ELEMENATARY SCHOOL STUDENTS' PERCEPTIONS TOWARD THE USE OF "BAHASA INDONESIA" IN ENGLISH CLASSROOMS: A CASE STUDY AT SD KRISTEN SATYA WACANA SALATIGA

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

YeEun Lee
112014901

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA
2018
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best my knowledge and my belief, this contains no material previously published or written by any other persons except where due references are made in the text.

Copyright@2018. YeEun Lee and Antonius Wahyana

All right reserved. No part of this thesis may be produced by any means without permission of at least one of the copyright owners or the English Department, Faculty of Language and Arts, Satya Wacana Christian University, Salatiga

YeEun Lee
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : YeEun Lee
NIM : 112014901
Email : 112014901@student.uksw.edu
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : ELEMENTARY SCHOOL STUDENTS’ PERCEPTIONS TOWARD THE USE OF “BAHASA INDONESIA” IN ENGLISH CLASSROOMS: A CASE STUDY AT SD KRISTEN SATYA WACANA

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narsusmen penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 09 Mei 2019

YeEun Lee

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : YeEun Lee
NIM : 112014901 Email : 112014901@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : ELEMENTARY SCHOOL STUDENTS’ PERCEPTIONS TOWARD THE USE OF
“BAHASA INDONESIA” IN ENGLISH CLASSROOMS: A CASE STUDY
AT SD KRISTEN SATYA WACANA

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA
☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi satu pihak saja. Pengetahuan, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.
** Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini harus dilengkapi dengan penjelasan/ alasan tertulis dari pembimbing TA dan diketahui oleh pimpinan fakultas (dekan, kaprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 09 Mei 2019

Mengetahui,

YeEun Lee

Drs. Antonius Widyana, M.A.
(Supervisor)

E. Titik Mutisari, M.TransStud., Ph.D.
(Examiner)
PUBLICAGTION AGREEMENT DECLARATION

As a member of the University Kristen Satya Wacana (UKSW) academic community, I verify that:

Name: YeEun Lee
Student ID Number: 112014901
Study Program: English Language Education
Faculty: Language and Arts
Kind of Work: Undergraduate Thesis

in developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

ELEMENTARY SCHOOL STUDENTS’ PERCEPTIONS TOWARD
THE USE OF “BAHASA INDONESIA” IN ENGLISH CLASSROOMS:
A CASE STUDY AT SD KRISTEN SATYA WACANA SALATIGA

with this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date: 
Verified by signee,

Approved by:

Yeeun Lee

Drs. Antonius Wahyana, M.A.
Supervisor

E. Titiy S. Murtisari, M.TransStud., Ph.D.
Examiner
ELEMENTARY SCHOOL STUDENTS' PERCEPTIONS TOWARD THE USE OF "BAHASA INDONESIA" IN ENGLISH CLASSROOMS: A CASE STUDY AT SD KRISTEN SATYA WACANA SALATIGA

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

YeEun Lee
112014901

Approved by:

Drs. Antonius Wahyana, M.A.
Supervisor

F. Titik Murtisari, M. TransStud., Ph.D.
Examiner
INTRODUCTION

Nowadays, English is taught in all education levels (kindergartens, elementary schools, junior high schools, senior high schools), even until universities in many different countries. In the past, both first language (L1) and second language (L2) were usually used by English teachers in the classroom. Cook (2001) and Woodall (2002) said that using L1 is actually an important resource in second language learning. McKeown (1993) in his study believed that people who are good at a first language must be good at a foreign language too. The mother tongue cannot be avoided in foreign language learning and also the learners will feel more comfortable while they are learning by using their own language. However, the use of both the first language (L1) and second language (L2) in the English classroom is still a matter of controversy.

Meanwhile, recently many English teachers want to teach their students by using second language (L2) only. According to Tang (2002), using L2 only is the best way to learn the target language faster. At the beginning of the class, the progress of the students in the using L2 only classroom is slower than ‘using both L1 and L2’ classroom students. Nevertheless, as time goes by, the students who use L2 only in the classroom can learn fast. According to Justin’s study (2016), using L2 only will boost the students’ confidence. Thus, the teachers also should try to use English only in their classroom. By doing that, the students have confidence in speaking English, and moreover, their English skills will be improved.

