
11.	New vocabulary should be translated into Indonesian.					✓
12.	Class instructions should be given in Indonesian.				✓	
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.				✓	

Afifa Resti Pradita  
1601121121

### QUESTIONNAIRE

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8.	Having to speak English only in class makes me feel nervous.	✓				
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.			✓		
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.	✓				
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.					✓

Redhna Syafitri  
K01121122

### QUESTIONNAIRE

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9.	The teacher should clarify difficult activities in Indonesian.		✓			
10.	English grammar should be explained in Indonesian.	✓				
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13.	I feel more comfortable if exam instructions are given in Indonesian.		✓			
14.	I think I speak in my first language more often than I speak English in English class.		✓			
15.	Using Indonesian prevents me from learning English.				✓	

Haemi

## QUESTIONNAIRE

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12.	Class instructions should be given in Indonesian.				√	
13.	I feel more comfortable if exam instructions are given in Indonesian.			√		
14.	I think I speak in my first language more often than I speak English in English class.		√			
15.	Using Indonesian prevents me from learning English.					√

Sucastri Wucandari  
08 570542 7387

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.					✓

Rahmawati Dewi

## QUESTIONNAIRE

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12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.		✓			
14.	I think I speak in my first language more often than I speak English in English class.	✓		✓		
15.	Using Indonesian prevents me from learning English.		✓			

Marfiah

## QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.	√				
15.	Using Indonesian prevents me from learning English.	√				

Name : M. Pandriansyah  
Nim : 1601121147

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.				✓	

Megustai

## QUESTIONNAIRE

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Meis Ayu Rismawati

## QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

NAME: M. Nurri Mahendra

NIM: 160171072

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.		✓			
15.	Using Indonesian prevents me from learning English.		✓			

Nor Harisha  
081347661246

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

nama : Ian Imana  
nim : 160122131

### QUESTIONNAIRE

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2.	I feel more comfortable when I talk to my teacher in Indonesian.			√		
3.	I can understand the lesson much better if my teacher uses Indonesian.		√			
4.	I prefer the teacher to use Indonesian if the lesson is boring.		√			
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.			√		
6.	I prefer to ask my teacher questions in Indonesian.			√		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			√		
8.	Having to speak English only in class makes me feel nervous.		√			
9.	The teacher should clarify difficult activities in Indonesian.			√		
10.	English grammar should be explained in Indonesian.			√		
11.	New vocabulary should be translated into Indonesian.			√		
12.	Class instructions should be given in Indonesian.			√		
13.	I feel more comfortable if exam instructions are given in Indonesian.		√			
14.	I think I speak in my first language more often than I speak English in English class.				√	
15.	Using Indonesian prevents me from learning English.				√	

NAME : ISTIKHOMAH  
NIM : 1601121135

### QUESTIONNAIRE

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1.	I prefer my teacher to use Indonesian in English classes.					✓

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7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.		✓			
9.	The teacher should clarify difficult activities in Indonesian.		✓			
10.	English grammar should be explained in Indonesian.		✓			
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12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.		✓			
14.	I think I speak in my first language more often than I speak English in English class.		✓			
15.	Using Indonesian prevents me from learning English.		✓			

Name: ahmad jani

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				✓	
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Widia fatmawati  
16011211138

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M. H Juswanda Mochtar

## QUESTIONNAIRE

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Fahri Rizki Fahmadiyah  
085705060964

### QUESTIONNAIRE

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Rifa Nurrafiah

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14.	I think I speak in my first language more often than I speak English in English class.		✓			
15.	Using Indonesian prevents me from learning English.					✓

Movi Pahlansyah. B

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.		✓			

Fiki Bayu Bramsetiyo  
1601121115

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.			✓		

BILDAE OCTAVIANNA  
19022105

### QUESTIONNAIRE

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Name : JULIA  
081255625916

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.		✓			

Rizky Al Hidayati  
0816 99470136

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.				✓	

Lentka Egita Sulistiyana  
0813A7270675

### QUESTIONNAIRE

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Via Via Saputem  
081251953856

### QUESTIONNAIRE

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Rina Ariyani  
0873249691

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1.	I prefer my teacher to use Indonesian in English classes.					✓

Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.				✓	
2.	I feel more comfortable when I talk to my teacher in Indonesian.				✓	
3.	I can understand the lesson much better if my teacher uses Indonesian.				✓	
4.	I prefer the teacher to use Indonesian if the lesson is boring.					✓
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				✓	
6.	I prefer to ask my teacher questions in Indonesian.				✓	
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.		✓		✓	
9.	The teacher should clarify difficult activities in Indonesian.				✓	
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.				✓	
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.				✓	

