ENGLISH TEACHERS’ BELIEFS
TOWARD THE USE OF INDONESIAN IN ENGLISH CLASS

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Abstract

This study raised a problem about the influence of English teachers’ beliefs toward the use of Indonesian in English classroom. Then, the purpose of this study is to find out three English teachers’ beliefs toward the use of Indonesian in English class. These three English teachers are teachers in one senior high school in Salatiga. Therefore, the question in this study is: “What are the three English teachers’ beliefs toward the use of Indonesian in English class?” Besides, there are three major sources of teacher’s beliefs that influence his/her beliefs toward the language use. They are: (1) experience as a language learner, (2) experience with schooling, and (3) experience as a teacher and what work best. Then, to get the data, this study used observation and semi-structured interview. The result of this study shows that all three sources above affect the three English teachers in using Indonesian. Their beliefs were that using Indonesian can make students understand more about the material; can help English teachers to explain some difficult expressions, vocabulary, and materials; and can unite the differences of students’ background knowledge.

Key words: English teachers’ beliefs, Indonesian (language), English classroom

INTRODUCTION

In language teaching-learning process, teachers’ talks play an important role. Mitchell and Myles (2004: 12) said that the way language use in speaking can contribute to improve the language proficiency. In addition, they also stated that students can learn a language by imitating the speech of their teachers. Therefore in the context of English classroom, English teachers’ language has an important role in teaching English. Especially in Indonesia in which is English as Foreign Language (EFL) and not spoken every day, English teachers may also use mime, gesture, and target language to help the students understand the language (Harmer, 2007).
On the topic of language learning, there are pros and cons about English teachers’ use of students’ mother tongue in second/foreign language classroom. Based on Miles’s research (2004), the use of mother tongue in EFL context helps students to learn the language (English) and improve the students’ competence in understanding the material and using English. Kavaliauskien (2009) supports that the use of mother tongue in English classroom is an aid to language learning. ‘Aid’ here means that the use of mother tongue helps the students to understand well about English. In addition, Sipra (2007) also found that the use of first language can play a helpful, and useful in teaching. It means that the language facilitates the language learning experience, so the students will be directed well in learning the foreign language. From those results, I can conclude that the role of first language is very important in foreign language learning.

Conversely, there are some disadvantages of using first language (Indonesia) in the English classroom. Harmer (2007: 134) claimed that the use of first language will limit the students’ contact to English. He also said that the English teachers should use English because the teacher is a main source of useful understandable contribution, then the more time the students use to speak in English, the better their English proficiency. When students practice using English, they will build up their fluency and manage of a developing second language structure (Mitchell & Myles, 2004). Kavaliauskien (2009) also argued the disadvantage of using first language that the use of target language will help students’ consciousness of distinction between English and their first language. From those outcomes, I consider that there are also disadvantages of using students’ first language.

The use of the language may also be influenced by English teachers’ beliefs. It means that their beliefs are also important in teaching-learning process. Their beliefs come from their experience as language learners, their experience with schooling, and their experience as the teachers and of what works best (Richards & Lockhart, 2005).
This study only focused on English teachers’ beliefs in one senior high school in Salatiga. I chose senior high school because I thought that senior high school students are mature and the English teachers use a little Indonesian in this level. The problem raised is what English teachers’ beliefs are in using Indonesian in English class.

Then, because there are pros-cons and problem in this issue, I wanted to conduct a research about English teachers’ beliefs toward the use of Indonesian in English class. Therefore, the question in this study is: “What are the three English teachers’ beliefs toward the use of Indonesian in English class?” Thus, this study attempted to find out three English teachers’ beliefs toward the use of Indonesian in English class. This study also sought to contribute to this field of research, found out English teachers’ belief, and then the result would help English teachers to be aware of the portion of Indonesian and English in teaching English.

ENGLISH TEACHERS’ BELIEFS

To get to know what teachers’ beliefs are, we have to know what beliefs are. Beliefs are mind-sets and directions people present to what they know about the surrounding world (Lorduy, Lambrano, Garces, & Bejarano, 2009). From the definition above, teachers’ beliefs are the information the teachers held about something which is true in teaching. So that it will affect their behavior and action in the classroom as a teacher (Luft & Roehrig, 2007).

There are three major sources of teachers’ beliefs. The first source is teachers’ beliefs come from their own experience as language learners. Richards and Lockhart (2005) argued that “all teachers were once students, and their beliefs about teaching are often reflection of how they themselves were taught”. It means that English teachers were once language learners and taught by their English teachers. The styles they are teaching now are influenced
from their experience as language learners in the past. As Lorduy et al. (2009) pointed out “this source refers to the situations teachers lived when they were studying, their motivation to study the second language, the difficulties they had and how those situations influenced and shaped the way they are teaching now”. Therefore, when they became teachers, they may imitate the way of their teachers’ teaching.

The second source is teachers’ beliefs come from their experience with schooling. Chong, Wong, and Lang (n.d.) declared that teachers’ beliefs are influenced by the theoretical components of teacher training, and teaching practicum they had. From the education English teachers have received in their university, they learnt many kinds of teaching method and also learnt how to teach. The evaluation from their lectures also helps them to build their beliefs in teaching.

The third source is teachers’ beliefs come from their experience as the teachers and of what works best. (Chong et al., n.d.) supported that statement by saying that the teachers’ experience in teaching will influence their beliefs. As Richards and Lockhart (2005) mentioned that the teachers may find work-well strategies, and it becomes their beliefs in teaching. (Lorduy et al., 2009) also stated that many schools have their distinctiveness in terms of teaching methods and teachers have to adapt their teaching. Sometimes it marks as their teaching styles and shape their practice profile, so the prospective teachers try to keep in mind that it is the way they should teach.

As the English teachers, their beliefs on teaching English can be divided into several parts (Richards & Lockhart, 2005):

1. First is English teachers’ belief about English. English represents different things to different people. Some may represent English as literature, some may see English as the language of the English-speaking world, or the language of colonialism, and others may
see English simply as a means of doing business and making money. Teachers’ beliefs about English consist of their thought why English is important, difficulties of learning English, which dialect they should teach (e.g. British, American, or others), and their thought about the students attitude in learning English. Their beliefs about English may influence the use of first language in English class and also classroom practice (Richards & Lockhart, 2005).

