

**Students' Perception on the Language  
Used by the Lecturers in Teaching  
English at the Eight Semester Students  
of English Department of FKIP UKI Toraja**

Nilma Taula'bi<sup>\*1</sup>& Elim Trika Sudarsi<sup>2</sup>

\* nilma@ukitoraja.ac.id

\*elimtrikasudarsih@ukitoraja.ac.id

*<sup>1&2</sup>Universitas Kristen Indonesia Toraja, Indonesia*

**Abstract**

The objective of the research was to know the students' perception on the language used by the lecturers in teaching at the eight semester students of English Department of FKIP UKI Toraja. In this research, the writer used qualitative method. The participant is the eight semester students of English Department of FKIP UKI Toraja academic year 2017/2018. This research employed a snowball sampling where the writer took only 12 students as respondents. Interview was used by the writer in collecting the data. The result showed that the eight semester students of English Department FKIP UKI Toraja is students was really like when lecturers used two language in teaching that is mixing language Indonesian and English

**Keywords:** perception, students perception, language use

## Introduction

Language is one of the most important things in communication or a social interaction tool of human communication. Through language one can interact with each other, expressing their thought, feeling and idea or changing their views experience. In other words, life of human beings will be meaningless without the existence of language. Therefore to learn language is important. Language as a tool of communication with the others people to share the human needs is very important. We know that with language, people can share their experiences, their feelings, and their needs to each other.

There are many kinds of language in the world but English the most widely used language is known by many people of the world. Armstrong (2010) A primary function of language is for humans to convey information to each other or request services of some kind in a variety of situations, relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter. Different contexts require different kinds of vocabulary and different expressions that are suitable to that particular context.

In teaching and learning process at the 8th semester students of English Department UKI Toraja academic year 2014, students found out that, there are few languages used by the lecturer in teaching such as Indonesian (mother tongue), English, Torajan (local language), and sometimes they mixed English and Indonesian. The writer thinks that there are many ways for students to understand the materials taught by lecturers based on the many types of language used by the lecturers themselves. There were some students complained to the lecturers who preferred to use Indonesian than English while some students complained to the lecturers who preferred to use English than Indonesian in teaching and learning process.

## Review of Related Literature

Language is a system of conventional spoken, manual, or written symbols by means of which human being, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. What is essential in learning a language is that language is not only proofed by the functions of a language but also the attention of the expert to the language, instead of it, language as a means of communication in our interaction, language is also needed at least as a means of communicate everything.

According to Ellis R. (1994), "the failure to provide learners with opportunities to communicate naturally will separate them from the main channel to gain language materials and hence to hold up the acquisition process". Language acquisition is a systematic process involving teachers, students and teaching materials. A favorable class teaching and language acquisition environment, to some degree, results in the success in language acquisition.

However, in English classes where the teacher's role is excessively emphasized, language learning is regarded as the acquisition of knowledge instead of skills. Accordingly, teachers are quite lonely at class, emphasizing the explanation and practice of language knowledge and rules while neglecting the opportunities for students to get in touch with as well as apply language knowledge and skills in practice, while students don't listen to them attentively.

This pattern, of course, will affect the development and improvement of students' English proficiency. In my opinion, a student-centered dynamic class teaching pattern must be established, in which teachers speak English acceptable for students, control the whole language teaching and acquisition process directly, employ a variety of teaching skills and methods including teacher-student communication, group discussion and report, presentation, individual report and performance and so on in order to stimulate students' enthusiasm for participating in class activities. In this way, students will get more understandable language input, have contact with many kinds

of understandable language and hence to have their language acquisition goal achieved.

Language is at the heart of language teaching and learning and teachers need to constantly reflect on what language is. This is because our understandings of language affect the ways we teach languages.

An understanding of language as 'open, dynamic, energetic, constantly evolving and personal (Shohamy, 2007:5) encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or he language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate (Kramsch, 1994). Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world (Svalberg, 2007).

Our understanding of language, as languages educators, becomes part of our professional stance and, as such, influences our curriculum, planning and classroom pedagogies. Teachers who view language simply as code make acquiring grammar and vocabulary the primary, if not the only, goal of language learning. Within such a limited approach, students do not begin to engage with language as a communicative reality

but simply as an intellectual exercise or as a work requiring memorizing.

