

Students' Perception on Using Indonesian by Lecturer in Speaking Classroom at English Students Department

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Abstract :

The use of the first language has been an issues whether it has to be avoided or not. The problem of this research was different perceptions among the students about the use of Indonesian by the lecturer in the speaking classroom. The purpose of this research was to find out students' perception of using Indonesian by the lecturer in the speaking classroom. The researcher wants to find out whether students' perception is positive or negative perception. The kind of this research was a survey through a quantitative approach. The population was the English students department in the academic year 2020/2021 specifically generations of 2019, 2018, 2017, and 2016 with a total of 46 students. The researcher used the total sampling technique because the population was less than 100 students. The instrument of this research was a questionnaire that consisted of 21 items. The researcher did the validity instrument through three experts. In analyzing the data, the researcher used quantitative descriptive analysis. The total percentage of data analysis was 62.4% for the cognitive aspect, 52.4% for the affective aspect, and 55.3% for the conative aspect. The average of three percentage was 56.7%. Based on the interpretation of the table, it belonged to in the enough category. Thus, the result of the research showed that students were quite to support the use of Indonesian by lecture in the speaking classroom.

Key words : *Students' Perception, Indonesian*

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Introduction

A language is a tool used to communicate with other people. Collins in Patel mentions that language is the system of communication used by the people for talking and writing that consists of sound and symbol. Through language, people can convey their feelings, ideas, and experiences to other people. Besides, people can send information and understand about the things which are communicated to others. Hence, language is very important because it has primary functions such as communication, self-expression, and thinking.

English is a language claimed as the international or the global language in the world. Most countries in the world used it as the mother tongue. Patel says that English is used as the mother tongue by 320 million people in the world, and it is also used as the second language by 200 million people in the world. It means that English has the largest native speaker in the world. Besides, Crystal states that English is a language that has a large mother tongue in the world such as the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries, and a sprinkling of other territories. This condition encourages English to be the international language. As the International language, English is very essential to be thought for students. Nunan argues that the government around the world has decided that English is a compulsory subject which has to be tough especially for younger learners. This policy shows that English is necessary to be mastered by students. Therefore, the government applies English to become the compulsory subject, by hoping students can master English proficiently.

One of the English skills related to the practice is speaking. Nunan says that speaking is a productive oral skill in English. It means that speaking refers to the students' ability to speak English. Ur states that speaking is a most important skill than the other's skill such as listening, reading, and writing. It shows that speaking is the primary goal in learning English. Students who can speak English fluently show that they are successful in learning English. They can express their feelings, opinions, and ideas using English. Thus, speaking English fluently is the target or the primary goal for English students in learning English.

Students can speak English fluently through practice. Patel states that if someone wants to learn a certain language, she or he should practice. The practice is the key for students in mastering English. Students will be easier to speak English fluently through practice all the time. They are demanded to habituated practice English if they want to master it fluently. In summary, the habit of using English will help students to speak English well, so the lecturer is expected to invite and force students to practice English.

However, the practice of using English has been not done well. Indonesian has been used in teaching English, especially in the speaking classroom. The usage will give a negative effect on student's speaking ability. If it has been used in the speaking classroom, students will be difficult to mastered English fluently. Auerbach argues that students can learn English quickly if they are exposed to English. It shows that English can be mastered by students while they always are exposed to English. If Indonesian has been used in speaking classroom, it causes students will not get English maximally. Thus, using Indonesian has to be avoided in the speaking classroom.

Avoiding the use of Indonesian is very difficult in the speaking classroom. It caused English is the foreign language for Indonesian. Macaro states that there are some purposes of using the first language in the second language such as giving instruction, translating and ensuring students' comprehension, giving individual comments and feedback for students, and maintaining the students' discipline. Besides, Harbord says that there are three purposes why the lecturer uses the first language in the EFL classroom as facilitating communication, facilitating relationship, and facilitating learning of the target language. These theories show that the use of the first language by the lecturer has some aims.

Although the use of the first language has some clear aims, in reality, there have been occurred issues and cases among students. Based on the preliminary research that the researcher did through interview some students in each generation by using personal WhatsApp message STKIP Abdi Pendidikan Payakumbuh, the researcher found different perceptions about the use of Indonesian in speaking classroom. Some students agreed on the use of Indonesian in the speaking classroom. They said that the use of Indonesian helped them to understand what the lecturer said, understand the material easily, and make them enjoyed the learning. On the other hand, some students disagreed on the use of Indonesian in the speaking classroom. They said that in learning speaking the material is easier than the other skills', so they can understand the material easily, the use of Indonesian by the lecturer spent much time, and it caused them were not maximal to get English in a speaking classroom.

