Students’ Perception toward the Use of English in Teaching English for First Grade of Vocational High School of SMK Negeri 1 Salatiga

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

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SALATIGA
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F-LIB-081
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Ridwan Pasca Utomo:
Students’ Perception toward the Use of English in Teaching English for First Grade of Vocational High School of SMK Negeri 1 Salatiga

Ridwan Pasca Utomo

ABSTRACT

This paper is attempted to investigate the students’ perception about the use of the target language. Some people believe that the use of English as the only medium instruction in the classroom is the best way to teach the students. They believe by teaching English using English only will make the students have better knowledge in all English aspect. On the other hand, English is seen as a difficult material and the students have some difficulties toward this language. Based on this condition this study is aimed at describing the students’ perception about the use of the target language as the medium instruction in the classroom. The findings suggested that the teacher should use English and L1 in a certain case in the teaching learning process.

Key words: Students’ Perception, Target Language, Medium Instruction, Teaching English.

Introduction

Background of the Study

It has been acknowledged that the use of English as the target language (TL) is seen as the best way to teach the students. Cook & Macaro (2001) and Krashen (1982) also believe that the use of the target language in teaching a foreign language is the best way and it should be maximized to make the learners have greater proficiency. In other words, if the learners are forced to use the target language, logically they will be more familiar and more fluent with that language. Students who have good proficiency in the language may not get difficulties using English as a medium instruction in the classroom. Others students may not familiar with English and use it in their communication. As a result those students will feel that learning English is difficult.

This condition may make the students who have low knowledge in English feel insecure during the lesson. Ohata (2005) said that the language classroom setting, for
instance, naturally presents itself as an anxiety-provoking situation to some learners, as it often involves constant evaluations from others as well as from the learner him/herself. Based on this statement the atmosphere of the classroom should be comfortable and secure to the students to learn. If the teacher cannot make this kind of situation the student may feel insecure and cannot understand the lesson (Allwood and Abelar, 1984)

Based on that condition the English teacher should be aware of this condition. English teacher has to be able to cover all of the students’ difficulties to make them understand of the material

**Literature Review**

Since English is a foreign language in Indonesia, it is difficult subject for the students. Based on Cumnis (1984) the major difficulty from the students is their cognitive skill in the language. It means that their knowledge is the problem in learning the language. Since English has four skills writing, listening, speaking and reading the students are expected to be able to acquire these skills. However, when the students enter classrooms with insufficient language skills, they become nervous, increasing the chances that anxiety will affect the learning process, as has happened in foreign language classrooms (Gardner, 1985).

To cover up the difficulty, in language teaching, the use of the target language (TL) is important. The target language should be the major language used in the learning and teaching activity starting from the first until the end of meeting. To make the learners accustomed to the target language the teacher should use it as much as possible in teaching Cook & Macaro (2001) and Krashen (1982).

However, some scholars highlight the importance of the mother tongue (L1) in learning English as a foreign language (EFL) context. For example, Harmer (2001) and Manara (2007) suggest that L1 can be used in explaining things, because first, mother tongue
is learners’ linguistic schemata and it builds the students understanding about the new language. It means that L1 is resources of the students to get the meaning of the other language. They will process the information given with their L1 to understand the meaning of it. Based on Auerbach (1993) students’ linguistic resources can be beneficial for learners at all level of proficiency. Second, L1 use is a preferred learning strategy. According to Atkinson (1987) the use of mother tongue in the form of translation technique is a preferred learning strategy for most learners. By using L1 to translate new concept or difficult words of the target language it will make the students understand more than using only the target language. Third, L1 use reduces the affective barriers to the second language (L2) acquisition. The use of L1 lowers students’ language anxiety and enhances positive affective environment for the students to make a progress in their L2 learning. Forth, L1 can be used as a tool for thought. It means that L1 helps the learners to express and then draw their thought, so they will know what is going on or what is being learned at that time. Auerbach (1993) and Dajani (2002) who investigated the purpose of L1 in English as Foreign Language classroom found that the use of L1 provided positive effects such as teaching new vocabulary words and in discussing a difficult English topic’ material. It clearly shows us that L1 will help the students to comprehend a difficult material. Jones (2010) also identifies the benefits of L1, to provide instructions or explanation, manage or discipline a class, motivate students to learn, and comment on students work and progress.

