

**AN ANALYSIS OF ENGLISH TEACHERS' AND STUDENTS' PERCEPTION
ON THE USE OF INDONESIAN IN THE ENGLISH INSTRUCTIONAL
ACTIVITIES AT THE ELEVENTH GRADE OF
SMA N 1 PADANG**

Thesis

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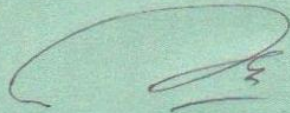
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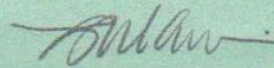
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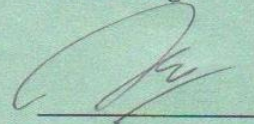
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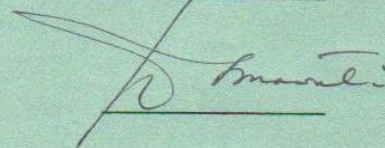
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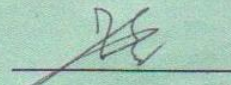
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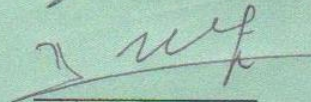
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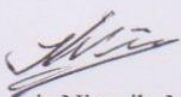
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ABSTRAK

Eka Putri, Rezi. 2013. “*An Analysis of English Teachers’ and Students’ perception on the Use of the Indonesian Language in the English Instructional Activities at the Eleventh Grade of SMA N 1 Padang.*” Skripsi. Padang: Universitas Negeri Padang.

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Tujuan penelitian ini adalah untuk mengetahui persepsi guru bidang studi bahasa Inggris dan siswa kelas XI SMA N 1 Padang terhadap penggunaan bahasa Indonesia dalam kegiatan pengajaran bahasa Inggris. Jenis penelitian ini adalah penelitian deskriptif, yaitu penelitian yang menggambarkan dan mengolah data yang diperoleh dari keadaan yang sebenarnya. Penelitian ini difokuskan pada persepsi penggunaan bahasa Indonesia pada proses pembelajaran bahasa Inggris di kelas XI SMA N 1 Padang. Instrument yang digunakan adalah angket dan *checklist format* untuk observasi langsung.

Hasil penelitian ini menunjukkan bahwa 1) guru beranggapan bahwa penggunaan bahasa Indonesia akan menghambat pembelajaran bahasa Inggris, 2) siswa beranggapan bahwa bahasa Indonesia sangat membantu mereka untuk lebih memahami pelajaran dan instruksi guru, 3) guru menggunakan bahasa Indonesia di kelas untuk beberapa alasan antara lain menjelaskan konsep grammar, menjelaskan makna kata dan kalimat sulit, memberi instruksi, dan melontarkan pertanyaan.

Kata Kunci: *Teachers’ Perception, Students’ Perception, First Language, Instructional Activities*

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Padang, September 2013

The Writer

TABLE OF CONTENTS

| | |
|---|------|
| ABSTRAK | ii |
| ACKNOWLEDGEMENTS | iii |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF APPENDICES | viii |
| CHAPTER I. INTRODUCTION | |
| A. Background of the Problem | 1 |
| B. Focus of the Research | 4 |
| C. Formulation of the Problem | 5 |
| D. Research Questions | 5 |
| E. Purposes of the Research | 5 |
| F. Significance of Research | 6 |
| G. Definition of Key Terms | 6 |
| CHAPTER II. REVIEW OF THE RELATED LITERATURE | |
| A. The Nature of Perception | 7 |
| 1. Perception Process | 7 |
| 2. Factors Influencing Perception | 9 |
| 3. Psychological Processes Influencing Perception..... | 10 |
| 4. Perception on Language | 14 |
| B. Using First Language (L1) in the EFL Classroom | 16 |
| 1. Methods for Employing First Language (L1) | 16 |
| 2. Reasons for Using L1 in the EFL classroom | 18 |
| C. Previous Related Findings | 21 |
| D. Conceptual Framework | 23 |
| CHAPTER III. RESEARCH METHOD | |
| A. Design of the Research | 25 |
| B. Source of the Data | 25 |
| C. Instrumentation | 26 |
| D. Technique of Data Collection | 27 |
| E. Technique of Data Analysis | 28 |

**CHAPTER IV. DATA DESCRIPTION, DATA ANALYSIS, FINDINGS,
AND DISCUSSION**

| | |
|--|----|
| A. Data Descriptions and Data Analysis | 30 |
| B. Findings | 38 |
| C. Discussions | 40 |

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

| | |
|----------------------|----|
| A. Conclusions | 46 |
| B. Suggestions | 47 |

| | |
|---------------------------|----|
| BIBLIOGRAPHY | 48 |
| APPENDICES | 50 |

LIST OF TABLES

Table 1. Instrument Indicator 27

LIST OF APPENDICES

| | |
|--|----|
| Appendix 1. Instrumen Analisis Persepsi Guru | 50 |
| Appendix 2. Instrumen Analisis Persepsi Siswa | 54 |
| Appendix 3. Instrument Checklist Format for the Purposes of Indonesian | 58 |
| Appendix 4. Hasil Persepsi Guru | 59 |
| Appendix 5. Hasil Persepsi Siswa | 62 |
| Appendix 6. The Result of Checklist Format | 65 |
| Appendix 7. Surat Izin Penelitian dari Fakultas Bahasa dan Seni UNP | 66 |
| Appendix 8. Surat Izin Penelitian dari Dinas Pendidikan Kota Padang | 67 |
| Appendix 9. Surat Keterangan Selesai Penelitian dari SMA N 1 Padang | 68 |

CHAPTER I

INTRODUCTION

A. Background of the Problem

The use of first language (L1) in teaching English as a foreign language (EFL) is one of the major issues for the last few decades. On one hand a number of researchers consider it beneficial for learners and teachers, and on the other hand, there are many who are completely against the use of L1 in the foreign language classroom.

