

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the Background of the study, Research Problem, Objective of the study, Assumption, Scope, and Limitation, Significance of the study, Definition of Key Terms.

A. Background of the study

The use of the English language in English classroom is important for English foreign language (EFL) students. For EFL students the classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually, occur inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not panther to practice their English.

Yuanfang (2009:87-97) states that English as a Foreign Language in the classroom does not have a social function in EFL students everyday life. It means that they will find difficult to practice the language outside the classroom since they do not have a partner to practice it in their real life. Therefore, EFL lecturers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication.

Classroom, as a place of teaching-learning interaction, is a small miniature of a wide society filled in with so many elements. In the context

of language education, a classroom is also often called an artificial environment for teaching, learning, and using a foreign language. However, we should not forget that the classroom is also a real social context in its own right, where its elements (learners and teacher) enter into equally real social relationships with each other. In the classroom, as we find in real society, the elements are not able to stand by themselves; or in other words, they always need some help to interact with each other.

Perception is some tough about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn (Hong, K-S. 2002:45-49). It means that students' have their own opinion toward something that gets from the teaching-learning process and how they react toward it.

Cook (2001:402-423) discusses the different ways in which first language (L1) can be positively used in foreign language classrooms. He looks at the arguments that second language (L2) teachers and linguists have about this topic. He argued that L1 and L2 have two different linguistic systems and characteristics. As a result, students should reduce their use of the L1 in order to fully acquire the L2. Although teachers keep telling students' to separate the two languages, learners keep comparing the two linguistic systems as they learn the L2. For that reason, teachers usually encourage students to avoid using L1 or comparing the two languages. Also, students need as much exposure as possible to the second or target language in order to acquire it. That requires them to use the L2 as much as possible.

In the language classroom, there is another element besides the teacher and learners. Another most common element in the language classroom is the process of teaching and learning. The teaching-learning process is a set of interaction between teacher and students. The value and quality of interaction in the teaching-learning process establish a learning achievement. Generally, people believe that teaching is an organized combination of materials, students, objectives, and interaction between students and teacher. A brief description of classroom interaction's component.

Cook (2001:402-423) says that in language education, learning language, like learning of any subject else, is basically an individual achievement. It means an attempt that student develops his potential mind to make sense of the classroom environment. But this individual process takes place in the public context of the classroom fill in with so many elements. The student is one of the elements, as a member of the class, the activities in the classroom concerning with the process of teaching and learning are determined by the teacher, as a leader in the classroom interaction as the other component.

At the level of university, Lecturers' as a component of classroom interaction, has an important role in the teaching-learning process. The most important role is in managing the classroom interaction. The lecturers also have a responsibility to create the classroom sense directed and enjoyable with the certain activities and interactions that were a good plan in order to

achieve or produce a particular behavioral outcome. Language lecturers' are no longer seen exclusively as individuals who hold and transit language but as a people who assist the learner to develop a natural capacity to communicate using the language.

The issue about the use of *Bahasa Indonesia* in English classroom has been discussed for years. By looking at the issue the use of L1 is still necessary and unavoidable. According to Miles (2004:64-95), there is now a belief that the use of L1 can be a positive resource for teachers, and they should be focused on it. On the other hand, the extensive use of L1 should be avoided by the teachers' because if teachers use L1 in language teaching, it will make high dependency toward L1 for students. That is why lecturers use of L1 in developing students' skills has become a major issue that it should be avoided or not in English learning classroom.

Based on the issue, the researcher will focus on students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom. The reason for choosing the title is the researcher interest in finding out the students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom because they are students in college where the students already have adequated English knowledge. The researcher wants to explore how they perceive their lecturers' use of *Bahasa Indonesia*, a place where English is supposed to be spoken. The researcher decides during the fourth semester of English department in IAIN Palangka Raya as the subject of this

research. Because they already had extensive knowledge and can respond to the interaction in the classroom.

B. Research Problem

Based on background of the research, the problems is: What is the students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom at the fourth semester of English study program at IAIN Palangka Raya?

C. Objective of the study

Based on the research above, the objectives of the study is: To describe the students' perception from their English lecturers especially in the use of *Bahasa Indonesia* in the classroom.

D. Assumption

The assumption that students' expect to the use of *Bahasa Indonesia* in their English classroom will be minimized or even not used at all.

E. Scope and Limitation

According to background of the research, the researcher makes the scope and limitation of the research object in order for making the focus on the topic. The scope of the research is taking place at IAIN Palangka Raya, specifically English Department students. The research is conducted to the students who take the English Content Subjects of English Education Study Program at IAIN Palangka Raya. English skill subjects are not included in this research. This research will focus on the fourth semester and the lecturers' who teach the English content subjects. The English content

subjects which taught at fourth semester are: English learning assessment, English curriculum and syllabus design, English phonology for ELT, Qualitative research methodology, and course book evaluation.

F. The significance of the study

This study has theoretical and practical significances.

Theoretically, this study enables up to understand more about important for English foreign language (EFL) students. For EFL students the classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually, occur inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not panther to practice their English.

Practically, this study hope can improve English speaking interaction which will help students to share the information that they get from materials. Through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction makes the students brave to share what they have known and learn to each other.

G. Definition of Key Terms

To avoid misunderstanding about the terms in this research, the term of this research are defined as follows:

1. Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn (Hong, K. S. 2003:45-49)
2. Lecturers is a teacher at a university or college. The lecturers also have a responsibility to create the classroom sense directed and enjoyable with the certain activities and interactions that were a good plan in order to achieve or produce a particular behavioral outcome. Cook (2001:402-423)
3. *Bahasa Indonesia* is the National language in Indonesia and as the first language, *Bahasa Indonesia* is a formal language. In Indonesian context, where English is a Foreign Language. Refers to the language a person learners from birth or that a person learning at home usually from his/her parents is Mother Tongue. (Muriel Saville-Troike.2006).
4. Classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process. Dagarin (2004:128).
5. English classroom is classroom there another element beside the teacher and learners. Another most common element in the English classroom is the process of teaching and learning English. The teaching-learning process is a set of interaction between teacher and students learn language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes Previous Studies, Perception, Theory of L1 and Mother tongue, Role of L1 toward English, Classroom interaction.

A. Previous Studies

There are some researches about technique in analyzing classroom interaction. The first researcher is Kharisma Mutiara, (2014) she conducted a research "student perception toward teacher uses of L1 in English classroom". The main objective she wants to go deeper into the idea about the student perception toward their teacher uses L1 in English classroom. This research conducted by using quota sampling 119 students in SMA 3 Salatiga. The result revealed almost all the students agree that the teacher's use of L1 in the English classroom is necessary. The student also showed positive perceptions toward the teacher's use of L1 for clarifying purpose, a tool to check student's to perform L2 better and reducing learner's anxiety. The similarities from this research is she used questionnaire, this research use questionnaire. The differences this research is, she did research on senior high school however, the researcher does in College.

The second researcher is Heryanto Irawan (2013) He conducted a research “student perception toward the use of *Bahasa Indonesia* in teaching English”. The main objectives of his research were to discover how students would actually perceive L1 in their learning English learning. The subject of the research was students of SMA Kristen Satya Wacana. A sampling with 70 XII year students would be chosen randomly from 140 students of the senior high school that the study would be conducted. The findings of the research show that the students actually perceive L1 as a tool to help them study English better, especially when they would have to ask their teachers something they do not understand. The result also shows that if L1 is used too much, the students would then perceive it as an obstacle to their learning. The similarities from his research is the aim to study student perception toward the use of *Bahasa Indonesia*. The differences in the subject were students of SMA Kristen Satya Wacana, while the researcher does in English Department IAIN Palangka Raya.

The third researcher is Rike Rizkia Permatasari (2014), she conducted a research” student’s perception toward teachers’ use *Bahasa Indonesia* in English Learning Classroom”. The objectives of her research were to find out students' perception toward teachers' use of *Bahasa Indonesia*. The participants were 102 numbers of students in Mater Alma Junior high school from the first grade and second grade. She used purposive sampling in selecting the participants. The result of that research is there were a lot

of positive views that determined students strongly agreed on teachers' use of *Bahasa Indonesia*. The finding also determined students strongly believe that teachers used *Bahasa Indonesia* to facilitate English language learning and enhance students' language proficiency. The similarities from this research is the aim to study student perception toward the use of *Bahasa Indonesia*. The differences in her research used purposive sampling, while the researcher uses random sampling.

The fourth researcher is Liya Anis Istanti (2016) she conducted a research "Students' and Teachers' perception of the first language (*Bahasa Indonesia*) Use in English as International language class of Eleventh-grade students' teacher in SMK TAMAN SISWA KUDUS". The main objective is to describe students' and teacher' perception of first language (*Bahasa Indonesia*) use in English as international language class of the eleventh-grade students' and teacher' in SMK TAMAN SISWA KUDUS. The result of the research shows that most students prefer to use *Bahasa Indonesia* to translate new words and understanding material in English teaching and learning process. Most of the students more motivate and comfortable in expressing their ideas when using *Bahasa Indonesia*. All of the teachers did not prefer the use of *Bahasa Indonesia* in English teaching and learning process. But most of them use *Bahasa Indonesia* to help their students to translate new words and understand the material. The similarities from this research is she use questionnaire, and the differences

is objective research to describe students' and teachers' perception of first language (*Bahasa Indonesia*), while the researcher is students' perception.

The fifth research is Ludvi Ainum Septeria (2015) she conducted a research "students' perception toward the use of L1 (Indonesian) in English classroom". The main objective is to investigate students' perceptions toward the use of L1 (Indonesian) in English classroom. By doing that study, she hopes that English teacher might understand better what their students actually expected from them. The participants for the study were 60 students from XII and XI year language stream students in SMA Laboratorium UKWS and SMA N 1 Salatiga. The result of the research are: first, show that all the students' had a strong positive feeling toward English learning, in both schools, the students' tended to favor English because it is an international language, which seems to be instrumental in terms of motivation. Second is students' perception toward the frequent that happen often of the use of L1 when their teacher uses L1 in the lesson. In both schools, most of the students had a negative feeling of the use of L1 very frequent. The third is concerned with the students' expectation toward the use of L1 in English classroom. Most of the students expected that their teacher uses L1 to explain things that were difficult. The similarities this research is qualitative design and instrument that used questionnaire. The differences in her research using 16 questions which consist of 7 close-ended questions, and 9 open-ended questions, while the researcher all of close-ended.