In contrast, Prodromou (2002) provides a metaphor of using L1 in the classroom. According to him, L1 is like a drug; it can damage your health and may become addictive though with therapeutic potential. In other words, if teachers always use L1 in explaining English materials, students will have a tendency to wait for teachers’ explanation in L1. Sooner or later, students ignore teachers’ explanation in English, therefore, it is a serious damage to the development of students’ acquisition in learning English.
The use of English as the medium instruction in the class lies on the teacher because the teacher is usually expected to use the target language as much as possible in order to provide comprehensible input (Krashen, 1982) for the learners. Macaro (1997) also believes that the teacher is the central point to use the target language because he argues that good language teachers should use the target language almost exclusively in order to make the learners have a good proficiency in the target language.

The uses of the target language in the class activity are various. As said by Warford (2007) the target language was used mainly for modeling and, as would be expected, for leading mechanical drills. The teacher should give the correct example about how to pronounce a word, make it into a simple dialog or even give the students an example on how to use the target language in a global society. Asher (1993) also believe that target language is also used for giving instructions and managing classroom activities. The instruction here may not be a complicated instruction but a simple one since the learners see English as L2 or even a foreign language.

Sharma, (2006) also writes the benefit of using the target language in the classroom. Based on Sharma, if someone is forced to use English to communicate in the activity he involved, sooner or later he will be able to master it like his L1 or mother tongue. When someone forced to listen in English they will start to think what is said and it will increase their capability in this language.

Meanwhile, using the target language as the medium instruction also gives the students or learners some benefits. As explained by Turnbull (2001), the learners’ L2 proficiency will improve, as will the learners’ confidence in using the L2. As expected, the more L2 exposure students receive, the more L2 they will learn. So, the first benefit is to give the students confidence in using the language to communicate inside or outside the classroom. When the students feel confident, they will believe that they have enough
competency to use English. The other benefit is when L2 input is meaningful, students learn and acquire the L2 quickly and successfully (Ruiz-Funes, 2002). A similar statement is delivered by Ellis (2005) that the more exposure students receive in the L2, they will learn faster than using L1. Furthermore, L2 exposure is believed to promote spontaneous communication. So the second benefit of using the target language is the learners will understand the material faster than using L1 as the medium of instruction.

Based on the advantages above the target language should be used in all instructions to curb limitations produced by the L1. The overuse of L1 may result in little exposure on the target language and the learners will depend on the L1. Without continuous input of target language, students tend to lose confidence in using it and as a result, they might lose interest or are discouraged from participating in using target language in the future (Rolin-Ianziti & Varshney, 2008).

Considering this condition, this study aimed at describing the students’ perception about the use of the target language as the medium instruction in the classroom. The perception will give us an overview about what the students’ want in learning English whether they want to use English only, L1 only or both languages. To get the purpose of the study, this research is guided by the research question “What is the students’ perception about the use of English as medium instruction in classroom? The findings from this study hopefully could give the English teachers an overview about the students’ feeling or attitude of English as medium instruction.
The Study

Context of the study

The setting of the study was the 1st grade students of a Vocational High School of SMK Negeri 1 Salatiga. SMK Negeri 1 Salatiga is located in Jl. Nakula Sadewa I/3 Kembangarum, Kel. Dukuh, Kec. Sidomukti, Salatiga. I chose it because this school has some majors like cloth designer class, make-up class, cooking class, office administration class, marketing class and accountancy class which is different than senior high schools. Another reason was I did my teaching practicum at the school.

Method of the Study

To explain the data I used descriptive-quantitative data procedure. First I counted the data and after I got the number of each question I explained it in sentences. To make it clearer, I also made a table of each part.

Participants

The participants were 203 students of the 1st grade of SMK Negeri 1 Salatiga comprising 35 students of make-up class, 35 students of cloth designer class, 32 students of cooking class, 36 students of accountancy, 32 students office administration class, and 34 students of marketing class. A cluster random sampling was used to select the participants. Based on Winarsunu (2002) cluster random sampling is a method of sampling which is based on the cluster, not on an individual. It means the result was not generalized on the individual but on the cluster or the group. In this study the population of this study was all students in the first year at the school.
Instrument of data collection

To obtain the data I used a questionnaire. The questions are the adapted version of Levine’s questionnaire (2003). This questionnaire consisted of 16 questions which divided in 9 questions in the first part and 7 questions in the second part, and those questions asked about the students’ belief and attitude toward the use of the target language. I also added 4 questions about the use of L1 in teaching TL to elicit the students’ opinion about the L1 which could be found in the third part of the questionnaire. To make the questionnaire understandable by the students I translated the language into Indonesian. I did it because by changing the language into L1 the students could be able to understand the material easier rather than using English. The questionnaire asked about the students’ perceptions about the language used in the class, their difficulty in English and the importance of mother tongue. The questionnaire was designed using a five-point Likert scale started from strongly disagree up to strongly agree. The questionnaires were distributed to 203 students. The student participants were first year students.

