STUDENTS’ PERCEPTIONS ABOUT THE TEACHER’S USE OF FIRST LANGUAGE IN BASIC GRAMMAR COURSE

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of Sarjana Pendidikan

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THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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Date: 13 January 2016
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Thesis Examiner
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STUDENTS’ PERCEPTIONS ABOUT THE TEACHER’S USE OF FIRST LANGUAGE IN BASIC GRAMMAR COURSE

Abstract

This research aims to analyze students’ perceptions about the use of first language in basic grammar course. I will also find students’ opinion about teacher’s use of English in basic grammar class. There will be one research question that will be discussed in this research that is ‘What are the students’ perspectives toward the use of First Language (Indonesian) in basic grammar course?’ This paper would be based on some theories from the people that expert in these theories, like Krashen (1985), Ellis (2005), etc. The participants in this research are the students of 2014 of English Department who had just taken the basic grammar course this year at Satya Wacana Christian University, Salatiga. Questionnaire will be used in this research. This research showed about their opinion about their motivation in learning basic grammar class using Indonesian, their thoughts about teachers that teach using Indonesian in basic grammar course and advantages or disadvantages for the students about the use of Indonesian itself. As the result, the students need to use English more than Indonesian in the class.

Keywords: First Language, perceptions, Basic Grammar, perspective

INTRODUCTION

In recent times, English has become one of the global languages in this era. Based on English domain dictionary (2011), English has become a communication language among other people from other country; give a brighter career in the future, getting rich with knowledge and become a creative person with English. In Indonesia, English is one of main subject in schools. Even in some schools, English is used as introductory language to deliver all subjects in class, such as mathematics English, science English, etc. In this case, it seems that English is mostly used or even the only language that is used in class. The more the students use the target language, the more they can learn it effectively.
Unluckily, there are some positive and negative thoughts about the use of first language at class. In this case is the use first language (Bahasa Indonesia) as an introductory language in the English teaching learning course. Based on Bowen (2004), “using the mother tongue in the language teaching classroom was a “bad thing” or taboo” The teachers should deliver the materials in English. The numbers of students that can follow the study with only using English is less than what the targets they want to achieve.

Some of them only understand language that they usually use. In this case, it is their first language and local language. Because of the use of English rapidly in the class, the students become not interested in learning it and stated that English is complicated and difficult to study. Even though English is important, the use of first language in class is needed for better and clear understanding. The teacher will catch the attention of the students who basically non-English speaker (Abbot & Wingard, 1987 in Sagita, 2005). Also, the teachers need to become a multilingual teacher for enhancing their ability in English. When the students need the L1 to understand the specific term in English, the teacher should be able to switch the language for that only term.

Using first language in EFL class will help the students to get a better understanding and absorb the knowledge effectively when they learn English. Some of the experts think that using first language (in this case is Bahasa Indonesia) can help them to learn and bring them into positive approach toward the process of learning English and encourage them to learn more about it. The interference of L1 can be considered somewhat as a communication strategies, especially when they are lack of English knowledge. Usually, they will fall back to their L1 as the input existing knowledge (Ellis 1985:37 in Sagita, 2005).
In English, grammar is one of the most important parts for every student who wants to learn English because grammar constructs the English that we want to say. “A way of studying language that approaches the language first thought detailed analysis of its grammar rules, followed by application of this knowledge to the tasks of translating sentences and texts into and out of the target language” (Richards and Rodgers 1986; 3 in Ririn, 2005) It means that the teacher should give explanation about the rule of grammar using L1 first until the student understand and then go back to the use of L2.

The study is guided by the following research question: what is the students’ perception about the teacher’s use of first language in teaching basic grammar course? The aim of the study is to see the students’ perception toward the teachers who use the first language in class. Is it a good strategy or harmful strategy? The previous study designed by Christine (2009) to justify the previous findings whether the use of Indonesia (L1) will help the students to achieve their goal in learning process at SMA Kristen 1, Salatiga, showing that it is important to use L1 only for a bridge to understand the target language.
LITERATURE REVIEW

In order to compose the use of first language in English Foreign Language (EFL) or the more specific for basic grammar course, there are some ideas from the experts like Andy Kirkpatrick (2007), Tang (2002), Bloomfield (1993) for more justify on the find of the research.

