

**THE STUDENTS' PERCEPTION ON THE USE OF
BAHASA INDONESIA AS MEDIUM INSTRUCTION
IN ENGLISH TEACHING AT MAN KOTA
PALANGKA RAYA**

THESIS



**BY
ZIA ULHAK DAHSAN**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND
EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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**THE STUDENTS' PERCEPTION ON THE USE OF
BAHASA INDONESIA AS MEDIUM INSTRUCTION
IN ENGLISH TEACHING AT MAN KOTA
PALANGKA RAYA**

THESIS

In partial fulfillment of the requirements
for the degree *Sarjana* in English Language Education



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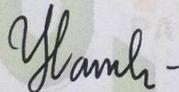
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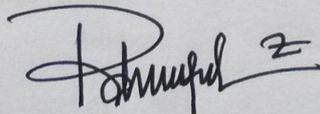
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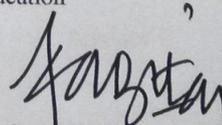
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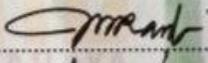
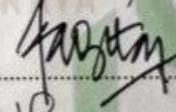
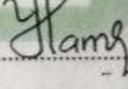
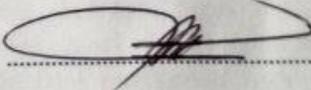
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MOTTO AND DEDICATION

YAKIN USAHA SAMPAI

“YAKUSA”

HIMPUNAN MAHASISWA ISLAM MOTTO

This thesis dedicated to:

My beloved mother Mariamah and father Muhammad Dahsan S.Pd also my lovely Brother and Sisters M. Rija Fajrin, Erwina Puspitasari Dahsan, Aulia Puspitasari Dahsan and Nabila Puspitasari Dahsan for their endless prayer for me. For all my second parents in collage Ayahanda Surya Sukti, Ayahanda Sardimi, Ayahanda Ali Iskandar, Ayahanda Saiful Lutfi and Ayunda Jasiah. For all my brothers that I never have Azhari Norahman, Suprayitno, Agus Hermawan, Sukirman and Haji Abdul Karim also all members of TBI 2012 and HMI IAIN Palangkaraya for your support from the beginning until the end. And also for my life partner Junita.

DECLARATION OF AUTHENTICATION

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 17th, 2018

Yours Faith fully

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ABSTRACT

Dahsan, Z. U. 2018. *The Students' Perception on the Use of Bahasa Indonesia As Medium Instruction in English Teaching at MAN Kota Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka raya. Advisors : (1) Dra. Halimah, M.Pd., (2) Luqman Baehaqi, Ss. M.Pd.

Key Words: Perception, Implementation, L1 (Bahasa) and L2 (English)

The objectives of the study was to find out the students' perception on the use Bahasa Indonesian as a medium instruction in teaching English and to analyze the teachers implement L1 in L2 classroom at MAN kota Palangka Raya.

In the study, the writer used qualitative case study approach with descriptive design. The populations of the study was the students of X grade language class and their teachers at MAN Kota Palangka Raya. The writer had took 25 students and 2 teachers as the sample.

The research tools were used for gathering data: questionnaires, interviews and four observations of one classroom. The techniques of data collecting in the study were used (1) a questionnaires and interview as foccus to know what is the students perception and (2) an observation and interview as foccus to know how the teachers implementation L1 in L2 class. In analyzing the data, the writer used data collection, data reduction, data display and conclusion.

The main research findings showed that: (1) There were 21 students (84%) agreed to the usage of Bahasa Indonesian as a medium of instruction in the class practically, it was because the ability and comprehension to understand the explanation of the teachers was low (2) There were 4 students (16 %) disagreed if the teachers used Bahasa Indonesian as a medium of instruction in English class. It was because they believed that the usage of English could improved their ability and skill of English. (3) The teachers used L1 in L2 class only in the circumstances where students' learning became deadlocked, when the students did not knew the new vocabulary, and when the teacher give some new of material learning. Based on the teachers interview, they usually to use L1 translation to clarify difficult items for weak learners, so that the students did not lag behind their peers.

ABSTRAK

Dahsan, Z. U. 2018. *Persepsi Siswa Terhadap Penggunaan Bahasa Indonesia Sebagai Media Pengantar Pembelajaran Bahasa Inggris di Man Kota Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) Dra. Halimah, M.Pd., (2) Luqman Baehaqi, Ss. M.Pd.

Kata Kunci: Persepsi, Pelaksanaan, L1(Bahasa Indonesia) dan L2 (Bahasa Inggris)

Penelitian ini bertujuan untuk mengukur persepsi siswa terhadap penggunaan bahasa Inggris sebagai bahasa pengantar di pembelajaran bahasa Inggris dan untuk menganalisa bagaimana guru menerapkan bahasa Ibu/Indonesia di kelas bahasa Inggris di MAN Kota Palangka Raya.

Didalam penelitian ini, penulis menggunakan pendekatan studi kasus kualitatif dengan desain deskriptif. Populasi penelitian adalah siswa kelas 10 dan guru yang mengajar bahasa Inggris di MAN Kota Palangka Raya. Penulis telah mengambil 25 siswa dan 2 guru sebagai sampel.

Instrumen yang digunakan dalam pengambilan data adalah observasi, angket dan wawancara. Teknik pengumpulan data dalam penelitian ini menggunakan: (1) instrument angket dan wawancara untuk fokus kepada apa persepsi siswa dan (2) Intrument observasi dan wawancara untuk mengetahui bagaimana guru menerapkan L1 di kelas L2 . Dalam menganalisis data, penulis menggunakan teknik pengumpulan data, reduksi data, menampilkan data dan pengambilan kesimpulan.

Temuan penelitian utama menunjukkan bahwa: (1) Ada 21 siswa (84%) setuju dengan penggunaan bahasa Indonesia sebagai bahasa pengantar secara nyata di kelas bahasa Inggris, hal itu dikarenakan kemampuan dan pemahaman siswa dalam bahasa Inggris masih rendah (2) Ada 4 siswa (16%) tidak setuju jika guru menggunakan Bahasa Indonesia sebagai bahasa pengantar di kelas bahasa Inggris. Hal itu dikarenakan siswa percaya bahwa penggunaan bahasa Inggris dapat meningkatkan kemampuan dan keterampilan bahasa Inggris mereka. (3) Para guru menggunakan L1 di kelas L2 hanya dalam keadaan di mana siswa menemui jalan buntu dalam pembelajaran, ketika siswa tidak tahu kosakata baru, dan ketika guru memberikan materi pembelajaran baru. Berdasarkan wawancara guru, mereka biasanya menggunakan terjemahan L1 untuk mengklarifikasi hal-hal yang sulit untuk siswa yang lemah menangkap inti pembelajaran, sehingga siswa tersebut tidak tertinggal di belakang siswa lainnya.

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The writer realized that the thesis is still far from the perfect therefore some constructive suggestions are needed.

Alhamdulillahilabbil,,Alamin

Palangka Raya, October 17th, 2018

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LIST OF ABBREVIATIONS AND SYMBOLS



MAN	is Madrasah Aliyah Negeri
EMI	is English as Medium of Instruction
MOI	is Medium of Instruction
GTM	is Grammar Translation Method
L1	is First Language
L2	is Second Language
ESL	is English as Second Language
Mr. R	is Bapak Rasidi S.Pd
Mrs. H	is Ibu Dra. Halimah M.Pd
F	is Fitriani
PR	is Putri Rahmawati
NA	is Nur Atika
TAS	is Thoyyib Ash Shiddiqie
WSA	is Wahyu Satrianur Anwar
AF	is Ahmad Fahdil

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed the background of the study, problem of study, objective of the study, assumption, scope and limitation, significant of the study, and definition of key Terms.

A. Background of the Study

In system education of Indonesia, English was in the list of many courses that students had to take. In this case, government policy has been made in the curriculum to place English as a lesson since junior high school. And then, in each school in Indonesia, English was used for the purposes of academic advancement, career advancement, traveling abroad, technology access and economic success. Significantly, in academic purpose English was very supported to the teacher and student to learning process in the class and to help people to be success. Naturally, many school, also through the effects of rapid process of internationalization, have adopted plenty of strategies to be able to meet the demands of internationalization, which was described as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the school” (Knight, 1993, p.21).

Considering the position of English in academic and one of the courses that props up students’ proficiency, role of teachers in the class decides on the having good production of English. To teach English in a satisfactory manner good teacher is required (Patel and Praveen, 2008, p.145). The existence of teachers is

being succession with learning objective and goals of education. Therefore, teachers are expected to be standard teacher in capability and proficiency in English.

Dominantly, classroom activity was controlled by teachers. Controllers hold the role, explain to students, manage exercises, read aloud, and in all sorts other methods become a model of teacher with quality (Jeremy, 2002, p. 56). Students' insight definitely to be aimed when teacher knows how to manage, hold and explain for understanding the students. Nevertheless, the expectation was not like what happened in reality. Teacher sometime forgets some aspects in establishing an exact, gladden and captivating condition. Achieving success in learning was absolute. It was not successful in single meaning, but a desire object of students, the learning objectives, and teacher's contentment must emerge on surface. Once again, role of teacher cannot be neglected here.

The point above was required in learning English. English in Indonesia was not too glaring, so that students just learn it since kindergarten, but specifically in junior high school they study thoroughly. Related to this fact, the used of English as a medium of instruction in the classroom given an opportunity to the students to communicate in English so that the students would be familiar with the vocabularies, grammar, and sentence patterns in English. This was important because the chance for them to communicate at home and dwelling with English had limited. For example, at their home, it is only little or no chance at all to communicate in English and the environment as well (Akhmad, 2014, p. 2).

How to learn English is quite different than others. Because it is foreign language, a conventional theory about language comes out; it is called as Direct Method. However, direct method is still used to know deeply about language. Language is a skill to process words where direct method focuses on the using English as L2. The word “habit” is attached since people were baby and first time they heard a word. People can speak when they are accustomed to that language. It is the main focus in learning language (Azhari, 2016, p. 13).

So, it came into the world of English classroom. It is made aware of an obligation to learn English as it had been talking with it. Learning English that needs habitual situation obviously, escorts teachers to condition the classroom becomes a very small scale of English world. Simply, it must have English in English-language classroom, and as well as possible, it has to make attend an English environment there, where a huge percentage of time is available to listen and apply English (Jeremy, 2007, p. 28). Refer to the statement, it is believed that basic of English classroom is shown by the English surroundings that teachers bring to the class. In order to make it easier, Teachers must exhort direct and impromptu use of foreign language in the classroom (Patel and Praveen, 2008, p. 79) No doubt, it should be in sure of teachers to use English in their class.

In any other case, used of L1 in the teaching and learning was 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 writers’ 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 was an arguable issue in English language education. Whether or not to use L1 had 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 row with the statement above, the fact must be in attendance in investigating the problem. The writer curiously wanted to explore the position of L1 as medium of instruction in Palangka Raya, from the perspectives of students toward the English teachers in their English lessons. The writer began to ask friends who has finished their Teaching Practice II in senior high schools at Palangka Raya. Result of my investigation that was based on their experience in an observation class activities at English class. According to preliminary investigation, the writers' found that used of English language in classroom was minimum by percentage. During the lesson, teachers teaching English seem to prefer used Bahasa Indonesia to English. Within 50-minutes teaching duration it had counted that more than 70% time spent by using Bahasa Indonesia.

With all of the statements, the students are the major and significance source to know whole activity in classroom. They have times to see, listen, and feel how the teacher contributes to the class, by giving the material, explaining something,

and including the language used by teacher in the classroom. That observing was not enough to make and declare the real condition as the writer says. It needs more researching than just asking person to person. Therefore, it was right answer in the right place if it is asked to them all occurred between the students and the teachers.

The reasons why the writer decided MAN Kota Palangka Raya as a population of research because MAN Kota Palangka Raya that was categorized as the best and famous school which has a lot of students who have much achievements that admitted by Religion Ministry of Palangka Raya. And then, the writer found a fact from data that students had graduated from MAN Kota Palangka Raya continued their education at IAIN Palangka Raya. Therefore, this study would useful for Departement of Language Education if they choosed to take English Education Program. In the previous research conducted at MAN Kota Palangka Raya too, but the study before was only focused on using English as medium instruction and the result of the study showed that students became comfortable if teaching and learning process used English as a medium instruction in English class. So that, the writer decided to research deeply the impact of using Bahasa Indonesia as a medium instuction in teaching learning English. It must be in collaboration with students who know the real of those.

B. Problems of the Study

The following problems are intended in this study:

1. What are the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English at MAN Kota Palangka Raya?
2. How did the teacher implement L1 in L2 classroom at MAN Kota Palangka Raya?

