

Chapter One

Introduction

In this chapter, the researcher presents the background of the study for doing the research. This chapter also explains the identification of the problem, research questions, and research objectives. Furthermore, the researcher also presents the significances of the study and the organization of the chapters.

Background of the Study

Language is an attribute in human life and one of the characteristics of human beings. According to Clark (2003), language is a human characteristic. This means that it is the language that makes human beings different from other creatures. Therefore, language is one aspect that is considered important and cannot be separated from the inside of human. It is important because it is a means of communication for human to convey feelings and ideas using words to others. By using a language, human can interact with each other and understand what is communicated by others. Arung (2015) also stated that without language, it is difficult to explain something to make people understand what are conveyed. In addition, language also has an important role in education as a subject. Pakeera and Karaagac (2015) suggested that language cannot be avoided from people in some aspects including education. Similarly, Daby (2015) stated that language is important in education because language and education are inseparable unity. It means that language and education are closely related. In education, especially in teaching and learning process, language is always used as a medium of instruction.

There are some languages that students learn at schools due to their important roles. One of them is English. English is one of international languages that is categorized as an important foreign language that must be mastered. Arung (2015) stated that English is a global language known as an international language. The application of foreign language learning is aimed at participating in global aspects or international challenges. Field (2000) emphasized that the use of foreign languages is very important to be applied and therefore it must be taught because it will have an impact in international affairs.

In Indonesia, English is taught at schools and universities as a foreign language. Supposedly, the language teaching learning process uses English as the target language taught in the classroom. In fact, the teaching and learning process still employs mixed languages as the medium of instruction, for example using English as a foreign language and *Bahasa Indonesia* as a first language. The first language used in this context is *Bahasa Indonesia* because for the people in Indonesia *Bahasa Indonesia* is considered as their first language. Alamsyah, Taib, Azwardi, and Idham(2011) said that *Bahasa Indonesia* is the first language used in daily life and education to communicate. According to Zaenudin (2009), *Bahasa Indonesia* is used as the first language by the people since their childhood.

In education, the function of *Bahasa Indonesia* in teaching and learning English is as a medium of instruction. It is a language used in teaching that can be understood by students. In English as a Second Language (ESL) teaching, Danping (2011) defined medium of instruction as a language that is used in teaching or learning a language including the target language, the students' first language, and a

common language shared by teachers and students. Therefore, as a first language, *Bahasa Indonesia* is often used as a medium of instruction to understand English in a foreign language classroom. According to Fitriani, Prasetyaningsih and Samad(2017), *Bahasa Indonesia* is usually used as a medium of instruction in language education. Hence, *Bahasa Indonesia* is still considered to have important functions as the medium of instruction in teaching and learning process in foreign language learning because it helps students understand the materials in the learning process. However, the importance of the application of *Bahasa Indonesia* in foreign language learning is still in debate. Fitriani, Prasetyaningsih, and Samad(2017) stated that the use of the first language in English learning is still controversial and debatable.

There are many pros and cons to use first language in teaching and learning English because in English learning teachers should apply full target language taught in the classroom (Irawan, 2013). Some studies stated that the application of the first language in a foreign language is not effective for the students because the students will not get maximum results in learning English. Agustin, Warsono, and Mujiyanto(2015) stated that the use of too much *Bahasa Indonesia* in the classroom will tend to make students get less knowledge of the language being taught. The teacher is supposed to minimize the use of *Bahasa Indonesia* in accordance with the needs and the right time. Thus, *Bahasa Indonesia* may be influential both positively and negatively in the foreign language learning process.

Supposedly, in effective English learning teachers use the language taught as the medium of instruction. It will improve students' ability in the English context. Polio and Duff (as cited in Agustin, 2015) assumed that the use of English should be

improved, and the English learning should be delivered through English too.

According to Pan and Pan (2010), the implementation of the concept of learning English is to use the target language maximally, and it will improve students' learning ability. Therefore, the use of target language should be further enhanced in target language learning, as it will improve learning capacity and will be a good input for learners.