Procedures of data collection

In order to get the data, I asked permission to the head master of the school first and after that I started to collect the data. Before I decided which class was chosen I made a lottery to choose only one class of each major. When the class was selected I asked the English teacher of each class to enter the class and give the questionnaire to the students. The students needed about 15 minutes to answer the question in the questionnaire.

Data Analysis Procedure

Microsoft Excel program was used to calculate the frequencies the data. The data consisted of three parts. The first was about the use of English in the English class, second was about the difficulty of the students in using English in the class and the last was the need
of using L1 in English class. The first part covered the question number 1 to 9, the second part was question number 10 to 16 and the last part was question number 16 to 20. To count the data first I put it in the program. After that I divided the participants’ answers based on the number 1 up to 5 in each question. Next I counted the frequency of the participants’ answer to know which answer the participants chose the most in each question.

**Finding and Discussion**

This section presents three categories of the data. The first part is about English used in the classroom. It has 9 questions and the result is presented in the table below.

**Table 1 - The Use of English in English Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya meyakini bahwa semakin sering seorang pelajar menggunakan bahasa Inggris di dalam kelas saat pelajaran membuat dia lebih pandai berkomunikasi dengan menggunakan bahasa tersebut. <em>(Key Words : More frequent the students use English, more capable they communicate with the language)</em></td>
<td>0%</td>
<td>3.94%</td>
<td>10.34%</td>
<td>38.92%</td>
<td>49.26%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Saya yakin bahwa saya harus menggunakan bahasa Inggris saat pelajaran bahasa Inggris untuk menguasai bahasa itu. <em>(Key Words : I must use English in the English lesson to master it)</em></td>
<td>0.49%</td>
<td>3.94%</td>
<td>28.08%</td>
<td>50.74%</td>
<td>16.75%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Menurut saya bahasa ibu (bahasa Indonesia) tidak boleh digunakan di saat pelajaran kelas bahasa Inggris dalam situasi apa pun. <em>(Key Words : L1 is forbidden to use in any situation of English class)</em></td>
<td>9.85%</td>
<td>45.81%</td>
<td>38.92%</td>
<td>4.43%</td>
<td>0.99%</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>9/203</td>
<td>51/203</td>
<td>96/203</td>
<td>42/203</td>
<td>5/203</td>
<td>203</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>4</td>
<td>Menurut saya seharusnya baik guru maupun murid hanya menggunakan bahasa Inggris saat belajar tentang tata bahasa (tenses) dan penggunaan bahasa Inggris. (Key Words: Both teacher and students only use English when learning about tenses and its use)</td>
<td>4.43%</td>
<td>25.12%</td>
<td>47.29%</td>
<td>20.69%</td>
<td>2.46%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Menurut saya guru seharusnya hanya menggunakan bahasa Inggris ketika memberikan pengarahan saat melakukan kegiatan seperti saat memberikan instruksi tes atau game, saat menjelaskan, saat berdiskusi, saat berbincang-berbincang, dsb. (Key Words: Teacher only use English in giving instructions and activities)</td>
<td>17/203</td>
<td>82/203</td>
<td>69/203</td>
<td>31/203</td>
<td>4/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.37%</td>
<td>40.39%</td>
<td>33.99%</td>
<td>15.27%</td>
<td>1.97%</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Menurut saya seharusnya baik guru maupun murid hanya menggunakan bahasa Inggris untuk berdiskusi dan berdialog di dalam kelas. (Key Words: Both teacher and students only use English in the discussion in class)</td>
<td>9/203</td>
<td>77/203</td>
<td>90/203</td>
<td>23/203</td>
<td>4/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.43%</td>
<td>37.93%</td>
<td>44.33%</td>
<td>11.33%</td>
<td>1.97%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>Menurut saya tanpa memperhatikan berapa sering murid menggunakan bahasa Inggris saat pelajaran, seorang guru seharusnya tetap menggunakan bahasa Inggris selama pelajaran berlangsung. (Key Words: regardless how often the students use L1, the teacher should use English)</td>
<td>6/203</td>
<td>44/203</td>
<td>85/203</td>
<td>57/203</td>
<td>11/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.96%</td>
<td>21.67%</td>
<td>41.87%</td>
<td>28.08%</td>
<td>5.42%</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Seorang murid seharusnya hanya menggunakan bahasa Inggris saja saat pelajaran bahasa Inggris saat berbincang dengan teman atau pun guru baik saat beraktifitas ataupun tidak. (Key Words: students should only use English to talk with friend and the teacher in all activities)</td>
<td>12/203</td>
<td>67/203</td>
<td>88/203</td>
<td>30/203</td>
<td>6/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.91%</td>
<td>33%</td>
<td>43.35%</td>
<td>14.78%</td>
<td>2.96%</td>
<td>100%</td>
</tr>
<tr>
<td>activities</td>
<td>80/203</td>
<td>80/203</td>
<td>35/203</td>
<td>6/203</td>
<td>2/203</td>
<td>203</td>
<td></td>
</tr>
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<td>------------</td>
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<td>--------</td>
<td>-------</td>
<td>-------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Saat pelajaran bahasa Inggris jika guru atau murid menggunakan bahasa lain selain bahasa Inggris seharusnya mendapat hukuman. (Key Words : in English lesson if teacher or students use other language than English they should get a punishment)</td>
<td>39.41%</td>
<td>39.41%</td>
<td>17.24%</td>
<td>2.96%</td>
<td>0.99%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in the Table 1, it clears that actually the students known that to learn a new language and master it they had to use it as much as possible especially in the learning situation. However in the classroom situation they do not agree if English becomes the only language used. The teacher should not push the students to use only English in the classroom situation, like gave punishment when they used other language in the English class situation. The other language, in here Indonesian as their L1, might be used to help the learners when they could not understand what was being explained using English so that they could understand the material. It means that the teacher might use both English and L1 in teaching the language. According to the students, the teacher might use both languages in giving instructions, explaining the material, in the discussion, etc. Lee (2012) points out that teachers should teach English through English and in all English lessons if possible. Based on the statement above it clears that in a certain time the students would need help from L1 when they could not grab the meaning of the teacher’s explanation in English.