Based on the argument of the use of the L1 and L2, and the use of L2 only in English classroom stated from several studies above, the researcher is interested in investigating the issue about the elementary school students' perceptions toward the use of Bahasa Indonesia (L1) in
English classroom. Therefore, this research was conducted at fifth-grade and sixth-grade classroom of the elementary school named SD Kristen Satya Wacana in Salatiga, Indonesia. This study aims to answer the following question: "What are the students' perceptions toward the use of Bahasa Indonesia in the English classroom?" The objective of this study is to investigate when the first language (L1) can help the students in learning English. This research also revealed the advantages and disadvantages of the use of both the first language (L1) and the second language (L2).

Hopefully, the result of this study may help both the students and the teachers. For the students, they will know about the role of L1 in learning English, so they can use L1 effectively in the classroom. For the teachers, they can consider when the students need using L1 and how the use of L1 will affect the students' English learning process.

**LITERATURE REVIEW**

In this section, definitions of perception, the advantages, and disadvantages of using L1 and L2, the advantages and disadvantages of using L2 only, and also some relevant studies are reviewed.

**Definitions of Perception**

According to Hong (2003), as cited in Permatasari (2014, p.7), perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn. It means that students can think alone and they have their own thoughts about something they get in the learning process and how they react toward it. Wesely (2012) as cited in Wellington (2013,
p. 8-9) stated that learner’s perception has been commonly associated with two targets: perception of themselves and perception of the learning situation. Perception of themselves has often defined as how students understand and make sense of themselves and their own learning. While learners perception of the learning situation have included how students experience and understand aspects of the classroom, such as the behavior of the teacher and the students. Therefore, according to the case study, the researcher would refer to the students’ perceptions of the learning situation particularly toward the use of Bahasa Indonesia (L1) in the English classroom.

There are two ways of teaching and learning English in the EFL (English as a Foreign Language) classrooms. The first way is the use of L1 and L2 in the English classroom. The other way is the use of L2 only in the English classroom. The following studies show the advantages and disadvantages of using L1 and L2 in EFL classrooms and the advantages and disadvantages of using L2 only in EFL classrooms.

The Advantages and Disadvantages of Using L1 and L2 in EFL Classrooms

1. Using L1 and L2 is believed to better for an understanding of grammar and vocabulary.

   In the Grasso's study (2012), students in elementary school students explained some reasons to use of L1 in the English classroom. They said it is difficult to understand some words and vocabularies which are hard to explain in English. Some students said that when they cannot understand some difficult words or some grammar point, they talked with their classmate in L1. The other students said that it is hard to understand complex grammatical
rules and grammar question is difficult to understand by explaining in English, also the explanation of some vocabularies. For these reasons, students need to use their first language (L1) in the English classroom.

2. **Using L1 and L2 is the most effective way of translating words.**

   When the learners are learning another language, they tend to automatically translate with their own language then after that, they understand what the meaning is. Lado, Baldwin, and Lobo (1967) said that studies comparing the effectiveness of various methods for learning always come up with the result that an L1 translation is the most effective. This is probably because L1 translations are usually clear, short and familiar which are very important in effective definitions.

3. **Using L1 and L2 is more comfortable.**

   McKeown (1993) said that the first language is the student’s identity. Therefore, if unconditionally prohibited use their native language, they may feel uncomfortable to use L2. The teacher should help the students to keep their identity and confidence and also help the students to acquire English naturally. Grasso (2012) also shows several opinions from elementary school students that involved in her study. Some students said that they can express their opinions better and sometimes it cannot describe what they want to say, which makes them really nervous. Particularly, they cannot understand what the meaning about teacher said when they first time came here. However, someone who comes from the same country can help them without language problems.

4. **Using L1 and L2 is efficiently saving time.**

   Language acquisition is achieved when the bilingual is used in classroom (Cook, 2001) An instruction is more effective to be explained by the first language in a short time
and then let students work a task with the second language. Giving instruction by L1 shortens the time and it makes students understand the instruction correctly. “When missing some points, the students can catch up the teacher quickly” said the student of the elementary school where Grasso (2012) conducted her study referring how does the use of L1 in the classroom would be so helpful.

Other studies showed some disadvantages of using both L1 and L2 in English classrooms as the following:

1. Using L1 and L2 can create laziness among students.

   Polio (1994) and Atkinson (1987) investigated the negative impact of using L1 and L2 in the English classroom. As cited in Khasanah (2013), these researchers stated that the use of L1 in the classroom can create laziness among students and failure to maximize English. Khasanah (2013) in her study also concluded that interference of L1 can make the students depend on the teacher and make them lazy. Thus, teachers would be better to use the target language (L2 only) without considering the students’ first language.