2. Second is English teachers’ belief about learning. According to Oxford Paperback Dictionary & Thesaurus (2009), ‘learn’ is “gain knowledge or skill through study or experience” and “become aware of something through observing or hearing about it”. Learning beliefs may describe English teachers assumption in terms of the content of learning (what will be learned and how it will be learned), teachers’ role as a resource, and language data (Richards & Lockhart, 2005). English teachers’ beliefs about learning will affect their action in classroom, class development, evaluation, and other process things of teaching (Lorduy, Lambrano, Garces, & Bejarano, 2009).

3. Third is English teachers’ belief about teaching. Richards and Lockhart (2005) mentioned that how teachers see their role in classroom, and what teaching method they try to apply in the classroom will affect their beliefs about teaching. As Lorduy et al. (2009) said, it will reflect in their attitudes and their classroom practice.

4. Fourth is English teachers’ belief about the program and the curriculum. The teachers also have their own specific beliefs about the programs they work in. It includes the important elements in an effective teaching, the role of textbooks and teaching materials, instructional objectives, students’ need, and assessment (Richards & Lockhart, 2005).

5. Fifth is English teachers’ belief about teaching language as a profession. It is about how the English teachers value language teaching as a profession. Here, their sense of professionalism about their work depends on working condition, their personal goals and
attitudes, and the career prospects available to language teachers (Richards & Lockhart, 2005).

THE ROLE OF FIRST LANGUAGE IN LEARNING-TEACHING ENGLISH LANGUAGE

According to Richards and Lockhart (2005: 182), “one distinguishing feature of language classrooms is that language is usually both the goal of the lesson and the means by which this goal is achieved”. It means that English teachers’ language is important in giving instructions and directions, modeling target language patterns, and giving feedback on students’ performance. Here, I will write several research results about the use of first language in learning-teaching English language.

From the previous research results, there are many purposes of using Indonesian language in English classroom by English teachers. They are: giving instruction (Tang, 2002; Sipra, 2007; Timor, 2012), explaining meanings of words or vocabulary items (Tang, 2002; Sipra, 2007; Anh, 2010; Timor, 2012), explaining complex ideas (Tang, 2002; Sipra, 2007), facilitate second language learning by giving suggestion to learn effectively and explaining the lesson (Miles, 2004; Sipra, 2007; Timor, 2012), creating fun in language classes (Sipra, 2007), pointing out differences between first language and second language explicitly (Kavaliauskiene, 2009), checking students’ understanding (Anh, 2010; Timor, 2012), setting relationship with the students individually, and handling discipline problems (Timor, 2012).

LANGUAGE CONTEXT IN INDONESIA

Indonesia is an archipelago comprising approximately 17,508 islands. It makes Indonesia has hundreds of distinct native ethnic and linguistic groups (Wikipedia, 2013). In Indonesia, Indonesian is the official language. It also has been used as lingua franca in the
Indonesian archipelago for centuries. Meanwhile many people in Indonesia still use their local mother language such as Javanese, Sundanese, and Maduranese. It means that Indonesian does not always act as first language to all Indonesianese (Wikipedia, 2013).

THE STUDY

Relevant Studies

On the previous research about English teachers’ beliefs on teaching English, their beliefs were influenced by what they experienced in primary and secondary schools as students and with schooling (Ozmen, 2011). In addition, the use of first language is useful for classroom instruction and for materials development (Baiyinna, 2011). Besides, the first language is using for teaching grammar and abstract concepts (Cheng, 2013).

Context of the Study

The setting of the study was in one of popular senior high school, State 2 Senior High School. It is located in Jalan Tegalrejo 79 Kecamatan Argomulyo Salatiga, Central Java, Indonesia. This school was chosen because this school is one of favorite senior high schools in Salatiga and school English lesson is still conducted using Indonesian for some purposes. This school also has not an event which requires students to use full English yet. In the future this school has a plan to make it comes true with name “English camp” which students are required to use English.

Participants

This study had surveyed three English teachers that State 2 Senior High School has. They are: (1) Mr. SS who has been teaching there for twelve years and came from English Language and Art Education (Faculty of Teachers and Education Knowledge), (2) Mrs. IN who has been teaching there for nine years and came from English Department (Faculty of
Teachers and Education Knowledge), and (3) Mrs. NE who has been teaching there for twelve years and came from English Department (Faculty of Teachers and Education Knowledge). The reason why there were only three English teachers was because I only could observe the English teachers who taught grade 10 and 11.

Instrument of Data Collection

To get the data, I used observation and semi-structured interview. I used observation because it can explore language used by the English teachers. The method I used to gather observed data was videotaping. The videotapes could help the English teachers and I to remember what happened in the class. I videotaped each English teachers three times. I also used field notes in this study to facilitate me in deciding the part of video which the English teachers used Indonesian. As Wallace (2006: 107) said that all videotape is selective. Also those observations would be followed up by interviewing the English teachers. In this study I used semi-structured interview which I had a set of prepared questions (attached on Appendix 1) and additional questions were according to the videotapes (Nunan & Bailey, 2009). The questions were on the subject of the reason why use Indonesian, sources of beliefs, advantages-disadvantages of using Indonesian, beliefs about English, beliefs about learning, beliefs about teaching, beliefs about program and curriculum, and beliefs about English teaching as profession.

Data Collection Procedures

In order to collect data, two instruments were used: observations and semi-structured interviews. In observation, I was videotaping the teaching-learning process for each of English teachers while doing field notes. After I got the video recording and the data in field notes, I selected several parts which showed English teachers used Indonesian from the video (Wallace, 2006). Before the interview, I gave them the DVDs which contained the recording. Then, I interviewed the English teachers one by one using a set of prepared questions and
several questions based on the video I selected and field notes. These interviews were in Indonesia to make English teachers felt free to express their ideas.

Data Analysis

The observed data was put in the table that showed the frequency and the purposes English teachers used Indonesian. After I knew the frequency and the purposes English teachers used Indonesian, I could interview and ask why they tended to use Indonesian in those purposes. A thematic analysis based on the research question would be done by generating categories and then themes from the answers given by the respondents. Here I used three major sources of teachers’ beliefs – (1) teacher’s experience as language learners, (2) teacher’s experience with schooling, and (3) teacher’s experience as teacher and what work best – as themes. The interview would intend to be exploratory and descriptive to follow up on English teachers’ beliefs toward the use of Indonesian in English class. Therefore, independent variables such as teachers’ age, and gender will not take into consideration in the analysis.

