



Students' Perception on the Use of Mixed Language in Teaching English Department Students at Halu Oleo University

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ABSTRACT

This study aimed to analyze the students' perceptions on the use of mixed language in teaching English at English Study Program of Halu Oleo University. This study used a qualitative design to analyze all perceptions conveyed by the students. The population of this study was all the students of English Study Program in the 2020 academic year. The sample was all the students in class B (36 students). The technique of data sampling used in this study was the purposive sampling technique. The instrument used in this study was a closed-ended questionnaire in which divided into three aspects namely students' views on the use of mixed language in teaching English, students' views on the use of mixed language and its effect on their emotional state, and students' views on the use of mixed language and its impact on teaching English. The data were analyzed descriptively, using qualitative methods to explain students' answers to the questionnaire. The result showed that in the first aspect, the mean score was 3.41, 3.19, and 3.08 in which all the items were in the positive category. Then, the mean score in the second aspect was 3.33, 3.25, and 2.80 in which all the items were in the positive category. And the mean score for the last aspect was 3.58, 3.30, 3.13, 3.13, 3.25, 3.22, 3.05, and 3.00 in which all the items were also in the positive category. Thus, the finding showed that students had positive perceptions on the use of mixed language in teaching English.

Keywords: students' perception, mixed language, teaching English

1. Introduction

Nowadays, learning and mastering foreign languages especially English is essentially important because it becomes one of the most significant requirements in the development of education. In this case, the scientific, political, and economic changes constantly reform and innovates education in which it serves to the integration of nations and to the world community and it can promote the solution of many problems. Thus, to have better results in modern science and technology, learning a foreign language is needed and even in some cases, it is a crucial thing for the educational system.

In Indonesia, the process of learning a foreign language which is English language usually started from an early stage which is elementary school. However, several years ahead, it is not again mandatory for the elementary school level. It seems that the change of curriculum consequently affects the educational system of foreign language learning. Therefore, nowadays, students start to learn English as a foreign language in junior high school in which all the English teachers are fully

responsible for teaching English and even they must teach them starting from an early level.

At university level especially in English language study program, every student has a different level of English proficiency, however, most of the students are at the intermediate level. This saddest reality is caused by the change of curriculum as revealed previously that students learn the early level of English in junior high school. In addition, because of the low habits of practicing English, they also have such low English proficiency. Lightbown & Spada (1999) stated that humans learn a language through repetition of the same form and text until it becomes a habit. If this is applied frequently, students will begin to get used to using English as well as mastering the language. In line with these problems, teachers have a very important role to successfully teach and achieve the goals of English language learning. Thus, there are many tasks that must be done by a teacher in the success of the teaching and learning process and one of them is to make students understand all the instruction in the learning process as well as the material given.

The need to understand the instruction and its material is significantly essential in learning a new language especially for the English language education program because if the students do not feel clear enough about what teacher explains to them, they cannot get any kind of information and as the result it makes the learning process fail. Moreover, in Indonesia itself, English is categorized as a Foreign Language in which English usually does not use in an informal situation but only in the teaching and learning process of English. This means, students tend to use their first language to communicate in social interaction. According to Saville-Troike (2006), in Indonesian context, English is seen as a foreign language (EFL) in which it is not widely used by learners in their immediate social context. Including in the school and university environments where students learn English as a subject but the students rarely use English to communicate with each other. They tend to use Indonesian or local language to communicate with each other inside or outside the classroom.

The conditions mention previously forced the teacher to not using fully English in explaining the material in the classroom. This means that the teachers who are supposed to use English in the classroom may now use Indonesian or mix the two languages in order to make the students understand toward all the materials explained. Besides, to give instructions to the students, teachers also tend to combine English with Indonesian or use students' first language. Therefore, using two languages in teaching English consider as the best way in enhancing students abilities in comprehend the material.

The use of two or more languages in teaching and learning English subject is commonly known as mixed language which is the majority of students in the class is rarely speak or use English. The reason is it can be more understandable by the students, so they can flowly follow the learning process. Moreover, the phenomenon of using two languages commonly happens in a foreign language classroom. Therefore, the use of mixed languages in teaching and learning process could make the students more understand about the language taught by the teacher.