C. Objectives of the Study

According to the problems of study above, the followings objectives are added in this study:

1. To know the students' perception on the use Bahasa Indonesia as medium instruction in teaching English at MAN Kota Palangka Raya.
2. To analyze the teachers' implementation L1 in L2 classroom at MAN Kota Palangka Raya

D. Limitation of the Study

This study would focus to analyze the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English and to analyze the teachers' implementation L1 in L2 classroom at MAN kota Palangka Raya. The study would taken from Tenth grade language classroom and their teacherat MAN Kota Palangka Raya

E. Significance of the Study

The writer expects the findings of this study should be expedient among other:

1. For the writer, after conducting this study, the showing of the data will take along the writer to consider the situation in the class and what language should be chosen in classroom interaction between students and the teachers.
2. For the teachers and students, it can be an important thing for them in order to increase students understanding in English classroom activity. Especially for teachers who are motivators and models for the students.
3. To Department of Education, the results of this study can be as a hold and also the data that should be in concern and consideration in making a regulation and policy.

F. Definition of Key Term

To avoid miss understanding and misinterpretation of this study, the writer would like explain key terms in chapter I one by one:

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, relativity unprocessed result 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: 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. Medium of Instruction: Medium of Instruction is language that used as instruction by teacher inside the classroom (Aijaz, 2013, p. 12) Medium of instruction has a meaning "*bahasa pengantar*" in Indonesian language. After that, Medium of instruction is language that used as instruction by teacher inside the classroom. It is easy to understand that medium of instruction is classroom language practiced by the teacher where the communication between teacher and students use that language. Furthermore, medium of instruction is the language used to teach other subjects.

G. Frame of Discussion

To conduct this study to be systematic, this research needs the framework of the discussion of this study. Such as follows:

- Chapter I** : Introduction which consist of background of study, problem of study, assscope and limitation, significances of the study, definition of key terms, and framework of discussion.
- ChapterII** : Review of related literature Consist of Previous Study, Medium of Instruction, Concept of Perception, L1 (first language, and Bahasa Indonesia .
- Chapter III** : Review of related literature Consist of Previous Study, Medium of Instruction, Concept of Perception, English as Medium of Instruction, The Definition of L1, Bahasa Indonesia and Grammar Translation Method
- Chapter IV** : Data Presentation, Research Findings and the Discussion.
- Chapter V** : Closing consisted of conclusions and suggestion

CHAPTER II

REVIEW OF LITERATURE

This chapter would discuss some related theories to support the study. The theories would be used for the underlying requirement to solve the problems. This study presented some theories about, Medium of Instruction, Concept of Perception, English as Medium of Instruction, The Definition of L1 and L2, Grammar Translation Method and Advantages of using Open-ended questionnaire

1. Related Studies

In order to make different study from the previous research, it had been found a new previous study that was concerned with L1 as Medium of Instruction as follows;

Firstly, 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.

Secondly, it is relevant to the research of 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.

Thirdly, the research conducted 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.

Another study related, it was research of 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.

Next, the study 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.

The last one, the study conducted 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.

2. Concept of Perception

Perception is a process of using information and your understanding of the world so that sensation become meaningful experiences. Perception is more than a passive process of absorbing and decoding incoming sensations. Perception is so quick and familiar that it is difficult to appreciate the processes that allow you to turn sensory signals into your personal experiences of reality. By shaping experience, perceptions influence thoughts, feelings and actions. But before something can be perceived, it must be sensed (Douglas A. Bernstein and Peggy W. Nash, 2008, p. 86).

In other hand, perception is the sorting out, interpretation, analysis, an integration of stimuli carried out by the the sense organs and brain(Robert S. Feldman, 2011, p. 99). Percepiton occurs when we integrate, organize, and interpret sensory information in a way that is meaningful (Don & Sandra Hockenbury, 2013, p. 88). So, every single person has perception about everything in this world. But beside that, individuals perceive something in different way.

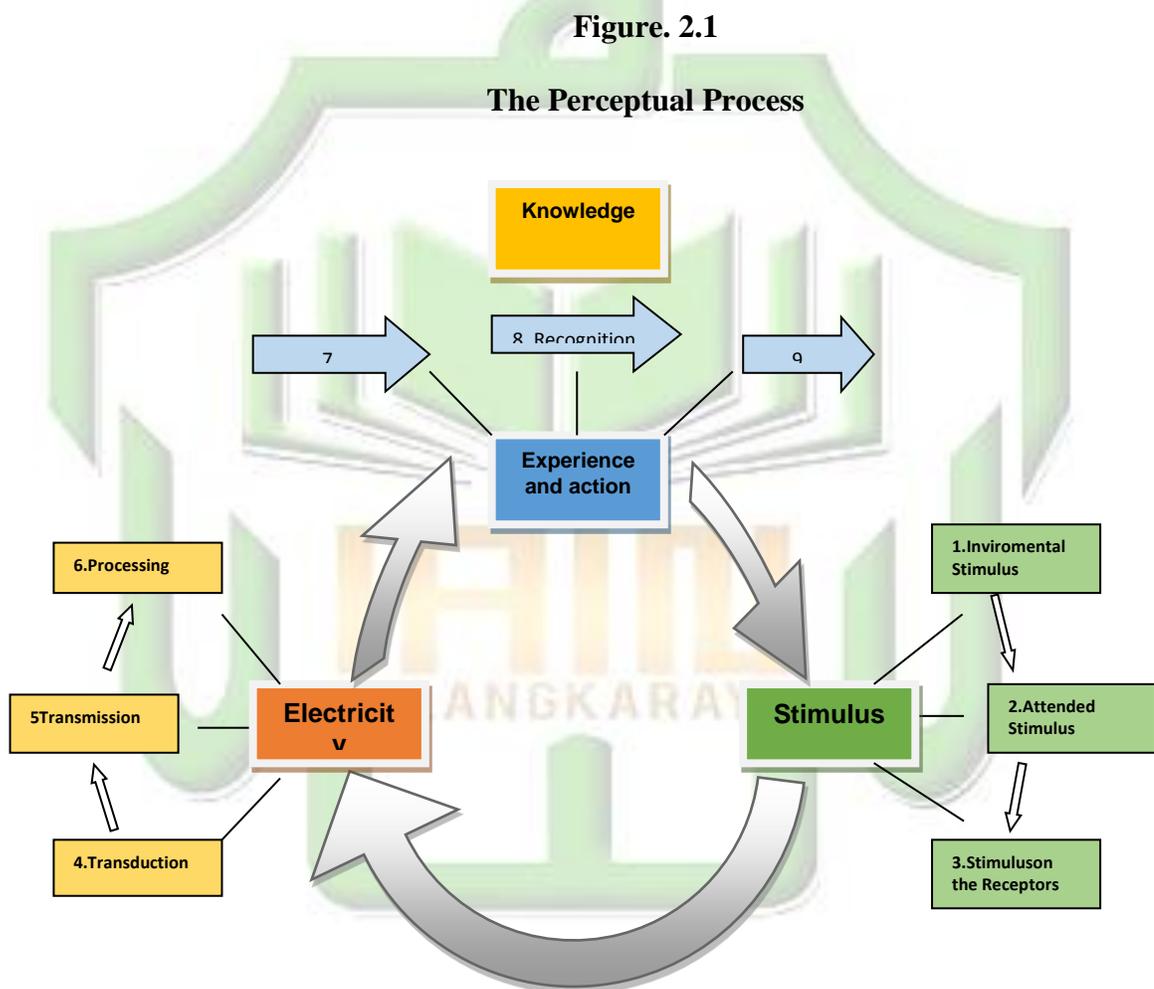
1. Process of Perception

Perception does not just happen but is the end result of complex “behind the scenes” processes, many of which are not available to the awareness. An everyday example of the idea of behind the scenes processes is provided by what’s happening as it watches a play in the theater. While the attention is focused on the drama created by the characters in the play, another drama is occurring backstage. An actress is rushing to complete her costume change, an actor is pacing back and forth to calm his nerves just before he goes on, the stage manager is checking to be sure the next scene change is ready to go, and the lighting director is getting ready to make the next lighting change.

Just as the audience sees only a small part of what is happening during a play, the perception of the world around is only a small part of what is happening as the perceive. One way to illustrate the behind-the-scenes processes involved in perception is by describing a sequence of steps, which it will call the *perceptual process*.

The perceptual process, shown in Figure 2.1, is a sequence of process that work together to determine the experience of and reaction to stimuli in the environment. It will consider each step in the process individually, but first let consider the boxes in Figure 2.1, which divide the process into four categories: Stimulus, Electricity, Experience and Action, and Knowledge. Stimulus refers to what is out there in the environment, what it actually pays attention to, and what stimulates the receptors. Electricity refers to the electrical signals that are created by the receptors and transmitted to the brain.

Experience and Action refers to our goal to perceive, recognize, and react to the stimuli. Knowledge refers to knowledge it brings to the perceptual situation. This box is located above the other three boxes because it can have its effect at many different points in the process. It will consider each box in detail, beginning with the stimulus (E. Bruce Goldstein, 2010, p. 6).



2. Perception in Psychology

Perception (from the Latin perceptio, percipio) is the process of attaining awareness or understanding of the environment by organizing and

interpreting sensory information. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves.

Psychologist Jerome Bruner has developed a model of perception. According to him people go through the following process to form opinions:

1. When a perceiver encounters an unfamiliar target we are opened different informational cues and want to learn more about the target.
2. In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
3. At this stage the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. At this stage we also actively ignore and even distort cues that violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns, there are three components to Perception.

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defense" where they tend to "see what they want to see".

2. The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."
3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

So, occurrences can be indicated that something;

- Perception can be seen,
- Can be expressed,
- Can be attended, and
- Can be recognized.

In this study, the writer intends to find out what and how the perception of the students toward the usage of Bahasa Indonesia as medium of instruction. The writer hopes by finding out what and how the students' perception, the students give their real experience inside the class, how the teacher use language in the class, and how the students perceive the language used by the teacher at MAN Kota Palangka Raya.

3. Medium of Instruction

1. Definition

Generally, people in educational context often find and hear the term of medium of instruction in academic life. Medium of instruction has a

meaning “*bahasa pengantar*” in Indonesian language. Thinking about the meaning of MOI (Medium of Instruction) is not really hard to analyze but it has to be disclosed plainly.

According by Aijaz Ahmed, Tayyaba Zarif and Tehseen (2013, p. 2), Medium of instruction is language that used as instruction by teacher inside the classroom. It is easy to understand that MOI is classroom language practiced by the teacher where the communication between teacher and students use that language. Furthermore, MOI is the language used to teach other subjects.

Language is at the center of all the teaching and learning activities because it is the main medium and source for transmission of information and knowledge. Language use to teach and to impart instructions in any discipline, subject and at and any level of learning (Elementary, secondary, Higher etc) is called Medium of instruction. The medium of instruction is a controversial issue at all levels, especially in the society like Indonesia in which various systems of education are followed (Ijaz, 2011, p. 66).

The language medium policy refers to the policy related to the medium of instruction in school. The medium of instruction is the language used in the school to implement the curriculum. It performs all the functions of language (informative, regulatory, inter- national, personal) but in practice the most commonly formed ones are the informative, the regulatory and the heuristic. Language has been used as a means to convey

the accumulated knowledge and wisdom to the human race. It is also used as a tool to teach students the basic skills needed in later life. In addition, the student is given some practice in using language to find things out for themselves.

4. English as Medium of Instruction

Teaching English as a foreign language, which is also known as teaching English to speakers of other languages or English language teaching involves the process of teaching the English language to students whose first language is not English (Gilby, 2011, p. 1).

The function of English as an international tool or as a lingua franca for communication needs rethinking in the English as a foreign language classroom. This does not only require that teachers help their students develop the linguistic skills needed to understand various kinds of accents and in turn be understood by others, but it also paves the way for an enhanced awareness of the existence of non-native speakers all over the world who use English as a means of communication (Mansfield, 2012, p. 159-172).

5. The Definition of L1

The term of L1 refers to first language 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. Generally, the students' attitudes towards

Language 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).

According to Franklin's (1990) and Dickson's (1996) studies which found that using L1 with lower level students was a crucial factor in increasing teachers' use of L1. However, Dickson (1996) suggests that increasing weak students' motivation would be a proper alternative to L1. In another ways, earlier studies which have pointed to using L1 for translating new words as a common practice amongst teachers. The teachers in the present study employed Bahasa systematically in the case of explaining abstract words. During the class observations, for instance, the teacher translated only abstract words, and the teachers used pictures and drawings for concrete words (e.g. Franklin, 1990; Al-Abdan, 1993).

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.

3. The Role of the L1 in L2 Learning

The role of the L1 in L2 learning has been discussed extensively in the literature. According to Ellis (1994: 300), learners' prior linguistic knowledge is an important factor in L2 acquisition, and theories of L2 acquisition ignoring learners' L1 cannot be considered complete. Since the recent history of research and theories in L2 acquisition reveals that the L1 has a two-sided role in L2 learning, this section focuses on reviewing influential theories suggesting either a positive role of the L1 in L2 acquisition. It also presents relevant findings of empirical studies.

