

**The Students' Perception on the use of *Bahasa Indonesia* in EFL Classroom**

*A Skripsi*

Submitted to the Faculty of Language Education in Partial Fulfillment of the

Requirement for the Degree of

*Sarjana Pendidikan*



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**2018**

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## **PUBLICATION SCRIPT**

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#### **Abstract**

The use of first language in teaching and learning process is often found in English classes. In Indonesia, *Bahasa Indonesia* is also employed in many English classes. This might bring both advantages and disadvantages for the students. This study aimed to find out the students' perception on the advantages and disadvantages of using *Bahasa Indonesia* in English classroom. The researcher used a qualitative approach and the research design was descriptive qualitative. The participants were two female and one male students of a private university in Yogyakarta. The researcher used interview as a method to gather the data. The findings revealed that the advantages of using *Bahasa Indonesia* were that the use of *Bahasa Indonesia* helped the students in speaking and in understanding the teacher's explanation and instruction. The students also perceived that *Bahasa Indonesia* can be used to address the students' different ability in English and helped the students in comprehending vocabulary. Related to the disadvantages, the students perceived that the use of *Bahasa Indonesia* in English classes hamper the students' speaking skill, the learning process become limited, the students tend to use *Bahasa Indonesia*, the students get less knowledge of vocabulary, the students' opportunities for English exposure limited, and the students unable to feel English language.

*Keywords:* Bahasa Indonesia, advantages, disadvantages

## Background of the Study

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.

### **Literature Review**

In English language learning, a teacher can use the first language as the language of instruction which aims to facilitate the teaching and learning activities in the classroom. According to Tang (2002), the use of the first language is helpful to facilitate the learning and teaching of the target language. Nation, Jingxia, and Ramos (as cited in Paker & Karaagac 2015) said that using first language can help class order, build rapport, and reduce social distance with students. UNESCO (2003) defined first language or mother tongue or home language or community language as a language that one has learnt first, one identifies with or is identified as a native speaker of by others, one language that knows best and one language that uses most. Therefore, the first language shared by the teachers and students can be applied in English language learning.

In Indonesia, *Bahasa Indonesia* is the first language for Indonesian people, used since their childhood (Zaenudin, 2009). In educational context, *Bahasa Indonesia* as the national language is used as the medium of instruction in educational institutions in all levels. In 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. Thus, it is commonly found that *Bahasa Indonesia* as the first language is used as the medium of instruction in teaching and learning English.

Meanwhile, related to the use of English as a medium of instruction, Dearden (2014) defined English as the Medium of Instruction (EMI) as the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English. In this case, EMI is not fully employed in English classes. It was stated by Agustin, Warsono, and Mujiyanto (2015) that the medium of instruction used by Indonesian teachers is *Bahasa Indonesia*. Therefore, it is understandable when Indonesian teachers use *Bahasa Indonesia* as the medium of instruction in English classrooms. Irawan (2013) said that to facilitate the English teaching and learning process teachers use *Bahasa Indonesia* mixed with the Javanese language as a local language. Irawan also underlined that teachers who use *Bahasa Indonesia* get positive results in teaching. It concludes that *Bahasa Indonesia* can be recommended to be used in English teaching and learning process.

## Research Methodology

In this research, the researcher used the qualitative method in order to explore students' perception about the use of *Bahasa Indonesia* in EFL classroom. Then, the research design chosen in this research was descriptive qualitative. The descriptive qualitative described the event so that the rich description of the event would be gotten. The researcher did the research in ELED of a private university in Yogyakarta. This research had been conducted in May 2018. In conducting this research, the researcher took 60 minutes to interview the participant. In this research, the researcher took three students of ELED as the participant. This research used interview guidelines as the data collection instrument.

## Finding and Discussion

### **The disadvantages of using *Bahasa Indonesia* in teaching and learning English**

**The use of *Bahasa Indonesia* helps the students in speaking.** This finding showed that the first participant believed that the use of *Bahasa Indonesia* could be used to help the students while they spoke in English especially when they forgot the words in sentences. Using *Bahasa Indonesia* by translating the vocabulary or sentences done by the teacher helps the students when they speak English.

**The use of *Bahasa Indonesia* helps the students in understanding the teacher's explanation.** This finding showed that the use of *Bahasa Indonesia* in EFL classroom helped students to understand the teacher's explanation. The explanation has several meanings, such as in delivering materials and giving instruction.

***Bahasa Indonesia* could be used to address the students' different ability in English.** All participants in this research believed that the use of *Bahasa Indonesia* in English learning could be used to address the students' different ability in English. This means that it is addressed to the slow learners.

**The use of *Bahasa Indonesia* helps the students' comprehension about the vocabulary.** The researcher found that the use of *Bahasa Indonesia* helped the students to

comprehend the vocabulary. It was as stated by one of the participants in the research. The statement of the third participant showed that *Bahasa Indonesia* was helpful to make the students understand the meaning of the vocabulary.