2. Using L1 and L2 can limit the students’ chance of practicing English.

   Permatasari (2014) in her study stated that the teachers which tend to use L1 will cause limited opportunities for students to learn English. According to Bowen (2004) which cited in Permatasari (2014, p.10), teachers’ use of L1 will limit students' exposure to English. It could happen in a classroom situation that does not encourage the students to try hard to exercise their English competence. Howatt (1984) as cited in Indrayani (2015, p.7) also stated that the use of L1 might reduce the students' tendency to practice speaking in the target language as students might feel more comfortable using their L1 rather than English.
The Advantages and Disadvantages of Using L2 Only in EFL Classrooms

The use of the second language (L2) only in the English classroom also has some advantages and disadvantages. Several studies showed the advantages of using L2 only in English classroom as the following:

1. Using L2 only is the best way to learn English faster.

   According to Tang (2002), the use of L1 can help the students to understand the instruction faster. When the students used their mother tongue (Chinese) in the target language classroom, they seemed to understand the instruction quickly. But, using L2 only is the best way to learn the target language faster. At the beginning of the class, the students may acquire L2 in the using L2 only classroom slower than using both L1 and L2 classroom. As time goes by, the students who use L2 only in the classroom can learn faster. According to Communicative Language Teaching (CLT), when communicating between teachers and students using L1 as less as possible, the students can learn English faster. Some of the researchers also have shown that the amount of target language input does affect learners' target language development (Larsen-Freeman, 1985; Turnbull, 2001 in Moeller, 2013).

2. Using L2 only is the memorable and habitual method to learn English faster.

   McKeown says that L1 translations are usually clear, short and familiar which are very important in giving definitions effectively (, 1993). But, using L2 only in the classroom is a more memorable and habitual way to learn English. "How much time have you spent living in a place where the language is spoken?" (Pasty, 1993, p.111). He also asked that "if you no longer use the foreign language on a daily basis, can you estimate how many years you spent learning or using it?" Pasty said that students should use English all the time in life.
Learning English in English may seem difficult. Using L2 only helps the students definitely to improve their English skills. Therefore, students should learn English only in English.

3. Using L2 only will boost the students' confidence.

   Many students are afraid of speaking English because they do not often use English in daily life and they fear for the mistakes of English. Justin (2016) said that if the learners want to overcome the fear of speaking English, they should make English fun, convenient and practical daily habit. As he said, English should be easy to access and be used in substance. Thus, the teachers also should try to use English only in their classrooms. By doing that, the students have confidence in speaking English, and moreover, their English skills will improve. Using L2 only is an effective and efficient way to overcome the fear of speaking English.

These are some disadvantages of using L2 only in the English classroom as the following:

1. Using L2 only can increase the anxiety level of the students.

   While some studies stated that using L2 only in English classroom could increase the students' confidence, but for some students that have a poor English background, using L2 only would increase their anxiety level (Rad, 2014). By only using L2 in the classroom, it cannot make sure if students have really understood the particular concept or not. Auberach (1999) as cited in Ratriningrum (2013, p.8), argued that anxiety level can be reduced and effective learning environment can be made by using L1 and L2 classes. It can be concluded that the use of L1 might be needed to help class' atmosphere become less threatening.

2. Using L2 only makes the students cannot fully comprehend the teacher’s explanation.

   In the L2 classroom which is used L1, teacher generally will switch into L1 for giving explanations, instructions, and translations. According to Indaryani (2005), L1 serves
the function of facilitating tools to check students' comprehension and reduce their confusion. In line with the argument given by Schweers (1999) cited in Indrayani (2005, p.28), concluded that using L1 can be used as a tool to help the student to check their comprehension toward the lesson. Duff & Polio (1990) found that both teachers and students used L1 in L2 classroom make less error than who use L2 only.

**Relevant Studies**

Grasso (2012) from Australia surveyed the students' thinking ahead to the statistics about 'would it be okay if you use the L1 in the L2 classroom'. This study showed the reasons why students use L1 in the L2 classroom. According to a survey of 83 advanced adult learners in a Direct Entry Program (University Bridging) course, students have positive thinking about using L1. The first reason is students feel unnatural to speak English to people with the same L1 as them. The second reason is using L1 helps the students to clarify instructions. The next reason is using L1 helps them understand the confusing grammar points. The last reason is using L1 helps them understand difficult vocabulary. For these reasons, L1 is helpful in the L2 classroom.