On the basis of the behaviourist view, Lado was among the first to compare two languages, with a view to fighting off L1 interference and improving the efficiency of L2 teaching. Lado's Contrastive Analysis (CA) was based on a fundamental assumption that 'in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning' (Lado 1957: 1). In other view, Krashen adopted a minimalist position on the role of the L1. His Monitor Model theory consists of five hypotheses about second language acquisition (Krashen 1982; Krashen and Terrell 1983): The acquisition-learning hypothesis

1. The natural order hypothesis
2. The monitor hypothesis
3. The input hypothesis

4. The affective filter hypothesis

The acquisition-learning distinction states that adults can develop competence in a second language in two distinct and independent ways: acquisition and learning. While acquisition is a subconscious process in which learners acquire a language 'naturally' through real communication, learning is conscious, and refers to developing 'formal knowledge' of a language. According to Krashen, like children, adults still have the ability to acquire a second language. The natural order hypothesis claims that 'grammatical structures are acquired in a predictable order' (Krashen and Terrell 1983: 28). The monitor hypothesis explicitly states that L2 learners depend only on the acquired system to generate utterances, and that the conscious learning can only be used as a monitor to make changes to the utterances generated by the acquired system, either before or after they are actually produced.

Furthermore, monitor use is said to be very limited, since three requirements have to be met in order to use the monitor: (1) the learner has enough time; (2) the learner is thinking about correctness; (3) the learner knows the rule. While the monitor hypothesis indicates a central role for acquisition in the development of second language competence, the input hypothesis answers how acquisition takes place. It states that acquisition takes place when acquirers understand input which is a little beyond their current level of competence, that is, they can move from stage i to the next stage $i + 1$

by understanding input containing $i + 1$ (i represents their current competence). The affective filter hypothesis says that attitudinal factors, such as motivation, relate to subconscious language acquisition, and that learners with optimal attitudes will obtain more input and acquire more.

While Krashen and Terrell (1983: 42) recognized that the L1 could be used as a short-term solution to meet the immediate needs of learners in L2 communication before they acquire sufficient L2 competence, they acknowledged falling back on the L1 could have a negative influence on L2 learning, for example, errors emerging as a result of the inconsistency between the L1 and L2 rules.

In other arguments, Kupferberg and Olshtain (1996) and Kupferberg (1999) examined the effect of contrastive metalinguistic input (CMI) on learners' grammar acquisition. CMI, according to them, was defined as 'teacher-induced salience which foregrounds differences between the learners' L1 and L2 which have been established as areas of difficulty in studies independent of the CA' (Kupferberg 1999: 212). These studies both showed that CMI focusing attention on explicit differences between the languages facilitated the acquisition of difficult L2 structures.

Moreover, they supported the theoretical claim that L2 learners often made a cognitive comparison between the L2 input they noticed and their L1 (Kupferberg 1999: 212), as well as the view that assisting learners in making an L1-L2 comparison could be beneficial to L2 learning and teaching. The

term ‘interlanguage’, coined by Selinker in 1972, is an important concept in discussing L2 learners’ cognitive processes. According to Ellis (1985: 47), some other early researchers used different terms for this phenomenon, for example, Nemser (1971) used ‘approximative systems’ and Corder (1971) used ‘idiosyncratic dialects’ and ‘transitional competence’. Interlanguage theory, as Ellis (1994: 350) pointed out, ‘it is the first major attempt to provide an explanation of L2 acquisition’. In the article introducing the concept ‘interlanguage’, Selinker (1972: 214) argued that ‘in the making of the constructs relevant to a theory of second-language learning, one would be completely justified in hypothesizing, perhaps even compelled to hypothesize, the existence of a separate linguistic system (interlanguage) based on the observable output which results from a learner’s attempted production of a TL norm’, because it could be observed that ‘this set of utterances (the L2 utterances produced by learners) for most learners of a second language is not identical to the hypothesized corresponding set of utterances which would have been produced by a native speaker of the TL had he attempted to express the same meaning as the learner’.

Although interlanguage studies began with study of the problems resulting from the comparison of the L2 with the L1 (Selinker 1992: 23), they ‘moved one step beyond error analysis, by focusing on the learner system as a whole, rather than only on its non-target-like features’ (Mitchell and Myles

2004: 9). In order to explain L2 acquisition, Selinker (1972: 215) identified five cognitive processes involved in interlanguage construction:

1. language transfer
2. transfer-of-training
3. strategies of second-language learning
4. strategies of second-language communication
5. overgeneralization of TL linguistic material

Here, 'language transfer' refers specifically to the influence of the L1. It seems clear that within this framework Selinker viewed the L1 as a major determinant contributing to interlanguage development.

Moreover, there is controversy regarding the starting point of the interlanguage continuum, which is a dynamic system evolving over time. The question is, 'whether the starting point is some remembered early version of the L1, which is complexified through the general process of hypothesis-testing, or whether it is the innate knowledge of language which all children bring to the task of learning their L1, as proposed by Chomsky (1965)' (Ellis 1994: 353). Nevertheless, Ellis (1994:353) argued that in some aspects of language, such as phonology, the starting point of L2 acquisition might be the L1.

6. 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.

7. Grammar Translation Method

The measurement of using English as a medium of instruction is covered by the theory of direct method and processes in teaching the English class by Jane Willis. It supports the ideas of implementation English in the class. As a theory, grammar translation method (GTM) shows the writer about intervene of using L1 in English class. This is a consideration to use L1 in problem of monolinguals.

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway (Freeman and Anderson, 2011:13). In GTM, the meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language (ibid: 21).

More than that, the use of mother tongue may contribute to language learning process in various occasions in the learning-teaching process; however, the excessive use of it may result in too much dependence on it, which is less desired outcome (Pakera and Karaagaç, 2015:111-119). Moderate and judicious use of the mother tongue is helpful and can facilitate the learning and teaching of the target language (Tang Jinlan, 2002:32). Schweer cited in Elsa Auerbach that a sociopolitical rationale for the use of the L1 in ESL classrooms. She primarily addresses the situation of immigrant ESL learners studying in the United States.

Her conclusions, however, are applicable to any immigrant second language learners in any metro pole. In this article, she states that “everyday classroom practices, far from being neutral and natural, have ideological origins and consequences for relations of power both inside and outside the classroom.” Auerbach summarized her conclusion in the following way: “Starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” Piasecka seconds Auerbach’s position when she states, “One’s sense of identity as an individual is inextricably bound up within one’s native language. Schweers excerpted in Hopkins that if the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened (Schweers, 1999: 6). Schweers also cited in Atkinson lists appropriate uses for the L1 in the L2 classroom. Auerbach suggests the following possible occasions for using the mother tongue: negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling.

The purpose of the grammar translation method was to help students read and understand foreign language literature. It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier. A significant role of this

method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized; therefore. It has been hoped that learning is facilitated. In order to communicate accurately, meaningfully, and appropriately skills and practice students need are provided using the grammar translation method.

Reading and writing are the primary skills students develop in this method; moreover, translation activities will supply students clarity and they will have the opportunity to improve accuracy in the target language. When students can cover form and meaning their language awareness will raise, and they will enhance their abilities to study independently. Mart cited on Vienne that also points out that translation activity will raise awareness not only of the mother tongue and the foreign language, but also of the two cultures. Translation in foreign language learning process promotes understanding. The Grammar-Translation method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader(Mart, 2013: 103-105).

8. Advantages of use Open-ended Questionnaire

In this study, the writer was used questionnaire to collect data on student perception in English teaching at MAN Kota Palangka Raya.

According to Zoltan, 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 (2003, p. 6).

According to Mckey (2006, p. 37), there two main types of questions are open-ended and close-ended questions. The close-ended question will be used on this study. The writers' was used open-ended questionair in order to gather the data needed.

Open-ended questions are ones that require more than one-word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. Although open-ended questions require lengthier responses than closed-ended questions, open-ended questions are not always more complicated. For example, asking "What are you planning to buy today at the supermarket?" may simply require the respondent to read off of a list.

Open-ended questions require an answer with more depth and a lengthier response. Open-ended questions are also helpful in finding out more about a person or a situation, whether it's during an interview, at a party, or when getting to know a new friend. The ability to ask open-ended questions is very important in many vocations, including education, counseling, mediation, sales, investigative work and journalism.

An open-ended question was designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions.

Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response.

The most important benefit of open-ended questions is that they allow you to find more than you anticipate: people may share motivations that you didn't expect and mention behaviors and concerns that you knew nothing about. When you ask people to explain things to you, they often reveal surprising mental models, problem-solving strategies, hopes, fears, and much more. Let's start by looking at when, how and why you'd want to use open-ended questions.

a. Allow an Infinite Number of Possible Answers

The big plus of an open-ended question is that you're not placing any limits on the response. That means your survey respondents can tell you anything they feel is relevant and anything they want you to know. Closed questions, on the other hand, drastically limit the possible responses.

b. Collect more Detail

Open-ended questions give your respondents the freedom and space to answer in as much detail as they like, too. Extra detail really helps to qualify and clarify their responses, yielding more accurate information and actionable insight for you.

c. Learn something You did not Expect

All this freedom to give any answer, of any length and with any level of detail, means that you'll sometimes discover something completely unique and unexpected among your survey responses. Whether it's a process of innovation that'll save the company money or a marketing concept with the potential to boost your brand, these unanticipated answers can be extremely valuable.

d. Get Adequate answers to Complex Issues

Sometimes an open-ended question is the only way to collect the answers you need. In a situation that requires contextualisation, complex description and explanation, a simple Yes/No or multiple-choice answer just won't cut it. When you're asking someone to explain a decision or report a problem, for example, open-ended questions tend to work best.

e. Encourage Creative Answers and Self-Expression

Given room to express themselves freely, some respondents will surprise you with their eloquence and creativity. An open-ended question

frees respondents to convey their feedback and ideas to you in their own voices. You may also receive survey answers in unexpected formats, such as poetry, or a hyperlink to a blog post your respondent wrote on the topic in question.

f. Understand How your Respondents Think

Free-form written answers reveal a great deal about the workings of the respondent's mind. From the essential logic of their reasoning and the steps in their thinking process to their language choices and frame of reference, there's a huge amount you can learn from reading their thoughts in their own words.

g. Ask Without Knowing

The big problem with closed questions is that to design them into your survey, you'll need to know roughly what answers you expect. If you're testing a hypothesis, for example, it's easy enough to come up with appropriate answer options that will support or refute it. But using open-ended questions lets you explore topics you don't yet know enough about to form a hypothesis.

CHAPTER III

RESEARCH METHOD

The discussion in this chapter consisted of research design, subject of the study, sources of the data, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

This study was conducted as a qualitative study. The research design used qualitative design because this study concerns with process. According to Ary (2010, p.648) stated that “a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis”.

Based on the statement above, the writer could conclude that qualitative research is natural study or there was no manipulated condition in the field setting. The writer would to described all phenomena based on the facts in the field. In this case, the writer applied qualitative research because this study described, identified, and explained the students' perception on the used Bahasa

Indonesian as medium instruction in English classroom and the teachers' implement L1 in L2 class at MAN Kota Palangka Raya.

The research type of this study used case study. Case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community (Sandra, 2006, p.71). The writer choosed case study as research type because the writer could describe all phenomena based on the facts in the field. According to Ary (2010, p.637) "Case study research is qualitative examination of a single individual, group, event, or institution". The writer would like to give answer questions how and why a case could happen.

B. Subject of the Study

In this study, the subjects' gains from Tenth grade language and their teachers' who had taugh the student on English classroom at MAN Kota Palangkaraya.

C. Source of Data

The study conducted the studyat MAN Kota Palangkaraya, Central of Kalimantan. In this study, the writer choosed from tenth grade students and their teachers at MAN Kota Palangkaraya. For more of detail, thre are 25 students and 2 teachers had partisipants in this study. They are became the source of data in this study to help the writer to answers the problems of study on this study.

D. Research Instrument

The main thing should be proved our study is data. The writer used questionnaires and interview to obtain the data of the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English at MAN kota Palangka Raya, the writer also used observation and interview to get the data of the teacher implement L1 in L2 classroom at MAN kota Palangka Raya.

1. Questionnaire

Questionnaire 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 are 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 writer used a questionnaire to collect data on student perceptions on English classroom at MAN Kota Palangka Raya.

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 was used on this study. The writers' used open-ended questionnaire in order to gather the data needed.

The reasons why the writer used an open-ended questionnaire was to make it easier to get data. Because an open-ended question was designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It was the opposite of a closed-ended question, which

encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. And then an open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response. In row with the statement above, the fact benefit of open-ended questions was that partisipant allow the writer to find more than to anticipate: people may share motivations that the writer didn't expect and mention behaviors and concerns that the writer knew nothing about. When you ask people to explain things to you, they often reveal surprising mental models, problem-solving strategies, hopes, fears, and much more.

The questionnaire was contained 5 items. The questionnaire item was made by the writer himself and modifying it from several previous studies (seen. Chapter II) also assisted by a thesis supervisor to made it perfect.

