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THE PERSPECTIVES OF MALE AND FEMALE STUDENTS AND THEIR TEACHER ON THE USE OF MOTHER TONGUE IN EFL CLASSROOM

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THE PERSPECTIVES OF MALE AND FEMALE STUDENTS AND THEIR TEACHER ON THE USE OF MOTHER TONGUE IN EFL CLASSROOM

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for
Master Degree in English Education

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Program of Study : Islamic Education

Field of Study : English Education

Stated that the thesis that I have written entitled: *The Perspectives of Male and Female Students and Their Teacher on the Use of Mother Tongue in EFL Classroom*, to meet one of the requirements for a Master Degree at Postgraduate program State Islamic University of Sultan Syarif Kasim Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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ABSTRAK

Debby Febriyani., (2021): The Perspectives of Male and Female Students and Their Teacher on the use of Mother Tongue in EFL Classroom.

This study investigates The Perspectives of Male and Female Students and Their Teacher on the use of Mother Tongue in EFL Classroom. This study aims to find out. regarding on how teacher, students (male and female student) using mother tongue in EFL classrooms. This study is qualitative research with a case study approach. The participant of this study were four students and one English teacher. The data collected by interview. The data were analyzed qualitatively. The result of this study shows that the students also the teacher have positive perspective on the using of mother tongue in the English class. Then, the writer also found that the female students give their support to use English in the English class than male students, eventhough they are still have positive perspective on the using of mother tongue in the teaching and learning process. It means that gender can give the influence on the using of mother tongue in English class.

Key words: Perspective, Mother Tongue, Gender

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ABSTRAK

Debby Febriyani., (2021): Perspektif Siswa Laki-Laki dan Perempuan dan Gurunya Tentang Penggunaan Bahasa Ibu di Kelas EFL.

Penelitian ini menyelidiki Perspektif Siswa Laki-Laki dan Perempuan serta Gurunya tentang Penggunaan Bahasa Ibu di Kelas EFL. Penelitian ini bertujuan untuk mengetahui. tentang bagaimana guru, siswa (siswa laki-laki dan perempuan) menggunakan bahasa ibu di kelas EFL. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Partisipan dari penelitian ini adalah empat siswa dan satu guru bahasa Inggris. Pengumpulan data dilakukan dengan wawancara. Data dianalisis secara kualitatif. Hasil penelitian ini menunjukkan bahwa siswa dan guru memiliki perspektif positif tentang penggunaan bahasa ibu di kelas bahasa Inggris. Kemudian, penulis juga menemukan bahwa siswa perempuan memberikan dukungan mereka untuk menggunakan bahasa Inggris di kelas bahasa Inggris daripada siswa laki-laki, meskipun mereka masih memiliki perspektif positif tentang penggunaan bahasa ibu dalam proses belajar mengajar. Artinya, gender dapat memberikan pengaruh terhadap penggunaan bahasa ibu di kelas bahasa Inggris.

Kata kunci: Perspektif, Bahasa Ibu, Gender

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ملخص

ديبي فيبرياني ، (٢٠٢١): وجهات نظر الطلاب والطالبات ومعلميهم حول استخدام اللغة الأم في فصول اللغة الإنجليزية كلغة أجنبية.

تبحث هذه الدراسة في وجهات نظر الطلاب والطالبات ومعلميهم حول استخدام اللغة الأم في فصل اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى تحديد. حول كيفية استخدام المعلمين والطلاب (الطلاب والطالبات) لغتهم الأم في فصل اللغة الإنجليزية كلغة أجنبية. هذا البحث هو بحث نوعي مع نهج دراسة الحالة. كان المشاركون في هذه الدراسة أربعة طلاب ومدرس واحد للغة الإنجليزية. يتم جمع البيانات عن طريق المقابلة. تم تحليل البيانات نوعيا. تشير نتائج هذه الدراسة إلى أن الطلاب والمعلمين لديهم منظور إيجابي حول استخدام اللغة الأم في فصول اللغة الإنجليزية. بعد ذلك ، وجدت الكاتبة أيضًا أن الطالبات قدمن دعمهن لاستخدام اللغة الإنجليزية في فصل اللغة الإنجليزية أكثر من الطلاب الذكور ، على الرغم من أنه لا يزال لديهم منظور إيجابي حول استخدام اللغة الأم في عملية التدريس والتعلم. هذا يعني أ الجنس يمكن أن يكون له تأثير على استخدام اللغة الأم في فصل اللغة الإنجليزية.

