

**STUDENTS' PERCEPTION ON THE USES OF ACEHNESE LANGUAGE FOR
ENGLISH TRANSLATION**

THESIS



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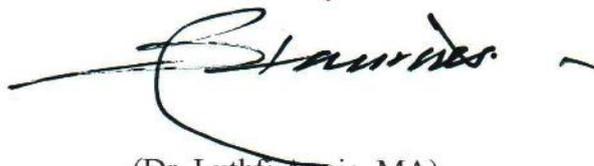
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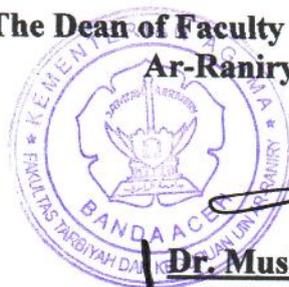
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study aimed to investigate students' perceptions of the importance of the Acehese language (L1) in English learning process and the uses of Acehese language in English translation. Here, the researcher did not deeply explain about the linguistic aspects in the Acehese language but the research only focused on the participants' responses toward the use of the first language in learning process. The population in this research were English Education department students of State Islamic University of Ar-Raniry. The sampling method used was purposive sampling, in which six participants for structured interview were selected. The data were analyzed using thematic analysis. The results showed that there were some participants who stated that the implementation of L1 in English learning process was important because the language had a function as the mother tongue. The Acehese language also helped the educator to anticipate learners' boredom during the learning process because it created comfortable and secure atmosphere for the students. Moreover, the first language could give direct sense of understanding. Due to translation process, the use Acehese language did not play quite significant role. The first language assumed as an informal language which was only needed to be spoken by Acehese speaker and could not be as measurement for achievement in translation. In regard to its influences, there were no significant impact of the Acehese language to English translation because the language only assumed by the participant as a complementary language. The language also had several some advantages and disadvantages which described the use of the Acehese language in English translation. These findings are expected to be input for decision of English language subjects especially in English translation classes as optional language for substituting Bahasa (national language) during the learning process so that the existence of the Acehese language (L1) will be prevented. The researcher hoped that the thesis could be benefited for the future researchers who are interested in conducting research related to the Acehese language.

Keywords: Perception, First Language, Acehese Language, and English translation.



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The researcher realizes that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the sake of future improvement.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English is a language that has been widely spreading around the globe and creating a lot of competent workers either in formal institutions or private organizations such as news, business, law, socio-politics, economics, technology, education and others. Due to its function as a global language, English proficiency has been used as one of the standards in many countries. For instances, the TOEFL score is required by those who want to pursue graduate degrees abroad.

According to Whitehurst and Zimmerman (2014), the most important role of language is being able to communicate with others and understanding the message that is transmitted by them. Translation is an effective method that can be used by people especially English learners to comprehend the meaning of one languages or more. Furthermore, translation is not only used for exchanging the meaning from English to the other languages, but it can also be used for sharing the meaning of one language to English itself.

In this modern era, the advances in technology and knowledge have changed the way people live and the way they communicate. According to one of the phenomena occurring in society today is the crisis of culture, for example, the fading of the use of first languages (L1) in everyday life (Romaine, 2015). Young

learners are more likely to use foreign terms rather than their own language terms. In fact, it may lead to the most crucial problem like the loss of national identity. Whereas the language is a cultural heritage of the ancestors that must be preserved from generation to generation.

As the matter of fact, many countries have felt the impact of the cultural values degradation relating to the language field (Vesajoki, 2002). One of them is the archipelago country of Indonesia, particularly the region of Aceh. the majority of Acehnese people tend to declare them as the Acehnese Speaker and communicate something by using their regional language rather than national language (Yusuf, et.al, 2012). But there are still some of them who evidently neglect that the Acehnese language is not necessarily needed because we still can interact with the others without using the local language (Alamsyah. Et.al, 2011 cited in Aziz & Amery, 2016).

The Acehnese language has well-structured sentence arrangement that can be observed by inspecting the grammar, phonology, syntax, semantics or even doing further discourse studies of the language itself (Maulian, 2014). Not only rich in the linguistic aspects, but the Acehnese language has also a variety of dialects between one area and the others (Cowan cited in Zulfadli, 2014). Therefore, there are still some contradictions whether the Acehnese language (L1) should be considered to be one of a useful tool for substituting the Indonesian language (Bahasa) or not.

There are still some researchers who claim that the mother tongue (L1) is inappropriate to be implemented in EFL because it will lead the learners to the

overusing of the first language and have no comprehension when and how to use the first language in the proper way (Souriyavongsa, Raniry, Abidin and Mei, 2013). This kind of condition is commonly also faced by Acehnese learners including English Department students of the State Islamic University of Ar-Raniry. In this study, the writer would like to explore *Students' Perception of the Uses of The Acehnese language (L1) For English Translation*.

B. Research Question

Based on the background of research above, this study is guided by two research questions as in the following:

1. What is the perception of English department students on the importance of the Acehnese language (L1) in the English learning process?
2. What is the perception of the English department students on the uses of the Acehnese Language (L1) for English Translation?

C. Research Aim

1. To investigate students' perception on the importance of the Acehnese language (L1) in the English learning process.
2. To identify students' perception on the importance of the Acehnese language (L1) for English Translation.

D. The significance of the Study

This study is expected to be useful both theoretically and practically, in term of theory, the result of this study can be useful for English teachers,

students, and future researcher as the consideration how the first language can be chosen as an alternative tool for teaching EFL specifically in translation. Furthermore, the students should be proud of their ancestral heritage or their first language precisely the Acehese language because it is the symbol of national identity.

E. Limitation Of The Study

The study is conducted with the samples selected from the English Department students in the academic year 2018/2019 who have taken English Translation-I subject or English Translation-II subject as their courses, faculty of Teaching and Teacher Training, the States Islamic University of Ar-Raniry. Furthermore, the researcher will not provide further explanations in relation to the linguistic aspect of L1. But, the researcher only focuses on the students' perception on the importance of the Acehese language (L1) in the learning process and the uses of the first language in English translation.

F. Research Terminologies

To provide unambiguous information in this study, the researcher provides some terms regarding the topic which needs to be clarified, they are as follows:

1. Students' Perception

Perception is consciousness or knowledge obtained through sense or a way of seeing or understanding something. Furthermore, Perception is the result of belief and opinion based on experience to comprehend things around. In this

study, the students are referred the seventh semester of Department of English Language Education student at Ar-Raniry State Islamic University, the academic year 2015. Thus, students' perceptions in this study mean as the students' beliefs, opinion, attitude, judgment toward the Acehnese language as the first language.

2. The First Language

The first language (L1) is also called as a native language or mother tongue. It means the language is firstly spoken by a human after they are born it is the most fluency languages for a human being (Clark, 2016). Internally, the first language which is meant by the researcher that is the object of this conducted research or what is perceived by the participants. Furthermore, the first language that is mentioned by the researcher here is the Acehnese language.

3. English Translation

Translation is the process of changing words or a text from source language into another language in the way of translator intended (Sayogie, 2014). The source language here is English language and the target language is the Acehnese language or in the reverse. Specifically, the writer assumes that translation, the especially English translation is another aspect that used for measuring the students' perception of the Acehnese language (L1).

CHAPTER II

LITERATURE REVIEW

In this literature review, the researcher provides several words regarding this thesis writing. The words are including the definition perception, the Acehnese language, and English translation. The researcher also incorporates many related studies for comparison and comprehension of the study.

A. The Definition of Perception

According to Udai Pareek cited in Saha (2006:248), “perception can be defined as the process of receiving, selecting, organizing, interpreting, checking and reacting to sensory stimuli or data”. It is an ability to perceive something that results in a view of what has been observed by human thought. In line with the statement, human brains are modified to construct some senses and to receive some responses from the receptor (Vernon, 2017).

Actually, there are numerous studies related to perception for many years (Mather, 2016). As a result, the experts invented different techniques in describing the point of view. Each theory of perception provided by the inventor has some weaknesses and benefits. On the other hand, most of them agree that perception is obtained from five major sensors: vision, hearing, touch, balance, and taste/smell. Besides, the way of human perceiving the world is direct, immediate, effortless, and frequently accurate in somehow (Petterson, 1993).

When an individual encounters the process of perceiving something, there are three major aspects that influence the way of giving perception. It will lead the sensor on how the perception result is produced during the perceiving process. There are several major factors influence the perceiving process, those factors are the perceiver, perceiving an object, and the circumstances (Robbins, et.al, 2009) as follows:

1. “The perceiver is when an individual looks at the target and attempts to interpret what the sensor feel and see” (Robbins, et.al, 2009:6). Such interpretation is heavily influenced by personal characteristics of the individual perceiver. The characteristics of perceiver include a person’s needs, past experience, habits, personality, values, attitudes etc.
2. “Perceiving object is the characteristics of the target, which has been, observed also affects the one’s perception” (Robbins, et.al, 2009:6). The physical attributes, appearance and behavior of other people in the situation also influence the perception. Physical attributes of the person mean age, height, weight, gender etc.
3. “The circumstance is the physical, social and organizational settings of the situation which influenced people’s perception” (Robbins, et.al, 2009:6). The situation in which an individual person see objects or events is important. The elements in the surrounding environment influence human perception.

To sum up, perception is a human advantage which involves the brain's performance and physical sensory obtained from the environment or the way people think about someone or something.

B. The Acehnese Language

1. Definition of The Acehnese Language

Aceh or also called *Nanggroe Aceh Darussalam* or also called *the veranda of Mecca* is one of the Indonesian provincial located on the northwestern tip of Sumatra Island of which its historical record first appeared in the fifteenth century. Before it was ruled under the Republic of Indonesia, Aceh was a kingdom governed by a sultanate (Durie, 1996). In the early ages, Aceh was famous for its natural resources and its trading system well-recognized by the whole world.