For information of the questionnaire items you can see Appendix 1. There are reexplanation for the questionnaire item,

1. The first item, it was to find out of students opinian about their agreement and disagreement used Bahasa Indonesian as a medium instruction on English class.
2. The second item, to find out the impact of used Bahasa Indonesian as a medium of instruction on English class

3. In the third item, it was to find out how did learning activities by the teacher on English class
4. And then fourth item, to find out how is students condition on communicate with their classmates on English class
5. Last one the fifth item of the questionnaire was to find out when did students used Bahasa Indonesian on English class

In row with the statement above, the questionnaire was complited to answers what are the students' perception on the use of Bahasa Indonesia as medium instruction in English class at MAN Kota Palangkaraya.

The questionnaire items were in Bahasa Indonesian and the reason is that the students were beginners and have studied English for seven months only. Therefore, it could be difficult for them to understand and answer English questionnaires. Before distributing the questionnaires to the actual sample, the questions were first written in English and then were translated into Bahasa Indonesia. The Bahasa Indonesian translation was translated again into English to check the accuracy of the translation. For the writers' guides on translating questionnaires, the writer found that was based on Jenn (2006, p. 32) statement "a valid questionnaire should ask what it intends to ask, i.e. the questions should be phrased in such a way that the respondent understands the objective of the question". After translation, the questionnaires were distributed to 25 students.

2. Interviews

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).

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).

The writer would adapt interview from Haifa Al-Nofaie, on Novitas-ROYAL (Research on Youth and Language), (2010) and it can seen in Appendix II. The interviews would contain 5 questions. The Interview was done to answers what are the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English and how the teacher implement L1 in L2 classroom at MAN kota Palangka Raya.

3. Observation

Observation is a way of collecting data with records held on the activities and developments carried out by teachers and students during the

learning process. Observation is a spoken or written remark or comment based on something one has seen, heard, etc.

That was like what Ary (2010, p.431) stated that: Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” Qualitative observation usually takes place over a more extended period of time than quantitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses. Qualitative observation relies on narrative or words to describe the setting, the behaviors, and the interactions. The goals are to understand complex interaction in a natural setting.

Another opinion Musharaf (2012,p.9) “ observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena “. Actually between opinion from Donald Ary and Khalifa Musharaf is to close about observation.

The writer would observed the teacher behaviour or the proses of activity by student and teacher in the English classroom. An observation proses would used video recording and checklist to capture of learning activity in English classroom at MAN Kota Palangka Raya.

Based on the checklist instrument, the writer adapt some point from Haifa Al-Nofaie, on Novitas-ROYAL (Research on Youth and Language), (2010), for more detail it can seen base on appendix III. In checklist instrument, the writer focused on when are the teachers’ on use Bahasa as a medium instructional in English class. So, the Observation should to answers how the teacher implement L1 in L2 classroom at MAN Kota Palangka Raya.

E. Research Instrument Try Out

Before the questionnaire had distributed to the respondents. The conclusiveness of the items which had going to be answered and should be measured in order to know the validity and reliability. The writer made the questionnaire in several items, but it did not prove whether all items having a standard or not. However, if the writer wanted to try out the questionnaire, some steps usually are required (Zoltan: 2010, p. 55)

- Select three or four people who are motivated to spend some time to help the researcher and whose opinion valued. Some of them should not be specialist in the field and may be some people who are accustomed to survey research or who know target population well.
- Ask them to go through the items and answer them, and then to provide feedback about their reaction and the answers they have given. The best method to conduct this phase is for the witer to be present while they are working. This way the researcher can observe their reaction and can note and respond to any spontaneous questions or comments.
- Once they have gone through all the items, ask for any general comments and can initiate a brainstorming session.

1. Validity and Reliability

In conducting survey research, as in others research, validity an reliability of instrument is needed. Validity is the degree to which the evidence and theory support the interpretations of test scores entailed by proposed uses for tests (Ery: 2010, p.225). For example, a questionnaire

designed to obtain general information from staff about their views of the role of governors in the local management of schools might instead tap individual opinions about particular governors' ability to administer school resources. In this case you would not have a valid measure of the topic you are interested in. In questionnaire, to measure the validity was whether respondent who complete the questionnaire do so accurately, honestly and correctly and second

Whether those who fail to return their questionnaire would have given the same distribution of answer as did the returns (Cohen:2000, p.128). An interview in other hand, one way of validating interview measures is to compare the interview measure with another measure that has already been shown to be valid. If the two measures agree, it can be assumed that the validity of the interview is comparable with the proven validity of the other measure.

Reliability as a second thing to measure the instrument, is the degree of consistency with which it measure whatever it is measuring (Ery:2010, p.236). The findings, should be similar if you chose to repeat your instrument on the same people on a different occasions or you were to carry. For example, in order for a questionnaire to qualify as reliable, a person's answer to the questions should be the same if he or she is asked to complete it a second time. If their answers are not the same, it may mean that the questions are ambiguous and do not provide reliable information.

In this study, the writer only conducted an instrument try out on student questionnaire instruments. For another instruments like, Instrument observation, student interview and interview the writer assisted by the mentor measures the validity and reliability with the writer advisor. So, in this section the writer only provides details about the results of measuring the validity and reliability of the student questionnaire instrument.

The questionnaire item was made by the writer himself and modifying it from several previous studies (seen. Chapter II) also assisted by a thesis supervisor to made it perfect.

In short, the writer did try to questionnaire before it distributed to students. In this study, students of tenth grade Agama class at MAN Kota Palangka Raya were determined by the writer. The writer took 29 students to face the questionnaire. The reason the writer selected them as a sample of try out because they were taught by the teacher who wanted to be studied by the writer.

In the try out validity, the writer seen all items were valid. On the other hand, the writer also did reliability measurement. The result was showed all items were reliable. Therefore, all items in the student questionnaires that was tested can be used on the students in tenth grade language class at MAN Kota Palangkaraya.

F. Data Collection Procedure

Data collecting procedures would be the one of the main duties in this study to answer the problems of the study. The data collects in natural setting without any manipulation of the setting. Data collecting procedures could be used in this study, namely questioner, interview, and observation.

In collecting the data for this study, the writer used two ways to collect the data in order to answer the problems of study in the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English and how did the teacher implement L1 in L2 classroom at MAN Kota Palangka Raya at MAN Kota Palangka Raya. For more explanation, these procedures would be discussed as follows.

1. To know the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English at MAN Kota Palangka Raya.

In this way, the writer would conduct the collection data by two instruments

- a. Open-ended Questionnaire

This way distributed in one of which the questionnaire spreads to the students of MAN Kota Palangka Raya. For the simple detail, it can be seen from the steps below:

1. The writer provides in the questionnaire.
2. The writer takes questionnaire to try out
3. The writer do validation by experts
4. The writer hands over the questionnaire to the respondents.
5. The writer collects the responses

6. The writer analyzes the data obtained

b. Students Interview

In this way, the writer follow up the questionnaire by interviewing the students directly. For the simple detail, it can be seen from the steps below:

1. The writer provides in the items of interview.
2. The writer do validation by experts
3. The writer do triangulation data by the result of the questionnaire.
4. The writer do member check
5. The writer analyzes the data obtained to strenghten the data gotten from questionnnaire.

In this case, the questionnaire became primary data of the study and the interview will be secondary data which mean to strenghten the primary data.

2. To analyze the teachers' implement L1 in L2 classroom at MAN kota Palangka Raya

In this ways, the writer will conduct the collection data by two instuments,

a. Observation

This way, the writer would observed the teacher behavior in teaching or proses of activity by student and teacher in the English classroom. For the simple detail, it can be seen from the steps below:

1. The writer came the field,
2. The writer used vidio recording the learning teaching english classroom,
3. The writer took a note some points of activities.
4. The writer analyzes the observation data.

b. Teachers Interview

In this way, the writer follow up the observation by interviewing the teacher directly. For the simple detail, it can be seen from the steps below:

1. The writer provided in the items of interview.
2. The writer do validation by experts
3. The writer do triangulation data by the result of the observation.
4. The writer analyzes the data obtained to strenghten the data gotten from questionnaire.

In this case, the observation became primary data of the study and the interview would be secondary data which mean to strenghten the primary data.

The main thing should be proved our study is data. The writer would used questionnaires and interview to obtain the data of the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English at MAN kota Palangka Raya, and then the writer also used

observation and interview to get the data of the teacher implement L1 in L2 classroom at MAN Kota Palangka Raya.

G. Data Analysis Procedure

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that accumulate to increase own understanding and enable to present what have discovered to others (Sugiono,2010, p.88). For analyzing the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English at MANKota Palangka Raya., the writer took, compared, and re-checked the participants' answers and responds which gained from result of the questionnair answers to students interview. For analyzing the teacher implement L1 in L2 classroom at MAN kota Palangka Raya, the writer takes, compared, and re-checked the participants' natural interaction on teaching learning procces which gained from an analyzes the result of observation to the teacher interview.

Then, to selected and to classified the data, the analysis of the data was based on the students' perception on the use of Bahasa Indonesia as medium instruction in teaching English and on the teacher implement L1 in L2 classroom at MAN kota Palangka Raya. Naturally, many school, also through the effects of rapid process of internationalization, have adopted plenty of strategies to be able to meet the demands of internationalization, which is

described as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the school” (Knight,1999,p.21).

A questionnairwas not enough to made and declared the real condition as the writer said. It needs more researching than just asking person to person with the interview instrument. It must be in collaboration with students who knew the real of those. Based on the excuse, the writer was appealing to investigate deeply about the perception on the use of Bahasa Indonesia as medium of instruction in English learning at MAN Kota Palangkaraya. In other sides, observing was not enough to make and declare the real condition as the writer says. It needs more researching than just asking person that as model of control of the teaching English learning in the classrooms. It must be in collaboration with teachers who know the real condition of classes. Based on the excuse, the writer is appealing to analyze the teacher behaviour on use of Bahasa Indonesia as medium instruction in English learning at MAN Kota Palangkaraya.

A. Data Endorsment

According to Sugiyono (2009, p. 121) the data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as : credibility (validitas internal), transferability (validitas external), dependability (reliabilitas), and confirdability (obyektivitas).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the writer has established confidence in the findings based on the research design, participants, and context (Ary, 2006, p. 489). The techniques of credibility used by the writer, as follows :

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono, 2009, p. 125). It assesses the sufficiency of the data sources or multiple data collection In the study triangulation used by the writer to evaluate the data collection, in addition to check or to compare. The kind of triangulation that used as technique triangulation such as questionnair between interview and observation between interview.

b. Member Check

Member check is the data checking process that acquired of writer to data giver. In the study the writer uses Member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It

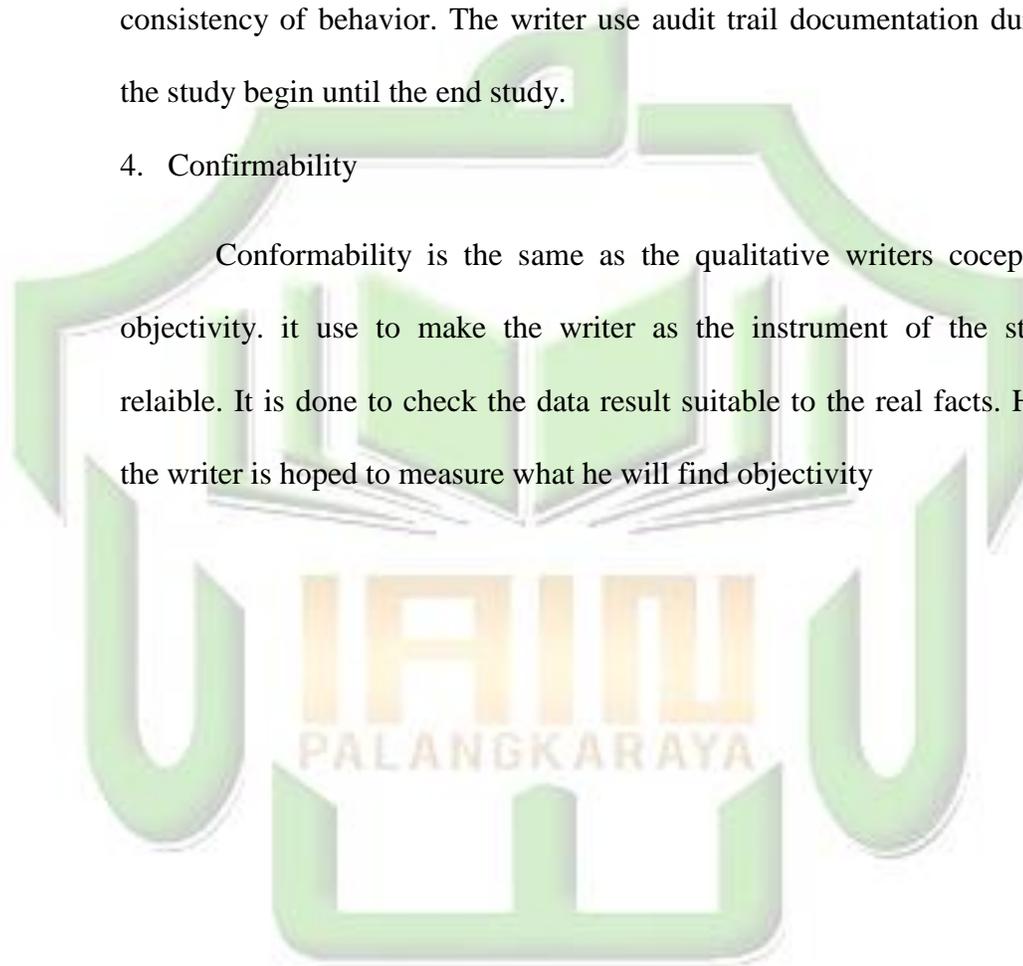
is use to make the finding of study can be applied, the writer must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The writer use audit trail documentation during the study begin until the end study.