FINDINGS & DISCUSSION

I videotaped each English teachers three times. When I videotaped SS, he taught hortatory exposition in different focus. The first video he taught generic structure and language feature of hortatory exposition through reading comprehension exercise to class XI-Social-3. The length of the first video is 1 hour 14 minutes 23 seconds. The second video he taught the same topic; generic structure and language feature of hortatory exposition through reading comprehension exercise to class XI-Social-4. The length of the second video is 1 hour 18 minutes 37 seconds. The third video he taught writing hortatory exposition to class XI-Social-4. The length of the third video is 1 hour 16 minutes 28 seconds.
Then, when I videotaped IN, she taught spoof text and listened to students’ presentation about text they wrote based on their experience in Bali during study tour. The first video she taught spoof text through reading funny stories to class XI-Language-1. The length of the first video is 1 hour 15 minutes 20 seconds. The second video she listened to students of XI-Language-1 presentation about their story based on their experience in Bali during study tour. The students were free to choose what kind of text they wanted to use. The length of the second video is 1 hour 19 minutes 31 seconds. The third video she motivated students of XI-Language-1 through texts that contains humanity and humility, and gave listening exercise of spoof text. The length of the third video is 1 hour 13 minutes 09 seconds.

The following table is the data display illustrating the frequency and the purposes that IN used Indonesian in English class.

Besides, when I videotaped NE, she taught descriptive text and news item. The first video she taught generic structure and language feature of descriptive text through reading descriptive text about Niagara Falls to class X-1. The length of the first video is 1 hour 14 minutes 35 seconds. The second video she also taught descriptive text but she used Borobudur descriptive text to class X-3. The length of the second video is 1 hour 05 minutes 55 seconds. The third video she taught generic structure of news item to class X-1. The length of the third video is 1 hour 23 minutes 27 seconds. The following table is the data display illustrating the frequency and the purposes that NE used Indonesian in English class.

From the videotapes and the result of the semi-structured interview, I could find the sources of English teachers’ beliefs, and their beliefs on using Indonesian in English class.

A. The Sources of English Teachers’ Beliefs

There are three major sources of teachers’ beliefs. First, English teachers’ beliefs come from their own experience as language learners. All answers from English
teachers showed that their experience as language learner in Senior High School influenced their beliefs toward the use of Indonesian in English class. Like IN said,

“Kalo dulu, itu bermacam-macam, bervariasi ya mba ya. Ada guru yang totally. Kalo di SMA, mostly karena membahas masih grammar jaman dulu jadi pake bahasa Indonesia.”

(“In the past there were variations of language use. There was English teacher who totally used English. In senior high school, because we still discussed grammar, English teachers used Indonesian.”)

IN statement indicated that IN was taught English using Indonesian. Furthermore grammar was considered as difficult material so that English teachers in the past tended to use Indonesian in explaining it. Besides, NE stated,


(“When I was a senior high school student, the way of teaching was too different. In the past English teacher only emphasized on grammar and grammar, vocabulary, and etcetera. English teacher did not emphasized on speaking activity.”)

From her answer, NE also said that in the past English teachers only focused on teaching grammar and not focused on speaking activities as nowadays. In addition, NE also uttered,

“Masih terpengaruh waktu saya mendapatkan pelajaran di SMA itu lho, jadi masih mungkin karena belum berpengalaman masih meniru bagaimana mengajar waktu di SMA, saya dapatkan dari guru SMA.”

(“I was still influenced when I was taught in senior high school. Maybe I lacked of experiences so that I imitated how to teach from my English teacher in senior high school.”)

She directly said that her experience as language learner influenced how she teaches English. She imitated the way her English teacher taught her in the past by using Indonesian. That is why she is still using Indonesian in some situation. Besides, IN implied that in the past their English teacher used Indonesian to explain difficult
material. Because of those experiences, they believe that the use of Indonesian help the students to understand the material, furthermore the difficult material such as grammar.

Second, teachers’ beliefs come from their experience with schooling. Although SS, IN, and NE did not come from the same university, they said that there were lecturers used full English, and lecturers used Indonesian or mixed English-Indonesian. As SS said,

“Waktu kuliah saya sangat idealis. Kalo di kelas menjadi mahasiswa selalu saya berbahasa Inggris, dan dosen-dosen tentu saja selalu berbahasa Inggris. Waktu itu. Dan saya merasa bahwa kalau mengajar ya saya harus selalu berbahasa Inggris. Walaupun muncul keraguan apakah kalau berbahasa Inggris dengan murid SMA atau SMP lalu apakah bisa, tapi yang jelas sewaktu saya masih mahasiswa, saya sangat idealis. Pengajaran haruslah full English. All teaching should be conducted in English.”

(“When I was a university student, I was very idealist. In the class I always used English, and lecturers of course full English. That time I thought that in teaching English I had to use full English even though hesitancy appeared whether speaking in English was understandable for senior/junior high school or not. The thing is when I was a university student, I was very idealist. All teaching should be conducted in English.”)

SS testimonial explained that his lecturers always used English in teaching the courses. He also wondered that he would use full English in teaching English someday although doubt about senior/junior high school students could understand or not filled his mind.

IN also uttered,

“Kalo kuliah itu macam-macam. Ada yang totally bahasa Inggris, ada yang menggunakan bahasa Indonesia campur-campur.”

(“In college language used by the lecturers were variations. There were lecturers used totally English, Indonesian, and mixed Indonesian-English.”)

From her report above, in college life IN was also still taught English by using Indonesian even the portion was reduced. NE also declared almost the same. She said,

“Waktu kuliah, sudah banyak menggunakan bahasa Inggrisnya meskipun kadang-kadang dosen masih ada yang menggunakan bahasa Indonesia tapi lebih banyak menggunakan bahasa Inggris, dan juga bahkan ada native speakernya juga.”

(“In college, the lecturers used almost English though sometime they still used Indonesian. But they used more English, and there were also native lecturers.”)
Her answer showed her lecturers used English and Indonesian to teach the courses. The variety of languages used by their lecturers in college may influence their perception in teaching English using Indonesian.

Third, beliefs come from their experience as teacher and what work best. From that experiences SS and IN mentioned that the background knowledge of the students affects them to use Indonesian. SS said,


(“Experiences came from the beginning of being an English teacher. I often tried using full English. As a new English teacher I always used English. But when I saw the situation in which with full English was difficult to be understood by the students, I used Indonesian in several part to make students understood. Sometime I also mixed it with Javanese for variation or making fun in the class.”)