Historically, many historians speculate the Acehnese language is a single Malaya-Polynesian language which has rich dialects. However, some historians claimed that the language is derived from *Chamic* languages that spreaded from the mainland to northern Sumatra (Reid, 2006). So that, there is no clear fact about the origin of the Acehnese language. These days, Acehnese is still spoken by approximately 2.4 million speakers and it will increase depending on the interest of people in the language itself (Arka, 2008, cited in Aziz and Amery, 2016).

Moreover, the Acehnese language has the closest relation to several languages such as Dutch, English, Arabic Chinese and Bahasa Indonesia

(Zulfadli, 2016). Of those languages, Arabic is one language that is often adopted into the Acehnese language. This is because Arabic is closely related to the tradition, religious affairs, and culture because the majority of Acehnese are Muslims, and they respect their Islamic values.

Through UUPA No. 23 tahun 2014 Aceh has granted an autonomic region giving which mentioned that Aceh has rights to make their own policies in certain areas. Not only the right in policy making, but also the right for implementing of the Acehnese language (L1) in local content specially in education curriculum such as *Muatan Lokal* (local content) subject.

2. Dialects in the Acehnese Language

According to *Meriam Webster* dictionary, dialects is a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties and constituting together with them a single language is the definition of dialects. Some of them are describing the dialects is part of mother tongue language (Maulian, 2014). That Acehnese language consists of several dialects which are distinct between one places and the other places

So far, there has been no comprehensive research about dialects of the Acehnese language. However, there are at least 10 dialects in the Acehnese language. Zulfadli (2014, p.33), explains that “The dialects are known as *Pasè, Peusangan, Matang, Pidië, Buëng, Banda, Daya, Meulabôh, Seunagan* and *Tunong*”. There are also some experts who divide the dialects into four classifications of dialects: *Banda* or lowlands (*Baroh*) language, and Upper country (*Tunong*) *pidie, Pasee* and *Daya*. Additionally, there are only two dialects

which are most spoken by Acehnese speakers, north dialect and west dialect (Zulfadli, 2014).

The difference between north dialects and west dialects can be pointed out from the pronunciation. The ‘funny’ nasal sounds and ‘plain’ nasal sound indicate the differentiation between North Acehnese and West Acehnese (Asyik, 1985). Furthermore, the ‘funny’ nasal sounds are slightly longer duration than ‘plain’ nasal sounds. But after the nasal sound the following vowel is not nasalized. Besides, the nasal sound dialect in the Acehnese language that can be related to the distribution of consonant phonemes across dialects. The writer provides some examples below based on the north dialects and correspondence west dialects.

Table 2.1. The Differentiate Pronunciations of North Dialects and West Dialects.

Urutan	Bentuk		Bentuk asli	Bentuk		Keterangan
	Utara	Barat		Utara	Barat	
1. <i>meunjeun</i> "menyanyi" meunjeun [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun- <i>o</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	tidak
2. <i>meunjeun</i> "menyanyi" meunjeun [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun- <i>o</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun [mɛʊnʤɛʊn]
3. <i>meunjeun</i> "menyanyi" meunjeun [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun- <i>o</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun [mɛʊnʤɛʊn]
4. <i>meunjeun</i> "menyanyi" meunjeun [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun- <i>o</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun [mɛʊnʤɛʊn]
5. <i>meunjeun</i> "menyanyi" meunjeun [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun- <i>o</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	<i>meunjeun</i> [mɛʊnʤɛʊn]	meunjeun [mɛʊnʤɛʊn]

Source: A Sociolinguistic Investigation of Acehnese with a Focus on West Acehnese: A Stigmatised Dialect. (Zulfadli, 2014).

Furthermore, there are also some loanwords that have been taken from Bahasa Indonesia (the national language of Indonesia) which have syllable-final rhotic such as *umur*, *tukar*, etc. While, it is changed into Acehese dialects both north or west dialect, the rhotic is dropped. For example, *Tukar* becomes *Tuka*, *Umur* becomes *Umu*, etc. and there is no word in Acehese which ends with the alphabet 's' from the Bahasa Indonesia loanwords to the Acehese Language but:" it will be changed into 'h'. For example *Kulkas* becomes *Kulkah*, 'Es' becomes 'Eh', etc (Zulfadli, 2014).

C. English Translation

1. Definition of Translation

Based on the etymology, translation word is derived from Latin feminine noun words *Translatio* that has similar meaning with the word in Arabic *fasiri* which literally means *transporting*, *interpreting* or *bringing across* (Alhaaj, 2016). It has the closest meaning to exchange one language into another language. In further explanation, translation is an activity of transferring message in one language into another language where the target language is the closest natural equivalent of the source (Syifa, 2013). Similarly, Agustina (2013) argues translation is one of the methods that can be utilized by converting the original textual script text into target textual script.

Besides, the translation has other essential functions as stated by Alhaaj (2006:9), "Translation mediates between languages, societies, literature and it is through translation that linguistic and cultural barriers may overcome". It means that not only the translation can be conventionally interpreted as a change of

language form but when translating a source text, the translator also considers the culture and linguistic aspect of the target text. To sum up, every people have different perspectives in defining translation. In spite of its distinction, it has a similar core meaning that translation is transferring from the source language (SL) into the target language (TT).

2. Type of Translation

Translation is divided into two General translation and partial translation (Gouadec, 2007). For further explanation, it will be justified in the following.

a. General Translation

General translation is a kind of translation when document or material does not refer to any specific domain or subject area or even requiring to a specific translation. In other words, when the translator uses general translation, a translator does not need to entail a high degree of subject areas. General translation deals with some writing such as letters, biographies, recipe books, brochures, tourist guidance, etc.

b. Partial Translation

It is also called as specialized translation. In these cases, the translation is different from the general translation. A partial translation is entailed for a highly specialized field or domain, circumstances, and a particular medium. For instances, when we deal with education, science, politics, economics, social, law, etc.

3. The Process of Translation

According to Larson (1984) when translating text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. The following diagram is presented by Larson as the translation process.

Figure 2.1. The Process of Translation



Adapted from Translation as a Profession (Gouadec, 2007).

Based on the picture above, the process of gaining the target language (receptor language) the translator has to discover the meaning from the source language. Then, the translator should re-express the meaning until it becomes the exact meaning by concerning the context and culture of the target language. To

sum up, the translator cannot translate the text without any demanding of the context being used in the target language.

D. Relevant Studies

Numerous of the researchers have conducted the study in term of the Acehnese language and English Translation. The researcher only provided some studies that simply refer to research that was conducted. Khan (2016) explored the influence of Native Language or first language use on Foreign Language by using translation method. The study was carried out with special reference to the English Language Programme students in Buraydah Community College, Qassim University, Saudi Arabia. The Native Language of these students was Arabic and their Second Language was English. The participants in this research study were the post-secondary students of *Buraydah Community College* in Intensive Course Programme.

Furthermore, the use of native language as a semantic tool for assessing second language learners' understanding shouldn't be rejected altogether especially for the undergraduate Saudi EFL (English as a Foreign Language) students. The result of the study indicated that in learning the vocabulary of the target language is significantly helped by the use of translation method of the first language (Arabic) in understanding the meaning of novel words and expressions of foreign language (English) and the first language has some influence to the English translation. Hence, the writer would like to see if the Acehnese language as the first language might have some influences in English Translation.

There is also research which investigated the relative influence of L1 and L2 on the translation from L3 to L1 depending on the proficiency level of participants in the L3 (Tkachenko, 2011). Native speakers of Russian, matched for proficiency in English (L2), translated words from Swedish (L3) into Russian (L1). The words were Russian-Swedish, English-Swedish, English-Russian-Swedish cognates, and no cognates. Three groups participated in the experiment: beginners in Swedish, intermediate learners of Swedish, and advanced Swedish speakers. The results showed that the speed of translation depends on both the word type and proficiency level.

As expected, beginners responded more slowly than two other groups, but responses to English-Russian Swedish cognates and English-Swedish cognates appeared to be faster than Russian-Swedish cognates and no cognates, showing that the influence of English was relatively stronger than the influence of Russian. On the contrary, the writer here would like to examine only the influence of the first language (L1) on the translation process specifically English translation. To sum up, the subject matter was between the Acehnese language as the native language and English as the target language. The relative influence was not only the main focus of the problem but others influences were also revealed on the research based on the perspectives of the respondent.

CHAPTER III

RESEARCH METHODOLOGY

This chapter clearly defines the research methods used to conduct the study. The researcher explains how the necessary data and information to address the research objectives and questions were collected, presented and analyzed. This chapter was consisting of research design, population and sample, data collection method, and data analysis.

A. Research Design

An essential aspect of designing the research was a research approach. Without using the method, we would not find the results of the study. Tanzeh (2011) had mentioned that the research design was contained of the types of the method whether it was qualitative, quantitative, or combining method. In this research, the researcher used qualitative methods because the students' perception was the focuss on the research

Moreover, the research has two data that usually could be classified as primer data and secondary data. According to Suryabrata (2010), the primer data was data which was directly collected by the researcher. while the secondary data was data that indirectly collected by the researcher but it could be collected by the other people. In this case, the primer data was the optional data because the researcher held directly the interview session with the participants

B. Population and Sample

Kitchenham and Pfleeger (2002:19) stated that, "before the researchers would like to find the sample of the study, it was necessary for them to define a

target of the population.” The population was all participants that related to the object of the research and sample was a small portion of people, items, or events from a larger population that collected and analyzed to make inferences.

The population in this study was all students of Department of English Language Education who had studied Translation Subject at Ar-Raniry State Islamic University in batch 2015 with a total number of students were 246 students. Hence, the sample of the research should be purposely collected and adequately small. In this Research, the researcher used a purposive sampling method for choosing the class. The researcher took the students based on the capabilities in English translation and the capabilities in the Acehnese language. Here, the students had studied about all aspects that contained about English translation that was on Translation-I or Translation II course. The sample was Unit 1 with a total number were 28 students. In this case, the researcher only chose six participants among students for the interview section.

