

Students' Perceptions of Teachers' Use of Bahasa Indonesia in the English Classroom: A Case Study at SMA Fransiskus 2 Jakarta

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Abstract

The use of the first language in the teaching and learning process is often found in English as a foreign language (EFL) classes. In Indonesia, Bahasa Indonesia is also employed in many English classes. This might bring both advantages and disadvantages to the students. This study aimed to find out the students' perceptions toward teachers' use of Bahasa Indonesia in the English classroom. The research employed an explanatory sequential mixed methods design and administered a questionnaire to collect the quantitative data and an open-ended interview to gain the collective data. The participants were 60 students of SMA Fransiskus 2 Jakarta. The findings revealed that most participants perceived the use of Bahasa Indonesia in their English classes positive.

Keywords: Bahasa Indonesia, English learning, bilingualism

INTRODUCTION

Today, English becomes one of the most spoken languages in the world due to the accelerating pace of globalization. Globalization is closely linked to the global economic, political, technological and cultural processes, and the main means of communication in the processes is English. Consequently, the need to be proficient in the language increases so dramatically that the number of people learning English considerably increases (Pardede, 2012). This is clearly shown by the increasing number of speakers and learners of English. Crystal (1997) estimated that in the 1990s, there were approximately 325 million native speakers of English, around 150-300 million speakers of English as the second language (ESL), and 100-1000 million speakers and learners of English as a foreign language (EFL). In the 2000s, Graddol (2000) estimated 375 million people used English as a first language, 375 million used it as a second language (SL), and 750 million, as a foreign language (FL).

In the process of teaching English in all non-English speaking countries, especially where the teachers and the learners share the same first language (mother tongue), the use of the first language seems quite common. In Indonesian context, since

the majority of English teachers speak Bahasa Indonesia as their first language, it is frequently used in English classrooms. 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.

The use of the first language in SL or FL language has long been a debate. The results of Stern’s (1992) review of language teaching methods literature indicated that the role of the first language in SL and FL teaching is one of the most long-standing controversies in the history of language pedagogy. Various studies have been conducted regarding this issue, but the results either support or oppose the use of the first language in ESL and EFL classrooms. Brown (2000) accentuated that some educators and researchers see it be facilitative but some others think that it is counterproductive. The opponents of first language use in ESL or EFL classrooms suggest that the TL should be the only medium of communication since a target language is best learned and taught through the language itself (Richards & Rodgers, 2001). To them, the first language should be prohibited to maximize the effectiveness of the target language learning because the maximum target language exposure and the least first language exposure are of crucial importance, and first language use may obstruct target language learning process (Cook, 2001; Ellis, 2005; Krashen, 1981). The proponents, on the other hand, contend that teachers with the students’ first language mastery have far more advantages over those without. Students’ first language should not completely be avoided from SL or FL classes because a thoughtful and well-planned use of the students’ first language can give positive results (Larsen-Freeman, 2012; Nation, 2003). Cook (2010) posited that a new language can be taught best when bilingualism is allowed in the classroom, particularly because code-switching occurrence in English language teaching is unavoidable.

Various current studies (Alenezi, 2010; Hsieh, 2000; Pardede, 2018) revealed that since students recognize their first language as a tool to assist their learning and to raise their understanding of materials, they view teachers’ code-switching or use of first language positive. Studies investigating teachers’ perception (Anh, 2010; Pardede, 2018) supported the judicious use of the first language in some situations in the English classes. Usadiati’s (2009) study revealed that Bahasa Indonesia is used interchangeably with English for explaining concepts and rules for teaching writing English sentences to improve the students’ achievement. First language appeared to be very advantageous in the activities of explaining complex concepts, checking learners’ understanding, giving feedback to individual learners, and learning new vocabulary, especially abstract words.

