

CHAPTER I

INTRODUCTION

A. Background

English learning needs to be understood exactly what the language means. A standar definition of language, according to Brown “Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another”.¹ So that language is a systematic communication means by the use sounds or symbol.

In Indonesia context, English is as Foreign Language (EFL) in which it is not widely used by learners in their immediate social context.² Including in the school area where students learn English as a compulsory subject. The students rarely use English as their language to communicate or interact with the other and they tend to use Indonesian language or their local language for communication each other inside and outside the classroom.

The previous condition brings impact to the language used by the teacher in the process of learning English. The teacher may incorporate Indonesian language in English language learning to conduct the class especially to teach students at the beginning level of English proficiency where this level student does not have much knowledge about English. The condition mentioned previously also leads to the argument of Brown which states that teaching students at beginning level is the most challenging level of language instruction, because at this level students only have little or even do not have

¹Muhammad Anis Murtadho, ‘The Descriptive Study of Students’ Attitudes on Self-Directed Language Learning Strategy in English Rendezvous Area of Uptpb in Iain Salatiga’, 2018, 1–106.

²Lutfi Masulah, ‘An Analysis of First Language Interference Toward Students’ Mastery of English As Foreign Language At Diponegoro Vocational High School Salatiga’, 2017.

prior knowledge of the target language.³ In line with the argument previous in rahmah julianti`s thesis, Cook stated that the first language in teaching is considered beneficial because it facilitates comprehension to convey meaning and checking understanding. While Krashen insists that students` first language should not be used in classroom in order to gain optimal exposure of the target language for comprehensible input and proficiency.⁴

In Indonesia context in general, in English as a Foreign Language (EFL) classrooms, teachers commonly use combination of mother tongue (MT) or first language (L1) and English (FL) to teach students. The use of language in English language learning is only determined by the teacher who teaches English as the learning subject. The teachers only determine of the language use based on their used approach to language learning.

Furthermore, there are two types of language teaching to conduct English learning classes - English as a second language (ESL) and a bilingual approach. The use of a bilingual approach is based on several factors such as the age, formal educational background because it is believed that there is no one approach or method that is appropriate for all the English language students⁵. In the facts, the bilingual approach is often used in the teaching process. As the problem found in certain areas in English learning that some school are dominant using Indonesian language than English.

Based on the pre-observation conducted by researcher in October 2020 at senior high school 11 Wajo, In EFL learning the teacher combines

³ H.D.Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy. Edition. New York: Pearson Education', 2001.

⁴Rahmah Julianti, Haryanto Atmowardoyo, and Murni Mahmud, 'University English Teachers and Students' Perceptions of Language Choices in EFL Classroom', *Elt Worldwide*, 3.2 (2016), 204–20.

⁵Jemal Abdulkadir Kelilo, 'Master Of Arts In Teaching English As A Foreign Language', 2012.

between English and Indonesian Language. The teacher informed that the twelfth grade student of MIPA sometimes get difficulties to understand a new word in EFL Classroom interaction particularly in teaching learning process. In order to make it easier for students to understand, the teacher takes an alternative combining English and Indonesian in the EFL Classroom interaction.

Based on the problems above, this is what attracts researcher to research about bilingual use in learning English, particularly for English teaching to students in different levels of English language skills. Therefore, the researcher wants to research the students' perception of bilingual use in EFL classroom at the twelfth grade of MIPA in senior high school 11 Wajo. Bilingual approach in this study leads to the use of students' source language (Indonesian language) in learning target language (English). and whether the language choices of students with different levels of ability are the same or not.

B. Research Question

Based on the explanation in the background previous, the researcher formulates the following research questions:

1. What is the students' perception of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo?
2. What is the students' language preference of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo?

C. Operational Definition

The title of this term was the students' perception and language preference of bilingual use in EFL classroom interaction at the twelfth grade of Senior high school 11 Wajo. To know definition about it, we have to mention it's definition each word of it follows.

