

STUDENTS' PERCEPTION TOWARDS THE TEACHER'S BILINGUAL LANGUAGE USE IN AN EFL CLASSROOM

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Abstract

This research aims to analyze about the students' perception towards the teacher's bilingual language use in an EFL classroom and to find out the benefit of it. The participants of this research were 32 students of eleventh grade in social 1 at MA Negeri Cimahi. This research employed qualitative research as research methodology and the descriptive research as research design to analyze the data. The instruments that used in this research were questionnaire and interview. Based on the result of questionnaire, the researchers found that students gave positive response of 45,3% by answering "agree" and it proved that students perceived positively towards the bilingual language that is used by the teacher in the EFL classroom. While the result of interview revealed that basically students thought that the teacher's bilingual language use can help them in learning English and make them easy to understand the material. So, it can be concluded that students perceived positively towards the languages that the teacher use in EFL classroom. The result of this research is expected teachers can be better in using the language instruction in the EFL classroom, which is it will be useful and makes students easier in the learning English process.

Keywords: *Bilingual language, Students' perception, EFL classroom*

INTRODUCTION

Language is an introductory tool that is used by all people in the world to understand all information that conveyed by one part to another, especially in educational institutions. In the world of education, language is a very important thing to note, because in the learning process, educators or teachers are required to be able to convey the learning material clearly by using a good and correct language. So that the students can more easily to understand the material that explained by the teacher who has an important role in education as a provider of knowledge and role models for the students. The language that is used in the learning process is often called as the language of instruction. In Indonesia itself, the language of instruction that is used in the educational process is Indonesian. Then, does Indonesian remain to be the language of instruction in learning English? Because, as people already know that in our country English has been studied since elementary school even kindergarten as a foreign language.

English is a language that has an important role in communication at an international level that can make our nation advanced in establishing cooperation with other countries that are expected to always run by the next generation. In our country, all of people learn English in EFL classroom that refers to the educational situation of teaching or learning English as a foreign language ("What is EFL classroom," 2018). In determining the language that is used in EFL classroom, teachers actually have two kinds of the instructional language alternative, the teacher can use English only or English with Indonesian language or students' first language. The

statement is in line with the report of U.S. Department of Education (2012) in Nursanti (2016), it is report that there are two kinds of the language of instruction for conducting an English language learning classroom, they are English as a second Language (ESL) and bilingual language. According to Webster's dictionary (1961) in Hamers & Blanc (2000), bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker'.

The teachers can use English only if they have considered that all of their students at the same level, which is in the high level that can understand all the material that explained by the teachers using English only. If not, the teacher should use bilingual language, in this case Indonesian language and English, which is can help the students who are in the low level in mastering English to understand the material that explained by the teacher. As stated by Nunan and Lamb (1996) in Alshammari (2011), they claimed that the exclusion of the mother tongue especially with monolingual students at lower English proficiency levels seems to be impossible. In our country, English acts as a foreign language, so it will be difficult for the teachers to use English only in the process of learning English. Because, very rarely even there is not a class where all students can understand the material that explained by the teacher using English only. It was supported by Harbord (1992) in Alshammari (2011), he points out that "many ELT teachers have tried to create English-only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment". Hence, the use of bilingual language is very important in the process of learning English. It will make the teacher and students easy to communicate and make students easy to understand the material that explained by the teacher. Indonesian language or the students' first language could be used effectively in the classroom as a way of conveying foreign language meaning, as a shortcut for explaining tasks and test requirements, as a way of explaining grammar, and for practicing foreign language user structure as code-switching (Cook, 2005) in Kuhl & Abdolvash (2014). Some teachers and lecturers also argued in Agustin & Mujiyanto (2015) that using *Bahasa Indonesia* can live classroom atmosphere.

However, basically all of the easiness are based on the perception of everyone, especially students who act as recipients of the knowledge that delivered by the teacher. The definition of the perception itself is in accordance with the statement that explained by Robbins (2003:97) in Diniyah (2013), he explains that perception is the impression gained by the individual through the senses. Then it is analyzed (organized), interpreted and evaluated, so that individuals acquire the meaning.