Based on some researchers above there are some differences where this research will focus on students' perception the use of *Bahasa Indonesia* by lecturers' in English classroom. This research gives deeper insight into what students' opinion toward the use of *Bahasa Indonesia* by lecturers' during teaching and learning process. Hopefully, the research will help lecturers' teachers to have a deeper insight into students' preferences.

B. Perception

1. Definition of Perception

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn (Hong, K. S. 2003:45-49). It means that students have their own opinion toward something that gets from the teaching-learning process and how they react toward it. A theory from Sidhu (2003:88-110) stated that students' perceptions are students' point of view toward something that happened in learning process class and produced in with suggestion or argument for teacher or classmate to improve their learning process.

2. The Components of Perception

According to Alan Saks and Gary Johns (2010:80), there are three components of perception.

- a. The Perceiver, the person who becomes aware of 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".
- b. 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."
- c. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

3. The Kinds of Students' Perception

According to Julie. P (2006:6) there are five kinds of students' perception:

- a. Self-concept

Students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Research has shown that positive attitudes

towards self and school ultimately determine students' motivation and effort in doing school work.

b. Positive Attributions

The concept of causal attribution states that students tend to seek a cause for their success and failures. Students who attribute their success and failures to positive attributions (success is due to high ability, whereas failure is due to a lack of effort) tend to perform better than do their negatively-oriented counterparts. Negatively-oriented students are those students who attribute their success to luck, and they attribute their failure to low ability or to external sources.

c. Self-efficacy

Self-regulated learners are typically described as active learners who effectively manage the cognitive, motivational, and behavioral aspects of their learning. Academic self-regulation includes a strong sense of self-efficacy, which refers to a student's resilience, their ability to rebound or bounce back from adversity.

d. Problem - solving Skills and Interpersonal Communications Skills

Coping strategies (e.g., problem-solving skills, interpersonal communication skills) protect to environmental stress. Students who indicated that they knew specific behaviors that result in successful outcomes, and that they felt able to execute these behaviors, achieved better grades than students without these strategies. Students who are

academically at risk have lower self-perceptions of their interpersonal communication skills than do students who are not academically at-risk.

e. Family Background

Consistent with other studies on family background and achievement, students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.

4. Measuring Perception

Based on Brown's theory in Zoltan Dornyei (2003:6) stated questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Survey questions can take a variety of forms.

There are 30 statements in the questionnaire which adopted from Kharisma Mutiara (2014), Rike Rizkia Permatasari (2014). The close-ended and open-ended question is used in this research, the section student marked the strength of their agreement to the items by utilizing a Likert-type 5-point scale such as 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree.

C. Theory of L1 and Mother Tongue

L1 (first language) is essential for learning as a part of the intellectual ability. *Bahasa Indonesia* is the National language in Indonesia. Mother tongue is the language human beings acquire from birth. It helps the child in his/her mental, moral, and emotional development. Schick, de Villiers, and Hoffmeister (2002:200) in their study explain that language delays typically observed in deaf children are causally related to delays in major aspects of cognitive development. They maintain children who cannot understand complex syntactic forms like complements have difficulty understanding how their own thoughts and beliefs may differ from those around them. In fact, much of a child's future social and intellectual development hinges on the milestone of mother tongue (Plessis, 2008). Mother tongue, therefore, has a central role in education that demands cognitive development.

D. Role of L1 toward English Learning

The use of L1 during the teaching and learning process influences students in learning the target language. Different students have different perspectives on the use of the first language in the process of teaching and learning. Where the exposure of first language help students to be able to master English.

To keep using *Bahasa Indonesia* in the process of teaching and learning is one solution to solve any possible problem that hinders students to master English. The teacher considers that the use of *Bahasa Indonesia* as

a way to strengthen the students' comprehension. If it is associated to the class ability, it was no doubt if the teacher used more *Bahasa Indonesia* in the class which is considered as the low achievement class, but the use of it should be judicious.

1. Advantages & Disadvantages of Using L1

The use of the first language (L1) by the teacher has some advantages and disadvantages for students in developing English skills. The following studies show the advantages of teachers' first language in the classroom for students:

a. The use of L1 can be used as “Learner’s shelter”

The first advantage of using L1 is that it can be used as learner's shelter. Zacharias (2003:4) declared that the students' L1 can be metaphorically described as “a shelter” that is using the students' L1 by teachers' in teaching English learning process will create a less threatening atmosphere. The use of L1 in the English classroom by the teachers' creates a better teaching-learning environment.

Meyer (2000) stated that language anxiety comes when students' have communication anxiety. Teachers' use of L1 is comforting the language anxiety around the students. Besides decreasing language anxiety, L1 also builds self-confidence for the students'. The use of L1 by the teachers' in the English classroom encourages students' to learn

English. It also helps students to understand the expression used by the teachers' they can use the expression with great confidence.

b. The use of L1 can clarify and communicate grammar points

Storch and Wigglesworth (2003:760-777) explained that students can get benefit from teachers' use of L1 to clarify an unfamiliar vocabulary and communicate grammar points especially when teacher delivered it using L1 in the teaching process. Sulistyowati (2006) explained about Grammar Translation Method (GTM) that GTM as a standard methodology theorizes that students acquire a foreign language by learning and explaining grammar rules as the basis for drills of exercises in translating from the target language to the mother tongue. They make it clear that teaching using L1 makes learners able to understand the grammar point well by practicing and discussing the structure or pattern. Each of them will get some information that they did not understand before.

c. The use of L1 can be a translation technique to avoid misleading

L1 here can be looked like a translation technique. Translating the contents into L1 can avoid misleadingly. The term translation is one way to cover the misleading. Moreover, the translation technique is the most preferable learning strategies to use in most places. Swain and Lapkin, (2000:251-274). This is probably because L1 translation is usually clear, short and familiar, qualities that are very important in

effective definitions. In addition students' translation, in L1 can assist in the comprehension and memorization of L2 vocabulary. The L1 translation makes it easier, clearer for students for understanding the content.

d. The use of L1 is saving time

The interference of using L1 by the teachers can help students to use valuable class time efficiently. For the students, teachers who teach using L1 can help them find a new word in the target language. Miles (2004:64-95). In relation to students communication, teachers use of L1 can help students' to use limited time efficiently with productive or communicative activities. It means that students get the goal of learning the target language in minimum time. It is not a matter of measuring the time only. It is about how the teachers created an easier way to help students' reach the target language in minimum or limited time.

Disadvantages of using L1 in the classroom

a. The use of L1 becomes interference

The main disadvantages of teaching a foreign language in the first language are the first language becomes interference. The word order of the first language sounds like a barrier for the learner. As stated by Zacharias (2003:4), L1 can be seen as a barrier to English exposure. One reason for this is the idea that the use of L1 by teachers would

limit opportunities for exposure to L2. The more teachers use L1 in class; the fewer students would not get the English exposure.

b. The use of L1 can limit opportunities for students to learn English

Compared to a country that uses English as a second language, Indonesia is still considered English as a foreign language. English is not used in daily communication. That is why teachers tend to use L1 that will cause limited opportunities for students to learn English. According to Bowen (2004) teachers' use of L1 was a bad thing that will cause students limited exposure to English. It is limited only in a classroom situation that doesn't encourage the students to try hard to exercise their competence.

c. The use of L1 can be a failure of the maximum use of English

The use of L1 by the teachers can be a failure of the maximum use of English. Miles (2004:64-95) explained that the use of L1 by teachers can oversimplify differences between two languages, create laziness among students and a failure to maximize English. When the teacher using L1 in the learning process, the students will be accustomed to using L1 and always wait for the translations. Students will prefer to use L1 in any situation and ignore the target language directly since the teacher uses L1 in the English learning process.

d. The use of L1 can make students become unaware of the essential use of English as the target language

The students who are to hearing their teachers' use L1 will tend to ignore the target language. Automatically, when the students have been accustomed to using L1, their awareness of the importance to use English as the target language will decrease. Especially for the low motivated students, this situation will only make them less and less motivated.

2. The Use of L1 inside L2 classrooms

Upton & Lee (2001:469-495) the place of the L1 in the acquisition of the L2 has been the subject of much research, whether the inclusion or exclusion of L1 in L2 classroom should be. There can be possibilities where L1 use may bring a good or bad influence while the students are learning English. A number of studies further discuss how the strategic use of L1 can enhance students' language learning in L2 classroom.

a. L1 for clarifying the purpose

L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2. Pan (2010:87-96) adds that L1 use may facilitate target language classroom activities due to the fact that the use of L1 provides a beneficial scaffolding that assists learners in understanding tasks and solving specific problems. Morahan, (2002) in addition, L1 use in tasks is

valuable because it helps to clarify and build meaning). However, Morahan (2002) suggests that the use of L1 is for clarifying purposes and should not be the primary mode of communication either by the students or teachers in the L2 classroom. It means that it is acceptable to use L1 when the teacher wants to clarify what the students' confused, but it is not acceptable if the teacher uses L1 as the main medium of communication.

b. L1 as a tool to check students' comprehension

Atkinson (1993:241-247) states, that for many learners, occasional use of the L1 gives them the opportunity to show that they are intelligent and sophisticated people. Pointed out that exposure to comprehensible input is crucial for successful language acquisition. He added, if the students cannot understand what has been mentioned, they will not be comfortable in proceeding with a task or retain it in their mind. He also stated that quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aid them as they strive for English proficiency. He agrees with using the L1 for comprehension checks, where he states, it seems that in teaching English is accepted to use English, but when it comes to checking students understanding L1 will be better because the students will know which part is already understood or not.

c. L1 as a tool to explain new vocabularies

Morahan (2002) L1 vocabulary allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. Burden (2000:139-149) It is also investigated that one of the reasons the teacher utilized L1 because of it important to explain vocabulary. Here I may say that the use of L1 will be very beneficial for the students to learn English vocabularies better.