The understanding of language that is part of our stance also affects what happens in the classroom and the ways in which learners begin to understand the relationship between their own languages and the languages of their learning. If the language learning program focuses on the code, then it models a theory of language in which the relationship between two languages is simply a matter of code replacement, where the only difference is a difference in words. If the language pedagogies focus on the interpretation and creation of meaning, language is learned as a system of personal engagement with a new world, where learners necessarily engage with diversity at a personal level.

Within a professional stance that understands language as a social practice, teachers need to ensure that students are provided with opportunities to go beyond what they already know and to learn to engage with unplanned and unpredictable aspects of language. Learning language as a complex, personal communication system involves ongoing investigation of language as a dynamic system and of the way it works to create and convey meanings. This involves learners in analysis and in talking analytically about language. Kramsch (1993:264) notes that: 'talk about talk is what the classroom does best and yet this potential source of knowledge has not been sufficiently tapped, even incommunicatively oriented classrooms'. The emphasis on ongoing investigation and analysis assumes that learners are involved in learning which promotes exploration and discovery rather than only being passive recipients of knowledge as it is transmitted to them by others. These learners require learning skills which will give them independence as users and analyzers of language (Svalberg, 2007).

In everyday interaction, people usually choose different codes in different situations. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in

daily language communication at home.

A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002:8-9), a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes.” Similarly, Ronald Wardaugh(1986:101) also maintains that a code can be defined as “a system used for communication between two or more parties used on any occasions.” When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code.

Meanwhile, Poedjosoedarmo in Rahardi (2001:21-22) states that code can be defined as a speech system and the application of the language element which has specific characteristic in line with the speaker's background, the relationship between the speaker and interlocutor and the situation. He also adds that code can be said not only as a language, but also as the varieties of a language including dialect, undhausuk, and style. From those opinions of the code given by many linguists above, the writer can make conclusion that a code can be said as a language. The code is a form of the language variation that is used by a society to make communication with other people.

At least, the phenomenon of bilingualism result in the occurrence of code switching and code mixing (Wardaugh, 1986:101). It happens when a speaker requires a particular code, in order to switch or mix one code to another and even create a new code in process (Wardaugh, 1986 :101). Hoffman (1991 : 104) then, maintains that code mixing is the switches occure within a sentence.

The example is the mixing between Malay – English :

“This morning I hanter my baby tu dekat babysitter tulah.”

(This morning I took my baby to the babysitter.) Stockwell (2002 : 137)

On the other hand, code switching is the changes over sentences (Hoffman,1991:104). Code switching can occur during the same conversation. For example: “People here get divorced too easily. Like exchanging faulty goods. In China it’s not the same. Jia gou sui gou, jia ji sui ji.”(If you have married a dog, you follow a dog, if you’ve married a chicken, you follow a chicken.)Holmes (2001:38)As can be observed from the example above, first, the speaker said English sentences, then he/she switched to Mandarin. Hoffman (1991:113) explains that code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socio-economic background. It is avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status,language loyalty, and formality.

Blom and Gumperz (1972 in Saville-Troike, 1986:64) classify code switching into two dimensions. There are two types of code switching based on the distinction which applies to the style shifting. The first type is situational code switching. Wardhaugh(1986:103) states that situational code switching occurs when the languages used change according to the situation in which the conversant find themselves: they speak one language in one situation and another in a different one. No topic change is involved.

When a change topic requires a change in language used, we have metaphorical codeswitching. Saville-Troike (1986:62) define metaphorical code switching as a codeswitching occurring within a single situation but adding some meaning to such components. The example of situational code switching is that in some universities a ritualshift occurs at the end of a successful dissertation defense, when professors address the(former) student as Doctor and invite first names in return. While, the example ofmetaphorical code switching is when a German girl shifts from du to Sie with a boy toindicate the relationship has cooled, or when a wife calls her husband Mr.(Smith) to indicate her displeasure.

The second classification is based on the scope of switching or the nature of the juncture which language takes place (Saville-Troike, 1986:65). The basic distinction in this scope is usually between inter sentential switching, or change which occurs between sentences or speech acts, and intra sentential switching, or change which occurs within a single sentence.

