

CHAPTER IV

RESEARCH FINDING

In this chapter researcher describe about subject selection, description of subjects, and research finding of the research.

A. The Subject of Selection

The data in this study were collected by using interview. The researcher investigated students' perception toward the use of Bahasa Indonesia in English learning classroom. The subjects of this research were the students who has high, average and low achievers in English. So, the researcher could not take them randomly. In order to get these subjects, researcher did pre-interview.

In this process, firstly, the researcher discussed with English teachers in SMAN 1 Rejotangan about the students to be used as subjects in this study. Then, the English teachers nominated some students who were fulfil criteria. It is proved by their scores, the scores were gotten from the English teachers files. Finally, researcher got nine students who were nominated by their English teachers. The researcher began to conduct a research about students' perception toward the use of Bahasa Indonesia in English learning classroom in SMAN 1 Rejotangan.

B. The Description of Students

The presentation of the data findings in this part, related to the students' perception toward the use of Bahasa Indonesia in English leaning classroom. Those could be gotten from the subjects (selected students). Before the

researcher presented the data findings in this research, firstly, the researcher give a code to make writing easier. Students with high achievers are S1, S2, and S3. Students with average achievers are S4, S5, and S6. Students with low achievers are S7, S8, and S9.

C. Research Finding

This part explain the research findings which the researcher found in the field. It related to the students' perception toward teacher use of Bahasa Indonesia in English learning classroom in SMAN 1 Rejotangan. After the researcher investigated the students' perception, finally, the researcher got some data. The results of the reseach findings are presented in the descriptions below

1. Students' Positive Perception When Bahasa Indonesia Is Used in Class

Almost all students answer if the use of Bahasa Indonesia can help them to learn English. The students' perception here focused on two aspects, first aspect is Bahasa Indonesia can clarify and communicate grammar points and second aspect is Bahasa Indonesia can be a translation technique to avoid misleading.

a. Bahasa Indonesia can clarify and communicate grammar points

Based on the result of interview, students had a perception if Bahasa Indonesia can help them to understand the point of grammar. Students assumed Bahasa Indonesia as a first

language make easier to understand the difficult things, S5 stated

“Keuntungan menggunakan bahasa Indo itu bisa tahu materi yang sulit, maksudnya biasa lebih paham dengan materi sulit yang diajarkan (The advantages of using Bahasa Indonesia is I will know the difficult material, I mean, usually I understand better with the difficult material that is taught)”

S5 assumed if the difficult material was better taught in Bahasa Indonesia. S5 also stated

“Materi yang sulit itu termasuk grammar, kan grammar itu sudah sulit ya? Lebih sulit lagi kalau diajarkan menggunakan bahasa Inggris (Grammar including the difficult material, grammar is difficult yet, isn't it? It will harder if taught in English)”

S5 said if grammar including the material that need to teach in Bahasa Indonesia, S5 also said if using English in teach difficult material made the lesson became harder than before. It was supported by S9, as S9 stated

“Murid itu akan tidak paham jika belajar grammar menggunakan bahasa Inggris, soalnya itu sulit (Student will not understand if learning grammar using English, because it hard)”

S9 said if the use of English in learning grammar was difficult. Then, S9 said about how Bahasa Indonesia should be used, as mentioned by S9. S9 said

“Jadi menggunakan bahasa Indonesia perlu dalam belajar hal yang sulit seperti grammar itu tadi (So, using Bahasa Indonesia is needed in learn the difficult thing as a grammar like that)”

Students who had similar perception is S1, S1 said

“I don't like when teacher use Indonesian for English, but if my teacher use Indonesian, it's okay I don't really mind it. It might help students to understand grammar well, but I don't like that much.”

S1 said the use of Bahasa Indonesia might help students to understand grammar well, it could clarify and communicate grammar points, but S1 also stated if S1 dislike to use Bahasa Indonesia, then researcher asked S1 about how Bahasa Indonesia

should be used, so S1 answered if Bahasa Indonesia should be used just to something important, as mentioned by S1

“Indonesian should be used just for something important, like to understand grammar well, but if teachers use Indonesian too much, it will disturb others, I mean there is speaking lesson, it is important.”