d. L1 as a tool to explain grammar

Bergsleighner's (2002) in his study discovered that L1 was adopted by the teacher to effectively facilitate student comprehension of grammar topics, such as tenses. Greggio and Gil (2007:371-393) also argued that the teacher utilized L1 to be an effective teaching strategy for the explanation of grammar.

e. L1 helps the students perform L2 better

Li, (2008:75-87) A number of researchers have discussed the implication for using L1 in L2 classroom and how L1 may become a valuable teaching resource. Nation (2003) in first language use, the tasks given need to involve language items that are already familiar to the learners, need to involve largely familiar content and need to include some kind of encouragement to perform faster than usual. He suggested that L1 has an active role in preparing learners for such tasks by making sure that the material they are working with is truly familiar

Nation, (2003). Take as an example, asking the students to recall Indonesian stories that they know then work with the story, then ask them to tell other friends about the story using English. According to the statement above, it can be said that L1 should be included or used in teaching English to make students learn English better. He also says that by using the first language the students have the opportunity to fully understand the content of the task before they performed in English because the first language discussion of the task had some interesting features. As Canagarajah (2007:89-100) says about L1 as a meaningful component in the learning process that to contribute successful learning in the target language L1 use is needed. From those statements, it can be assumed that L1 has possible use in influencing and mediating the students understanding to enhance their knowledge in learning English inside the class.

f. L1 as a bridge to understanding Indonesian and English cross-culture

According to Dujmovic (2007:91-100), as it is believed by the English users teachers who are in a position to enrich the process of learning by using the mother tongue as a resource, it means that by using the L1 culture, they can facilitate the progress of their students toward the mother tongue to learn English, the other culture. He mentions the role of mother tongue for discussing the cross-cultural issues, such as customs, greetings, platitudes etc. He believes that it can be possible through comparison and contrast and better use of the

L1 (e.g. connotation, collocation, idiomatic usages, culture-specific lexis, politeness formulae, sociocultural norms, the use of intonation, gestures etc.). He states if students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2 that they should be aware of.

It is the same with what Morahan (2002) states that L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, and thus may improve the accuracy of translations. It is in accordance with what Cook (2001:402-423) says that finding cognates and similarities between languages builds up "interlinked L1 and L2 knowledge in the students' minds".

g. L1 reduces learners' anxiety

The use of L1 also reduces anxiety and enhances the effective environment for learning. Lin and Man (2009:91-99) support the use of the mother tongue in the second language classroom. They believe that by switching L1 and L2 wisely will help the learners to have a close relationship between teachers and students. He also suggests that judicious use of the students' L1 can build an atmosphere of confidence and friendship in the classroom where the students' self-image and motivation improve when they are no longer frustrated by not understanding classroom instruction presented in the target language only.

As an example, teachers' use of L1 can relax students and create a harmonious atmosphere in the classroom, especially when the teachers tell jokes in L1. In his study, encourages and suggests teachers that starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves.

E. Classroom Interaction

Classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating in the classroom. Goronga (2013) asserts that classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages students to involve.

Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004:128), classroom interaction is an interaction between teacher and students' in the classroom where they can create interaction at each other. It means that classroom interaction is all of the interactions that occur in the learning and teaching process.

What's more, classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of material at each other, but it is also about a relationship at each student to other students' in the classroom. Khadidja (2009) insists that classroom interaction will make the students involved in collaborative learning because

they talk and share at each other in the classroom. It means that classroom interaction will make the students' have a good relationship with each other.

Khan (2009) claims that classroom interaction contributes to the students being active in the learning process. It means that when the teacher gives a chance to the students to talk, the students will enthusiastically participate in the learning process.

Based on the explanation above, classroom interaction is all interaction that occurs in the teaching and learning process where the teacher determines the interaction occur in the classroom.

1. Types of Classroom Interaction,

Classroom interaction will occur if the teacher and students interact with each other. The interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca (2004:1-24), there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and student-centered. In teacher-dominated, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate in classroom interaction. Meanwhile, in student-centered, the teacher is as the facilitator and the students are more active in the classroom interaction. On the other hand, Dagarin (2004:128) contends that there are five types of interaction that occur in the classroom, as follows:

a. Teacher-whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang (2010:29-48) contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students' respond to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally. Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students' talk. Rivera (2010:47-61) argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students' talk.

b. Teacher-a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in the group discuss what the teacher wants to do for them. In addition, the interaction between teacher and group of students' is like helping other students who do not understand yet at the discussed materials and controlling the interaction in order to prevent uncontrolled classroom.

c. Student-student

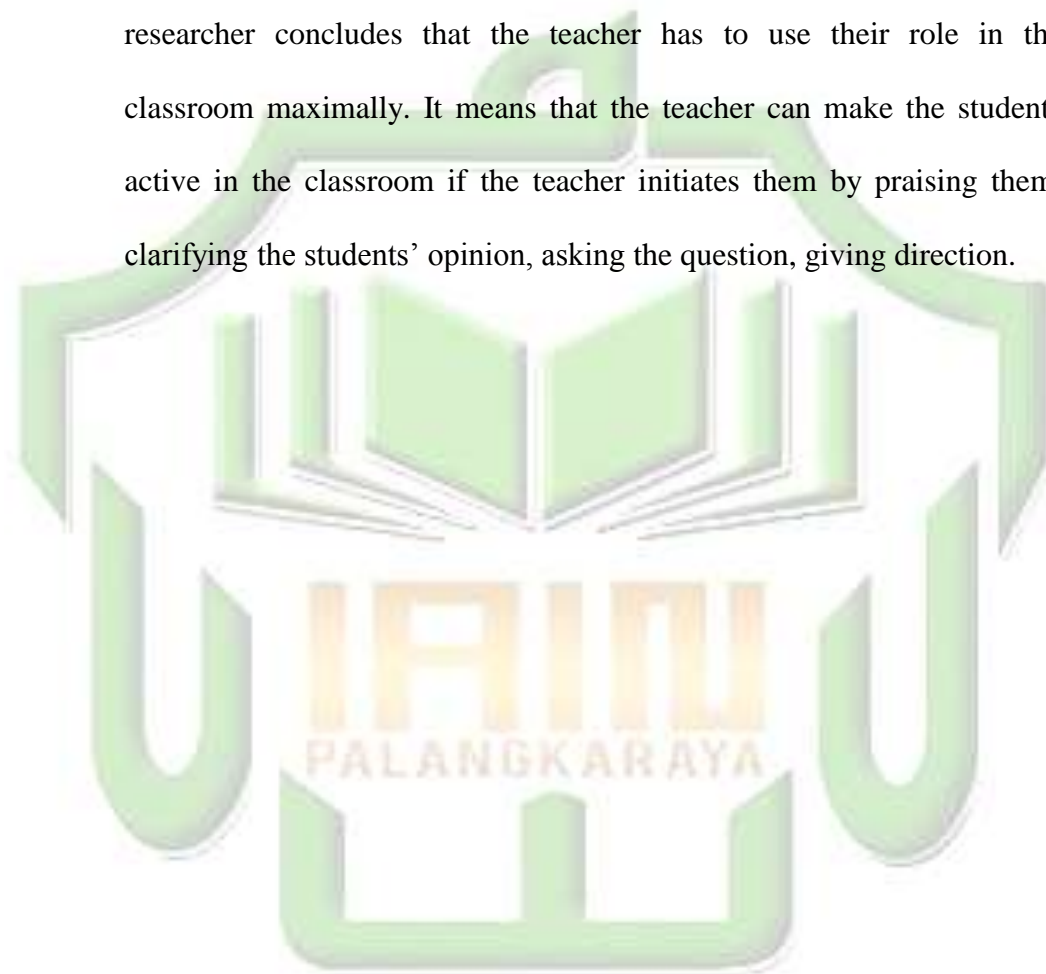
This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera (2010:47-61) contends that most of the interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real-life context. Besides that, the students who do not understand yet at trait materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel the freedom to ask whatever he wants to ask since they interact at each other.

d. Students -students

This interaction will give the advantage for the students since they will feel the freedom to talk at each other. Insists that there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access, and open-ended teacher questioning.

e. Student-teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher. Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking the question, giving direction.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method. It consists of research design, population, and sample, research instrument, the data collection procedure, Data analysis procedure.

A. Research Design

The research design of this study was survey research. In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior. Yin (2003:20-21) A survey researcher may want to investigate associations between respondents characteristic such as age, education, social class, race, and their current attitudes toward some issues. The data of this research in the form of quantitative research. States the quantitative research used objective measurement and statistical analysis of numeric data to understand and explain phenomena. This research design used questionnaire. The researcher describes the result of this research by showing the students' perception toward the use of *Bahasa Indonesia* by lecturers' in English classroom.

B. Population and Sample

1. Population

According to Ary (2010:148) population is all members of any well-defined class of people, events, or object. In this research, the

population of the study was included three classes in the fourth semester in IAIN PALANGKA RAYA consist of 65 students in class A, B, and C.

2. Sample

Ary (2010:148) the small group that is observed called a *sample*. A sample is a portion of a population. According to Sugiyono (2013:124) indicates that total sampling was a technique of determined sample which takes all the members of the population as a respondent or sample. According to Arikunto (2002:112) states that if the total population of less than 100 was better taken all, so the research was used total sampling. This research used three classes in the fourth semester in IAIN PALANGKA RAYA include 65 students in class a, b, and c.

C. Research Instrument

1. Instrument

This research used one instrument that included the questionnaire. The questionnaire contains 30 statements adopted from Kharisma Mutiara (2014) and Rike Rizkia Permatasari (2014). In this section, student marked the strength of their agreement to the items by utilizing a Likert-type 5-point scale such as 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree. The researcher has translated it into Indonesian version to make the participant easier to fill the questionnaire.

a. Questionnaire

Sandra lee Mackey (2006:51) the two main types of questions are *open-ended* and *close-ended questions*. The close-ended and open-ended question was used in this research, 30 statement to close-ended and 1 question to open-ended.

In the closed-ended questionnaire, the options of the answers were provided. The respondents could choose their answers from the provided options. The closed-ended questionnaire helped to obtain what was needed because he could provide options that were suitable for the data needed. In this case, the options were the degree of agreement.