The second part is about the students’ difficulty in using English in class. It has 7 questions and the result of this category is also presented in the table below.
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1   | Saya merasa cemas ketika menggunakan bahasa Inggris.  
(Key Words: I feel anxious when using English) | 13/203 | 45/203 | 100/203 | 39/203 | 6/203 | 203 |
|     |                                                                         | **6.4%** | **22.17%** | **49.26%** | **19.21%** | **2.96%** | **100%** |
| 2   | Saya merasa kesulitan ketika berkomunikasi menggunakan bahasa Inggris. 
(Key Words: I feel difficult when communicate using English) | 3/203 | 22/203 | 81/203 | 77/203 | 20/203 | 203 |
|     |                                                                         | **1.48%** | **10.84%** | **39.90%** | **37.93%** | **9.85%** | **100%** |
| 3   | Saya melihat ini sebagai sebuah tantangan yang berguna ketika saya diharuskan menggunakan bahasa Inggris untuk berkomunikasi. 
(Key Words: It is challenging to communicate using English) | 2/203 | 7/203 | 23/203 | 95/203 | 76/203 | 203 |
|     |                                                                         | **0.99%** | **3.45%** | **11.33%** | **46.8%** | **27.44%** | **100%** |
| 4   | Saya merasa tidak nyaman atau cemas berbahasa Inggris dalam kegiatan berbahasa Inggris. 
(Key Words: I feel uncomfortable or anxious using English in the activities) | 11/203 | 71/203 | 90/203 | 25/203 | 6/203 | 203 |
|     |                                                                         | **5.42%** | **34.98%** | **44.33%** | **12.32%** | **2.96%** | **100%** |
| 5   | Kesulitan dalam berbahasa Inggris membuat saya malas menggunakankannya atau menerapkannya dalam berkomunikasi. 
(Key Words: The difficulty in English makes me lazy to use and to apply it in the communication) | 22/203 | 66/203 | 57/203 | 44/203 | 14/203 | 203 |
|     |                                                                         | **10.84%** | **32.51%** | **28.08%** | **21.67%** | **6.9%** | **100%** |
| 6   | Kesulitan yang saya hadapi dalam bahasa Inggris adalah tentang tata bahasanya (tenses). 
(Key Words: The difficulty I face in English is about the tenses) | 0/203 | 11/203 | 58/203 | 105/203 | 29/203 | 203 |
|     |                                                                         | **0%** | **5.42%** | **28.57%** | **51.72%** | **14.29%** | **100%** |
| 7   | Kosa kata yang sedikit dalam bahasa Inggris membuat saya kesulitan dalam berbahasa Inggris. | 1/203 | 33/203 | 75/203 | 74/203 | 20/203 | 203 |
(Key Words : Few English vocabularies makes me difficult in communicate using English)  0.49%  16.26%  36.95%  36.45%  9.85%  100%