DEFINITION OF PERCEPTION

According to encarta dictionary (1999), perception = perceiving: the process of using the senses to acquire information about the surrounding environment or situation. According to Susanti (2003), perception is talking about what people want to search using five senses or to find some information related to some researches.

DEFINITON OF FIRST LANGUAGE

What is L1 or First Language actually? L1 is a mother tongue or the language that someone’s acquire since they are born or learn for the first time. According to Bloomfield, "L1 or native language as a language that the human acquire in the first time since they were born. When she/he started to learn it, they become a native speaker of that language (1993:43)”. He also said that a mother tongue that the people use is as an identifying what kind of language does her or his native at. This statement is also confirmed by Bloomfield that although the foreigner cannot be as same as a native people, the age of someone's learner is the most crucial moment. When people start to learn language, he assumes that the native speaker will give good role models. Kirkpatrick (2007) also stated about L1 that the first language that people learn is not always the language that people will be expert at. The hypothesis is a person will be understand more at using first language than any other languages that he/she learned before. Also, the language that she/he acquires in the future will
not be as good as the native people because they have used it as a daily language or L1. Tang (2002) also stated that the best time for students to learn second language is when it is balance with the use of L1. Most of the second language that the students' acquire will be discover through the learning time and the balance of using their first language. In other words, L1 or the first language plays an important role for the students’ learning process.

PROS AND CONS OF ON THE USE OF FIRST LANGUAGE

There are pros and cons about the use of L1 in the teaching and learning process. Some of the experts were afraid about the overuse of L1 that will make the students or even teachers become lazy. In the previous studies, Krashen gives a positive comment for the teachers who taught L2 using L1. Krashen (1985, p. 14) also gives an explanation about the negative side of the students that overuse L1 rather than L2. He affirms that L1 will make the student not focus on studying L2. It should be balanced between the use of L1 and L2 for more authentic result (related to the real-work task). Based on Krashen (1987), to get closer to the monolingual user is approaching them. While teachers teach or deliver the materials at class, all of the subjects or target language that teacher bring should be done using second language for a maximal performance. Ellis (2005, p. 8) also stated that the more the teacher uses to teach the students, it will give the students a better knowledge and understanding. “L2 is giving a big opportunity for the learners so that they can easily catch up with the language that they are studying and the learning process is much easier because everything is done using L2 (Duff & Polio, 1990; Ellis, 2005; Hendrickson, 1991; Krashen & Terrell, 1983; Turnbull, 2001)”.

In addition, for the students who want to avoid the negative annoyance from other learner that overuse using L1 for the study, the students should use L2 while studying for getting a good result while studying L2. So, the students can understand faster and focus on
target of learning second language itself. "The monolingual approach has long been prescribed by official policies in the field of English Language Teaching" (Macaro, 2001; Philipson, 1992) as well as in other contexts. The pros or benefit for the teacher that teach using L1 is that the teacher can switch from English into Indonesian or local language if the students still do not understand or need more explanation from the teacher. According to Tang (2002), teachers will use L1 for teaching the beginning and intermediate level with 4 points to focus on the students: give instructions, describe the meaning of words, complex ideas and complex grammar aims. For the students who still need to catch up with English or even a new learner will need a help to translate everything using L1. It is easier for teachers to give feedback to the students that in the beginner or intermediate level. Bilingual teachers are in a good position as a teacher because in this stage, between teacher and student gain knowledge about the language that they learn. In other words, teachers are also not a native people as Manara (2007) stated from Pujiastuti (2013) says that L1 is a resource for the students to pull their existing knowledge from and recognize the new language. They need time to become a fluent with the second language that they have been taught. They can facilitate the progress of their students by using local language or L1 that most of the students use. Even the teachers that energizing his/her students with an encouraging words continuously can give them motivation to study L2 harder (Rais, 1983).

THE TEACHING GRAMMAR IN RELATION TO THE USE OF L1

Horowitz (1990) stated that between the students and teachers should have a harmony. Harmony here means a language that both of them can use as a bridge for teaching and learning process. If they do not have the harmony, then there is only a bad result. As the teacher, the goal is to give knowledge for the students so the teachers can understand what is in the students mine related to the learning process. As students, they need to absorb every single thing that teachers taught to them while they are at class and also learning from the
other sources outside the class by themselves. Students will feel more nervous and even no-motivation at all when they study without direction or tool for learning.

