

**TEACHERS' AND STUDENTS' PERCEPTION ON THE USE
OF MOTHER TONGUE AS LANGUAGE INSTRUCTION IN
THE CLASSROOM**

THESIS

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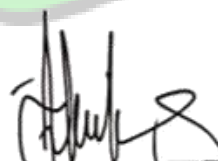
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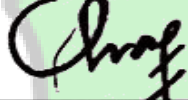
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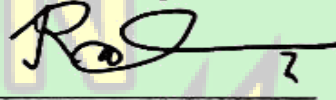
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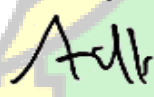
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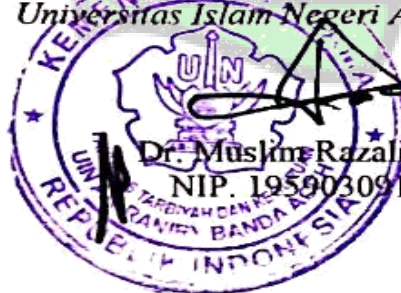
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**Teachers' and Students' Perception on the Use of Mother Tongue as
Language Instruction in the Classroom**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang di
sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,
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Banda Aceh, 28 Juni 2021

Saya yang membuat surat pernyataan,



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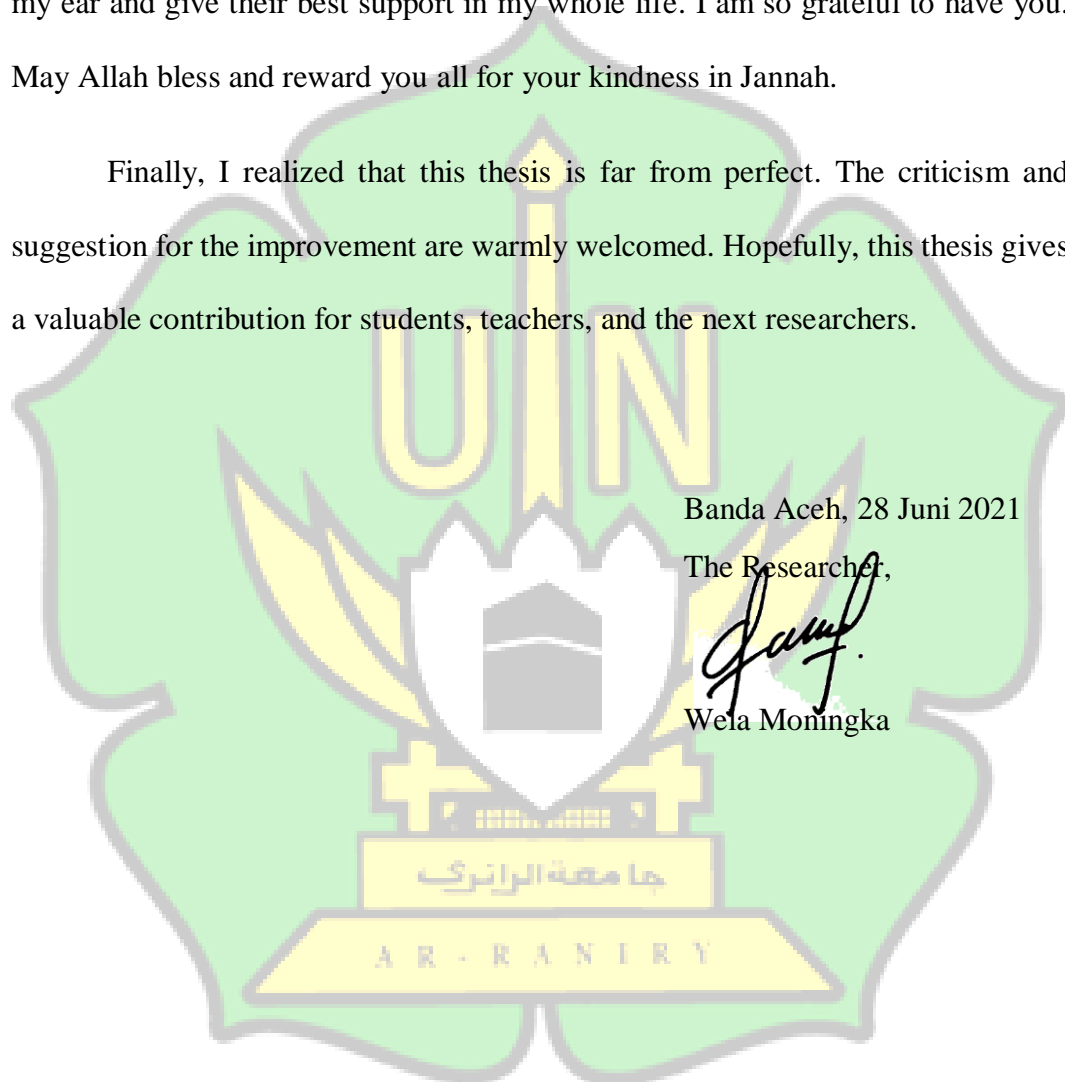
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Finally, I realized that this thesis is far from perfect. The criticism and suggestion for the improvement are warmly welcomed. Hopefully, this thesis gives a valuable contribution for students, teachers, and the next researchers.

Banda Aceh, 28 Juni 2021

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ABSTRACT

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The issue of whether language instruction which teacher should use in the foreign language classroom always be a controversial one among researcher. It should be avoided or welcomed. The aims of this research explore the teachers' and students' perception on the use of mother tongue as language instruction in their classroom. This research was completed using a qualitative method. A total of two teachers and six students at SMA Negeri 1 Sinabang were involved in this research and semi-structured interview were used to answer two research questions. From the result of the research, it was found that the teachers was more prefer to use English as the language instruction rather than using mother tongue in the classroom. Using English as the instruction can be one way to increase students' mastery on English skill quickly. However, the use of mother tongue cannot be completely avoided in learning process. It can be used with a balanced portion of the target language. The student also perceived the use of mother tongue should be minimized and it is important to use target language as much as possible in the classroom.

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CHAPTER I

INTRODUCTION

This research discussed teachers' and students' perception about the use of mother tongue in their classrooms. This chapter contains background of the study, research questions, research aims, scope of the study, significance of the study, and terminology.

A. Background of the Study

Teaching English in a country where most of the population uses mother tongue as a communication tool is a big challenge for English teachers. Teachers need more effort to make their students better understand the material being studied and try to make the lesson have value and meaning for students. Teaching a foreign language is not easy. The teacher must introduce other languages besides his native language.

In Simeulue island, mostly people who are living in the city center considered that Indonesian as their first language or their mother tongue. They use Indonesian to communicate with each other. Indonesian is a common language in that area and also that is the language they have been taught to their children since they were born.

For a long time, the role of a student's mother tongue and its influence on the target language has been a long controversy in the second language and foreign-language education, especially English as a second language or especially English as a foreign language (Pardede, 2018). Educator and researcher have debated whether or not they use the students' first language (L1) in the EFL classroom. Some experts argue that the use of the mother tongue should be reduced because it can reduce the target language items that students should get. Teachers must be able to teach using English in class as often as possible. They consider that teaching using English as language instruction makes ELF student more quickly mastering the target language. That happens because every day, the teacher teaches using the language, so that makes students more familiar with it. However, in emergency situations such as when explaining difficult concepts or ideas, giving examples, explaining grammar and making additional explanations, teachers can use their native language.

Meanwhile, according to other researchers, the use of mother tongue as language instruction in teaching English has been a valuable or meaningful contribution to the learning process. The mother tongue can be used as a facilitator to make a task meaningful. In this way, the students can focus on the task without difficulty. Speaking the mother tongue in class can also be one way to increase students' self-confidence, thinking ability and speech freedom of student (Ozfidan, 2017). Furthermore, it can also influence the students' motivation to learn and focus on the target language (Anggrahini, 2019). When teachers use their mother tongue in teaching, students will find it easier to express their thought better in class. In

addition, the use of the mother tongue can make students not depressed and afraid. The most important role of mother tongue in EFL class is making students understand more about the teachers' explanation. Larsen-Freeman as cited in Paker and Karaağaç (2015) supported that idea, the use the students' mother tongue in the classroom can enhance students' security, bridge the familiar and unfamiliar, and clarify the meaning of words in the target language. However, the use of L1 should not be exaggerated because the more students are exposed to the target language, the better they will learn.

The use of the mother tongue may contribute to the language learning process on various occasions in the learning-teaching process. Mother tongue (L1) is believed to be helpful for most classroom activities, such as learning new vocabulary items, explaining complex ideas, learning grammar rules or learning cultural elements (Pardede, 2018). Larsen-Freeman as cited in Pardede (2018) argue that in the second language or foreign language classes, the use of the student's mother tongue should not be avoided entirely. Using the students' mother tongue wisely and systematically may have positive effects. For those who learn foreign languages, their mother tongue is very effective, especially for those who are less proficient. It will help them acquire a new language. Macaro as cited in Anggrahini (2019) identifies the use of L1 in L2 learning. The first is giving the instruction using L1. The second is using L1 to translating and checking student's comprehension. Using English only in the classroom can cause some problems. Using English only in the classrooms can be a harmful factor in student-teacher interaction. Students' mother tongue can be used when it is necessary. The mother

tongue is generally regarded as being a facilitator which is to be used only in emergencies.

Based on the controversy that appears among education experts on the use of mother tongue as language instruction for EFL classroom, the researcher tries to investigate teachers' and students' perception on the use of mother tongue as language instruction in the classroom. The finding hopefully can provide benefits and deeper knowledge or understanding about its use in the teaching-learning process.

B. Research Questions

The research questions of this study are:

1. What is teachers' perception on using mother tongue as language instruction in the classroom?
2. What is students' perception on using mother tongue as language instruction in the classroom?