4. Confirmability

Confirmability is the same as the qualitative writers concept of objectivity. it use to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the writer is hoped to measure what he will find objectivity



CHAPTER IV

RESULT OF THE STUDY

This chapter focused on data presentation, research findings, and the discussion. It was including a result of data and discussion.

A. Data Presentation

The results are two ways. First, the research on the students' perception on the use of Bahasa Indonesia as a medium instruction in teaching English at MAN Kota Palangka Raya used questionnaire and interview as the instruments for collecting the data. Second, the research of the teacher implements L1 in L2 classroom at MAN Kota Palangka Raya used video recording and note some points activity as instruments as observation and interview too.

1. Description of the Data on students' perception

The data presentation of the item score of the students' perception shown in the table of questionnaire and interview. The total of the respondents was 25 students.

a. Questionnaire

There is the transcri 55

Table 4.1 Data of Student Questionnaire

No	Pertanyaan	Jawaban dan alasan	Frekuensi	Setuju	Tidak Setuju
1	Menurut anda, setujukah jika penggunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ?	<ul style="list-style-type: none"> • Iya, akan lebih mudah memahami pelajaran • Iya, kerana dengan adanya bahasa indonesia kita tidak melupakan negara atau bahasa kita • Iya, kerana tidak semua murid bisa megunakan bahasa inggris • Tidak, seharusnya menggunakan Bahasa Inggris agar kita bisa melatih kemampuan berbahasa Inggris 	<ul style="list-style-type: none"> • 13 Orang • 2 Orang • 6 Orang • 4Orang 	2 1 Orang	4 Orang
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik?	<ul style="list-style-type: none"> • Tidak, lebih baik menggunakan bahasa Inggris walaupun baru sedikit agar bisa membiasakan kemampuan bahasaInggris • Iya, kerana agak ribet bila menggunakan komunikasi bahasa daerah dalam mengartikan bahasa inggris • Iya, kerana akan lebih mudah untuk memahami 	<ul style="list-style-type: none"> • 9 Orang • 1 Orang 	15 Orang	10 Orang

		<p>pembelajaran</p> <ul style="list-style-type: none"> • Iya, tetapi alangkah baiknya apabila di selang seling bahasa Indonesia dan Bahasa Inggris • Tidak, kerana menggunakan bahasa sehari-hari tidak menjadi pengaruh • Iya, agar lebih mudah mencari kosakata yang baru 	<ul style="list-style-type: none"> • 10 Orang • 3 Orang • 1 Orang • 1 Orang 		
3	Apakah guru bahasa inggris anda dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas?	<ul style="list-style-type: none"> • Iya, kerana masih terdapat murid yang tidak faham apabila guru menggunakan bahasa Inggris • Tidak, kerana dengan guru berbicara bahasa inggris kita dapat mendengar dan juga mengikuti ucapannya • Iya, supaya mempermudah untuk memahami pembelajaran • Tidak, kerana sebagian murid ada yang tidak bisa bahasa Inggris • Tidak, guru saya dikelas menggunakan bahasa 	<ul style="list-style-type: none"> • 11 Orang • 2 Orang • 10 Orang • 1 Orang 	21 Orang	4 Orang

		Inggris ketika memaparkan is pembelajaran dikelas	• 2 Orang		
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu?	<ul style="list-style-type: none"> • Iya, kerana dapat mempermudah jalan berinteraksi dan bergaul dengan teman-teman sekelas • Iya, kerana saya belum terlalu menguasai bahasa Inggris 	<ul style="list-style-type: none"> • 20 Orang • 5 Orang 	25 Orang	-
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris?	<ul style="list-style-type: none"> • Iya, kerana saya masih belum menguasai bahasa Inggris • Iya, kerana akan lebih mudah untuk memahami pembelajaran jika ada yang belum faham • Iya, terkadang saya menggunakan bahasa Indonesia, tetapi lebih dominan menggunakan Bahasa Inggris • Tidak, kerana di dalam club bahasa inggris kami sangat di anjurkan menggunakan bahasa inggris • Iya, kerana bahasa Indonesia sudah menjadi bahasa keseharian 	<ul style="list-style-type: none"> • 8 Orang • 7 Orang • 1 Orang • 1 Orang • 8 Orang 	24 Orang	1 Orang

In order to make it simple, the writer divided the items separately by focusing on the frequencies and the percent of each item

toward the using Bahasa as a medium of instruction. The data was provided as follows:

Item 1, Bahasa became medium of instruction in the class. There were 21 students (84 %) agreed, and 4 students (16 %) disagreed. Of the few students who agreed, there are three reasons they expressed. The students said “*akan lebih mudah untuk memahami pelajaran (13 students, 52%)*” there are thier said, “*kerena dengan adanya bahasa indonesia kita tidak melupakan negara atau bahasa kita (2 students, 8%)*”, and “*karena tidak semua siswa dapat menggunakan bahasa Inggris (6 students, 24%)*”. While opinions that disagree with the question also had of answers, the students’ said “*kerena harus menggunakan bahasa Inggris sehingga kita dapat mempraktikkan kemampuan bahasa Inggris (4 students, 16%)*”.

Item 2, Using Indonesia would improvedtheir ability of English. There were 15 students (60 %) agreed, and 10 students (40 %) disagreed. Here are some variations of the answers by the students who statement for agreed, “*karena agak rumit ketika menggunakan komunikasi bahasa lokal dalam menafsirkan bahasa Inggris (1 student, 4%)*”, “*karena akan lebih mudah untuk memahami pembelajaran (10 students, 40%)*”, “*tetapi akan lebih baik jika menggunakan Bahasa Indonesia dan Bahasa Inggris (3 siswa, 12%)*”, “*agar mempermudah menemukan kosakata baru (1 siswa, 4%)*”.

There are the variation answers of students who disagreed, the students' said: *“Tidak, karena menggunakan bahasa sehari-hari tidak berpengaruh (1 siswa, 4%), lebih baik menggunakan bahasa Inggris meskipun hanya sedikit sehingga mereka bisa mendapatkan digunakan untuk kemampuan bahasa Inggris (9 siswa, 36%).*

Item 3, the teacher used Indonesia dominantly in English class. There were 21 students (84 %) agreed, and 4 students (16 %) disagreed. Here was the variations of the students answers. The students' who agreed to answer because *“masih ada siswa yang tidak mengerti jika guru menggunakan bahasa Inggris (11 siswa, 44%), and “untuk memudahkan belajar (10 siswa, 40%)”*. Students who disagreed answer with the following variations, *“karena dengan guru yang berbahasa Inggris kita dapat mendengar dan juga mengikuti kata-katanya (2 siswa, 8%)”, “karena beberapa siswa yang tidak mengerti dalam berbahasa Inggris (1 siswa, 4%)” and “guru saya dikelas menggunakan bahasa Inggris ketika memaparkan is pembelajaran dikelas (1 siswa, 4%)”*.

Item 4, using Indonesia to communicate with friends in a class activity. There were 20 students (80%) agreed, and 5 students (20%) disagreed. The writer found students answers with the questions asked. But they put forward two variations of answers. There are, *“kerena dapat mempermudah jalan berinteraksi dan bergaul dengan teman-*

teman sekelas (20 siswa, 80%)” and “karena saya belum terlalu menguasai bahasa Inggris (5 siswa, 20%)”.

Item 5, using Indonesia in an English class. The writer found there were 24 students who answered agreed with the variation of the answers as follows; *“karena saya masih belum menguasai bahasa Inggris (8 siswa, 32%)”, “karena akan lebih mudah untuk memahami pembelajaran jika ada yang tidak mengerti (7 siswa, 28%)”, “terkadang saya menggunakan Bahasa Indonesia, tetapi lebih dominan dalam menggunakan Bahasa Inggris (1 siswa, 4%)”, and “karena Bahasa telah menjadi bahasa setiap hari (8 siswa, 32%)”.* Then, there was single answer that does not agree with the reason *karena di klub bahasa Inggris kami sangat disarankan untuk menggunakan Bahasa Inggris (1 siswa, 4%).*

b. Interview of students

This kind of interview was provided to the students who are focused in Language Class. There were 25 students who were given a questionnaire. Because this questioner was an open-ended questioner, the sampling of students taking in the interview using the random sampling method. The writer also got sixth students to be interviewed, namely threea male of students and threea female of students who were taken randomly.

The following was a transcript of the results of interviews with these sixth students;

Table 4. 2 Data of Student Interview from F

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika penggunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak? Alasannya?	Tidak, karena jika menggunakan bahasa indonesia itu maka siswa tidak akan fasih kalo ga di latih menggunakan bahasa inggris.
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik? Iya atau tidak? Alasannya?	Tidak, karena apabila terbiasa menggunakan bahasa indonesia itu bahasa inggrisnya jadi kurang. Tetapi kalo menggunakan bahasa inggris maka kosakatanya akan bertambah.
3	Apakah guru bahasa inggris anda dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	Iya, kadang-kadang. Kerena dari beberapa siswa ada beberapa kurang faham maka di bantu dgn bahasa indonesia
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	Iya, sering, kerena tidak terlatih itu bahasa inggrisnya
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris? Iya atau tidak? Alasanya?	Iya, kerena susah juga menggunakan bahasa inggris kerena teman juga byk yg tidak faham. Jadi menggunakan bahasa indonesia sebagai alat bantu berkomunikasi.

Table 4. 3 Data of Student Interview from T.A.S

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika	Iya, kerena kalo bahasa inggris dalam

	pengunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak? Alasannya?	pengunaan secara lisan itu susah, jadi bahasa indonesia di gunakan sedikit-dikit sebagai alat bantu pemahaman.
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik? Iya atau tidak? Alasannya?	Iya, kerena dengan menggunakan bahasa indonesia maka guru bisa menjelaskan kosakata berbahasa inggris yg belum saya fahami
3	Apakah guru bahasa inggris anda dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	Iya, kerena membantu siswa dalam pembelajaran
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	Iya, kerena bahasa indonesia sebagai bahasa sehari-hari saya. Tetapi, sedikit-sedikit sekarang menggunakan bahasa inggris untk berkomunikasi
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris? Iya atau tidak? Alasannya?	Iya, kerena bahasa indonesia sebagai bahasa sehari-hari saya. Tetapi, sedikit-sedikit sekarang menggunakan bahasa inggris untk berkomunikasi

Table 4. 4 Data of Student Interview from A.F

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika pengunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak? Alasannya?	iya, kerena siswa yg kurang faham dalam menggunakan bahsa inggris bisa terbantu. Kalo semua menggunakan bahasa inggris, yg kurang faham jadi semakin tertinggal dalam pembelajaran
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik? Iya atau tidak? Alasannya?	tidak setuju, sebaiknya di atur pertemuan pertama menggunakan bahasa inggris full dan pertemuan selanjutnya menggunakan bahasa indonesia
3	Apakah guru bahasa inggris anda	iya, supaya siswa yang lain mudah

	dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	memahami pembelajaran
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	iya, karena bekomunikasi lebih mudah dari pada menggunakan bahasa inggris
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris? Iya atau tidak? Alasannya?	iya, karena saya belum fasih menggunakan bahasa inggris

Table 4. 5 Data of Student Interview from W.S.A

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika penggunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak? Alasannya?	iya, supaya lebih cepat memahami pembelajaran
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik? Iya atau tidak? Alasannya?	tidak, karena kita tidak bisa terlatih untuk berbicara dalam bahasa inggris
3	Apakah guru bahasa inggris anda dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	iya, supaya seluruh siswa memahami pembelajaran dikelas
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	iya, karena lebih mudah menggunakan bahasa indonesia dari pada menggunakan bahasa inggris. Karena belum terlalu banyak kosakata
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris? Iya atau tidak? Alasannya?	iya, karena saya belum mahir mengukana bahasa inggris jadi saya menggunakan bahasa indonesia

Table 4. 6 Data of Student Interview from N.A

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika penggunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak? Alasannya?	iya, jika di paparkan pembelajaran itu secara keseluruhan menggunakan bahasa inggris maka kami susah untuk memahaminya
2	Apakah Bahasa indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa inggris anda semakin baik? Iya atau tidak? Alasannya?	iya, kerana ini sangat membantu untuk memahami materi yg di sampaikan guru
3	Apakah guru bahasa inggris anda dikelas menggunakan bahasa indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	iya, kerana jika guru menggunakan bahasa indonesia siswa jadi makin terbantu.
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	iya, kerana belum memahami penggunaan bahasa inggris masih dalam proses belajar menggunakan bahasa inggris
5	Apakah anda menggunakan bahasa indonesia di dalam kelas bahasa inggris? Iya atau tidak? Alasanya?	iya, kerana belum memahami penggunaan bahasa inggris masih dalam proses belajar menggunakan bahasa inggris

Table 4. 7 Data of Student Interview from P.R

NO	Pertanyaan	Jawaban dan alasan
1	Menurut anda, setujukah jika penggunaan bahasa indonesia oleh guru bahasa inggris di dalam pembelajaran bahasa inggris ? iya atau tidak?	iya, kerana kalo menggunakan bahasa inggris secara keseluruhan itu tidak semua siswa mengerti apa yg di paparkan oleh guru.

