

CHAPTER I

INTRODUCTION

This chapter concentrates on presenting the research background, the research questions, the research purposes, the research significance, the research scope, the conceptual framework, and the previous study.

A. Background of the Study

In the Indonesian context, Bahasa Indonesia is not Indonesians' first language. The mother tongue/L1 is identical with the local language. Languages such as Javanese, Balinese and Sundanese and over 700 other minority languages vary from region to region (Risadi and Ardiasa, 2020). While in the educational settings, according to the regulation, Bahasa must be used as the language of instruction in national education at all levels. "Bahasa Indonesia must be used as the language of instruction in Indonesian subjects, religious education, and subjects related to civic education in foreign educational institutions or special education units," (Regulation No. 4, 1950, Chapter IV section 5). In addition, foreign languages can be used as a language of instruction to support students' foreign language skills.

The status of English as a foreign language in Indonesia does not primarily underestimate its significance among societies. Considered obligatory for study by junior and senior secondary school students (Coleman, 2016; Sukyadi, 2015), English is not the only foreign language studied, but is unquestionably "the first foreign language" (Komaria, 1998, cited in Sukyadi, 2015). as Indonesia's most prioritized foreign language, English is deemed the modern means to communicate. Furthermore, Lauder (2008) figured out that one of the reasons Indonesians learn English is its role on the international scale, which in turn leads them to compete globally. Thus, English language teaching has been an intrinsic part of the Indonesian educational system.

Therefore, Indonesian English teachers were highly encouraged to figure out the best method to teach and cope with any problems encountered by the students to achieve the best learning outcomes. Abrar et al (2018) found that despite having learned English for years, plenty of students still find it challenging to communicate with the target language, particularly in speaking, which commonly requires them to transfer their ideas orally and the other skills. Teachers actually have two kinds of the instructional language alternative in determining the language that is used in EFL classroom, the teacher can use English only or English with Bahasa Indonesia. The statement is in line with the report of U.S. Department of Education (2012) in Nursanti (2016), it is report that there are two kinds of the language of instruction for conducting an English language learning classroom, they are English as a second Language (ESL) and bilingual language.

Despite the long debate about the effectiveness of using English-only and bilingual languages in the classroom that seems endless, the application of Bahasa Indonesia in English classroom is deemed not effective for the students because the students will not get maximum results in learning English. In addition, Al-Hakim (2021) argued that as English as medium of instruction increases English exposure and engagement, it significantly increases students' and teachers' English proficiency. However, there are challenges in implementing the approach. Firstly, issue of teacher's qualification. According to the research conducted by the British Council in 2004, Indonesia, among the 55 countries involved in the study, identified a lack of proficient teachers able to teach using English-only. Additionally, a significant obstacle to implementing an English-only approach in English foreign language countries is the students' proficiency in English. Harbord (1992) referenced in Alshammari's study (2011) emphasizes the struggles faced by many EFL teachers who aimed to establish English-only classrooms but encountered challenges in effectively communicating concepts, leading to student confusion and dissatisfaction.

Therefore, in fact, the use of Bahasa Indonesia seems quite common. Pardede (2018) reported that more than three fourth (79%) of secondary school

students in Jabodebek “agreed” and “strongly agreed” to use not only English but also Indonesian, and almost half of them (46%) disliked the idea of using English only. The English teachers who participated in the study also had a relatively similar view. The majority (86%) of them “agreed” and “strongly agreed” to use both English and Bahasa Indonesia in English classes, 60% were inclined to use Bahasa Indonesia to help students catch their instruction, and 74% preferred to use Bahasa Indonesia to explain complex ideas. However, Bahasa Indonesia used effectively in the classroom as a way of conveying English language meaning, as a shortcut for explaining tasks and test requirements, as a way of explaining grammar, and for practicing foreign language user structure as code-switching (Cook, 2005) in Kuhl & Abdolvash (2014). Some teachers and lecturers also argued in Agustin & Mujiyanto (2015) that using Bahasa Indonesia can live classroom atmosphere.

Nevertheless. The learning of English as a foreign language does not guarantee fast mastery, as Madya (1991) in Sari & Fajar (2020) suggests that Indonesian students receive limited benefits from their environment due to the clear distinction between Bahasa Indonesia and the foreign language. This distinction leads to language interference, particularly when Bahasa Indonesia patterns are transferred into English. They tend to rely on Bahasa Indonesia patterns and transfer them directly into English (Anjasmita, 2012). Thus, Bahasa Indonesia influences the production of the new language being learned; a phenomenon known as language interference. This phenomenon warrants attention as the transfer of language patterns is not conducive to effective language acquisition; this process is identified as negative transfer (Ellis, 1987).

The definition of interference is the alteration of the language system employed by a bilingual speaker in aspects of another language. It is viewed as erroneous since it departs from the prior language rules (Chaer and Agustina, 2004). Interference is defined by Lott (1983) as mistakes made by foreign language students that may be linked from their native language. In other words, students mix their base language structure into the target language. In line with language

learning, when a person has mastered a new language, they can be considered bilingual or multilingual. Indonesians commonly use English as a foreign language, Bahasa Indonesia as a second language, and their local language as a first language, which results in multilingualism. Saville-Troike (2006) asserted that the more multilingual a speaker is, the more interference occurs.