Based on the statements above, perception is important to be researched. Utsman Najati claims that perception can help people to different advantages and disadvantages of something for themselves. This theory shows that perception is a process to understand something as a result people can interpret whether it is good or not for them. Moreover, Walgito says that perception is a sensory process while the stimulus is got by someone through his or her sense organs then it will be interpreted to get the meaning. This theory explains that people can understand an object through their sense organs. Walgito also argues that there are three main aspects of perception. They are cognitive aspect, affective aspect, and conative aspect. The cognitive aspect refers to the knowledge, views, opinions, expectations, and beliefs that are related to an object, the affective aspect is related to likes and dislikes about an object, and the conative aspect is related to the tendency action or motivation toward an object. These aspects have an important role for people because they relate to peoples' knowledge, feeling and influence their tendency action toward the object. Inbrief, the researcher wants to find out students' perception of using Indonesian by the lecturer in speaking classroom. If students have a positive perception, it indicates that students agree, feel comfortable and support the use of Indonesian by the lecturer in speaking classroom. If students have a negative perception, it indicates that students disagree, feel uncomfortable, and unsupported the use of language by the lecturer in speaking classroom.

Method

In this research, the researcher used the quantitative method, especially survey research. The researcher used survey research because the researcher wanted to find out students' perceptions on using Indonesian in the Speaking classroom at English Students Department in STKIP Abdi Pendidikan Payakumbuh. Population of this research was all English students at STKIP Abdi Pendidikan Payakumbuh in the academic year 2020/2021 that consisted of

four generations such as the generation of 2019, 2018, 2017, and 2016. Each of the generations only had one class with a total population of 46 students. Because the population of this research was less than one hundred respondents, the researcher used total sampling. In this research, the researcher used a close questionnaire as the research instrument to collect the data. The questionnaire contained 21 closed questions. The questions were categorized into following concerns: students' perceptions on using Indonesian based on cognitive aspect, affective aspect, and conative aspect. The data from questionnaire were analyzed by calculating the percentage of students' responses.

Results

The researcher answered students' perception on using Indonesian by the lecturer in the speaking classroom by looking at the frequency of student's answers. The researcher counted the result from the questionnaire to know how frequencies had been answered by the students for each option. Then, the frequency of students' answers was going to describe the percentage of each item. The frequency could be described as follow:

1. Students' perception on using Indonesian by the lecturer based on the cognitive aspect

There were several items to know the students' perception on using Indonesian by the lecturer based on the cognitive aspect. The detailed description showed in the table below:

Table 1. The Total Percentage of Students' Perception on using Indonesian by Lecturer based on Cognitive Aspect

No	SA	A	N	D	SD	Total	%	Interpretation
	N	N	N	N	N	Score		
1	6	23	9	8	0	165	71,7	Positive
2	7	32	4	3	0	181	78,7	Positive
3	3	6	13	20	4	122	53	Enough
4	4	6	14	12	0	120	52,2	Enough
5	2	8	12	15	9	117	50,9	Enough
6	0	8	12	24	3	118	51,3	Enough
7	12	22	10	2	0	182	79,1	Positive
	Mean					1005	436,9 : 7 = 62,4	Positive

Based on the table of the total percentage above, each item had a different percentage. The first item had 71,7%, the second item had 78,7%, the third item had 53% the fourth item had 52,2%, the fifth item had 50,9%, the sixth item had 51,3%, and the seventh item had 79,1%. The total percentage for the cognitive aspect was 62,4%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The following diagram showed students' perception on using Indonesian by the lecturer based on cognitive aspect:

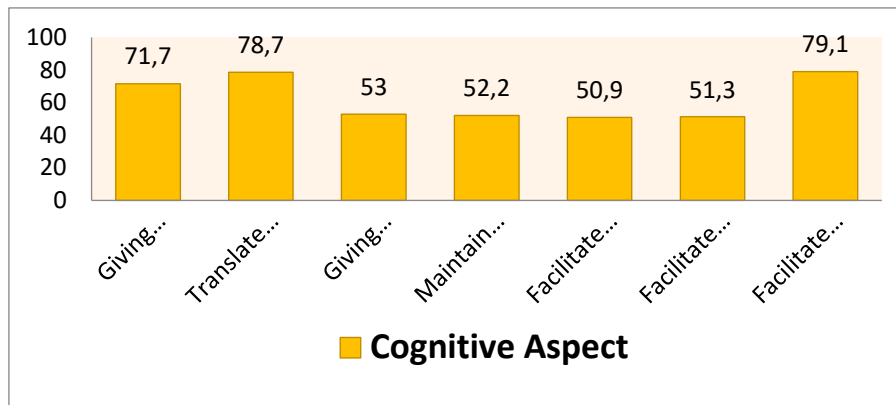


Figure 1. Students' Perception on using Indonesian by Lecturer based on Cognitive Aspect

Based on the chart above, the researcher showed the highest choice by students was facilitate the learning of the target language and the lowest choice by the students was facilitate communication.