SS answer pointed out that the use of English all the time was not good for students. Students could not understand the lesson well if SS did so. In addition, SS also mentioned,

“Pengaruh dari guru, waktu saya masih guru muda pengaruh guru-guru yang sudah tua-tua waktu itu memeng mengatakan kalo dijelaskan murid-murid kita susah pak. Dari pengaruh itu membuat akhir-akhir ini membuat kadang-kadang ke idealism untuk selalu menggunakan bahasa Inggris sedikit berkurang.”

(“Influence from senior teachers who said that explaining using English was difficult for students made my idealism of using English all the time reduced.”)

It means that senior teachers’ opinion also had role in influencing SS beliefs about using Indonesian in English class. IN also declared the same thing as SS said. She said,

“Awal-awal juga karena masih baru, jadi selalu. Tetapi saya sering menekankan mba karna kita belajar bahasa Inggris maka kita menggunakan language English itu lebih banyak. Tapi karna kadang ada yang ga paham, jadi
**B. English Teachers’ Beliefs on Using Indonesian**

From the videotapes and the results of semi-structured interviews, there were three beliefs of using Indonesian in English class.
1. **Using Indonesian Can Make Students Understand more about the Lesson**

   From the videotapes, SS used Indonesian for explaining the material. For example, in Video 1 he explained about the generic structure of hortatory exposition using Indonesian.

   (“What is the generic structure of Hortatory Exposition? I ask what the structure of the text is. There is thesis. It is similar with? It is almost the same with analytical exposition.”)

   **Students**: “Ya.”
   (“Yes.”)

   Other example is when SS explained about sequence of event on Video 2. SS explained the material using English. But then, there were students asked SS to explain again using Indonesian. It means that students did not understand SS explanation about sequence of event. Because of that, SS explained sequence of event using Indonesian.

   (“In this text there are only one conjunction ‘finally, then’. Is there any conjunction? Usually it can be found in the beginning of the paragraph. First, second. Here we cannot find the use of conjunction. Is it wrong? No. There are so many conjunctions that text does not use it.”)

   **Students**: (listening to SS)

   When asked why he used Indonesian to explain the material, he said,

   “Saya mengulang, saya jelaskan in English kemudian saya ulang dengan bahasa Indonesia. Misalnya gitu. So that the students understand what is meant by for example hortatory exposition because pada dasarnya di kelas XI ini hortatory adalah materi yang sama sekali baru di kelas sebelumnya, di semester sebelumnya, belum pernah ada sama sekali. Yang materi lainnya seperti narrative saya jarang menggunakan bahasa Indonesia.”
   (“I usually repeat my explanation. I repeat. I explain in English then I repeat using Indonesian so that the students understand what is meant by, for example hortatory exposition. In grade XI Hortatory Exposition is a new lesson, they
haven’t met this lesson before. For the other lessons such as Narrative I seldom use Indonesian.”

What he meant is he uses English for general lessons and sometimes Indonesian for new lessons. Besides that, SS also implied that hortatory exposition is difficult new material for grade XI, so he decided to use Indonesian in explaining the material.

Next is IN used Indonesian to check students’ understanding. That time IN made a class discussion to talk about a spoof text that students could not see the twist. She told the story again in English but she checked whether students knew or not where the twist is in Indonesian.

IN : “Can you find funny things on this story? Lucunya dimana?”
(“Where is the twist?”)
Students : “Mengungkapkan tentang dimarahin.”
(“Tells that someone has been scolded.”)
IN : “Mengungkapkan tentang dimarahin? Ok. Hayo dimana? Where is the twist from this text? Misunderstanding between the couple and I. 'I'nya siapa?”
(“Someone has been scolded? Ok. Where is the twist? Where is the twist from this text? Misunderstanding between the couple and I. Who is 'I'?”)
Students : “The writer.”

Then, she gave me the reason why she used Indonesian. She said,

“Karena mengajar spoof itu kan tujuannya untuk menghibur mereka, menghibur pembaca, pendengar, jadi kalo dibaca mereka ga ketawa, berarti gaul ga lucu berarti gagal, cerita itu gagal, maka perlu diterjemahkan supaya mereka bisa mengerti o ini isinya apa, mereka bisa tertawa bersama-sama. Gitu.”
(Because the purpose of spoof text is to entertain the students, the readers, the listeners, they have to laugh. If they do not laugh, the story is failed. In order to make them understand the story and can laugh together, it needs to be translated)

Based on her answer, she wanted to make students understand the story so that they could laugh together. Then, she also used Indonesian to check how far the students understand the story after she retold and translated the story.

Besides, NE also used Indonesian for explaining the material. For example, on the last video NE explained about the structure of news item. In explaining the structure of news item, NE inserted some Indonesian words.
(“First is short headline. Do you know headline? What is headline? A short headline. For example? Two serious injured … That is headline. Please. What? A title. What is the title? What is the headline? … That is the headline.”)

Students : (listening to the teacher)

When asked why she used Indonesian, she explained,

“Karena news item itu adalah the most difficult material diantaranya yang lain, jadi saya lebih banyak menggunakan bahasa Indonesia, dan itu belum didapatkan waktu SMP. Itu bener2 asing, bener2 materi baru bagi anak2, jadi di SMP itu belum ada news item, news item itu hanya ada di kelas X dan kelas, nanti pendalamannya di kelas XII. Di kelas XI juga ga ada.”
(“Because news item is the most difficult material among others, I used more Indonesian. The students also had not got the lesson about news item in junior high school yet. It was a new lesson for the students. There was no news item material in junior high school. News Item was material for grade X and XII.”)

From NE answer, NE would use Indonesian to explain a new difficult material. She also added,

“Saya lebih banyak menggunakan bahasa Indonesia karena itu saya menjelaskan materi, teori, jadi kalau teori mereka masih menggunakan bahasa Inggris, saya kira mereka kesulitan untuk memahaminya.”
(“I used more Indonesian language because I explained material or theory. If I explained using English, I thought they would be difficult to understand the lesson.”)

NE statements above strengthened her answers before. She used Indonesian not only for explaining difficult material, but also for explaining theory. She also had a thought that students would not understand if she explained using English.

Based on examples and English teachers’ explanation above, I could conclude that they would use Indonesian to explain material in order to make students understand the lesson well.
2. Using Indonesian Can Help the English Teachers to Explain Difficult Expressions, and Vocabularies

SS also used Indonesian to explain the meaning of the words. On the first video, SS gave the text that tells about instant noodle and uses technical terms of chemical. That time SS explained the meaning of the words using Indonesian.