C. Research Aims

Based on the research question, the aims of the study are:

1. To investigate teachers' perception on using mother tongue as language instruction in the classroom.
2. To investigate students' perception on using mother tongue as language instruction in the classroom.

D. Scope of the Study

This study focused on investigating the perception of teachers and students about using mother tongue as the language instruction in their classroom. It discussed the use of which language is dominantly used by the teacher and students throughout the learning process. The researcher investigated the language which teachers and students prefer as the language of instruction in their classroom. Moreover, this study also finds out the role of the mother tongue to make a deep understanding during the teaching-learning process. The target of this study is the teacher and student of senior high school. It only includes a limited number of participants for the subject of study.

E. Significance of the Study

Based on the research objectives to be achieved, this research is expected to have benefits in education both directly and indirectly. The results of this study are expected to be useful to find out how teachers and students think about the use of mother tongue in their classrooms. From this study, the reader also know which languages that teachers and students prefer to be used as instructional languages. It is imperative to learn for teachers and future English teachers. By knowing how their perception is, it can become additional knowledge for future English teachers when going to the field directly. Besides, this research can also be a reference material for other researchers who are interested in wanting to research related to the use of mother tongue in teaching EFL.

F. Terminologies

Several terminologies will avoid misunderstanding in this research. The terminologies are as follow:

1. *Mother Tongue*

Mother tongue is the language that one has learn first, a language recognized by a person or a language regarded by others as a native speaker, a language that a person understands best, and a language most commonly used by a person (UNESCO, 2003). The other definition said that mother tongue refers to language in which the individual is most familiar with and has the contact for the longest period (Suliman, 2014). In this research, mother tongue refer to the language that commonly used by the Simeulue society. The language that is often used is Bahasa Indonesia.

2. *Perception*

Perception is an ability to perceive something that results in a view of what has been observed by human thought. It can be interpreted as a way for someone to evaluate verbal and non-verbal expressions.

In this research, perception used to find out how teachers' and students' opinion about the use of the mother tongue as the language of instruction in their class classroom.

3. *Language instruction*

The language of instruction in or out of school refers to the language used for teaching the basic curriculum of the educational system (UNESCO, 2003). In this research, Language of instruction refer to the language used by the teacher

when they are teaching or the dominant language used by teachers and students throughout the learning process.



CHAPTER II

LITERATURE REVIEW

This chapter presented the theories and related research in a similar field. This chapter explained in detail about the research such as the definition of mother tongue, controversy on the use of L1 among researcher, advantages and disadvantages of using L1 in the classroom, suitable lesson (speaking, listening, writing, reading) for using L1 in the teaching learning process and previous studies related to the topic. It provided reading material that is necessary for readers to comprehend this research.

A. Mother Tongue

1. The Definition of Mother Tongue

Humans cannot determine which style will be their first language. Mother tongue is the first language acquired by children from birth. The other definition said that the mother tongue refers to the language in which the individual is most familiar with and has a contact for the most extended period (Suliman, 2014). In this case, parents and the environment have a critical role in the acquisition of language obtained by children. Mothers, fathers, grandfathers, grandmothers and the other surrounding can be models or role models in language learning.

In an article entitled Education in a multilingual world also defines that mother tongue is the language that one has learned first, the language one identifies

with or is identified as a native speaker of by others, the language one knows best, and the language one uses most (UNESCO, 2003).

2. Controversy on the Use of L1 in EFL Classroom

Many controversies appear among education researchers about the use of mother tongue in teaching foreign languages. The issue of whether language teachers should use the students' first language in their second or foreign language classroom has always been a controversial one (Sharma, 2006). Some say the use of the mother tongue has a significant role in foreign language classes. In contrast, some say that the use of the mother tongue must be minimized and avoided. The results of several studies by experts claim that using too much mother tongue in EFL classes can reduce the target language input that students should master, especially in speaking and listening.

Researchers who support English (L2) in foreign language classes claim that if teachers are allowed to use students' L1, this will hinder their students' learning of the target language (Mansory, 2019). Brandeker as cited in Mansory (2019) stated that maximizing students' exposure to L2 is one of the critical factors in its learning. Additionally, Metruk and Hanáková (2017) support that idea. Using English most or all of the time in class gives students vital listening practice and the opportunity to respond naturally to spoken English. Auerbach as cited in Anggrahini (2019) said that the more students are exposed to English, the more quickly they will learn. As they hear and use English, they will internalize it to begin to think in English. The only way they will learn it is if they are forced to use

it. It is vital to avoid L1 use because all EFL classrooms should focus on the target language. The student needs to use English in order to practice to build their language proficiency. Besides, Polio and Duff referring to Mansory (2019) also pointed out that using L1 in the English classroom is against second language acquisition theories, where "negotiation of meaning in L2" and "modified input in L2" are in fact and proven to be successful. Based on the experts' opinion above, English exclusively in EFL classes will make students recognize it more quickly.

The use of English (L2) in EFL classes makes teachers have to try more to attract students' attention so that they are not stressed, afraid of being wrong, or underestimated when learning takes place. Siprah as cited in Mahmutoğlu and Kıcı (2013) said the teachers should choose appropriate materials for learners according to their proficiency levels, and they should prepare warm-up activities for learners. The teacher must be able to build enthusiasm for students to dare to speak English well. Besides, teachers must also provide excellent learning strategies. There is much procedure that teacher can apply such as the Joyful Learning approach. The other strategies, teachers can make a group work to build communication between them too.

Although many researchers support English (L2) in EFL classes, there are still many other researchers who oppose the idea. The other researchers who support the ideas argue that using the mother tongue can make students better understand the subject matter provided by the teacher and make the teaching-learning process more meaningful. Meaningful learning will only occur if the language of instruction brings meaningful and authentic communication between teachers and learners.

Mother tongue (L1) can create a more cohesive and relaxed classroom environment in which students share language and cultural references with the teacher, which also clearly impacts learning (Alshehri, 2017). Students' mother tongue (L1) will assist the teacher in facilitating classroom activities, especially in delivering vocabulary and grammatical items of the target language (Surayatika, 2019). Pardede (2018) also supports that mother tongue is believed to be helpful in most classroom activities, such as learning new vocabulary items, explaining complex ideas, studying grammatical rules, or studying cultural elements. The use of L1 in EFL classes makes students feel comfortable and makes them freely express their thoughts.

Copland and Neocleous in Alshehri (2017) pointed out that L1 use is valuable in one-to-one interaction with the teacher. Nunan and Lamb as cited in Alshehri (2017) claim that the avoidance of learners L1 is practically impossible, especially with monolingual students and students with low-level English language proficiency. Using English only in teaching EFL is one of the things that is difficult to do. It may take a long time to give an explanation for matters, even using gestures when teaching. It will make the student become bored and lose attention. Besides that, if teachers have limited English or insufficient fluency in the language, they will give students incorrect models.

The question of which language of instruction should be used by teachers in teaching EFL has always been a topic of controversy among educational researchers. There are many pros and cons to the use of the mother tongue in the EFL class. Some researchers say that the use of the mother tongue in teaching

English should be minimized to make students master the target language being taught more quickly. Even though it must be minimized, the use of the mother tongue cannot wholly be avoided. Some parts of learning are better for use the mother tongue, such as providing a further explanation, explaining difficult concepts, explaining grammar, etc. The use of English-only classrooms can indeed increase the ability of students to master the target language quickly, but it can be a factor that makes students depressed, afraid and difficult to express their thoughts in class. So, it is better if the teacher combines language as their instructional language in teaching.

3. Advantages and Disadvantages Using Mother Tongue in EFL Classroom.

Based on the controversy around researchers, there are several advantages and disadvantages in the use of the mother tongue as the language of instruction in teaching EFL students. Al Hinai referring to Mahmutoglu & Kıcır (2013) state several benefits of using mother tongue (L1);

1. Reduce learners' anxiety and create a relaxed learning environment
2. Bringing learners' knowledge into the classroom.
3. Checking students' understanding and giving instructions.
4. Introducing the main differences in grammar and pronunciation between L1 and L2.

Regarding the several benefits above, the use of the mother tongue is needed in the EFL learning process. Reducing learner anxiety and making the classroom environment more comfortable is one of the things teachers must do. It is essential

to do because when students accept lessons without pressure, they will like the lessons to be taught. It makes the material will be readily accepted by their brains and make them better understand.

When instructing the material, the application of the mother tongue is also an important thing for the teacher to do. It is better at giving explanatory instructions using the students' mother tongue. It is done to reduce misunderstandings in students, especially in understanding the directions to the given task. For example, in the EFL class where the majority have low English proficiency, the teacher gives the assignment. However, when explaining the instruction of doing the task, the teacher uses full English. Many students do not understand what the teacher says. It will cause misunderstanding between students and they do not know what they should do.

A few teachers feel that it is vital to start a foreign language class through L1. In their opinion, the mother tongue can be a beneficial tool to provide students with a feel of safety and reduce nervousness among students. Schweers as cited in Turin (2017) states starting with the L1 gives a sense of security and validates the learner's lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English. The use of mother tongue may help students in increasing their self-confidence to recognize the target language efficiently and through L1 teachers can create a connection with students, which could assist them in meeting the goal of the lesson.

Although there are many benefits when using a mother tongue, excessive use can make teachers and students very dependent on the use of the language. Many educators assume that the use of L1 can be a habit that is difficult to change. It can be an obstacle for students to learn the target language well. Excessive use of L1 can result in reduced L2 input obtained by students. It can cause students to be slow in mastering English because they only get a little extra vocabulary in the learning process. Besides, if students are too dependent on their mother tongue, it can make them stiff when speaking English because they are not used to it.

