
Students' perception of teacher in using bilingual in EFL classroom: Indonesian context

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A B S T R A C T

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The objective of this research is the importance of use bilinguals to improve the students' ability in English, the use of the both of languages is very important to help students to understand the English material delivered by the teacher. Besides that, it makes it easy for them to understand the meaning of vocabulary and English sentences and also make them feel comfortable in taking English lessons. To explore students' knowledge about the effect of using bilingual the use of English and Indonesia to improve their ability in English learning, the researcher conducts a study of "Students' Perception of the Importance of Using Bilingual in English Learning Ability. The result of this study was the students had positive perception toward the importance of using bilingual (*Bahasa Indonesia* and English) in English learning process. The data analysis of the information obtained from the questionnaire and the interview confirmed these results. The questionnaire data showed that from 10 statements, there are 9 statements had the "Strongly Agree" response of the students. It was proven by the central tendency of each statements got the average above "80%" which is based on assessment interval on Likert Scale where index 80%-100% means "Strongly Agree".

1. INTRODUCTION

Understanding the material in the learning process is very important for students. Whereas by understanding the material conveyed by the teacher, making students get new knowledge that can add insight. Nursanti (2016) stated that there is a very significant need for understandable language instruction in learning a foreign language and if the learners do not feel very clear about what the teacher offers or describes the target language to them during the learning process they may not obtain any sort of knowledge from the teacher and thus they will fail in the learning process. Moreover, learning a new language that is English, which is a foreign language. As we know that English is an international language, and so many countries in the world use English in their lives. Some use English as the first language, some use it as a second language, and some use it as a foreign language. Thus, teachers should make use of culture to assist learners acquiring English as a language cannot be learned successfully without understanding its cultural context (Wati et al.,2023).

In Indonesia, English is used as a foreign language (EFL), while the first language is to use Indonesian. Harmer (2007:19) clarified that "EFL described situations in which students had learned English in order to use it with any other English speaker in the world..." Schools in Indonesia also make English as a subject that must be learned starting from the kindergarten level, elementary school, junior high school, senior high school, even in university. Because it is a foreign language, of course it is hard for the students to learn English, it is difficult for students to understand the material that delivered by teachers in English. It is difficult to comprehend every sentences, vocabulary and grammar (especially pronoun) in English (Nokas, 2021). Moreover, all teaching material and learning processes all use English. If the teacher also teach by using the same method, students will quickly get bored if they only study

in class (Wahya et al., 2023). Thus, it makes their English learning ability to be very low, so the learning goal that is increasing students' English learning ability is not reached, even the learning process can fail. So it is significant to use two languages (bilingual) in the process of learning English in the classroom. If you only use one of them, for example, using English or only using Indonesian, it is not optimal and makes students uncomfortable to take English lessons, so they (English and Indonesia) must be using both.

According to Hong (2003) stated that perception is somebody thinking about something they are doing to determine how their behavior towards using it, whether they agree with the process or something they are learning about. Based on Hornby (2005) defines perception as a thought, a belief of a picture that you have when you see or understand something. Perception is how others are perceived or evaluated and refers to two languages as native-like. The experience definite as someone's opinion of the objects or events he or she went through. While his or her sensory gathers the details, their minds begin to interpret message given. As a consequence, they will have an opinion on whether or not that is good.

Meanwhile, according to (Amalia, 2018) stated that students' perception is something that the student feels for. Perceptions of students are the perspective of students towards something that happened in the classroom of the learning process and produced it with suggestions or arguments for teachers or classmates to enhance their learning process (Sidhu, 2003: 15). So understanding the perception of students is the points of view of the students towards a phenomenon that is verbally or written. In this study, the students' perception is the students' points of view in assessing the importance of using bilingual to improve their ability in learning English.

There are also some variables that influence the perception of someone; internal and external variables are included. For an internal factor, an individual's perception will be influenced by someone's psychological factor, thinking, feeling, motivation, and attention. On the other hand, it influenced external factors such as stimulus, environment, culture and belief for the external factor. (DAHSAAN, 2018) stated that there are three factors that can affect his or her perceptions: experience, state of motivation, and emotional state. The perceiver will respond to or interpret something in different ways in various motivational or emotional states. While internal factors of perception including: experience, feeling, thought, attention, and motivation (Mufidah, 2019). In this research, the researcher used the internal factors of perception by (Mufidah, 2019) because it was related to this research.

Amalia (2018) stated that there are forms of perception split into two when defining the perception of the students; there are positive and negative perceptions. Self-perception must behave in all personal actions, think of their selves, their skills and their bodies, and do so. It is often prejudiced by others' response to them. This understanding, in turn affects the behaviors of each person and the decisions that each human being makes all the way through life. Positive perception is a beneficial present that prepares for self-confidence and the power to catch on to the universe, to survive crises, and to concentrate beyond oneself. It improves relationship building and giving to others. Negative perception is meant to concentrate on their own interests, seeking to gain and show their self-worth.