As can be seen in the Table 2, we can conclude that actually the students faced some difficulties in learning English. The difficulties were about tenses and vocabularies (question number 6 and 7). These two factors also made the students feel difficult to communicate using English and sometimes they felt anxious and uncomfortable. However, although there were many difficulties, the students seen that English was challenging to be learnt and they kept trying to use it in the real communication. This condition supports McCarten (2007) statement that learning vocabulary is a challenge to the learners. So it clears that all the difficulties the students faced would not block them to learn English.

In the last part about the need for using L1 in English class, it consists of 4 questions. The result of this category is also presented in the table below.

**Table 3 - The Need in Using of L1 in English Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pengajaran bahasa Inggris seharusnya menggunakan bahasa ibu (bahasa Indonesia) dan bahasa Inggris itu sendiri. (Key Words : English teaching should use L1 and English)</td>
<td>2/203</td>
<td>9/203</td>
<td>54/203</td>
<td>92/203</td>
<td>46/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.99%</td>
<td>4.43%</td>
<td>26.6%</td>
<td>45.32%</td>
<td>22.66%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Saat menjelaskan materi yang sulit seharusnya guru menggunakan bahasa Indonesia. (Key Words : In explaining a difficult material teacher should use L1)</td>
<td>3/203</td>
<td>3/203</td>
<td>36/203</td>
<td>74/203</td>
<td>87/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.48%</td>
<td>1.48%</td>
<td>17.73%</td>
<td>36.45%</td>
<td>42.86%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Guru seharusnya mentraslate bahasa Inggris ke bahasa Indonesia supaya murid lebih memahami. (Key Words : The teacher should translate English to L1)</td>
<td>0/203</td>
<td>7/203</td>
<td>37/203</td>
<td>79/203</td>
<td>80/203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>3.45%</td>
<td>18.23%</td>
<td>38.92%</td>
<td>39.41%</td>
<td>100%</td>
</tr>
</tbody>
</table>
In the last table, as can be seen in the table above, the students believe that L1 was needed in teaching English. L1 was used for explaining difficult material and tenses. However, L1 might not be used in all communication process in English class. The teacher might use both of English and L1 or translate new words to the students from English to L1 or from L1 to English. Furthermore, when the students had difficulty the use of L1 could be useful to make them understand the material. Based on Tang (2002) L1 serves a supportive and facilitating role in the classroom, but not the primary language of communication. So the teacher might use L1 in several cases but still used English as the main language in the classroom.

**Conclusion**

The study was conducted to know the students’ perception toward the use of English in Teaching English to vocational high school students. The study has found that the students do not agree if English became the only language used in the class although they know that to master the language they have to use it in their activities in the classroom.

Based on the findings, the students do not agree if English became the only language used because the students had a difficulty in some aspects like grammar and vocabulary. If the teacher forced them to use only English they might not understand the material. However, these difficulties did not make them anxious or even lazy to use English in the classroom. The students perceived these difficulties as challenges that should be solved.
The students also believed that L1 is also needed in teaching English. The use of L1 was believed as a helpful thing when the students found difficulties. The students wanted their teacher to use L1 when they could not understand the teacher’s explanation in explaining grammar or other difficult materials.

For the further research, the researcher may combine the students’ perception and the teacher perception about the use of English in teaching English in order to make the result more complete from both points of view. The researcher also may investigate the students’ and teacher’s strategies to use more English in the classroom situation to make the students have more proficiency and knowledge in English.
Acknowledgement

First of all I am grateful to The Almighty God for establishing me to complete this thesis. This thesis also would not have been possible without the support of many people. I wish to express my gratitude to my supervisor, Prof Dr. I Gusti Astika who was abundantly helpful and offered invaluable assistance, support and guidance. Deepest gratitudes are also due Athriyana Santye Pattiwael, M. Hum. without whose knowledge and assistance this study would not have been completed. I also thanks to my beloved wife, Severine Cyntia Paramitha, and my son, Nathanael Aditya Utomo, for the support and love, I also wish to express my love and gratitude to my parents and my sister for their understanding & endless love, through the duration of my study. Special thanks also go to my participant, the students of SMK Negeri 1 Salatiga for the contribution for this study. I also thanks to all of my best friends for their supports.
References