They also cannot catch up with the language which always uses English. As Nation (2003) from Rivas (2015) stated that there is another approaches called a “Balanced Approach”. Nation believes that teachers should be able to understand learners’ L1 and avoid to makes Indonesian lower than English. “The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used (P.5)

**METHODOLOGY**

**Context of the study**

Basic Grammar is the first level of learning grammar for the students. The objective of this course are for students to be able to identify the importance of learning a number of basic English grammatical using the structures correctly at the level of sentences and short texts. There are 14 meetings for 1 semester with 2 quizzes and 3 tests and also a portfolio (reflections on strengths and weaknesses or difficulties in the student’s learning and how the students would or have solved the problems. Each test score 25% and quiz 7.5% and for portfolio score 10%.

The setting of this study is on Satya Wacana Christian University in Salatiga. The respondents of the study are an English Department students from angkatan 2014. I choose *angkatan* 2014 because they just took the class and it is easier to ask for the information about their perspectives on teacher’s use of L1 mostly at basic grammar class. So, in this research, the focus is more on the teacher’s use of L1 in teaching basic grammar.
Participants

The participants 106 students from *angkatan* 2014. Those participants are the students that already taken the class in the past. Reasons why I choose *angkatan* 2014 because the students had just taken basic grammar class. I also want to ask about their opinion about the teachers that using English as second language and mostly using Indonesia as their first language while teaching at class. They just had taken that class this year so they still remember about the condition at class. I would like to ask the students about their perception on teacher’s use of L1 in basic grammar course.

Data Collection Procedure

For collect the data, first, I prepare some questions for my questionnaire. And then, because I want to spread the questionnaire in LTC, I ask for a permission letter. After I got the letter, I got 2 weeks for spreading my questionnaire. I also ask some of the students from basic grammar course about the class condition for gather more information. After I got all the answers from the questionnaire, I analyze the data using SPSS (Statistical Package for the Social Science) and because some of the question used likert scale, I need to classify their answers which have the same idea or different.

Data Collection Instruments

The study will used 1 data collection instrument.

Questionnaire

The questionnaire will have 8 questions which will require answers on the students’ perceptions toward the teacher’s use of Indonesia in basic grammar course. There were 6 closed-ended questions (Likert Scale) and 2 open-ended questions. I use likert scale for some questions because Likert-type or frequency scales use fixed choice response formats and are
made to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997). This questionnaire was adapted from Azhfal (2013). Some students may answer the questionnaire which requires explanation (question 6) in Indonesia so that they can express what they wanted to say. I translate the questionnaire from Indonesian to English to get their information in English. Hopefully, they will give some answers or reasons more critical from this questionnaire. At the end, I hope this questionnaire will give the advantages and disadvantages that the students face about the use of L1 (Indonesia) in basic grammar class (English class) when they are studying English. Is it a positive or negative impact for their motivation in learning, understanding the explanation of the course, or other thoughts that they want to said in the questionnaire.

**DATA ANALYSIS PROCEDURE**

There were one steps for analyze the research data. Those paces are :

**Questionnaire Data Analysis**

The objective that become a focus here is to find out students’ perception toward the use of L1 in learning English (basic grammar). The answers from questionnaire will be seperated into different catagories for conducting the data. First, is it affecting their motivation in learning grammar? Second, what are their opinions about the use of L1 in English class? Is there any comments or problems that they got when the lecture using L1 at L2 class? Then, is it applicable for them to learn in L1 with the “English” context or other thoughts from students that only focus on the English-only class. Then, I want to analyze their reaction about the teachers that using L1 overload in the English class. The data analysis will help to get an information about what they had been experiences in the past with the use of L1 in English class.
Findings and Discussions

In this section, there are 4 main findings with 6 questions that will be presented in details. Overall participants’ responses showed that there were 106 students who participated to answer the questionnaire.

a. The need for using Indonesian for teaching basic grammar

The questionnaire is used to find out the necessity in using Indonesian for Basic Grammar class because some of the students still need L1 for learning process.

