

**STUDENTS' PERCEPTIONS OF TEACHER'S BILINGUAL LANGUAGE  
USE IN AN ENGLISH CLASSROOM**

**A Thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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## DECLARATION

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Certify that thesis entitled "Students' Perceptions of Teacher's Bilingual Language Use in an English Classroom" is my own work and I did not do plagiarism or in appropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

Palembang, 11 September, 2021

The Undersigned



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## **DEDICATION**

### **I sincerely dedicated this thesis to:**

Almighty God, Allah SWT who has given me strength, health, and spirit to finish this thesis. I also would like to say thank you to my beloved mother who always support me in any condition, thank you so much for always supporting me. Thank you for giving me so much love and affection. I can't finish this thesis without the blessing of Allah SWT and motivation from my mother.

### **Motto**

**“Learn from mistakes, but most importantly learn from other's mistakes”**

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The writer



Nadya Maulina

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## **STUDENTS' PERCEPTIONS OF TEACHER'S BILINGUAL LANGUAGE USE IN AN ENGLISH CLASSROOM**

### **ABSTRACT**

Learning a new language such as English in a classroom could be difficult for Indonesian students if they do not understand what the teacher says. The purpose of this study is to learn about students' perception towards the usage of bilingual language by the teachers in an English classroom, as well as to know the strengths, weaknesses and difficulties of learning with bilingual language in an English classroom. There were 74 participants of sixth-semester students of English Education Study Program participating in the study. The writer used a mixed-method approach to answer the problems of the study. The data of this study was obtained from a close-ended questionnaire and interview. The writer used Likert scale to analyze the data obtained from the questionnaire. The findings showed that the majority of the students have positive perceptions of the teacher's use of bilingual language in the ELL classroom as it gives many benefits. The writer also found that being too accustomed to bilingual language slows down the learning process and grammatical structure is challenging for some students as the structures of Bahasa Indonesia and English are highly different. This study is expected to make a significant contribution to the improvement of language competence in English learning classroom.

*Keywords: bilingual approach, students' perception, two languages instruction, teacher's language use, ELL classroom*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

#### **1.1 Background of the Study**

Language is a form of communication in which words are used to express hopes, emotions, requests, and other things to other people. In this day and age, the importance of foreign language skills cannot be underestimated. Purwanti, et al. (2020) stated that language plays a huge part in an international communication and knowing only one language is considered to be insufficient. Every school requires students of all ages, from children to adults, to take foreign language classes, particularly English (Purwanti, et al. 2020).

English has become a significant subject in society that affects practically every aspect of our lives, particularly in the field of education. Surayatika (2019) stated in her study that for the response to the growing awareness of English as a global and scientific language, mandatory English instruction for Indonesian students has been instituted from elementary school until university level. However, learning a new language such as English in a classroom could be difficult for Indonesian students if they do not understand what the teacher says. Understandable language input is essential when learning a new language. If the students are unable to comprehend what the teacher explains or demonstrates, they are unlikely to receive any kinds of knowledge and thus, will fail.

The existence of English as a foreign language also demands an additional space and possibilities for students to develop solid English abilities, as successful second language acquisition occurs only when the target language is exposed sufficiently. Reports of United States Department of Education (2012) stated that in an English language learning classroom, there are two different kinds of language education that can be used to teach English and it is to only use English or with bilingual approaches. According to Cohen (1976), bilingual education is the use of more than one language as a medium of teaching for a student or a group of students for part or all of the school day.

In Indonesia, bilingual educational programs began in 2004. Jayanti and Sujarwo (2019) stated that because of the importance of English as an international language in the globalization era, Indonesian Ministry of National Education build a new educational program (bilingual program) to help optimizing students' capabilities in the target language, notably English. The bilingual programs used a national curriculum with international programs as an additional program and used English as a medium of classroom communication. Such curriculum is designed to provide a high-quality education that is globally competitive.