Moreover, the students were taken as the participants because of their good score in the courses. Most of the students averagely got “A” mark on the lesson. Therefore, the writer chose this class because only this class which related to the research and it had favorable qualification as the samples for obtaining the result of the study. The research would be held on October 13, 2018 on their break time, outside of the class in Faculty Teaching and Teacher Training of UIN Ar-Raniry.

C. Data Collection Method

Tanzeh (2011) defined that data collecting is a systematic and standardized procedure to gain the necessary data. Data collection method was a proper and effective method that could be used by the researcher. By using data collection method, the researchers could have their participants fill out an instrument of performing a behavior designed to measure their responses (Jhonson & Christensen, 2010).

In collecting the data in this qualitative research, the writer used a structured Interview which was to find the information from the participants' view in relation to the research question. In addition, the structured interview provided a clear set of instructions for interviewers and could provide reliable, comparable qualitative data. At the same time, the interviewer allowed the informants the freedom to express their view in their own term. The interview would be given to English Department students by asking directly their perception about the importance of the Acehnese language (L1) in the class and the use of the first language in the English translation.

After the interview held, the researcher would transcribe the answer from the participants in order to gain familiarity and further deep insight into the data collected. The audio from the transcribing process was made into verbatim transcription which was carefully analyzed word by word. So that, the finding research would be valid and accurate based on the interview section. The researcher only took some students for the participant for this interview to support the primary data. The participant of this interview was six students who had

chosen by the researcher based on the criterion that led to the research finding. Then the writer chose one sample from each group to represent them. Generally, the questions were about the first language (L1) problems.

Here, the researcher also used the guided interview in this phase. It would gain further information about the students' problems in the indigenous language by interviewing the students. The interview was conducted in college outside of their class. The interview would give some descriptions of what is truly thinking from the students about their perception conveniently because the interview was more flexible for the participant.

For recording the data, the researcher used a digital voice recorder. Another tape recorder was also used to anticipate the possibility of electronic failure and faults; and to ensure that all voices could be heard clearly. Taking notes served as a further backup and provided the context to the interviews. Moreover, the researcher asked the interviewees to answer the questions in English. However, the respondent could use their native language (the Acehese language) and national language (Bahasa) because those second languages would help the respondents to answer the interview questions.

In order to attain the data analysis of the interview result, the transcription of the interview was provided. In this section, the interview respondents were anonymous. Their names were as 'P1' for the first participant, 'P2' for the second participant and the code went up to 'P6' as the last participant.

D. Data Analysis Method

There were several methods could be used by a researcher in order to help to analyze the data, one of them was thematic analysis. Braun & Clarke (2006:6) mentioned that, “thematic analysis is a technique which often used for identifying, analyzing, and reporting patterns from the data”.

Furthermore, thematic analysis enabled the researcher to immerse into the large volume of data, to organize and to focus on (Lapadat, 2010). In other words, the thematic analysis described a repeated analyzing process from messy data to map of the most important content in the data through the segmentation process. The process involved the theme and code which helped to present the data with overall quality of the data and to facilitate the explanation based on the similarity, dissimilarity and relationship that might be found from the result of interview section.

Tesch (2013) defined that, “theme is a unit of meaning that is observed (noticed) in the textual representation of interaction or conversation by the researcher in order to make the data more organized”. In this research, the theme was divided into two themes. The themes were: (1) the importance of the Acehese language and; (2) the uses of L1 in the translation process. Both themes would be coded into several points to make the research more well-structured and comprehensible.

Not only for the purpose of listing the themes, but the coding process also helped to limit the themes so that the explanations of respondents was not out of topic. Each theme was guided into four questions which limited the themes from

running out of the topic. Additionally, the coding process has a function as semantic boundaries description of the theme or component of the theme itself (Tesch, 2013). The coding process organized the material of the data into a chunk of text before interpreting the meaning of information.

The researcher started to classify the data when all the switched words or expression of the participant had been marked by the analysis framework as presented in Appendixes of the research. Once the coding process was done, it would be followed by making the meaning or interpretation of the transcript text. In this section, the whole codes were described into experiences and meanings of participants within a society.

At last, the researcher made a conclusion taken from the data interpretation. The interpretation from the data was basically produced from verbatim transcription. To ensure that the researcher became acquainted with the data for the purpose of analysis and interpretation, the original interview of the completed verbatim transcription listened repeatedly. To sum up, there were five steps were involved in analyzing the data. those steps were the preparation of data analysis; reading and understanding all the data; coding and classifying the data; making interpretation and meaning of the data; and drawing the conclusion. All of those steps could be observed in chapter 4 and chapter 5 of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter research focussed on the findings and research discussion. the data which come from the interview result would be analyzed to discover the findings of the research. Then, the discussion was deliberated from the research finding of data analysis as a final result.

A. Result of Interview

Here, the researcher had collected the data from an interview on 25th to 26th September 2018. To answer research questions, the researcher analyzed the data systematically from six students of English Language Education Department of UIN Ar-Raniry. The participants in this research were mentioned as follows:

No	Initial	Gender	Language Use In Interview	Date Of Interview
1	P1	F	Indonesia	25 th September 2018
2	P2	F	English	25 th September 2018
3	P3	F	The Acehnese Language	26 th September 2018
4	P4	F	Indonesia	26 th September 2018
5	P5	F	Indonesia	26 th September 2018
6	P6	F	English	26 th September 2018

Table 2.1. List of The Participants

The data gave meaningful interpretation and draw inferences about the object of the evaluation. In reporting the findings of the research, the researcher reported the results based on the topic in research problems; (1) what was the English department students perception on the importance of the Acehese language (L1) in English learning process and; (2) what was the English department students perception on the uses of L1 for English Translation. It was specified as follows:

1. The Importance of the Acehese Language (L1) in the English Learning Process

The question about the importance of the Acehese language in the English learning process would be further explained to several items as mentioned in the following.

a) The Acehese language as the mother tongue

Students perceived that the Acehese language was essentially needed because the language played an important role as a first language or mother tongue. Because of its familiarity for the students, the use of mother tongue helped them to understand material given by their lecturers. After the interview held, the researcher found that some participants agreed that the implementation of the first language in terms of the mother tongue. Here several responses toward the statement:

P2: Yes, thank you, this is mother tongue, the native language, so it can be used in English. There is English language for me to translate in Indonesia

couldn't be understood yet. So it can make sense and can make feeling to us.

P3: ... Sebab bahasa Acehnya kon bahasa mak anyone, bahasa ureung tuha tanyoe. Jadi, han.. han mungkin dari salah satu vocab Bahasa Aceh nyan yang hana tateupeu makna. Bah that hanjeut tajeulaskan bak gob, pokok jih tateupeu keudroe (because it is our mother tongue, our parent language. So, it is... it is impossible for us if we are not understand the meaning in Acehnese vocabulary. Even we cannot explain it to the others. We can personally familiarize with it).

P6: It will be more understandable for the student because our mother tongue is Acehnese language. So everything that teacher said, I believe that 99 % most of the student understood what the teacher has explain in the classroom.

All the participants above mentioned the first language could be implemented because of its function as the mother tongue which made the student more understand the explanation in various situation and context during the learning process where both lecturers and students should have the same mother tongue. On the contrary, there were also some participants who were disagreed with the statements because they considered that the Acehnese language was an only specific language for local Acehnese communities. In fact, some learners who could not communicate or had lack of understanding in the Acehnese language because they were Non-Acehnese and they came from a different background of their local languages, such as *Gayo*, *Alas*, *Kleut*, *Jamee* and other local languages. But, those were still part of the Acehnese language. Furthermore, the English should be honed gradually in order to sharpen the skills. The P4 and P5 argued that:

P4: Eum... Tidak perlu menggunakan bahasa Aceh dalam pembelajaran bahasa Inggris karena ada beberapa mahasiswa yang bukan berasal dari

Aceh (hmm... there is no need to use the Acehese language in learning process because there some students who do not come from Acehese) .

P5: ...Saya rasa mungkin... Eum... Kurang cocok ya. Kurang cocok karena apa? Dalam pembelajaran bahasa inggris ini kita dituntut bicara bahasa inggris dengan baik dan benar walaupun tidak seperti native speaker. Kita harus mengasah... Eum... Kemampuan berbahasa kita. (I guess maybe... Hum... It's not suitable. Not suitable... why? In learning English, we are required to speak English properly and correctly even though we are not a native speaker. We have to improve ... Hum... Our language skills).

In conclusion, we could see that the participants preferred to implement L1 because the language was familiar for the students and they spoke routinely the language in daily life. Those who were the disagree with the implementation of L1 was caused by the origin and ability factors. Some participants were the non-native speaker in the Acehese language and they had a different background of the Acehese local language. Furthermore, some students mentioned that the English language was important aspects for the learners especially for English language education. It was the goal of the students that should be mastered.

b) The Acehese language helped the educator to anticipate students' boredom

One of the problems faced by the educator in teaching was to make students focused on the lesson. when the student lost their concentration during the learning process, it might result in students' boredom. In addition, lack of pleasant feeling from the students would lead to the unachievable purpose of the study. Hence, the lecturer should create an enjoyable atmosphere in the classroom because the condition would make the learners more motivated to learn.

One of the ways to anticipate students' boredom was giving examples of illustrated ideas by using their first language. Furthermore, the first language helps the student for rapport building purposes such as making jokes and giving a meaning sense of new words. Both of the activities help the educator to catch students' attention. The first participant (P1) and the fourth participant (P4) hesitantly responded:

P1: Tapi kalau saya sukanya.. menggunakan bahasa ing..bahasa aceh itu... kalau sebagai suatu yang... eum... misalnya untuk mengatisipasi kejenuhan...jadi bisa menggunakan bahasa aceh sesekali...