Many studies have been conducted on the issue of first language use in FL classrooms. However, studies investigate the use of Bahasa Indonesia in English classes, particularly in senior high school level, are still limited. Related previous studies (Julianti, Atmowardoyo & Mahmud, 2016; Resmini, 2019; Usadiati, 2009; Zacharias, 2003) were conducted in tertiary education level. Only a few studies (Anggrahini, 2019; Hasrina, Aziz & Fitriani, 2018; and Pardede, 2018) focused on senior high school students. The participants of Nursanti’s (2016) study were junior high school students. The scarcity of research focusing on this topic is a great

disadvantage. The majority of English teachers in Indonesian senior high schools are Indonesians. Since both teachers and students have similar first language, they must be apt to resort to Bahasa Indonesia as a support to survive or to make sense of the learning activities in their English class. This study was conducted to get a deeper insight concerning senior high school students' perceptions of teachers' use of Bahasa Indonesia in English classrooms. The results of this study were hopefully helpful to teachers to understand when to use Bahasa Indonesia and when not to. Such an understanding can help them to know the best way to teach the students in English class.

With that background, the research problem was formulated as follows: “What is students’ perception of the use of Bahasa Indonesia in their English classroom in SMA Fransiskus 2?”

LITERATURE REVIEW

The Importance of Students’ Perception

According to Kumar (2010), who viewed perception in the philosophical, psychological, and cognitive perspective, perception is essentially the process of achieving awareness or understanding of sensory information. In a more specific way, he stated that perception refers to the process of selecting, organizing, and interpreting stimuli conducted by someone to get a coherent and meaningful picture of the world. Thus, based on what they see, hear, taste, smell, and touch, people interpret their idea meaningfully through the perceptual process. In line with this, Eggen and Kauchak (2011), who emphasized the cognitive dimension of perception, defined perception as the process by which people attach meaning to experiences. These views clarify Mussen’s (1973) idea that perception is the process of acquiring information the sensory receptors (e.g. eyes, ears, nose, and skin) which is then transformed into a perception of what someone thinks, sees, hears, smells, tastes, or touches.

Relating the definitions above to the learning process, perception plays a great role because it affects the way students gain information through experience and keep it as part of their storage of facts. Therefore, in EFL learning, students' perception of first language use in their classroom should be carefully considered since it influences the way the students perceive the teacher’s language use and may significantly affect their academic performance.

The Use of First Language in EFL Classroom

Teacher’s use of the first language is very common in EFL learning and teaching. Most practitioners believe it can help students to use the class limited time efficiently with productive or communicative activities (Atkinson, in Miles 2004). Thus, the interference of using the first language can help students to use valuable class time efficiently. For the students, the use of the first language can help them find a new word in the target language. Swain & Lapkin (1998) stated that a first language can assist in the comprehension and memorization of the target language vocabulary. Also, the use of the first language in the classroom as a translation technique can evade misleading because first language translation usually provides the necessary qualities (i.e., clear, short, and familiar) that are very important in effective definitions.

Various current researches also support the use of the first language in EFL learning and teaching. Tang (2002) posited that the use of the first language is helpful to facilitate the learning and teaching of the target language. Some other researchers (Atkinson, 1987; Cook, 2001; Patel & Jain, 2008) reported that the first language is

used to explain grammar, give instructions, assist students, and correct mistakes. First language use can help class order, build rapport, and reduce social distance with students (Nation, 2003); Jingxia, 2009; Ramos, 2005).

In Indonesian context, English is being taught as a foreign language and is a compulsory subject. However, English status as a foreign language makes students have fewer chances to apply what they have studied outside the classroom. Students can read and speak English only in their limited English class time. In such a context, the only proficient speaker and comprehensible input provider is the teacher.

Besides, for Indonesian students, Bahasa Indonesia is the first language which is used since childhood. Besides as the national language, Bahasa Indonesia is also used as the medium of instruction in educational institutions at all levels. Thus, it seems quite acceptable to use it as the language of instruction intended to facilitate the teaching and learning activities in the classroom. Irawan (2003) underlined that teachers who use Bahasa Indonesia get a positive result in teaching. He concluded that Bahasa Indonesia can be recommended to be used in the English teaching and learning process.

Advantages and Disadvantages of Use First Language

Various studies have revealed that the use of the first language in the English learning process has some advantages and disadvantages for students. Some of the advantages are as follow. First, the use of Bahasa Indonesia helps the students in speaking. When students are speaking and forget the words to use, switching the needed words from Indonesian can help them express their meaning. Second, Bahasa Indonesia use helps students in understanding the teacher's explanation. Since most classes have limited time, explaining difficult concepts using Bahasa Indonesia seem to be the most efficient and realistic way. Third, the use of Bahasa Indonesia helps students' comprehension about vocabulary. To learn difficult vocabulary, e.g. abstract words, can be made easier using Bahasa Indonesia.

