

## **Chapter 1**

### **Introduction**

This chapter provides several subtopics namely basic consideration, research question, research objective, research significance, study scope and delimitation. These subtopics discussed further in order to make the reader understand about this research. All of the subtopics are analyzed and explained as follow:

#### **1.1 Basic Consideration**

The issue of using first language in English classroom has remained to be controversy up to now. There were two research findings that resulted in two opposing views. One of them supports using only English and prohibits using first language when teaching students and the other one, supports and allows the use of first language in the English teaching classroom. This might also divide the perception into two different points. If they would use only English in the classroom, then they would perceive first language as a negative aspect in their teaching and avoid the use of first language. As the another view that the teachers who support the use of first language would perceive it as positive aspect in their teaching, meaning they would use first language to facilitate the teaching and learning process (Cook, 2001).

Related to explanation above, there is an expert who has a different point of view on using first language in English classroom. A research of an expert (Phillipson, 1992) was mentioned English is teaching English effectively using

target language to the learning activity. It means that target language should be the medium of interaction in classroom. In addition, foreign language teacher extensive use of the target language to protect the students from danger of the mother tongue (Phillipson, 1992). In making this comment, he is suggesting that a monolingual approach to language learning and teaching believe that the target language should be the sole medium of interaction in the classroom. However, in fact to teach English without using first language is difficult to students.

Multilingual class enables using first language in foreign classroom (Cook, 2001).

There are two point of view about using first language, however this situation demands an analysis of the reasons and opinions of students about why they keep using their first languages even though the rules did not allow them to do that.

Why and when students use their first languages?

On the other hand, the case is to speak English fluently for Indonesian is quite difficult, because it is foreign language and need to be learned. For example, in daily English learning, students have faced other student's colleagues who speak Indonesian or also called Bahasa as first language even though they were in an English class (Sharai, 2012). It raised the researcher's attention to the whole question of why do they speak their first languages while trying to learn English at the same time.

To see the opinion of using first language in English language teaching classroom, this research conducted preliminary observation for getting the sample of data. The researcher conducted preliminary observation at English Department on June, 25<sup>th</sup>, 2013 particularly the students in Capita Selecta subject. The sample

of this observation is class C of 2010, academic year of 2010/2011. Based on preliminary observation, it can be found that English students have different perception on using first language or Indonesian language in classroom based on their own reason.

Just as the teachers have their perceptions toward the use of first language, the students also have their own perception toward the use of first language in their English learning process. Some students have different perception and factors on use Indonesian language in English Language Teaching classroom based on their point of view. Therefore, the researcher conducts a research which entitled by *students' perception on using Indonesian language in English Language Teaching (ELT) classroom*

## **1.2 Research Question**

Related to the background of the research above, two questions are formulated as follows.

1. What are the perceptions of English department students on the use of Indonesian language in ELT classrooms?
2. What are the factors causing students to use Indonesian language in ELT classrooms?

## **1.3 Research Objective**

This research aims to investigate students' perception and factors on the using Indonesian language in ELT classroom. This is important because it may

give us (researcher, reader, and others) further consideration and thought related to the concern of research.

#### **1.4 Research Significances**

This research is expected to provide benefits for, teachers, other researcher and university party. For teachers understanding students' perception on using the Indonesian language can be useful for the development of their pedagogical practices. For other researcher, this research can be worthwhile as additional reference for those who are eager to research the perceptions on using Indonesian language in English Language Teaching classroom. For State University of Gorontalo, the research can provide additional archive in English Language Teaching field, so that readers can have access to additional references.

#### **1.5 Research Scope and Delimitation**

The writer only focused on investigating students' perception in English Department students of State University of Gorontalo, particularly students of fifth semester about the using Indonesian language in ELT classroom.

## **Chapter 2**

### **Theoretical Frameworks**

This chapter discusses theory of experts and researchers related to the topic and focus of investigation of this research. This chapter is divided into four subtopics namely general concept of perception, the status of Indonesian language, general concept of first language and general concept of English language teaching. These subtopics is described and explained as follow:

#### **2.1 General Concept of Perception**

Perception can be defined as individual's ability to understand about something that they learn and see. Perception is a process of interpreting or interpreting information obtained through the system of the human senses (Suharman. 2005). It means that perception is capability in giving respond or action in the form of comments, statement and technique for considering or giving information to certain matter. Perception refers to the way we understand the world around us. Usually, perception allows behavior to be generally appropriate to non-sensed object characteristics.

It is believed that perception needs a set of process by which an individual becomes aware of and interprets information about the environment. This is supported by the theory where mentioned that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1997). The perception helps person/people to

understand the basic processes involved in human perception in a rather simple way.