KUESIONER

Sehubungan dengan pembuatan skripsi yang saya lakukan dengan judul “Students’ Perception toward the Use of Target Language in Teaching English for First Grade of Vocational High School of SMK Negeri 1 Salatiga” saya Ridwan Pasca mahasiswa UKSW jurusan Bahasa dan Sastra Inggris ingin memohon bantuan kepada teman-teman untuk menjawab pertanyaan-pertanyaan yang ada dalam questioner ini.

Dalam mengisi questioner ini teman-teman tidak perlu mencantumkan nama, maka dari itu saya sangat berharap teman-teman dapat menjawab semua pertanyaan yang ada dengan sejujur-jujurnya. Tujuan dari questioner ini adalah untuk mengetahui persepsi teman-teman tentang penggunaan bahasa Inggris dalam pelajaran bahasa Inggris di kelas. Setelah tujuan saya tercapai saya berjanji akan menghancurkan questioner ini sehingga tidak digunakan untuk kepentingan yang lain. Terima kasih.

Jurusan:

A. Penggunaan Bahasa Inggris di Kelas

Tandailah tabel di bawah ini pada kolom 1, 2, 3, 4 atau 5 sesuai dengan pilihan Anda!


<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya meyakini bahwa semakin sering seorang pelajar menggunakan bahasa Inggris di dalam kelas saat pelajaran membuat dia lebih pandai berkomunikasi dengan menggunakan bahasa tersebut.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya yakin bahwa saya harus menggunakan bahasa Inggris saat pelajaran bahasa Inggris untuk menguasai bahasa itu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Menurut saya bahasa ibu (bahasa Indonesia) tidak boleh digunakan di saat pelajaran kelas bahasa Inggris dalam situasi apa pun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Menurut saya seharusnya baik guru maupun murid hanya menggunakan bahasa Inggris saat belajar tentang tata bahasa (tenses) dan penggunaan bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Menurut saya guru seharusnya hanya menggunakan bahasa Inggris ketika memberikan pengarahan saat melakukan kegiatan seperti saat memberikan instruksi tes atau game, saat menjelaskan, saat berdiskusi, saat bercincang-bincang, dsb.


7. Menurut saya tanpa memperhatikan berapa sering murid menggunakan bahasa Inggris saat pelajaran, seorang guru seharusnya tetap menggunakan bahasa Inggris selama pelajaran berlangsung.

8. Seorang murid seharusnya hanya menggunakan bahasa Inggris saja saat pelajaran bahasa Inggris saat bercincang dengan teman atau pun guru baik saat beraktifitas ataupun tidak.

9. Saat pelajaran bahasa Inggris jika guru atau murid menggunakan bahasa lain selain bahasa Inggris seharusnya mendapat hukuman.

### B. Kesulitan Murid terhadap Penggunaan Bahasa Inggris di Kelas

Tandailah tabel di bawah ini pada kolom 1, 2, 3, 4 atau 5 sesuai dengan pilihan Anda!


<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya merasa cemas ketika menggunakan bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya merasa kesulitan ketika berkommunikasi menggunakan bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya melihat ini sebagai sebuah tantangan yang berguna ketika saya diharuskan menggunakan bahasa Inggris untuk berkommunikasi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya merasa tidak nyaman atau cemas berbahasa Inggris dalam kegiatan berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Kesulitan dalam berbahasa Inggris membuat saya malas menggunakankannya atau menerapkannya dalam berkommunikasi.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Kesulitan yang saya hadapi dalam bahasa Inggris adalah</td>
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</tr>
<tr>
<td>No.</td>
<td>Statement</td>
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<td>---</td>
</tr>
<tr>
<td>1.</td>
<td>Pengajaran bahasa Inggris seharusnya menggunakan bahasa ibu (bahasa Indonesia) dan bahasa Inggris itu sendiri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saat menjelaskan meteri yang sulit seharusnya guru menggunakan bahasa Indonesia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saat menjelaskan tata bahasa (tenses) seharusnya guru menggunakan bahasa Indonesia.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

C. Pendapat Murid terhadap Penggunaan Bahasa Indonesia

Tandailah tabel di bawah ini pada kolom 1, 2, 3, 4 atau 5 sesuai dengan pilihan Anda!