الكلمات المفتاحية: المنظور ، اللغة الأم ، الجنس

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LIST OF CONTENTS

ACKNOWLEDGMENT ..... **i**

ENGLISH ABSTARCT ..... **iii**

INDONESIA ABSTARCT ..... **iv**

ARABIC ABSTARCT ..... **v**

LIST OF CONTENT ..... **vi**

LIST OF TABLE ..... **x**

LIST OF APPENDICES ..... **xi**

CHAPTER I **1**

INTRODUCTION 1

1.1 Background of the Problem 1

1.2 Statement of the Problem 9

1.3 Delimitation of the Problem 10

1.4 Research Question 11

1.5 Objective of the Study 12

1.6 Significance of the Study 12

1.7 Definition of Terminology 12

Perception 13

Mother Tongue 14

Gender 14

CHAPTER II **15**

LITERATURE REVIEW **15**

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2.1 Concept of Perception 15
2.1.1 Definition of Perception 15
2.1.2 Process of Perception 21
2.1.3 Measuring Perception 23
2.1.4 Components of Perception 26
2.1.5 Aspects of Perception 30
2.1.6 Indicators of Perception 31
2.1.7 Factors Affecting Perception 32
2.1.8 Perception in Psychology 36
2.2 Gender in Foreign Language Classroom 38
2.2.1 Understanding Gender 38
2.2.2 Gender Differences in Psycholinguistic 42
2.2.3 Gender Differences in Sociolinguistic 48
2.2.4 Gender in English Classroom 53
2.2.5 Gender in Language Learning 60
2.3 Mother Tongue Use in Foreign Language Classroom 68
2.3.1 The Nature of Mother Tongue 68
2.3.2 Mother Tongue in English Classroom 69
2.3.3 Mother Tongue in Language Learning 74
2.4 Previous Study on Mother Tongue Use in EFL Classroom 81
2.5 Previous Study on Teachers' Perspective on Mother Tongue Use in EFL Classroom 84
2.6 Previous Study on Students' Perspective on Mother Tongue Use

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UIN SUSKA RIAU

in EFL Classroom 86
2.7 Previous Study on Gender Differences in Learning Language 90
2.8 Conceptual Framework 102
CHAPTER III 105
METHODOLOGY OF THE RESEARCH 105
3.1 Research Design 105
3.2 Research Sites 107
3.3 Participant of the Study 107
3.4 Data Collection Technique 109
3.5 Data Analysis 110
3.6 Data Trustworthiness 111
CHAPTER IV 113
FINDING AND DISCUSSION 113
4.1 Finding 113
4.1.1 What are Male and Female Student's Perspectives on Mother Tongue Use in EFL Classroom 113
4.1.2 What are Teacher's Perspectives on Mother Tongue Use in EFL Classroom 118
4.1.3 How does gender influence students' perspectives on Mother Tongue use in EFL Classroom? 121
4.2 Discussion 123
4.2.1 Male and Female Student's Perspectives on Mother Tongue Use in EFL Classroom 123

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UIN SUSKA RIAU

4.2.2 Teacher's Perspectives on Mother Tongue Use in EFL Classroom 126

4.2.3 The influence of Gender on Students' Perspectives on Mother Tongue use in EFL Classroom? 128

CHAPTER V 131

CONCLUSIONS AND SUGGESTION 131

5.1 Conclusions 131

5.2 Implication and Recommendation 131

BIBLIOGRAPHY 133

APPENDICES

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LIST OF TABLES

Table 2.1..... 91

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LIST OF APPENDICES

APPENDIX 1 INTERVIEW GUIDELINES

APPENDIX 2 TRANSCRIPT OF THE INTERVIEW

APPENDIX 3 CODING

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CHAPTER I

INTRODUCTION

This thesis is concerned with the perception of the use of mother tongue in the classroom, both from students and teachers, and also discuss gender differences between students which will affect to their perception on the use of mother tongue in class room. The first section of this introductory chapter discusses the background of the study, statement of the problem, delimitation of the study, research questions, objectives of the study, significances of the study, and the definition of key terms. Each part of the contents of this chapter will be described in more detail below.