The open-ended questionnaire gives the respondents more freedom to answer the questions as Ary et al. (2002:389) concluded, "In the open-ended questionnaire, the participants can share their opinions, beliefs, and suggestions more openly". Therefore, through the open-ended questionnaire, the researcher gave the students the freedom to share their suggestion based on what they had experienced in English classroom.

This type is suitable with the topic of the research which asks students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom. In this research, the researcher uses Likert-scale as a kind of questionnaire. Ary (2010:209) A Likert-

scale shows a set of statements of the topic and asking the respondent to choose whether they strongly agree, agree, are undecided, disagree, strongly disagree. A Likert scale provides a range of responses to a given question or statement. By the statement above, the writer opted this kind of questionnaire to make the research takes a short time in analyzing and low budget. Therefore, *Bahasa Indonesia* was used in the questionnaire of this research.

2. Instrument Validity

Ary (2010:224-225) Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most important consideration in developing and evaluating measuring instruments.

1. Face Validity

Ary (2010:228) Face Validity is taken to ensure that the questionnaire is valid. Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The questionnaire in this research to know the students' perception toward the use of *Bahasa Indonesia* by Lecturers in English classroom at IAIN Palangka Raya.

2. Content Validity

Content validity refers to the appropriateness of the content of an instrument, in other words, do the measure (question, observation logs). Accurately assess what you want to know? This is particularly important with an achievement test. Consider that a test developer wants to maximize the validity of a unit test for the fourth semester English department IAIN Palangka Raya. This would involve taking representative questions from each of the sections of the unit and evaluating them against the desired outcomes. Fraenkel & Wallen (2003) Content validity is also another type of validity. As its name implies it explores how the content of the assessment performs. Content validity the researcher is concerned with determining whether all areas or domains are appropriately covered within the assessment. Validity of doing pilot study was not only to know the students difficulties in answering the questionnaire but also to measure the content validity of the questionnaire.

Table 3.1
Item Spesification of Questionnaire

No	Description	Items
1	Positive statement	1-15
2	Negative statement	16-30

According to Robbins (2002:14) Positive perception is judgment individual to an object or information with a positive view

or as expected from the object that is perceived from existing rules. Meanwhile, negative perception is individual perceptions to certain objects or information with negative views, contrary to what is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being a source of perception, the existence of individual ignorance and absence individual experience of perceived objects and vice versa, that cause of the emergence of a person's positive perception because of satisfaction individual to the object that is the source of this perception, the existence of individual knowledge, and the existence of individual experience with objects perceived.

3. Instrument Reliability

Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh (2010:224). The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores. In designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used. *First*, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item. *The second* way of assuring reliability

is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked. *The final* way to achieve reliability is to check the internal consistency of responses in a survey.

Sandra lee Mackey (2006:51) in this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions. It is using Program SPSS version 20 in finding reliability. The degree of alpha's Cronbach alpha is higher than r table (0.254).

Table 3.2
Result of Reliable

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	30

D. Data Collection Procedure

There is one basic data-gathering techniques in survey research: questionnaire. In this research, the questionnaire was used as an instrument to collect the data. To collect the objective data, this research has several steps as follows:

1. Preparing the questionnaire.
2. Giving the questionnaire to the respondents.
3. Collecting the responses.

4. Calculating the result of responses.
5. Analyzing the data obtained using SPSS Version 20.
6. Concluding the students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom at IAIN Palangka Raya.

E. Data Analysis Procedure

After all, data had been collected, the next step was analyzing the data. To analyze the data obtained from the field, several techniques were conducted, namely data collecting, data reduction, data displaying and data conclusion.

1. Data Collecting

All instruments that were given to the respondents was collected after the researcher did the research. The instruments were collected in order to make it in one field so that the instrument henceforth were measured by the researcher. The researcher collected the instrument which the questionnaire has spread to the students.

2. Data Reduction

In this research, interval scale was used and collecting the data by using the questionnaire both of the close-ended Likert type questions and open-ended. This research was about students' perception which is known as attitudinal information.

This research was used statistical data analysis technique to know their perception about the use of *Bahasa Indonesia* by lecturers in English classroom. This technique of data analysis belong to quantitative data analysis and the data is analyzed statistically. There are three steps to analyze the data; they are item scores, the distribution of frequency, and the central tendency. To analyze the data, below were the steps applied:

1. Collecting the main data (item score/responses);
2. Arranging the collected score into the distribution of frequency of the score table.
3. Calculating Mean using formula, Median, and Modus.
 - a. Mean

$$\bar{X} = \frac{\sum X}{n}$$

Where:

X = Mean value

Σ = Sum of

X = raw score

n = Number of case.

- b. Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lie.

c. The Modus / Mode

The mode is the value in a distribution that occurs most frequently.

d. Calculating the deviation score and standard deviation using the formula:

1) Deviation Score

$$x = X - \bar{X}$$

x = Deviation Score

X = raw score

\bar{X} = Mean

2) Standard Deviation

$$s^2 = \frac{\sum x^2}{N - 1}$$

$$s = \sqrt{\frac{\sum x^2}{N - 1}}$$

$$s = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where

x^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

X^2 = sum of the score squared (the scores are first summed, and then this total is squared)

N = Number of cases

e. Interpreting the analysis result.

f. Giving a conclusion.

3. Data Displaying

Sandra (2006:42) Coding categories are the first thing to do for the research when decide to compile survey research. The researcher assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of table in which the researcher identified the respondent in the left-hand column and used the rows in the table to list the participant's response to each item.

Once the information is compiled in a table, it needs to be displayed in some ways. There are several possible alternatives.

- a) One is to simply report the *frequency* of each response. Hence, in the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening as one, and so on.
- b) A second alternative is to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using a bar graph or pie chart. Visually displaying results in this way often make it easier to highlight the results of the survey.

Table 3.3
Category of Measurement of Students Perceptions

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor:2005)

c) Finally, with interval scales, one could describe the data in terms of *central tendency*. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The most common types of central tendency are the mean, mode, and median. The *mean* or average is calculated by adding up the scores and dividing by the number of participants. The *median* is the number in a set of numbers that represents the point at which 50% of the items are above and 50% are below. The *mode* is simply the most common number.

4. Data Conclusion

The researcher finds conclusion answering for formulating the problems. The researcher makes conclusion from all the data that is get in order to make clear understand for the reader.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter, the researcher presented the data which had been collected from the research in the field of the study. The data were data presentation, research findings, and discussion.

A. Data Presentation

The percentage calculation of the Questionnaire Result on the Students' Perception toward the Use of *Bahasa Indonesia* by Lecturers in English classroom at IAIN Palangka Raya

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	In my opinion, the teacher's uses of Indonesian in English classroom is needed in teaching learning process.	Number	1	6	12	31	10	60
		Percent	1.7%	10%	20%	51.7%	16.7%	100
2	I work better for the English task when the teacher also explains the task in Indonesian.	Number	1	5	15	33	6	60
		Percent	1.7%	8.3%	25.0%	55.0%	10.0%	100
3	The teacher's uses of Indonesian helps me to apprehend of what he/she explained better.	Number	1	2	8	39	10	60
		Percent	1.7%	3.3%	13.3%	60.0%	16.7%	100
4	I feel that I can understand better if the English teacher also discusses our exercise's result in Indonesian.	Number	2	4	11	34	9	60

		Percent	3.3%	6.7%	18.3%	56.7%	15.0%	100
5	I will understand better if the English teacher uses Indonesian to check my understanding about his/her explanation given.	Number	1	4	17	30	8	60
		Percent	1.7%	6.7%	28.3%	50.0%	13.3%	100
6	I need an explanation of the similarities and differences of Indonesia and English grammar in by the teachers using Indonesia.	Number	3	3	12	30	12	60
		Percent	5.0%	5.0%	20.0%	50.0%	20.0%	100
7	In my opinion, the English teacher should use Indonesian to explain new English vocabularies.	Number	2	4	17	28	9	60
		Percent	3.3%	6.7%	28.3%	46.7%	15.0%	100
8	In my opinion, the teacher's uses of Indonesian to explain English vocabularies makes me remember the vocabularies better.	Number	3	7	13	28	9	60
		Percent	5.0%	11.7%	21.7%	46.7%	15.0%	100
9	When the teacher uses Indonesian in English classroom, it helps me to understand English <i>idioms</i> and <i>expression</i> better.	Number	3	4	14	32	7	60
		Percent	5.0%	6.7%	23.3%	53.3%	11.7%	100
10	In my opinion, it is better for English teachers to explain the similarities and differences between Indonesia culture and English culture.	Number	4	11	19	24	2	60
		Percent	6.7%	18.3%	31.7%	40.0%	3.3%	100
11	I Prefer teachers use Indonesian in English	Number	13	18	15	14	0	60

	learning classroom.							
		Percent	21.7%	30.0%	25.0%	23.3%	0	100
12	I have better understanding when teachers translate new words and reading text into Indonesian.	Number	1	10	24	24	1	60
		Percent	1.7%	16.7%	40.0%	40.0%	1.7%	100
13	I will more understand what I have learned or what should I in class if teachers also use Indonesian in English learning class.	Number	0	7	19	31	3	60
		Percent	0	11.7%	31.7%	51.7%	5.0%	100
14	I am more motivated to learn English when teachers use Indonesia in English learning classroom.	Number	5	14	27	13	1	60
		Percent	8.3%	23.3%	45.0%	21.7%	1.7%	100
15	I feel more secure in expressing intent/ideas/experiences when teachers use Indonesian in English learning class.	Number	4	7	22	25	2	60
		Percent	6.7%	11.7%	36.7%	41.7%	3.3%	100
16	When teachers do not use Indonesian in the classroom, I will reduce my participation in the activities provided.	Number	13	19	16	12	0	60
		Percent	21.7%	31.7%	26.7%	20.0%	0	100
17	I can maximize a valuable class time better when teachers use Indonesia in English learning class.	Number	1	14	23	20	2	60
		Percent	1.7%	23.3%	38.3%	33.3%	3.3%	100
18	In my opinion, the teacher's uses of Indonesian in English classroom makes me feel relax.	Number	3	6	21	27	3	60