The use of the first language in the English learning process also gives some disadvantages. First, it can drive students not to learn English optimally or fully since the use of English becomes minimally. Second, the use of Bahasa Indonesia causes the students to acquire less vocabulary knowledge. Third, the overuse of Bahasa Indonesia makes the students unmotivated to learn English. The more the teacher use English, the more the students will get the feel of English itself, so that the students will understand English better. Fourth, the use of Bahasa Indonesia in English learning makes the students less satisfied because it can cause the English learning not challenging.

Roles of the First language in EFL Classroom

Since an EFL classroom is essentially a multilingual setting, multilingual communication is bound to take place in it (Miettinen, 2009). In such a classroom, bilingualism is bound to take place (Saville-troike, 2006), the brief discussion should be conducted for enriching the literature of the present study. Regarding the role of the first language in an EFL classroom, some professionals have proposed some roles of students' first language in EFL learning. Kelilo (2012) designated three first language roles in the EFL classroom: pedagogical role, psychological role, and socio-cultural role. In a detailed way, Dujmović (2007, p. 94-95) described the following seven roles of incorporating students' first language in EFL learning: (1) preventing time being wasted on tortuous explanations and instructions; (2) pointing out problem areas of grammar, false cognates, etc. contrastively; (3) promoting students' receptive

competence (their understanding) by allowing them to respond something using their first language; (4) allowing the teacher to be familiar with the students or making it easier for the teacher to explain something to the learners; (5) helping both students and teacher to say something difficult by rephrasing and simplifying it; (6) helping students to check their comprehension of lexical explanations by having a bilingual dictionary in the classroom when the teacher does not speak their (students) language; and (7) accommodating students who need to combine the two languages, e.g. someone whose job involves translating and interpreting.

METHOD

Research Method

This study employed a mixed-methods design which, according to Creswell and Clark (as cited in Pardede, 2019) is “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem”. It began with quantitative data collection and proceeded with qualitative data collection intended to elaborate the previously obtained quantitative results. Therefore, this study employed an explanatory sequential mixed methods design.

This study was conducted in SMA Fransiskus 2, Kampung Ambon, East Jakarta, Indonesia in the academic year 2019-2020. The population of the study was all students of SMA Fransiskus 2 Jakarta. The sample was selected by taking the whole students in the school. However, the tenth graders were not included for they have just enrolled in the school for three weeks so that they had only very limited experience in attending the English classes in the school. As a result, the participants of this research were only the eleventh graders (24) and the twelfth grader (36). Thus, the participants in this study were 60 students.

Instruments

A questionnaire was administered to collect the data concerning the students’ perception of the use of Bahasa Indonesia in their English classroom. The questionnaire was adapted from Snorraddottir’s (2014). It includes 4 indicators (frequency of using Bahasa Indonesia in English classroom, Bahasa Indonesia use by the teacher in English class, students’ expectation of English use by the teacher in English class, and the advantage of English use in English classroom) in 25 questions which should be responded by choosing one of the five options designed in Likert scale. The collected data were analyzed using the descriptive analysis technique by employing Microsoft Excel.

FINDINGS AND DISCUSSIONS

Frequency of Using Bahasa Indonesia in the English Classroom

As shown in Table 1, the majority of the participants viewed that the frequency of teacher’s English speaking was “sometimes” and “often”, while the frequency of students’ English speaking was lower—“sometimes” and “rarely”. In other words, the teacher’s use of English was predominant during English class, although she just spoke English only in the degree of “sometimes” and “often”.

The data also shows that, in the eleventh graders’ view, the frequency of teacher’s use of English is a bit lower than that in the twelfth graders’ view. The twelfth graders also viewed the use of English in asking and answering the teacher, speaking in the classroom, and speaking with peers was higher than those of eleventh graders. This

finding indicates that the higher the students' mastery of English the more often they used English in the English classroom. In other words, higher mastery of English makes the students need less first language to interact during English learning.