Additional opinion argued that perception is the ability of the brain in translating the stimulus or the process to translate the stimulus that goes into the human senses (Sugihartono, et al, (2007). The three opinions above own same opinion. Based on some explanations above, it can be concluded that perception is concerned with psychology aspect, they do not only allow you to perceive your environment, they also enable you to act and response it.

## **2.2 History of language use in English classrooms**

In this section, I will explain briefly the history of language use movements in English foreign language classrooms internationally. I will discuss how teachers moved from restricting target language use to allowing only target language use during English instruction.

### **2.2.1 Translation methods**

Since the late nineteenth century, there have been some controversies whether teachers should include or exclude the learners' first language during English language instruction (see Auerbach, 1993; Turnbull & Arnett, 2002). For many years, language teachers used the Grammar-Translation Method, which focused on first language use in the classroom, where language learners studied about the foreign language through grammar and translated passages from the second language to the first language and vice versa. The fundamental purpose of learning through this method was to be able to read literature written in the target language (Larsen-Freeman & Anderson, 2011). The translation methods did not

teach students to communicate idiomatically so that many instructors came to oppose translation methods. In the 1880s, methodologists therefore introduced methods which completely rejected translation techniques and instead emphasized the spoken language and the use of English in the classroom. This new teaching approach was called by the ‘English only’ movement.

### **2.2.2 The ‘English only’ movement**

As a part of the revolt against the Grammar-Translation Method, the ‘English only’ movement spread throughout the United States in the early 1920s (Auerbach, 1993). In the twentieth century, most of the popular teaching method avoided relying on the use of the first language in the classroom, including the Direct Method, Audio-Lingual Method and Task-Based Learning Method. All of these methods build on the assumption that the more English is used in the classroom, the better mastery we can get. The ‘English only’ movement was so strong that their tenets became “common sense” in the teaching of English. Among their tenets were that English was best taught in monolingual, an English native speaker was the ideal teacher and if students’ first language was used, the standards of English would drop (Auerbach, 1993, Deller & Rinvoluceri, 2002).

Today, many English educators still give credence to these tenets and continue to advocate the exclusion of students’ first language (Auerbach, 1993). These teachers often think of the use of the mother tongue in the English classroom as taboo and have felt ashamed and guilty use for teaching. One teacher from a recent research described a feeling of guilt after resorting to the first language. Some teachers even go so far that they use reward games and penalty

systems to ensure that students do not use their first language. It is believe that the use of the first language will impede students' progress in their English acquisition (Auerbach, 1993). Researchers agree in English language learning process should reduce the use of Indonesian language to improve students English skills.

### **2.3 The Status of Indonesian language**

Indonesian is the statutory national language of Indonesia where it is spoken by close to 23 million people (Ethnologue, 2004). They learn at least one of the country's many local languages at home, and later learn Indonesian in school. Generally, Indonesian tends to be used in larger urban areas, while local languages are more widely used in small towns and rural areas.

The prominent position of Indonesian language against the vernacular languages has been proved since the beginning of the selection of a national language. Based on the census there are seven main vernacular languages, namely: Javanese, Sundanese, Madurese, Batak, Minangkabau, Balinese, Bugisnese; with Javanese as the greatest number in terms of speakers survey (Suryadinata , 2007).

No single one of these vernacular languages won over the so called Indonesian language, even the Javanese language which reached 47 per cent of speakers according to 1930 population census. The given reason is because Javanese is a complicated and hierarchical language and it is only used by the Javanese (Suryadinata, 2000). The chosen language was the Malay language



which was later called Indonesian language for the first time at the second Indonesian youth congress (Suryadinata, 2007), which, according to 1930 census, only had 1.6 per cent speakers. Since that point of time, Indonesian language has been used as the official language. According to Suryadinata (2007), it has become the most important identity for the Indonesians of various ethnic groups. At least within the years to come, Indonesian language will remain the most popular site for Indonesian writers to express their visions and creativity. The flourishing of Indonesian language newspapers and magazines is a strong basis for that direction."

Nowadays, the new government declared Bahasa Indonesia (a dialect of Malay) the national language. Indonesia owes its identity to the Indonesian language (Michel, 2004). Indonesian language is the official language of government administration and used as the medium of instruction at all levels of education, although English textbooks are used in specialized university courses. It is the dominant language of the country's mass media. Domestic TV programs are entirely in Indonesian, and almost all foreign programs are subtitled or dubbed into Indonesian. It is also the language of literature and popular culture such as TV melodramas and comedy, pop novels, popular songs, cartoons, and comics. In this case, mostly Indonesian language is used as a medium of instruction in English classroom, particularly when students do not understand the instruction well.