Table 1 The necessity to use Indonesian for teaching Basic Grammar

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>6</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>61.3</td>
<td>67.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>33.00</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Within regards to the question “Should Indonesian be used for teaching Basic Grammar”? Most of the participants agreed (61.3%) and strongly agreed (33%) with the statement. Looking at the percentages, a total of 94.3% participants had positive views to the statement about the use of Indonesian for teaching Basic Grammar. It shows that most of the students supported the use of Indonesian in class. As basic grammar is the beginning of grammar level, it means that teachers who used Indonesian while teaching Basic Grammar really help them. On the other hand, only 6 from 106 of the students disagreed (6%) gave negative responses with the necessity of using English at class. It means there were some of the students who did not want the teachers always use Indonesian to teach English which basically basic grammar. This statement about the necessity of use Indonesia for teaching basic grammar also supported by Manara (2007) stated from Pujiastuti (2013) says that L1 is a resource for the students to pull their existing knowledge from and recognize the new language.

b. Does the use of Indonesian help you to understand the lesson in Basic Grammar

This questionnaire aimed to find out the understanding from students if the teacher using L1 that is Indonesian for the learning process in the class. This question is related to the question a about the necessity of Indonesian in basic grammar. This table 2 will showed about the data that collected from questionnaires about does the use of Indonesian helps the students to understand the lesson better if the teacher using Bahasa. I use likert scale for this question. The answers were divided into 4 answers: Agree, Strongly Agree, Disagree, and Strongly Disagree.
Table 2 *does the use of Indonesian helps you to understand in Basic Grammar?*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agree</strong></td>
<td>57</td>
<td>53.8</td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
<td>49</td>
<td>46.2</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Strongly Disagree</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>105</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The result from the table, most of the students support the use of Indonesian in the process of learning basic grammar. From the data, 53.8% student agreed and 46.2% strongly agreed that the use of Indonesian helped them to understand basic grammar better. For another result, no one disagreed (0%) or strongly disagreed (0%). Based from the charts, there are no students said that Indonesian did not help them or was not useful for them to understand basic grammar. The conclusion is that Indonesian really helps a lot in the learning process. This table shows a positive feedback from the students. In other words, the students agreed that Indonesian really helps them in learning basic grammar. And also, basic grammar is the first level of grammar class. So, it helped the students that start as a beginner to study basic grammar more deeply as a preparation for next grammar level. This is also supported by Tang (2002) that the best time for students to learning second language is when learning with the same portion with the use of L1.
c. How often should Indonesian be used in Basic Grammar?

Another question related to the use of Indonesian in Basic Grammar class is “how often should Indonesian be use in basic grammar class”. For these items, the students’ answers were categorized into four options: never, very rare, sometimes and often.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very rare</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>68</td>
<td>64.2</td>
</tr>
<tr>
<td>Often</td>
<td>35</td>
<td>33.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table, it shows that students who said sometimes were 64.2%, almost half of them said “sometimes”. They wanted the teacher to not always use Indonesian all the time but still use English while teaching basic grammar. And 33% selected “often”. Here, within the percentage, some of the students prefer the teachers using English more rather than Indonesian.

And for very rare, there is only 3%. It means that there are only a few students that did not want the teacher use always use Indonesian at class and prefer to use English more instead Indonesian. From these frequencies, it shows that students wants the teachers used Indonesian not all the time, but sometimes. This statement was also supported by Krashen (1985, p. 14) that the use of L1 and L2 shall be balance.
D. Is it better to use English more at basic grammar class?

This question comes out after all the exploration; which one is better while studying basic grammar? Is it better to use English more or Indonesian more at Basic Grammar class? Should the teacher use English more than Indonesian? Or should the teacher use Indonesian all the time? In this section, the question is open-ended question where students can answer yes or no with their reason why they choose yes or no.

Table 4 is it better to use English more at basic grammar class?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>77</td>
<td>72.6</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>102</td>
<td>96.2</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the answers, 72.6% of the students stated yes that it is better for the teacher to use English more in class. This finding shows that most of the students focus on the English learning and the use of English in basic grammar. The rest of following students said no (25%) to use English in the classroom learning. This finding is also similar with the previous result of previous study which showed that students prefer the teachers to use English more than the use of Indonesian in class.
For more detail information regarding to the teacher’s use of L1, these are some of the students’ responses about why it is better to use English more at class:

[106] we are the students that should understand English and use that language as a language later. But, it is good for the teachers to sometimes using Indonesian if the material is difficult to understand or explained.