P4: Eum... suka karena bahasa Aceh yang digunakan kadang eum...untuk menghibur siswanya. (Indonesian)

Furthermore, the P3 also stated that:

Tanyoe jeut ta terapkan bahasa Aceh nyoe dalam bahasa inggreh. Contoh jih lam glah micro teaching. Contoh jih kon watee tangajar Aneuk miet nyan, si goe goe bahasa inggreh, eum.. Good morning! Eum... sigoe goe, eum..pakek bahasa Aceh sigoe goe.. Jadi.. Leubeh ditamong keu aneukmiet... (we can apply the Acehnese language in the English learning process. Such as in the Micro teaching class. Actually, when we teach the students sometimes we need to communicate in English, hmm... Good morning! hmm...sometimes, hmm...we need to communicate in Acehnese language. So that... it more understandable for the students... so that they can... hmm...can... it is easy to explain and they are easy to understand)

The first and third participant assumed that the implementation of the Acehnese language could specify the material into comprehensible material for the students. On the other hand, the student felt more comfortable and security during the learning process. But the first participant enlightened the use of the Acehnese language should not frequently use by the educator. It was similar to the sixth participant (P6) who stated:

P6: For me, I like the teacher when they are teaching in the classroom using the Acehese language as the way how the teacher makes the student understand the material is talking about. For me... hmm... I suggest the teacher in not use English. Oh, not use Acehese for the full class, it will make the student lazy to think how English is working.

It could be concluded that the overusing of the Acehese language would provide a bad impact on the students themselves. One of the impacts was it would discourage students from using English in a proper way because people would have tendencies to use the understandable language when they were not able to transmit the purpose of the message. To sum up, the first language was needed to be implemented in learning process order to grab students' attention and to anticipate students' boredom because it created the student's sense of enjoyment while learning the process.

c) The Acehese language gave a direct sense of understanding from English

The findings showed that some respondents pointed out unaccomplished intentional message during the process of transmitting from the source language (English) to the target language (Bahasa) was the main reason for using the first language (the Acehese language). Furthermore, some respondents emphasized that L1 was only used unconsciously in the learning process to sense the meaning from the English language. The participants revealed more as follow:

P1: Jadi kalau kita merasa pusing apa...gak tau gak dapat sensenya dari bahasa indonesia...dapat kita gunakan bahasa Aceh sebagai pengganti Arti yang tepat dari bahasa indonesia...mungkin itu lebih ke alam bawah sadar kita sendiri gitu... (But if we are confused... we do not understand ...or we cannot get the sense from Bahasa...we can use the Acehese language as

the substitution for the proper meaning from Bahasa... perhaps, it is more related to our own subconscious)

P4: ...Untuk mengartikan kata-kata spesifik yang tidak terdapat di dalam bahasa Indonesia... Dan dapat memperkaya kosa kata... Baru...(to interpret specific words that are not in Indonesian... and can enrich new vocabulary)

P5: Bahasa Aceh ya, dalam keadaan agak-agak terdesak gitu, seperti... Eum... Dosen meminta saya menjelaskan ini, hal-hal yang sangat spesifik dan saya tidak mengerti kata-katanya dan mengerti vocabulary-nya. Kemudian saya menggunakan bahasa Aceh atau bahasa Indonesia untuk menjelaskannya supaya lebih mudah dipahami oleh dosen saya. (The Acehnese language is usually used in a state of urgency, like ... hmm... The lecturer asked me to explain something, the thing that is very specific and I did not understand the words and understood the vocabulary. Then I use Aceh or Indonesian to explain it so that it is easier for my lecturers to understand).

P6: We use the Acehnese language in the learning process... hmm... When the material is not enough... hmm... you know... It is complicated to understand for the student. It means that the teacher should translate English into Acehnese language.

The above statement was related to the P2 perspectives which clarify into further explanation through the structure of the sentence by comparing between both idioms against the languages but those still had the same meaning or purpose.

P2: In here, to understand the general word, vocab, and the other sentences. Could not... Hmm... in Indonesia. For example, hmm... The English: don't cry over spilt milk. But from Acehnese, for example like... jak kalon beudeuh, bek rugoe meuh saket hate.

The third respondent still linked the condition when the problem in understanding the meaning as mentioned by P1 and P2. They added that L1 help them to overcome the difficulties in understanding new vocabulary, instruction, and the error in the English language. Hence, it could be concluded that from all

the participants agreed that the Acehese language played an important role in explaining incompletely message or comprehension during the learning process.

2. The uses of the Acehese language (L1) in the English translation process.

The question would provide further explanation regarding the implementation of the Acehese language (L1) in the specific subject, English translation. Here, the researcher would like to identify whether the L1 could be used in English translation or not. The explanation related to these items would be further divided into several questions as mentioned in the following.

a) The Acehese language was reputed as informal language and more practical in translation

The question investigated participants' responses with regard to the use of the Acehese language in the translation process. The interviewer found that most of the student was likely to use Bahasa rather than the Acehese language. the participant preferred to use Bahasa as a modifier language because of its formality and well-known in academic regulation. P1 stated:

I personally think that penggunaan bahasa Aceh ini dalam translate mungkin hanya sebagian kecil... Diperlukan gitu. maksudnya gak terlalu gimana-gimana gitu ken... intinya gini... intinya gini ...jadi, bahasa, bahasa indonesia kan formal dia... artinya bisa ditulis bisa dibicarakan... bisa diinterpretasikan... itu kan bahasa dalam mentranslate sesuatu... tapi kalau kaidahnya itu bahasa Aceh... jadi intinya itu... bahasa Aceh itu di dalam keseharian bukan sesuatu yang formal. (I personally think that the use of Acehese in translation, maybe it is only a little bit... the use of it, I mean it is not use that much... actually...so, Bahasa, Bahasa is more formal... it means that it can be written or spoken... it can be interpreted... it can be used in translation something... but if it is

contextually in Acehnese language... the Acehnese language is only in daily uses but it is non-formal).

P4: Saya rasa bahasa nasional karena lebih mudah dimengerti di kelas... karena bahasa akademik dan dapat dimengerti oleh siswa.

The argument clearly indicated that the first and the fourth participant believed that Bahasa was distinctly separated from L1 which was more formal to be interpreted both oral and written. It was in coherence with the responses from P2 as mentioned in the following.

P2: So for me it can prefer to practice rather than theory. For example: if i were a tour guide or LO (License Office), and I bring tourism or kind of Bule (tourist) hahaha (laugh)... to some interesting place to... eum... Some... eum... unique places... and I don't have much information... I should ask the local community with Acehnese language.

The P2 provided some examples related to circumstances or occupations engaged the use of the Acehnese language that led the translator to socialize with the Acehnese communities in order to gain further information from them. In addition, there were some participants who believed that the use of the Acehnese language was not necessarily needed in English translation. It was only needed when the participant was in the informal situation because the L1 was not easy to be communicated or translated by a translator. P6 perceived that:

I think the use of the Acehnese language in learning process usually in translation is not suitable for them because it is quite hard to understand. For those people who have not capability in Acehnese language, it will difficult for them to understand the translation process.

In contrast, the above replied arguments were dissimilar with the several perceptions from P3, P4, and P5 which supported the use of the Acehnese language in English translation.

P3: Tanyoe... eum... harus... takeumbangkan kembali bahasa Aceh tanyoe seubab bek sampek gadoh, eum... contoh jih lagee lawetnyoe rame takalon nyang gob...hanjeut lee bahasa Aceh kadang... eum... gara gara... hantom ta peugah peugah haba lee pakek bahasa Aceh. Jadi nyan peurlee nyan ta translate dalam bahasa Aceh. (We... hmm ... must... recover the Acehnese language because we afraid it will be faded away, hmm ... for example nowadays we see there are many people who no longer able to speak hmm... for example nowadays we see there are many people who no longer able to speak Acehnese... hmm... causing by... there are no unawareness to speak Acehnese... so that we need to use (L1) for substitution of Bahasa).

While P5 mentioned that:

P5: Sekarang pun kan tekhnologi sudah canggih, banyak bahasa-bahasa yang sudah mulai diterjemahkan... Eum dari bahasa Inggris kebeberapa bahasa daerah seperti bahasa jawa, dan bahasa lain-lainnya. Jadi mungkin saja ke depannya akan ada kamus atau penerjemahan dari bahasa inggris ke bahasa Aceh (Even now, technology is sophisticated, many languages have already been translated ... hmm... from English to several local languages such as Javanese, and other languages. So maybe in the future there will be a dictionary or translation from English to Acehnese).

The response is in relation with the fourth participant who stated:

Tergantung situasi atau sesuai keperluan... Misalnya perlu ditranslate ke Bahasa Aceh...pakek bahasa Aceh..dan untuk bahasa indonesia gitu jugak... (Depending on the situation or as needed ... For example, it needs to be translated into Acehnese ... use the language of Aceh ... and also in reverse of Indonesian).

The P3 further expressed an argument related to the prevention to the Acehnese language that gradually declined because of social ignorance. At the same time, the P4 and P5 stated the uses of one's language in translation depends on the need of the translator. So that, the use of the Acehnese language should be concerned as one of the reckoned languages because it was analyzable and rich of dialects. To sum up, the use of the Acehnese language was not necessarily needed in the formal situation and it was more practical. However, the translator should maintain the use of L1 because it was their identity language.

b) The Acehese language had influences in the translation process

The influence of language needed to determine whether there was a significant influence of L1 during the English translation process. From the interview that held, the researcher finds that there was no significant influence as mentioned by the first participant. Furthermore, P1 personally argued that L1 has no influence in English translation, it only assumed as a complementary language.

The language influence could be interpreted in Bahasa itself as mentioned in the following.