SS: “Chemical substance means zat kimia, chemical compound means senyawa kimia.”
Students: (listening to SS)

Another example is on Video 2. It happened when SS started to review the previous lesson. And he used words that he thought that they are out of students’ vocabulary range.

Students: (listening to SS)

When asked why he used Indonesian to explain the meaning of the words, he answered,

“Sebagian kata yang saya pandang di luar jangkauan siswa kadang langsung saya beritahukan maknanya.”
(Words that I think are beyond students’ reach; sometime I give the meaning in Indonesian directly).

Based on SS answer above and the first example, SS thought that students from Social Class might not know technical term in chemistry so that SS translated the words ‘chemical substance’ and ‘chemical compound’ into Indonesian. He also added,

“Some expressions are difficult to explain in English, so I explain to them in Indonesia”

According to his answer, SS explains difficult expressions in Indonesia. It shows in the second example, probably SS felt that students did not know the meaning of ‘brief explanation’ so that he asked students what the meaning is and explained the words in Indonesian.
Furthermore, IN also used Indonesian on another day to check students’ understanding. That time IN asked students to present their own text in front of class. The group that presented in front of class uttered the wrong sentence construction. Actually, they wanted to ask ‘how was your trip’ but they used ‘how do you travel?’ To check it, IN used mixed English-Indonesian.

IN: “How do you travel? What does it mean?”
(“Ehm, what. How. It is our trip. How was your trip?”)
IN: “Ow, gitu. You want to ask us, bagaimana dengan kamu? Gitu ya? How do you say it in English?”
(“So you want to ask us, how was your trip? How do you say it in English?”)
Students: “What about your...”
IN: “Ok, Dyah. If this is your question. How do you travel? What the answer? How do you travel? The answer is?”
Student: “It’s very fun.”
Student: “How?”
Student: “It’s so...”
IN: “How do you travel? This sentence means?”
Student: “Bagaimana.. Bagaimana.. Bagaimana perjalanan mu.”
(“How... How... How was your trip?”)
IN: “Actually this question actually want to ask you bagaimana perjalanan mu kemarin ke Bali? Gitu ya? Ya to. How do you say it in English?”
(“Actually this question wants to ask you how your trip was. Is that right?”)
Student: “How about your trip?”
IN: “How about your trip? How about yours travel? So, if you ask how do you travel, the answer is? Yes? How do you travel? The answer should be by bus, Right?”
Students: “Right.”
IN: “Ya? How do you travel? By bus. Everyone, if you want ask about perjalanan kamu bagaimana? How was your travelling? How was your trip? Some of you will answer by saying? Gimana jawaban kalian?”
(“How do you travel? By bus. Everyone, if you want to ask about how your trip was ‘how was your travelling? How was your trip?’ Some of you will answer by saying? How do you answer?”)

IN translated what students might mean into Indonesian. She also gave the possible answers from those two questions – ‘how do you travel?’ and ‘how was your trip?’ in
order to make the same perception between students toward those questions. As she said,

(In the ending there is a question ‘how do you travelling?’’. It indicates that they have wrong concept. They want to ask ‘how was your travelling?’ Therefore, they are wrong in constructing the sentence. For that reason, it needs to be translated into Indonesian first to know what actually they mean, and then we translate it again to English.)

It shows that IN asked what the students perception toward the question ‘how do you travel’ by using Indonesian first because she thought that sentence construction was difficult for students. After the students got the right perception, she helped them to translate it into English.

Another example from IN’s video was she used Indonesian to create fun in the class. On the Video 2, IN used the word ‘bombongan’ to create fun in the class.

IN : “Nanda. You are bombongan, aren’t you?”
Nanda : “Yes, because bombongan is funny.” (Then, the whole class was full of laugh.)

In the interview, she gave me the reason why she used Indonesian to create fun. She said,

(It is just to make them more relax. Also sometime we do not know ‘bombongan’ in English. So I directly used Indonesian, bombongan. It is just for raising more relax.)

The used of Indonesian in creating fun was not only because it raised students’ relaxed, but also because not all Indonesian words could be translated into English. IN also added that relax is the most important thing in learning a language.
Then, NE used Indonesian to explain the meaning of the words. For example, in the second video she taught descriptive text about Borobudur to grade X. She gave several words’ meaning, and students listened to her.


Students : “Patung.”

When she asked students about the meaning of the word ‘decorated’, no one answered her question. So that she decided to explain the meaning in Indonesian with expectation grade X students did not know the meaning in Indonesia. In the interview when asked why she used Indonesian to explain the words’ meaning, she stated,

“In grade X class, I still use Indonesian. But, in grade XI class, especially science class, I use English. If the students find difficulties, I translate it into Indonesian. But, usually grade XI students have understood so that I do not have to translate it into Indonesian. It is because they are more creative, they look the meaning at the dictionary. Although I use English, they understand. But grade X students must be slow, so I do not use full English.

It showed that she uses Indonesian depends on grade. In grade X she still uses Indonesian but in grade XI she uses English. It also implied that grade X students were lack of vocabularies so that NE translated some vocabularies into Indonesian. She also added,

“And also who are taught. Maybe in Social class the English teacher cannot use English. So we have to see the class condition. If that class has used
mostly English in daily activities, we can use mostly English. If it is not, we use mostly Indonesian. So it depends on the class.)

Her answer means that the class condition also affects the use of Indonesian in class. Those are the reasons why she uses Indonesian in explaining the meaning of the words, especially in grade X classes.

The examples and explanations above illustrated that English teachers used Indonesian to explain difficult expression and vocabularies. There was also a thing influenced English teacher to use Indonesian which was class condition.

3. Using Indonesian Can Unite the Differences of Students’ Background Knowledge

From the videotapes, SS used Indonesian most on giving instruction. For example, on the Video 1 SS asked students to read the hortatory text after he checked students’ attendance and reviewed material. Students did not answer in spoken language but in their action by reading the text on their handout.

SS : “Bacalah text halaman ke-dua. Satu, apakah Anda setuju atau sependapat dengan isi text ini?”
(“Read the text on the second page. 1. Do you agree with this text?”)

Students : “Ya.”
(“Yes.”)