Atkinson (1987) mentions several dangers that can occur due to excessive use of the mother tongue. Here some problems arise from overuse;

1. Teachers and students feel that they do not understand any language items until it is translated.
2. Teachers and students did not observe the difference between formal equivalence, semantic equivalence, and pragmatic features, so that they were too simplistic to use rough and inaccurate translations.
3. Students are unaware that it is critical that they use only English throughout classroom activities.

The excessive use of mother tongue made students lose their ability to communicate in English. They consider that they will understand when the instructor explains the material in their mother tongue. Even if they are perfectly able to express a similar concept in English, but they more prefer to use their mother tongue. It may appreciably reduce students' possibilities to exercise English and

students fail to understand that the use of English in classroom activities is critical to enhancing their language capabilities.

From the explanation above about the benefits and the problems caused by excessive use of the mother tongue, a teacher is better at using the mother tongue with a balanced portion of the target language. In simple terms, teachers can combine the two languages as the language of instruction in their class. A teacher can use the mother tongue when in emergency conditions such as checking students' understanding of the material, explaining instructions to do assignments, translating L1 to L2, teaching grammar, etc.

4. The Use of Mother Tongue in the Classroom

In language skills, there are four skills that must be mastered by students. The four skills are speaking, writing, reading, and listening. Speaking and writing are skills that are produced directly by students (productive skills), while reading and listening are skills that students receive (receptive skills).

Mastering speaking skills in learning English is a challenge that is difficult for students to do in the EFL context. There are so many factors that hinder the development of students' speaking abilities. The influence of the excessive use of students' mother tongue in the classroom is a factor in inhibiting students' speaking ability. Students are not familiar with the use of English in their daily lives, which makes them unable to speak English well. In speaking classes, students are expected to be able to talk or interact with their friends using English during the learning period. Therefore, in this class the teacher must actively use English as the language

of instruction to build student enthusiasm, encourage students to be more courageous to speak and minimize the use of mother tongue throughout the teaching and learning process.

In addition to mastering the ability to speak, students must be able to master good writing skills in English. Writing is one of the important ways of expressing thoughts and communicating ideas and views to others. In the writing class, students do not interact much with their classmates because they will focus more on writing throughout the learning process. The lack of interaction in the writing class makes the class stiff and unpleasant. In writing classes, teachers do not have to use full-English instruction because this is not a speaking class. The purpose of this class is to make students express their ideas in written form, the teacher can combine the use of the mother tongue and use the target language as the language of instruction in their class.

Listening skill is one of the skills received by students in learning. Listening skills in the classroom need to be developed and shaped intentionally in order for them to be improved. Students can practice their abilities through the audio played or from the sound produced by the teacher. The use of the target language is essential for this class as in the speaking class. Teachers must actively teach using English and reduce the use of the mother tongue. That is done so that students are more familiar with the target language and can practice their listening skills from the sound produced by the teacher.

Reading is one of the skills students must master in learning English. In reading classes, students are required to understand deeply about what they are reading. They must be able to understand in detail from each paragraph that they read. In this class, the teacher can combine the mother tongue and target language as the language of instruction. By using the mother tongue in some parts of learning, teachers can check the extent of students' understanding of the material they are reading.

In addition to teaching skills (speaking, reading, listening, or writing), the use of the mother tongue is beneficial for grammar classes. Surayatika (2019) supports the idea Students' mother tongue (L1) will help the teacher to facilitate classroom activities, especially in delivering vocabulary and grammatical items of the target language. In grammar classes, the use of the mother tongue as the language of instruction is necessary to make students understand the material being taught. Grammar is like mathematics in English. It is tough to understand if the teachers use all English instructions.

Based on the explanation above, the use of the mother tongue as the language instruction can be combined with the target language in the writing class and the reading class. In contrast, in the speaking and listening class, the teacher is better at maximizing the use of the target language throughout the learning to get more familiar with the language. Although in speaking and listening classes, the teacher is asked to use English as often as possible, in the grammar class is vice versa. Teachers are more encouraged to use mother tongue as the language of instruction in their classrooms

B. Perception

As we all know, humans have the ability to understand information. Everyone has the cognitive ability to process and assess information from their environment. Humans made it with their feelings to evaluate what they see and what they think. Personal experience and environment are factors that significantly affect the results of one's perceptions. So, it can cause different perceptions among humans.

Perception is an ability to perceive something that results given what has been observed by human thought. It is a response, direct acceptance of something or someone's process of knowing things through their five senses. This process includes sensing after the senses receive the information. The information is processed and interpreted into a perfect perception. They perceive information based on their thoughts, actions and judgments. It can be interpreted as a way for someone to evaluate verbal and non-verbal expressions.

According to Demuth (2013), there are two primary theories that talk about perception, namely the bottom-up theory and the top-down theory.

1. *The Bottom-up Theory*

The bottom-up theory believes that the processes of perception start from the lowest sensory level-which means from the perspective of the cortex (Demuth, 2013). The bottom-up processing is the interpretation of perception from the incoming stimulus and working upwards until the representation of the object is formed in our mind. The bottom-up processing is purely data-driven and does not

require prior knowledge or learning. For example, if you see an image of a single letter on the screen, your eyes will transmit the information to your brain and your brain will put all this information together. The characteristics of the bottom-up perception theory are the content and quality of the sensory play a decisive role in the final perception.

2. *The Top-down Theory*

The top-down theory believes that perception starts with the sensory data of the "feeling" receptor (Demuth, 2013). In top-down processing, perception starts from the most general and then moves to more specific. These views are deeply influenced by our expectations and prior knowledge. For example, if half of a tree branch is covered, even if it is not displayed, you will usually know what it looks like. This is because you know what the tree looks like from prior knowledge. In top-down processing, perception is explained from a single frame that helps us perceive and interpret information. Processing information from the top down allows us to understand the information that has been brought in by the senses, from initial impressions to specific details. Therefore, top-down processing is to use the contextual information of things we already know or have experienced in combination with our senses to perceive new information.

C. Language of Instruction

Language is defined as the system of communication in speech and writing used by people of a particular country or area. In education, it is crucial to choose which language of instruction is used in the classroom. Language education policy is usually described as a set of education system principles as the basic framework

for language selection approach used in the classroom (Khasbani, 2019). In the practice, this policy serves as a rule of thumb in determining what language to teach in class, how to teach, learn, and evaluate methods are used to measure the language performance of the learner. The language of instruction in or out of school refers to the language used for teaching the primary curriculum of the educational system (UNESCO, 2003). Peyton (2015) stated that the language of instruction is the mother tongue of students (a language they speak at home and in their community), the official (national) language of the country or a combination of these. In simple terms, language of instruction is the language used by the teacher when they are teaching.

In the field of English as a foreign language (EFL), one of the examples of language education policy products is English as the language of instruction. Macaro, Curle, Pun, An, and Dearden (2018) stated that it is a condition when the teachers use English language to teach academic subjects in a country where the first language (L1) of the majority of the population is not English. Teaching a language or educational content in the target language will increase the amount of exposure the learner gets to it and the opportunities they have to communicate in it.

Many researches mention that countries who consider English as a foreign language believe it is essential to use the mother tongue as language instruction during the teaching-learning process, at least for the student who does not master the target language. It will be better if they are taught through their common language.

D. Previous Studies

In order to conduct different research from the previous research, several studies discuss about the use of L1 as language instruction in the classroom as follow;

First, Ibnu (2014) conducted research from English Language Department Universitas Pendidikan Indonesia on his thesis. He said that almost all teachers speak Indonesian as language instruction during the teaching-learning process. Based on the interview, he mentions that Indonesian is needed in learning because the students are still in the seventh grade or lower and they still have a low understanding of what the teacher says in English. Besides that, the observation shows that teachers A and B communicated several functions in Indonesian. These functions explain vocabulary, give instruction, explain complex concepts or grammar, and check to understand and make jokes. The findings show that teachers and students have a similar opinion about using L1 in the classroom.

Second, it is related research conducted by Susanto (2018) from English Language Education Department Universitas Muhammadiyah Yogyakarta. The research objective was to find out students' perception on the use of Bahasa Indonesia in the EFL Classroom. In the findings interview with students, they said that L1 helps students understand the teacher's explanation. Moreover, Students also said that using L1 can help students understand what the teacher is teaching. Even though L1 has a crucial role in the EFL classroom, using it too much can make

students less able to speak in the target language. It will make a limitation for students when learning L2.

Third, the study done by Dahsan (2018) from the Department of English Language Education IAIN Palangkaraya has been investigated the students' perception about using L1 as medium instruction in English teaching. He gathered the data from questionnaires and interviews with two teachers and twenty-five students. The findings show that most students agreed if Bahasa is used as language instruction for their classroom. Nonetheless, they also believe that using English as language instruction can improve their English ability and skills during the teaching-learning process. While the teachers' opinion, they are more dominant to use L2 than L1. They only use L1 in a particular situation, such as giving instruction, checking comprehension, translating sentences and assigning homework.

Fourth, a study was conducted by Fitriani, Prasetyaningsih and Samad (2017) from English Department Universitas Syah Kuala. They discussed the influence of the first language on students' achievement in learning English. The finding shows that most of them admit that they easily understand learning materials provided in the first language rather than the target language. Moreover, the teachers' response espouses the use of mother tongue enhanced her message in the classroom. Nevertheless, teachers and most students agree that the mother tongue should not be used excessively.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter discussed more specifically about the process of study's investigation. It defined the method used to conduct the study. This chapter consist research design, research participant, method of data collection and method of analysis.

A. Research Design

Determining research design is an essential thing in a study. Gay and Airasian as cited in Griffie (2012) stated research design describes the basic structure of the research. In this research, the researcher used a qualitative research design as a method for finding answers to all research questions.