According to Nursanti (2016), teachers prefer to combine English and Bahasa Indonesia (L1) while teaching in the classroom, particularly when educating students with a low-level of English proficiency. Furthermore, Nunan and Lamb (in Alshammari, 2011) stated that it is impossible to exclude the students' native language, especially when dealing with students who aren't fluent in English. Using L1 in an EFL classroom has an impact on the class atmosphere because it provides a sense of comfort, creates a less intimidating



environment, and gives students more freedom to express themselves (Schweers, 1999).

According to Brown (2001), students mostly rely on their teachers for language models. The use of English alongside Indonesian in universities can benefit students not just socially and culturally, but also academically, as many International scholarships are offered to those who are fluent in the English language (Yumelking, 2018). Using English as a medium of instruction in universities may enable students to master knowledge from English sources, leading to a better understanding of a subject. Furthermore, Brown (2001) also stated that using students' native language in a foreign language classroom is a viable alternative, especially when it is limited to the necessity of the native language (when learning difficult words) and provides a significant benefit in learning the new language.

Santoso (2006), claimed that Indonesia's bilingual program made a big breakthrough by increasing the use of English in courses other than English. Bilingual education was popular in Indonesia for roughly six years, from 2006 to 2012. Since 2011, certain group of people have opposed the program, claiming that it has many flaws and discriminates against the poor and middle classes because bilingual schools are mostly enjoyed by the upper and middle classes, creating various strata and customization (Henly, 2013). This situation creates a social gap and a negative social atmosphere for certain students and parents who believe that their children are not treated equally. Discrimination feelings arise as a result of such a social gap and the formation of social jealousy (Margana, 2013).

Another issue is that the bilingual education program requires the use of some professional bilingual teachers who are fluent in both the Bahasa Indonesia and English in order to use the two languages as a means to communicate in the classroom (Margana, 2015). Compulsory use of English alongside Bahasa Indonesia, could be challenging for some professional educators. This means that before establishing programs, the Indonesian government should train some skilled bilingual educators.

The main problem exists in Indonesia is that a great number of bilingual teachers have insufficient English proficiency to utilize English as a means of classroom instructions (Jayanti and Sujarwo, 2019). Compared to neighboring countries such Malaysia, Thailand, and the Philippines, English exposure in Indonesian education is still limited, from primary to secondary school. During the class session, Indonesian students prefer to communicate in Bahasa Indonesia instead of English. Most students think that English is difficult. The assumption that learning English is difficult makes some students feel reluctant to improve their English skills (Tambunsaribu, et al. 2021). This kind of situation has a direct impact on Indonesian students' English proficiency. Furthermore, Abduh (2018) stated that the lack of international language competency can hinder many Indonesian students from fully participating in the globalization.

Although many researchers believe that teaching students in English improves their performance, further research on Indonesian students who speak English as a second language is needed. In order to overcome the aforementioned condition and issue, the utilization of the bilingual language strategy in an English classroom should be examined. The purpose of

this study is to learn about students' perception towards the usage of bilingual language by the teachers in an English classroom, as well as to know the strengths, weaknesses and difficulties of learning in bilingual language in an English classroom.

### **1.2 Problems of the Study**

1. What are the students' perceptions about teacher's bilingual language use in English teaching-learning process?
2. What are the strengths and weaknesses of learning in bilingual English classroom?
3. What are the students' challenges in learning with bilingual language?

### **1.3 Objectives of the Study**

The objectives of this study are:

1. To find out the perception of students toward the use of bilingual language use in ELL classroom
2. To find out the strengths and weaknesses of learning in bilingual English classroom
3. To find out the challenges that the students face in learning with bilingual language

### **1.4 The Significance of the Research**

#### **1. For Teachers & Lecturers**

This study is expected to encourage English teachers to improve the quality of their teaching and learning processes.

## **2. For Students**

This study is expected to motivate students to utilize bilingual language more frequently in order to improve their English ability.

## **3. For Researcher**

This study is expected to be able to provide valuable data which could be used in future studies within the same topic.

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