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**Laporan
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THE ROLE OF BAHASA INDONESIA IN FOREIGN LANGUAGE
TEACHING AT THE LANGUAGE TRAINING CENTER UMY

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ABSTRACT

There appears to be an increasing conviction that the first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom. Further, a survey conducted by the writers showed that 100% of the Foreign Languages' teacher respondents admitted that they used L1 (Bahasa Indonesia) when teaching. This is a fact that for some reasons, the use of BI is unavoidable. However, to assume a simple linear relationship between exposure to language and learning irons out much of the complexity of teaching and learning, and ignores the possibility that certain uses of a common mother tongue might also contribute to foreign language learning.

This research was aimed at identifying the role of Bahasa Indonesia in foreign language teaching in foreign language classroom at the language training center Universitas Muhammadiyah Yogyakarta in. This study was a case study attempting to understand the subjects' perception on a certain issue. The design of the study employed a qualitative research design, since qualitative approach provides an insight into what is happening and why it happens. It concerned more with process of the objective. The participants of this study were 50 foreign language teachers at the language training center UMY for the survey using questionnaires and four lecturers for the interview session.

The results show that the role of Bahasa Indonesia in foreign language teaching is indirect. The effect is more on creating relaxed and comfortable learning atmosphere among the students. When students feel comfortable, they tend to actively participate in any activities in the classroom.

Keywords: The Role of Bahasa Indonesia, Foreign Language Teaching, Foreign Language Classroom

INTRODUCTION

Among a number of professionals in the field of second language acquisition, there appears to be an increasing conviction that the first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom (Schweers, 2003) . For some extents, it still becomes debatable cases where assumptions reveal that the more language the pupils hear, the more they will learn. Where the foreign language is not heard outside the classroom, then it does indeed matter that children hear as much as possible when they are in class.

Furthermore, a survey conducted by the writers showed that 100% of the Foreign Language teacher respondents teaching at the Language Training Center UMY admitted that they used L1 (Bahasa Indonesia) when teaching. This is a fact that for some reasons, the use of BI is unavoidable. Hence, some English teachers are not really sure for what reasons and how much they should use BI in the classrooms. This poses a problem for the teachers.

However, to assume a simple linear relationship between exposure to language and learning – that more of one always results in more of the other – irons out much of the complexity of teaching and learning, and ignores the possibility that certain uses of a common mother tongue might also contribute to foreign language learning (Cameroon, 2001). This conviction also comes from personal experience, recent literature we have read, and presentations we have attended. When teaching English, we switch ourselves into using Indonesian for some good reasons. We have great concern of students' getting lost in our foreign language classroom. We just want to make sure that they can understand what we have told them.

This research is intended to answer the problems of : 1) How does the use of Bahasa Indonesia in the foreign language classrooms influence students' active participation? 2) How much is Bahasa Indonesia needed in the foreign language class? 3) When is it appropriate to use Bahasa Indonesia in the foriegn language class?

Therefore, the writers would like to find out 1) the influence of the use of Bahasa Indonesia to students' active participation in teaching and learning process, 2) degree in which L1 is used in foreign language class, and 3) occasions when it is appropriate in using LI in foreign language class.

REVIEW OF RELATED LITERATURE

Native language (NL) refers to the first language a child learns. It is also known as the primary language, the mother tongue, or the L1 (first language). On the other hand, Target language (TL) refers to the language being learned (Ellis, 1997). Furthermore, he stated that second language acquisition (SLA) is strongly influenced by the learner's first language (L1). The learner's L1 also affects the other language levels-vocabulary and grammar. This is perhaps less immediately evident, but most language learners and teachers would testify to it (Ellis, 1986)

In line with Ellis, David Atkinson (1987:241) listed appropriate uses for the L1 in the L2 classroom as the following:

Suggested uses for the L1 in the Foreign Language classroom

1. **Eliciting language** 'How do you say 'x' in English?'
2. **Checking comprehension** "How do you say "I've been waiting for ten minute" in L1?" (also used for comprehension of a reading or listening text.)
3. **Giving complex instructions to basic levels**
4. **Co-operating in groups** Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.
5. **Explaining classroom methodology at basic levels**
6. **Using translation to highlight a recently taught language item**
7. **Checking for sense** If students write or say something in the L2 that does not make sentence, have them try to translate it into the L1 to realize their error.
8. **Testing** Translation items can be useful in testing mastery of forms and meanings.
9. **Developing circumlocution strategies** when students do not know how to say something in the L2, have them think of different ways to say the same thing in the L1, which may be easier to translate.

In a provocative article, Elsa Auerbach (1993:9) gave a sociopolitical rationale for the use of the L1 in ESL classrooms. She primarily addressed the situation of immigrant ESL learners studying in the United States. In this article, she states that ‘everybody classroom practices, far from being neutral and natural, have ideological origins and consequences for relations of power both inside and outside the classroom.

Furthermore, Auerbach (1993) suggested the following possible occasions for using the mother tongue: 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.