Qualitative research is descriptive research and tends to use analysis as an approach. Creswell (2009) defined that qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Based on the definition above, the researcher believes that qualitative research is one method that is very suitable for answering all the research questions in this paper. It can give a clear understanding of the use of the mother tongue in the classroom as well as teacher and student perception of it.

B. Research Participant

1. Population

In general, a population is a group of people who live in a defined place but for research, it has different meanings. Griffie (2012) mentioned that a population is a group that is defined as a group of people with specific characteristics of interest. Creswell (2009) defined that the population as the group of individuals having one characteristic that distinguishes them from other groups. It is crucial to determine the population of research before choosing the sample. In this research, the population is the teachers and students of SMA Negeri 1 Simeulue Timur. Totally, there are 2 English teachers and 97 students from XII MIA 1, XII MIA 2, and XII MIA 3.

2. Sample

The sample is a portion of the number and characteristics possessed by the population. That make researchers get the answers more easily from respondents because of the small number of samples. In qualitative research, there is no formal standard for determining the sample size, as long as respondents provided information for research, they can be selected as the samples (Cresswell, 2007). In this research, the researcher used purposive sampling to get the respondent. The researcher got the information and the data from 2 English teachers and 6 students. All English teachers at that school have been selected to be participants. While for students, they were selected based on rank 1 and 2 from XII MIA 1, XII MIA 2,

XII MIA 3. Each respondent was given several questions and related to the research questions through interview.

3. Method of Data Collection

According to Griffie (2012), a data collection instrument (DCI) can be defined as physical or non-physical means of generating data. More specifically, data collection is producing data to be analyzed and interpreted. Gill, Stewart, Treasure and Chadwick (2008) stated that there are a variety of methods of data collection in qualitative research, including observations, textual or visual analysis and interviews. To get the information from the respondent, the researcher used the interview in collecting the data.

In this research, the interview focused on investigating and find out the teachers' and students' perception on using mother tongue as language instruction in their classroom. The researcher interviewed 2 teachers from SMA Negeri 1 Simeulue Timur, they are AU and IMN. Their name have written in initial to protect their privacy as a teacher. Besides that, the researcher also interviewed 6 student who got rank 1 and 2 from XII MIA 1, XII MIA 2 and XII MIA 3 class. The respondent was given several questions that were made related to the research questions.

The researcher used face to face interview for two days on March 13th and 15th 2021. Semi-structured interview to obtain the data. The reason the researcher chose semi-structured interview because it can give clear understanding about their perception on using mother tongue as language instruction in their classroom and

also allowed them the freedom to perform their opinion. Furthermore, the semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data.

4. Method of Data Analysis

Data analysis is a technique that researchers do in managing information obtained from samples in order to describe the data so that it can be understood by the researchers themselves and others. Sunday (2015) states it is the processes and procedures whereby we moved from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we were investigating.

The results of interviews conducted with respondents analyzed qualitatively. Referring to Cresswell (2007) there are several steps in analyzing the data: (1) organizing and preparing the data. (2) reading through all the data. (3) coding the data. (4) representing and reporting findings. All data to be analyzed was presented in descriptively because it can make the reader get an in depth understanding of the issues discussed. In concluding this study, the researcher used the results of interviews that have been analyzed to answer the research question of the study based on teachers' and students' perception on the use of mother tongue as language instruction in their classroom

CHAPTER IV

FINDING AND DISCUSSION

This chapter focussed on the result of the interview and discussion of the research. The data from the interview were analyzed and the discussed as the final result.

A. Result of the Interview

In order to answer the research questions, the researcher analyzed the data from six students and two English teachers in SMA Negeri 1 Sinabang. The researcher collected data through interview on March 13th and 15th 2021. Interview process took about 10 minutes for each participant and it took place at the school. The participants were mentioned as follow:

Table 1.1

List of intial participant

No	Participant	Initial
1	Teacher	T1
2	Teacher	T2
3	Student	S1
4	Student	S2
5	Student	S3
6	Student	S4
7	Student	S5
8	Student	S6

The researcher analyzed the data based on the research questions; (1) what is teachers' perception on using mother tongue as language instruction in the classroom and; (2) what is students' perception on using mother tongue as language instruction in the classroom. It was specified as follows;

1. The Analysis of Teacher's Perception on Using Mother Tongue as Language Instruction in the Classroom

The questions about teachers' perception on using mother tongue as language instruction in the classroom were explained specifically as the following items;

a. The Language Used in Learning English.

Based on the interview, both teachers have similar responses related to the language used in their classroom. They used first language or English as language instruction depending on the class they were teaching. T1 stated, "If the class is superior, I usually use full English but sometimes I also use Indonesian because there are some students who cannot understand. For normal classes, I usually use English and Indonesian". T2 also added that she used English as language instruction to make students more familiar and accustom to speaking in English. They believed that the choice of language used is very important to support the successfulness of transferring material from teachers to students. Both teachers agreed that the student should be introduced to English through the language that the teacher spoke. When students are immediately accustomed to the target language, it will make students master the language faster. So, teachers are more

dominant and more agree with the use of English as a language instruction in the classroom rather than their mother tongue.

b. The Role on the Use of Mother Tongue in Learning English.

After the interview held, teachers believed that the use of the mother tongue is indispensable for teaching English especially in EFL classrooms. Because the teacher taught English by using familiar language, it helped the teacher gave clear understanding for student and also the student could master the material given by their teacher easily.

Both teachers convey that the mother tongue could be implemented in the classroom. It made the student more understand about the teachers' explanation. T1 assumed that the use mother tongue has significant roles especially in the classroom where the majority of student have low knowledge or ability in learning English. T2 also support the T1 statement, the T2 consider that using mother tongue could be the way to increase students' comprehension because they were taught through their own language. Furthermore, it makes it easier for the teacher to explain the difficult material, giving instruction, explaining grammar, etc. It also made the students can more understand about what the teacher has taught in learning process. Here, the researcher found both teachers agreed that the use of mother tongue or first language have crucial role in learning English in EFL classroom particularly.

c. Advantages and Disadvantages on Using Mother Tongue in Teaching English

Based on the interview with the teacher, the researcher found the advantages and disadvantages on using mother tongue while teaching English. Both teacher claim that the use of mother tongue has many benefits in learning English. The use of the language cannot be avoided as a whole in learning. It reduced anxiety during learning process, build a more relaxing atmosphere and also very helpful when explaining difficult material. In addition, the mother tongue made the student got a good comprehensive about the material because they have taught using their own language. T1 mentions the use of mother tongue make the student more familiar and understand the material faster because they use our own language. T2 also has similar opinion with T1 related to the advantages of using mother tongue, she added that the use of the language really helped her especially when teaching grammar.

Even though there are many benefits of using mother tongue, the teacher also believed that overusing the language made the student lost their ability to communicate and not improved their skill in English. The T1 claims the lack of excessive use caused they are not used to using English and it makes their skill become rigid especially in the listening and speaking sections. Moreover, T2 states that the excessive use can make student too dependent on that language. The students fail to understand the use of English during learning activities is important to enhance their language capabilities. Their development of learning English was obstructed if the teacher used the first language excessively, therefore they were unfamiliar with the target language and more focussed on their first language.

For minimizing the bad impact caused by the excessive use of mother tongue. The teachers at SMA Negeri 1 Sinabang are more agreeable and more dominant in using English as the language of instruction in learning especially in the superior class. If the student has taught using English, they were more familiar with the target language and they could master the language more quickly.

Based on the explanation above, there are many advantages and also disadvantages which are caused by the use of the mother tongue in the classroom according to the teachers' perception. The teacher believed that the use of English should be implemented in learning English. However, the use of the mother tongue cannot be avoided as a whole. The teacher stated that the mother tongue can be used in emergency situation. It can be used with a balanced portion of the target language. In simple term, teacher can combine the both languages as languages instruction in their classroom.

d. The Problem and Solution on Using English as Language Instruction

One of the problems that the teacher faced while teaching in the EFL classroom was to make student pay attention and keep their concentration on the lesson. The teacher should create a pleasant environment and build the students' self-confidence to express their thoughts. Based on the interviews that have been carried out, the teacher mentioned that the use of English as the language of instruction as a whole in the learning process also has many problems in its application. The T2 said the use of English as the instructional language, it makes them have to give extra effort when explaining the lesson. It also takes a long time

for student to understand, so that the teacher has to explain repeatedly. The problems above usually occur in some classes where the majority do not have good English skills, it caused them did not understand the material being taught when using English as the language of instruction.

When there is an emergency situation like the one above, both teachers believed that the use of mother tongue when teaching is the best solution that can be applied. They considered during that situation, the use of it has an essential role during teaching and learning process.

2. The Analysis of Students' Perception on Using Mother Tongue as Language Instruction in the Classroom

The questions about students' perception on using mother tongue as language instruction in the classroom would be explained specifically as the following items;

a. The Students' Choice on Language Instruction that the Teacher Used in Learning English

There were some responses related to the students' choice on language instruction that the teacher should use in learning English. The researcher found that student like to use their mother tongue as the instruction or modifier language during learning process. It is very important to be implemented to make student got good comprehension. The S1 agreed to use mother tongue as the instruction, he said that the use of it cannot wholly be avoided because it can make the student got better

understanding. Nevertheless, it must be minimized to make the student are too dependent on that language.

In the interview, the researcher found that only one participant agreed on using mother tongue as the instruction. While the other participant against the S1 statement. The use of mother tongue also makes the knowledge that should be gotten in English is not maximally obtained. The students believed that the words teachers used when teaching greatly helped them improve their English vocabulary. The S4 and S5 gave different responds, they disagreed about the use of mother tongue in their classroom. They preferred if the teacher use English as the language instruction. They believed, using English as language instruction can be one way to improve their skill and also make the learning process effectively.