[95] For training our English language

[65] We learn English in English Department, so we should use English at class.

[33] Because our focus is in English Department and we should to use English little by little.

Based from the students’ responses, most of the answers are talking about their focus which is learning English. Their goals are to understand English and training themselves to be able to learn and become good in English especially in basic grammar class. Besides they study at English Department, they need L1 or Indonesian as a tool for learning process because while learning English, there are some of difficult words, some materials that hard to understand, or maybe the teachers’ explanation in English is not clear enough to understand. Therefore, teachers should be able to give a right portion at class. In other words, Teachers need to help the students to learn English without forgetting the student’s need which are using L1 as a bridge for learning basic grammar. Nation (2003) taken from Rivas (2015) shows that there is another approaches called a “Balanced Approach”. Nation believes that teachers should be able to understand learners’ L1 and avoid making Indonesian lower than English. In other words, they wanted the teacher to no always use Indonesian all the time but still use English as a same weight while teaching basic grammar.
Conclusion

This research was aimed to find the student’s perception toward the teacher’s use of first language in Basic Grammar class. The first finding shows that the majority of the students had positive views to the statement about the use of Indonesian for teaching Basic Grammar. According to Manara (2007, in Pujiastuti, 2013), L1 is a resource for the students to pull their existing knowledge from and recognize the new language. This statement supports the students’ situation in which most of them supported the use of Indonesian in class.

The second finding shows that the use of Indonesian helps students to understand in Basic Grammar. The participants of this research believed that the use of Indonesian really helps them as no one disagreed or strongly disagreed with the idea that Indonesian does not help them to understand in learning basic grammar. This is good news for students who still need to learn English because Tang (2002) also stated that the best time for students to learn second language is when learning English or L2 with the use of L1 as a tool. Furthermore, it helped the students who start as a beginner to study basic grammar more deeply as a preparation for next grammar level.

The third finding focused on how often should Indonesian be used in Basic Grammar. The majority of the students (64, 2%). Almost half of the students supported this statement. This finding shows that the students wanted the teacher to not always use Indonesian all the time but still use English while teaching basic grammar. Around a third of students (33%) selected “often”. As the result shows that there were some students prefer the teachers use English more rather than Indonesian. And then, only 3% stated very rare. Actually, this is not significant because only a little percentage for this. In other words, there were only few
students don’t want the teacher always use Indonesian in class and prefer to use English more instead of Indonesian.

The fourth finding shows that it is better to use English more at basic grammar class? Almost all of the students said that they focused on the English learning and the use of English in basic grammar and not on the explanation from the teachers which is in Indonesian (72.6%). Student did not believe that the use Indonesian more at class will helped them at learning process. And the rest said no (25%) to use English in the classroom learning. This finding is also similar with the previous research which stated that students preferred the teachers to use English more than Indonesian. Most of the answers given to the open-ended questions were talking about their goals in learning English. The goals are to understand English and training themselves to be able to learn and become good in English especially in basic grammar class.

Overall, the use of Indonesian in basic grammar or English class really helps them in learning process. But, teachers should remember that students also need to learn English. If teachers use English more than Indonesian more than English, then there should be limitation for that. And also, if the teachers use Indonesian more than English, it is not good for their learning process. As stated from Krashen (1985, p. 14) that between L1 and L2 shall be balance, for the learning process must be balanced too between English and Indonesian because what the students focus was English. Even though my aim was already detail, but the study has some limitation for the research. For the data analysis, it is hard to get information from the teacher itself about their opinion using Indonesian because they only follow the coordinator.
Acknowledgement

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- Everybody that always support and cheer me out.
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APPENDIX

Examples of Questionnaire

(English)

QUESTIONNAIRE

Dear Basic Grammar students,

Could you please fill out this questionnaire to help me find out about your perceptions on the use of Indonesian in Basic Grammar Course for my thesis? Please, answer honestly as this will not affect your grade in any way. Feel free to use Indonesian if you would like to for item no. 6.