In addition, Nazary (2008) also said that it is common for EFL teachers to use the students' mother tongue language as a tool for conveying meaning as a means of

interaction both in English language institutes and in the classroom. Existing students' native language in an EFL classroom influence the classroom dynamic and suggestions, because first language provides a sense of security and validates the learners' life experiences, as well as allowing them to express themselves (Schweers, 1999). Benson, as mentioned in the study conducted by Safitri et al. (2022), suggested that incorporating the use of students' first language in English as a Foreign Language (EFL) classrooms creates a secure environment for students to express themselves. Additionally, this approach enables teachers to assess the students' learning progress, identify the areas that still need to be taught, and determine which students may need extra assistance. Moreover, Cook (2001) explained that some teachers may think that teaching a foreign language to students and bringing their first language to take a part in the learning process may be effective for mastering the language, especially for students in a low-level proficiency in English because allowing students to be close to their native speaker help them to learn and to acquire a new language. Therefore, in order to be succeed in teaching English, teachers actually incorporated English with Indonesian language or students' first language.

As same as in the English Education Study Program of Halu Oleo, mixed language is frequently used by several teachers or educators. Based on the pre-observation, the teachers have been widely used mixed language in almost every teaching process. It is done maybe due to the hope that students will get used to hearing what the teacher says in English. Besides, they will also understand better because the sentences are formed in English and Indonesian languages. Thus, the mixed language used is English and Indonesian language is claimed as one of the best ways in teaching English.

However, to say whether the use of mixed language can give such many advantages in the improvement of English mastery is also depended on the students' perception. The perception means here as the students' feelings towards the use of mixed language. Robbins (2001) explained the meaning of perception as the process of showing opinions and giving interpretations toward something based on someone's experience and feelings. Additionally, Yusuf et al. (2022) added that perception is is a fundamental process experienced by every conscious individual to understand information about their environment, whether through smell, feelings, vision, hearing, or appreciation. Therefore, students who learn with the mixed language are the one who have responsibility to tell if it is truly can give them such benefits.

In a conclusion, although many studies or researchers proved that using mixed language can help students to enhance their English ability, however, it might be different for other students. Moreover, none of them ever focused on university students' perception of the use of mixed language in teaching English. Thus, to fill in the gap and to find its result, the present study is focused to examine the students' perception toward the use of mixed language in teaching English.

2. Methods

2.1 Research Design

In conducting this research, the researcher used qualitative design with the aim to find out students' perception on the use of mix language in teaching English. In this case, the data was decribed based on events, condition, or situation of the present.

2.2 Population and Sample

The population of this research was English education students who were enrolled in the 2020 academic year. They were currently in the fourth semester, while the sample of this study was class B which consists of 36 students. The sampling used in this study was purposive sampling, which is a sampling process based on the considerations or considerations of the researcher (Ary et al., 2010). Researchers based on personal assessment chose the entire population of class A students in semester 3 of the English Education Department as subjects with a total of 53 students because they met the criteria for online class researcher. Finally, the researcher collected their attendance and achievement data.

2.3 Instrument of the Study

The instrument that the researcher used in this research was questionnaires. In this case, the use of questionnaire was an appropriate instrument to allow the students to express their opinion. This researcch will used Close-ended questionnaire.

The close-ended questions were used to provide the statistical information about the general picture of the students' perception on the use of Bilingual language in teaching English. In this case, the questionnaire was composed of a 5-point Liker-type scale. Sugiyono (2011) pointed out that the Likert scale is a measurement scale used to measure the attitudes, opinions or perceptions of a person, individual or group of people about social phenomena. In this research, students chose every statement of the questionnaire. In the questionnaire, responses of the students were be ranged from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The questionnaire consists of 15 approximately ststements.

2.4 Technique of Data Collection

The data were obtained by using a questionnaire. The questionnaire was adopted from Kim (2015), Catabay (2016) and Alang & Idris (2018) with 20 items and required the students' to choose the options; those are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA) provided by Likert-scale. Some aspects such as students' perception on the use of mixed languages by the teacher in English subject classroom were covered in the items of the questionnaire, and scores for every statement is different from the other such as the table below:

Table 1. Score in the Questionnaire

Statement	Positive	Negative
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Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Source: Sugiyono (2011)

It can be seen in the table 1. that the score of positive statement is different from the score of a negative statement. If the statement means positive towards the study, it started from "4 scores" for "Strongly Agree", "3 scores" for "Agree", "2 scores" for "Disagree", and "1 score" for "Strongly Disagree" and it works otherwise for the negative statement.

2.5 Technique of Data Analysis

To analyzed the data, first of all, the researcher had done the instrument tryout and analyze it by using SPSS 16 version to find out the validity and reliability of the item/statements of the questionnaire. There after, the researcher read all of the answer in the questionnaires and made the classification of the same answer for each statement. After all of the answers were classified, the researcher calculated the questionnaire to find out the frequency, percentage, and mean score of all questionnaire items by using SPSS 16.0. before then analyzed it descriptively.