S1 said if there was limitation of using Bahasa Indonesia. Bahasa Indonesia could help them to clarify and communicate grammar point, but if Bahasa Indonesia was used too often, it might disturb speaking lesson.

- b. Bahasa Indonesia can be a translation technique to avoid misleading

Student had positive perception in using Bahasa Indonesia to teach English. Students stated if using Bahasa Indonesia could help them to learn English. They needed Bahasa Indonesia to translate difficult English words, that was the advantages of using Bahasa Indonesia, as S3's perception. When researcher asked question about using Bahasa Indonesia interfere in the classroom, S3 stated

“Kalau pakai bahasa Inggris terus terkadang saya tidak mengerti artinya, jadi harus diartikan pakai bahasa Indonesia dulu (Always using English sometimes makes me

not understand the meaning, so it should translate in Bahasa Indonesia)”

S3 said if he did not know the meaning of the words, he choose to translate in Bahasa Indonesia. It would make he know the meaning of the words or might this was a quick way to know the meaning and might this was the easy way to understand English. But S3 also stated

“Jika siswa yang awalnya dijelaskan menggunakan bahasa Inggris tidak paham, lalu dijelaskan menggunakan bahasa Indonesia menjadi faham (If students who were initially explained using English do not understand, then explained using Indonesian become understand).”

It meant, S3 argued if Bahasa Indonesia should became the second choice to learn English. When students did not understand if using English, Bahasa Indonesia became another alternative. It was supported by S6, as S6 stated

“Menurut saya sih tidak apa apa, tidak masalah, mungkin guru itu tahu kalau salah satu siswanya tidak terlalu fasih berbicara bahasa Inggris, jadi untuk memudahkan agar siswa itu mengerti, itu memakai bahasa Indonesia (In my oppinion it’s no problem, maybe teacher knows if one of her

student not very good understand in English, so, to make easy, teacher use Bahasa Indonesia.)”

S6 said if Bahasa Indonesia help student who did not fluent in English. S6 also stated

“Gunanya untuk mempermudah apa yang tidak diketahui (The purpose to make easy what that not understand)”

To make easy students what they did not know was a reason why Bahasa Indonesia was needed in teaching English. Bahasa Indonesia might use to translate the difficult words, as S7 stated

“Kalau bahasa Inggris itu sulit kan kalau saya arti maknanya, artinya tidak tahu, harus translate gitu (The difficulty of English is I do not know the meaning, it should be translate).”

Statement from S7 was supported by S2. As mentioned by S2

“Menurutku begini, menguntungkan bagi mereka yang belum terlalu bisa dan fasih bahasa Inggris, jadi penggunaan bahasa Indonesia dapat membantu mereka buat jadi lebih paham (This is my oppinion, benefical for those who are not very fluent in English, so using Bahasa Indonesia can help them to be more understanding)”

It did not differ with S8's statement. S8 stated

“Keuntungannya, yang belum paham betul tentang bahasa Inggris itu sebuah kemudahan jika menggunakan bahasa Indonesia (The advantage, someone which does not understand well about English is an ease if using Bahasa Indonesia).”

Students difficulties in learning English was they did not know the meaning of the words, therefore they said Bahasa Indonesia help them to be more understand, because translating made them know the meaning of the words, as mentioned by S4

“Seperti saat membaca sebuah teks bahasa Inggris, itu nanti penggunaan bahasa Indonesia nya hanya dibutuhkan untuk mengartikan apa maksud teks tersebut. Namun tidak diartikan semuanya dalam bahasa Indonesia oleh guru. Hanya intinya saja (Like when reading an English text, the use of the Bahasa Indonesia is only needed to interpret what the text means. However, everything is not interpreted in Bahasa Indonesia by the teacher. Just the point).”

S4 argued if the use of Bahasa Indonesia was needed to interpret the point about. She said if everything did not need to translate in Bahasa Indonesia. Possibility, Bahasa Indonesia profitable based on frequency of utilization. S4 also stated

“Jadi intinya penggunaan bahasa Indonesia diperlukan ketika saya merasa sulit untuk memahami suatu kata yang asing bagi saya (So basically the use of Bahasa Indonesia is needed when I find the difficulty to understand a word that is hard to me).”