## **2.4 Concept of first language**

It is believed that first language also native language, mother tongue or first language is the language a person has learned from birth and speaks the best and so is often the basis for sociolinguistics identity. First language is first human being talking at first time representing original speaker of language (Bloomfield, 1933 as cited in Nordquist, nd). It refers to the language of one's ethnic group rather than one's first language. His definition also assumes that age is the critical factor in language learning and that native speakers provide the best models. Based on explanation above the main point of first language is the language learned by children and passed from one generation to the next without being learnt. For example, in this research our first language is Indonesian language which represents that language from birth till adult without being studied. For the purpose of this research, first language can also be defined as a language that is used in people's everyday life.

### ***2.4.1 First language Use in ELT classroom***

First language use in English classroom has become debatable topic from years. Studies discussing the use of the first language in general have usually tried to list the pros and cons of using the first language in English classroom. One of the most important papers that were considered a very valuable reference in first language use is Vivian Cook's (2001) *using the First language in the Classroom*. Cook is one of experts strongly support first language use in ELT classroom. He

pointed that when learning English might also include applying first language to help learn the second language (Cook, 2001).

There are many views in case of using the learners' mother tongue to maximize learning in second language. They consider first language as a cognitive tool that can enhance the completion of second language tasks (Antón & DiCamilla, 1999; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). There is also an affective aspect of using first language as Aurbech (1993) states "Its use reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner centered curriculum development". It is supported by Kavaliauskienė (2009) stated when first language is used, learners feel a sense of security and they get a chance to validate their experiences and they are able to express themselves. Especially with the learners with the same first language background and a low proficiency level in language learning, first language is considered as a powerful semiotic tool that provides mediation between the learners and it enables them to work effectively (Anton & Dicamilla, 1999; Mattioli, 2004). Therefore, some aspects are used when learning second language which might also included applying their first language to help them learn the second language.

There is one expert that agrees with Cook's opinion. Another research showed the students use first language agreed if the teacher explained using first language to help them in giving instruction (Rodrigues and Oxbrow, 2008). Then, Butzkamm (2003) put forth that we learned to think, communicate and intuit

understanding of grammar in our first language and this is a great resource that could be benefited from in foreign language learning. The point is in the English Language Teaching classroom, asking new vocabulary and checking the meaning of them were key uses for the first language. In addition, Task Based Language Learning does not have any procedure that abandons first language (Willis, 1996). Consequently, if they are not allowed to use their first language, they will have difficulty in completing the task and even they will fail to complete it (Storch and Wigglesworth, 2003). It means that first language is enabled use in English Language Teaching classroom.

### **2.5 Reasons using first language**

There have been various studies to describe and classify the reasons for using first language. Copland and Neokleous (1999) highlighted the affective reasons behind using first language as well and claimed that it enhanced a stress-free learning environment. In other words, when first language is used, learners feel a sense of security and they get a chance to validate their experiences and they are able to express themselves.

Additionally, Auerbach (1993) states “Negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension are some occasions suitable for using first language”. In addition, Swain and Lapkin (2000) mentions that “There are occasions where first language is used in the classroom: to move a task along and

manage it, to focus on vocabulary and grammatical items and to enhance the interpersonal interaction between the learners while carrying out a task”. First language useful tool to facilitate second language learning; however its use should be carefully managed. In this case, Macaro (2005) listed the following areas in which the teachers use first language which are similar to previous findings:

1. Building personal relationship with learners
2. Giving complex procedural instructions for carrying out an activity;
3. Controlling pupils' behavior;
4. Translating and checking understanding in order to speed things up because of time pressures (e.g. exams);
5. Teaching grammar explicitly.

Based on explanation above, the proficiency level of the learners is another reason for the use of mother tongue by the teachers. Teacher tend to use more first language with the learners who are less proficient in comprehension and they become easily stressed (Macaro, 2005). Some teachers tend to use more first language with the learners who are less proficient since they have difficulty in comprehension. Cook (2001) concluded by pointing out some teaching contexts in which the first language can be positively used. He described that teachers and students can use the first language for number of reasons, such as:

1. Explaining and checking meaning
2. Explaining and teaching grammar
3. Class management

4. Explaining class activities and tasks
5. Maintaining contact with the students

To help us gain a better understanding of the opinions of the students regarding first language use in the English classroom. This research examined the reasons for these preferences and not only what students think is best for them. When learners' language use is considered from a socio-linguistic perspective learners use first language for social interaction whereas they prefer to use second language for academic topics in immersion classrooms (Tarone & Swain, 1995). The reason behind this is the learners' use necessary first language knowledge for social interaction

## **2.6 General concept of English Language Teaching (ELT)**

ELT is the abbreviation for English Language Teaching. English language teaching (ELT) is instruction of English as second language in general which is written down in English majors book related to research of English language (Johnston, 2003). His point is that ELT is one of the media studies of English which has writing in related books so that can facilitate learner to learn English without requiring native speaker. In fact this is very assisting to all student in learning English because it will not spend time and money in delivering native speaker, so that English become easy and reachable to learn.