Based on the explanation above, the purpose of this research is to do analysis of the students' perception towards the teacher's bilingual language use in an EFL classroom and the advantages of it. The researchers conducted the research in the eleventh grade of social 1 at MA Negeri Cimahi. In this research, The researchers will discuss about the students' perception towards the teacher's bilingual language, in this case Indonesian language and English that is used when learning English which is in our country acts as a foreign language.

METHOD

This research employed qualitative research as research methodology. Denzin and Lincoln (2000) in Ospina (2004) claim that qualitative research involves an *interpretive and naturalistic* approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring

to them". In other words, qualitative researchers tend to collect data in the field at the site where the participants experience the issue or problem under study. The researchers used the descriptive research as research design to analyze or describe the students' perception towards the teacher's bilingual language in an EFL classroom based on the data.

The participants of this research were 32 students of eleventh grade students of social 1 at MA Negeri Cimahi. All of the students filled out the questionnaire that given by the researchers. But, based on the students' data of the teacher who teach in that class, the researchers only interview nine students, including three students at the high achievers, three students at the middle achievers, and three students at the low achievers.

The instruments that used in this research were questionnaire and interview. The close questionnaire were employed in this research. According to Nunan (1992) in Diniah (2013), a close questionnaire is one in which the range of possible response is determined by the researchers. Closed questionnaire used checklist and it facilitated the students to give their response. In this research, closed questionnaire was divided into four answers or optional answer, including "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree". The questionnaire used was adopted from Nursanti (2016).

The interview was conducted for finding the benefit of the bilingual language that the teacher uses in the EFL classroom. In this research, the researchers conducted face-to-face interviews with participants. In line with the theory of qualitative interviews that stated by Creswell (2014). Creswell also mentioned some advantages of the interviews. They are; (1) useful when participants cannot be directly observed, (2) participants can provide historical information, (3) allow researchers control over the line of questioning.

In analyzing the data, the researcher integrated and related the findings to the background of the study, mainly to the research questions, theories, and the methodology for classifying the data into manageable units as suggested by Emilia (2008: 201, in Apsari, 2018). The research procedure began with finding the questionnaire and making the questions for interview, after that the researchers conducted the research by distributing the questionnaires to the students. For the interview session, the researchers did it with several students, among them were three students at the high achievers, three students at the middle achievers, and three students at the low achievers categories in English. Then the researchers began the analysis by calculating and reading the data. After that the researchers interpreted the finding of the data and prepared to report.

RESULTS AND DISCUSSION

Results

1. Questionnaire

In this research, there were 32 students of eleventh grade in social 1 at MA Negeri Cimahi who participated in filling out the questionnaire that given by the researchers.

The table below shows the percentage of the questionnaires that filled by the students.

SDA = Strongly Disagree
DA = Disagree
A = Agree

SA = Strongly Agree

Table 1. The percentage of the questionnaires

No.	Statements	SDA	DA	A	SA
1	The use of Indonesian language by the teacher in English classroom helps you in learning English.	0%	3,1%	40,6%	56,3%
2	The use of Indonesian language by the teacher in English classroom makes you easy to understand the material given by the teacher.	3.1%	9,4%	21,9%	65,6%
3	The use of Indonesian language by the teacher in English classroom makes you easy to understand new vocabularies in English.	0%	0%	53,1%	46,9%
4	The use of Indonesian language by the teacher in English classroom helps you to be fluent and accurate on your English speaking skill.	6,2%	9,4%	59,4%	25%
5	The use of Indonesian language by the teacher in English classroom makes you easy in English writing skill.	3,1%	15,6%	56,3%	25%
6	The use of Indonesian language by the teacher in English classroom makes you understand toward the meaning of every sentence which is explained by the teacher.	3,1%	6,2%	46,9%	43,8%
7	The use of Indonesian language by the teacher in English classroom makes you understand something faster and it helps your teacher in managing the time in explaining thing.	0%	9,4%	62,5%	28,1%
8	The use of Indonesian language by the teacher in English classroom makes you confused to learn English.	43,8%	31,2%	21,9%	3,1%
Total		7,4%	10,6%	45,3%	36,7%

According to the result of questionnaire, it was found that the students give positive response of 45,3% by answering “agree” and give negative response of 7,4% by answering “strongly disagree”. So, it can be concluded that the students perceived positively towards the bilingual language that is used by the teacher in the EFL classroom.