P1: Menurut saya pribadi saya rasa tidak terlalu berpengaruh.. jadi kalau orang lain mungkin berpengaruh kan, tapi kalau saya nggak terlalu berpengaruh... karena yang berpengaruh itu dalam bahasa Indonesia... bahasa Aceh sebagai pelengkap saja. (In my opinion, I think it doesn't really matter ... so if someone else said it might have an influence, but I personally think that it is not too influential ... because the influence only appears in Indonesian ... the language of Aceh is a complement of it. (translated into English).

P4: Tidak terlalu berpengaruh karena tidak banyak orang yang mengerti bahasa Aceh. (Not too influential because not many people understand Acehese).

P6: I thought the Acehese language don't have some influences in translation process. As we know that, the structure in Acehese is totally different with English. English language is the same structure in... in Bahasa. So that's why, it doesn't have any impact to the translation process.

It was similar to the third participant which only could be understood by the Acehese speaker only, as follows:

P3: No, karena seuteupeu lon bahasa aceh hana mempengaruhi bahasa ingreh karena nyan hanya dimengerti lee masyarakat lokal mantong... begitupula sebaliknya... (English: No, because as far as I concern, the Acehese language does not influence English language because it only

can be understood by social communities in Aceh and also in the inversion).

Both of statement against with the second participant and the fourth participant, as follows:

P2: Yes for me, in my opinion, in some part eum.. Of English language can influence the Acehnese language or the flip, Aceh language can influence the eum... English language. Eum... In the other sides, influence the sense, intonation in sending the target of the message from English.

P4: Menurut saya lumayan berpengaruh ya.... Karena itu tergantung dengan daerah nya sendiri... Kalau untuk ditranslate ke dalam bahasa daerah itu akan berbeda-beda sense nya. Paling, beda ini nya, bahasanya. Kemungkinan ada kosa kata baru dari bahasa inggris yang diadopsi dari bahasa aceh untuk dijadikan vocabulary baru. (I think it's quite influential huh, ... Because it depends on the area itself ... If you translate it into regional languages, the sense will vary. Most, this difference, the language. Possibly there is a new vocabulary from English that was adopted from Acehnese to be used as a new vocabulary)

From personal arguments from P2 and P4, the writer concluded that language sense and intonation was influenced when a translator changed the language or substitute language because every language had different sense, meaning, and intonation that could not be interpreted easily to other languages. Generally, the translator firstly should focus the meaning of one's language before translating the language from source language to target language.

c) **The language had advantages and disadvantages for the English translation**

There were several responses associated with the advantages and disadvantages of the use of the Acehnese language in English translation. The first participant perceived that the disadvantages were came from the characteristic of L1 itself which was still rigid for some Acehnese speakers when it was applied in

the English translation. In this case, the Acehnese speaker themselves did not understand some vocabulary in L1 itself, as follows:

P1: kalau kekurangannya mungkin...kalau menurut saya pribadi kan, Acehnese ini eum... bahasanya masih rigid...atau masih kaku keg gitukan... Jadi agak susah di-apply ke bahasa Inggris. Tapi ada beberapa juga... dari orang Aceh sendiri yang... Tanda kutip ya...kurang bahasa Acehnya gitu..ada kata kosakata yang ada di kamus Aceh gak mereka tau. (If the disadvantages might be... I think personally, this Acehnese... hmm ... the language is still rigid ... or still stiff... So it's kind of hard to apply it into English. But there are also some ... from the Acehnese themselves ... The quotation marks ... less understand in the Acehnese language ... there are vocabulary words in the Aceh dictionary, Acehnese speaker do not know the meaning)

P4: Kelebihannya, eum... mungkin mudah dimengerti untuk masyarakat lokal... khususnya masyarakat Aceh saja. Tapi kalau untuk digunakan dikelas, kurang cocok karena di kelas itu bukan semuanya ba... Dari Aceh gitu... Gabungan dari berbagai daerah". (The advantages, hmm... may be easy to understand for local people ... especially the Acehnese people. But if it is to be used in class, it is not suitable because it is not all in the class ... From Aceh so ... Combined from various regions in Aceh)

P5: Mungkin untuk kelebihannya. Dari sense tadi yang sudah saya jelaskan. Sensenya dapat kalau dalam bahasa Aceh. Ditranslate dari bahasa Inggris ke dalam bahasa Aceh dapat sense-nya. Tapi tergantung dengan konteksnya sendiri". (Perhaps, for the advantages. Because of its sense, as I explained earlier. The senses can be in Acehnese. Translated from English into Acehnese can get its sense. But it depends on the context itself.)

From the responses above, it showed that not only in term of the rigidity aspect, the structure or grammar of the Acehnese language was also not easy to analyzed by some translator with the lower understanding of the language. Moreover, the Acehnese language was not globally recognized yet neither in national nor international countries. Despite the disfavor, some participants claimed the advantages for those students who mastered the Acehnese language had a big opportunity to master other languages because L1 had rich basic aspects

of dialect with different pronunciation which help to gain more information about other languages.

P1: Bagi orang Aceh sendiri yang sudah sangat mahir dalam bahasa Aceh tentu akan sangat dimudahkan dalam mentraslate bahasa itu, bukan hanya bahasa Inggris, tapi bahasa Rusia, Bahasa Spanyol dan bahasa lainnya karena ada basic bahasa Aceh dalam metraslate reverse-nya gitu. (For the Acehnese themselves who are very proficient in Acehnese language, it will be very easy to translate other languages, not only English, but Russian, Spanish and other languages because there are language rules from the Acehnese language that can help translate these languages)

The second respondent mentioned that L1 could represent the national language as the substitution language for English translation and the translator also helped to anticipated from the loss of local language as mentioned by the third participant in the previous item.

P2: If we're talking about the advantage and advantages... the positive side is can be substitution for national language as lingua franca that we know as Bahasa. And if we were in the local area. And the second advantage is... Prevention from the extinction of language and more understandable cause it is the daily language. But on the other side, disadvantage or the negative side is there are lot of dialect in Aceh.

The disadvantages of L1 mentioned by P2 was related to the variety of different dialects in the Acehnese language. The view from the second participant was similar the third participant opinion which stated the rich of dialects and meaning were a common problem faced by the Acehnese speaker, some words in the Acehnese language in one's place had a different meaning in other places in Aceh, as follows:

P3: Dan nyoe kekurangan jih nieut that jinoe penelitian terkait dengan hal yang berhubungan ngon bahasa acehnyan. Dan eum... dalam bahasa aceh lee that dialek. kadang saboh kosa kata bisa bermakna laen keu daerah-

daerah laen...nyoe contoh jih nyoe tapeugah...nyoe awak Bireuen... ék nyan... uhuk (batuk).. mau atau tidak lagee untuk menawarkan sesuatu... ék bu awak kah? aleuhnyan meuseu awak aceh rayeuk ek nyan panjat, eum atau naik... Contoh jih hai ci ka ék u siat! atau... ci ka ék u lantai dua siat!” (the disadvantages are there is minimum of research concerned in problem related to Acehnese language. And... eum... the Acehnese language has many dialects. sometimes, one’s word in the Acehnese language have different meaning to other Acehnese communities... for instances, if we said the word “ék” to the Bireuen... the word ék means ...uhuk (cough)...would you like to try or not...for ordering something... ék bu awakkah? (do you want a food or rice?) and then in the local communities in Aceh Rayeuk, the word Ek means asking for climbing something or going up. For Example, hai ci ka ék u siat! (hey, please climb the coconut tree!) or... hai ci ka ék u lantai dua siat! (hey, please go to the second floor!)

While the P6 stated that:

The disadvantages in English translation is... I think the students will not think twice when they are especially as English student they must translate English into the... Acehnese language... Because... You know it more free for the students to think about that”.

To sum up, the advantages of the use of L1 in English translation were L1 could substitute the national language as the target language or the source language; L1 was easy to communicate because of its familiarity to the Acehnese speaker; the L1 ability might lead the translator to master many other foreign languages; and the frequent application of L1 in English translation would maintain the Acehnese language from the fading of language gradually increased all-time. The disadvantages of the use of L1 in English translation, L1 was still rigid (inflexible) if it was implemented in translation; L1 was not easy to be analyzed because it was informal; L1 had variety of rich dialects, vocabulary, and meaning that made the translator was confused in finding suitable translation results from English; and there were lack of the studies or research related the use

of the Acehnese language in English learning process, specifically in the translation.

B. Discussion

This study emphasized on students' perspective of the user of the first language. The research about the uses of the Acehnese language came up with two research questions. All the questions were answered through the interview. The first research question was "What is the perception of English department students on the importance of the Acehnese language (L1) in the English learning process?".

After conducting the interview and obtained enough information from the participants, the result showed that the students had several responses in the relation to the importance of the first language in English learning process either in the acceptance of the language or the refusal of the language. It could be seen from their answers toward their perspectives about the Acehnese language.

Some of them who agreed with the applying of the L1 felt very helpful because the language had a function as the mother tongue. According to Koucká (2007) the role of mother tongue in mastering the foreign language was still debatable and still disputed whether it could be used as language for understanding the material in English lesson. Here, the researcher found that the Acehnese language made the students more understand the explanation during the learning process because of its familiarity for the students.

In somehow, the Acehnese language Generally also helped the educator to anticipate learners' boredom during the learning process because the use of L1

they would feel more comfortable and secure especially when they practiced teaching simulation. Enjoyment in learning process is seen as one of the rights of students in an educational context or a vital tool that enhanced student performance in English lesson (Goetz et al., 2006 cited in Al-Shara, 2015).

Moreover, the first language could give the learners some descriptions in order to comprehend message in English that could not be understood in the national language. It was related to the finding from Madriñan (2014) who argued that the learner with strong first language skills could more easily mastered a second language because they could provide sense of the meaning from their own languages.