Wong-Fillmore (1985) said that one of the factors that differentiates successful from less successful classes in terms of students' language learning was the way in which the instructor used the target language. It means that using the target language made the students successful in learning and therefore the role of the instructor was also important. This study investigated student teacher’s attitudes and beliefs about using the target language and how those attitudes changed and evolved during the course of their student teaching. In results, some people think that teacher should speak in the target language almost the time, but not everyone agrees with that. Student teachers also thought that teacher's use of the target language, including improved
listening comprehension, vocabulary acquisition, and even speaking ability are related to increasing students' English skills. This study emphasized the student teacher's beliefs. Giving students the needed input with the target language is better for the students.

A relevant study from China shows that mother tongue should be used in foreign language learning systematically for benefit of L2 development. An (2012) conducted the research toward fourteen students in a final-year elective comparative linguistic course in undergraduate education program in Hong Kong. The researcher wanted to analyze in which ways the Chinese language system could be explored systematically so as to assist the development of English in a homogeneous learning context. For this research, some students attempted to make systematic use of L1 for L2 development. The Chinese language in their work area is used as a mediating tool and a good resource to deliver positive language transfer. Therefore, this study shows the use of the mother tongue which should be existed in foreign language learning.

A previous study from Indonesia conducted by Permatasari (2014) shows that the use of Bahasa Indonesia brought positive perceptions toward students from first grade and second grade of Mater Alma Junior High School Ambarawa. In this study, the students showed a strong belief that teachers used Bahasa Indonesia to facilitate learning English language and enhance students' language proficiency. However, there were some students who want to use English maximally. They also realized that L1 use could not be avoided in the English classroom.

Another study case was conducted by Halim (2013) who investigated the fifth-grade students of Tarakanita Primary School Magelang. The study found seven roles of L1 used by the teacher in the English teaching-learning process. The role of L1 mostly used by the teacher was for explaining the meaning of vocabulary or words. The researcher concluded that using L1 a lot
could give a negative effect toward the development progress of the student in mastering English as their L2. However, if L1 was used for a particular role, it would give positive influence to the learners. The students were able to understand the material and develop their L2 (English). Using the right role of L1 could make the learning more effective for both teachers and students, especially to help the students with poor English background in following the lesson.

The previous studies conducted students' perceptions toward the use of first language in the English classroom for junior high school students, senior high school students or adults. So far, there have not been any investigations of elementary school students' perceptions toward the use of the L1 at English classroom in Salatiga. Therefore, the researcher would like to do such research in Salatiga.

THE STUDY

This study was conducted to answer what the elementary school students' perceptions toward the use of Bahasa Indonesia (L1) in English classrooms. In this section, the details of how the research was conducted are explained. Context of the study, research participants, data collection instrument, data collection procedures, and data analysis procedures are reviewed.

Context of the Study

The place that the researcher chose to collect the data was an elementary school named SD Kristen Satya Wacana which is located in Salatiga, Central Java, Indonesia. The reason why the researcher chose this school for this study is that this school was the place where the researcher conducted teaching practicum in September to November 2017. Therefore, it would
be easier to get the data for this study. The other reason is when the researcher became a student teacher in this school; the researcher found that the English teachers of this school indeed still used both Indonesian and English in the English classroom. Therefore, it was suitable for the topic of the researcher's case study. This study was conducted in fifth-grade (3 parallel classrooms) and sixth-grade (2 parallel classrooms) of SD Kristen Satya Wacana Salatiga.

**Research Participants**

There were 122 students in fifth grade and sixth grade. The fifth grade consisted of 3 classrooms (5A, 5B, 5C), which comprised 78 students in total, and the sixth grade consisted of 2 classrooms (6A, 6B) comprising 44 students. The researcher chose that level of students because they are believed to have learned English in a longer period than the other graders. In this study, the participants were required to fill out the questionnaire which contains several statements related to the research topic.

**Data Collection Instrument**

This study used the questionnaire as the instrument to collect the data. A close-ended questionnaire was used for obtaining qualitative data. The questionnaire were adapted and developed from Levine's (2003) taken from Manara (2007). The questionnaire was translated from English to Indonesian, so it would be easier for the participants to understand the meaning of each statement listed on the questionnaire. There were 12 statements divided into two parts. The first part of the questionnaire consists of 4 statements that investigate students' general opinions about the English subject and the second part consists of 8 statements that focus on the students' preferences of the use of Bahasa Indonesia by the English teachers in some purposes in
the English classroom. All statements were used a 4 Likert scale format as follows: STS (sangat tidak setuju / strongly disagree), TS (tidak setuju / disagree), S (setuju / agree), and SS (sangat setuju / strongly agree).