		Percent	5.0%	10.0%	35.0%	45.0%	5.0%	100
19	I am feeling helped when the teacher re-explains the English instructions into Indonesian.	Number	2	5	15	31	7	60
		Percent	3.3%	8.3%	25.0%	51.7%	11.7%	100
20	I am glad if the teacher also gives instructions in Indonesian.	Number	1	5	15	37	2	60
		Percent	1.7%	8.3%	25.0%	61.7%	3.3%	100
21	I feel more comfortable when the teacher uses Indonesian in English classroom.	Number	3	13	24	18	2	60
		Percent	5.0%	21.7%	40.0%	30.0%	3.3%	100
22	I understand English grammar better if it is explained by using Indonesian.	Number	5	9	16	26	4	60
		Percent	8.3%	15.0%	26.7%	43.3%	6.7%	100
23	I feel close with my English teacher when he/she also uses Indonesian in English classroom.	Number	4	9	24	22	1	60
		Percent	6.7%	15.0%	40.0%	36.7%	1.7%	100
24	I will be more comfortable when the teacher use Indonesia in English learning class.	Number	4	10	20	26	0	60
		Percent	6.7%	16.7%	33.3%	43.3%	0	100
25	I master the structure/pattern of English words properly when teachers use Indonesian in English learning class.	Number	1	8	19	28	4	60
		Percent	1.7%	13.3%	31.7%	46.7%	6.7%	100
26	When teachers use Indonesian, it makes me afraid of making a mistake in using English.	Number	6	10	16	19	9	60

		Percent	10.0%	16.7%	26.7%	31.7%	15.0%	100
27	When teachers use Indonesian, it makes me always rely on teachers to translate every first.	Number	6	16	12	16	10	60
		Percent	10.0%	26.7%	20.0%	26.7%	16.7%	100
28	When teachers use Indonesian, it makes me underestimate the importance of using English.	Number	8	15	13	16	8	60
		Percent	13.3%	25.0%	21.7%	26.7%	13.3%	100
29	When teachers use Indonesian, I will reduce the change of my hearing and using English.	Number	1	4	11	27	17	60
		Percent	1.7%	6.7%	18.3%	45.0%	28.3%	100
30	When teachers use Indonesian, I am not willing to learn English.	Number	11	16	17	8	8	60
		Percent	18.3%	26.7%	28.3%	13.3%	13.3%	100

B. Research Findings

The Percentage Calculation above of the Questionnaire shown result on the Students' Perception toward the Use of *Bahasa Indonesia* by Lecturers in English classroom at IAIN Palangka Raya. The questionnaire given to 60 students as sample, that including English students generation 2017-2018. There were 4 students absent, and 1 student was sick. The questionnaire distributed to the students in classroom after they learning. The percentage of the results on students' perception as follows.

Based on the table, the students' shown positive perception toward the use *Bahasa Indonesia* by Lecturer in English classroom at IAIN Palangka Raya. The presented data consisted of responses, central tendency (mean, median, modus), and standard deviation.

Then, the score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows:

Table 4.1
Result of Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MDN	MOD	ST. DEV
			SD=1	D=2	U=3	A=4	SA=5					
1	1	Number	1	6	12	31	10	223	3.72	4	4	0.92 2
		Percent	1.7%	10%	20%	51.7%	16.7%					
2	2	Number	1	5	15	33	6	207	3.63	4	4	0.84 3
		Percent	1.7%	8.3%	25.0%	55.0%	10.0%					
3	3	Number	1	2	8	39	10	235	3.92	4	4	0.76 6
		Percent	1.7%	3.3%	13.3%	60.0%	16.7%					
4	4	Number	2	4	11	34	9	224	3.67	4	4	0.85 7
		Percent	3.3%	6.7%	18.3%	56.7%	15.0%					

5	5	Number	1	4	17	30	8	220	3.75	4	4	1.00 2
		Percent	1.7%	6.7%	28.3%	50.0%	13.3%	100				
6	6	Number	3	3	12	30	12	225	3.63	4	4	0.93 8
		Percent	5.0%	5.0%	20.0%	50.0%	20.0%	100				
7	7	Number	2	4	17	28	9	218	3.55	4	4	1.04 8
		Percent	3.3%	6.7%	28.3%	46.7%	15.0%	100				
8	8	Number	3	7	13	28	9	215	3.60	4	4	0.96 0
		Percent	5.0%	11.7%	21.7%	46.7%	15.0%	100				
9	9	Number	3	4	14	32	7	216	3.15	3	4	0.98 8
		Percent	5.0%	6.7%	23.3%	53.3%	11.7%	100				
10	10	Number	4	11	19	24	2	189	2.50	2	2	1.08 1
		Percent	6.7%	18.3%	31.7%	40.0%	3.3%	100				
11	11	Number	13	18	15	14	0	150	3.23	3	3	0.81 0
		Percent	21.7%	30.0%	25.0%	23.3%	0	100				
12	12	Number	1	10	24	24	1	194	3.50	4	4	0.77 0

		Percent	1.7%	16.7%	40.0%	40.0%	1.7%	100				
13	13	Number	0	7	19	31	3	210	2.45	2	2	1.048
		Percent	0	11.7%	31.7%	51.7%	5.0%	100				
14	14	Number	5	14	27	13	1	171	2.85	3	3	0.917
		Percent	8.3%	23.3%	45.0%	21.7%	1.7%	100				
15	15	Number	4	7	22	25	2	194	3.23	3	4	0.945
		Percent	6.7%	11.7%	36.7%	41.7%	3.3%	100				
16	16	Number	13	19	16	12	0	147	2.45	2	2	1.048
		Percent	21.7%	31.7%	26.7%	20.0%	0	100				
17	17	Number	1	14	23	20	2	188	3.13	3	3	0.873
		Percent	1.7%	23.3%	38.3%	33.3%	3.3%	100				
18	18	Number	3	6	21	27	3	201	3.35	3.5	4	0.917
		Percent	5.0%	10.0%	35.0%	45.0%	5.0%	100				
19	19	Number	2	5	15	31	7	216	3.60	4	4	0.924
		Percent	3.3%	8.3%	25.0%	51.7%	11.7%	100				

20	20	Number	1	5	15	37	2	214	3.57	4	4	0.76 7
		Percent	1.7%	8.3%	25.0%	61.7%	3.3%	100				
21	21	Number	3	13	24	18	2	183	3.05	3	3	0.92 8
		Percent	5.0%	21.7%	40.0%	30.0%	3.3%	100				
22	22	Number	5	9	16	26	4	195	3.25	3.5	4	1.06 8
		Percent	8.3%	15.0%	26.7%	43.3%	6.7%	100				
23	23	Number	4	9	24	22	1	187	3.12	3	3	0.92 2
		Percent	6.7%	15.0%	40.0%	36.7%	1.7%	100				
24	24	Number	4	10	20	26	0	188	3.13	3	4	0.92 9
		Percent	6.7%	16.7%	33.3%	43.3%	0	100				
25	25	Number	1	8	19	28	4	206	3.43	4	4	0.87 1
		Percent	1.7%	13.3%	31.7%	46.7%	6.7%	100				
26	26	Number	6	10	16	19	9	195	3.25	4	4	1.20 2
		Percent	10.0%	16.7%	26.7%	31.7%	15.0%	100				
27	27	Number	6	16	12	16	10	188	3.13	3	2	1.26 8

		Percent	10.0%	26.7%	20.0%	26.7%	16.7%	100				
28	28	Number	8	15	13	16	8	181	3.02	3	4	1.269
		Percent	13.3%	25.0%	21.7%	26.7%	13.3%	100				
29	29	Number	1	4	11	27	17	235	3.92	4	4	0.944
		Percent	1.7%	6.7%	18.3%	45.0%	28.3%	100				
30	30	Number	11	16	17	8	8	166	2.77	3	3	1.280
		Percent	18.3%	26.7%	28.3%	13.3%	13.3%	100				

The data above could be detailed as follows:

Table 4.2

		item_1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	6	10.0	10.0	11.7
	Undecided	12	20.0	20.0	31.7
	Agree	31	51.7	51.7	83.3
	strongly agree	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Item 1, shown that there are 10 students (16.7%) state strongly agree, 31 students (51.7%) agree, 12 students (20.0%) undecided, 6 students (10.0%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 1 was 74 % with the categorized Agree.

Table 4.3

item_2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	5	8.3	8.3	10.0
	Undecided	15	25.0	25.0	35.0
	Agree	33	55.0	55.0	90.0
	strongly agree	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

Item 2, shown that there are 6 students (10.0%) state strongly agree, 33 students (55.0%) agree, 15 students (25.0%) undecided, 5 students (8.3%) disagree, and 1 student (1.7) strongly disagree. The calculation of analysis students' perception item 2 was 72 % with the categorized Agree.

Table 4.4

item_3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	2	3.3	3.3	5.0
	Undecided	8	13.3	13.3	18.3
	Agree	39	65.0	65.0	83.3
	strongly agree	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Item 3, shown that there are 10 students (16.7%) state strongly agree, 39 students (65.0%) agree, 8 students (13.3%) undecided, 2 students (3.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 3 was 78 % with the categorized Agree.

Table 4.5

		item_4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3.3	3.3	3.3
	disagree	4	6.7	6.7	10.0
	undecided	11	18.3	18.3	28.3
	Agree	34	56.7	56.7	85.0
	strongly agree	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Item 4, shown that there are 9 students (15.0%) state strongly agree, 34 students (56.7%) agree, 11 students (18.3%) undecided, 4 students (6.7%) and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception item 4 was 74 % with the categorized Agree.

Table 4.6

		item_5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	disagree	4	6.7	6.7	8.3
	undecided	17	28.3	28.3	36.7
	Agree	30	50.0	50.0	86.7
	strongly agree	8	13.3	13.3	100.0
	Total	60	100.0	100.0	

Item 5, shown there are 8 students (13.3%) state strongly agree, 30 students (50.0%) agree, 17 students (28.3%) undecided, 4 students (6.7%) disagree, and 1 student (1.7%) disagree. The calculation of analysis students' perception item 5 was 73 % with the categorized Agree.

Table 4.7

		item_6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5.0	5.0	5.0
	Disagree	3	5.0	5.0	10.0
	Undecided	12	20.0	20.0	30.0
	Agree	30	50.0	50.0	80.0
	strongly agree	12	20.0	20.0	100.0
	Total	60	100.0	100.0	

Item 6, shown that there are 12 students (20.0%) state strongly agree, 30 students (50.0%) agree, 12 students (20.0%) undecided, 3 students (5.0%) disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 6 was 75 % with the categorized Agree.