There is additional opinion about English Language Teaching that ELT is instruction of English as foreign language to student of language learner considered to be one of work (Brandt, 2006). Both of the experts have different

definition but same intention, where first opinion say that ELT as written in science book Research of English while second opinion explaining that ELT is a profession in teaching English as foreign language to student.

There are several scopes of ELT in small until large group. English is taught to children ('Young Learners'), teenagers, young adults such as university undergraduates, and adults of all ages, in a wide variety of contexts all over the world (Brandt, 2006).

## **2.7 Previous Studies**

There are some earlier formals researches relevant with this research. This paper shows three previous research where there are two previous studies in the context of western and one previous research in the local area in Indonesia have ever conducted the research about using first language in English classroom, those researches are explained briefly as follow:

First is a research about "*Perceptions on Using first language in Language Classrooms: A Case Research in a Turkish Private University*" by Ayse Taskin, 2011 (The Department of English Language Teaching). The purpose of this research is to reveal the perceptions of the teachers, learners, administrators and teacher trainers on first language use by the teachers in a private university preparatory school in Ankara, Turkey. This research took 302 learners and 55 teachers who participated in the present research were also included. Moreover, some information about the teacher trainers and administrators who participated in the research was also involved. The result in this research teacher questionnaire

suggested that teachers had neutral perceptions on using first language in their classroom. Teachers did not favor first language but felt obliged to use it in their lessons because of some concerns related to curriculum, testing and learner proficiency. According to the results of the learner questionnaire, learners had positive attitudes towards their teachers“ using first language in the classroom. They perceived Turkish as a valuable resource in grammar and vocabulary teaching which may facilitate their learning.

Second is a research "*Teachers' and Students' Perceptions towards The Use of Arabic in Secondary Level English Language Classrooms*" by Roussol Kassem Hamze, 2010. This research aimed to find out teachers“ and students“ perceptions towards the use of Arabic in English language secondary level classrooms. The samples of this research were 170 students from Al Shola Private School and 3 teachers. This result are the teachers and students in this research held positive attitudes about using Arabic for certain activities in their English language classrooms, this use is not often practiced.

Third is a research about “*The Use Indonesian language in ELT Classroom*” by Passaribu Baharudin, 2009. This paper presents a survey of use of Indonesian language in ELT classroom. The respondents of this research were 265 students from various private universities in Bogor. The results show, among others, that many of the students stated that Indonesian language should be used in ELT classroom and almost half the number of the students liked their teacher's use of Indonesian language.



All of the previous studies have each different strategy to analyze using first language. Ayse Taskin analyzed in Turkish language and Roussol Kassem Hamze analyzed in Arabic language. They are using the different method to survey, some of them using questionnaire and interview and one of them uses only questionnaire. However this research has different view from those. First is from the aim of investigation, this research aim to investigate factors that using first language in classroom. Second is from the focus of research, this research focus on English Department students of Gorontalo State University. Meanwhile three previous studies their focuses are different from this research where Taskin research students, teacher and administrator, and they are from different major, Roussol research focus in high school students and Pasaribu research focus on different university and major of students.

## **Chapter 3**

### **Methodology**

This chapter describes methodology of research. The methodology of research includes method of research, population and sample, data collection and data analysis. This chapter aims to provide information to the readers about the technique to collect and analyze the data. All of subtopics are analyzed and described as follow:

#### **3.1 Research methodology**

This research was designed by using descriptive quantitative method. Sugioyono (2009) mentioned that descriptive quantitative research is concerned with description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in average, frequencies and similar statistical calculations. This research was conducted by utilizing a survey design to collect the data for this research. This was accomplished through the use of a descriptive rating.

This research' purpose is to know the students' perception on the use of Indonesian language in English Language Teaching (ELT) classroom. It also has been considered using descriptive quantitative method is to the percentage of the findings. Moreover, this research also used survey approach because it also uses questionnaire as the instrumentation.

### **3.2 Setting**

The setting of this research is located in English Department of Gorontalo State University is located in Jendral Sudirman street No. 6, Gorontalo city. This research selects this department because it has correlation between the aim and subject of research which using English in classroom. Moreover, the sample is the students of fifth semester.