According to the Webster's dictionary, bilingual is "using two languages especially as spoken with the fluency of a native speaker"; "a person using two languages especially habitually and with control like that of a native speaker"; or simply "the constant oral use of two languages"; according to In the common view, being bilingual equals being able to speak two languages perfectly. In addition, a bilingual is someone with limited skills in only one of the four language skills that listen, speak, read and write in a language.

Nursanti (2016) stated that in general, the bilingual approach in this study refers to the use of the first language of students (L1) in target language learning (in this case learning English). Therefore, in this analysis, the bilingual language use of teachers is defined as two languages of classroom instruction used by teachers in teaching English, or it is also meant to integrate the native language of students (L1) as a learning tool in the English language learning (ELL) classroom (Dujmović, 2007). Celce-Murcia (2005) demonstrates precisely what the bilingual approach is in her material entitled 'Bilingual Approach to Language Learning. It is noted that in a similar group of students where two languages (or more) are used as language instruction in learning a language subject, a bilingual approach is applied. In other words, the bilingual approach refers to classroom teaching in two or more languages as a way of studying second language or foreign language in a class where students have same language.

2. METHOD

According to Creswell (1998:15) a qualitative study is defined as an investigation process to understand a social or human problem based on building a complex, holistic picture, formed with words, reporting informants' detailed views, and conducted in a natural environment. This study uses qualitative research while the case study was chosen as method to analyse the collected data and to produce understanding of the entity being studied.

This research uses questionnaire and interview as the technique to collecting the data. The questionnaire and interview will conduct to know the students' perception of the importance of using bilingual in English learning ability. The questionnaire that is closed ended questionnaire which is contain 10 statements while the interview was taken directly by interview face to face and recorded by the phone to support the questionnaire data. To avoid the misunderstanding of students, first the researcher translated the questionnaire statement and interview questions into Indonesian so that they are easily understood by students. The following table is the Questionnaire Grille of the Students' Perception of the Importance of Using Bilingual in English Learning Ability.

Table 1 Questionnaire Grille

Variable	Factors	Indicators	Number of items
Students' Perception of The Importance of Using Bilingual in English Learning Process	Experience	Helping students in learning English	1
		Helping students easy in English writing skill	2
		Helping students to be fluent and accurate on their English speaking skill.	3
	Felling	Make students feel comfortable and enthusiastic when taking English lessons	4
	Thought	Make students understand easily the English material given by the teacher also helps teachers in delivering material so that learning objectives are achieved	5
		Understanding every English sentences easily	6
		Understanding new English vocabularies very well	7
		Make students confused in learning English	10
	Attention	Make students focus on learning English	8
	Motivation	Make students motivated to learning English	9

Validity refers to the degree to which a term is precisely calculated in quantitative analysis.

Here for the validity test, the investigator will use Pearson Product Moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] \cdot [\sum Y^2 - (\sum Y)^2]}}$$

Where:

- r_{xy} = Correlation coefficient between X and Y
- N = Number of pair of scores
- $\sum XY$ = Sum of the products of paired scores
- $\sum X$ = Sum of scores for questionnaire for variable X
- $\sum Y$ = Sum of scores for the questionnaire for variable Y
- $\sum x^2$ = Sum of squared x scores
- $\sum y^2$ = Sum of squared y score

Reliability refers to a coherent and stable instrument score. The researcher use Cronbach Alpha to calculate the reliability of the test instrument. According to Mohamad et al., (2015), reliability measurement can determine by Cronbach's Alpha.

- a. If Cronbach's Alpha score is >0.6, then an instrument is reliable.
- b. If Cronbach's Alpha score is <0.6, then an instrument is not reliable.

The researchers distributed the questionnaires to 15 respondents to test the validity and the reliability of the questionnaires. Then with the aid of the SPSS 23 program, the researchers used the Pearson Correlation formula to process the data.

3. RESULTS AND DISCUSSION

The researchers distributed the questionnaires to 15 respondents in order to assess the validity of the questionnaires. Then with the aid of the SPSS 23 program, the researcher used the Pearson Correlation formula to process the data. The following are the findings of the questionnaire trials on the students' perception of the importance of using bilingual in English learning ability.

Table.3 The Validity Test of the students' perception of the importance of using bilingual in English learning process

Number of Items	Significance Value	Criteria	Explanation
Item 1	.046	0.046<0.05	Valid
Item 2	.000	0.000<0.05	Valid
Item 3	.000	0.000<0.05	Valid
Item 4	.005	0.005<0.05	Valid
Item 5	.001	0.001<0.05	Valid
Item 6	.000	0.000<0.05	Valid
Item 7	.000	0.000<0.05	Valid
Item 8	.001	0.001<0.05	Valid
Item 9	.007	0.007<0.05	Valid
Item 10	.002	0.002<0.05	Valid

According to Cronbach's Alpha determination that is: If Cronbach's Alpha Score is >0.6, it means the instrument is reliable, while if Cronbach's Alpha score is <0.6, then it is mean the instrument is not reliable. From the table above which is contain the results of Cronbach's Alpha score that is 909, where 909 is >0.6, so it can be concluded that the reliability test analysis on the students' perception of the importance of using bilingual in English ability was reliable.