Code mixing is a mixing of two codes or languages, usually without a change of topic. Code mixing often occurs within one sentence, one element is spoken in language A and the rest in language B. In addition, Nababan (1993:32) said that code mixing is found mainly in informal interactions. In formal situation, the speaker tends to mix it because there is no exact idiom in that language, so it is necessary to use words or idioms from mother language. Hoffman (1991:112) shows many types of code switching and code mixing based on the juncture or the scope of switching where languages take place. Those are intra sentential switching, inter-sentential switching, emblematic switching, intra-lexical code mixing, establishing continuity with the previous speaker, and involving a change of pronunciation.

Perception (from the Latin perception, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Geenberg and Baron (1999:72) define perception as the process through which we select, organize and interpret information gathered by our senses in order to understand the world around us.

According to Priyati in Patanduk (2017: 107) there are two kinds of perception:

a. Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation. b. Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not suitable with the object of perception).

## **Method**

This research done on July, 2018 on the third floor, English Department of FKIP UKI Toraja. The location of this research in Jln. Sudirman No. 9 Makale, Tana Toraja regency, South Sulawesi province. UKI Toraja has five faculties such us FKIP, Engineering, Economic, agriculture and Theology. English Department as a part of FKIP. There are 20 English Lecturers and there are 573 Students of English Department. The participant of study is 12 students of the eight semester students of English Department of FKIP UKI Toraja academic year 2017/2018 and the writer used snowball technique.

In analyzing the data got from students, the writer will use descriptive method. In this step all the data grouped and analyzed to produce result of the research which suitable to the problem statement of this research. The writer applied the Miles and Huberman (1984).

## Results

In this section, the researcher found out the Students' perception on the language used by the lecturers in teaching English at the 8th semester students of English Department of FKIP UKI Toraja. The researcher interviewed 12 students with 9 questions and recorder students as participants. This section the researcher displays the description of research findings as a result of the data analysis process collected through interview students.

Table 1. Data display of Interview

No	Students Perception (statements)	Sources
1	1. if lecturers use English start from begin until the end of course I am not interested because it will be very difficult to understand English in teaching the material	S3.8; S9.8; S4.8
	2. it is difficult because not all students understand words of English so when lecturers use English from the beginning of course the	

---

students more feel difficult

3. it is difficult, because I do not know the vocabulary one by one that the lecturers said

---

2 1. in my opinion when the lecturers used Indonesian start for begin until the end of course S3.12;  
S9.15;  
S13

I am not interest because we are English Department the lecturers also used English and Indonesian

2. feel bored when the lecturers used Indonesian in teaching

3. we are English Department so we used to learn English

---

3 1. very good because we are easy to understand the course S1.16;  
S3.16;  
S7.16

2. it is good when lecturers mix Indonesian and English in learning because we can be easy to understand about the material in teaching

3. good when lecturers mix Indonesian and English in learning because we can be easy to understand about the material in teaching

---

## Discussion

In this section the writer focused in discussing the finding while

related theories and previous related findings. Having presented the finding in the first section of this chapter, it is now the turn to discuss the finding.

Based on the result of the data obtained through interview, the researcher tries to describe the finding based on the collection of students response through interview. Data found by researcher show that the students often use mix language that is English and Indonesian. Those languages are used to make easier to understand the course by the lecturers

Based on the result of the data obtained through interview, the researcher tries to describe the finding based on the collection of students' respons throught interview. Data found by the researcher show that the reasons students prefer to Mixing language that is English after that Indonesian attested to students explain on Extract 3.extract 3 the students said that the students prefer mixing language English and Indonesian, and the students agree when the lecturers used mixing language because make students easier to understand the course by the lecturers, and the students faster to understand the course when the lecturers mix English and Indonesian in learning process. Spolsky (1998 : 45) defines a bilingual as "a person who has some functional ability in the second language." This may vary from a limited ability in one or more domains, to very strong command of both languages. According to Bloomfield (in Rahardi, 2001 : 13), bilingualism is a situation where a speaker can use two languages as well.

It is easy to understand the course when the lecturers mix English and Indonesian in learning process.