Many thanks,

Eddo

Please, tick the appropriate response(s) to each statement/question!

1. Should Indonesian be used in Basic Grammar class?
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
2. If you answer agree or strongly agree to the above question, why do you think it is necessary to use Indonesian in Basic Grammar classroom?
   - to help define some new vocabulary items (e.g., some abstract words)
   - to practice the use of some phrases and expressions (e.g., doing translation exercises)
   - to explain complex grammar points
   - to explain difficult concepts or ideas
   - to give instructions
   - to give suggestions on how to learn more effectively
   - other, please specify

3. What are other reasons to use Indonesian in Basic Grammar class? You can choose more than 1 option. If you have your own answer/an additional one, you can write it in the space provided.
   - It helps me to understand difficult concepts better.
   - It helps me to understand new vocabulary items better.
   - It makes me feel at ease, comfortable and less stressed.
   - I feel less lost.
   - None of the above
   - other, please specify
4. Do you think the use of Indonesian in Basic Grammar Course helps you learn grammar better?
   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

5. How often do you think Indonesian should be used in the basic grammar course?
   - Never
   - very rarely
   - sometimes
   - fairly frequent

6. Should more English be used in this Basic Grammar class?
   _______ YES      _______ NO

   Please explain your reason
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

BIODATA:
Sex: Female / Male
Batch year (angkatan):

Would you be available for interview if I need further information on your answers?
   ______YES / _______ NO

If you are available:
Name: _____________________
Mobile (HP) number: ______________________________
Email address: ______________________________
Teman-teman,

Mohon bantuan untuk mengisi kuisioner ini untuk thesis saya mengenai persepsi Anda terhadap penggunaan Bahasa Indonesia di *Basic Grammar course*. Tolong dijawab sejujur-jujurnya karena hal ini tidak akan mempengaruhi nilai Anda. Anda bebas untuk menggunakan bahasa Indonesia.

Terima Kasih,

Eddo

Tolong berikan tanda centang untuk jawaban yang menurut anda tepat (bisa lebih dari 1) untuk masing-masing pertanyaan!

7. Apakah memang sebaiknya Bahasa Indonesia digunakan dalam pengajaran *Basic Grammar*?
   - Sangat setuju
   - Setuju
   - Tidak setuju
   - Sangat tidak setuju

8. Jika anda menjawab setuju atau sangat setuju untuk pertanyaan di atas, kenapa Bahasa Indonesia diperlukan untuk pengajaran *Basic Grammar* di kelas?
   - Untuk mengartikan kata-kata baru
   - Untuk menjelaskan point dalam grammar yang sulit
   - Untuk menjelaskan konsep atau ide yang sulit
   - Untuk memberikan instruksi/perintah di kelas
   - Untuk memberikan saran-saran bagaimana belajar grammar yang efektif
   - Lainnya, silahkan tulis di sini dengan jelas

- Membantu saya dalam memahami konsep-konsep yang sulit
- Membantu saya dalam mengerti kata-kata baru lebih baik.
- Membuat saya tidak merasa tertekan, nyaman dan lebih santai dalam belajar.
- Saya merasa lebih mengerti dari sebelumnya
- Tidak ada satupun jawaban di atas
- Lainnya, silahkan tulis disini dengan jelas

10. Menurut Anda, apakah menggunakan Bahasa Indonesia di kelas Basic Grammar membantu Anda mengerti pelajaran ini lebih baik?
- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

11. Menurut Anda, seberapa sering seharusnya penggunaan Bahasa Indonesia di kelas Basic Grammar?
- Tidak pernah
- Sangat jarang
- Kadang-kadang
- sering

12. Menurut Anda, sebaiknya apakah penggunaan bahasa Inggris diperbanyak di kelas Basic Grammar?
- Ya
- Tidak

Tolong jelaskan alasan Anda!
BIODATA:

Jenis kelamin: Pria/Wanita

Angkatan:

Bersediakah anda untuk di interview jika saya membutuhkan informasi di dalam jawaban anda?

_____YA / _____ TIDAK

Jika anda bisa, silahkan mengisi biodata dibawah ini:

Nama: _______________________

Nomor HP: _______________________

Alamat Email: _______________________