In addition, the limitation of English learning hours in curriculum regulation which is only once a week is also one of the factors that caused the students prefer to use English as their language of instruction. The S6 stated that English as the language instruction should be used as often as possible. They agreed that the use of English as the instruction make the students more accustomed to using the target language in their conversation during the learning process. Furthermore, the S3 also added that the use of English must be maximized in the classroom because English lessons are only once a week.

Based on the interview held, the researcher concluded that only one student agreed with the use of the mother tongue as the language of instruction in the classroom. He agreed in order to make students got clear understanding about the

material being taught. Meanwhile, the other student is opposite. They believed that the use of target language (English) should be used as much as possible in the classroom to increase student's skill.

b. The Role of Using Mother Tongue in English Classroom for Student

After the interview held, the researcher found out that using mother tongue as language instruction has essential roles especially for EFL student. They considered that the use of it make the material easily accepted by their brain and also make them better understanding. It is proved that all participant has similar responds related to the role of using mother tongue based on their own opinion. The S2 claims that it is really helped when the teacher taught or explained difficult materials. The S4 also added that it can be used for explaining unfamiliar term and should be translated through mother tongue. Here, the researcher can conclude, all of participant believed using mother tongue can be one way to increase student understanding and also can be implemented in the classroom.

c. The Use of Mother Tongue in English Classroom

After interviewing participants related to the use of mother tongue in classroom, the researcher got that mostly student often use their mother tongue during teaching learning process. They use those language for interacting between their friend. The S1 and S2 mentioned that they like to use their mother tongue when speaking with their friend but they spoke in English as soon as when talking with their teacher. The S4 also stated that they try to talk in English when their

teacher asked but sometimes if they have no clue about what to say, they will use their mother tongue.

d. Advantages and Disadvantages on Using Mother Tongue in Learning English

Based on the answers given by the participants, there are several responds related to advantages and disadvantages on using mother tongue as the language instruction in learning English. All participants have the same opinion about its advantages. They believed the use of it could be one way that teachers can do to improve students' understanding in mastering the material being taught. Since they were taught through a familiar language, it certainly made them got good understanding. The S6 stated that there is no miss communication between students and teachers, so it does not confuse the student. While the other participants also have similar responds related to the advantages on using mother tongue as language instruction, they perceived that it makes them easier in mastering material.

Besides having advantages, the use of mother tongue in the classroom can also have a negative effect on improving students' English skills. It caused the students inhibited from mastering vocabulary in English so that it made them stiff when speaking English. The S3 responded that frequent use of mother tongue makes students weaker in mastery of vocabulary. He believes that if the teacher delivers material in the target language, it will make students feel curious about what is being taught. In addition, the S2 added that it makes them unfamiliar with English. So they cannot improve their English skills especially in speaking. Moreover, The S1 and S5 mentioned that boredom during the learning process also

occurs due to the use of too much mother tongue. This is usually felt by students who can already speak English well.

B. Discussion

This study highlights teachers' and students' perception on the use of mother tongue as language instruction in the classroom. All the data got through interview with two teachers and six students from SMA Negeri 1 Sinabang. This research has two research questions that should be discussed. The first is teachers' perception on using mother tongue as language instruction in the classroom and the second is students' perception on the use of mother tongue as language instruction in the classroom.

Based on the analysis of the result of interview related to the first research questions, the teacher has similar response on using mother tongue as language instruction in their classroom. Both teachers agreed that the use of mother tongue has a crucial role in the EFL classroom. The use of it helped the teacher give clear understanding to the student and it made student could master the material given by their teacher quickly. It gave the learners explanation in order to comprehend material in English that could not be understood. Moreover, it made the student feel freedom to express their thought and reduced anxiety during learning process.

The use of mother tongue really helped the teachers when explaining material especially in the classroom which the majority of student have low English language skills. Alshehri (2017) supported the idea, the avoidance of learner L1 is practically impossible, especially with monolingual student and student with low

level language proficiency. The use of the mother tongue create connection with students which could assist them to meet the goal of the lesson. The teachers felt that using the mother tongue in the classroom made them not explain repeatedly. It took a short time to give an explanation for the material.

Using mother also helped for explaining difficult material in English lesson. Students' mother tongue helped the teacher facilitate classroom activity especially on grammatical item of the target language (Surayatika, 2019). The teacher claims that it is important to apply L1 on that situation. Grammar is like math in English. It is complicated to understand if the teacher uses unfamiliar language as the instruction.

Although the use of mother tongue has a significant role in the EFL classroom. The excessive use can also have a negative effect on learning. It made student lost their ability to communicate and cannot improve their English skill. If the teachers are allowed to use students' L1, it will hinder the student learning of the target languages (Mansory, 2019). Besides that, the student would depend on the use of it, so it can make them stiff when speaking because they are not used to.

The two teachers in SMA Negeri 1 Sinabang more prefer to use English as the language of instruction rather than using mother tongue. Brandeker as cited in Mansory (2019) supported the idea that maximazing student exposure to L2 is one of the important factors in its learning. The teacher believed that the student must be accustomed to use the target language, so that they can master the language quickly. However, the use of the mother tongue cannot be completely avoided in

the learning process. Both teachers also realized that the use of mother tongue is also very useful in certain situations such as when explaining difficult material and when teaching students who have a low level of English proficiency.

Related to the second research questions, the student agreed on the use of mother tongue as language instruction in learning English. It could be a modifier language to make student got a good comprehension. The student believed that mother tongue cannot be avoided in teaching EFL student. Even though it is essential, but the use of it must be minimized.

Based on the interview from six students, it is only one student who agreed about the use of mother tongue in learning English while the other are opposite. They prefer if the teacher used English as the language of instruction in their class. The implementation of English throughout learning process can be one way to make students more fluent on using the target language in their daily activity. Auerbach as cited in Anggrahini (2019) supported the idea, the more students were exposed to English, the more quickly they will learn. It is happened because they were used to.

English lessons that only once a week was also become reasons that make students prefer the use of English rather than their mother tongue in the learning process. It is an opportunity for them to learn and use the language. In addition, for students who can speak English or who like English felt bored if the teacher used their mother tongue too much as language instruction. Moreover, the excessive use of mother tongue caused the student inhibited from mastering English vocabulary,

so that it made them stiff when speaking English. Metruk and Hanáková (2017) supported that idea by using English most or all the time in class, the teacher can give student listening practice and changes to respond naturally to speak English



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this section review the research's conclusion and recommendation. It drawn the conclusion based on the research finding and discussion. Meanwhile, the recommendation is proposed to make improvement related to the study that could be conducted by the other researcher.

A. Conclusion

In this research, the researcher aimed to find out teachers and students perception on the use of mother tongue as language instruction in the classroom. The discussions evaluated the perception of two English teachers and six students in SMA Negeri 1 Sinabang.

According to the result of data analysis, this research shown that the teachers are more prefer to use English as the language instruction rather than using mother tongue in the classroom. The excessive use of mother tongue made the student lose their ability to communicate in target language. They believed that using English as the instruction can be one way to increase students' mastery on English skill quickly. However, the use of mother tongue cannot be completely avoided in learning process. They agreed that the use of mother tongue have crucial role and indispensable for teaching English especially in EFL classrooms. It helped the teacher gave clear understanding for student and made the student more understand about the teachers' explanation. The mother tongue can be used in

emergency situation such as explaining difficult material. It can be used with a balanced portion of the target language.

The student also believed that using mother tongue really help them to get a good comprehension. Even though it gave benefit for student, but the use of it should be minimized. It caused the students inhibited from mastering English so that it made them stiff when speaking. They considered that it is important to use target language as much as possible in the classroom.

B. Recommendation

In the end of the research, there are some recommendations for the teacher and further researcher as follow:

a. For teacher

Teachers are the key to classroom activities in order to make good atmosphere during teaching learning process. However, the situation of the student must be priorities. Not only need to understand the materials and curriculum, but the teacher also pay attention students' abilities and understanding

b. For the future researcher

The research was not actually conducted in depth and the researcher realized it has many weaknesses. The researcher suggests the future researcher who want to investigate the use of mother tongue as language instruction, they should make classroom observation before conducting interview. It is really important to know real situation in the classroom. The participants were limited and only focuses on teachers and student perception on the use of mother tongue as language instruction.

Thus, the researcher allows the future researcher to conduct further study that involving large number of participants.



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UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2020
- Menetapkan** :
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Menunjuk Saudara:
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2. Fitriah, M.Pd
Untuk membimbing Skripsi :
Nama : **Wela Moningka**
NIM : **170203133**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Teachers' and Students' Perception on the Use of Mother Tongue as Language Instruction in the Classroom**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 November 2020

An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3419/Un.08/FTK.1/TL.00/03/2021

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala SMA Negeri 1 Sinabang

Assalamu'alaikum Wr. Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **WELA MONINGKA / 170203133**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jalan Laksamana Malahayati , Komplek Perumahan Hadrah 7 No 30 ,
Gampoeng Kajhu Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Teachers' and Students' Perception on the use of Mother Tongue as Language Instruction in the Classroom***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Maret 2021

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 16 Mei 2021

Dr. M. Chalis, M.Ag.

Interview Protocol

Title : Teachers' and Students' Perception on the use of Mother Tongue as Language Instruction in the Classroom

Time of interview : -

Date : -

Place : -

Interviewer : Wela Moningka

The data is collected through a semi-structured interview which is recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent.

Interview questions for teachers

1. Apakah Ibu / Bapak menggunakan first language (L1) ketika mengajar Bahasa Inggris? seberapa sering? dan apa alasannya?
2. Menurut ibu, apakah penggunaan first language (L1) sebagai Bahasa pengantar pembelajaran mempunyai peran penting dalam pembelajaran Bahasa Inggris?
3. Menurut ibu, apa kelebihan dan kekurangan ketika menggunakan first language sebagai bahasa pengantar di kelas bahasa Inggris?
4. Apa Kendala yang ibu hadapi apabila menggunakan Bahasa Inggris secara keseluruhan di dalam kelas?
5. Bagaimana Solusi yang ibu lakukan untuk mengatasi permasalahan siswa yang tidak mengerti saat melakukan proses pembelajaran dengan menggunakan bahasa Inggris secara keseluruhan?