	Alasannya?	
2	Apakah Bahasa Indonesia sebagai bahasa yang digunakan di dalam kelas Bahasa Inggris membuat kemampuan bahasa Inggris anda semakin baik? Iya atau tidak? Alasannya?	Iya, karena dgn bahasa Indonesia saya lebih mudah memahami
3	Apakah guru bahasa Inggris anda di kelas menggunakan bahasa Indonesia sebagai bahasa dominan dalam memaparkan isi pembelajaran di kelas? Iya atau tidak? alasannya?	Iya, karena kami semua itu masih kurang memahami apabila di paparkan menggunakan bahasa Inggris secara keseluruhan.
4	Apakah anda yang sering menggunakan bahasa Indonesia disaat jam pelajaran Bahasa Inggris bersama teman sekelas kamu? Iya atau tidak? Alasannya?	Iya, karena saya sudah terbiasa dengan menggunakan bahasa Indonesia. Karena bhs Indonesia adalah bahasa ibu saya. Jadi menggunakan bahasa Inggris itu membuat saya lambat memahami materi dikarenakan masih belum fasih menggunakan bahasa Inggris.
5	Apakah anda menggunakan bahasa Indonesia di dalam kelas bahasa Inggris? Iya atau tidak? Alasannya?	tidak, karena kami juga mengikuti club bahasa Inggris yang lebih dominan menggunakan bahasa Inggris

In order to make it simple, the writer divided the items separately by focusing on the frequencies toward the using Bahasa as a medium of instruction. The data was provided as follows:

Item 1, Bahasa became as a medium of instruction in the class. There were 5 students agreed, and 1 student disagreed. Here are the variations of the answers they say. Students who agreed to answer “Iya, karena kalo bahasa Inggris dalam penggunaan secara lisan itu susah, jadi bahasa Indonesia di gunakan sedikit-dikit sebagai alat bantu pemahaman.”, and other argument that “ iya, karena siswa yg kurang faham dalam menggunakan bahasa Inggris

bisa terbantu. Kalo semua menggunakan bahasa Inggris, yg kurang faham jadi semakin tertinggal dalam pembelajaran”, and then “iya, supaya lebih cepat memahami pembelajaran” after that in their answers “iya, jika di paparkan pembelajaran itu secara keseluruhan menggunakan bahasa Inggris maka kami susah untuk memahaminya” and “iya, karena kalo menggunakan bahasa Inggris secara keseluruhan itu tidak semua siswa mengerti apa yg di paparkan oleh guru.” Students who disagreed answer that, “karena jika menggunakan bahasa Indonesia itu maka siswa tidak akan fasih kalo ga di latih menggunakan bahasa Inggris.”

Item 2, Using Indonesia would improve the ability of English. There were 3 students agreed, and 3 students disagreed. Here are the variations of the answers they say. Students who agreed that answer “karena dengan menggunakan bahasa Indonesia maka guru bisa menjelaskan kosakata berbahasa Inggris yg belum saya fahami”, and with other statement “karena ini sangat membantu untuk memahami materi yg di sampaikan guru” and “karena dengan bahasa Indonesia saya lebih mudah memahami.” Students who disagreed answer with the following variations, “karena apabila terbiasa menggunakan bahasa Indonesia itu bahasa Inggrisnya jadi kurang. Tetapi kalo menggunakan bahasa Inggris maka kosakatanya akan bertambah.” and with an other statement “sebaiknya di atur pertemuan pertama menggunakan bahasa Inggris full dan pertemuan selanjutnya menggunakan bahasa Indonesia.” And

last opinion that was stated “kerena kita tidak bisa terlatih untuk berbicara dalam bahasa Inggris.”

Item 3, the teacher used Indonesia dominantly on English class. All students agreed with the question. The writer found there were 6 students who answered agreed with the variation of the answers that “ kadang-kadang. Kerena dari beberapa siswa ada beberapa kurang faham maka di bantu dgn bahasa indonesia.” next, “kerena membantu siswa dalam pembelajaran.” And then “supaya siswa yang lain mudah memahami pembelajaran.” After that “supaya seluruh siswa memahami pembelajaran dikelas” and “kerena jika guru menggunakan bahasa indonesia siswa jadi makin terbantu.” And last one the student said “karena kami semua itu masih kurang memahami pembelajaran apabila di paparkan menggunakan bahasa inggris secara keseluruhan.”

Item 4, using Indonesia to communicate with friends in a class activity. All students agreed with the question. The writer found there were 6 students who answered agreed with the variation of the answers that; “kerena tidak terlatih dengan penggunaan bahasa Inggrisnya.” And then “kerena bahasa Indonesia sebagai bahasa sehari-hari saya. Tetapi, sedikit-sedikit sekarang menggunakan bahasa Inggris untk berkomunikasi”, the other statement was said “kerena bekomunikasi lebih mudah dari pada menggunakan bahasa Inggris.” After that stated “kerena lebih mudah menggunakan bahasa Indonesia dari pada menggunakan bahasa Inggris. Kerena belum terlalu banyak kosakata bahasa

Inggris.” Next statement was said “kerena belum memahami penggunaan bahasa Inggris masih dalam proses belajar menggunakan bahasa Inggris.” And last statement said “kerena saya sudah terbiasa dengan menggunakan bahasa Indonesia. Kerena bahasa Indonesia adalah bahasa ibu saya. Jadi menggunakan bahasa Inggris itu membuat saya lambat memahami materi dikarenakan masih belum fasih menggunakan bahasa Inggris.”

Item 5, for using Indonesia on English class. There were 5 students agreed, and 1 student disagreed. Here are the variations of the answers they say. Students who agreed that was answer; “kerena susah juga menggunakan bahasa Inggris kerena teman juga banyak yg tidak faham. Jadi menggunakan bahasa Indonesia sebagai alat bantu berkomunikasi.” Next statement said “kerena bahasa Indonesia sebagai bahasa sehari-hari saya. Tetapi, sedikit-sedikit sekarang menggunakan bahasa Inggris untk berkomunikasi.” After that “kerena saya belum fasih menggunakan bahasa Inggris.” And then “kerena saya belum mahir menggunakan bahasa Inggris jadi saya menggunakan bahasa Indonesia.” And last statement said “ kerena belum memahami penggunaan bahasa Inggris masih dalam proses belajar menggunakan bahasa Inggris. Student who disagreed said that “kerena kami juga mengikuti club bahasa Inggris yang lebih dominan menggunakan bahasa Inggris.”

2. Description of the Data of Teachers Implement L1 in L2 Classroom

a. Observation

1) Video recording

The writer did the real observation of the classes and took the moment between the teacher and the students by video recording. For the information, the writer had some obstacle to accomplish the research because it was the condition at MAN Kota Palangka Raya when the writer conducted the study. At that time, the school's situation was facing the final examination in every class. The system in that school required the teachers to prepare all things including the language classes in this research. Considering the situation, the writer only got the video recording data in tenth language class which was in preparation as well as three times and tenth sains class for one time.

The writer took the video four times, twice with a male teacher and twice with a female teacher. Based on the video, all the teaching activities by the teachers' could be discovered for the following,

The first observation done on Tuesday, March 06, 2018 with Mr. Rasidy, an English teacher in the 10th grade Language class of MAN Kota Palangka Raya. According to the video analysis which taken by the writer before. In the pre-teaching, the teacher did presentlist to his students used Bahasa. After

that, the students gave respons by using Bahasa and English. Forexample, “Present” and “hadir”. After checking student presentlist, and the last teacher reviewed the material in the last meeting by using Bahasa. Then, He continued the lesson material which talking about “Past Tense” by using grammar translation method. As long as the learning process in the classroom, the medium instructional that used by the teacher was dominated by Bahasa than English.

The second observation was held on Saturday, March 11, 2018 with Mrs. Dra. Halimah M.Pd.an English teacher in the 10th grade Language class of MAN Kota Palangka Raya. According to the video analysis whichtaken by the writer before. In the pre-teaching, the teacher did presentlist to his students used Bahasa. In this video, the teacher and student made some interaction was starting to ask about the last assignments that had been given at the previous meeting. Furthermore, the interaction in this video showed that the teacher allowed students to come to the front of the class to speak English. As seen, this interaction was more dominantly by the students rather than the teacher. So that, the students were more able to increase their ability to speak English in class. In the whilst teaching, it appeared that the teacher used

Bahasa by saying "Putri, Toyyib, sudah siap? ", Students answered " belum siap mom, masih mengahal "and" masih setengah mom ". After that the teacher responded "jangan setengah-setengah, ayo siapa yang sudah siap?" Using the speech method seems to have a positive impact on the student learning process, namely the courage and confidence in expressing his ideas in English. Until the post teaching, the interaction between the teacher and the students was very good, although mostly used Bahasa.

Next, observations were made on Tuesday, March 13, 2018 with Mr. Rasidy teaching English language learning in the 10th grade Language class of MAN Kota Palangka Raya. Following the video analysis, it could be seen how the teacher built the class atmosphere by relaxing and gave more chance for students to practice their English. The teacher gave times for students to stand on front of class one by one and explained what they had known about narrative text. In the learning interaction, the teacher gave opening questions such as "*how are you ?*" and "*where do you live?*" and after that continued by asking generic structure of narative text. After that, the writer found that the students got confused when the teacher asked them by using English. So that, the teacher helped them

by translating English to Bahasa in order to make the students understood with what the teacher said and the students gave respond by English. In the last minute, the teacher re-explained what was being asked to them before in the verbal test by using Bahasa. The teacher gave some clue about the question for the next meeting it will be tested for all students.

The last one, observations were made on Monday, March 28, 2018, with Mrs. Dra. Halimah M.Pdan English teacher in the 10th grade Sains class of MAN Kota Palangka Raya. In the video, the writer found several learning process activities by the teacher. Starting with pre-teaching, the teacher interacted with students by agreeing at this meeting the teacher used English as the language of medium of instruction. After that, the teacher asked questions about that. The teacher said "please, raise your hand, if you don't understand with the English language as medium instructional?" and after that most students raised their hands and only a few students thought that they did not care if the teacher used English as a medium instructional. In whilst teaching, the teacher provided material about "descriptive text" that was focused on reading students' skills. The teacher asked students to read the descriptive text aloud using English. In the learning process, the writer found

that the teacher in the middle of learning was used Bahasa. Because when the teacher assigned for a female student to read the text. The student looked confused with English sentence used by the teacher. Therefore, the teacher helped students to translate that English sentence into bahasa. After that the teacher used English again as the language of instruction. In the post teaching, the condition of the teacher and students learning process did not look optimal. Because the process of accepting students' understanding of using English is very lack. However, from this students process who read the learning material seem to be easier to pronounce English words, in this way the teacher accustomed the use of English gradually.

2) Checklist Point Activities

This checklist was based on observations made by the writer. The writer conducted fourth observations of classroom teaching activities four times. At these three times, the writer took two classes in the male teacher and two class in the female teacher.