Table 4.8

		item_7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3.3	3.3	3.3
	Disagree	4	6.7	6.7	10.0
	Undecided	17	28.3	28.3	38.3
	Agree	28	46.7	46.7	85.0
	strongly agree	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Item 7, shown that there are 9 students (15.0%) state strongly agree, 28 students (46.7%) agree, 17 students (28.3%) undecided, 4 students (6.7%) disagree, and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception item 7 was 72 % with the categorized Agree.

Table 4.9

item_8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5.0	5.0	5.0
	disagree	7	11.7	11.7	16.7
	undecided	13	21.7	21.7	38.3
	Agree	28	46.7	46.7	85.0
	strongly agree	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Item 8 shown that there are 9 students (15.0%) state strongly agree, 28 students (46.7%) agree, 13 students (21.7%) undecided, 7 students (11.7%) disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 8 was 71 % with the categorized Agree.

Table 4.10

item_9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5.0	5.0	5.0
	Disagree	4	6.7	6.7	11.7
	Undecided	14	23.3	23.3	35.0
	Agree	32	53.3	53.3	88.3
	strongly agree	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

Item 9, shown that there are 7 students (11.7%) state strongly agree, 32 students (53.3%) agree, 14 students (23.3%) undecided, 4 students (6.7%) disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 9 was 72 % with the categorized Agree.

Table 4.11

item_10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	6.7	6.7	6.7
	disagree	11	18.3	18.3	25.0
	undecided	19	31.7	31.7	56.7
	Agree	24	40.0	40.0	96.7
	strongly agree	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Item 10, shown that there are 2 students (3.3%) state strongly agree, 24 students (40.0%) agree, 19 students (31.7%) undecided, 11 students (18.3%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 10 was 63 % with the categorized Agree.

Table 4.12

item_11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	21.7	21.7	21.7
	Disagree	18	30.0	30.0	51.7
	Undecided	15	25.0	25.0	76.7
	Agree	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

Item 11, shown that there are 14 students (23.3%) agree, 15 students (25.0%) undecided, 18 students (30.0%) disagree, and 13 students (21.7%) strongly disagree. The calculation of analysis students' perception item 11 was 50 % with the categorized Neutral.

Table 4.13

item_12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	10	16.7	16.7	18.3
	Undecided	24	40.0	40.0	58.3
	Agree	24	40.0	40.0	98.3
	strongly agree	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Item 12, I shown that there are 1 student (1.7%) state strongly agree, 24 students (40.0%) agree, 24 students (40.0%) undecided, 10 students (16.7%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 12 was 64 % with the categorized Agree.

Table 4.14

item_13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	11.7	11.7	11.7
	undecided	19	31.7	31.7	43.3
	Agree	31	51.7	51.7	95.0
	strongly agree	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Item 13, shown that there are 3 students (5.0%) state strongly agree, 31 students (51.7%) agree, 19 students (31.7%) undecided, and 7 students (11.7%) disagree. The calculation of analysis students' perception item 13 was 70 % with the categorized Agree.

Table 4.15

item_14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	8.3	8.3	8.3
	Disagree	14	23.3	23.3	31.7
	Undecided	27	45.0	45.0	76.7
	Agree	13	21.7	21.7	98.3
	strongly agree	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Item 14, shown that there are 1 student (1.7%) state strongly agree, 13 students (21.7%) agree, 27 students (45.0%) undecided, 14 students (23.3%) disagree, and 5 students (8.3%) strongly disagree. The calculation of analysis students' perception item 14 was 57 % with the categorized Neutral.

Table 4.16

item_15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	6.7	6.7	6.7
	disagree	7	11.7	11.7	18.3
	undecided	22	36.7	36.7	55.0
	Agree	25	41.7	41.7	96.7
	strongly agree	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Item 15, shown that there are 2 students (3.3%) state strongly agree, 25 students (41.7%) agree, 22 students (36.7%) undecided, 7 students (11.7%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 15 was 64 % with the categorized Agree.

Table 4.17

item_16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	21.7	21.7	21.7
	disagree	19	31.7	31.7	53.3
	undecided	16	26.7	26.7	80.0
	Agree	12	20.0	20.0	100.0
	Total	60	100.0	100.0	

Item 16, shown that there are 12 students (20.0%) state agree, 16 students (26.7%) undecided, 19 students (31.7%) disagree, and 13 students (21.7%) strongly disagree. The calculation of analysis students' perception item 16 was 49 % with the categorized Neutral.

Table 4.18

item_17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	disagree	14	23.3	23.3	25.0
	undecided	23	38.3	38.3	63.3
	Agree	20	33.3	33.3	96.7
	strongly agree	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Item 17, shown that there are 2 students (3.3%) state strongly agree, 20 students (33.3%) agree, 23 students (38.3%) undecided, 14 students (23.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 17 was 62 % with the categorized Agree.

Table 4.19

item_18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5.0	5.0	5.0
	Disagree	6	10.0	10.0	15.0
	Undecided	21	35.0	35.0	50.0
	Agree	27	45.0	45.0	95.0
	strongly agree	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Item 18, shown that there are 3 students (5.0%) state strongly agree, 27 students (45.0%) agree, 21 students (35.0%) undecided, 6 students (10.0%) disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 18 was 67 % with the categorized Agree.

Table 4.20

item_19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	3.3	3.3	3.3
	disagree	5	8.3	8.3	11.7
	undecided	15	25.0	25.0	36.7
	Agree	31	51.7	51.7	88.3
	strongly agree	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

Item 19, shown that there are 7 students (11.7%) state strongly agree, 31 students (51.7%) agree, 15 students (25.0%) undecided, 5 students (8.3%) disagree, and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception item 19 was 72 % with the categorized Agree.

Table 4.21

		item_20			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	disagree	5	8.3	8.3	10.0
	undecided	15	25.0	25.0	35.0
	Agree	37	61.7	61.7	96.7
	strongly agree	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Item 20, shown that there are 2 students (3.3%) state strongly agree, 37 students (61.7%) agree, 15 students (25.0%) undecided, 5 students (8.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 20 was 71 % with the categorized Agree.

Table 4.22

		item_21			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	5.0	5.0	5.0
	disagree	13	21.7	21.7	26.7
	undecided	24	40.0	40.0	66.7
	Agree	18	30.0	30.0	96.7
	strongly agree	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Item 21, shown that there are 2 students (3.3%) strongly agree, 18 students (30.0%) agree, 24 students (40.0%) undecided, 13 students (21.7%) strongly disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 21 was 61 % with the categorized Agree.

Table 4.23

item_22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	8.3	8.3	8.3
	disagree	9	15.0	15.0	23.3
	undecided	16	26.7	26.7	50.0
	Agree	26	43.3	43.3	93.3
	strongly agree	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

Item 22, shown that there are 4 students (6.7%) state strongly agree, 26 students (43.3%) agree, 16 students (26.7%) undecided, 9 students (15.0%) strongly disagree, and 5 students (8.3%) strongly disagree. The calculation of analysis students' perception item 22 was 65 % with the categorized Agree.

Table 4.24

item_23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	6.7	6.7	6.7
	Disagree	9	15.0	15.0	21.7
	Undecided	24	40.0	40.0	61.7
	Agree	22	36.7	36.7	98.3
	strongly agree	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Item 23, I shown that there are 1 student (1.7%) state strongly agree, 22 students (36.7%) agree, 24 students (40.0%) undecided, 9 students (15.0%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 23 was 62 % with the categorized Agree.

Table 4.25

item_24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	6.7	6.7	6.7
	Disagree	10	16.7	16.7	23.3
	Undecided	20	33.3	33.3	56.7
	Agree	26	43.3	43.3	100.0
	Total	60	100.0	100.0	

Item 24, shown that there are 26 students (43.3%) state agree, 20 students (33.3%) undecided, 10 students (16.7%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 24 was 62 % with the categorized Agree.

Table 4.26

item_25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	8	13.3	13.3	15.0
	undecided	19	31.7	31.7	46.7
	Agree	28	46.7	46.7	93.3
	strongly agree	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

Item 25, shown that there are 4 students (6.7%) state strongly agree, 28 students (46.7%) agree, 19 students (31.7%) undecided, 8 students (13.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 25 was 68 % with the categorized Agree.

Table 4.27

item_26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	10.0	10.0	10.0
	disagree	10	16.7	16.7	26.7
	undecided	16	26.7	26.7	53.3
	Agree	19	31.7	31.7	85.0
	strongly agree	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Item 26, shown that there are 9 students (15.0%) state strongly agree, 19 students (31.7%) agree, 16 students (26.7%) undecided, 10 students (16.7%) disagree, and 6 students (10.0%) strongly disagree. The calculation of analysis students' perception item 26 was 65 % with the categorized Agree.

Table 4.28

item_27					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	10.0	10.0	10.0
	Disagree	16	26.7	26.7	36.7
	Undecided	12	20.0	20.0	56.7
	Agree	16	26.7	26.7	83.3
	strongly agree	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

Item 27, shown that there are 10 students (16.7%) state strongly agree, 16 students (26.7%) agree, 12 students (20.0%) undecided, 16 students (26.7%) disagree, and 6 students (10.0%) strongly disagree. The calculation of analysis students' perception item 27 was 62 % with the categorized Agree.

Table 4.29

item_28					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	13.3	13.3	13.3
	Disagree	15	25.0	25.0	38.3
	Undecided	13	21.7	21.7	60.0
	Agree	16	26.7	26.7	86.7
	strongly agree	8	13.3	13.3	100.0
	Total	60	100.0	100.0	

Item 28, shown that there are 8 students (13.3%) state strongly agree, 16 students (26.7%) agree, 13 students (21.7%) undecided, 15 students (25.0%) disagree, and 8 students (13.3%) strongly disagree. The calculation of analysis students' perception item 28 was 60 % with the categorized Agree.

Table 4.30

item_29					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.7	1.7	1.7
	Disagree	4	6.7	6.7	8.3
	Undecided	11	18.3	18.3	26.7
	Agree	27	45.0	45.0	71.7
	strongly agree	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

Item 29, shown that there are 17 students (28.3%) state strongly agree, 27 students (45.0%) agree, 11 students (18.3%) undecided, 4 students (6.7%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 29 was 78 % with the categorized Agree.