3. Result

This study consist of two main results. The first one is the result of a pilot study and the other one is the result of a close-ended questionnaire which measure the student perception on the use of mixed language language in teaching english department student ar Halu Oleo University.

3.1 Students' Views on the Use of Mixed Language in teaching English

This section presents the results of students' views on the use of mixed language languages in teaching English. To measure this aspect there are 3 items that have been asked to students which are included in the questionnaire.

Table 1. Frequency and Percentage Distribution on the Students' View towards the Use of Mixed languages in English Subject

No.	Questions	SA		A		D		SDA		Mean Score
		F	%	F	%	F	%	F	%	
1.	In English subject, I prefer to be taught by using mixed language (English and Bahasa Indonesia)	15	41.66%	21	58.33%	-	-	-	-	3.41

2.	In English subject, the use of mixed language makes me confused.	-	-	2	5.55%	29	80.56%	5	13.89%	3.08
3.	The use of mixed language by the teacher made me bored.	2	5.55%	1	2.77%	21	58.34%	12	33.34%	3.19

All of them which indicate the students' view towards the use of mixed languages in teaching English.

3.2 Students' Views on the Use of Mixed Language and Its Effect on Their Emotional State

This section presents the results of students' views on the use of mixed language language and its effect on their emotional state. To measure this aspect there are 3 items that have been asked to students which are included in a questionnaire consisting of negative statements.

Table 2. Frequency and Percentage Distribution on the Students' View on the Use of Mixed Language and Its Effect on Their Emotional State

No.	Questions	SA		A		D		SDA		Mean Score
		F	%	F	%	F	%	F	%	
4.	The use of mixed language makes me uncomfortable during teaching and learning process.	-	-	1	2.77%	22	61.11%	13	36.11%	3.33
5	The use of mixed language makes me not confident while communicating with the teacher during language learning.	1	2.77%	8	22.22%	24	66.67%	3	8.33%	2.80
6.	The use of mixed language during the learning process is not interested	-	-	1	2.77%	24	66.66%	11	30.55%	3.25

All of them which indicate the students' view towards the use of mixed languages and its effect emotional their state.

3.3 Students' Views on the Use of Mixed Language and Its Impact on Teaching English

This section presents the results of students' views on the use of mixed language and its impact on teaching English. To measure this aspect there are 8 items that have been asked to students which are included in a questionnaire consisting of negative statements.

Table 3. Frequency and Percentage Distribution on the Students' View on the Use of Mixed Language and Its Impact on Teaching English

No.	Questions	SA		A		D		SDA		Mean Score
		F	%	F	%	F	%	F	%	
7.	The use of mixed language help me in learning English	21	5.33%	15	41.66%	-	-	-	-	3.58
8.	The use of mixed language help me to increase my English ability (reading, writing, listening and speaking.	12	33.33%	23	63.88%	1	2.77%	-	-	3.30
9.	It is hard for me to participate in language learning process if my teacher using mixed language.	-	-	2	5.55%	27	75%	7	19.44%	3.13
10.	It is hard for me to understand new vocabularies when the teacher explains it using mixed language.	-	-	1	2.77%	29	80.55%	6	16.66%	3.13
11.	The use of mixed language help me to ask if I do not understand the learning material.	10	27.77%	25	69.44%	1	2.77%	-	-	3.25
12.	The use of	2	5.55%	-	-	30	83.33%	4	11.11%	3.00

	mixed language makes me unfocused in receiving the material given by the teacher.									
13.	It is hard for me to understand the learning material if the teacher using mixed language.	-	-	1	2.77%	26	72.22%	9	25%	3.22
14.	The use of mixed language by the teacher can help me to understand the difficult learning material.	9	25%	22	61.11%	3	8.33%	2	5.55%	3.05

All of them which indicate the students' view towards the use of mixed languages and its effect emotional their state.

4. Discussion

In practice, one way to master a language is through a process of habituation or practice. As stated by Lightbown & Spada (1999), "language can be mastered through repetition in various forms or texts that are carried out continuously so that it becomes a habit". This habit can be acquired in the learning process. The process of learning in English requires a lot of practice to develop skills in English. So it will form a new habit in language. In addition, the process of repetition and imitation is also needed in the process of learning English. Repetition can be done by repeating words in English. From this process, students will indirectly imitate the words they hear.

Mastery of English can be done using mixed language. As stated by Edwards (2004), mixedism is the use of two words or more utterances in a language that is applied more flexibly, not convoluted, and simple to interpret. Thus, mixed language is a person's ability to master two languages in communicating. The use of mixed language is very helpful in the process of learning English during the learning process. This is because, if the teacher only applies one language in teaching, it will allow some students not to master the material and mastery of the language being taught. This will then affect students' understanding in English.