Nowadays, more researchers are being convinced of the facilitating role of first language (L1) in the second language (L2) and foreign language (EFL) classroom. Dornyei and Kormos in Tang (2002:32) find that L2 learners use L1 as a technique to compensate the deficiencies in the target language. They use it to make the better understanding about the language. As Auerbuch in Tang (2002:37) says that mother tongue is needed to manage the classroom, analyze language, explain the grammar, discuss issue about culture, give instructions, explain errors, and check for students' understanding. The statements above shows that the use of L1 in the foreign language classroom can be productive or may even be necessary at times.

The current method for teaching and learning English is communicative method which allows teachers and students use their first language when it is necessary. Based on the researcher's preliminary research, some teachers tend to

use English-only in the classroom. They did not apply this method in the classroom. Otherwise, the teachers still used direct method which is believed that language learning is a process of habit formation. According to this method, the teachers believed that target language and native language should not be linked because they have different system. In particular, the teachers did not care about students needs about the use of Indonesian in the classroom.

Furthermore, based on the informal interview with the eleventh grade of students at SMA N 1 Padang, the students said that the Indonesian was important in the teaching and learning process of English. They said they need Indonesian to understand more about the concept of the lessons, the rule of grammar, the teacher's instructions, the meaning of difficult words, and the meaning of texts. They also needed Indonesian to deliver ideas and questions. Unfortunately, their teachers did not allow the students to use Indonesian in the classroom. Their teachers said, if the students did not use English for asking or answering questions, the teacher will give no responses. This rule made students difficult to deliver their ideas or questions. The only choice they had is to keep calm in the class even they do not understand the lessons or materials. This situation made the students confused. This confusing situation made students face any difficulties in learning process and in the examination. As a result, the students said they would have bad marks.

According to the facts above, it can be seen that the students need Indonesian in the classroom. But when some teachers make a rule like “no English, no service”, unfortunately it makes students unable to enjoy learning English. Students do not know what teachers say and what teachers talk about. They become confused, bored and not interested in English. These psychology factors make students not motivated in learning English. If students are not motivated in learning, it also makes teachers difficult to teach English. If this happens all the time, it will give bad impact to the students and the successful of teaching and learning process.

Psychological factors, like bored and not interested, will makes students not motivated in learning English. In the relation to these, Roestiyah (1996:151) argues that there are two factors which influence learning process; external factors and internal factors. She explains that external factors come from outside the person and internal factors come from the person itself. Internal factors are like motivation and perception. Motivation can be from inside and outside the students. If it comes from students, it is called internal motivation. But if it is comes from outside the students, it called external motivation.

The other internal factor is perception. Perception is the process of people perceiving themselves and those around them. The perception here means the ways teachers and students perceive, value themselves, and their ability. Some teachers may think that using target language all the time can help students, but

some might be not. Some students may feel that using English all the time is boring, but some may be not. Some students may think that using English all the time is difficult, but some may be not. In addition, it can be said that how they perceive themselves or their ability can affect their real ability.

To cope the problems above, it is important to know the teachers' and students' perception toward the use of Indonesian. It is like people know themselves and know what should do. In other word, if people know their problems, they will be easier to solve the problems. In this case, the students are confused because their teachers always use English in the classroom and never let the students use Indonesian. This is the reason why the research about teachers' and students' perception should be held. Hence, asking the teachers' and students' perception about using Indonesian in the classroom may figure out the problems and help students to stop from being confused in learning English. If this research is not carried out, the students will be more confused in learning English.

B. Focus of the Research

The problem of this research is focused on the teachers' and students' perception on the use of Indonesian in the teaching and learning process of English at senior high school.

C. Formulation of the Problem

Related to the description above, the problem in this research is formulated as follows: “How are the teachers’ and students’ perceptions on the use of Indonesian in the English instructional activities at senior high school?”

D. Research Questions

The research questions of this research are as follows:

1. How is teachers’ perception on the use of Indonesian in English classroom?
2. How is students’ perception on the use of Indonesian in English classroom?
3. To what purposes do the English teachers use Indonesian in the learning process?

E. Purposes of the Research

The research has the following purposes

1. To find out teachers’ perception to the use of Indonesian in English classroom.
2. To explain students’ perception toward using Indonesian in English classroom.
3. To find out the purposes the English teachers use Indonesian in learning process.

F. Significance of the Research

It is expected that this research will contribute to the teaching and learning process of English subject in senior high school. First, this research finding is on the use of Indonesian in the classroom. Second, through this research, it is expected that teachers of senior high school have more awareness on the effect of using the Indonesian in the classroom and to apply more appropriate methods in teaching English. Third, it is hoped that this research will help students to stop from being confused in learning English and help the students to express their problems about learning English to their teachers. Furthermore it is hope that this research will give awareness for the students about their ability in English. Finally, it is hoped that this research can be a reference for further research.

G. Definition of Key Terms

1. Teachers' perception is teachers' awareness of and reaction to Indonesian in teaching and learning process.
2. Students' perception is students' awareness of and reaction to Indonesian in teaching and learning process.
3. First language (L1) means the national language of Indonesia, which is called Indonesian.
4. English instructional activities mean activities in teaching and learning process.