Monalisa 081398785488

### QUESTIONNAIRE

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1.	I prefer my teacher to use Indonesian in English classes.	✓				
2.	I feel more comfortable when I talk to my teacher in Indonesian.		✓			
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6.	I prefer to ask my teacher questions in Indonesian.		✓			
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.		✓			
9.	The teacher should clarify difficult activities in Indonesian.		✓			
10.	English grammar should be explained in Indonesian.		✓			
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.	✓				
13.	I feel more comfortable if exam instructions are given in Indonesian.	✓				
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

Name : Dian Ash Lestari  
160111425  
0852 1311 2999

### QUESTIONNAIRE

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7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.				✓	
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12.	Class instructions should be given in Indonesian.				✓	
13.	I feel more comfortable if exam instructions are given in Indonesian.				✓	
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.			✓		

Nama: Renny Tanggara  
 SKY: 16.12.1998

### QUESTIONNAIRE

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8.	Having to speak English only in class makes me feel nervous.		✓	✓		
9.	The teacher should clarify difficult activities in Indonesian.				✓	
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12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.		✓			
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.				✓	

Istighfaini Irgatha Rosli  
08215775602

### QUESTIONNAIRE

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6.	I prefer to ask my teacher questions in Indonesian.		√			
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.		√			
8.	Having to speak English only in class makes me feel nervous.			√		
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10.	English grammar should be explained in Indonesian.			√		
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12.	Class instructions should be given in Indonesian.		√			
13.	I feel more comfortable if exam instructions are given in Indonesian.		√			
14.	I think I speak in my first language more often than I speak English in English class.			√		
15.	Using Indonesian prevents me from learning English.		√			

Sarah Anggraini  
0822-3461-1933

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.				√	
15.	Using Indonesian prevents me from learning English.				√	

Name: Elisa Karina  
 Class: A. (160121079)  
 085750806211

### QUESTIONNAIRE

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11.	New vocabulary should be translated into Indonesian.		✓		✓	
12.	Class instructions should be given in Indonesian.		✓			
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14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

Name: Nurzaita K.S.  
082255501212

### QUESTIONNAIRE

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13.	I feel more comfortable if exam instructions are given in Indonesian.			√		
14.	I think I speak in my first language more often than I speak English in English class.			√		
15.	Using Indonesian prevents me from learning English.					√

Norman Hadi  
0851 5244 4131

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.				✓	

Name: Elsa Nur Sabila

Phone Number: 08981412548

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.			✓		

Nur Azzahe (082254372369)

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.					✓

Mariatul Fitriah  
1601121127  
082350219259

### QUESTIONNAIRE

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7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.		✓			
8.	Having to speak English only in class makes me feel nervous.		✓	✓		
9.	The teacher should clarify difficult activities in Indonesian.		✓	✓		
10.	English grammar should be explained in Indonesian.		✓			
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15.	Using Indonesian prevents me from learning English.			✓		

Ahmad Rueda yanto  
16011210799

### QUESTIONNAIRE

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14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.			✓		

Ahmad Supriatna  
160.42.1112

0812 5000 1010

### QUESTIONNAIRE

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15.	Using Indonesian prevents me from learning English.			✓		

Name = Dimas Trigudhanto  
 Contact = 0853 49714351

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Following are a number of statements with which some people agree and others disagree. I would like you to indicate your opinion after each statement by putting an checklist "✓" in the table that best indicates the extent to which you agree or disagree with the statement. Thank you very much for your help.

For example :

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.					✓

Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.		✓			
2.	I feel more comfortable when I talk to my teacher in Indonesian.				✓	
3.	I can understand the lesson much better if my teacher uses Indonesian.				✓	
4.	I prefer the teacher to use Indonesian if the lesson is boring.				✓	
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				✓	
6.	I prefer to ask my teacher questions in Indonesian.			✓		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.		✓			
8.	Having to speak English only in class makes me feel nervous.			✓		
9.	The teacher should clarify difficult activities in Indonesian.				✓	
10.	English grammar should be explained in Indonesian.		<del>✓</del>		✓	
11.	New vocabulary should be translated into Indonesian.		<del>✓</del>			
12.	Class instructions should be given in Indonesian.		<del>✓</del>		✓	
13.	I feel more comfortable if exam instructions are given in Indonesian.		✓			
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.				✓	

