

## CHAPTER V

### DISCUSSION

In this part presents the discussion of data findings. This discussion is about how the data findings was implemented related with the theory.

#### **A. Students' Positive Perception When Bahasa Indonesia Is Used in Class**

The result of interview showed positive perception from students in SMAN 1 Rejotangan of their teacher use Bahasa Indonesia in their English class. As the data, showed that most of students preferred teachers use Bahasa Indonesia. Students' positive perception are the results of their experiences toward the use of Bahasa Indonesia in English learning classroom. The result of positive perception could be describe into two aspect, the first is Bahasa Indonesia can clarify and communicate grammar points and second aspect is Bahasa Indonesia can be a translation technique to avoid misleading

As English learner, students felt grammar was a difficult lesson, and they felt use English in learning grammar made the lesson became harder, so students needed Bahasa Indonesia to clarify and communicate grammar point, they belief Bahasa Indonesia could make the difficulty of grammar become easier.

Furthermore, students experienced some perceptions toward the use of Bahasa Indonesia in English learning classroom. They got their understanding when teacher used Bahasa Indonesia. It showed some students preferred teachers use Bahasa Indonesia in English learning classroom. When teacher used Bahasa Indonesia in their teaching process, students got more

assistance when teachers use Bahasa Indonesia in English learning process that made them understand. They believe that Bahasa Indonesia could be a tool that have a better understanding in translating new word and reading text of their comprehension. They also believe Bahasa Indonesia could clarify and communicate grammar points. It is accorded by Storch and Wigglesworth (2003) which is they explain that students can get benefit from the use of first language to clarify an unfamiliar vocabulary and communicate grammar points.

Students' translation in Bahasa Indonesia can assist in the comprehension and memorization of English vocabulary (Swain and Lapkin, 2000). The first language translation makes it easier, clearer for students for understanding the content. Sulistyowati (2006) explained about Grammar Translation Method (GMT) that GMT as standard methodology theorizes that students acquire a foreign language by learning and explained grammar rules as basis drills of exercises in translating from the target language to first language.

According to students, Bahasa Indonesia could be used to explain the words that are hard to understand, that argument was suitable with Al-Nofaire (2010), first language could be used in English learning to explain the meaning of a new word and giving class instruction, especially those which were difficult to explain.

In addition, the result from previous studies had the similar result. Rike (2014) explain in her thesis that students prefer to use Bahasa Indonesia. Students got advantages when teachers used Bahasa Indonesia in teaching

English classroom. They had better understanding on grammar points, mastered the translation technique of new word and maximized a valuable class time better toward teacher use of Bahasa Indonesia. The different was students in SMAN 1 Rejotangan do not have the perception about the use of Bahasa Indonesia maximized a valuable class time better.

### **B. Students' Perception When Bahasa Indonesia Is Used Often in Class**

The result of interview showed negative perception when Bahasa Indonesia is used too often. Students said that it could disturb English learning. Through this finding, the result of data finding could be divided into three aspect. 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. From three aspect showed that the use of Bahasa Indonesia too often might hinder students to learn English optimally. It was suitable with Krashen (1985), first language should not be used in the classroom because it would not be maximal to English learning.

Some students argued if using Bahasa Indonesia too often become less challenging to learning English. They felt the maximum use English in classroom could help the students improve English proficiency. Krashen (1988) claims that more exposure means more proficiency. It meant that students should get an opportunity to listen English if they want skillful at using English. However, the maximum exposure in a language classroom sometimes becomes a challenge because many teachers still use their first language.

In addition, the result from previous study had the similar result. Ludvi (2015) explain in her thesis, most of students from her thesis have negative feeling when they use Bahasa Indonesia very frequent. They feel the use of Bahasa Indonesia too often can disturb English learning process and hinder students to enhance English optimally.

Although the use of Bahasa Indonesia in the classroom might be useful, when it is used too often or excessively, the students would start to think of Bahasa Indonesia as a hindrance in learning English instead of being helpful. First, it would prevent the students to familiarize themselves with English. By using Bahasa Indonesia too much, the students would not be able to familiarize themselves with English which especially might happen during speaking and listening sessions. This might be caused by less English speaking time since Bahasa Indonesia would be used. The result of Bahasa Indonesia used in that way would also make them too familiar with Bahasa Indonesia in their English lesson, which would lead to creating dependency to their Bahasa Indonesia instead. It would also make them feel bored with the lesson since the students might expect to be taught using English not their Bahasa Indonesia when they are studying English. This might also means that the students actually wanted their teacher to teach them by using English most of time, avoiding the use of Bahasa Indonesia depending on the situation

### **C. The Tendency to Use Bahasa Indonesia in Asking**

The result of interview showed students' language preference when asking to their teacher. Most of students agreed if they should ask in English.

However, almost of the students still using Bahasa Indonesia to ask their teacher, students tended to use Bahasa Indonesia. The reason for this phenomenon as said by students is they did not fluent when they ask in English. It was suitable with Howat (1984), if students were given freedom of the use first language, it might cause negative effect of English. The negative effect was that it might create a tendency to speak using first language rather than using English. This is because the students might feel more comfortable using their first language rather than English. Howatt believes that the limitation to the use of first language is important so that the goals of teaching English to the students might be achieved.