2. Interview

In this research, the researchers conducted an interview to support the results of the analysis of the questionnaire to nine students, including three students at the high achievers, three students at the middle achievers, and three students at the low achievers. The questions in interview session are mentioned below.

- 1) Do you agree that bilingual language used by the teacher in your EFL classroom helps you in learning English? Why?
- 2) Do you agree that bilingual language used by the teacher in your EFL classroom make you easy to understand the material that given by the teacher? Why?
- 3) Does the teacher's bilingual language use in your EFL classroom give some benefits for you in learning English? If yes, please mention!
- 4) As the conclusion, Do you agree or disagree with the teacher's bilingual language use in your EFL classroom?

All of the students' answers to the questions above are very similar, they agree toward the use of bilingual language by the teacher in their EFL classroom with different or varied reasons and explanations.

Discussion

1. Questionnaire

The results of questionnaire about the perception of students towards the bilingual language that used by the teacher in their EFL classroom showed that the students agreed or gave a positive perception to all of the statements in the questionnaire.

Based on the statement number 1, the students gave positive perception of 56,3% by answering strongly agree that showed the students have strong positive perception towards the use of Indonesian language by the teacher in EFL classroom that can helps them in learning English. In the first statement, none of students who strongly disagree with that statement and just 3,1 % (one student) who answer disagree. The data proved that students gave positive agreement to the first statement.

Likewise with the statements number 2 until 7, the students had the highest percentage by answering agree or strongly agree which showed that students also had positive perception towards the teacher's bilingual language use in EFL classroom. The second until seventh statements declared about the advantages of the teacher's bilingual language use, includes:

- a. makes the students easy to understand the material given by the teacher,
- b. understand new vocabularies in English,
- c. helps the students to be fluent and accurate on their English speaking skill,
- d. makes the students easy in English writing skill,
- e. understand toward the meaning of every sentence which is explained by the teacher, and
- f. makes the students understand something faster and helps the teacher in managing the time in explaining thing.

The last statement had the highest percentage of strongly disagreed answers (43,75%), but it did not show negative perceptions, because actually the statement was in a form of negative statement which showed that the students still gave a positive perception by showing that the

use of Indonesian language by the teacher in English classroom did not make them confused to learn English.

2. Interview

The results of interview showed that the nine students gave a good or positive perception towards the teacher's bilingual language use in EFL classroom. The students stated that they agreed with the teacher's bilingual language use in their EFL classroom. Their reasons for agreeing to the statements were varied. Some of the reasons are:

- a. they argued with the use of bilingual language that used by the teacher when taught English, because not all students could understand directly what the teacher explained in English only,
- b. would be easier for them when getting a new vocabulary if they know the meaning in Indonesian too, and
- c. basically they thought that the teacher's bilingual language use in their EFL classroom can help them in learning English and make them easy to understand the material.

CONCLUSION

Based on the results and discussion, the students' perception towards the teacher's bilingual language use in EFL classroom are positive. According to the result of questionnaire, it was found that the students give positive perception of 45,3% by answering "Agree" and give negative perception of 7,4% by answering "Strongly Disagree", except for statement number eight which is a negative statement that still showed the positive perception. Basically the students thought that the teacher's bilingual language use in their EFL classroom can help them in learning English and make them easy to understand the material whether for the high achievers, middle achievers, or low achievers students. So, it can be concluded that the students perceived positively towards the languages that the teacher use in EFL classroom, in this case the languages are Indonesian and English.

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