Data Collection Procedures

Firstly, the researcher asked for a permission letter from the Faculty of Language and Arts to collect the data in SD Kristen Satya Wacana Salatiga. Once the permission was received, the researcher made an appointment with the English teachers of SD Kristen Satya Wacana Salatiga for collecting data. Then, the researcher distributed the questionnaire to the fifth and sixth-grade students of SD Kristen Satya Wacana Salatiga. When the questionnaire was distributed, the researcher explained the purpose of distributing the questionnaire and then asked the students whether there were the difficulties in the understanding or not. The data were collected in May 2018 with the help of the English teachers in SD Kristen Satya Wacana Salatiga.

Data Analysis Procedures

The collected answers from the questionnaire were scored and classified by using Microsoft Excel and the categorized data result was used in the data analysis process. The analysis of the findings was delivered in tables of frequency and percentage from each number of statements. Then, the percentages of each finding were divided into some categories. The first, are the students interested in learning English in class? The second, is English an easy subject for the students? The third, do they feel confused when their English teacher is using second language only in class? The fourth, do they feel helpful when their English teacher is using both
the first language and second language in class? These four categories came from the first part of the questionnaire.

The second part of the questionnaire that would be the fifth category of the findings contains only 1 question which is divided into 8 sub-questions. Those sub-questions are: do they feel it helpful when their English teacher is using the first language (Bahasa Indonesia) when a) giving instructions, b) explaining difficult parts such as grammar, c) explaining new words, d) checking comprehension, e) giving information about the learning materials, f) explaining the assignments, tests and/or quizzes that will be given, g) telling the students when to submit the assignments, test and/or quizzes, and h) explaining the differences between Bahasa Indonesia and English.

Furthermore, based on the finding data analysis, the researcher would also describe what the advantages and disadvantages of the use of the first language. The last step, the researcher would draw some conclusions and implication from all the analyzed findings.

FINDINGS AND DISCUSSION

The findings related to the research question, "What are the students’ perceptions toward the use of Bahasa Indonesia in the English classroom?", are analyzed and discussed. This section consists of two main parts, namely: (a) students' general perceptions toward the use of Bahasa Indonesia in the English classroom and (b) students' perceptions toward when Bahasa Indonesia is needed to help them in the English classroom. Related data are shown by two different tables before they are presented in two different bar charts.

Students' General Perceptions toward the Use of Bahasa Indonesia in the English Classroom
The findings of the data analysis related to general perceptions toward the use of Bahasa Indonesia by the teacher in the English classroom are presented in table 1 and chart 1 below.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree N (%)</th>
<th>Disagree N (%)</th>
<th>Agree N (%)</th>
<th>Strongly Agree N (%)</th>
<th>Total N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am interested in learning English in the class.</td>
<td>2 (1.6%)</td>
<td>6 (4.9%)</td>
<td>72 (59%)</td>
<td>42 (34.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>2. English is an easy subject for me.</td>
<td>8 (6.5%)</td>
<td>34 (28%)</td>
<td>59 (48%)</td>
<td>21 (17.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>3. I feel confused when my teacher uses English continuously in the English classroom.</td>
<td>20 (16.5%)</td>
<td>41 (33.5%)</td>
<td>47 (38.5%)</td>
<td>14 (11.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>4. I feel helped when my teacher uses Indonesian and English alternately during the teaching and learning process in class.</td>
<td>0 (0%)</td>
<td>4 (3%)</td>
<td>53 (43.5%)</td>
<td>65 (53.5%)</td>
<td>122 (100%)</td>
</tr>
</tbody>
</table>

Table 1: The students' general perceptions toward the use of Bahasa Indonesia in the English classroom

This chart 1 is the same as the table 1 above. The researcher added it for easier viewing.