The most typical forms of Interference from the source language with the target language include Mispronunciation and grammatical errors (Manrique, 2013). Students frequently encounter challenges in accurately pronouncing English words. According to Keshavarz & Abubakar (2017), Pronunciation plays a crucial role in the process of learning and teaching a language, particularly when considering oral production. Significant mispronunciations can impede intelligibility and communication effectiveness. Besides, English has a complex grammar and a different grammatical structure from Bahasa Indonesia that may lead students to produce errors in English. The formal elements of Indonesian are used within the context of English, resulting errors in English (Sari et al, 2017). In Indonesian and English context, it is common to see the syntactical interference. For example, 'boy handsome' is the misplaced of 'handsome boy' since it is affected by the structure of Bahasa Indonesia. In English, the demonstrative determiners, possessive determiners, and premodifiers precede the head noun.

Some researchers have examined the use of Bahasa Indonesia in English classroom and its interference with students speaking skill. In terms of investigating the use of Bahasa Indonesia in the classroom, Satriah et al., (2019) performed the study with 32 students of eleventh grade in social 1 at MA Negeri Cimahi. According to the findings of this study, students perceived that the teacher's bilingual language use can help them in learning English and make them easy to understand the material. Sibarani (2019) examined 60 students of SMA Fransiskus 2 Jakarta to know their perceptions of Bahasa Indonesia usage in English classroom. The findings revealed that most participants perceived the use of Bahasa Indonesia in their English classes positive. Concerning the interference of Bahasa Indonesia with students' speaking skill, Aini et al., (2022) studied the interference of Bahasa

Indonesia on students' pronunciation. The study found that Indonesian language serves as the source of interference in English learning. The interference stems from two key factors: internal factor intrinsic to the language itself and external factors such as habits, educational settings, and attitudes towards English language learning. Fujiyanti et al., (2022) analysed the grammatical interference of Bahasa Indonesia on students' Indonesian-English translation. The study's findings revealed a total of 413 errors in the students' translated text, comprising 121 omissions (29.29%), 96 additions (22.27%), 156 misformations (38%), and 44 disordering errors (11%). Among these, misformation errors were the most prevalent.

Based on previous studies that have already been described, due to different variances related to the types of participants, backgrounds, and contexts in which the investigations are done, in this study, the researcher prefers to shine a spotlight on students and teacher's perception concerning the use of Bahasa Indonesia in the classroom, the significances that require both students and teacher utilize it, also to figure out the interference of Bahasa Indonesia with students' speaking skills. The interference of Bahasa Indonesia with students' speaking skills will be discovered by evaluating the students' pronunciation and grammatical aspects. The investigation will be conducted in the 11th grade of SMK Plus Miftahul Ihsan Lebak, Banten.

B. Research Questions

Referring to the Background above, this research is aimed to answer the following questions:

1. What are the teacher and students' perception in the 11th grade of SMK Plus Miftahul Ihsan regarding the use of Bahasa Indonesia in the classroom?
2. What are the situations that require the teacher and students to use Bahasa Indonesia in the classroom in 11th grade of SMK Plus Miftahul Ihsan?
3. How does Bahasa Indonesia interfere with the students' speaking skills in the 11th grade of SMK Plus Miftahul Ihsan?

C. Research Purposes

This study explores the teacher and students' perception of using Bahasa Indonesia in the classroom, the situations that require using Bahasa Indonesia in the classroom, and Bahasa Indonesia interference with students' speaking skills. Hence, there are three objectives in this study. Firstly, this study is conducted to determine teachers' and students' perceptions of using Bahasa Indonesia in the classroom. Secondly, this study assesses the situations requiring the teacher and students to utilize Bahasa Indonesia. Thirdly, this study aims to explore the issue of using Bahasa Indonesia in the EFL classroom to investigate Bahasa Indonesia interference with the students' speaking skills.

D. Research Scope

The scope of this study is limited to put more emphasis on finding out the teacher and students' perception of the use of Bahasa Indonesia in the classroom, the situations of using Bahasa Indonesia in the classroom, also to figure out the interference of Bahasa Indonesia with students' speaking skills in the 11th grade at SMK Plus Miftahul. As a result, this study invites the teacher and students in the 11th grade of SMK Plus Miftahul Ihsan as participants to obtain their perception regarding the use of Bahasa Indonesia and the situations of using Bahasa Indonesia in the classroom as well as to analyze the interference of Bahasa Indonesia with students' speaking skills. The Interference of Bahasa Indonesia will be more focused on phonological and grammatical analysis.

C. Research Significances

This study is essential because it investigates the use of Bahasa Indonesia in the classroom and its interference with students' speaking skills. Furthermore, the study intends to explore the teacher and students' perception of this issue. This study will be helpful both theoretically and practically. Theoretically, this study can serve as a guide or first-hand reference for future studies. Additionally, the study's findings are expected to benefit English teachers and pedagogy concerning using Bahasa Indonesia in the classroom and its Interference with students' speaking skills. Practically, the results of this study offer solutions that enable both teachers and students to think again when using Bahasa Indonesia in the classroom. The use of Bahasa Indonesia should be the media that assist the teachers and students in classroom instruction.