When SS commanded the students to read the text on the second page, students did not give any answer. While, when SS asked them whether they agree or not, they answered “Yes”. Another example is on Video 2 when SS ordered students to do group assignment and explained how to answer the questions. Students looked understand his instruction by answering “Yes”.

menjawab. Do you understand?’”
(‘‘To work together to answer the questions. The questions are
individual but do it in group of four. After you finish, I will
appoint you to answer the question. I will appoint based on
students’ number. For example, questions number one and two
will be answered by students’ number one. All students’
number one has to be ready to answer the questions. Do you
understand?’’)

Students : “Yes.”

When asked why he most used Indonesian in giving instruction, he said that he felt
students did not understand if he gave instruction in English.

“Ya mungkin saya rasa murid ada yang belum jelas, itu saja.”
(“Perhaps I feel that students do not understand yet.”)

His answer showed at least two reasons. First is he used Indonesian to make students
understood what they should do in the task given. Second is he used Indonesian to
make the same perception among students about what they should do in the task
given.

Furthermore, IN used Indonesian most on explaining the meaning of the
words. For example, on Video 1 that day’s lesson was about spoof text. IN asked
students some words’ meaning in Indonesian. Then, IN repeated the word’s meaning
again in Indonesian.

IN : “Polite means?”
Students : “Sopan.”
IN : “Impolitely?”
Students : “Tidak sopan.”
IN : “Berarti dengan tidak sopan ya.”
(“It means impolitely, right?”)
Students : “Ya.”
(“Yes.”)

Another example is when IN asked two students to come forward to translate a text.
Then, those students did not know a word meaning in Indonesian. IN helped them by
giving its synonym and its meaning in Indonesian.

IN : “‘through’ means ‘by’, melewati.”
When asked why she used Indonesian to explain the meaning of the word, she stated,

“Kadang-kadang materi itu ber-genre, ber-text type, berjenis text ya mmba ya, kadang wawasan mereka itu terbatas. Anak bahasa kadang mereka hanya menguasai yang sejajar dengan linguistic, untuk yang geografi, kemudian untuk sains kadang terbatas infonya. Jadi perlu diterjemahkan.”

(“Sometime materials have genre, and type. There are many kinds of text type. Sometime their concept is limited. Language students may only master linguistic. For geography, and science their concept is limited so that the words need to be translated.”)

According to her answer, at least there are two reasons. First is the variation of materials. Second is the difference of students’ knowledge. She explained the meaning of the words using Indonesian because the perceptions between students are not same. As she said,

“Terutama karena tingkat kemampuan siswa yang berbeda-beda, kadang satu kata bisa dipahami oleh satu anak, mungkin dengan kata yang sama anak yang lain tidak paham. Jadi perlu diterjemahkan sehingga lebih satu persepsi terhadap satu kata.”

(“The important thing is difference ability between students. Sometime one word can be understood by one student, maybe with the same word the other students do not understand. So the word needs to be translated to make the same perception toward one word.”)

It means that the ability between students is different and IN needs to build the same perception between them by using Indonesian that all students master. Words meanings in Indonesia help and make students to have same perception toward one word in English.

Thereafter, NE used Indonesian to give instruction. In the Video 1 after NE asked the students to discuss in groups, she asked them to go back to their own seat by commanding,

“Kembali ke tempat duduk masing-masing. Iya, balikkan dulu.”

(“Back to your seat.”)

Here, she used Indonesian to make students go to their seat quickly, so she could continue the lesson. When asked why she used Indonesian to give instruction, she uttered:
“Ya spontan saja, kadang-kadang saya juga pake bahasa Inggris, tapi kadang-kadang ya seperti di kelas X3 mungkin ya waktu itu, karena X3 itu beda dengan X1, X3 itu agak kurang bisa mengikuti kalo pake bahasa Inggris. Kalo di kelas X1 itu saya, kalau misalnya English day itu sudah bisa jalan kalo X1, sudah lumayanlah sudah banyak yang pake bahasa Inggris. Kalo di X3 itu instructionnya aja, di suru apa aja kadang-kadang ga mudeng yang saya maksudkan pun ga mudeng harus diterjemahkan. Kadang-kadang untuk menyering waktu, waktunya tinggal sedikit, kalo saya pake bahasa Inggris nanti materi ga nyampe gitu, jadi saya shortcut aja, langsung balik bahasa Indonesia, kalau kira-kira susah langsung pake bahasa Indonesia, tapi kalo kira-kira itu sering saya ucapkan ya saya pake bahasa Inggris.”

(It is spontaneous. Sometime I also use English. But sometime in class like X-3 which consists of students who are difficult to follow the lesson in English, I translate what I mean in Indonesian. Sometime, to save time I use Indonesian. If it is difficult, I directly use Indonesian. But, if I often speak in English using those words, I use English.)

According to NE answer, there are two reasons. First is sometime students cannot follow the lesson. It also depends on what class she taught because different classes consist of different students with different ability. Second is to save time. It means that by using Indonesian she can explain the material in a word. If she used English, the material taught that day would not be finished. The use of Indonesian in here is clear. It is understandable for students.

To sum up, English teachers used Indonesian to unite the differences of students’ background knowledge. By using Indonesian that all students understand, English teachers expected all students got the same perception about the lesson, and vocabularies.

CONCLUSION

This study attempted to find out three English teachers’ beliefs toward the use of Indonesian in English class. Therefore, the question in this study is: “What are the three English teachers’ beliefs toward the use of Indonesian in English class?”
Furthermore, there are two limitations of study. First, this study focused on senior high school students who are considered as adult and have high English proficiency. In fact, the English teachers still use Indonesian in English class. They think that students may not understand the lesson well if they use full English. Besides, there are variations of students’ background knowledge. Second, this study only saw from the English teachers’ side, especially their beliefs. The researcher saw the influence of English teachers’ beliefs on using language in English class. What’s more, which I hope for further research is seeking from students’ perception about how many portion of Indonesian and English that will be used in English teaching-learning process, including their reasons.

This study found out that there are three major sources that influence these three English teachers’ beliefs. First is their experience as language learners. Second is their experience with schooling. Then, the third is their experience as English teachers and what work best.

In addition, this study found out three English teachers’ beliefs toward the use of Indonesian in English class. Their beliefs are (1) using Indonesian can make students understand more about the lesson; (2) using Indonesian can help them to explain difficult expressions, vocabularies, and material; and (3) using Indonesian can unite the differences of students’ background knowledge.