From some statements above, Students had positive perception toward the use of Bahasa Indonesia in English learning classroom. Bahasa Indonesia was needed to translate the difficult words, it did not all translate in Bahasa Indonesia. The point was, Bahasa Indonesia was needed to interpret literature or sentence what the point about.

2. Students' Perception When Bahasa Indonesia Is Used Often in Class

Almost all students answer if the use of Bahasa Indonesia too often makes ineffective, they do not like when teacher use Bahasa Indonesia too often. The students' perception here focused on three aspects, first aspect of interference. Second, Bahasa Indonesia can make students become unaware of the essential use of English as the target language, and the last aspect was the use of Bahasa Indonesia can limit opportunities for students to learn English

a. Aspect interference

Based on the result of interview, students had a perception if the use of Bahasa Indonesia too often can disturb their English learning, as

S4 stated when teacher use Bahasa Indonesia too often. S4 stated

“Murid tidak akan pernah paham dengan kata bahasa Inggris yang sulit (Student will be difficult to understand about the meaning of the words).”

S4 stated if using Bahasa Indonesia too often made students do not understand difficult English words. It meant students listen unfamiliar words, then if students had difficulties with unfamiliar words, English became difficult. It supported by S5

“Karena kita belajar bahasa Inggris, jadi nggak cuma bahasa Indonesia saja, kalau cuma bahasa Indonesia saja, kita tidak mengerti bahasa Inggris (We are learning English, not only Bahasa Indonesia, when it just Bahasa Indonesia, we do not understand English.)”

S5 also stated

“Bahasa Inggrisnya jadi kurang, jadi tidak terbiasa mengucapkan bahasa Inggris. Menurut saya kesulitan bahasa Inggris itu cara pengucapan sama penulisan itu

tidak sama, jadi membuat kita itu bingung mau membaca itu bingung, itu yang membuat saya tidak suka (English will less understand, so not accustomed to say in English. In my oppinion difficulty in English is how to say and writing is different, it make us confused, and it makes me dislike).”

S5 did not understand English because the use of Bahasa Indonesia too often, that meant using Bahasa Indonesia too often made S5 difficult to learn English as how to speak in English. It did not mean she did not understand English because she did not learn English. It is proved by S5's statement, S5 stated

“Penggunaan bahasa Indonesia yang terlalu sering dalam mata pelajaran bahasa Inggris juga akan mempengaruhi kemampuan belajar, saya juga jadi tidak terlalu paham tentang bagaimana cara berbicara berbahasa Inggris tersebut (The use of Bahasa Indonesia too often in English lesson will affect learning ability, I do not quite understand how to speak in English.)

Perception from S2 also related with statement above. S2 stated

“Bagaimana melatih siswa jika setiap saat menggunakan bahasa Indonesia (How to train the student if everytime use Bahasa Indonesia).”

S2 also stated

"Anak anak tidak familiar sama kata kata yang ada di bahasa Inggris, satu. Terus yang kedua, nggak terlalu nyambung biasanya kalau diajak ngomong pakai bahasa Inggris. Karena ketergantungan pakai bahasa Indonesia (Students do not familiar with vocabulary in English, first. Second, it does not connected if make conversation in English, because dependency using bahasa Indonesia)."

S2 explained if using Bahasa Indonesia too often did not train students to speak in English. She also explained if the use of Bahasa Indonesia too often made students did not connected if someone speak English to them, and the use Bahasa Indonesia too often made students did not familiar with difficult English words. Statement from S2 was supported by S8. S8 stated

"Bahasa Inggris menjadi tidak berkembang, maksudnya kalau sering menggunakan bahasa Indonesia, menjadi susah untuk menggunakan bahasa Inggris (English skills have not developed, it means using Bahasa Indonesia too often makes difficult to use English)."

From some statements above, it can be concluded if the use of Bahasa Indonesia too often did not make fluent in English.