### **The disadvantages of using *Bahasa Indonesia* in teaching and learning English**

**Using *Bahasa Indonesia* in English Learning hampers the student's speaking skill.** The researcher found that the use of *Bahasa Indonesia* in English learning made the students' speaking skill get lower. The statement above showed that the participant said that the use of *Bahasa Indonesia* in English learning affected the students' speaking skill which means that their speaking skill was not improved.

**The use of *Bahasa Indonesia* makes the students not optimize the learning process.** This finding showed that the use of *Bahasa Indonesia* made the students not fully learn English. The participants agreed that the use of *Bahasa Indonesia* in English learning makes the use of English itself exposed minimally. The first participant stated that the use of *Bahasa Indonesia* make the student not fully learn English and it seems like using mixed languages.

**The use of *Bahasa Indonesia* makes the students tend to use *Bahasa Indonesia*.** It was found in this research that the use of *Bahasa Indonesia* made the students tend to use *Bahasa Indonesia*. The use of *Bahasa Indonesia* could make the students tend to use *Bahasa Indonesia*. The second participant believed that the disadvantage of using *Bahasa Indonesia* could make the students used *Bahasa Indonesia* again.

**The use of *Bahasa Indonesia* causes the students acquire less vocabulary knowledge.** It was revealed in this research that the use of *Bahasa Indonesia* caused the students acquire less vocabulary. The finding inferred that the students acquired less vocabulary if the teacher used *Bahasa Indonesia*. The statement was stated by the second participant who said that the students acquired less of vocabulary because the teacher used *Bahasa Indonesia*.

***Bahasa Indonesia* can limit opportunities for exposing English.** This finding was that the use of *Bahasa Indonesia* could limit the opportunities for

exposing to English. It means that *Bahasa Indonesia* would make the students not learn English maximally. The third participant argued that the use of *Bahasa Indonesia* could not give exposure to English because if the teacher uses *Bahasa Indonesia* more often, it will obstruct the English learning.

**The overuse of *Bahasa Indonesia* makes the students unmotivated to learn English.** The finding of this research was that the use of *Bahasa Indonesia* could make the students did not get the feeling of the target language itself. The third participant said that the use of English continuously made them more understand about English. Also, the third participant added, the more the teacher used English, the more the students would get the feel of the target language itself, so that the students would be more understand about English.

**The use of *Bahasa Indonesia* in English learning makes the students less satisfied.** The researcher found that the use of *Bahasa Indonesia* was not challenging. It means that it was not challenging and the participant had less motivation in the learning English because of using *Bahasa Indonesia* in teaching and learning process. This finding discovered that the use of *Bahasa Indonesia* is not challenging for the students in the learning.

## Conclusion

The researcher found four findings related to the students' perception in terms of advantages of using *Bahasa Indonesia* in English learning. Firstly, the students found that the use of *Bahasa Indonesia* helps the students in speaking. It means that, *Bahasa Indonesia* make their speaking skill improved when doing daily conversation in English with their partner in the learning process. Secondly, the students revealed that the use of *Bahasa Indonesia* helps the students in understanding the teachers' explanation. Furthermore, the students admitted that the use of *Bahasa Indonesia* makes the students clearer in understanding the material in English learning. Besides, the students also stated that the use of *Bahasa Indonesia* helps the students to understand the teacher's deliver the instructions. Thirdly, the students said that the use of *Bahasa Indonesia* can be used to address the students' different ability in English. Furthermore, the students mentioned that the use of *Bahasa Indonesia* helps the students' comprehension about the vocabulary.

The researcher found seven findings in term of the disadvantages of using *Bahasa Indonesia* in English learning. Firstly, the use of *Bahasa Indonesia* in English learning



hampers the students' speaking skill. It means that the disadvantages of the use of *Bahasa Indonesia* not improve their speaking ability. Secondly, the students said that the use of *Bahasa Indonesia* makes the students not optimizing the learning process. The consequence of using *Bahasa Indonesia* in English learning makes the students have limitation in learning English. Thirdly, the student revealed that the use of *Bahasa Indonesia* makes the students tend to use *Bahasa Indonesia*. It means the students always apply *Bahasa Indonesia* to speak in English learning. Fourthly, the students admitted that the use of *Bahasa Indonesia* causes the students acquiring less knowledge of vocabulary. It means that the overuse of *Bahasa Indonesia* in English learning makes the students have limited vocabulary. Fifthly, in this research, the students stated that the use of *Bahasa Indonesia* can limit the opportunities for exposing the students to English. This means that *Bahasa Indonesia* causes the students having less of knowledge about English. Sixth, in this research, the students claimed that the use of *Bahasa Indonesia* make the students not get the feeling of English itself. It means that if the use of *Bahasa Indonesia* in English learning is overused, the students will not enjoy in teaching and learning English. Seventh, the students mentioned that the use of *Bahasa Indonesia* is not challenging. This means that the students are less satisfied to learn English widely.

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