Table 1
Frequency of English Use in English Classroom

No	Statement	Grade	N	Always	Often	S'times	Rarely	Never	Mean
				f(%)	f(%)	f(%)	f(%)	f(%)	
1	Teacher speaks English during lessons	XI	24	1 (4.17%)	5 (20.83%)	16 (66.67%)	2 (8.33%)	0	3,2
		XII	36	6 (16.67%)	8 (22.22%)	22 (61.11%)	0	0	3,56
2	Student asks teacher in English?	XI	24	0	5 (20.8%)	9 (37.5%)	9 (37.5%)	1 (4.1%)	2,75
		XII	36	2 (5.6%)	7 (19.4%)	14 (38.8%)	10 (27.8%)	3 (8.3%)	2,86
3	Student answers teacher in English	XI	24	1 (4.2%)	8 (33.3%)	11 (45.8%)	4 (16.7%)	0	3,25
		XII	36	2 (5.6%)	11 (30.6%)	11 (30.6%)	9 (25%)	3 (8.3%)	3
4	Student speaks English during lessons	XI	24	0	2 (8.3%)	16 (66.7%)	3 (12.5%)	3 (12.5%)	2,7
		XII	36	2 (5.6%)	7 (19.4%)	18 (50%)	9 (25%)	0	3,05
5	Student speaks English with peers during lessons	XI	24	0	3 (12.5%)	14 (58.3%)	3 (12.5%)	4 (16.7%)	2,67
		XII	36	0	7 (19.4%)	17 (47.2%)	10 (27.8%)	2 (5.6%)	2,8
6	Student speaks English with your peers during pair- or group work	XI	24	0	3 (12.5%)	12 (50%)	4 (16.7%)	5 (20.8%)	2,54
		XII	36	0	6 (16.7%)	17 (47.2%)	7 (19.4%)	6 (16.7%)	2,63

Besides, the data also indicates that the frequency of students' use of English responded to the teacher's question was higher than their use of English to ask questions to the teacher. This means that students' use of English in a passive manner was more frequent than those in an active manner. Consequently, to let the students use English more frequently, the teacher needs to ask more questions.

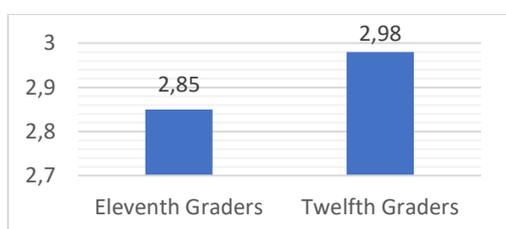


Figure 1. Mean Score of Eleventh and Twelfth Graders' English Use Frequency

Overall, the mean score of the eleventh graders to the six statements of the frequency of using English in their English classroom is 2.85, a bit lower than the mean score of the twelfth graders, 2.98 (Figure 1). This supports the finding that the higher their English mastery, the more frequent they use (or expect to use) English during the

learning process. This finding, that students with lower levels of mastery tended to accept the use of their first language, elucidates the findings of some previous studies (Pardede, 2018; Prodromou, 2002) that the lower the students' English mastery, the higher their preference in the employment of first language in English classes.

I think my vocabulary is not rich enough to express ideas. That's why I don't always speak English with my friends in the class. But to reply the teacher, I always try to use English. (Interviewee A)

As I told you before, my English is still limited. I usually speak English to answer teachers' question. I also speak English with classmates in group working, but it's quite rare. I guess, I more often communicate in Indonesian with friends while we are learning English. (Interviewee B).

To tell you the truth, I always mix English and Bahasa Indonesia when I communicate in the class. Why, just because my vocabulary is still limited and my grammar is not very good yet. (Interviewee D).

I know I must use English in my English classroom because it's English that we are studying. But my English is not sufficient yet to communicate well. So I often speak Indonesian with my classmates in the class. (Interviewee F).