Parallel with what Auerbach mentioned, Piasecka stated, ‘one’s sense of identity as an individual is inextricably bound up within one’s native language’. If the learner of second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened (in Hopkins 1988)

RESEARCH METHODOLOGY

METHODOLOGY OF THE RESEARCH

Relevant to the nature, the purposes and the research questions above, this study was a case study attempting to understand the subjects' perception on a certain issue. The design of the study employed quantitative and qualitative research design, since qualitative approach provides an insight into what is happening and why it happens. It concerned more with process of the objective.

The participants of this study were 50 FL teachers for the survey using questionnaires and four FL teachers at the Language Training Center UMY for the interview session. Those who agreed to participate in the program were asked to fill out the survey and asked to some questions regarding with the use of Bahasa Indonesia in Foreign Language classroom.

This study employed a quantitative and qualitative research using techniques of data collections, conducted not only by survey at the conclusion of the study but also in an ongoing way (Fraekel and Wallem, 2000; Bogdan and Biklen, 2003). Here, interview was used beside survey.

In the interview session, as it is defined as "an interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other (Kvale, 1996), interviews in this study were important means of helping participants articulate their perceptions about the use of L1 in Foreign Language classroom. Interviews in this study also played an important role to enable the research "to check the accuracy of – to verify or refute – the impressions researcher gains from the previous stages" (Freakel and Wallen, 2002).

3.5. Data Analysis

The interview data obtained were analyzed qualitatively. It means that the data are recorded, summarized, and interpreted accordingly. In addition, the interpretation can be also described in numbers and then discussed accordingly.

In this study, we applied inductive analytical approach (Howard Becker, 1958) where we presented facts or general statements from the obtained data to come to the conclusion. we used some techniques for analyzing the data. First I interviewed 4 selected students and then I transcribed them. Secondly, we read the interview transcripts and then we used categorizing strategy that involved coding (Maxwell, 1996) and sorting the data. After coding and categorizing the data, we also sorted or reduced the data that were not necessary.

RESEARCH FINDINGS

There are three categories under this mini research. Each category is supported by some findings. Here are the three categories and their supportive findings.

A. The Influence of the Use of Bahasa Indonesia in Student's active participation

Finding#1: *The use of 100 percent Foreign Language in classrooms does not create conducive atmosphere for studying.*

Respondent admitted that when using English 100 percent in class, she said she feels sort of *disconnect* (does not understand). Moreover, the feelings of being afraid and nervous reveal when teachers speak English all the time. Students do not want to ask questions, feel confused, depressed etc.

Finding#2: *Bahasa Indonesia is still needed for some degree in Foreign Language Classroom.*

The respondent said that Bahasa Indonesia needs to be used for some degree to help students understand what the teacher is talking about. Further not all students understand with what is said by the teacher.

Finding#3: *The use of Bahasa Indonesia in some degree promotes self-confidence to the students and security feeling.*

Respondents admitted that when talking in Bahasa Indonesia for some degree, they felt that the students become confident and comfortable in her classroom. This is due to students' understanding of what is happening in the classroom.

Finding#4: *Bahasa Indonesia is required when the students cannot understand the materials.*

Respondents said that the teachers can speak Bahasa Indonesia often especially when students do not understand the materials. When most students do not understand the materials, the use of Bahasa Indonesia can be 'often'.

Finding#5: *Bahasa Indonesia is necessary when difficult concepts are being discussed.*

Respondents said that they sometimes needed Bahasa Indonesia especially in class discussion where some difficult concepts are difficult to be uttered in English.

Finding#6: *Bahasa Indonesia is applied when introducing new materials.*

In introducing new materials, as respondents said, teacher needs to use Bahasa Indonesia to make students understand and does not leave the students guessing, with the assumption that in a class, there are many students with low competencies in the Foreign Language taught in the classrooms. .

Finding#7: *Joking should be done in Bahasa Indonesia*

When joking, teachers preferred using Bahasa Indonesia so that students do not lose the sense of humor.

Finding#8: *Bahasa Indonesia is preferable when defining new vocabularies.*

Respondent said that the teacher can use foreign language to define new vocabularies in the first place, then, the use of Bahasa Indonesia is required to provide clearer and further explanation of new vocabularies.

CONCLUSION

The use of L1 in L2 or TL is increasingly proposed by some professionals in SLA. The uses for the L1 in the L2 cover some use of certain language functions. Auerbach (1993) gave a sociopolitical rationale for the use of the L1 in ESL classrooms. Furthermore, Auerbach (1993) suggested certain possible occasions for using the mother tongue. Piasecka stated, 'one's sense of identity as an individual is inextricably bound up within one's native language'. If the learner of second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened.

This research report focuses on finding out the influence of the use of Bahasa Indonesia to students' learning, degree in which Bahasa Indonesia is used in English class, and appropriate occasions when using Bahasa Indonesia in English class.

In conclusion, the role of Bahasa Indonesia in attracting students' active participation in English classroom is indirect. The use of BI creates conducive learning environment when students feel comfortable, confident, and relaxed. This situation enables students to actively participate in the activities being done in the English classrooms.

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