### **3.3 Population and Sample**

Population is the whole subject of research. If someone wants to examine all the elements that exist in the area of research, the research is the research or the research population or research population census (Patience, 2007). The population of this research is English Department student in academic year of 2013/2014. It was chosen because they are fifth semester and have went through highest stage in English skills (as it is known that in English Department, State University of Gorontalo, students are required to pass English skills in certain stage and it is normally from stage 1 to 4). The students in fifth semester have taken all English skills such as speaking, listening, reading, and writing that mean they have obtained many taught topics and they were all, sometimes, taught in English. English Department in academic year of 2013/2014 consisted of five classes and each class had different number namely class A was 30 students, class B was 32 students, class C was 16 students, class D was 33 students and class E was 22 students.

### ***3.3.1 Sample***

Sampling technique, this research used total sampling. Sugiyono (2012), total sampling is a sampling technique where the number of samples equal to the population. The sample is part of the numeral; and characteristic possessed by the population. This technique was chosen because it is to decrease the biased of the data and to make the data valid. The total samples are 86 students.

## **3.4 Technique of Collecting Data**

This research used two instruments; they are observation and questioner.

### ***3.4.1 Observation***

It is believed that observation is one of ways to collect the data. To support the data, the researcher did observation by entering classes (class of 2013) to see the use of Indonesian language in ELT classroom, particularly in Speaking class. Because this research did not use observation list, the researcher applied Cook's theory as basic of use of first language in ELT classroom as described below.

In this observation, the researcher observed what the student did at beginning of class. The researcher looked at the situation and condition of students in English classroom. Then, the researcher identified the classroom which has been using first language (Indonesian language) and the part of identification is applying Cook's theory (2001) which is described as follow:

1. Explaining and checking meaning
2. Explaining and teaching grammar

3. Class management
4. Explaining class activities and tasks
5. Maintaining contact with the students

The above five points describe how the researcher does identification towards the activity in ELT classroom which uses Indonesian language. They actually assist either the teacher or students in communicating particularly when some words or something are not understandable (thus, it is also considered as reasons of why certain people, in teaching and learning process, use Indonesian language, instead of English)

#### ***3.4.2 Questionnaire***

The second way to collect the data is questioner. Sugiyono (2012, p. 142) explained that questioner represent conducted data collecting technique by giving a set question or question written into responder to replying of. Questionnaire is used to enhance investigation and facilitate the classification of responses into meaningful categories, the questionnaire includes relevant question for the purposes of the research, and to get the data from the sample. Furthermore, the questioners in this research will use likert scale to match the students' perception on using Indonesian language in English Language Teaching classroom. Likert scale is used to measure behavior, opinion, someone perception, and phenomena (Sugiyono, 2008, p.134). The questioner use for studies usually depends on the questions. The types of questions also need to be appropriate for the desired

participants. All surveys need a title to give the participants an idea of the topic that will be discussed below;

In the questionnaire, the students required to give mark (√) in the question and decide of each the statements such as: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.

### ***3.4.3 Procedure***

The procedure consists of several steps. First, the researcher observes the situation and condition of participants in English Language Teaching classroom. Then, population selected by total sampling technique. Second, after samples are completed, questionnaires were distributed directly to samples and it is in form of questions related to student's perceptions on using Indonesian language in English Language Teaching (ELT) classroom. The questions are made in English which then the selected participants/ samples are given less than one hour after it was distributed to answer all provided questions.

## **3.5 Technique of Analyzing the Data**

Based on data collection through technical questionnaires and observation, the data analysis will be at various stages:

1. Tabulation of data is the process of placing classified data into tabular form (Burroughas, 2013). This technique summarizes the data based on the table form. The score was given based on each of provided question.

No	Items	Number of item					Total
		1	2	3	4	5	
1							
2							
Total							

2. Then the result of data from tabulation are analyzed by using a Likert scale. The first step was giving a value for each answer of the survey. After that, the means were calculated by adding the totals used in each question and dividing them by the number of participants.
3. The data are analyzed by identifying and interpreting the result of student's perceptions on the using Indonesian language in English Language Teaching (ELT) classroom from the questionnaire and describe it in form of percentage. The data were analyzed by using descriptive percentage

$$\% = \frac{x}{\Sigma x} \times 100$$

Note: % = the percentage of students' score

$X$  = the obtained score of students

$\sum X$  = the total of score

The final step of data analysis is drawing a conclusion or interpreting meaning of the data. The data presentation uses descriptive percentage. In addition, this formula helps the researcher when interpreting the data and it is drawn descriptive quantitatively.