Chart 1: The students’ general perceptions toward the use of Bahasa Indonesia in the English classroom
Table 1 and Chart 1 show that most of the participants (93.5%) were interested in learning English, and only 6.5% of participants were not interested in learning English. Learning English was fun, it did not mean it was easy. Two-third of the participants (65.5%) answered that English was an easy subject, and 34.5% participants said that English was not an easy subject for them. Furthermore, half of the participants (50%) answered that they felt confused when their English teacher used the second language only in the classroom, but others could understand what the teacher said. According to Rad (2014), using L2 only in English classroom could increase the students' confidence, but for some students who have a poor English background, using L2 only would increase their anxiety level. Indaryani (2005) also stated that L1 serves the function of facilitating tools to reduce their confusion. Almost all of the participants (97%) agreed with the teacher's use of Bahasa Indonesia which helped them learn English better and only 3% of the participants disagreed with this statement. In other words, the students want their teacher to teach them in Indonesian. It can be concluded that the teacher's use of Bahasa Indonesia is certainly helpful for the elementary school students' learning English in the classroom. This is also supported by Nunan & Lamb (1996) that it is impossible to avoid using L1 at lower level classrooms.

Students' Perceptions toward When the Teacher Should Use Bahasa Indonesia in the English Classroom

From the data of the study, the students' preferred language on the use of Bahasa Indonesia by the teacher in the English classroom. The findings are presented in Table 2 and Chart 2 below.
<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree N (%)</th>
<th>Disagree N (%)</th>
<th>Agree N (%)</th>
<th>Strongly Agree N (%)</th>
<th>Total N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel helped when the English teacher uses Indonesian at a time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. giving instruction,</td>
<td>2 (1.6%)</td>
<td>13 (10.9%)</td>
<td>82 (67%)</td>
<td>25 (20.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>b. explaining difficult parts (such as grammar),</td>
<td>4 (3.2%)</td>
<td>8 (6.5%)</td>
<td>65 (53.3%)</td>
<td>45 (37%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>c. explaining new words,</td>
<td>0 (0%)</td>
<td>6 (5%)</td>
<td>64 (52.5%)</td>
<td>52 (42.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>d. checking comprehension,</td>
<td>1 (0.8%)</td>
<td>4 (3.2%)</td>
<td>80 (65.5%)</td>
<td>37 (30.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>e. giving information about the learning materials,</td>
<td>1 (0.8%)</td>
<td>4 (3.2%)</td>
<td>68 (55.7%)</td>
<td>49 (40.3%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>f. explaining the assignments, tests and/or quizzes that will be given,</td>
<td>0 (0%)</td>
<td>7 (5.7%)</td>
<td>68 (55.7%)</td>
<td>47 (38.6%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>g. telling the students when to submit the assignments, test and/or quizzes,</td>
<td>0 (0%)</td>
<td>9 (7.5%)</td>
<td>77 (63%)</td>
<td>36 (29.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td>h. explaining the differences between Indonesian and English related to: grammar, vocabulary, and pronunciation.</td>
<td>0 (0%)</td>
<td>3 (2.5%)</td>
<td>72 (59%)</td>
<td>47 (38.5%)</td>
<td>122 (100%)</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>54</td>
<td>576</td>
<td>338</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: The students' perceptions toward when the teacher should use Bahasa Indonesia in the English classroom

This chart 2 is the same as table 2 above. The researcher added it for easier viewing.
Based on the above findings, the participants consider that Bahasa Indonesia is needed when the teacher was (in the order of preferences) a) explaining the differences between Bahasa Indonesia and English, b) checking comprehension, c) giving information about the learning materials, d) explaining new words, e) explaining the assignments, tests and/or quizzes that will be given, f) telling the students when to submit the assignments, test and/or quizzes, g) explaining difficult parts such as grammar h) giving instructions.

a) Explaining the differences between Indonesian and English related to: grammar, vocabulary, and pronunciation (finding point h)

Based on the finding, 119 (97.5%) out of 122 participants responded that they liked to listen to the explanation about the differences between Indonesian and English using L1. The teacher usually used L1 to explain the differences between Bahasa Indonesia and English related to grammar, words, and pronunciation, because the explanation is clearer than using L2, so the students could understand it easily. The teacher's use of L1 makes the students feel comfortable. This opinion can be supported by McKeown (1993) who stated that L1 translations are usually clear, short and familiar which are very important in giving definitions effectively.

b) Checking comprehension (finding point d)

Based on the finding of this study, there were 117 participants (96%) out of 122 who preferred the use of L1 rather than L2 by the teacher for checking comprehension. The majority
of the participants' responded that they were helped when the teacher checked their comprehension using L1. The finding of this study is similar to Schweers (1999) cited in Indrayani’s argument (2005, p.28) in which using L1 can be used as a tool to help students check their comprehension toward the lesson.

c) Giving information about the learning materials (finding point e)