FITRYA  
085389949585

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

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Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.		✓			
2.	I feel more comfortable when I talk to my teacher in Indonesian.			✓		
3.	I can understand the lesson much better if my teacher uses Indonesian.				✓	
4.	I prefer the teacher to use Indonesian if the lesson is boring.			✓		
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				✓	
6.	I prefer to ask my teacher questions in Indonesian.			✓		
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.				✓	
8.	Having to speak English only in class makes me feel nervous.			✓		
9.	The teacher should clarify difficult activities in Indonesian.				✓	
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

HANIF HABIBA  
081254781159

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Following are a number of statements with which some people agree and others disagree. I would like you to indicate your opinion after each statement by putting an checklist "✓" in the table that best indicates the extent to which you agree or disagree with the statement. Thank you very much for your help.

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No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.					✓

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2.	I feel more comfortable when I talk to my teacher in Indonesian.			✓		
3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
4.	I prefer the teacher to use Indonesian if the lesson is boring.		✓			
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.				✓	
6.	I prefer to ask my teacher questions in Indonesian.					✓
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.					✓
8.	Having to speak English only in class makes me feel nervous.			✓		
9.	The teacher should clarify difficult activities in Indonesian.				✓	
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.		✓			
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.		✓			
15.	Using Indonesian prevents me from learning English.				✓	

Bella Aniska  
0813 91149632

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

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No.	Statement	SD	D	N	A	SA
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Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

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1.	I prefer my teacher to use Indonesian in English classes.		✓			
2.	I feel more comfortable when I talk to my teacher in Indonesian.			✓		
3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
4.	I prefer the teacher to use Indonesian if the lesson is boring.			✓		
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.			✓		
6.	I prefer to ask my teacher questions in Indonesian.				✓	
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.				✓	
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.			✓		
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

Kiki Andiyana  
160111141

### QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

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No.	Statement	SD	D	N	A	SA
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1.	I prefer my teacher to use Indonesian in English classes.			✓		
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7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.			✓		
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.			✓		
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.			✓		
15.	Using Indonesian prevents me from learning English.			✓		

Kleinman 1993

## QUESTIONNAIRE

I would like to ask you to help by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers and you don't even have to write your name on it. I'm interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Following are a number of statements with which some people agree and others disagree. I would like you to indicate your opinion after each statement by putting an "x" in the table that best indicates the extent to which you agree or disagree with the statement. Thank you very much for your help.

For example :

No.	Statement	SD	D	N	A	SA
1.	I prefer my teacher to use Indonesian in English classes.					✓

Each of questions has score itself (Strongly disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly agree = 5).

No.	Statement	SD	D	N	A	SA
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2.	I feel more comfortable when I talk to my teacher in Indonesian.			✓		
3.	I can understand the lesson much better if my teacher uses Indonesian.			✓		
4.	I prefer the teacher to use Indonesian if the lesson is boring.			✓		
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.			✓		
6.	I prefer to ask my teacher questions in Indonesian.				✓	
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.			✓		
8.	Having to speak English only in class makes me feel nervous.				✓	
9.	The teacher should clarify difficult activities in Indonesian.			✓		
10.	English grammar should be explained in Indonesian.			✓		
11.	New vocabulary should be translated into Indonesian.			✓		
12.	Class instructions should be given in Indonesian.			✓		
13.	I feel more comfortable if exam instructions are given in Indonesian.			✓		
14.	I think I speak in my first language more often than I speak English in English class.				✓	
15.	Using Indonesian prevents me from learning English.			✓		

Rizqa Aulia.

## QUESTIONNAIRE

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Following are a number of statements with which some people agree and others disagree. I would like you to indicate your opinion after each statement by putting an checklist "✓" in the table that best indicates the extent to which you agree or disagree with the statement. Thank you very much for your help.

