



**Students and Teachers' Perception on the Use of Indonesian
Language in Junior High Schools EFL Classes in East
Jakarta**

**ErfinaTheodalindaBupu
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Undergraduate Thesis

**English Teaching Study Program
Faculty of Education and Teachers Training
Christian University of Indonesia
Jakarta
2014**

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**Erfina Theodalinda Bupu
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Undergraduate Thesis

**Submitted to fulfill one of the requirements for conducting the
bachelor Degree in the English Teaching Study Program, Faculty of
Education and Teacher Training, Christian University of Indonesia**

**English Teaching Study Program
Faculty of Education and Teachers Training
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Jakarta 2014**

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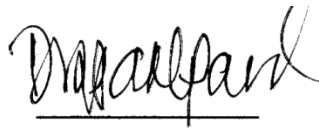
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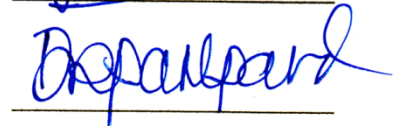
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Erfina Theodalinda Bupu

MOTTO AND DEDICATION

Motto

Your life is what your thoughts make it.

Dedication

This final project is particularly dedicated to:

My beloved parents, Paulinus Nuga and Esther Kutu

My dearest brothers, Yanuarius Melkhior Meo Gego and Yuniuss Sirilus Meko Sugi

My beloved family and friends.

My beloved classmates, FKIP-BS A 2010.

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Jakarta, August 5th, 2014

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Students and Teachers' Perception on the Use of Indonesian Language in Junior High Schools EFL Classes in East Jakarta

(2014)

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ABSTRACT

There has been a longstanding debate over whether the use of MT in EFL classes should be avoided or welcomed. The general assumption has prevailed for some time that English ought to be learnt through English, and not by the use of mother tongue, which has to be prohibited in the classroom. However, the arguments against using MT in EFL classroom have not provided sufficient evidence for avoiding it, nor have they given clear reasons for banning mother tongue. In Indonesian, since English language has been taught in all level of education, Indonesian language has roles in EFL classes. However, only few studies have been carried out to investigate the role of Indonesia language in English classes.

Therefore, this study was aimed to find out teachers and students' perception on the use of Indonesian language in Junior High School EFL classes around East of Jakarta, the role of Indonesian language in English class, degree of using Indonesian language in English class, the preferred amount of the mother tongue during the class hour, the relationship between students' English mastery level and their expectation of the amount of Indonesian use, and between teachers' teaching time length and their preference in the use of Indonesian. This study was conducted using Survey method. A total of 16 English teachers and 830 students of Junior High school around East of Jakarta were involved in this study. Data for this study was collected via questionnaire and interview, and were analyzed using mean and percentages.

Finding of this study revealed that majority teachers and students viewed that the role of Indonesian is very important to be employed in Junior High school EFL classes. Teachers and students stated that the role of Indonesian is very important in

classroom interactions, learning language skills and component, and understanding learning material. Finding also revealed that the degree of using Indonesian language in English classes is still high indicated by students stated that they “often” used Indonesian language in English classes, while teachers stated that they “sometimes” used Indonesian language in English class. Findings also indicated that the students and the teachers preferred predominantly use of Indonesian during the class hour. In addition, it was found that higher their grade, the higher amount of English the students would like to have in their English classrooms. The data concerning the relationship between years of teaching experience and their preferred amount of Indonesian use indicated that teachers with longer teaching experience tended to expect the use of bigger proportion of Indonesian in English classrooms. In short, using Indonesian language in English class facilitated teaching and learning process in Junior High School EFL in East Jakarta.