In this study, each respondent has given a response or opinion about the use of mixed language in teaching English. This is based on what they have seen, felt and thought when they were in the process of teaching in the classroom. The responses or opinions they show to the use of mixed language can be positive or negative, which can then be referred to as positive perceptions and

negative perceptions. Perception also has several stages in the process. Walgito (2001) state that perception can be influenced by two factors, namely internal factors and external factors. External factors include stimuli, environment, beliefs, and culture, while internal factors include thoughts, feelings, motivations, one's attention, and so on. So, these perceptions can affect students' language learning outcomes whether it will be good or not. Thus, perception is always related and needed in the process of learning a language. In this study, the perception of the use of mixed language has been investigated which includes three aspects :

In the first aspect, with two negative statements, namely "In English subjects, the use of mixed language makes me confused" and "The teacher's use of mixed language makes me bored. Both of these statements are negative but have a positive end result. From these results, they agree that with mixed language in teaching English, it makes them feel comfortable or in other words they don't feel nervous about using this mixed language. Class atmosphere is also good. Then, on one positive statement, "In English subjects, I prefer to be taught using a mixed language (English and Indonesian)". This statement also has a positive end result. They agree that they prefer mixed language in classroom teaching. Moreover, supported by a comfortable classroom atmosphere, will be very helpful in the teaching and learning process. As stated by Enama (2016), the use of mixed languages is very helpful in the teaching process. language builds confidence and provides a sense of comfort so that students are more motivated in learning English.

This is in line with what (Satriah et al., 2019) found in their research. They found that the teacher's use of mixed language in English classes helped students in learning. Thus, based on the description above, in teaching English, the use of mixed languages is very helpful for students in understanding the learning material. with the final result mean score 3.41 which means the average student response is positive.

The second aspect consists of three negative statements. These three statements are "The use of mixed language language makes me uncomfortable during teaching and learning process" with a mean score of 3.33, "The use of mixed language languages makes me not confident while communicating with the teacher during language learning" with a mean score of 2.80, and "The use of mixed language language during the learning process is not interested" with a mean score of 3.25. All three have positive endings. In this case, most of the students responded positively with statements on this aspect. This means that the use of mixed language affects the level of emotion in it. Just like the first aspect, for some students, the use of mixed languages makes them feel helpful in understanding the material taught during the learning process. They will also definitely have a good feeling. This will have an impact on the level of emotion that exists in them. With a good mood and supported by comfortable classroom conditions will have a good effect on students. They are better able to control their emotional feelings and control them. They also feel more enjoy and vice versa. Thus, the use of mixed language in this aspect has the final result in the positive category where their perception is positive about the use of mixed language and its effect on their emotional level.

The three aspects of this research consist of eight statements. This statement consists of four positive statements and four negative statements with the same final result with the first and second aspects being positive. Positive statements were "The use of mixed language helps me in learning English" with an average score of 3.58, "The use of mixed language helps me to improve my English skills (reading, writing, listening and speaking" with an average score of 3,30 , "The use of mixed language helps me to ask if I do not understand the learning material" with an average score of 3.52, and "The use of mixed language by the teacher can help me to understand difficult learning materials" with an average score of 3 .05 negative, namely "It is difficult for me to participate in the language learning process if my teacher uses mixed language" with an average score of 3.13, "It is difficult for me to understand new vocabulary when the teacher explains it using mixed language" with an average score average 3.13 , "The use of mixed language makes me not focus on receiving the material given by the teacher" with an average score of 3.00, "It is difficult for me to a to understand the learning material if the teacher uses mixed language" with an average score of 3.22. So, it can be seen that they agree that the use of mixed language can help them improve their English skills, this is supported by previous research, as stated by Nursanti (2016) which states that the use of mixed languages helps students improve their English skills. This aspect shows that the use of mixed languages has an impact on positive final results in the learning process, especially English.

5. Conclusion

Based on the findings above, it is certain that students' perceptions of the use of mixed languages in teaching English to students of English education at Halu Oleo University show a positive perception. Students' perceptions of the use of mixed languages in teaching English are divided into three aspects, namely: Students' views on the use of mixed languages in teaching English, Students' views on the use of mixed languages and its emotional their state, and students' views on the use of mixed languages and its impact on teaching English. The above findings also show that the use of mixed language in teaching English gives a positive response. Teachers can use mixed language in teaching because for some students who are not too fast in understanding mixed language material it will be very helpful in the learning process. So that the formulation of the problem in this study shows that students' perceptions of the use of mixed languages in English education students show a positive perception in teaching English.

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