Analyzing is collect information that can be used to develop of the language needs of a group of learners.⁶ It means that what the language is needed the student.

Perception is way of seeing or understanding.⁷ It means that what the students perception of bilingual use in EFL classroom interaction.

Language is a symbolic system in which words are associated with objects, ideas, and actions by convention.⁸

Preference is thing that liked better or best.⁹ It means that what the students preference of bilingual use in EFL classroom interaction.

Bilingual is defined as two languages of classroom instruction that used by the teacher in teaching English.¹⁰

EFL (English as a Foreign Language) is the teaching of English to student whose first language is not English.¹¹

Classroom is a place in which the interaction between the teacher and the students exist.¹²

Based on the operational definition above, it can be concluded that this is related what studied by the researcher. It also aims to be easier to research and not widespread.

⁶Jack C. Richards, *Curriculum & Development in Language Teaching* (America: Cambridge University Press, 2011)

⁷Victoria Bull, 'Oxford Learner's Pocket Dictionary: Fourth Edition,' 15.4 (2017)

⁸ M.Hum. Dr.jufrizal, 'Language and Linguistics', 35.3 (2007), 82–83.

⁹ Bull.

¹⁰ Yusi Nursanti, 'Students ' Perception of Teacher ' S Bilingual Language', *Journal of English and Education*, 4.1 (2016), 159–76.

¹¹ 'Cambridge Dictionary (Online).', 2013. (Accessed on 21 April 2020)

¹² Julianti, Atmowardoyo, and Mahmud.

D. Objective and Significance of The Research

1. Objective of the Research

Based on the problem statement above, the objective of the research is:

- a. To know what the students' perception of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo.
- b. To know what the students' language preference of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo.

2. Significance of The Research

Based on the problem statement above, the objective of the research is:

- a. To know what the students' perception of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo.
- b. To know what the students' language preference of bilingual use in EFL classroom interaction at the twelfth grade of MIPA in senior high school 11 Wajo.

3. Significance of The Research

The result of this study is expected to provide these following benefits:

- a. Theoretically, this research is expected to be a good reference to know the students' perception and language preference of bilingual use in EFL classroom interaction.
- b. Practically, this research is expected to be one of the sources of knowledge and information for all people, are :
 - 1) For the teacher, this research is expected to be useful reference for the EFL Learning.

- 2) For the next researchers, this research as a comparative study for reference materials.

E. Previous Related Research Findings

Many researchers had done research on perception and language choice of bilingual use in EFL classroom. Some the researchers' findings were cite concisely below.

A research was done by Rahmah Julianti, Haryanto Atmowardoyo, Murni Mahmud. They conducted a research under title "University English Teachers and Students' Perceptions of Language Choices in EFL Classroom". This research involved two English lecturers and thirty two second semester students of English education in STKIP YPUP Makassar. This research applied qualitative approach. The data were collected via observation, interview and recording. The result of the research showed that the lecturers preferred employing bilingual approach with the ideal language choice was English tended to be used less than Indonesian in the classroom. And Surprisingly, the students' language choices for this classroom interaction indicated the same preferences.¹³

The second research, it is written by Eddy Haryanto, Urip Sulistiyo, Miftahul Khairani, Retno Wulan. The study entitled "Indonesian or English? EFL Student Teachers' preference And Perception On The Language Use In The Classroom. The purposes of this research were to investigate learners' perception in teaching English using Bahasa and English, learners' preference for language use as the medium of instruction, and the subjects that can be taught by using Bahasa. The participants were 57 EFL learners in the fourth semester at a university in Jambi Province, Indonesia. This research was

¹³ Julianti, Atmowardoyo, and Mahmud.