Interview questions for students

1. Menurut Anda, setujukah anda apabila guru menggunakan first language (L1) sebagai Bahasa pengantar dalam pembelajaran Bahasa Inggris ? apa alasannya ?
2. Apakah penggunaan first language (L1) sebagai Bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?
3. Apakah Anda sering menggunakan first language di saat pembelajaran Bahasa Inggris? iya atau tidak? apa alasannya?
4. Menurut Anda, apakah kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar di kelas Bahasa Inggris?
5. Apakah penggunaan first language (L1) selama proses pembelajaran membuat kamu lebih mengerti tentang materi yang di ajarkan? iya atau tidak? apa alasannya?

Interview Transcript

Participant 1

Interviewee : AU (T1)

Date of Interview : March 15th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang bapak gunakan sehari hari ?

P : Bahasa Indonesia

R : Apakah bapak menggunakan first language sebagai bahasa pengantar ketika mengajar bahasa inggris? seberapa sering? apa alasannya?

P : ; itu tergantung dari kelas yang saya ajar. Kalau kelasnya kelas unggul saya biasanya gunakan full English tapi terkadang saya juga pakai bahasa Indonesia karena ada beberapa siswa juga yang tidak bisa memahami... kalau kelas kelas yang biasa, biasanya saya pakai bahasa inggris dan bahasa Indonesia

R : bahasa pengantar apa yang dominan bapak gunakan saat melakukan pembelajaran bahasa inggris di kelas?

P : bahasa apa yang di dominan digunakan itu tergantung kelasnya. Kalau kelas unggul saya pakai English ... kalau di kelas biasa, biasanya saya mix /campur bahasa Indonesia dan bahasa inggris

R : menurut bapak, apakah penggunaan first language sebagai bahasa pengantar pembelajaran memiliki peran yang penting ?

- P : Ya, pasti nya lebih mengerti karena itu kan bahasa kita....tanpa ada bahasa Indonesia, mereka tidak bisa paham materi yang saya ajarkan terutama di kelas XII IIS yang mayoritasnya belum menguasai bahasa inggris. Jadi peran penggunaan first language sangat penting di kelas yang seperti itu.
- R : Menurut bapak, apa kelebihan dan kekurangan ketika menggunakan first language sebagai bahasa pengantar di kelas bahasa inggris?
- P : kelebihanannya membuat mereka lebih paham dengan yang saya ajarkan and mereka bisa mencerna materinya dengan lebih cepat karena menggunakan bahasa kita sendiri.... Kekurangannya mereka tidak terbiasanya menggunakan bahasa inggris dan membuat perkembangan bahasa inggris mereka menjadi lambat. Terutama bagian listening dan speakingnya
- R : apa kendala yang bapak hadapi apabila menggunakan bahasa inggris secara keseluruhan di dalam kelas?
- P : kalau bukan di kelas unggul, mereka sering tidak paham. Jadi saya harus jelaskan pakai bahasa inggris kemudian di translate ke bahasa Indonesia dan harus di ulang ulang
- R : Bagaimana solusi yang bapak lakukan untuk mengatasi permasalahan siswa yang tidak mengerti saat proses pembelajaran dengan menggunakan bahasa inggris secara keseluruhan?
- P : biasanya saya menghadapi permasalahan yang seperti ini saya menjelaskan menggunakan bahasa Indonesia... kemudian saya gunakan Kembali bahasa inggris dan mereka harus bisa mengulang Kembali apa yang saya maksud menggunakan bahasa inggris. Jadi secara tidak langsung itu bisa meningkatkan listening dan juga speakingnya mereka

Participant 2

Interviewee : IMN (T2)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang ibu gunakan sehari-hari?

P : Bahasa Indonesia

R : Apakah ibu menggunakan first language sebagai bahasa pengantar ketika mengajar bahasa Inggris? Seberapa sering? Apa alasannya?

P : Ya saya pakai first language ketika mengajar.... Kalau ditanya seberapa sering, tidak selalu sering digunakan... karena rata-rata dari mereka sudah mempunyai dasar bahasa Inggris yang cukup. Jadi saya lebih sering pakai bahasa Inggris... learning by doing

R : Bahasa pengantar apa yang dominan ibu gunakan saat melakukan pembelajaran bahasa Inggris di kelas?

P : Untuk sekarang, saya campur / mix bahasa Inggris dan bahasa Indonesia.. tapi lebih dominan ke bahasa Inggris karena kan ini pelajaran bahasa Inggris. Jadi murid harus lebih dibiasakan

R : Menurut ibu, apakah penggunaan first language sebagai bahasa pengantar pembelajaran memiliki peran yang penting?

P : Sudah jelas ya penggunaan first language mempunyai peran yang penting karena itu kan bahasa yang kita gunakan sehari-hari.....

R : Menurut ibu, apa kelebihan dan kekurangan ketika menggunakan first language sebagai bahasa pengantar di kelas bahasa Inggris?

- P : Kelebihannya pastinya membuat siswa lebih mengerti karena ada dari mereka yang kadang tidak paham apa yang saya maksud.... Kadang juga sangat membantu ketika menjelaskan grammar... kekurangannya kalau terlalu sering menggunakan first language, mereka akan lebih focus ke first languagenya bukan ke penggunaan bahasa inggris. Jadi makanya saya tidak menggunakan bahasa Indonesia terlalu sering karena tidak bisa mengimprove skill mereka terutama bagian listening dan speakingnya.
- R : apa kendala yang ibu hadapi apabila menggunakan bahasa inggris secara keseluruhan di dalam kelas?
- P : pastinya di dalam kelas ada murid yang bisa dan ada juga yang tidak bisa berbahasa inggris... salah satu kendala nya bagi mereka yang tidak bisa, saya perlu extra effort dalam menjelaskan, berulang ulang baru mereka bisa mengerti.
- R : Bagaimana solusi yang ibu lakukan untuk mengatasi permasalahan siswa yang tidak mengerti saat proses pembelajaran dengan menggunakan bahasa inggris secara keseluruhan?
- P : solusi nya saya gunakan bahasa Indonesia atau first language agar mereka bisa paham... di kombinasikan juga dengan bahasa inggris...

Participant 3

Interviewee : TQ (S1)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : Bahasa Indonesia. Di rumah dan di sekolah

R : Menurut anda, setujukah anda apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa inggris? apa alasannya

P : Setuju, tetapi jangan terlalu banyak. Boleh saja di bagian awal. Jangan secara keseluruhan menggunakan first language

R : apakah penggunaan first language sebagai bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?

P : penting , hal itu dapat memudahkan siswa dalam memahami materi pelajaran yang di sampaikan karena tidak semua siswa lancar menggunakan bahasa inggris.....di barengi dengan first language..... bisa juga di gunakan saat siswa sudah mulai blank atau tidak mengerti lagi apa yang katakan guru.

R : Bahasa apa yang dominan di gunakan guru sepanjang proses pembelajaran?

P : Lebih dominan bahasa inggris. Sekitar 80 % pakai bahasa inggris. Terkadang di barengi dengan first language.... Tapi biasanya diawali dengan bahasa inggris dan diakhiri dengan bahasa inggris juga.

R : Apakah anda sering menggunakan first language di saat pembelajaran bahasa inggris ? iya atau tidak ? apa alasannya ?

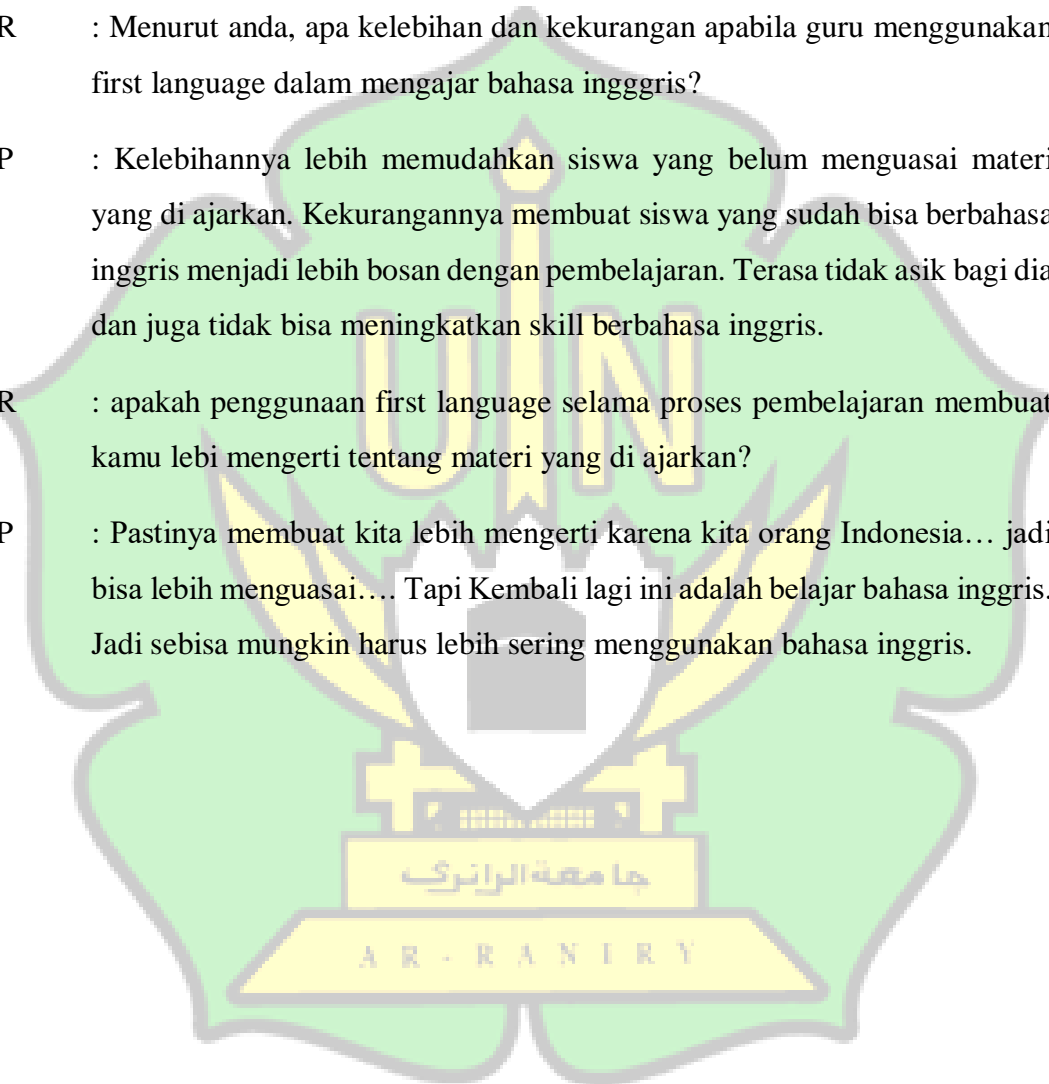
P : ketika berdiskusi dengan kawan sering menggunakan bahasa Indonesia. Tetapi ketika guru bertanya, saya semaksimal mungkin menggunakan bahasa inggris ketika menjawab.