D. Theoretical Framework

The use of first or second language in the classroom has both advantages and disadvantages for students learning English as a foreign language. In the Indonesian context, the use of Bahasa Indonesia in English classroom seems unavoidable. The proportion of Bahasa Indonesia is sometimes higher than English, especially if most of the students are at low level (Elian et al. 2023). It is understandable because the potential of first or second language as resources are so great that the role must deserve attention for developing a communicative approach to TEFL (Saburlu, 2019; Saliu, 2017).

Cook (2001) listed some of the benefits of using students' first or second language in EFL classroom: a. To speed up the comprehension process when the students are having trouble understanding meanings of target language; b. To help students form connections between the first language and the target language; c. To continue learning tasks without confusion; d. To create the target language activities for use in later real-life situations.

On the other hand, the use of Bahasa Indonesia in English classroom is also deemed not effective for the students because the students will not get maximum results in learning English. In line with this, Al-Hakim (2021) argued that English

as medium of instruction increases English exposure and engagement, it significantly increases students' and teachers' English proficiency. From the ideas discussed above, the use of Bahasa Indonesia in English classrooms within a global and Indonesian context is still debatable. Therefore, this study attempts to re-examine the use of Bahasa Indonesia in English.

Nevertheless, students often experience language deviations in the English learning process. This is due to the mixing of the national language or the first language, namely Bahasa Indonesia with English which causes deviations in a language. Fujiyanti et al. (2022) stated, “when a student is learning a foreign language, the students’ native language will have an impact on the production of the language being learned which is called language interference”. Weinreich (1953) divides interference forms into three parts; phonological interference, lexical interference, and grammatical interference.

Students often make mistakes in pronouncing the sound of a word in English. In English, the sound of a word is very important in communicating so that there is no misunderstanding in capturing or giving information to the other person. According to Nurwahyu (2017) as cited by Zulfa Mangifera Indica (2021) Misconceptions are always closely related to students' competence in understanding concepts because inaccuracy in understanding concepts can be interpreted by misconceptions. In students' English pronunciation, there are often sound changes that result in misconceptions in communication, this can be said with the term phonological interference due to sound deviations in a word.

Additionally, it is common to see the grammatical interference. For example, ‘boy handsome’ is the misplaced of ‘handsome boy’ since it is affected by the structure of Indonesian. Considering the definitions of grammar and interference, grammatical interference also may occur in speaking caused by the negative transfer of structures from first language, Bahasa Indonesia, to the target language. An error analysis can be one of the methods to know the phonological and grammatical interference in students’ speaking. Further, In this study, the

researcher only focuses on analysing the phonological and grammatical errors due to the interference of Bahasa Indonesia.

E. Previous Studies

Several previous studies were conducted concerning the the use of Bahasa Indonesia in English classroom also its interference with students' speaking ability.

First, Satriah et al., (2019) performed the study with 32 students of eleventh grade in social 1 at MA Negeri Cimahi. According to the findings of this study, students gave positive response of 45,3% by answering “agree” and it proved that students perceived positively towards the bilingual language that is used by the teacher in the EFL classroom. Students also perceived that the teacher’s bilingual language use can help them in learning English and make them easy to understand the material.

Second, the study by Sibarani (2019) examined 60 students of SMA Fransiskus 2 Jakarta to know their perceptions of Bahasa Indonesia usage in English classroom. The research utilized an explanatory sequential mixed methods design and administered a questionnaire to gather quantitative data and an open-ended interview to obtain qualitative data. The findings revealed that most participants perceived the use of Bahasa Indonesia in their English classes positive.

Third, the study was also carried out by Aini et al., (2022). This study was aimed to seek the interference of Bahasa Indonesia on students’ pronunciation. This study uses qualitative descriptive methods and the data obtained using interview techniques, recording techniques, and card data. The study found that Indonesian language serves as the source of interference in English learning. The interference stems from two key factors: internal factor intrinsic to the language itself and external factors such as habits, educational settings, and attitudes towards English language learning.

Fourth, Fujiyanti et al., (2022) analysed the grammatical interference of Bahasa Indonesia on students’ Indonesian-English translation. The research included twenty first-grade students from a senior high school in Cianjur. It

constituted a descriptive qualitative study where data from students' translation texts were analyzed using error analysis to identify and elucidate the interference present. The study's findings revealed a total of 413 errors in the students' translated text, comprising 121 omissions (29.29%), 96 additions (22.27%), 156 misformations (38%), and 44 disordering errors (11%). Among these, misformation errors were the most prevalent.

Based on previous studies that have already been described, due to different variances related to the types of participants, backgrounds, and contexts in which the investigations are done, in this study, the researcher prefers to shine a spotlight on the teacher and students' perception concerning the use of Bahasa Indonesia in English classroom. These situations require both students and the teacher to utilize it and figure out Interference of Bahasa Indonesia with students' speaking skills. The investigation will be conducted at the 11th grade of SMK Plus Miftahul Ihsan.