2. Students' perception on using Indonesian by the lecturer based on the affective aspect

Students' perception on using Indonesian by the lecturer based on the affective aspect will be showed in the following table:

Table 2. The Total Percentage of Students' Perception on using Indonesian by Lecturer based on Affective Aspect

No	SA	A	N	D	SD	Total Score	%	Interpretation
	N	N	N	N	N			
8	1	4	15	17	9	109	47,4	Enough
9	3	22	4	11	6	143	62,2	Positive
10	1	12	11	19	3	127	55,2	Enough
11	4	7	14	18	9	129	56,1	Enough
12	1	7	11	18	9	111	48,3	Enough
13	1	5	16	23	1	120	52,2	Enough
14	0	5	10	24	7	105	45,6	Enough
Mean						844	367 : 7 = 52,4%	Enough

Based on the table above the eight-item had 47,4%, the ninth item had 62,2%, the tenth item had 55,2%, the eleventh item had 55,1%, the twelfth item had 48,3%, the thirteenth item had 52,2%, and the fourteenth item had 45,6%. The total percentage for affective aspect was 52,4%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The following diagram showed students' perception on using Indonesian by the lecturer based on affective aspect:

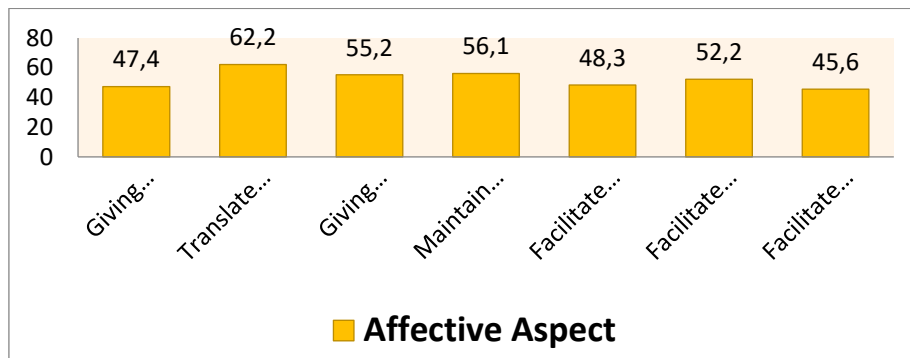


Figure 2. Students' Perception on using Indonesian by Lecturer based on Affective Aspect

The researcher found that the highest choice by students was to translate and ensure students' comprehension and the lowest choice by the students was to facilitate the learning of the target language.

3. Students' perception on using Indonesian by the lecturer based on the conative aspect

This table presented the detailed description of conative aspect:

Table 3. The Total Percentage of Students' Perception on using Indonesian by Lecturer based on Conative Aspect

No	SA N	A N	N N	D N	SD N	Total Score	%	Interpretation
15	1	10	13	17	5	123	53,5	Enough
16	6	10	12	17	1	141	61,3	Positive
17	3	9	11	18	5	125	54,3	Enough
18	1	8	13	20	4	120	52,2	Enough
19	2	14	8	18	4	130	56,5	Enough
20	2	9	11	22	2	125	54,3	Enough
21	3	12	9	15	7	127	55,2	Enough
Mean						891	387.3 : 7 = 55,3%	Enough

The result was the fifteenth item had 53,5%, the sixteenth item had 61,3%, the seventeenth item had 54,3%, the eighteenth item had 52,2%, the nineteenth item had 56,5%, the twentieth item had 54,3%, and the twenty-first item had 55,2%. The total percentage for conative aspect was 55,3%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The following diagram showed students' perception on using Indonesian by the lecturer based on conative aspect:

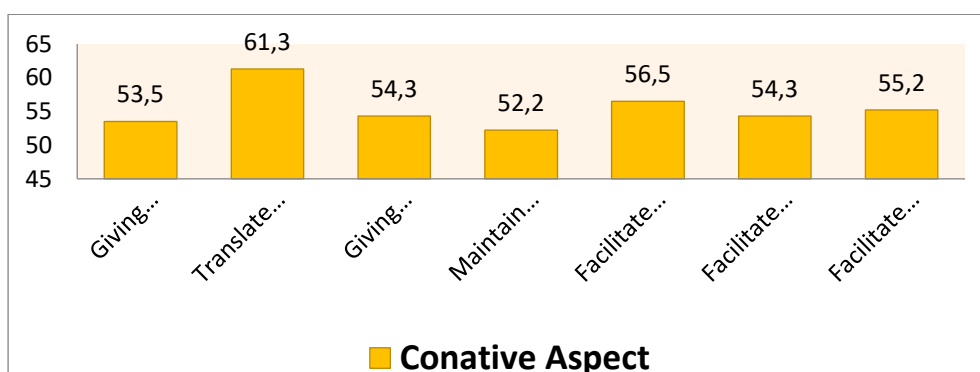


Figure 3. Students' Perception on using Indonesian by Lecturer based on Conative Aspect

The highest choice by students was translate and ensure students' comprehension and the lowest choice by the students was maintain discipline.