On the contrary, most of them who disagreed with the applying of first language viewed that the Acehnese language was not required by the national academic standard. They also perceived that the overusing of L1 would discourage students from using English in a proper way because people would have tendencies to use the understandable language when they were not able to transmit the purpose of the message. Therefore, the uses English should be gradually practiced in order to master all of the basic skills in English. To sum up, the Acehnese language in English learning process did not play an important role because there was still national language which assumed as the formal and recognized language around the world.

The second research question was “What is the perception of the English department students on the uses of the Aceh Language (L1) for English Translation?”.

Firstly, the first language might be useful for teachers to teach the new language using the mother tongue as support in order to develop not only the target language but also the cognitive development required to be academically and professionally successful (Madríña, 2014). Conversely, the result of the interview in this research showed that

circumstances or occupations engaged the use of the Acehese language that leads the translator to socialize with the Acehese communities in order to gain further information from them. In other words, the L1 was more practical rather than theories because nowadays there were only a few people who still able to interpret the language either in oral or written. It might lead the language into slow degradation of language.

Secondly, related to its influence, there were no significant influences of the Acehese language to English translation because the language only assumed by the participant as a complementary language. Here, the translator should focus the meaning of one's language before translating the language from source language to target language because every language had different sense, intonation, and meaning. Likewise, Al-Zoubi & Abu-Eid (2014) who stated the first language shared a meaning with English, but expresses it in a different way which resulted in the students transferring their realization device from the first language into English. This is because the learners apply the structures of their L1 when they translate to English. The differences in the structures of the two languages cause the problems in translating to the L2. Summarily, the use of Acehese language in English translation was needed to be concerned because the

language could substitute the national language as the target language or source language from English.

The last, the researcher tried to acknowledge further explanations correspond to the use of Acehese language in English translation process by concerning on the advantages and disadvantage of the L1. The result showed that the advantages is as follows: 1) the advance of technology gave an opportunity of the Acehese language replacing the national language as a target or source language in translation, 2) L1 was easy to communicate because of its acquaintance to the speaker of Acehese; 3) the translator who able to speak the first language ability can lead a translator to master many other foreign languages and; 4) the frequent use of the Acehese language translated into English would help to prevent ancestral language from disappearing caused by cultural values degradation.

The shortages of using the first language in English translation: 1) the Acehese language was still rigid (inflexible) if it was implemented in translation; 2) It was not easy to analyze the Acehese language because it was argued as informal language and had rich dialects, vocabulary and meanings, which made the translator confused when searching for suitable translation results from English and; 3) there was not enough source or relevant studies to the use of the Acehese language especially in the translation process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn based on the research findings to answer the proposed research questions. Meanwhile, the suggestion is proposed to provide following improvement of the study.

A. Conclusions

This research was conducted to answer the research problem; the importance of the Acehnese language in English learning process and the use of Acehnese language in English translation.

According to the result in the previous chapter, some conclusions can be inferred. in English learning process, All participants had several responses in the relation to the importance of the Acehnese language. Some of them who agreed with the applying of the L1 felt very helpful because the language had a function as the mother tongue. In addition, Acehnese language helped the educator to anticipate learners' boredom during the learning process because it created comfortable and secure atmosphere for the students. Moreover, the first language could explain incompletely message or comprehension during the learning process.

In translation process, the use Acehnese language did not play quite significant role and the language. The Acehnese language as a language modifier due to formalities and general knowledge in academic rules was not necessarily needed because the Acehnese language was not easy to be analyzed and

communicated for some translators. Due to its influences, there were no significant impact of the Acehese language to English translation because the language only assumed by the participant as a complementary language.

Furthermore, there are several advantages and disadvantages of the uses of Acehese language in English translation. The advantages are: 1) the Acehese language could be replaced by the national language position as a target or source language in translation because of the advance of technology; 2) L1 was easy to be interpreted or translated mostly understood for those who are Acehese speaker because of its familiarity; 3) the first language ability can lead a translator to master many other foreign languages. and; 4) the frequent use of the Acehese language in English translation would help to prevent the language from extinction. The disadvantages are: 1) the Acehese language was still rigid (inflexible) if it was implemented in translation; 2) the Acehese language argued as informal language and had rich dialects which made translator confused when searching for suitable translation; 3) there was not enough source or relevant studies to the use of the Acehese language especially in the translation process.

B. Suggestions

At the end of the research, there are some suggestions for the educator and further research.

1. For the Educator

In order to help the students to prevent the existences of Acehese language, the educator should apply the use of Acehese language in learning process. Here, the researcher recommends to the educator especially the

translation educator, for implementing the L1 not only as adaption from the learner's boredom, but also as optional language for substituting Bahasa in English translation and tools for interpreting the English language. Hopefully, it will create English learners who proud of their ancestor culture and they will able to share their mother tongue to the world.

2. For Further Researchers

This research can be as reference for further researcher who wants to conduct the similar problem as in this research. It would be better to apply the Acehnese language (L1) in different subject, location and population. Besides, further study can research about the response of the students to Acehnese language (L1) with other techniques in research design. Here, the researcher only uses interview for data collection. There are lots of method can be used in order to find the further results regarding to the use of L1 in English.

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Nomor : B- 11472 /Un.08/TU-FTK/ TL.00/11 /2018

01 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Akmalul Basyar
N I M : 140 203 080
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Bak Sukon, Kec. Kuta Cot Glie, Aceh Besar

Untuk mengumpulkan data pada:

Program Studi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception on the Use of Acehese Language for English Translation

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Surat Keterangan

Nomor: B-23/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13867/Un.08/ TU. FTK/TL.00/12/2018 tanggal 13 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Akmalul Basyar
NIM : 140203080
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Perception on the Use of Acehnese Language for English Translation.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Januari 2019

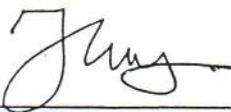
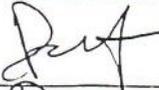
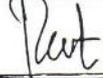
Ketua Prodi Pendidikan Bahasa Inggris,

An. Kaprodi



Eitharyah, M. Pd

Respondent's Attendance List

NO.	Name	Student's ID	Sign
1	Harry Azhar Ramli (P1)	150203157	
2	Siti Katsumru Mara (P2)	150203173	
3	Razi Noor Said (P3)	150203180	
4	Desi Rizana (P4)	150203175	
5	Rahmat Kurriawan (P5)	150203222	
6	M. Shaili (P6).	150203109	

Interview Guideline For Students

“The Student Perception On The Use of The Acehnese Language For English Translation”

Date :

Location :

Interviewee :

Interviewer :

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English learning process?
2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!
3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?
4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?
2. In what extent Acehnese language (L1) help in English translation? Explain!
3. Does L1 has some influences of translation process? If yes or if no, why?
4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Appendix VII

Interview Transcript

Date : 25th September 2018

Location : Interviewee's House

Interviewee : HAR (P1)

Language : Indonesian

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English?

Answer:

Oke, saya pikir kan bahasa Aceh dengan... dengan bahasa inggris mungkin sesuatu yang agak tabu karena umumnya kan untuk bahasa inggris itu diterjemahkan dalam bahasa indonesia atau bahasa pertama dari negara itu sendiri misalnyakan seperti bahasa indonesia atau bahasa Melayu yang di Malaysia, sebagai bahasa utama penerjemahan antara bahasa satu ke bahasa kedua.. tapi kalau kasusnya di bahasa Aceh, menurut Saya pribadi itu mungkin sebagai ini dia..sebagai..eum..yang pertama sebagai kaedah bahasa sendiri. kemudian eum... apalagi tadi ya.. sebagai.. umm... sebagai... juga sebagai ini... sebagai orang Aceh sendiri. khusus bagi orang masyarakat Aceh sendiri dalam translate..translate itu sendiri sebagai... sesuatu yang khusus bagi orang Aceh itu, bukan yang lainnya. Jadi sesuatu khusus..udah.

2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

Okay, eum..this question sebenarnya..um..dua dua suka..ada..sometime..ada suka menggunakan bahasa inggris dalam pembelajaran...ada juga yang gak suka bahasa inggris dalam pembelajaran..tergantung..um..dalam konteks pembelajaran. Tapi kalau saya sukanya..menggunakan bahasa ing..bahasa aceh itu...kalau sebagai suatu yang..eum..misalnya untuk mengatisipasi kejenuhan...jadi bisa menggunakan bahasa aceh sesekali...tapi kalau

mul aceh setiap pertemuan...dari awal sampai akhir saya..um..gak suka gitu kan...tapi bukan gak suka...bukan men...bukan men..pokoknya bukan saya membenci bahasa Aceh...bukankan..tapi karena diinstruksi akademik seharusnya pakek bahasa indonesia atau inggris gitu, sesuai jurusan kita..jadi lebih sense ilmunya...lebih dapat gitu...

3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

nggak tau maksud dari bahasa indonesianya itu sendiri gitu.. jadi kalau kita merasa pusing apa...gak tau gak dapat sensenya dari bahasa indonesia...dapat kita gunakan bahasa Aceh sebagai pengganti Arti yang tepat dari bahasa indonesia...mungkin itu lebih ke alam bawah sadar kita sendiri gitu...

4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

Ke... untuk pertanyaan ini... sebenarnya itu relatif dengan pertanyaan nomor dua tadi..menggunakan bahasa(indonesia) atau bahasa Aceh. Eum... sebenarnya saya suk... saya lebih suka yang... Menggunakan Bahasa. kenapa? Karena saya rasa itu mostly used..taukan mostly used?...banyak digunakan. Tu... bukan di indonesia di luar negeri juga...jadi mengikuti standar itu, kita tak boleh mengubah-ngubah standar

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

Okay, this question...so I personally think that penggunaan bahasa Aceh ini dalam translate mungkin hanya sebagian kecil... Diperlukan gitu. maksudnya gak terlalu gimana-gimana gitu ken... intinya gini... intinya gini ...jadi, bahasa, bahasa indonesia kan formal dia... artinya bisa ditulis bisa dibicarakan... bisa diinterpretasikan... itu kan bahasa dalam mentranslate sesuatu... tapi kalau kaidahnya itu bahasa Aceh... jadi intinya itu..bahasa aceh itu dlalam keseharian bukan sesuatu yang formal... Jadi bisa didapatkan perbedaannya gitukan ... jadi antarai formal dan informalnya.