Table 2. The questionnaire response of the students

Respondents	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
1	4	3	5	4	4	3	4	3	5	2
2	4	4	4	4	4	4	4	4	4	4
3	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	4	4	4	4	4	4	4	4	4	3
7	4	4	4	4	4	4	5	4	4	1
8	4	4	4	4	4	4	4	4	4	2
9	3	4	3	4	4	4	4	4	3	4
10	5	5	5	5	5	5	5	5	5	5
11	5	4	4	4	4	4	4	4	5	4
12	4	4	4	4	4	4	4	4	4	4
13	5	5	5	5	5	5	5	5	5	5
14	5	4	4	4	5	4	4	4	4	2
15	4	4	4	5	5	5	5	5	4	4
16	3	4	3	3	3	3	3	3	3	2
17	3	3	1	3	3	3	3	3	3	3
18	3	3	3	5	5	5	5	3	3	3
19	3	3	3	3	3	3	3	3	3	3
20	4	4	4	4	4	4	4	4	4	2
21	5	5	5	5	5	5	5	5	5	3
22	5	5	5	5	5	5	5	5	5	1
23	5	5	5	5	5	5	5	5	5	5
24	4	4	4	4	4	4	4	4	4	4
25	5	5	5	5	5	5	4	4	5	2
26	3	3	3	3	3	3	2	3	3	3
26	5	5	5	5	5	4	5	5	5	5
28	5	5	5	4	4	4	4	4	4	2
29	5	4	3	3	3	3	4	3	3	3
30	4	5	5	5	5	5	4	4	5	3

The Information;

-  : Strongly Agree
-  : Agree
-  : Neutral
-  : Disagree
-  : Strongly Disagree

Table 4 above reveals the questionnaire response of the students. There were 30 respondents and 10 items asked to the students regarding the students' perception of the importance of using bilingual in English learning ability.

Table 3. The calculation of central tendency of every statement in questionnaire

No	Statements	Central Tendency	Interpretation
1	The use of bilingual is important in English lessons.	85%	Strongly Agree
2	The use of bilingual is important to make me easier to write in English	84%	Strongly Agree
3	The use of bilingual is important to make my English speaking skill become fluent and accurate.	82%	Strongly Agree
4	The use of bilingual is important it makes me feel comfortable and excited on attend the English lesson	85%	Strongly Agree
5	The use of bilingual is important in helping me understand English material and also helping teachers in delivering material so that learning purpose will achieved.	85%	Strongly Agree
6	The use of bilingual is important to makes me easier to understand the meaning of each English sentences	83%	Strongly Agree
7	The use of bilingual is important to make me easier to understand new vocabularies	84%	Strongly Agree
8	The use of bilingual is important to make me focus on attend the English lesson	81%	Strongly Agree
9	The use of bilingual is important because it makes me motivated to learn English	83%	Strongly Agree
10	The use of bilingual is important but also it makes me confuse in learning English	65%	Agree

Meanwhile, table 5 above reveals the calculation of central tendency of every statement in questionnaire. The lowest central tendency of questionnaire items was “The use of bilingual is important but also it makes me confuse in learning English” item number 10 with 65%. The highest central tendency of questionnaire items were “The use of bilingual is important but also it makes me confuse in learning English”, “The use of bilingual is important it makes me feel comfortable and excited on attend the English lesson”, and “the use of bilingual is important in helping me understand English material and also helping teachers in delivering material so that learning purpose will achieved”, items number 1, 4 and 5 with 85%.

4. CONCLUSION

The result of this study was the students had positive perception toward the importance of using bilingual (*Bahasa Indonesia* and English) in English learning process. The data analysis of the information obtained from the questionnaire and the interview confirmed these results. The questionnaire data showed that from 10 statements, there are 9 statements had the “Strongly Agree” response of the students. It was proven by the central tendency of each statements got the average above “80%” which is based on assessment interval on Likert Scale where index 80%-100% means “Strongly Agree”.

While the last statement that was statement number 10 had the “Agree” response of the students. It also proven by the central tendency of the statement number 10 got 65% which is based on the assessment interval Likert Scale where index 60-79.99% means “Agree”. It was included as a good result and it could be categorized as a supporting statement for the first statement where the state number 1 showed that students really had a strongly agree about the

importance of the using bilingual in English lesson.

The questionnaire data was also supported by the interview data. The interview data showed that the students also had positive response toward the importance of using bilingual in English learning ability.

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