designed in mix method by distributing a questionnaire and conducting a Focus Group Discussion (FGD) as the data collection techniques. The findings showed that the students were excited to have English as the medium of instruction in their classroom. However, they also welcome the L1 (Indonesian language). In addition, the learners preferred to have English as the medium of instruction in their English classroom. In view of this, the use of both their L1 and L2 should be balanced. Moreover, concerning the subjects taught, the learners need the use of English especially in the Listening and Speaking classrooms.¹⁴

The other previous research by Muhlisin entitled “Teachers’ Beliefs and Students’ Perceptions of Bilingual Use in Indonesian EFL Classrooms”. The data were collected through an observation, a questionnaire and semi structured interviews. Four teachers were involved in the study. Among the four teachers, two of them taught Academic English Writing course, while the other two taught English speaking skills. As the same as the majority of English teachers in Indonesia, the four teachers are Indonesians who are non-native English speakers. Still, the four teachers have previously had professional education and/or training in English language teaching from Indonesian universities and have had years of experience in teaching English to different groups of English language learners in Indonesia. Eventually, it was found that different teachers held different beliefs of the proper bilingual use in the classrooms and so did the students as regards their perceptions.¹⁵

¹⁴ Eddy Haryanto and others, ‘Indonesian or English? EFL Student Teachers’ Preference and Perception on the Language Use in the Classroom’, *IJEE (Indonesian Journal of English Education)*, 3.1 (2016), 46–59

¹⁵ Muhlisin, ‘Teachers’ Beliefs and Students’ Perceptions of Bilingual Use in Indonesian EFL Classrooms: Identity and Classroom Discourse’, *Australian Journal of Basic and Applied Sciences*, 9.49 (2015), 8–12.

Based on the research finding above, the researcher has similar to analysis perception and language preference but for this research, the difference is the location and subject of research. Because of the three research above most of the research was conducted in campus area and the subject of research was 32 to 57 students and some teachers. While this research focus on the school area and five students as a sample. In the other side, The method of the three previous research besides using observation, Questionnaire and interview. There were also use Focus Group Discussion (FGD) but this research method uses interviews, recording and Questionnaire.

F. Conceptual Framework

The conceptual framework underlying this research was given the following diagram:

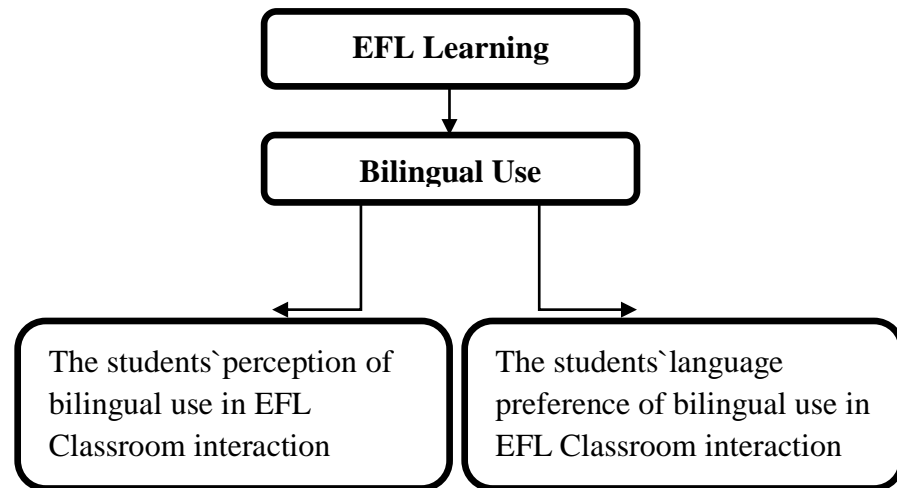


Figure 1. 1

Based on the conceptual framework above, The researcher research about EFL Learning. The researcher research EFL Learning through the students` bilingual use. Therefore, the researcher wanted to find out the students` perception and the students` language preference of bilingual use in EFL classroom interaction.