From the findings, this study can suggest that all English teachers should be aware of the portion of Indonesian-English in English classroom. The reasons are English is an important language since we are now living in the era where technology is rapidly developing, and everything use English. Also, sometime English teachers need to use Indonesian for some purposes, and must not forget to improve students’ English proficiency by giving them time to rehearse their ability.
Acknowledgement

First and foremost, I have to thank to God Almighty who gives me blessings and wisdom to finish this thesis well. Then, I must thank to my thesis supervisor, Mrs. Anita Kurniawati H., M. Hum. who is patient to guide me in writing this thesis to the end. Also, thanks to my thesis examiner, Mrs. Anne Indrayanti Timotius, M.Ed. who gives good advice in revising this thesis. Most importantly, none of this could be happened without my family – papah Suheru, mamah Erlies, Ooh Yosua, Kak Sari, and Kak Stevanie who always pray for my success. Last but not least, thanks to my WigWig Fam – Indah, Chandni, and Mutia who always encourage me to finish this thesis on time.
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APPENDIX 1 – SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Why do you still use Indonesian?

2. Please tell me your past experiences as student, English teacher trainee, and new English teacher that make you are now still using Indonesian in teaching English.

3. What are the advantages of using Indonesian?

4. What are disadvantages of using Indonesian?

5. Why do you think English is an important language?

6. What are the best ways to learn a language?

7. What is the meaning of learning English?

8. How would you define effective teaching?

9. What do you think are the most important elements in an effective language teaching program?

10. How would you characterize English teaching as a profession?
## APPENDIX 2 – INTERVIEW SAMPLE OF IN

**English Teacher: IN  Date: 05-Mar-14  Interview 2**

<table>
<thead>
<tr>
<th>Sharon</th>
<th>Selamat pagi Ibu Indah.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Selamat pagi mba Sharon.</td>
</tr>
</tbody>
</table>

Sharon: Perkenankan saya untuk berkenalan lagi. Nama saya Sharon mahasiswi FBS-UKSW yang sedang menulis skripsi tentang “English Teachers’ beliefs toward the use of Indonesian in English Class”. Saya mulai dengan pertanyaan pertama bu. Berdasarkan video yang saya ambil, beberapa bagian Ibu Indah masih menggunakan bahasa Indonesia, alasannya apa bu?

IN: Dengan menggunakan bahasa Indonesia, terkadang bisa membantu anak lebih memahami makna kata, atau pun yang kita sampaikan, kita sampaikan dalam kelas bisa dipahami dengan baik oleh anak.

Sharon: Jadi memahami makna kata, terus materi yang diajarkan gitu ya bu? Lalu, pertanyaan ke dua, apakah sebelumnya Ibu Indah mempunyai pengalaman dalam penggunaan bahasa di dalam kelas sehingga sekarang Ibu Indah masih kadang-kadang menggunakan bahasa Indonesia?

IN: Terutama karena tingkat kemampuan siswa yang berbeda-beda, kadang 1 kata bisa dipahami oleh 1 anak, mungkin dengan kata yang sama anak yang lain tidak paham. Jadi perlu diterjemahkan sehingga lebih satu persepsi terhadap satu kata.

Sharon: Kalo waktu dulu, kembali ke masa lalu waktu Ibu Indah masih jaman SMA misalnya, apa ada pengalaman oh guru ku dulu pake bahasa Indonesia, sekarang aku juga, gitu ada nda?


Sharon: Jadi grammar itu apa dianggap susah bu makanya pake bahasa Indonesia?

IN: Iya. Karena harus mengapalkan rumus-rumusnya.

Sharon: Ok. Kalo waktu jadi guru awal-awal ada pengalaman nda bu?

IN: Awal-awal juga karena masih baru, jadi selalu. Tetapi saya sering menekankan mba karna kita belajar bahasa Inggris maka kita menggunakan language English itu lebih banyak. Tapi karna kadang ada yang ga paham, jadi perlu diterjemahkan. Selalu ditututi dengan terjemahan bahasa Indonesia nya. Dua bahasa.

Sharon: Lalu ada dampak positif nda bu dari penggunaan bahasa Indonesia di dalam kelas?

IN: Mungkin lebih relax anak-anak, lebih memahami pelajaran, kadang juga bisa bertanya kalo ga paham diterjemahkan dalam bahasa Indonesia. Tapi pake tanda kutip biasanya mereka boleh menggunakan bahasa Indonesia dalam tanda kutip dan itu lebih bisa menambah pengetahuan mereka.

Sharon: Ok, jadi relax, paham, tambah pengetahuan. Kalo dampak negatifnya bu?

IN: Too much Indonesia kadang mereka kebablasan menggunakan bahasa Indonesia terus dalam kelas sehingga kadang-kadang ada joke-joke yang di luar materi kelas.

Sharon: Jadi out of apa ya ya topic dari lesson itu.

IN: Too broad ya kebablasan gitu tadi.

Sharon: Iya. Lalu dari video-video, saya menemukan beberapa tujuan Ibu Indah menggunakan bahasa Indonesia. Yang pertama, creating fun in language class. Seperti waktu itu bombongan, itu alasannya apa ya bu?

Sharon
Ok bu. Lalu explaining meaning if new words. Jadi kayak contohnya high plain area itu dataran tinggi. Kayak gitu alasannya apa?

Kadang-kadang materi itu kan bergenre, bertext type, berjenis text ya mba ya, kadang wawasan mereka itu terbatas, anak bahasa. Kadang mereka hanya menguasai yang sejajar dengan linguistic, untuk yang geograf, kemudian untuk sains kadang terbatas infonnya. Jadi perlu diterjemahkan.

Sharon
Ok bu. Lalu untuk checking students’ understanding. Waktu itu topiknya adalah spoof text dan ibu Tanya lucunya dimana itu ya? Kayak gitu, itu alasannya apa?

Karena mengajar spoof itu kan tujuannya untuk menghibur mereka, menghibur pembaca, pendengar, jadi kalo dibaca mereka ga ketawa, berarti ga lucu berarti gagal, cerita itu gagal, maka perlu diterjemahkan supaya mereka bisa mengerti o ini isinya apa, mereka bisa tertawa bersama-sama. Gitu.

Sharon

Kadang lebih cepat tertangkap oleh anak maksud ibu apa, maksud ibu gurunya apa, sehingga mereka lebih cepat melaksanakan perintah.

Sharon
Ok bu. Selanjutnya explaining the content of the text jadi ibu apa ya, kayak translating spoof text itu isinya apa. Itu alasannya apa?