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4.	I prefer the teacher to use Indonesian if the lesson is boring.				✓	
5.	Indonesian can help me to express my feelings and ideas that I cannot explain in English.					✓
6.	I prefer to ask my teacher questions in Indonesian.				✓	
7.	I prefer to do an activity (for example discussion, conversation, and so on) with a partner in Indonesian.				✓	
8.	Having to speak English only in class makes me feel nervous.					✓
9.	The teacher should clarify difficult activities in Indonesian.				✓	
10.	English grammar should be explained in Indonesian.				✓	
11.	New vocabulary should be translated into Indonesian.				✓	
12.	Class instructions should be given in Indonesian.					✓
13.	I feel more comfortable if exam instructions are given in Indonesian.					✓
14.	I think I speak in my first language more often than I speak English in English class.					✓
15.	Using Indonesian prevents me from learning English.			✓		

### Student's Interview Transcript

First, the students interviewed were VYS, A class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya, termotivasi ka. <i>Yes, motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesia Speaking classroom?</i>	Tidak, seluruh pembelajaran menggunakan Bahasa Inggris. Kecuali, kalau ada hal yang penting untuk disampaikan dan tidak dimengerti, akan digunakan Bahasa Indonesia. <i>No, all learning uses English. Except, if there are important things to convey and not understand, Indonesian will be used.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Sangat menolong ka. Karena kadang ada kosakata atau pengucapan dari guru yang tidak saya mengerti. <i>Very helpful. Because sometimes there is a vocabulary or pronunciation from a teacher that I don't understand.</i>
4	Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia?	Sukanya itu ka, pada saat mengartikan kosakata yang asing

	<i>When do you prefer your teacher to use Indonesian?</i>	ataupun baru bagi saya. <i>Prefer, when interpreting foreign or new vocabulary for me.</i>
5	Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking? <i>When do you use Indonesian in Speaking classes?</i>	Emmm, ya saat ngomong dengan teman sekelas ka. Kalau sama guru, saya berusaha untuk menggunakan Bahasa Inggris. <i>Emmm, yes when talking to my classmates. When I'm with a teacher, I try to use English.</i>

Second, the students interviewed were SA, A class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya ka, tentu saja sangat termotivasi. <i>Yes, of course, very motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesian in Speaking classroom?</i>	Tidak ka, selalu menggunakan Bahasa Inggris. <i>No, always use English.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Eem, menolong banget ka. Karena Bahasa Indonesia membantu saya mengucapkan kalimat yang tidak bisa saya lakukan dalam Bahasa Inggris. <i>Eem, really helps. Because</i>

		<i>Indonesian helps me say sentences that I can't do in English.</i>
4	Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia? <i>When do you prefer your teacher to use Indonesian?</i>	Sukanya eemm, pada saat guru merilekskan mahasiswa di sela pembelajaran agar tidak tegang dan membosankan. <i>I love eemm, when teacher relaxing students in between learning so as not to be tense and boring.</i>
5	Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking? <i>When do you use Indonesian in Speaking classes?</i>	Ketika saya tidak dapat mengucapkan apa yang ingin saya sampaikan. Saya akan menggunakan Bahasa Indonesia untuk itu. <i>When I can't say what I want to say. I will use Indonesian for that.</i>

Third, the students interviewed were ENS, A class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya, sangat termotivasi. <i>Yes, very motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesian in</i>	Tidak ka, dari awal sampai akhir pembelajaran menggunakan Bahasa Inggris.

	<i>Speaking classroom?</i>	<i>No, from the beginning to the end of learning using English.</i>
3	<p>Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris?</p> <p><i>Do you think that Indonesian helps you to learn English?</i></p>	<p>Eeem, kalau untuk saya menolong sih ka. Eeee, karena kadang-kadang gak tau apa yang dimaksud oleh guru, istilah-istilah yang saya kurang paham, dan bahasa indonesia menolong saya untuk mengerti apa yang dimaksud guru tersebut.</p> <p><i>Eeem, it is help for me. Eeee, because sometimes I don't know what is meant by the teacher, the terms I don't understand, and Indonesian helps me to understand what the teacher means.</i></p>
4	<p>Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia?</p> <p><i>When do you prefer your teacher to use Indonesian?</i></p>	<p>Lebih suka itu, pada saat mengklarifikasi penjelasan yang sukar dimengerti mahasiswa. Tidak memaksakan untuk mengerti penjelasan dalam Bahasa Inggris.</p> <p><i>Prefer, when clarifying explanations that are difficult for students to understand. Not impose to understand in English.</i></p>
5	<p>Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking?</p> <p><i>When do you use Indonesian in Speaking classes?</i></p>	<p>Pada saat dengan teman, kalau dengan guru mungkin mix. Jika guru tersebut memperbolehkan menggunakan Bahasa Indonesia, akan dipakai. Kalau tidak</p>

		diperbolehkan, maka memakai Bahasa Inggris. <i>At times with friends, if the teacher might mix. If the teacher allows using Indonesian, it will be used. If not allowed, then use English.</i>
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Fourth, the students interviewed were Mo, A class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya, termotivasi. <i>Yes, motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesian in Speaking classroom?</i>	Tidak, keseluruhan pembelajaran menggunakan full Bahasa Inggris, sedikit sekali ka menggunakan Bahasa Indonesia. <i>No, overall learning uses full English, very little uses Indonesian.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Bahasa Indonesia membantu, eeem , kalo untuk tingkatan semester kami, kayanya, tidak terlalu menolong ka. Kalau untuk semester atas, itu tidak menolong. <i>Indonesian language helpful, eeem, if for our semester level, it's rich, it's not too helpful. For the upper</i>