English Language Education Department which focuses on preparing English teachers ideally provide all classes using full English in the teaching and learning process. However, not all of English Language Education Department applies the teaching method using full English as a medium of instruction. Based on the researcher's experience, she was taught by the teachers who still used mixed languages which were English and *Bahasa Indonesia* in the classroom. In fact, the use of first language is still recommended in Grammar Translation Method and Task Based-Learning. Meanwhile, in Direct Method and also Communicative Approach teaching known as Communicative Language Teaching, teachers are not recommended using the native language. Seeing that the use of *Bahasa Indonesia* in teaching and learning English in the classroom is still debatable in Indonesia, it is important to investigate this issue based on the students' perception. Therefore, the researcher wants to know the advantages and disadvantages of using *Bahasa Indonesia* as the medium of instruction especially in English Language Education Department classes.

Statement of the Problem

Bahasa Indonesia is one of the languages used by people of Indonesia. *Bahasa Indonesia* is used as a medium of instruction in educational institutions at all levels from kindergarten to university. Many English classrooms still use *Bahasa Indonesia* either partially or fully. As a foreign language, English is considered difficult for Indonesian students. Therefore, the use of *Bahasa Indonesia* in learning English makes the students easier to understand English. In other words, the use of *Bahasa Indonesia* in English classrooms is beneficial. The phenomenon of using *Bahasa Indonesia* in learning English also occurs at English Language Education Department which is supposed to use full English as a medium of instruction. The use of *Bahasa Indonesia* in English classrooms raises a question whether or not it is beneficial for the students. Therefore, it is important to know the students' perception on the use of *Bahasa Indonesia* in English classroom.

Limitation of the Problem

In this research, the researcher will only focus on exploring students' perception on the use of *Bahasa Indonesia* in teaching and learning process in English classroom. The students' perception will focus on the advantages and disadvantages of using *Bahasa Indonesia* in English classrooms especially at English Language Education Department of a private university in Yogyakarta. The use of *Bahasa Indonesia* in this research is limited on the use of *Bahasa Indonesia* as partial language for teaching English in the classroom. For the purpose of this research, *Bahasa Indonesia* is considered as a first language.

Research Question

There are two research questions in this research;

1. What are the students' perceptions on the advantages of using *Bahasa Indonesia* in teaching and learning English?
2. What are the students' perceptions on the disadvantages of using *Bahasa Indonesia* in teaching and learning English?

Research Objectives

This study will find out:

1. The students' perception on the advantages of using *Bahasa Indonesia* in teaching and learning English
2. The students' perception on the disadvantages of using *Bahasa Indonesia* in teaching and learning English

Significances of the Study

This study provides some information on the use of *Bahasa Indonesia* in English classrooms. It is expected that this study gives benefits for the following parties. They are as follows:

Teachers. The researcher hopes the result of this study can provide detailed information for teachers on the use of *Bahasa Indonesia* in learning English in the classrooms. It is expected that the advantages and disadvantages of the use of *Bahasa Indonesia* based on the students' perception in this research can be used as a consideration when they teach.

Students. The researcher hopes that the finding of the study provides additional knowledge for the students about using *Bahasa Indonesia* in English

Foreign Language Classroom. In terms of the advantages of using *Bahasa Indonesia*, the students will know that it facilitates them to understand English. On the contrary, the students can be more aware not to expect their teachers use *Bahasa Indonesia* often as the findings showed the disadvantages of the use of *Bahasa Indonesia* in learning English.

Other researchers. This study can be used as a reference for other researchers who have an interest in researching the topic about the use of *Bahasa Indonesia* in EFL classroom. The results of this study can be used as the basic information and guidance for further research. The next researcher can also use the findings of this research as a comparison to their research.

Organization of the chapters

The study is reported into five chapters. The first chapter presents the background which explains the reason of conducting the research on the use of *Bahasa Indonesia* in EFL classroom. It also explains the statement of the problem and limitation of the problem which deals with the focus of the research. Research questions, research objectives, significances of the research, and organization of the chapters are also presented in Chapter One. Chapter Two is literature review. It elaborates some reviews of literature that are related to definition of *Bahasa Indonesia*, the use of *Bahasa Indonesia*, advantages and disadvantages of the use of *Bahasa Indonesia* in learning English. Next, Chapter Three discusses research methodology. It includes research design employed in this research which was qualitative research. It also explains the research setting and participants, data collection method which was interview and data analysis which employed open, analytical, axial and selective

coding. Chapter four presents findings and discussion of the research covering advantages and disadvantages of the use of *Bahasa Indonesia*. Finally, chapter five provides the conclusion and the suggestions of the research. The suggestions are for the teachers, students and next researchers.