Fredson (2015) "The relationship between teachers and students in the classroom: communicative language teaching approach and cooperative learning strategies to improve learning." He found that students/teacher relationships, communicative language teaching and cooperative learning are essential elements of a learning process full of opportunity, trust, confidence and motivation. Those elements, when well combined, are a guarantee of success while learning a second language and succeed. S.8 said that "it is good to use English after that translate it into Indonesian so we can understand meaning of English and Indonesia.

Based on the result the students' perception on the language used by the lecturers in teaching English at the eight semester students of English Department of FKIP UKI Toraja the students prefer when the lecturers used mixing language, it has similarity with Thomson (2012) research about Language teaching strategies and techniques used to support students learning in a language other than their mother tongue". She found learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom.

## **Conclusion**

Based on the research finding and discussion in the previous chapter, the researcher gives conclusion that students' perception on the language used by the lecturers in teaching English at the eight semester students of English Department FKIP UKI Toraja is students was really like when lecturers used two language in teaching that is mixing language Indonesian and English, the students who do not like if lecturers used English start for begin until the end of course, they faced difficult and not understand. The students were not interested when lecturers used Indonesian start for begin until the end of course they feel bored. Students can get a knowledge and improve their vocabulary when they understand what language used by the lecturers in teaching English use mixing language.

It is then suggested that the teacher can mix the languages in teaching English, but English must be used more intense in the classroom. It is hoped that students language acquisition runs rapidly.

## **References**

A.M, Sardiman. 2003. Interaksi da Motivasi Belajar Mengajar. PT Raja Grfindo Persada . Jakarta

Armstrong, Elizabeth. 2010. Language, meaning, context, and functional Communication : Edith Cowan University, b.armstrong@ecu.edu.au

Arruan, Srilinda. 2015. The effectiveness of communicative language teaching method in teaching English at the seventh grade students of SMP Negeri 1 Saluputti. Tana Toraja. Unpublished Thesis

Bernard, H. Russell 1988. Research methods in Cultural anthropology. Jeffrey Spangenberg. Department of business studies. University of

Groningen. Netherlands.

Bernard, Bloch, & Trager , George, L. 1972. Outlines of Linguistic Analysis

Brindley, G. 1989. The role of needs analysis in adult ESL programme design. In R Johnson(Ed.). The Second Language Curriculum (pp.35-70).Cambridge University Press.

Brown,H.D. (2000). Principles of Language Learning and Teaching. Englewood Cliff, N.J.: Prentice Hall.

Conger,J. (1998). Qualitative Research as the cornerstone methodology for understanding leadership. Leadership Quarterly, 9 (1): 107-121.

Ellis, R. (1994).Second Language Acquisition. Oxford: OUP.

Flanders, N.A. 1960. The role of self in teacher development : SUNNY Press.

Fredson, Soares D.R.D.L. 2015. The relationship between teachers and students in the classroom: communicative language teaching approach and cooperative learning strategies to improve learning. Portuguese : Publised

Harmer, Jeremy. 2004. The practice of English language teaching : English : 3. Ed., compl. Rev. and updated, 5. Impr . Pearson Longman

Hornby.1962. The Legend of John Hornby. (Toronto:MacMillan of Canada,1962)

Ma, K. (1998). The Representation of Gender in Current ESL Reading Materials.ORTESOL Journal, 19, 1-22.

Miles, M. B. & Huberman, . M. (1984). Qualitative Data Analysis: a sourcebook of New Methods. California; SAGE publications Inc.

Patanduk, Sushy Teko (2017). Students' Perception Toward Politeness and Impoliteness of the Lecturers of English Department at UKI TORAJA. TEFL Overseas Journal, 5 (3) pp. 104-119. Retrieved from <https://scholar.google.co.id/scholar?oi=bibs&cluster=14308685256579239723&btnl=1&hl=id>

Reid, Joy.M. 1987. The Learning Style Preferences of ESL Students: Inc. ll rights reserved. <http://doi.org/10.2307/3586356>

Sugiyono. 2007. Metodologi penelitian bisnis. Jakarta : PT. Gramedia Sweet,

Henry. 1901. The History of Language: The Temple primers

Thomson, Natascha. 2012. Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue. Kongsberg International School : Published

Willis in Damaris (2005:5). Teaching is to give knowledge, training or lesson in a particularly subject how to do something to someone.

Willing. 1987. Students' Language Learning Preferences : Erdogan Bada & Zuhal Okan Cukurova University