Discussion

1. Students' perception on using Indonesian by lecturer in speaking classroom based on the cognitive aspect

The cognitive aspect is one of the aspects of perception. According to Walgito, cognitive is one aspect perception refers to the knowledge, views, opinion, expectations, and belief that related to an object. In this research, this aspect is related to the students' perception on using Indonesian by lecturer means that what the students' opinion, view or expectation about using Indonesian by the lecturer. Besides, Macaro says that the first language can be used to giving instruction, translate and ensure students' comprehension, giving an individual comment, and maintain discipline in the English classroom.

Although the theory said that the first language can be used for the certain items above, the finding of this research showed that students' opinion of using Indonesian to giving instruction, translate and ensure students' comprehension, giving an individual comment, and maintain discipline in speaking classroom is not 100% agree. The total percentage of students' perception about using Indonesian in speaking classroom is 62,4%. In detail, the frequency of strongly agree 10,5%, frequency of agreeing is 33%, frequency of neutral is 23%, frequency of disagreeing is 25,5% and frequency of strongly disagree is 8%. Because this aspect got 62,4%, its interpretation was the "positive" category.

2. Students' perception on using Indonesian by the lecturer in speaking classroom based on the affective aspect

The affective aspect is the second aspect in the perception. Walgito says that affective is one aspect perception refers to the people's feelings such as like or dislike about an object. In this research, this aspect is related how the students' feelings about the use of Indonesian by the lecturer. In addition, Hardbord states that the first language can be used to facilitate communication, facilitate the relationship, and facilitate the learning of the target language. This theory indicates that the first language is useful to be used in the English classroom. However, in this research, students' feeling on using Indonesian by the lecturer in speaking classroom is not 100%.

In this research, the total percentage of students' feelings about the use of Indonesian by the lecturer in the speaking classroom is 52,4 %. In detail, the frequency of strongly agree 3,4%, the frequency of agreeing is 19,3 %, the frequency of neutral is 25,1 %, the frequency of disagreeing is 40,4 % and the frequency of strongly disagree is 11,8 %. Because this aspect also got the total percentage 52,4%, its interpretation was "enough" category

3. Students' perception on using Indonesian by the lecturer in speaking classroom based on the conative aspect

The conative aspect is the third aspect in the perception. Walgito says that conative is related to the tendency action or motivation toward an object. This aspect shows intensity

for behavior that showed the tendency of action big or small depends on object behavior. Related to students' tendency on using Indonesian by the lecturer, the total percentage is 55,3 %. In detail, the frequency of strongly agree 6 %, frequency of agreeing is 22,3 %, frequency of neutral is 23,9 %, frequency of disagreeing is 39,4 % and frequency of strongly disagree is 8,4 %. Because this aspect also got the total percentage 55,3%, its interpretation was "enough" category.

Conclusion

Based on the finding and discussion that have been presented in the previous chapter, the researcher concludes that:

1. Students' perception on using Indonesian by the lecturer based on the cognitive aspect has a positive category. It can be seen based on the total percentage gotten in the previous chapter was 62,4% total percentage. This result showed that students had a positive perception, so they supported the use of Indonesian by the lecturer in the speaking classroom.
2. Students' perception on using Indonesian by the lecturer based on the affective aspect has enough perception. It can be seen based on the total percentage gotten in the previous chapter was 52,4% total percentage. This result showed that students had enough perception. It meant that students were quite to support the use of Indonesian by the lecturer in the speaking classroom.
3. Students' perception on using Indonesian by the lecturer based on the conative aspect has enough category. It can be seen based on the total percentage gotten in the previous chapter was 55,3% total percentage. This result showed that students also had enough perception. It meant that students were quite to support the use of Indonesian by the lecturer in the speaking classroom.

Based on the explanation above, the researcher found the mean of students' perception was 56,7%. It was gotten by sum the total percentage of each aspect then divided the sum of the aspect. Based on the table of interpretation, this percentage in the range of 41% – 60% (enough category). Furthermore, the researcher concluded that students were quite to support the use of Indonesian by the lecturer in the speaking classroom..

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