The first observation was done on Tuesday, March 06, 2018 with Mr. Rasidy teaching English in the 10th grade Language class of MAN Kota Palangka Raya. The second observation

was held on Saturday, March 11, 2018, with Mrs. Dra. Halimah M.Pd teaching English Language Literature in the 10th grade Language class of MAN Kota Palangkaraya. Next, observations were made on Tuesday, March 13, 2018, with Mr. Rasidy teaching English language learning in the 10th grade Language class of MAN Kota Palangka Raya. The last one, observations were made on Monday, March 28, 2018, with Mrs. Dra. Halimah M.Pd teaching English Language Literature in the 10th grade Sains class of MAN Kota Palangka Raya. In addition, the writer made it simple on the table. There are the data,

Table 4. 8 Data of Teacher Steps on Use Bahasa

Pre Stage	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Greeting	✓	✓		
Chatting	✓	✓		
Checking Homework	✓	✓		
Class Instructions	✓	✓		
Warm-Up Questions	✓	✓		
In Stage				
Translating Words	✓			
Explaining Grammar	✓			
Translating Sentence	✓		✓	✓
Checking Comprehension	✓	✓		
Answering Questions	✓	✓		
Post Stage				
Checking Comprehension	✓	✓	✓	
Assigning Homework	✓		✓	

b. Teacher Interview

The writer had interviewed two teachers in particular who teach English subject in tenth language Class MAN Kota Palangkaraya. This is the data transcripts,

Table 4. 9 Data of Teachers Interview

No	Pertanyaan	Jawaban dan alasan	
		Mr. S	Mrs. H
1	Banyak pengiat pendidikan berpikir bahwa bahasa ibu harus tidak digunakan dari kelas EFL. Apa Bapak/ibu setuju?	Kalau menurut saya, itu bahasa ibu itu kan bahasa mereka sehari-hari, alangkah lebih bagusnya itu supaya meningkatkan pemahaman tetap ada dan dipakai bahasa ibu. Kerena bahasa ibu adalah bahasa sehari-hari digunakan, dirumah, dengan teman-teman mereka menggunakan bahasa ibu. Bila ditiadakan maka tidak mungkin.	Tidak setuju, satu lagi memang secara metologi diperbolehkan yaitu grammar translation method. Pada saat level begginer di mungkinkan menggunakan bahasa ibu.
2	Apakah Bapak/ibu menggunakan Bahasa Indonesia di kelas Anda? Seberapa sering, apa tujuannya? Dan berapa persentasenya	Memang kadang-kadang begini, sesuatu yang mereka tidak fahami dalam pembelajaran kita coba membantu menggunakan bahasa Indonesia dan tidak menggunakan bahasa Inggris	Campur-campur, biasanya kata-kata good morning dll sejenis greeting atau kata yang sudah dikenal siswa pasti menggunakan bahasa Inggris, apabila kata-kata baru maka diperlukan menjelaskan menggunakan bahasa Indonesia atau diterjemahkan. Bila

			<p>persentase, tergantung materinya dan kami tidak berani mengatakan berapa persen. Apabila materinya baru dan asing maka diberikan pemahaman menggunakan bahasa Indonesia.</p>
3	<p>Menurut Bapak/ibu, apakah penggunaan bahasa Indonesia yang digunakan di kelas dapat mempengaruhi tingkat kemampuan siswa?</p>	<p>Sering menemukan kata-kata hey, where you go kata-kata saat mereka pengen pergi ke kantin, just kidding dll oleh siswa jadi penggunaan bahasa Inggris digunakan siswa dikelas.</p>	<p>Tanpa diminta, sebenarnya siswa itu sering berbicara menggunakan bahasa Inggris, sering kedapatan siswa itu ngobrol antar temannya menggunakan bahasa Inggris walaupun kalimatnya tidak panjang. Misalnya, i like it, what do you eat. Bila peningkatan, yang jelas kemudahan pemahaman siswa. Karena, penekanan sesuatu hal yang baru tadi ya. Semakin sesuatu itu baru maka semakin intensitas penggunaan bahasa Indonesia semakin tinggi tetapi, apabila materi itu sudah terulang maka tidak perlu lagi penggunaan bahasa Indonesia</p>
4	<p>Menurut Bapak/ibu, apakah menggunakan bahasa Indonesia di dalam kelas tanda</p>	<p>Bila kita menggunakan full bahasa Inggris maka siswa dominan kebingungan. Belajar</p>	<p>Penggunaan bahasa Indonesia adalah sebagai solusi mengatasi kebukaan</p>

	pengajaran yang kurang kreatif?	menggunakan bahasa maka siswa cenderung faham dan saya menggunakan pencampuran bahasa Indonesia dan Inggris.	pembelajaran. Apabila sudah hilang bekunya maka menggunakan bahasa Inggris lagi.
5	Apakah Bapak/ibu mengizinkan siswa untuk menggunakan Bahasa Indonesia? Mengapa/mengapa tidak?	Misalnya tadi pelajaran Bapak. Bapak nanya " <i>what do you like this story?</i> " Mereka kebingungan terus bapak mengartikan ke bahasa Indonesia dan mencampurnya	Biasanya kami meminta siswa berbahasa Inggris, tetapi apabila mereka buntu kami memperbolehkan mereka mencampurnya atau boleh minta tolong temannya untuk mengartikan.

For more detail, this is the result of teachers interview.

Items 1, according to Mr. R, if Bahasa was used in learning English that definitely helps to improve students' understanding. According to Mrs. H, she strongly disagreed, in Grammar Translation Method was acceptable for beginner level to use L1 in teaching. So, both respondents objected for eliminating the L1 in the learning of L2 class.

Item 2, according to Mr. R, he was answered that "sometimes". Because the students experienced difficulties in capturing the learning process. He will also use Bahasa as medium instructional to help to understand the student learning. According to Mrs. H. she mixed it if the percentage she can't comment. It all depended on the material, if the material was new or foreign to students, then she was more

dominant using Bahasa than English. So, depending on the material that will be delivered by the teacher, for example such as new vocabulary by students, the teacher helped the students by giving translate.

Item 3, according to Mr. R. I often hear students outside the learning class use English in communicating with their friends, so there was a habit of using English even though it's just a short sentence. According to Mrs. H.. she also often heard students speaking using English mixed with Bahasa with other students in the classrooms, many of them would to practice English with the help of Bahasa. So, there is an increase in understanding and using English to students, even though it remains with mixing English with Bahasa.

Item 4, according to Mr. R. based on my teaching experience, if I used full English in the process of introductory language learning, dominant students did not understand what I was conveying. If according to Mrs. H. Actually, Bahasa is the solution to overcome the ice in the learning process. But, if it has disappeared, then use English again. So, the writer found that the used of Bahasa in English language learning is very helpful for teachers in describing the material to be accepted by all students.

Item 5, according to Mr. R. I rather ask students to at least mix English and Bahasa. According to Mrs. H. I agree with Mr. R, when

they are deadlocked to respond to questions using English then we allow them to mix it or may ask their friends to interpret it. So, the teacher allows students to use Bahasa. But it would be nice to mix it with English.

B. Data Finding

1. Student perception

Based on the display data that described in the previous article, the writer would present data findings based on research instruments. The writer will try in more detail to provide an explanation. Following are data findings based on student instrument questioners and interview,

First, based on point 1 item of the student questionnaire. The writer found there were two arguments about the application of using Bahasa as medium instruction in English Class. The students in large number agreed if the usage of Bahasa as medium instruction in English Class. Above argument has a frequency of 21 student votes based on the results of the questionnaire given. For more details, there were the reasons for the students obtained from the WSA and NA in the interview transcript. He said: "yes, so that you can understand learning faster" and she said: "yes, if the lesson is explained in its

entirety using English then we have difficulty understanding it". Furthermore, few students disagreed if Bahasa as medium instruction in English Class. The above argument had a frequency of 4 students based on the results of the questionnaire given. For more details, here is a review of the answers from F in the interview transcript. she said "No, because if the teachers used Bahasa Indonesian so the students would not be fluent in English if they are not trained using English".

Second, based on the second point of the student questionnaire items. The writer found that the students' perceptions of the reasons for agreement or disagreement about the use of Bahasa as medium instruction in English Class. From the student questionnaire, it was found that 15 students agreed and 10 students did not agreed if Indonesian was used Bahasa as medium instruction in English Class. For more details, the write described the results of the student interviews to clarify student agreement. Interview with TAS, he said: "No, because if the teachers used Indonesian so the students would not be fluent in English if they are not trained." On the other hand, here are the results of interviews with students who disagree. Interviews with F and WSA. F said: "No, because if the teachers used Indonesian, my English is lacking. But if the teachers used English so my vocabulary would increase "and the WSA said:" No, because we cannot be trained to speak in English ".

Third, based on points 3, 4 and 5 of the student questionnaire items. The writer found that how the use of English learning conditions in the class. In point 3 the student questionnaire, some students said that the teacher was more dominant using Indonesian as the language of instruction in English class. To corroborate these findings, the writer would explain the students' reasons based on student interview transcripts. From the students, F said "Yes, sometimes. Because some students has less understanding so they speak assisted with Indonesian "and PR said" Yes, because we still less understanding if described by using English completely". Furthermore, from the 4 and 5 points of the student questionnaire, the writer found how the use of Indonesian by the students used both ofinside class and outside class. From the students' questionnaires and interviews with students, the writer found that almost all students in the 10th grade used Indonesian both inside class and outside the class.

The following were the reasons why students answer the questionnaire such as explained above. F said; "Yes, because it was difficult to use English and also many of my friends didn't understand so we used Indonesian as a communication tool."AF said" yes, because I am not fluent in English "and NA said" yes, because I did not understand English and the use of English still in the learning process for me"

2. Data Findings of Teachers Implement L1 in L2 Classroom

The writer focused on the phenomenon that was described in the background of the study. By using this type of qualitative case study type. The writer would try to describe the data findings based on what ?, Why? And How was the implementation of L1 in L2 tenth grade Language class At Man Kota Palangkaraya. There are data finding that writer found,

First, based on point 1 of the teachers' interview items. The writer found that the conclusion of the teachers' disagree if L1 was dropped in an English class. There were reasons that the teachers' made. Mr. R said "if L1 used in learning English it would definitely improve the students' understanding of L2". Otherwise Mrs. H strongly disagreed. She said "in Grammar Translation Method the used of L1 was acceptable for beginner level in teaching".

Second, the writer found a fact that the teachers was using L1 in English class. It based on the analysis of observations were made. From the observation instrument, in the first meeting with Mr. R, the writer found that teacher used L1 more than using L2 as medium instruction. As seen in the pre teaching, whilst teaching and post teaching. In the pre-teaching, the writer found the teacher used Bahasa Indonesian more dominantly than English like in made checklist,

chitchat and when him asked about the last assignments that have been given in the last meeting. Then in the whilst teaching, the writer found the teacher translating words, explaining grammar, and answering students' questions using Indonesian. For the last was in the post teaching, the writer found the same condition by teacher used Bahasa more than English. . as seen in some condition were the teacher asked students about the material that has been given by using Indonesian and the teacher also gives assignments to students for the next meeting using Indonesian. In the second meeting with Mrs. H, the writer found the teacher used Bahasa more than using English as medium of instruction. As seen in the pre-teaching that the teacher made a joke, asked the students about the news, and checked student class attendance. Then in the whilst teaching, the writer found the teacher give the student in dirrection and instruction learning by using bahasa Indonesia. For the last was in the post teaching, the writer found the same condition by teacher used Bahasa more than English. . as seen in some condition were the teacher asked students about the material that has been given by using Indonesian and the teacher also gives assignments to students for the next meeting using Indonesian. For the third meeting, the writer saw a lot of difference as seen from the last meeting with Mr. R. The teacher used less Bahasa in the pre teaching and whilst teaching. The writer found the teacher using Bahasa only in

post teaching. At the end of the lesson, the teacher re-explained the material again and gave instructions to answer the teacher's questions using Bahasa. For the last meeting with Mrs. H, the writer only found the teacher using less Bahasa only two sentences. The teacher used Bahasa when the student was given an instruction to read a text, but the student was unable to respond. Because of that, the teacher gave some translation words questions from English to Bahasa Indonesia.

Third, the reasons by teachers' used L1 in English class. Based on the interview items in point 4 Mr. R said *"based on my teaching experience, if I use full English in the process of languageteaching, most the students did not understand what I was conveying"* and according Mrs. H said *"L1 is the solution in L2 learning"*. Based on the interview items in point 2 and point 5 there were the teachers said *"It is all depend on the material, if the material is new or rare forthe students, soI would usedL1dominant than L2"* and with Mr. R said *"when they are confused to respond the questions using English then we allow them to mix it with L1 or asked their friends to interpret it"*

C. DISCUSSION

In this session the writer discussed two problems that the writer conducted as problems of study. The writer also has conducted the research in

field of the study in order to collect data with questionnaire, interviews and an observation instrument method. The following would discuss the issues.

1. What are the Students' Perception on the Use of Bahasa Indonesia as Medium Instruction in Teaching English at MAN Kota Palangka Raya.

Based on the research instrument, the writer found the point of the perception of students used Bahasa as a medium of instruction in the English class. There were 21 students agreed if the language is medium instruction in the English Class and 4 students, that disagreed if Bahasa as medium instruction in English Class. For the details, there are discussions as follow,

First, the students in large number agreed if the usage of Bahasa allowed in English class and they also agreed if the teachers used both Indonesia and English, especially in a certain difficult material. However, this statement was related to the theory of GTM (Grammar Translation Method) chapter II pages 30-33 where the allowance of Bahasa or mother tongue in a target language, in this case, it talked about English.

Second, the students in small number disagreed if the usage of Bahasa allowed in English class. They also believe that the use of English can improve student English skills. In addition, the students had to practice by using target language if they wanted to be able to communicate in the target language. It means that if they wanted to communicate by using English, they

have to practice by using English itself. It was as claimed by Harmer (2007, p. 53) chapter II pages 23, “We learn to do something by doing it, and if the goal of language was communication, then communicating as we learn was the best way to go about it.” In other words, using English in the classroom was the best way for the students to learn a foreign language.