G. Research Method

1. Research Design

This research employed a qualitative research method. In this study, the researcher used descriptive research that was conducted through analyzing students' perception and language preference of bilingual use in their interaction. The data collection got from interview and questionnaire. The interview was the next process to gain students' perception of bilingual use in EFL classroom interaction, the researcher conducted in-depth interview. Recording was also conducted to strengthen and ensure the data gained. The next process was questionnaire to gain students' language preference. Next, the researcher analyzed the data. Data obtain by means of Interview, and Questionnaires were analyzed based on Miles and Huberman concepts which classified data analysis into some steps namely data reduction, data display and conclusion.¹⁶ The last, the researcher concluded the data as a result.

2. Location

The research was conducted at senior high school 11 Wajo. It was located in Peneki, Wajo district, South Sulawesi province.

3. Subject of the Research

According to Lincoln and Guba "*Naturalistic sampling (Qualitative) is very different from conventional sampling (Quantitative). It is based on informational, not statistical, considerations. Its purpose is to maximize information, not to facilitate generalization*".¹⁷ In this study, the researcher used purposive sampling to determine the subject of research. Purposive sampling, researchers intentionally select individuals and sites to

¹⁶ Mey Hariyanti, 'Analisis Data Kualitatif Miles Dan Huberman', *Kompasiana*, 2015.

¹⁷ prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2012.

learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are “information rich”.¹⁸ So, the researcher took students at the twelfth grade of MIPA 3 in senior high school 11 Wajo.

4. Data and Source of Data

The researcher used the data source. They were primary data and the secondary data. The primary data of this research was the twelfth grade of MIPA 3 in senior high school 11 Wajo. The secondary data of this research was the all things which are relevant of this research such as book and journal.

5. Instrument

The researcher used two different instruments, they were as follow:

a. Interview

According to Esterberg “*interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic*”.¹⁹ The researcher used In-depth interview. In-depth interviews are interviews in which participants are encouraged and prompted to talk in depth about the topic under investigation without the researcher’s use of predetermined, focused, short answer questions.²⁰ It contained questions about the students’ perception of bilingual use in EFL classroom interaction.

¹⁸ John w. Creswell, *Educationnal Research*, fourth edi, 2012.

¹⁹ Sugiyono.

²⁰ S. elsworth E. walker, *Grammar Practice for Elementry Students*, *The Sage Encyclopedia of Qualitative Research Methods*, 2008.

Interview

1. What happen when students use bilingual to their peers and teacher in English classroom interaction?
2. Do you find difficulties when the teacher use bilingual in classroom interaction?
3. What do you think if the use of language in class interaction Indonesian language is more dominant than English?
4. Do you agree if the teacher is more dominant in use Indonesian language? What is the reason?
5. What language do you think is better used in EFL Classroom interaction? What is the reason?

b. Questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic.²¹ Questionnaire be used to know the students' language preference. The researcher used closed- ended questions. It consisted of 12 statements. This type of questions gave to options to respondent- yes or no. it was the easiest form of questionnaire for the respondent in terms of responding it.

Questionnaire

No	Indikator	Yes	No
1	I am glad to use English in English learning interaction because it can practice and improving speaking skill.		
2	I think that English learning will be effective by using English in class so it can get used to English.		
3	I am more enthusiastic when the teacher uses English in English learning interaction.		
4	I am more spirited to use English than Indonesian		

²¹ S Roopa and MS Rani, 'Questionnaire Designing for a Survey', *Journal of Indian Orthodontic Society*, 46.4_suppl1 (2012), 273–77.

	language in English learning interaction.		
5	I am glad to use Indonesian language in English learning interaction because it`s easy to understand.		
6	I think that English learning will be effective by using Indonesian language as language of instruction to make it easy to understand in learning process.		
7	I am more enthusiastic when the teacher uses Indonesian language in English learning interaction.		
8	I am more spirited to use Indonesian language than English in English learning interaction.		
9	I am glad to use bilingual in English learning interaction because it`s easy to understand.		
10	I think that English learning will be effective by using Bilingual as a language of instruction to make it easy to understand in learning process.		
11	I am more enthusiastic when the teacher uses bilingual in English learning interaction.		
12	I am more spirited to use bilingual in English learning interaction.		