From the finding of this study, there were 96% participants who preferred that the teacher used L1 when giving information about the learning materials. The rest of the following participants (4%) disagreed with this statement. This finding can be supported by Cook (2001) who stated that L1 should be used to facilitate the learning process. In other words, the use of L1 would facilitate and help the students to have a better understanding of the material and develop their L2 (English).

d) Explaining new words (finding point e)

Based on the finding, 116 (95%) out of 122 participants responded that L1 is helpful in the English classroom and only 6 participants disagreed with this statement. When explaining new words, the teacher tried to use L1 instead of L2 to help the students to know the meaning of the word easily. Generally, when the students are learning another language, they automatically translate with their own language. Lado, Baldwin, and Lobo (1967) said that studies comparing the effectiveness of various methods for learning always come up with the result that L1 translation is the most effective. This is probably because L1 translations are usually clear, short and familiar which are very important in effective definitions.
e) Explaining the assignments, tests and/or quizzes that will be given

(finding point f)

Based on the finding, the majority of the students who agreed and strongly agreed on the use of L1 for explaining the assignments, tests and/or quizzes that will be given were 115 out of 122 participants (94.3%). In this section, it is the part that needs to be explained before doing assignments, tests and/or quizzes. Students become more sensitive in this area because if the students do not understand or misunderstand even small points, they will have problems with their grades. This problem can increase students' anxiety. This finding can be supported by Auberach (1999) as cited in Ratriningrum (2013, p.8) who argued that learner's anxiety level can be reduced and effective learning environment can be made by using L1 and L2 classroom. It can be concluded that the use of L1 is needed to help class' atmosphere become less threatening.

f) telling the students when to submit the assignments, test and/or quizzes (finding point g)

Based on the finding, the majority of the students, 113 (92.%) out of 122 participants agreed and strongly agreed with their teacher’s use of Bahasa Indonesia for telling the students when to submit the assignments, test and/or quizzes. After the students finished their assignments, tests and/or quizzes, they must submit it at the exact date and time. However, if the students do not understand or misunderstand the information, they have to ask their teacher or friends again. For these reasons, the teacher should use L1 to reduce the errors, and both the teacher and the students can save time. This finding is supported by Duff & Polio (1990) who found that both teachers and students used L1 in L2 classroom can make fewer errors compared to if L2 only is used.
g) Explaining difficult parts (such as grammar) (finding point b)

Based on the finding, 90.3% of the participants (110 out of 122) responded that explaining difficult parts (grammar) using Bahasa Indonesia by the teacher was helpful for learning English. It means that most of the participants have the difficulties when the explanation of grammar was delivered in L2. This finding is similar to Grasso's study (2012). In this finding, most of the participants who were elementary school students responded that grammar question was hard to understand when explained in English. Thus, L1 is useful for explaining grammar to the lower level students.

h) Giving instruction (finding point a)

Based on the finding shown above, 107 respondents (87.5%) out of 122 who participated in this research responded that they felt helpful when the teacher gave the instruction using L1. The rest of the participants answered that they could understand the instruction without L1. This finding is supported by Grasso (2012). The researcher said that an instruction is more effective to be explained the first language in a short time and then let students work a task with the second language. Giving instruction using L1 shortens the time and it makes students understand the instruction correctly.

Conclusion

This study aimed to investigate the students' perceptions about when the teacher's use of L1 can help the students learn English. The first finding is students' general opinions about the use of L1. To summarize the first finding, most of the students have an interest in English, and
about two-third of the students regard English as an easy subject. However, half of the students still feel confused when teachers use the target language all the time, and almost all of them still need explanations in L1. They need help from their native language by the teacher.

The study also found that there were 8 common situations when Bahasa Indonesia is needed the most. In the students preferred order, the situations include those times when the teacher was a) explaining the differences between Bahasa Indonesia and English, b) checking comprehension, c) giving information about the learning materials, d) explaining new words, e) explaining the assignments, tests and/or quizzes that will be given, f) telling the students when to submit the assignments, test and/or quizzes, g) explaining difficult parts such as grammar h) giving instructions. The least preferred situation was when the teacher was giving instruction. It may mean that the students might understand instruction in English better than explanations in English in the other eight situations.

Based on the results above, some pedagogical implications are suggested. Although most students want their teachers to use L1, the teacher should refrain from using L1 because of some disadvantages. Fully to use L1 can create laziness among the students and can limit the students' chance in practicing English. Moreover, since SD Kristen Satya Wacana students are mostly interested in English, they need to use their native language to reduce difficulties in the learning process. However, they need to increase their use of English to boost the students' confidence in learning English. Using English while giving instructions may be a good start.