Students' Perception of Bahasa Indonesia use by the teacher in English class

Table 2 indicates that the participants viewed the use of Bahasa in Indonesia in their English class positive because they found it easier and safer to understand difficult concepts explained in Bahasa Indonesia. This is seen from the finding that they preferred if the teacher uses Bahasa Indonesia for explaining difficult concepts, e.g. grammatical rules, and the meaning of vocabularies. Based on the mean score of their responses, the eleventh graders' preference for teachers' use of Bahasa Indonesia (4.17) is higher than that of the twelfth graders (4.0). Also, 75% of the eleventh graders prefer the teacher to run the class bilingually. These, again, clarify the idea that the higher their English acquisition, the more confident they are to use English.

The students' mean score of agreement with the teacher's use of Bahasa Indonesia to show compliments or to correct errors (Eleventh graders, 3.38 and Twelfth graders, 3.13) is far lower than the use of Bahasa Indonesia to explain difficult concepts. This is in line with Pardede's (2018) finding that the students view the use of Indonesian was helpful in their endeavor to master English vocabulary than grammar. The finding from the interview revealed the reasons. A compliment or feedback expressed in English could be easily understood. But, if words' difficult meaning or grammatical rules are explained in English, misunderstanding is likely to occur.

You know, to understand a compliment or receive feedback is not as difficult as to understand an explanation of grammatical rules. So, it's OK if my teacher uses English to show, but I prefer my teacher to use Indonesian for clarifying grammar concepts (Interviewee B).

I found instructions not very difficult to understand. No problem if the teacher uses English. But, to explain words difficult meaning or grammatical rules, the teacher must use Bahasa Indonesia to prevent misunderstanding (Interviewee C).

Such positive view of the participants towards the use of Bahasa in Indonesia in their English class, especially if it is used to help the students understand what the teacher is saying, is in line with the finding of Anggrahini (2019) revealing that the majority of the students SMA Taman Siswa Mojokerto had positive attitude while the teacher using Bahasa Indonesia in the English classroom. It also clarified Pardede's (2018) finding that the majority of both students and teachers in the senior high schools around Jakarta, Bogor, Depok, and Bekasi preferred to use Indonesian in their English classes.

Table 2

Students' Perception of Bahasa Indonesia use by the teacher in English class

No	Statement	Grade	N	SA	A	N	D	SD	Mean
				f(%)	f(%)	f(%)	f(%)	f(%)	
7	Instructions for assignments should be in Bahasa Indonesia.	XI	24	4 (16.7%)	9 (37.5%)	9 (37.5%)	2 (8.3%)	0	3,63
		XII	36	9 (25%)	6 (16.7%)	16 (44.4%)	3 (8.3%)	2 (5.6%)	3,47
8	Teacher should use Bahasa Indonesia for explaining something difficult, for example grammar or vocabulary.	XI	24	12 (50%)	6 (25%)	4 (16.7%)	2 (8.3%)	0	4,17
		XII	36	0	12 (33.3%)	13 (36.1%)	10 (27.8%)	1 (2.8%)	4
9	Teacher should use Bahasa Indonesia praise or correct students	XI	24	1 (4.2%)	9 (37.5%)	13 (54.1%)	0	1 (4.2%)	3,38
		XII	36	3 (8.3%)	7 (19.4%)	18 (50%)	8 (22.2%)	0	3,14
10	It is better for teacher to speak bilingual so that all students can understand.	XI	24	4 (16.7%)	14 (58.3%)	5 (20.8%)	1 (4.2%)	0	3,88
		XII	36	3 (8.3%)	12 (33.3%)	18 (50%)	2 (5.6%)	1 (2.8%)	3,86

Students' Expectation of English Use by the Teacher in English class

The responses of the two grades towards the teacher's use of English in their English classes were different from one to another and vary from one activity to another. As shown in Table 3, the percentage of the eleventh graders who "strongly disagreed" and "disagreed" to the idea of English use only was 20.8%. This is far lower than that of the twelfth graders (50%). This finding supported the previous finding that the higher the students' English mastery, the higher their preference in the use of English in English classes. This finding is in line with the finding that 30.6% of the eleventh graders "agreed and strongly agreed" that they often do not understand what they are supposed to do when the teacher only explains in English, The percentage of the twelfth graders who "agreed and strongly agreed" with the statement was only 13.6%.

The following excerpts obtained from the interview clarify that finding.

We should certainly use English in our English class. However, since our English is still limited, communication in the English class must also involve Bahasa

Indonesia. If not, we cannot understand what the teacher is explaining (Interviewee B).