Ya hampir sama dengan yang tadi bahwa karena tujuan spoof ini untuk menghibur, jadi kadang-kadang ada beberapa kata yang mereka ga paham sehingga ga tau twist nya dimana, lucunya dimana, wagunya dimana, maka perlu bantuan dengan diterjemahkan.

Sharon
Berarti kayak untuk biar mereka lebih understand?

Ya hampir sama dengan yang tadi bahwa karena tujuan spoof ini untuk menghibur, jadi kadang-kadang ada beberapa kata yang mereka ga paham sehingga ga tau twist nya dimana, lucunya dimana, wagunya dimana, maka perlu bantuan dengan diterjemahkan.

Sharon
Ok bu. Selanjutnya explaining the content of the text jadi ibu apa ya, kayak translating spoof text itu isinya apa. Itu alasannya apa?

Ya kita ada step by stepnya mengajar di kelas karena mereka terdiri dari bermacam-macam kepala, isi otaknya kan beda-beda jadi perlu pemahaman yang sama sehingga instruksi yang step by stepnya maka perlu dibaca dulu, dipahami, mencari kata-kata yang sulit dulu, kemudian sampai ke tujuan yaitu memahami isi bacaan dengan jelas.

Sharon
Ok bu. Lalu yang berikutnya crosscheck maunya siswa. Kayak waktu siswanya presentasi, itu kan ada satu kalimat yang salah, maksudnya Tanya bagaimana dengan kamu gitu kan. Itu kenapa crosscheckingnya pun pakai bahasa Indonesia?


Sharon
Jadi untuk pembetulan gitu.

Ya. Sentence construction.


Supaya lebih tau maksud dari pertanyaan itu apa. Memasang itu bermacam-macam, seperti apa, lebih detail kita menerjemahkannya.

Oya, terus ini ada yang hampir sama kayak tadi. Translating the text. Jadi ini waktu text yang dari calendar kalo ga salah, ibu translate text nya itu untuk siswa. Itu alasannya?
Sharon: Saya beri sesuatu yang di luar text type karena itu memotivasi anak menjadi siswa yang lebih berhumility, punya jiwa kemanusiaan, dalam text calendar itu banyak sekali hal-hal yang bisa mensupport mereka untuk lebih peduli dengan sesamanya. Jadi kalo mereka ga tau maknanya, maka ga akan tersampaikan maksud dari kalender tadi. Ada himbauannya, motivasinya.

Sharon: Ok bu, selanjutnya, waktu ibu berada di dekat murid, saat murid mengumpulkan tugas, maupun saat murid sedang berdiskusi dengan kelompok, bahasa apa yang ibu gunakan?

Sharon: Mostly use English, but if they got some difficulties kita pake bahasa Indonesia.

Sharon: Alasannya bu?


Sharon: Ok bu. Lalu pertanyaan berikutnya. Kenapa ibu tidak memforce siswa buat speak English full, full speak English?

Sharon: The main target iya, they have to speak English fluently. But this is a process. Itu kan proses. Jadi 90% using English, but 10% if they don’t understand use Indonesia in tanda kutip for language class ya.

Sharon: Use Indonesia.

Sharon: Use Indonesia. Oya, ok. Lalu dari pihak sekolah adakah aturan khusus tentang penggunaan bahasa di dalam kelas bahasa Inggris?


Sharon: Terus menurut Ibu Indah idealnya guru bahasa Inggris itu yang seperti apa?

Sharon: Idealnya guru bahasa Inggris itu ya harus menguasai bahasa Inggris, mereka kan juga sebagai contoh, jadi sebagai guru bahasa Inggris we have to use English in the class. But sometimes if the students don’t understand we try to use the first definition, synonym, or the last: translation.

Sharon: Ok bu. Lalu apakah menurut ibu bahasa Inggris itu penting?

Sharon: Iya. This is important.

Sharon: Ya. Alasannya bu?


Sharon: Ok, karna menjadi bahasa dasar, bahasa Internasional gitu ya bu istilahnya makanya penting gitu. Lalu, menurut ibu belajar bahasa Inggris itu artinya apa?


Sharon: Lalu menurut ibu cara terbaik buat murid-murid ini belajar bahasa Inggris apa?

Sharon: Karena ini bahasa ya yang penting mereka harus bisa mempraktekkan, dikomunikasikan, mereka
<table>
<thead>
<tr>
<th>Sharon</th>
<th>harus punya partner untuk berlatih menggunakan bahasa Inggris tiap hari.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Lalu berikutnya effective teaching itu menurut ibu seperti apa?</td>
</tr>
<tr>
<td>Sharon</td>
<td>Kita menggunakan skill yang bisa siswa pahami tadi dengan, kalo mereka have difficult words, we use definition, kemudian synonym, dan terakhirnya kita baru translation.</td>
</tr>
<tr>
<td>IN</td>
<td>Ok bu, lalu berikutnya the most important elements, elemen yang paling penting di dalam effective language teaching program, apa?</td>
</tr>
<tr>
<td>Sharon</td>
<td>The most important?</td>
</tr>
<tr>
<td>IN</td>
<td>Element.</td>
</tr>
<tr>
<td>Sharon</td>
<td>Ok, lalu pertanyaan terakhir, menurut ibu profesi sebagai guru bahasa Inggris itu apa?</td>
</tr>
<tr>
<td>IN</td>
<td>The most important?</td>
</tr>
<tr>
<td>Sharon</td>
<td>Profesi itu ya sebagai pengabdian, dedication ya. Karna kita punya ilmu, kita membagikan ilmu kita ke anak didik sehingga mereka mendapatkan sesuatu dan akhirnya akan menjadi sesuatu dengan bahasa Inggris.</td>
</tr>
<tr>
<td>IN</td>
<td>Hanya lebih memotivasi siswa untuk lebih bisa berbahasa Inggris dengan rasa yang nyaman tidak takut, tidak takut salah, tidak mikir tentang grammar lagi, mereka bisa sharing idea yang menggunakan bahasa Ingris tapi itu suatu proses, step by step.</td>
</tr>
<tr>
<td>Sharon</td>
<td>Jadi yang ingin disampaikan adalah memotivasi siswa biar relax, biar nyaman, biar mengeluarkan ide-ide, pendapat, seperti itu. Ok bu. Terimakasih untuk kesediaan saya interview.</td>
</tr>
<tr>
<td>IN</td>
<td>Iya sama-sama mba Sharon.</td>
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