Third, based on questionnaires and interviews, most students argued “because there many students who are misunderstanding in using Englishso, if the students were used English as a medium of communication in learning process, those who were misunderstanding became increasingly left behind in learning”. In addition, learning a new language such as learning a second or foreign language was quite difficult for the lower level students. They will get the difficulties in acquiring and learning the target language. They needed a tool for 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) chapter II pages 21-22 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.

Fourth, as mentioned in the questionnaires and interviews specifically on items 2, that using language could provide them with some confidence and lead to better understanding if certain situations wouldmentioned later.

Generally, the students' attitudes towards Language 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) in chapter II pages 22.

Fifth, were asking about the condition in the class. It summarized a lot of students said their teachers basically using Indonesia and English in classroom activity. Nevertheless, several things which was stated by the writer in the previous chapter declared misunderstanding of the reason.

Finally, the questions about the students are using Bahasa to communicate with friends in a class activity or using Bahasa in English class. Seen from finding data in the previous chapter. That, many students used Bahasa in an English class and used Bahasa with their friend. Nevertheless, several things are stated by the writer in the previous chapter declared misunderstanding of the reason.

As a conclusion, the writer gave an explanation that the majority of the students agreed if Bahasa used as a medium instruction in their class practically. But they also believed that the usage of English could improve the ability and skill of English.

These findings also informed that English had been taught to the students were the foreign language. So, it will have difficulties in implementing English as a medium of instruction. Although the students of the writer selected in this research are the students of language class. It related

to the theory of Gillsby and Mansfield on chapter II page 20 that English as Foreign Language was teaching English in a place where English was not the native language like the writer researched.

The whole items above clarified the students' agreement and disagreement. Refer to the questionnaire; the students also stated their reason why they chose the certain option. Simply, the reasons for the students' agreement of using Bahasa in the class by the teachers as medium instruction were generally the same. They admitted the ability and skill to listen and speak in English were under the level. They were not confident to apply the English because of the ability. The writer also asked them in an informal situation out of the research about their major which is the language class.

2. How do the Teachers' Implement L1 In L2 Classroom At MAN kotaPalangkaraya

First, based on item 1 of the interview. The writer found the conclusion that the teacher disagree if L1 was dropped in an English class. The reason was that the teachers had related to the theory. That is the theory of GTM (Grammar Translation Method) chapter II pages 30-33 where the allowance of Language or mother tongue in a target language, in this case, was talked about English. Next, according to Ellis (1994: 300) chapter II pages 24, learners 'prior linguistic knowledge is an important factor in L2 acquisition, and theories of L2 acquisition ignoring learners' L1 cannot be considered complete.

Secondly, the writer found How was the teachers' using L1 in L2 class. The discovery was based on the analysis of observations made. From the observation instrument, in the first meeting with Mr. R, the writer found that teacher used Bahasa more than using English as medium of instruction. As seen in the pre teaching, whilst teaching and post teaching. In the pre-teaching, the writer found the teacher used Bahasa Indonesian more dominantly than English like in made checklist, chitchat and when him asked about the last assignments that have been given in the last meeting. Then in the whilst teaching, the writer found the teacher translating words, explaining grammar, and answering students' questions using Indonesian. For the last was in the post teaching, the writer found the same condition by teacher used Bahasa more than English. . as seen in some condition were the teacher asked students about the material that has been given by using Indonesian and the teacher also gives assignments to students for the next meeting using Indonesian. In the second meeting with Mrs. H, the writer found the teacher used Bahasa more than using English as medium of instruction. As seen in the pre-teaching that the teacher made a joke, asked the students about the news, and checked student class attendance. Then in the whilst teaching, the writer found the teacher give the student in dirrection and instruction learning by using bahasa Indonesia. For the last was in the post teaching, the writer found the same condition by teacher used Bahasa more than English. . as seen in some condition were the teacher asked students about the material that has

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Third, what were the teachers' reasons for using Bahasa?. The teachers had various reasons for using Bahasa. They usually to use Bahasa to clarify difficult items for weak learners, so that they did not lag behind their peers. This finding was confirmed by the interviews and the observations. Another reason which was figured out from the interviews was the learners' level. Based on point 3 in teachers interview, the teachers agreed that beginners need more explanation in Bahasa because they had not made good progress in English yet. The previous findings seem to be consistent with Franklin's (1990) and Dickson's (1996) studies (chapter II pages 22) which found that using L1 with lower level students was a crucial factor in increasing teachers'

use of L1. However, Dickson (1996) suggested that increasing weak students' motivation would be a proper alternative to L1.

Fourth, when did the teachers use L1?. Based on the findings of real observations in the classroom, it was found that the teachers used Bahasa in class only in the circumstances where students' learning became deadlocked, did not know the new vocabulary, and when the teacher give some new of material learning. The results of this study were in related with earlier studied (e.g. Franklin, 1990; Al-Abdan, 1993) (chapter II pages 22) which had pointed to using L1 for translating new words as a common practice amongst teachers. The teachers in the present study employed Bahasa systematically in the case of explaining abstract words. During the class observations, for instance, the teacher translated only abstract words, and the teachers used pictures and drawings for concrete words.

Next , was the use of L1 in a class of less creative teaching marks? Based on result teachers interview. The writer found that the teacher said; "L1 was the solution in L2 learning" and the teacher objected to using L2 as medium of instruction in learning. In the observations taken by the writer, the teacher was seen experimenting with their class. In one meeting the teacher used Bahasa more dominant and the next meeting the teacher used English more dominant. Seen their students are more active when learning by the teacher using Bahasa as well as vice versa seen students are more passive in class activities. The writer concluded that, the use of L1 as the language of

instruction in English language was very appropriate to be applied in tenth grade Language class in Man Kota Palangkaraya, because this is in accordance with the role of L1 in L2 teaching, especially in learners' prior linguistic knowledge is important factor in L2 acquisition (Ellis, 1994: 300) and According Krashen and Terrell (1983: 42) chapter II pages 26 recognized that the L1 could be used as a short-term solution to meet the immediate needs of learners in L2 communication before they acquire sufficient L2 competence.

For a simple, the writer gave an explanation that the teacher agreed to use Bahasa as an introduction to learning in English classes. There were because the teachers used Bahasa to clarify difficult items for weak learners, so that they did not lag behind their peers. And then, the teacher allowed students using Bahasa in class only in the circumstances where students' learning became deadlocked or if students have misunderstanding the learning material in English. For the last, the teachers that replicated the Grammar translation method as a basis for learning method to using Bahasa in English class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusions and suggestion. As the last chapter, the writer summarized the data into a main statements and points. It also has suggestion in the last because this research was not completely good

A. Conclusions

Based on the result of the study, there were some conclusions which could be seen as follow:

- 1. What Are The Students' Perception on the Use Of Bahasa Indonesia as Medium Instruction in Teaching English at MAN Kota Palangka Raya.**

As a conclusion, the writer gave an explanation that the majority of the students agreed if Bahasa used as a medium instruction in their class

practically. But they also believed that the usage of English could improve the ability and skill of English.

These findings also informed that English had been taught to the students were the foreign language. So, it will have difficulties in implementing English as a medium of instruction. Although the students of the writer selected in this research are the students of language class. It related to the theory of Gillsby and Mansfield on chapter II page 20 that English as Foreign Language was teaching English in a place where English was not the native language like the writer researched.

Simply, the reasons for the students' agreement of using Bahasa in the class by the teachers as medium of instruction were generally the same. They admitted the ability and skill to listen and speak in English were under the level. They were not confident to apply the English because of the ability. The writer also asked them in an informal situation out of the research about their major which is the language class.

2. How do the Teachers' Implement L1 In L2 Classroom At MAN KotaPalangkaraya

For a simple, the writer gave an explanation that the teacher agreed to use Bahasa as an introduction to learning in English classes. Because the teachers used Bahasa to clarify difficult items for weak learners so that they did not lag behind their peers. And then, the teacher allowed students using Bahasa in class only in the circumstances where students' learning

became deadlocked or if students have misunderstanding the learning material in English. And then, the teachers that replicated the Grammar translation method as a basis for learning method to using Bahasa in English class.

For more detail, there were steps how the teachers Implementation L1 in L2 class. Based on the instrument of checklist observation at a classroom, the writer found when the teacher used L1 in L2 class. On first meeting with Mr. R, as seen from pre-teaching, whilst teaching and post-teaching. The teachers dominant to use L1 than L2. Second meeting with Mrs. H, the writer also found the teacher used L1 more than L2. Both from pre-teaching and post-teaching. The teachers are more dominant in using Indonesian when her giving students instruction in learning. Third meeting with Mr. R, the writer got a reverse comparison of the meeting with this teacher before. At this meeting teachers were more dominant in using L2 than L1 in class. The teachers only use Indonesian language to translate sentences, checking comprehension and when he is given assigning homework. The last meeting with Mrs. H, the writer found that teachers were more dominant using L2 than L1. The teacher uses Indonesian language only when giving a translation sentence from L2 to L1. So, the writer concludes that the teacher used L1 in L2 class focused on translate a sentence or translate a word from L2 to L1 because of that

as a solution of teaching strategy when the student has deadlock understanding on the teacher point.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, the teachers and the researchers.

1. For the students

The writer recommended the students to realize their position as student and focused to learn and master the skill and ability of English. However, this finding declared that the students have to consider their difficulties in learning English.

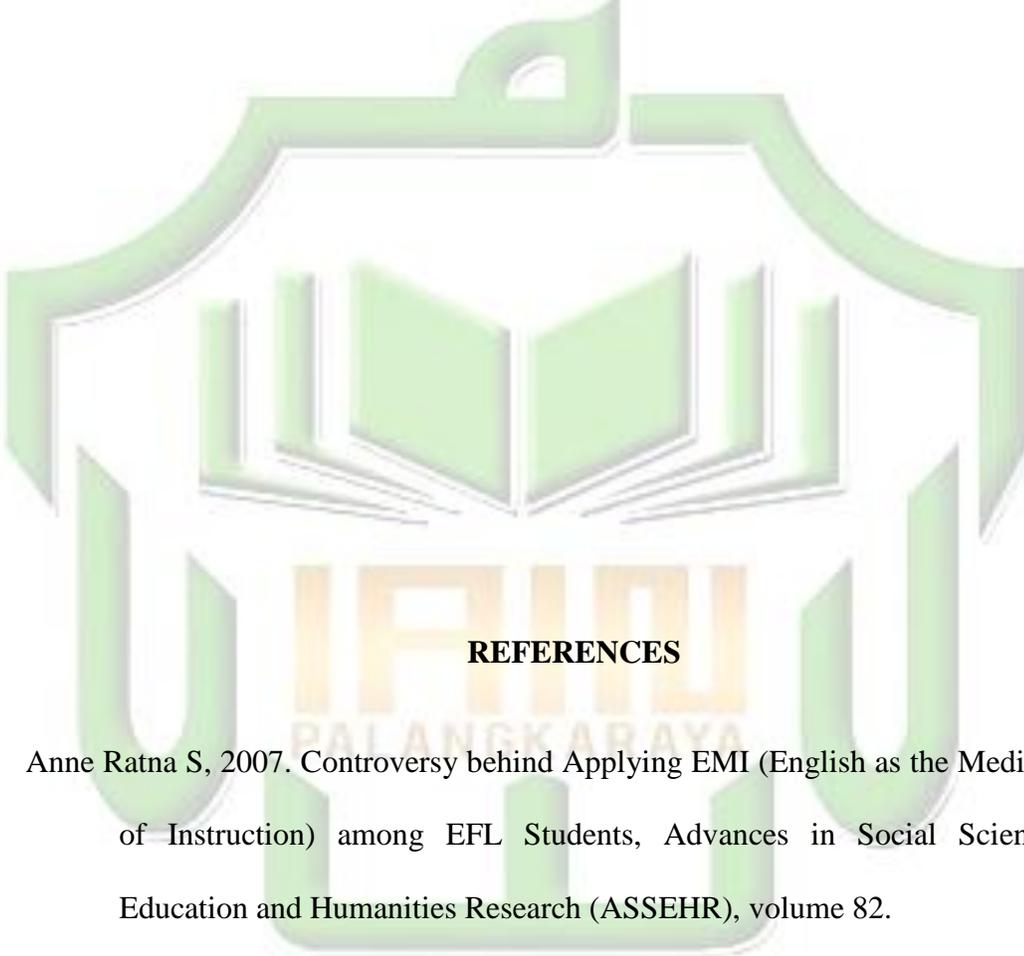
2. For the teachers

The teachers actually are the key of classroom activity in order to make the English circumstance. Nevertheless, the situation of the students has to be a priority. This is as attention to understand not only the material and syllabus, but also the students itself and their ability and comprehension.

3. For the other researchers

This research actually was not conducted deeply and the writer realized there are many weaknesses in it. The writer only focused on students' perception toward the usage of Bahasa Indonesia. Meanwhile, others researcher

needs to investigate this point deeply because this research was not really investigated in comprehension. This study also allows the other writers to research new things behind the English as medium of instruction.



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