Well, my lack of vocabulary makes it hard to understand the teacher is she speaks English only. I expect she sometimes translates difficult things into Indonesian (Interviewee A)

Table 3
Students' Expectation of English Use by the Teacher in English class

No	Statement	Grade	N	SA	A	N	D	SD	Mean
				f(%)	f(%)	f(%)	f(%)	f(%)	
11	Teacher should speak only in English during lessons.	XI	24	0	5 (20.8%)	5 (20.8%)	13 (54.2%)	1 (4.2%)	2,58
		XII	36	5 (13.9%)	13 (36.1%)	11 (30.6%)	3 (8.3%)	4 (11.1%)	3.33
12	Teacher should use English-only to discipline students.	XI	24	2 (8.3%)	5 (20.7%)	15 (62.5%)	1 (4.2%)	1 (4.1%)	3,25
		XII	36	3 (8.3%)	7 (19.4%)	14 (38.9%)	10 (27.8%)	2 (5.6%)	2,97
13	Teacher should use English-only when she/he is talking with students about things that are not class related.	XI	24	4 (11.1%)	13 (36.1%)	15 (41.7%)	4 (11.1%)	0	3,47
		XII	36	1 (2.8%)	9 (25%)	18 (50%)	7 (19.4%)	1 (2.8%)	3,06
14	Teacher should use English-only when she/he is assigning homework.	XI	24	1 (4.2%)	8 (33.3%)	13 (54.2%)	1 (4.2%)	1 (4.2%)	3,29
		XII	36	4 (11.1%)	10 (27.8%)	14 (38.9%)	8 (22.2%)	0	3,28
15	Teacher should use English-only to ask questions.	XI	24	0	9 (37.5%)	13 (54.2%)	2 (8.3%)	0	3,29
		XII	36	3 (8.3%)	13 (36.1%)	10 (27.8%)	8 (22.2%)	2 (5.6%)	3,19
16	I often do not understand what I am supposed to do when the teacher only explains in English	XI	24	2 (5.6%)	9 (25%)	15 (41.7%)	5 (13.9%)	5 (13.9%)	2,94
		XII	36	0	5 (13.9%)	14 (38.9%)	6 (16.7%)	11 (30.6%)	2.36
17	It is harder to learn the language if the teacher speaks only English.	XI	24	1 (4.2%)	8 (33.3%)	13 (54.2%)	1 (4.2%)	1 (4.2%)	3,29
		XII	36	2 (5.6%)	8 (22.2%)	19 (52.8%)	5 (13.9%)	2 (5.6%)	3,08
18	I think my grammar has become better because the teacher mostly speaks English.	XI	24	2 (8.3%)	7 (29.2%)	9 (37.5%)	6 (25%)	0	3,21
		XII	36	4 (11.1%)	13 (36.1%)	15 (41.7%)	4 (11.1%)	0	3,47
19	I think my vocabulary has improved because the teacher mostly speaks English.	XI	24	0	4 (16.7%)	14 (58.3%)	5 (20.8%)	1 (4.2%)	2,88
		XII	36	7 (19.4%)	14 (38.9%)	11 (30.6%)	4 (11.1%)	0	3,67
20	I think the more English the teacher speaks, the better the students will be in English	XI	24	0	9 (37.5%)	10 (41.7%)	4 (16.7%)	1 (4.1%)	3,13
		XII	36	6 (16.7%)	14 (38.9%)	15 (41.7%)	0	1 (2.8%)	3,67
21	I don't understand many vocabularies when the teacher speaks English only.	XI	24	1 (4.2%)	6 (25%)	15 (62.5%)	0	2 (8.3%)	3,17
		XII	36	3 (8.3%)	6 (16.7%)	19 (52.8%)	5 (13.9%)	3 (8.3%)	3,03

I think the teacher should speak English to us. But she should also use Bahasa Indonesia so that we can understand what she is explaining (Interviewee C).

When the teacher speaks only in English, I cannot fully understand what she means. Therefore, I like it better if she sometimes uses Bahasa Indonesia, too (Interviewee D).