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa inggris?

P : Kelebihannya lebih memudahkan siswa yang belum menguasai materi yang di ajarkan. Kekurangannya membuat siswa yang sudah bisa berbahasa inggris menjadi lebih bosan dengan pembelajaran. Terasa tidak asik bagi dia dan juga tidak bisa meningkatkan skill berbahasa inggris.

R : apakah penggunaan first language selama proses pembelajaran membuat kamu lebi mengerti tentang materi yang di ajarkan?

P : Pastiya membuat kita lebih mengerti karena kita orang Indonesia... jadi bisa lebih menguasai.... Tapi Kembali lagi ini adalah belajar bahasa inggris. Jadi sebisa mungkin harus lebih sering menggunakan bahasa inggris.



Participant 4

Interviewee : MRF (S2)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : Bahasa Indonesia ya..

R : Menurut anda, setuju atau tidak anda apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa Inggris? apa alasannya

P : kalo menurut saya, tidak setuju. Kenapa? karena biasanya kalau guru dari awal pakai bahasa Inggris... pembelajarannya lebih efektif...saya lebih suka jika digunakan bahasa Inggris

R : apakah penggunaan first language sebagai bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?

P : menurut saya berperan penting ... misalnya aja ketika menjelaskan materi yang dianggap susah....

R : Bahasa apa yang dominan di gunakan guru sepanjang proses pembelajaran?

P : lebih sering bahasa Inggris. Ketika awal masuk langsung menggunakan bahasa Inggris... terkadang pakai bahasa Indonesia di pertengahan pembelajaran ketika menjelaskan materi yang sulit... di kombinasikan... tetapi lebih sering pakai bahasa Inggris

R : apakah anda sering menggunakan first language di saat pembelajaran bahasa inggris? iya atau tidak? apa alasannya?

P : kalo saya ketika guru bertanya pakai bahasa inggris, saya semaksimal mungkin menjawab dengan bahasa inggris juga.... Kalau tidak tau... malah saya diam. Terkadang pakai bahasa Indonesia juga

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa inggris?

P :Kelebihannya pasti membuat siswa menjadi lebih paham.... Kekurangannya kalau selalu digunakan bahasa Indonesia ketika mengajar bahasa inggris, kami menjadi tidak terbiasanya dengan bahasa tersebut. Jadi tidak bisa meningkatkan skill bahasa inggris kami

R : apakah penggunaan first language selama proses pembelajaran membuat kamu lebi mengerti tentang materi yang di ajarkan?

P : pastinya membuat saya dan teman teman lebih mengerti....



Participant 5

Interviewee : VMP (S3)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : lebih dominan ke bahasa Indonesia

R : Menurut anda, setuju jika anda apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa Inggris? apa alasannya

P : kalau untuk saya pribadi, saya tidak setuju. Tapi jika untuk teman-teman lainnya saya setuju. Karena tidak semua orang paham bahasa Inggris.

R : apakah penggunaan first language sebagai bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?

P : sangat berperan penting... membuat siswa lebih mengerti dan tidak membuat siswa berpikir panjang tentang apa yang dimaksud oleh guru.... Jadi tidak perlu cari artinya dulu

R : Bahasa apa yang dominan digunakan guru sepanjang proses pembelajaran?

P : kadang beliau mix bahasa.... Tetapi lebih dominan ke bahasa Inggris

R : apakah anda sering menggunakan first language di saat pembelajaran bahasa Inggris? iya atau tidak? apa alasannya?

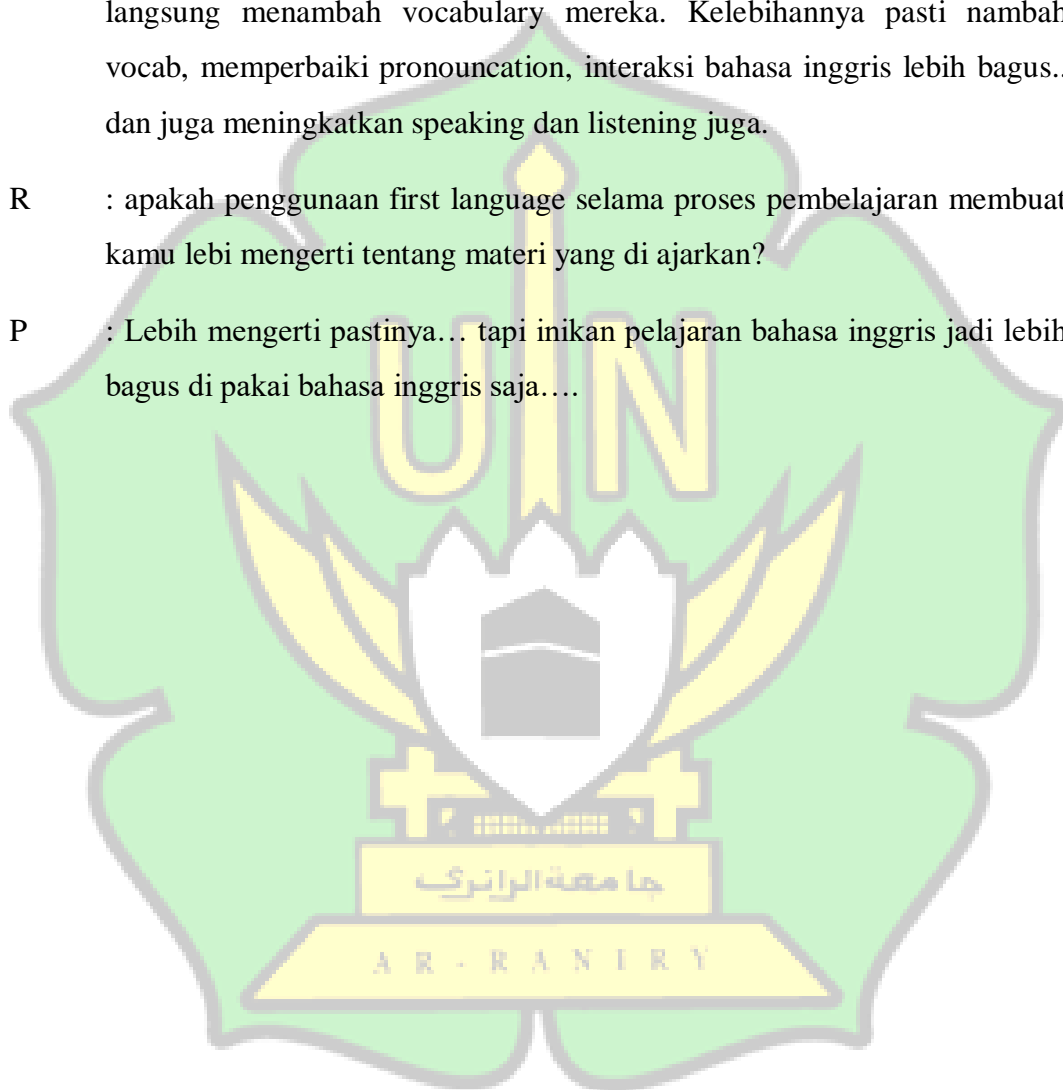
P : kalau interaksi dalam kelas ketika di depan guru pakai bahasa Inggris.... Kalau hanya berbicara dengan teman, saya pakai bahasa Indonesia saja...

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa inggris?

P :kekuranganya, membuat lebih lemah dalam penguasaan kata-kata/ vocabulary.... Kalau guru menyampaikan dengan bahasa inggris dan murid tidak tau artinya ... pasti mereka akan mencari tau, jadi secara tidak langsung menambah vocabulary mereka. Kelebihannya pasti nambah vocab, memperbaiki pronouncation, interaksi bahasa inggris lebih bagus.. dan juga meningkatkan speaking dan listening juga.

R : apakah penggunaan first language selama proses pembelajaran membuat kamu lebi mengerti tentang materi yang di ajarkan?

P : Lebih mengerti pastinya... tapi inikan pelajaran bahasa inggris jadi lebih bagus di pakai bahasa inggris saja....