The results of this study were limited by the questionnaire, which did not contain the selection of every specific situation. Thus, it may not apply to all of the elementary school students and teachers. In addition, it may not cover the reasons why the participants prefer the use of Bahasa Indonesia in the preferred order as explained in the findings. Therefore, for further
study in a similar field, interviewing the participants in addition to the use of a questionnaire may give a more thorough insight of the students' perceptions towards the use of Bahasa Indonesia in English classrooms.
Acknowledgments

My Utmost for His Highest

First and foremost, I would like to say thank to my Almighty God, Jesus Christ, who has guide and give me His wisdom. Even though there were many moments I wanted to give up, I was able to withstand His love. I realize that without the help and support from many people this thesis would not have been accomplished. I would like to express my special thanks of gratitude to my supervisor Mr. Drs. Antonius Wahyana, M. A. I also thanked to my examiner Mrs. Elisabet Titik Murtisari, M. TransStud., Ph.D. who gave me the precious comments and suggestions on my thesis. In addition, I would like to express my special thanks to sesangeseo gajang saranghaneun uri gajog, abaji JongBum, omani EunYoung, gommo SeonKyung and Yejini who always prayed for me, cheered me up and encourage me. Moreover, EunHye church members, Mr. Han and Mrs. Han who took care of me about six years. The last, I would like to say thank you for being my friends, Anasssi, Ditassi and Venthassi during my college life in a foreign country, in Indonesia.
References


Khasanah, U. (2013). The Use of Indonesian in Teaching English in SMK N 2 Salatiga


Lado, R., Baldwin, B., & Lobo, F. (1967). Massive vocabulary expansion in a foreign language


Moeller, A. J., & Roberts, A. (2013). Keeping It in The Target Language. Digital Commons@University of Nebraska-Lincoln, 21-38


Rad, D. (2014). LANGUAGE ANXIETY-CAUSES AND CONSEQUENCES. University of Zagreb Faculty of Humanities and Social Sciences Department of English TEFL Section


Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but Canadian Modern Language Review, 57, 531540

Wellington, I.A. (2013). Students' Perceptions in Learning English Using Group Work Activities

Hai Adik-adik,


Identitas Responden

Berilah tanda centang (✔) pada kotak yang telah disediakan.
Jenis kelamin: □ laki-laki       □ perempuan
Kelas :      □ 6       □
Umur   :    □ 10 tahun     □ 11 tahun     □ 12 tahun     □ 13 tahun

I. Berilah tanda centang (✔) pada kotak yang sesuai terhadap pernyataan – pernyataan berikut sesuai dengan pengalaman dan/atau pendapat Adik-adik: STS = Sangat Tidak Setuju; TS = Tidak Setuju; S = Setuju ; SS = Sangat Setuju.

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saya senang belajar bahasa Inggris di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bahasa Inggris merupakan mata pelajaran yang mudah bagi saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Saya merasa bingung ketika guru saya menggunakan bahasa Inggris terus-menerus dalam pembelajaran di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Saya merasa terbantu ketika guru saya menggunakan bahasa Indonesia dan bahasa Inggris secara bergantian selama proses belajar-mengajar di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Berilah tanda centang (✔) pada kotak yang sesuai terhadap pernyataan – pernyataan berikut sesuai dengan pengalaman dan/atau pendapat Adik-adik:  

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya merasa terbantu ketika guru bahasa Inggris menggunakan bahasa Indonesia pada waktu:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. memberikan perintah <em>(contoh: Buka buku pada halaman 20!)</em>,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. menjelaskan materi yang sulit seperti tata bahasa <em>(grammar)</em>,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. menerangkan kata-kata baru <em>(contoh: Artinya &quot;purpose&quot; adalah &quot;tujuan&quot;)</em>,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. mengecek pemahaman <em>(contoh: Jadi kalian sudah paham apa yang harus dikerjakan?)</em>,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. memberi informasi materi yang akan diajarkan,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. menerangkan tugas-tugas, tes dan kuis yang akan diberikan,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. memberi tahu tentang pengumpulan tugas-tugas, tes dan kuis yang sudah diselesaikan,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. menerangkan perbedaan bahasa Indonesia dan Bahasa Inggris yang berkaitan dengan: tata bahasa, kosakata, dan pelafalan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Isilah informasi mengenai data diri di bawah ini!

No Absen : 
Kelas :