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

Saya rasa ini terkait dengan pertanyaan sebelumnya,... eum... gak tau maksud dari bahasa indonesianya itu sendiri gitu.. jadi kalau kita merasa pusing... gak tau gak dapat sensenya dari bahasa indonesia... dapat kita gunakan bahasa Aceh sebagai pengganti Arti yang tepat dari bahasa indonesia...

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

Umm. Ini menurut saya pribadi saya rasa tidak terlalu berpengaruh.. jadi kalau orang lain mungkin berpengaruh kan, tapi kalau saya nggak terlalu berpengaruh... karena yang berpengaruh itu dalam bahasa Indonesia... bahasa Aceh sebagai pelengkap saja.

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

Umm...kalau menurut saya, kekurangan dulu kan...kalau kekurangannya mungkin...kalau menurut saya pribadi kan, Acehnese ini eum... bahasanya masih rigid...atau masih kaku keg gitukan... Jadi agak susah di-apply ke bahasa inggris. Tapi ada beberapa juga.. dari orang aceh sendiri yang... Tanda kutip ya...kurang bahasa Acehnya gitu..ada kata kosakata yang ada di kamus Aceh gak mereka(orang Aceh) tau...jadi mungkin itu salah satu faktor penghambat ke bahasa Inggris itu sendiri. Jadi kurangnya gitu.. Jadi kurangnya paham bahasa Aceh. Misalnya kurangnya memahami... apa...kosa kata bahasa Aceh itu sendiri.

Kemudian juga...yang kedua juga formal itu tadi. Gak...gak terlalu...kalau Bahasa Aceh itu gak terlalu formal kali seperti bahasa Indonesia gitu..baik ditulis, stuktur.. terutama sekali tulisan gitu... Bagi orang Aceh sendiri yang sudah sangat mahir dalam bahasa Aceh tentu akan sangat dimudahkan dalam mentraslate bahasa itu, bukan hanya bahasa Inggris, tapi bahsa Rusia, Bahasa Spanyol dan bahasa lainnya karena ada basic bahasa Aceh dalam metraslate reverse-nya gitu.

Date : 25th September 2018
Location : Tarbiyah Faculty B
Interviewee : SKM (P2)
Language : English

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English?

Answer:

Yes, thank you, it is mother tongue, the native language, so it can be used in English. There is English language for me to translate in Indonesia couldn't be understand yet. So it can make sense and can make feeling to us.

2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

In here, I have two perspectives, for the first one is uhm..the first side is good because I understand. But, in the other side...uhm... there's a lot of my friend couldn't understand because there are not original Aceh. But, they are from gayo. Maybe from alas. They couldn't understand the Aceh language.

3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

In here, to understand the general word, vocab, and the other sentences..could not.. uhm... in indonesia. For example, uhm.. The english: don't cry over spilt milk. But from aceh, for example like... "jak kalon beudeuh, bek rugoe meuh saket hate".

4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

So, in my opinion we have to look to the condition. The first one, if you teach English in the remote area or the local area use Indonesia language as lingua franca because it could be understand the student here. But in the village or still hold their tradition or culture of the

village, use the native language because it could interest them, to hold them to learn English. But so far, I liked to teach in Bahasa because it is more understandable...even a little bit because they can learn more than two languages at the same time.

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

So for me it can prefer to practice rather than theory. For example: if i were a tour guide or LO (Licence Office), and I bring tourism or kind of Bule hahaha...(laugh) to some interesting place to... uhm.. Some.. uhm..unique places... and I don't have much information... I should ask the local community with Acehnese language.

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

It understands several words which might be could not understand... understood easily... like... uhm... for understand the word, understand the vocabulary, to understand the conversation... yeah (R2)

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

Yes for me, in my opinion, in some part uhm.. Of English language can influence the Acehnese language or the flip, Aceh language can influence the uhm... English language. uhm... In the other sides, influence the sense, intonation in sending the target of the message from English. (R2)

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

If we're talking about the advantage and advantages... the positive side is can be substitution for national language as lingua franca that we know as Bahasa. And if we were in the local area. And the second advantage is... Prevention from the extinction of language and more understandable cause it is the daily language. But on the other side, disadvantage or the negative side is there are lot of dialect in Aceh.

Date : 26th September 2018
Location : Interviewee's House
Interviewee : RNS (P3)
Language : Acehnese

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English?

Answer:

Seubab...eum...nyang lagee tanyoe teupeu kon... Bahasa Inggris nyan.. Kadang tateupeu maksud jih. Tapi tanyoe hanjeut tajeulaskan bahasa Inggris nyan dalam bahasa Indonesia. Cuma tateupeu dalam bahasa Aceh. Jadi, eum... Dari bahasa Inggris ke bahasa Aceh lebih meureumpok sense jih.

2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

Ya, Seubab eum... peurlee tanyoe tajampu watee tabeulajar bahasa Inggris... Peurlee shit bahasa Aceh jih... Karena pakon. Murid nyan, kadang jih na yang hana that full shit bahasa Inggris jih... Jadi harus na bahasa Aceh jih bacut..

3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

Yes, eum.. Tanyoe jeut ta terapkan bahasa Aceh nyoe dalam bahasa Inggris. Contoh jih lam glah micro teaching. Contoh jih kon watee tangajar Aniek miet nyan, si goe goe bahasa Inggris, eum.. Good morning! Eum... sigoe goe, eum..pakek bahasa Aceh sigoe goe.. Jadi.. Leubeh ditamong keu aniekmiet... Jadi awaknyan... Eum..Jeut.. mangat tapeuarti aleuhnyan leubeh meuphom awak nyan.. Mangat dalam mengajar bahasa Aceh.. Nyoe peu? aleuhnyan Baroe tajeulaskan dalam bahasa Inggris jih... Sigoe goe tapeugah dalam bahasa Aceh.. Jadi awaknya eum.. Leubeh ilop lam ulee awaknyan.

4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

Eum. Jadi nyoe menurot lon, leubeh... Lon Keudroe leubeh galak bahasa aceh jih seubab bahasa Acehnyan kon bahasa mak tanyoe, bahasa ureung tuha tanyoe. Jadi, han.. han mungkin dari salah satu vocab bahasa aceh nyan yang hana tateupeu makna. Bah that hanjeut tajeulaskan bak gob, pokok jih tateupeu keudroe. Maka jih, nyoe bahasa inggreh han tateupeu ... Makna dalam bahasa indonesia, tateupeu... tateupeu bahasa lam Aceh kajeut.. Tanyoe Meuphom keudroe lee.. bek kheun keu gob.

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

Okay, this question...so I personally think that penggunaan bahasa Aceh ini dalam translate mungkin hanya sebagian kecil... Diperlukan gitu. maksudnya gak terlalu gimana-gimana gitu ken... intinya gini... intinya gini ...jadi, bahasa, bahasa indonesia kan formal dia... artinya bisa ditulis bisa dibicarakan... bisa diinterpretasikan... itu kan bahasa dalam mentranslate sesuatu... tapi kalau kaidahnya itu bahasa Aceh... jadi intinya itu..bahasa aceh itu dlalam keseharian bukan sesuatu yang formal... Jadi bisa didapatkan perbedaannya gitukan ... jadi antarai formal dan informalnya.

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

Saya rasa ini terkait dengan pertanyaan sebelumnya,... eum... gak tau maksud dari bahasa indonesianya itu sendiri gitu.. jadi kalau kita merasa pusing... gak tau gak dapat sensenya dari bahasa indonesia... dapat kita gunakan bahasa Aceh sebagai pengganti Arti yang tepat dari bahasa indonesia...

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

Umm. Ini menurut saya pribadi saya rasa tidak terlalu berpengaruh.. jadi kalau orang lain mungkin berpengaruh kan, tapi kalau saya nggak

terlalu berpengaruh... karena yang berpengaruh itu dalam bahasa Indonesia... bahasa Aceh sebagai pelengkap saja.

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

Umm...kalau menurut saya, kekurangan dulu kan...kalau kekurangannya mungkin...kalau menurut saya pribadi kan, Acehnese ini eum... bahasanya masih rigid...atau masih kaku keg gitukan... Jadi agak susah di-apply ke bahasa Inggris. Tapi ada beberapa juga.. dari orang Aceh sendiri yang... Tanda kutip ya...kurang bahasa Acehnya gitu..ada kata kosakata yang ada di kamus Aceh gak mereka(orang Aceh) tau...jadi mungkin itu salah satu faktor penghambat ke bahasa Inggris itu sendiri. Jadi kurangnya gitu.. Jadi kurangnya paham bahasa Aceh. Misalnya kurangnya memahami... apa...kosa kata bahasa Aceh itu sendiri.

Kemudian juga...yang kedua juga formal itu tadi. Gak...gak terlalu...kalau Bahasa Aceh itu gak terlalu formal kali seperti bahasa Indonesia gitu..baik ditulis, stuktur.. terutama sekali tulisan gitu... Bagi orang Aceh sendiri yang sudah sangat mahir dalam bahasa Aceh tentu akan sangat dimudahkan dalam mentraslate bahasa itu, bukan hanya bahasa Inggris, tapi bahasa Rusia, Bahasa Spanyol dan bahasa lainya karena ada basic bahasa Aceh dalam metraslate reverse-nya gitu.