Keywords: indonesian language, perception, student, teacher, Junior High school

Pendapat Siswa dan Guru tentang Penggunaan Bahasa Indonesia di dalam kelas Bahasa Inggris SMP di Jakarta Timur

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ABSTRAK

Telah lama ada perdebatan mengenai apakah penggunaan bahasa ibu di kelas bahasa Inggris harus dihindari atau diperbolehkan. Asumsi umum telah berlaku untuk beberapa waktu bahwa bahasa Inggris seharusnya dipelajari melalui bahasa Inggris, dan tidak dengan menggunakan bahasa ibu, yang harus dilarang di dalam kelas. Namun, argumen menentang penggunaan bahasa ibu di dalam kelas bahasa Inggris belum memberikan bukti yang cukup untuk menghindari penggunaan bahasa ibu, mereka juga tidak memberikan alasan yang jelas untuk melarang penggunaan bahasa ibu. Di Indonesia, karena bahasa Inggris telah diajarkan di semua tingkat pendidikan, bahasa Indonesia memiliki peran dalam kelas bahasa Inggris. Namun, hanya sedikit penelitian telah dilakukan untuk menyelidiki peran bahasa Indonesia dalam kelas bahasa Inggris.

Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi guru dan siswa tentang penggunaan bahasa Indonesia di kelas bahasa Inggris SMP sekitar Jakarta Timur, peran Indonesia di kelas bahasa Inggris, tingkat menggunakan bahasa Indonesia di kelas bahasa Inggris, porsi penggunaan bahasa ibu dalam kelas, hubungan antara lama waktu belajar bahasa Inggris siswa dan harapan mereka tentang porsi penggunaan bahasa Indonesia, dan lama waktu mengajar guru dan pilihan mereka dalam penggunaan bahasa Indonesia. Penelitian ini dilakukan menggunakan metode Survey. Sebanyak 16 guru bahasa Inggris dan 830 siswa SMP di sekitar Jakarta Timur terlibat dalam penelitian ini. Data untuk penelitian ini dikumpulkan melalui kuesioner dan wawancara, dan dianalisis dengan menggunakan rata-rata dan persentase.

Hasil dari penelitian ini menunjukkan bahwa mayoritas guru dan siswa berpendapat bahwa bahasa Indonesia mempunyai peran yang sangat penting di kelas bahasa Inggris SMP. Guru dan siswa menyatakan bahwa peran Indonesia sangat penting dalam membantu interaksi di kelas, belajar kemampuan dasar dan komponen bahasa Inggris, dan memahami materi pembelajaran. Hasil penelitian juga mengungkapkan bahwa tingkat menggunakan bahasa Indonesia di kelas bahasa Inggris masih tinggi ditunjukkan oleh siswa yang menyatakan bahwa mereka "sering" menggunakan bahasa Indonesia di kelas bahasa Inggris, sedangkan guru menyatakan bahwa mereka "kadang-kadang" menggunakan bahasa Indonesia di kelas bahasa Inggris. Hasil penelitian juga menunjukkan bahwa guru dan siswa memilih untuk menggunakan sebagian besar bahasa Indonesia dalam kelas bahasa Inggris. Selain itu, ditemukan juga bahwa semakin tinggi kelas mereka, semakin tinggi juga porsi bahasa Inggris yang diinginkan dalam kelas bahasa Inggris. Data mengenai hubungan antara lama pengalaman mengajar dan porsi penggunaan Indonesia menunjukkan bahwa guru dengan pengalaman mengajar lebih lama cenderung mengharapkan penggunaan proporsi bahasa Indonesia yang lebih besar di kelas bahasa Inggris. Singkatnya, penggunaan bahasa Indonesia di kelas bahasa Inggris memfasilitasi proses belajar dan mengajar bahasa Inggris di SMP di Jakarta Timur.

Kata kunci: bahasa Indonesia, persepsi, mahasiswa, guru, Sekolah Menengah Pertama

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LIST OF ACRONYMS

1. SL refers to Second Language
2. MT refers to Mother Tongue, i.e. Indonesian in the context of this study
3. EFL refers to English as a Foreign Language
4. TL refers to Target Language
5. ELT refers to English Language Teaching
6. FL refers to Foreign Language
7. ESL refers to English as Second Language