In my opinion, I can understand what is explained by the teacher, but I suggest the teacher not to use English fully, she should mix it with Bahasa Indonesia (Interviewee E)

I think, I have difficulty in understanding and communicating with teachers because I still cannot speak English well. (Interviewee F)

Students' Perception of the Advantage of English use in the Classroom

Table 4

Students' Perception of the Advantage of English use in the Classroom

No	Statement	Grade	N	SA	A	N	D	SD	Mean
				f(%)	f(%)	f(%)	f(%)	f(%)	
22	I think I have to speak English during lessons to really master the language.	XI	24	4 (11.1%)	13 (36.1%)	15 (41.7%)	4 (11.1%)	0	3,47
		XII	36	8 (22.2%)	13 (36.1%)	12 (33.3%)	1 (2.8%)	2 (5.6%)	3.67
23	Students may speak Bahasa Indonesia during lessons.	XI	24	1 (4.2%)	9 (37.5%)	13 (54.1%)	0	1 (4.2%)	3,38
		XII	36	2 (5.6%)	8 (22.2%)	19 (52.8%)	5 (13.9%)	2 (5.6%)	3,08
24	It is easier for me to speak English because I get a lot of practice at school.	XI	24	1 (4.2%)	2 (8.3%)	17 (70.8%)	3 (12.5%)	1 (4.2%)	2.95
		XII	36	3 (8.3%)	10 (27.8%)	17 (47.2%)	3 (8.3%)	3 (8.3%)	3.19
25	My English mastery has improved because I get to practice speaking English during lessons	XI	24	0	9 (37.5%)	13 (54.2%)	2 (8.3%)	0	3.29
		XII	36	4 (11.1%)	13 (36.1%)	15 (41.7%)	4 (11.1%)	0	3,47

As shown in Table 4, the responses of the two grades towards the advantage of English use are slightly different. Only 47.2% of the eleventh graders “strongly agreed” and “agreed” that they have to speak in English during lessons to master the language, whereas the percentage of the twelfth graders was higher, i.e. 58.3%. However, the percentage of the eleventh graders who “strongly agreed” and “agreed” that students may speak Bahasa Indonesia during lessons was 41.7%, while the twelfth graders' was only 27.8%. This clarified the finding of Pablo et al. (2011) that more English seems to be used with more advanced students than with lower achievers or beginners.

In addition, the percentage of the twelfth graders who “strongly agreed” and “agreed” that it is easier for them to speak in English because they get a lot of practice

and their mastery has improved because of getting practice speaking English during the class was also higher than that of the eleventh graders'. This confirmed Auerbach's (1993) finding that lower achievers frequently prefer a bilingual approach while students with higher achievement feel like the use of the first language will slow down their language acquisition.

CONCLUSIONS AND SUGGESTIONS

Based on the discussion in the previous section, four conclusions were drawn. First, the frequency of teacher's use of English during class was higher than that of the students, and eleventh graders used English in less frequency than the twelfth graders. This means that both teacher and students include Bahasa Indonesia in various percentages, i.e. the higher the students' mastery of English the more often they used English in the English classroom. Second, the students viewed Bahasa in Indonesia use during English class positive, since they found it easier and safer to understand difficult concepts explained in Bahasa Indonesia. Third, students' expectation of the use of Bahasa Indonesia varies, depending on the learning activities. They viewed the use of Indonesian was helpful in their endeavor to master English vocabulary than grammar, but for instruction or showing compliments, English was acceptable. Fourth, the degree of students' belief on the importance of speaking English during lessons in their endeavor to master English was varied, depending on their level of mastery. The percentage of the twelfth graders who believed this view was a bit higher than that of the eleventh graders. Therefore, most of the students perceived the use of Bahasa Indonesia in their English classes positive.

This study has at least two limitations necessary to be addressed in future research. The participants were of a single school. This makes this study is a case study. Thus, the findings could not be generalized to other populations outside of the class. It is recommended for future studies to involve more schools, employ the random sampling technique, and use a larger number of participants to make it safer to make generalizations. Second, the results of the current study offer merely the first step in various research in the area of first language use in the EFL classroom. Future experimental research investigating the effectiveness of first language use in EFL classrooms, the correlational study investigating Bahasa Indonesia use and students' English learning achievement, and action research directed to optimize English use in EFL learning would be valuable.

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