Students needed English more often than Bahasa Indonesia to make them familiarize.

- b. Bahasa Indonesia can make students become unaware of the essential use of English as the target language

S1 have different perception toward the use of Bahasa Indonesia too often in classroom, S1 stated if using Bahasa Indonesia too often reduce the understanding of English essence. S1 stated

“I do not really like when my teacher use Indonesia for English, because, English is very important, when you just understand the grammar, reading or writing it like will not really good. I prefer when my teacher speak English because, it can train us become a good speaker and then we know about what her words, and we can arain the word.”

S1 also stated

“There is speaking lesson, it is important actually, if just grammar or reading and translate it will lack of understanding of the essence of English itself”

S1 said if the use of Bahasa Indonesia too often did not train English speaking, because leaning English are not only about grammar, reading and translating, but also learn about how to

speak and arain the word. Using Bahasa Indonesia too much made students become unaware of the essential use of English as the target language

- c. The use of Bahasa Indonesia can limit opportunities for students to learn English

S3, S7 and S9 had the same perception about Bahasa Indonesia is used often in classroom, it was the use of Bahasa Indonesia too often make English become a Bahasa Indonesia lesson, as mentioned by S3

"Jika guru selalu menjelaskan menggunakan bahasa Indonesia, itu pelajaran bahasa Indonesia namanya (If teacher always explain in Bahasa Indonesia, it is Bahasa Indonesia lesson)."

It was supported by S7

"menggunakan bahasa Indonesia secara terus menerus buat saya tidak begitu belajar bahasa Inggris, nanti ujung ujungnya terus bahasa Indonesia tidak bahasa Inggris (The use of Bahasa Indonesia continuously makes me not really learn about English, eventually, I will learn about Bahasa Indonesia)."

S9 stated if using Bahasa Indonesia too often in English lesson might change the lesson. S9 stated

“Ya nanti jadi pelajaran bahasa Indonesia (It will become Bahasa Indonesia lesson)”

Using Bahasa Indonesia too often made students do not really learn about English. Student might understand the explanation from teacher in Bahasa Indonesia, but it would be lack of understanding the essence of English itself, as stated by S1

“Using too much Indonesian words in English lesson can cause the unavailable of the students to really understand what English is. It would be a very different impact if the teachers just talked a lot in English and made a good practice section everytime they could.”

From some statments above, students believed using Bahasa Indonesia too often can disturb English lesson, overlapping became negative impact because Bahasa Indonesia was used too often, and the use of Bahasa Indonesia can limit opportunities for students to learn English. It made learning English would not be maximal and student could not improve their English.

3. The Tendency to Use Bahasa Indonesia in Asking

Students had their own tendency what language that they use to ask teacher what they did not know. Students prefer use Bahasa Indonesia than use English for ask to their teacher. S6 stated

“I use Bahasa Indonesia if I am not flunt.”

S6 use Bahasa Indonesia when he had difficulty in asking using English. S6 choose to use Bahasa Indonesia because it is easier to ask in Bahasa Indonesia and the question are more accurate in terms that they could to ask. As mentioned by S5

“I use Bahasa Indonesia, but when I can use English, I use English”

What he can not mean he do not know how to ask in English, about meaning. When So, to reduce misunderstanding with teacher, he use Bahasa Indonesia. All of students use Bahasa Indonesia to ask their teacher except S1. S1 prefer use English, as S1 mentioned

“I will ask by this sentence, (Miss what the meaning of this word?) and then I just speak, like perception, (what is the meaning of perception?) So teacher can tell me what the meaning of that word.”

In this way, the students would be forced to learn English by trying to speak using English. The result of this method depends on the

teachers' strategies of responding to the students' questions. If the teacher responded to the questions kindly by answering their questions and explaining things clearly and slowly while also correcting the students' mistakes, the students might find it encouraging asking their teacher using English only. Otherwise, if the teacher responded in a way that make the students felt like they were being scolded rather than being given explanation, the students might think that is hard to ask their teacher or even troublesome. They might also end up choosing to be silent even if there was something they did not understand.