		<i>semester, it doesn't help.</i>
4	<p>Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia?</p> <p><i>When do you prefer your teacher to use Indonesian?</i></p>	<p>Misalnya, pada saat menjelaskan materi yang agak rumit. Takutnya kalau dijelaskan pakai Bahasa Inggris, malah makin rumit. Jadi sebaiknya pakai Bahasa Indonesia dulu, tapi masih tetap dibarengi dengan sedikit Bahasa Inggris.</p> <p><i>For example, when explaining rather complicated material. Fear of being explained using English, it is even more complicated. So it's best to use Indonesian first, but still be accompanied by a little English.</i></p>
5	<p>Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking?</p> <p><i>When do you use Indonesian in Speaking classes?</i></p>	<p>Emmm, pastinya pada saat ngomong dengan teman sekelas, karena lebih nyaman. Kalau ngomong sama guru harus diusahakan menggunakan Bahasa Inggris.</p> <p><i>Emmm, of course when talking to classmates, because it's more comfortable. If you talk to the teacher, you should try to use English..</i></p>

Fifth, the students interviewed were MF, A class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya ka termotivasi, sangat termotivasi. <i>Yes, motivated, very motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesian in Speaking classroom?</i>	Tidak ka, tidak pernah sama sekali selama pembelajaran menggunakan Bahasa Indonesia. <i>No, never at all during learning using Indonesian.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Menolong ka, kalau misalnya saya nggak tahu maksudnya dalam Bahasa Inggris, otomatis dalam Bahasa Indonesia itu bisa mengetahui. <i>It's help, if for example I do not know the meaning in English, automatically in Indonesian i can know.</i>
4	Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia? <i>When do you prefer your teacher to use Indonesian?</i>	Misalnya pada saat, penjelasannya kurang jelas dalam Bahasa Inggris, harus menggunakan Bahasa Indonesia. Namun tidak sepanjang pelajaran menggunakan itu. <i>For example, when the explanation is unclear in English, it must use Indonesian. But not throughout the lesson using it.</i>

5	Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking? <i>When do you use Indonesian in Speaking classes?</i>	Emmm, pada saat ngomong dengan teman ka, lebih nyaman aja. <i>Emmm, when talking with my friends, it's more comfortable.</i>

Sixth, the students interviewed were Ma, C class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	Apakah Anda merasa termotivasi untuk belajar bahasa Inggris? <i>Do you feel motivated to learn English?</i>	Iya ka termotivasi. <i>Yes, motivated.</i>
2	Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking? <i>Does your teacher use Indonesian in Speaking classroom?</i>	Tidak, selalu menggunakan Bahasa Inggris. <i>No, always use English.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Menolong, untuk mengekspresikan kata yang saya ingin ucapkan, tapi tidak bisa jika menggunakan Bahasa Inggris. Dan juga seperlunya menggunakan Bahasa Indonesia. <i>It's helps, to express the words I want to say, but cannot use English. And also as necessary to use Indonesian.</i>

4	<p>Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia?</p> <p><i>When do you prefer your teacher to use Indonesian?</i></p>	<p>Misalnya pada saat, ingin menyegarkan suasana kelas.</p> <p>Mengucapkan lelucon menggunakan Bahasa Indonesia akan lebih mengasyikkan.</p> <p><i>For example, when want to refresh the class atmosphere. Saying jokes using Indonesian will be more exciting.</i></p>
5	<p>Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking?</p> <p><i>When do you use Indonesian in Speaking classes?</i></p>	<p>Emmm, ketika saya tidak bisa mengungkapkan sesuatu jika menggunakan Bahasa Inggris ka.</p> <p><i>Emmm, when I can't express something if I use English.</i></p>

Seventh, the students interviewed were FBB, C class of Speaking for Group Activities.