Table 4.31

item_30					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	11	18.3	18.3	18.3
	disagree	16	26.7	26.7	45.0
	undecided	17	28.3	28.3	73.3
	Agree	8	13.3	13.3	86.7
	strongly agree	8	13.3	13.3	100.0
	Total	60	100.0	100.0	

Item 30, shown that there are 8 students (13.3%) state strongly agree, 8 students (13.3%) agree, 17 students (28.3%) undecided, 16 students (26.7%) disagree, and 11 students (18.3%) strongly disagree. The calculation of analysis students' perception item 30 was 55 % with the categorized Neutral.

Table 4.32
Final Result of Analysis Students' Perception

NO	Score	Categorized	NO	Score	Categorized
1	74	Agree	16	49	Neutral
2	72	Agree	17	62	Agree
3	78	Agree	18	67	Agree
4	74	Agree	19	72	Agree
5	73	Agree	20	71	Agree
6	75	Agree	21	61	Agree
7	72	Agree	22	65	Agree
8	71	Agree	23	62	Agree
9	72	Agree	24	62	Agree
10	63	Agree	25	68	Agree
11	50	Neutral	26	65	Agree
12	64	Agree	27	62	Agree
13	70	Agree	28	60	Agree
14	57	Neutral	29	78	Agree
15	64	Agree	30	55	Neutral

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{1.988}{30} \\
 &= 66.2 \% \text{ (Agree)}
 \end{aligned}$$

Based on the questionnaire result, the students perceived that lecturers used *Bahasa Indonesia* in English classroom is needed and they showed the positive perception toward the use of *Bahasa Indonesia* by lecturers in English classroom is necessary and helpful to learn English. The total item questionnaire consists 30 questions with the final result was 66.2 % and the categorized Agree. The students said that the Lecturers use of *Bahasa Indonesia* is helpful and necessary. The students' positive perception data was below:

"I think it's good because students will understand well what lecturer said. They will more easy to know what teachers deliver."(Participant_14)

"It is good to the combination between Indonesian language and English language, but it will more interest if the lecturer uses English language in their class."(Participant_26).

"It is good for students who don't understand. But that is an English class. It is better to use English than Indonesian."(Participant_41)

"I think about lecturers to using Indonesia when to express learning material in English can make the students understand."(Participant_43)

"I think it's sometimes it is necessary for students. But we should not always hope about translating English language into Indonesian Language."(Participant_30)

"It's good, to be easier understanding."(Participant_50)

“Bagus, karna terkadang memang harus seperti itu apalagi yang dijelaskan merupakan kata-kata yang tidak umum.” (Participant_51)

“menurut saya, ketika menyampaikan materi pembelajaran yang sulit dipahami atau materinya sedikit sulit, sebaiknya diselingi menggunakan Bahasa Indonesia”.(Participant_55)

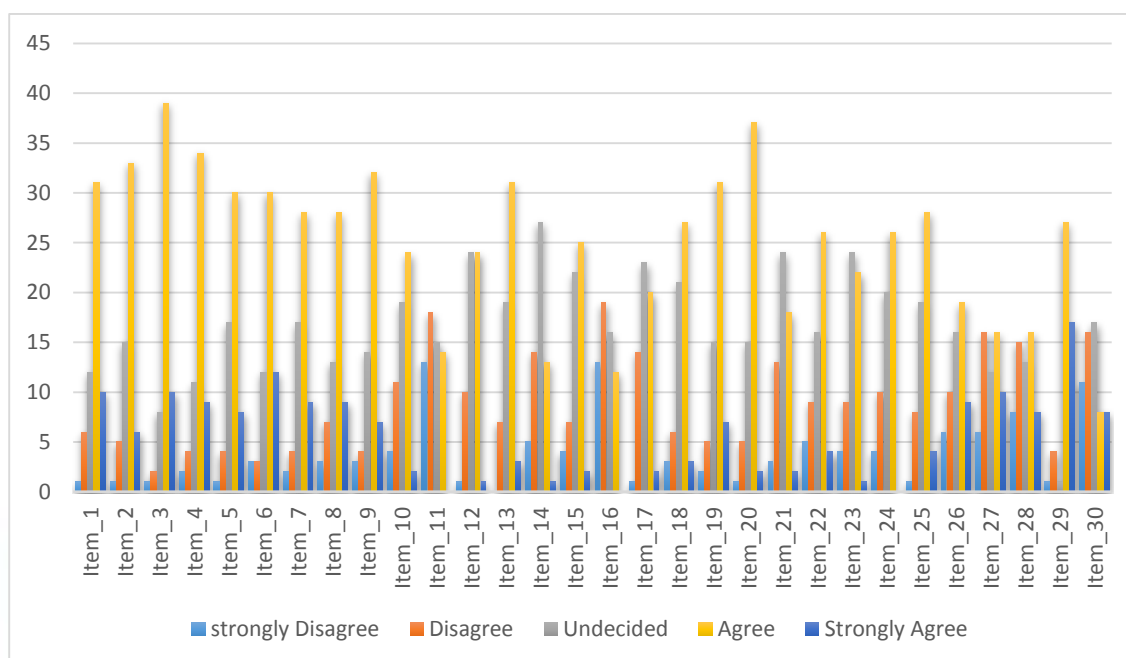
“It makes me comfortable and comprehends about their explanations.” (Participant_58)

C. Discussion

In this following discussion, the analysis of students' perceived toward the use of *Bahasa Indonesia* by lecturers in English classroom at IAIN Palangka Raya would be discussed. The result of the questionnaire shown the following the data related to students' perception toward the statements that asked in questionnaire sheets that are related to the lecturers use of *Bahasa Indonesia* in English classroom.

From the result of the research in questionnaire attaching on the result of research above, the finding could be made in the chart to easily see the students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom at IAIN Palangka Raya. The chart as follows:

Figure 4.1
Chart of Students' Perception toward the use of *Bahasa Indonesia*
By Lecturers



Based on the chart, it could be concluded above score item by item.

To discuss the chart about the result of the questionnaire as follows:

Item 1, this data was given where in English teaching-learning process in this context, the students still need *Bahasa Indonesia* that the lecturers used. From the data result, it was relevant that most of the students (51.0%) agreed. The students believe that the lecturers use *Bahasa Indonesia* in English classroom is needed. This statement related to Upton & Lee, (2001) theory. It means that even though the students already in a level of college, they believe that Indonesian used by the teacher is still needed in order to enhance and support English learning.

Item 2, in addition, *Bahasa Indonesia* use in tasks is valuable because it helps to clarify and build meaning. The students can work better on their tasks if the lecturers explain use *Bahasa Indonesia*. From the data result (55%) agreed with that statement. This statement related to Morahan (2002) theory. He said L1 use in tasks is valuable because it helps to clarify and build meaning. This could imply that the students can work better on their task if the teacher also explains the task in Indonesian.

Item 3, the students agreed if the lecturers explaining helps them in apprehending his/her English explanation better. The students' perceived that the use of *Bahasa Indonesia* is helpful because they already understood what the lecturers explained. It was relevant to the data (65%) agree with that statement. This statement related to Nation (2003) stated in his study that by using the first language the students have the opportunity to fully understand the content of the materials before they performed in English. It can be implied that the students can work better for the English task when the teacher also explains the task in Indonesian. They also felt really help when the teacher re-explains the English instructions into Indonesian because the task given might be confused them. The students' also glad if the teacher also gives instructions in Indonesian, so that they can work on their task better.

Item 4, the students agreed can understand better if the lecturers also discuss our exercises result with *Bahasa Indonesia* because the students want to know what they understand in their exercises. Based on the data

(56.7%) agree with that statement. This statement related to Atkinson (1987) stated that L1 plays several roles in teaching L2, and it is believed that L1 is beneficial in helping the students to understand and convey the meaning of ideas most useful to them in accomplishing their goal in learning L2.

Item 5, the students agreed with that statement. It was relevant with the data (50%) they would understand more what they have learned in English classroom if the lecturers used *Bahasa Indonesia* to explain. This statement related to Zacharias (2003) theory. He said that the students L1 can be metaphorically described as “a shelter” that is using the students’ L1 by teachers’ in teaching English learning process will create a less threatening atmosphere.

Item 6, the students agreed with that statement and needed the explanation of the similarities and differences of Indonesia and English grammar by the teacher using English. It made them more understand about grammar. It was relevant to the data (50%). This statement related to Sulistyowati (2006) theory. She explained about Grammar Translation Method (GTM) that GTM as a standard methodology theorizes that students acquire a foreign language by learning and explaining grammar rules as the basis for drills of exercises in translating from the target language to the mother tongue.

Item 7, based on the data (46.7%) agreed with that statement about English teachers' should use *Bahasa Indonesia* to explain new English vocabularies, because if the teachers did not explain about the new vocabularies with *Bahasa Indonesia* it's difficult to the students know. The students find difficulties in inferring the vocabularies if it is explained by using English. It showed the participants positive perception that statement is necessary. This statement related to Burdan's theory (chapter II, P. 24) he said investigated that one of the reasons the teacher utilized L1 because of it important to explain vocabulary.

Item 8, that statement about the teachers' uses of Indonesian to explain English vocabularies makes them remember the vocabularies better, students agreed and perceived positively that Indonesian used the lecturers to words better and its' will be helpful. It was relevant from the data (46%). This statement related to Morahan (2002) theory. He said that Indonesian used by the teacher is beneficial to remember the English words better because they probably find that recalling the English word using Indonesian will be helpful. As it has been explained that Indonesian by teachers is beneficial and helpful to learn English.

Item 9, that statement discussion about the teachers uses Indonesian in English classroom it helps them to understand English idioms and expression better, the students confirmed their agreed and gave the perceived positively. It was relevant from the data (53.3%). This statement related to Gill (2005) theory. She mentioned about the role of mother tongue

for discussing the cross-cultural issues like idioms, if students' have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2 that they should be aware of. This may be because the students find difficulties in understanding what the idioms mean, so the teacher uses L1.