Date : 26th September 2018
Location : Tarbiyah Faculty A
Interviewee : DR (P4)
Language : Indonesian

A. The Important of Acehnese language (L1)

5. What do you think about Acehnese language (L1) in English?

Answer:

Eum...Tidak perlu menggunakan bahasa Aceh dalam pembelajaran bahasa Inggris karena ada beberapa mahasiswa yang bukan berasal dari Aceh...eum..jadi sebaiknya dimengerti.

6. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

Eum... suka karena bahasa Aceh yang digunakan kadang eum...untuk menghibur siswanya.

7. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

Eum...untuk... Eum untuk mengartikan kata-kata spesifik yang tidak terdapat di dalam bahasa Indonesia... Dan dapat memperkaya kosa kata... Baru...

8. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

Saya rasa bahasa nasional karena lebih mudah dimengerti di kelas... karena bahasa akademik dan dapat dimengerti oleh siswa.

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

Tergantung situasi atau sesuai keperluan ... Misalnya perlu ditranslate ke Bahasa Aceh...pakek bahasa Aceh... dan untuk bahasa indonesia gitu jugak...

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

Lebih khusus penggunaannya pada saat kita berada di daerah aceh saja atau khusus pada masyarakat Aceh saja.

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

Tidak terlalu berpengaruh karena tidak banyak orang yang mengerti bahasa Aceh.

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

Eum... kelebihanannya, eum...mungkin mudah dimengerti untuk masyarakat lokal....khususnya masyarakat aceh saja. Tapi kalau untuk digunakan dikelas, kurang cocok karena di kelas itu bukan semuanya ba... Dari Aceh gitu... Gabungan dari berbagai daerah...

Date : 26th September 2018
Location : Interviewee's House
Interviewee : RK (P5)
Language : Indonesian

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English?

Answer:

Ya saya rasa... Penggunaan...bahasa Aceh dalam proses belajar, ngajar bahasa Inggris ini, saya rasa mungkin... Eum... Kurang cocok ya. Kurang cocok... karena apa? Dalam pembelajaran bahasa Inggris ini kita dituntut bicara bahasa Inggris dengan baik dan benar walaupun tidak seperti native speaker. Kita harus mengasah... Eum... Kemampuan berbahasa kita, dengan terus menerus sehingga kita harus memakai penggunaan bahasa Inggris ini, di setiap kegiatan kita baik itu di dalam ruangan maupun... Di luar proses ngajar mengajar.

Yes, I think ... The use of ... the Acehnese language in the process of learning, teaching English, I think maybe ... uhm... It's not suitable. Not suitable... why? In learning English, we are required to speak English properly and correctly even though we are not a native speaker. We have to improve ... uhm ... Our language skills, continuously so that we have to use the English language, in each of our activities both indoors and ... Outside the teaching process.

2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

Eum... menurut saya, pertanyaan ini agak sedikit... Gimana ya? Antara setuju atau tidak. Karena penggunaan bahasa Aceh di dalam kelas bahasa Inggris ini, tidak apa-apa kalau dari... Eum... Dosennya. karena apa? Eum ketika mahasiswa atau murid yang mendengarkan bahasa Inggris ini tidak paham, memang benar-benar tidak paham, maka perlu dijelaskan dengan bahasa yang lebih mudah dimengerti yaitu dengan bahasa Aceh.

3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

Biasanya sich saya menggunakan ketika..eh bahasa Aceh ya, dalam keadaan agak-agak terdesak gitu, seperti... Eum... Dosen meminta saya menjelaskan ini, hal-hal yang sangat spesifik dan saya tidak mengerti kata-katanya dan mengerti vocabulary nya. Kemudian saya menggunakan bahasa Aceh atau bahasa Indonesia untuk menjelaskannya supaya lebih mudah dipahami oleh dosen saya.

4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

Sebenarnya sih... menurut saya, lebih bagus menggunakan bahasa Aceh ya karena bahasa indonesia itu sudah terlalu umum, kita takut dengan yang namanya, pem... Tidak digunakannya lagi bahasa Aceh akan membuat bahasa Aceh ini pudar di daerahnya sendiri. Akan punah di daerahnya sendiri. Maka dari itu, lebih tepatnya eum...kita menggunakan bahasa Aceh , katena memang transation. Eum... Lebih dekat dengan bahasa Inggris.

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

So, Saya rasa, bahasa Aceh dalam translate bahasa inggris ini bisa digunakan karena apa? sekarang, sekarang pun kan tekhnologi sudah canggih, banyak bahasa-bahasa yang sudah mulai diterjemahkan... Eum dari bahasa Inggris kebeberapa bahasa daerah seperti bahasa jawa, dan bahasa lain-lainnya. Jadi mungkin saja ke depannya akan ada kamus atau penerjemahan dari bahasa inggris ke bahasa Aceh. Karena perbedaan grammar nya tidak jauh beda dan mudah di terjemahkan, menurut saya. Jadi untuk penerjemahan ini terserah pada translatornya apakah bahasa Aceh ini di jadikan bahasa sumber atau bahasa target.

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

Saya rasa pertanyaan ini, eum... Masih terkait dengan pertanyaan sebelumnya. Tapi... Eum... Penggunaan bahasa Aceh dapat membantu English translation... Saya rasa sangat membantu. Kenapa? Eum... Dari bahasa Inggris kita terjemahkan misalnya ke dalam bahasa Indonesia. Kadang-kadang kita tidak menemukan sensenya dalam bahasa Indonesia itu... Dari... Baik dari intonasinya atau dari segi grammarnya, kita tidak menemukan sense secara maknawi. Kemudian, tapi ada beberapa kata-kata yang kita translatekan ke dalam bahasa Aceh, kita dapatkan sense yang sesuai dengan apa yang kita dengarkan di bahasa Inggris.

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

Menurut saya lumayan berpengaruh ya, eum... Bahasa Aceh untuk eum...translation bahasa Inggris . Karena itu tergantung dengan daerahnya sendiri. Kalau ditranslate ke dalam bahasa Indonesia memang seperti itunya. Kalau untuk ditranslate ke dalam bahasa daerah itu akan berbeda-beda sensenya. Paling, beda ini nya, bahasanya. Kemungkinan ada kosa kata baru dari bahasa Inggris yang diadopsi dari bahasa Aceh untuk dijadikan vocabulary baru.

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

Mungkin untuk kelebihanannya. Dari sense tadi yang sudah saya jelaskan. Sensenya dapat kalau dalam bahasa Aceh. Ditranslate dari bahasa Inggris ke dalam bahasa Aceh dapat sense-nya. Tapi tergantung dengan konteksnya sendiri. Kemudian mengenai... Disadvantagenya, mungkin karena kalau bahasa Aceh ini belum diakui secara internasional. Dan hanya terbatas, terbatas dengan bahasa daerah belum jadi bahasa nasional. Itu saja mungkin.

Date : 26th September 2018

Location : EDSA Basecamp

Interviewee : MS (P6)

Language : English

A. The Important of Acehnese language (L1)

1. What do you think about Acehnese language (L1) in English?

Answer:

I think when teacher explain the material by using our mother tongue, especially Acehnese language, it will be more understandable for the student because our mother tongue is Acehnese language. So everything that teacher said, I believe that 99 % most of the student understood what the teacher has explain in the classroom.

2. Do you like when your lecturer includes the Acehnese language (L1) in learning process? Explain why and why not!

Answer:

For me, I like the teacher when they are teaching in the classroom using Acehnese language as the way how teacher makes the student understand the material is talking about. For me... uhm... I suggest the teacher in not use English. Oh, not use Acehnese for the full class, it will make the student lazy to think how English is working.

3. Under what circumstances the Acehnese language (L1) is needed to use in learning English? Why?

Answer:

We use Acehnese language in the learning process... Uhm... When the material is not enough...uhm you know... It is complicated to understand for the student. It means that the teacher should translate the English into Acehnese language.

4. Which one is better to be used in learning English, national language (Bahasa) or native language (Acehnese language)? Why?

Answer:

It's better when the learning English process runs we used Bahasa because as we know that the sentences or statement is really different in English language. So it makes the student also can engage the... Ba... The English learning by using Indonesia language well

B. The uses of Acehnese language (L1) In English translation

1. What do you think about the uses of Acehnese language (L1) in translation process?

Answer:

I think the use of Acehnese language in learning process usually in translation is not suitable for them because it is quite hard to understand. For those people who has not capability in Acehnese language, it will difficult for them to understand the translation process.

2. In what extent Acehnese language (L1) help in English translation? Explain!

Answer:

For some student when the english translation classroom is hard to understand, the teacher must translate... English translation into Acehnese language or mother tounge. It means that not every single word in English can be translated well in Acehnese language. Like for example "you talk like a rubbish"!

Means that in Acehnese kamu banyak kali... Lee that peugah haba... Nothing important in your word. So it can be translated into Acehnese language.

3. Does L1 has some influences of translation process? If yes or if no, why?

Answer:

I thought Acehnese language doesn't has some influences in translation process. As we know that, the structure in Acehnese is totally different with English. English language is the same structure in... in Bahasa. So that's why, it doesn't have any impact to the translation process.

4. What kind of advantages and disadvantages when using Acehnese language as first language for English translation?

Answer:

The advantages of using Acehnese language in English translation is... Uhm... For me the students i believe that they are more uhm... More agree when the teacher when the teacher uses English as... Uhm... Use Acehnese as... The language in translation process... Because it is more... you know... It is kind of the way the teacher make them understand... Uhm... make, make the students understand what

translation talking about... The disadvantages in English translation is... I think the students will not think twice, when they are especially as English student they must translate english into the... Acehnese language... Because... You know it more free for the students to think about that.

AUTOBIOGRAPHY

1. Name : Akmalul Basyar
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Banda Aceh, January 11th 2019

The writer,

Akmalul Basyar