Table 1. 1

6. Procedure of Data Collecting

This procedure of collecting data of the research followed the procedure as follows:

a. Interview

The research conducted in-depth interview because the research face the student through zoom platform then the student would be asked with some question to get deep information. So in collecting the data, the researcher asked students' perception based on the question that had arranged. Recording would be conducted to strengthen and ensure the data gained from interview.

b. Questionnaire

The researcher gave the questionnaire to students after interview through Whatsapp group to know the students' language preference in their interaction.

7. Technique of Data Analysis

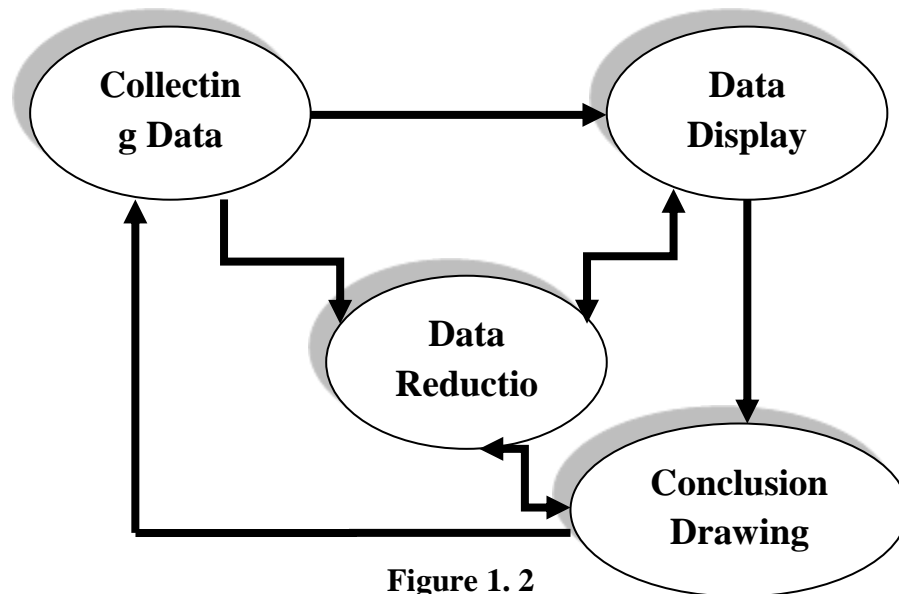


Figure 1. 2

Data Analysis from Matthew B. Miles and A. Michael Huberman

The qualitative data analysis this research is from Miles and Huberman.²² In this analysis there are several components that are data reduction, data display, drawing, and verifying conclusions interacting throughout the analysis as shown in the frame above.

The first is data reduction. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary and organizes data in such a way that the final conclusions can be drawn and verified. All the collecting data from observation, interview and questionnaire analyzed through data reduction. This analysis happened throughout conceptualizing and explaining. In this stage, the researcher was editing, segmenting and summarizing data without losing significant information (without deleting data from its context). Then, the researcher chose which data to encode, which one is discarded and the last organizing data.

²² Hariyanti.

The second is the data display. Data display is a collection of information arranged which gives the possibility of drawing conclusions and taking action. Data display and data reduction are related, because the data that has been reduced will be displayed through many different ways of displaying data graphs, charts, network diagrams of different types, and anyway that move the analysis forward is appropriate. For this stage, the data reduction would be displayed in the form of description and tables from the results of interview, observation and questionnaire.

The last, drawing conclusions or verification is a review of the field notes. In this stage the data concluded. But before, it is still related to data reduction. All the data that had been displayed next the researcher reduced again to be able to draw conclusions.