Participant 6

Interviewee : FF (S4)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : Bahasa Indonesia

R : Menurut anda, setuju jika anda apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa inggris? apa alasannya

P : tidak setuju. Saya lebih setuju jika guru langsung menggunakan bahasa inggris. Kalau pakai bahasa Indonesia ketika mengajar bahasa inggris seperti tidak ada ilmu dalam bahasa inggris yang terserap. Karena dari kata kata yang sering di ucapkan guru... kita bisa dapat ilmunya. Terutama vocabnya

R : apakah penggunaan first language sebagai bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?

P : pasti ada. Peran pentingnya... pertama untuk membantu murid yang kurang paham tentang materi yang di ajarkan. Kedua, ketika ada kata kata dalam bahasa inggris yang sulit di jelaskan dalam bahasa inggris seperti frasa nya. Ketiga, sebagai penjelasan terhadap istilah istilah yang kurang familiar/ umum. Jadi penggunaan bahasa Indonesia juga penting dalam mengajar bahasa inggris. Menurut saya lebih baik 70% English dan 30 % bahasa Indonesia.

R : Bahasa apa yang dominan di gunakan guru sepanjang proses pembelajaran?

P : yang dominan pakai bahasa inggris. Terkadang juga menggunakan bahasa Indonesia

R : apakah anda sering menggunakan first language di saat pembelajaran bahasa inggris? iya atau tidak? apa alasannya?

P : cukup sering. Tapi ketika guru bertanya saya selalu jawab dengan bahasa inggris terlebih dahulu. Kalau sudah tidak tau lagi, saya akan menjawab pakai bahasa Indonesia.

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa inggris?

P : bahasa Indonesia adalah bahasa native yang kita gunakan. Jadi ketika menggunakan bahasa Indonesia ketika belajar bahasa inggris tidak memiliki dampak yang besar dalam meningkatkan kemampuan bahasa inggris kita. Nilai nilai bahasa inggrisnya juga akan luntur. Bahasa inggris tidak melekat dalam diri kita. Kelebihannya membuat anak anak lebih mengerti tentang materi yang di ajarkan

R : Apakah penggunaan first language selama proses pembelajaran membuat kamu lebih mengerti tentang materi yang di ajarkan?

P : Pasti nya lebih mengerti. Bahasa Indonesia adalah bahasa native kita, jadi pasti lebih mengerti ketika di ajarkan dengan bahasa yang familiar / umum di gunakan.

Participant 7

Interviewee : MDM (S5)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : Bahasa Indonesia

R : Menurut anda, setuju jika anda apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa Inggris? apa alasannya

P : Tidak setuju. Disini pelajaran bahasa Inggris masuk 1 minggu Cuma sekali. Jadi semaksimal mungkin di gunakan bahasa Inggris agar murid bisa lebih terbiasanya dengan bahasa tersebut. Menurut saya lebih baik pakai bahasa Inggris ketika mengajar.

R : apakah penggunaan first language sebagai bahasa pengantar dalam proses pembelajaran memiliki peran yang penting?

P : ada. Karena tidak semua siswa pandai bahasa Inggris, jadi ketika mereka tidak mengerti , guru bisa menggunakan bahasa Indonesia. Bisa di kombinasikan dengan bahasa Inggris juga.

R : Bahasa apa yang dominan di gunakan guru sepanjang proses pembelajaran?

P : lebih dominan bahasa Inggris. Sekitar 65% Inggris 35 % bahasa Indonesia

R : apakah anda sering menggunakan first language di saat pembelajaran bahasa Inggris? iya atau tidak? apa alasannya?

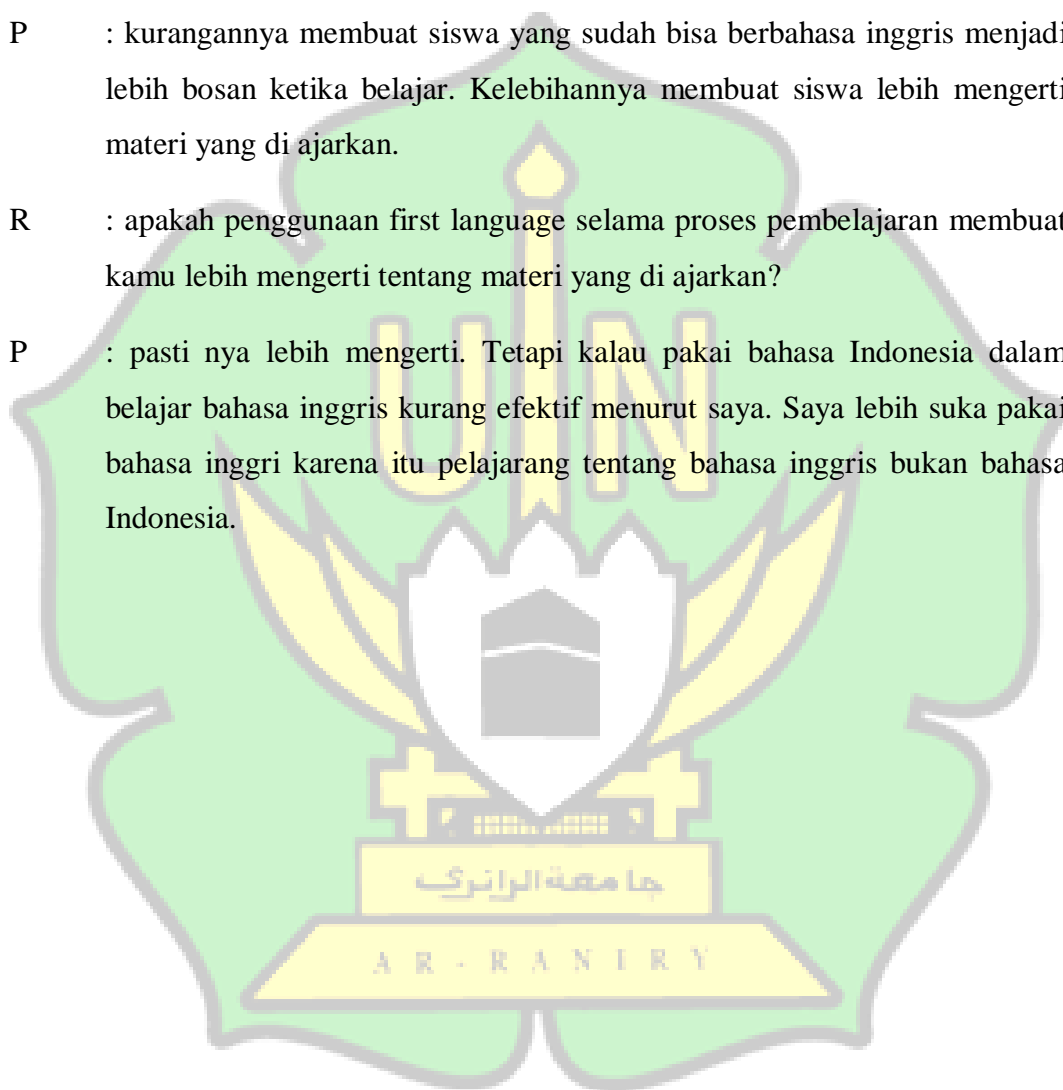
P : Kalau dalam pembelajaran bahasa inggris saya jarang pakai bahasa indonesia. Sebisa mungkin saya pakai bahasa inggris untuk membiasakan saya berbicara.

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa inggris?

P : kurangnya membuat siswa yang sudah bisa berbahasa inggris menjadi lebih bosan ketika belajar. Kelebihannya membuat siswa lebih mengerti materi yang di ajarkan.

R : apakah penggunaan first language selama proses pembelajaran membuat kamu lebih mengerti tentang materi yang di ajarkan?

P : pasti nya lebih mengerti. Tetapi kalau pakai bahasa Indonesia dalam belajar bahasa inggris kurang efektif menurut saya. Saya lebih suka pakai bahasa inggris karena itu pelajaran tentang bahasa inggris bukan bahasa Indonesia.



Participant 8

Interviewee : LM (S6)

Date of Interview : March 13th 2021

Time of Interview : 10.00 WIB

Place : SMA Negeri 1 Sinabang

R : Apa first language / mother tongue yang kamu gunakan sehari hari?

P : bahasa Indonesia

R : Menurut anda, setuju atau tidak apabila guru menggunakan first language sebagai bahasa pengantar dalam pembelajaran bahasa Inggris? apa alasannya?

P : Kalau saya kurang setuju. Karena ini pelajaran bahasa Inggris... dan bahasa Inggris juga dipelajari seminggu sekali... sebaiknya dibiasakan menggunakan bahasa Inggris

R : Bahasa apa yang dominan digunakan guru sepanjang proses pembelajaran?

P : Bahasa Inggris... tapi ada juga beberapa dari teman-teman yang meminta bapak untuk memakai bahasa Indonesia.... Lebih dominan bahasa Inggris

R : Apakah anda sering menggunakan first language di saat pembelajaran bahasa Inggris? iya atau tidak? apa alasannya?

P : Kalau berbicara dengan guru saya menggunakan bahasa Inggris tapi ketika berbicara dengan kawan atau berdiskusi saya sering menggunakan bahasa Indonesia

R : Menurut anda, apa kelebihan dan kekurangan apabila guru menggunakan first language dalam mengajar bahasa Inggris?

- P : kelebihanannya lebih cepat di mengerti oleh murid... antara guru dan murid tidak ada miss communication... apa yang guru katakan muridnya bisa mengerti....kekurangannya kalau kita tidak di biasakan berbahasa inggris , jadi kita bisa terhambat / sulit untuk bisa berbahasa inggris
- R : apakah penggunaan first language selama proses pembelajaran membuat kamu lebih mengerti tentang materi yang di ajarkan?
- P : iya lebih mengerti.... Bahasa Indonesia kan adala bahasa yang biasa kita gunakan.