Item 10, the data discussed students' perception toward explaining the similarities and differences between Indonesian culture and English culture, their perceived positively and agreed if the teacher explains about culture uses Indonesian. It makes them more understanding. The perceived positively was relevant to the data (40%). This statement related to Dujmovic (2007) theory. He explained as it is believed by the English users teachers' who are in a position to enrich the process of learning by using the mother tongue as a resource, it means that by using the L1 culture, they can facilitate the progress of their students toward the mother tongue, the other culture.

Item 11, based on the data still undecided from that statement because they are still undecided because prefer teachers' to use *Bahasa Indonesia* in English classes is getting nothing. Which is expected that students teachers may use *Bahasa Indonesia* but, time is only needed. It was relevant to the data undecided (30%).

Item 12, the students' agreed with the statement. It was relevant to the data (40%), the students' perceived positively about the teachers translate

new words and reading text into Indonesian. Moreover, the translation technique is the most preferable learning strategies to use in most places, because *Bahasa Indonesia* translate is usually clear, and familiar. This statement related to Swain and Lapkin (2000) theory, (chapter II, P 20) they said because L1 translation is usually clear, short and familiar, qualities that are very important in effective definitions, L1 can assist in comprehension and memorization of L2 vocabulary the L1 translation makes easier, clearer for students' for understanding the content.

Item 13, the students' perceived about more understand what they have learned or what should them in class if teachers also use Indonesian in English learning class is perceived positively. It was relevant from the data (51.7%). This statement related to Zacharias (2003) theory, (chapter II, P 18) he said L1 can be metaphorically described as “a shelter” that is using the student' L1 by teachers' in teaching English learning process will create a less threatening atmosphere.

Item 14, discussion about motivated to learn English when teachers use Indonesia in English learning classroom, still undecided. It was relevant from the data (45%). This statement related to Bowen (2004) theory, (chapter II, P 21) he said teachers use of L1 was a bad thing that will cause students limited exposure to English. It is limited only in classroom situation that doesn't encourage the students' to try hard to exercise their competence.

Item 15, discussion about more secure in expressing, when the teachers use Indonesian in English learning class, the students' perceived positively and agreed with what the statement said. The data showed (41%) agree. This statement related to Zacharias (2003) theory, (Chapter II, P 21) L1 can be seen as a barrier to English exposure. One reason for this is the use of L1 by teachers' would limit opportunities for exposure to L2.

Item 16, based on the data this section disagree to the statement when teachers do not use Indonesian in the classroom the data shown (31.7%) because of that statement opposite from the real classroom. In the daily classroom the lecturers use Indonesian is needed and increase them participations to learn English. This statement related to Lin and Man (2009) theory, (chapter II, P 27) they said the students believe that by switching L1 and L2 wisely will help the learners to have a close relationship between teachers and students.

Item 17, that statement discussed maximize a valuable class time better when teachers use Indonesia in English learning class, they are perceived undecided. The data was (38.3%). This statement related to Miles (2004) theory, (chapter II, P 21) explained that the use of L1 by teachers can oversimplify differences between two languages, created among students and a failure to maximize English. Students will use L1 in any situation and ignore the target language directly the teacher use L1 in English learning process.

Item 18, the statement the students' perceived about the teacher uses of Indonesian in English classroom makes them feel relax the result shown agreed (45%). From the result, it can be inferred that the teacher should not avoid using Indonesia in English classroom, because actually using Indonesian to teach is helpful and easy to understanding.

Item 19, the data showed (51.7%) the students agreed with the statement, their shown perceived positively that they are feeling helped a lot when the teacher repeat using Indonesian in the classroom, it helps the students more understanding. This statement related to Pan (2010) stated that L1 use may facilitate target language classroom activities due to the fact that the use of L1 provides a beneficial scaffolding that assists learners in understanding tasks and solving specific problems. Here, it can be inferred that in order to help students understanding what kind of task they are working on L1 use may be needed. This means that when the teacher uses Indonesian to repeat what is meant in the students' task, it will help the students to grasp the meaning.

Item 20, the students' agreed with that statement and give the perceived positively, the data shown (61.7%). The students like the teacher give instruction in Indonesian especially about the assignment the students more understanding if the used L2 in learning situations, learners often face problems because their still confusing.

Item 21 and 23, the discussion that the students more comfortable when the teacher uses Indonesian in English classroom. The result (40%) undecided because they are still needed if the learning process the teacher using Indonesia and more than half using English. The students felt that is helpful. The statement the students feel close with their English teacher also uses Indonesian in English classroom, the most students still undecided (40%) because they found that Indonesian used by English teacher classroom, it can enclose the relationship between them and their teacher where they do not have to hesitate to make mistake.

Item 22, based on the percentages the students agreed with the statement. It was relevant with the data (43.3%) students more understand if learn English grammar better if its' explained using Indonesian. It can be implied that Indonesian use from the teacher is helpful for students. This statement related to Greggio & Gil (2007:371-393) stated that the teacher utilized L1 to be an effective teaching strategy for the explanation of grammar. This finding dates back to the facts where the students L1 is used to teach grammar of the foreign languages, where French is used to explaining Latin's grammar.

Item 24, and 26 based on (43.3%) the students agreed with that statement about their more comfortable when the teacher use Indonesian in English learning class. The data showed (31.7%) agreed to the statement that teacher use of Indonesian, it makes them afraid of making a mistake in using English, because of the students feeling that they would be more

comfortable when lecturers used Indonesian. That statement related to Upton & Lee (2001) theory, (chapter II, P 22) the place of the L1 in the acquisition of the L2 has been the subject of much research, whether the inclusion or exclusion of L1 in L2 classroom should be. There can be possibilities where L1 use may bring a good or bad influence while the students are learning English.

Item 25, the students' perceived positively with the statement they master the structure/pattern of English words properly when teacher use Indonesian in English Learning class. This statement related to Stroch and Wigglesworth (2003) theory, (chapter II, P 19) they explained that students can get benefit from teachers' use of L1 to clarify an unfamiliar vocabulary and communicate grammar points especially when teacher delivered it using L1 in the teaching process.

Item 27, 28, 29, the students' agreed with that statement (26.7%), when teachers use Indonesian, it makes them always rely on teachers to translate every first. It means that the students still needed the teacher to translate first. Based on the data (25%) agreed when the lecturers use Indonesian, it makes them underestimate the importance of using English, because, long time like that it makes the students lack of vocabularies and lazy to learn English. The data (45%) agreed with that statement, about when teachers use Indonesian, they reduce the change of their hearing and using English. That statement above explained the students' positive perception and agree.

The last statement when teachers use Indonesian, they are not willing to learn English (28.3%) undecided, because if the lecturers using English the students don't understand what the lecturers say. It means that the students still needed the teachers to use Indonesian.

In this part, the questionnaire also supported by the students who had positive perceived. Most of the students said that lecturers used of *Bahasa Indonesia* are needed, helpful, and necessary in English classroom. The students said if the lecturers used *Bahasa Indonesia* in classroom they felt easy to understand about the material, lecturers used Indonesian makes the students comfortable and comprehend the explanation.

In Conclusion, the finding of the research was that most of the students agreed with the use of *Bahasa Indonesia* by lecturers in English classroom at IAIN Palangka Raya it could be seen in the chart of the Students' perception toward the use of *Bahasa Indonesia* by lecturers in English classroom at IAIN Palangka Raya in Figure 4.1 above. The final result was 66.2 % and categorized Agree.

But there were some students' undecided, in college lecturers use *Bahasa Indonesia* or no. The reason of the students still undecided because, when lecturers use Indonesian, they felt lack of vocabulary. When the lecturers use English, they try to ask the lecturers to translate the material.

According to Miles (2004:64-95), there is now a belief that the use of L1 can be a positive resource for teachers, and they should be focused on it.

On the other hand, the extensive use of L1 should be avoided by the teachers' because if teachers use L1 in language teaching, it will make high dependency toward L1 for students. That is why lecturers use of L1 in developing students' skills has become a major issue that it should be avoided or not in English learning classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was to summary the finding, and suggestions were aimed to the students' specifically for the English Lecturers of English Education Study Program of IAIN Palangka Raya.

A. Conclusion

This research was focused on the students' perception toward the use of *Bahasa Indonesia* by Lecturers in English classroom at IAIN Palangka Raya.

Based on the result of the research, most of the students' had positive perception or "agree" toward the use of *Bahasa Indonesia* by Lecturer in English classroom with the final result was 66.2 % and the categorized Agree, which is answering the research question that students' perception toward the use of *Bahasa Indonesia* by Lecturers in English classroom. Survey proved that used *Bahasa Indonesia* in learning English the perspective of students helped them to increase the students English to explain the similarities and differences of Indonesia and English grammar if the lecturers using *Bahasa Indonesia*, to explain new vocabularies, to helped students understand English idiom and expression better, to secured in expressing ideas/experience when teachers used *Bahasa Indonesia* in English classroom, to understands the structure/pattern of English words

properly when the lecturers use *Bahasa Indonesia* in English classroom, to understand better if the English lecturers also discuss their exercise's result in *Bahasa Indonesia*, to understand better if the English lecturers use *Bahasa Indonesia* to check they understanding about his/her explanation given, to understand if the lecturers explain the similarities and differences between Indonesian culture and English culture, and to helped when the lecturers re-explains the English instruction into Indonesian. Thus, *Bahasa Indonesia* needed to be implemented by English Lecturers to use in English classroom subject in the English Education study Program at IAIN Palangka Raya. The students' belief that lecturers used *Bahasa Indonesia* to facilitate English language learning and enhance students' language proficiency.

B. Suggestions

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students', the lecturers and the researcher.

1. For the students

The researcher recommended to all students to always develop their English by using English communication with the lecturers. *Bahasa Indonesia* as a companion if you didn't understand it. You can use *Bahasa Indonesia* in English teaching and learning process but, you should maximize and practice more English to enrich their vocabulary.

2. For English lecturers

The researcher recommended to English Lecturers that in teaching English subject one must dominantly use English to add the students' vocabulary but if they don't understand it must be compared using *Bahasa Indonesia*. If there are some students still confused the lecturers should explain with more simple English or explain using *Bahasa Indonesia* because of the success of English teaching and learning process based on the students understanding.

3. For the other researchers

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

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