NO	Pertanyaan <i>Question</i>	Jawaban dan alasan <i>Answers and reasons</i>
1	<p>Apakah Anda merasa termotivasi untuk belajar bahasa Inggris?</p> <p><i>Do you feel motivated to learn English?</i></p>	<p>Iya, tentu saja termotivasi.</p> <p><i>Yes, of course motivated.</i></p>
2	<p>Apakah guru Anda menggunakan bahasa Indonesia di kelas Speaking?</p> <p><i>Does your teacher use Indonesian in Speaking classroom?</i></p>	<p>Tidak, menggunakan full Bahasa Inggris. Bahasa Indonesia tidak pernah sama sekali. Ada sih, cuma sangat jarang.</p> <p><i>No, use full English. Indonesian is</i></p>

		<i>never at all. There is, only very rarely.</i>
3	Apakah Anda berpikir bahwa bahasa Indonesia membantu Anda belajar bahasa Inggris? <i>Do you think that Indonesian helps you to learn English?</i>	Menolong sih, untuk saya memahami, mengerti, dan mengucapkan sesuatu. Yang tidak bisa dilakukan jika dalam Bahasa Inggris. <i>Helpful, for me to understand and say something. What cannot be done if in English.</i>
4	Kapan Anda lebih suka guru Anda menggunakan bahasa Indonesia? <i>When do you prefer your teacher to use Indonesian?</i>	Emmm, pada saat, menjelaskan sesuatu yang sukar dimengerti untuk kami para mahasiswa. <i>Emmm, at the time, explained something that was difficult to understand for the students.</i>
5	Kapan Anda menggunakan Bahasa Indonesia di kelas Speaking? <i>When do you use Indonesian in Speaking classes?</i>	Lebih seringnya sih, ketika saya ngomong sama teman, lebih mudah aja. <i>More often, when I talk to friends, it's easier.</i>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112  
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id  
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**SURAT IZIN PENELITIAN**

Nomor: B-1343 /In.22/III.1/PP.00.9/11/2018

Berdasarkan surat dari saudara/ni **TEGUH IRWANSYAH**, Tanggal 05 September 2018 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama : **TEGUH IRWANSYAH**  
NIM : **1301120916**  
Tempat/Tgl. Lahir : **KERAYA, 06 - 06 - 1995**  
Jurusan/Prodi : **Pend. Bahasa / Tadris Bahasa Inggris (TBI)**  
Semester : **XI (Sebelas)**

Untuk mengadakan penelitian pada:

Lokasi Penelitian : **Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya**  
Judul Skripsi : **ENGLISH STUDENTS' PERCEPTION IN USING INDONESIAN AT SPEAKING FOR GROUP ACTIVITIES CLASS IN THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA**  
Waktu Penelitian : **Selama 2 (dua) bulan, terhitung sejak tanggal 18 Oktober sampai dengan 18 Desember 2018**

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya U.p. Ketua Jurusan Pend. Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya  
Pada Tanggal 05 September 2018



Dekan  
Kang Tata Usaha,

**Hartani, S.Ag, M.Si**  
NIP. 19720814 200003 1 003

Tembusan Yth:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Jurusan Pend. Bahasa;
3. Ketua Prodi TBI;
4. Kasubbag Mikwa dan Alumni FTIK.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
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**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor. B- /51/ /In.22/III.1/PP.00.9/11/2018

Memperhatikan Surat izin penelitian nomor: B-1343/In.22/III.1/PP.00.9/10/2018 dan berdasarkan surat permohonan saudara TEGUH IRWANSYAH, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama : TEGUH IRWANSYAH  
NIM : 1301120916  
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)  
Jenjang : Strata 1 / S1  
Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya  
Judul Skripsi : ENGLISH STUDENTS' PERCEPTION IN USING INDONESIAN AT SPEAKING FOR GROUP ACTIVITIES CLASS IN THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 1 bulan 2 hari terhitung dari tanggal 18 Oktober s.d 20 November 2018.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 21 November 2018

  
a.n. Dekan  
Wakil Dekan Bidang Akademik,  
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## CURRICULUM VITAE

1. Name : Teguh Irwansyah
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  - d. University : IAIN PALANGKA RAYA
10. Organization Experience :
  - a. Leader of Senat Mahasiswa Ftik IAIN Palangka Raya
  - b. Leader of Sida Mahasiswa Kobar IAIN Palangka Raya encounter
  - c. Member of HMPS TBI
  - d. Member of LPM IAIN Palangka Raya
  - e. Member of HMI

Palangka Raya,  
The Writer

Teguh Irwansyah  
1301120916