1.1 Background of the Study

In Indonesia, English is one of the foreign languages that were taught to students in every level of education. Formerly, based on the KTSP curriculum, at the elementary school, English as taught as a local subject in first grade until third grade, while in fourth to sixth, it was a compulsory subject with two class-hours a week. Unfortunately, in curriculum 2013, English is dismissed to teach because of the failure to achieve the English learning goal. At junior and senior high school, it is offered as a compulsory subject with the time allocation of four class-hours a week, whereas, at the university or college, it is accorded two to six credit hours and the curriculum focuses on English for Specific Purpose

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We can see that English is dismissed in elementary school. This can have an impact on children's English skills at junior high and high school levels. There are scientific reasons, why English as a foreign language should be studied from an early age. According to Penfield and Roberts in (1959), Critical Period Hypothesis (CPH), a theory in the domain of language acquisition and linguistics in general states that children who have not reached the age of 12-13 years, are easier to learn and master a language than age afterwards. The older someone is more difficult it will be to learn a language. This experience is certainly relevant to the learning process in the classroom, and therefore, once again, there should be no reason to exclude English subjects for elementary school children.

Based on the phenomenon above, we should discuss the impact for the students in High School who never learn English before. This can be a problem in teaching and learning English in the classroom especially when the students are demanded to be able to speak, write, listen and read the English material. Therefore, increasing the awareness of mother tongue use in teaching and learning processes can be helpful to cover the difficulty accrued in the teaching and learning process.

Actually, defining mother tongue is not an easy matter. Buck (2001) in Khati (2011) argues that defining mother tongue is always controversial and difficult. There is no clear distinction among the terms of first language, mother tongue, native language and primary language. As the result, those terms are usually considered as synonymous. First language or

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mother tongue is a language that is learned before the other languages by people when they were children. According to Pokharel (2001) in Khati (2011), mother tongue is common term for the language which a person acquires first in his childhood because it is spoken in the family and it is the language of the country where he is living. It means that a mother tongue is the language that is learned naturally by the children from their environment before they learn the other languages. It is known to be one of the factors that promote solid foundation for learning in the early years (Dea et al., 2014; Carol et al., 2010). Mother tongue helps children gain high level of creativity, high level of sensitivity to grammar and problem-solving skills. We all speak one language or the other but each of us have a language we can call our mother tongue.

In High school level, Mother Tongue has an important role in English class. It could be used as a mediating tool between students and teachers for learning English at classroom. The teachers are expected to be a very important role in the class. Teachers are expected to be able to monitor the students who have difficulty understanding English lessons and teachers as class leaders are expected to be able to determine in what situations they need to use the mother tongue in the classroom. In this way, the role of mother tongue is crucial. Atkinson (1987: 241) supports the use of mother tongue, notably in monolingual classes. Mother tongue can be used as a facilitator to make a task meaningful. Thus the students can focus on the task without difficulty. The use of Mother Tongue is beneficial for English

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classroom because it both helps in the process and completion of the task and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task. (Anton & Dicamilla, 1998: cited in Pan & Pan, 2010).

The UNESCO Committee (1953) states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely. The mother tongue is held to be most significant for our early emotional and cognitive development. In EFL classrooms, teachers usually avoid to use mother tongue in teaching language. In fact, mother tongue gives significant role in helping the students to learn language. However, teachers should monitor the using of mother tongue in the classrooms. It supposed to be the tool to help the students, not to be familiar with the using of mother tongue in EFL classrooms.

There are arguments regarding pros and cons of using the mother tongue in the classroom. Some experts believe that using first language has some disadvantages that can affect students' English mastery. Tang (2002) argues that mother tongue does not play an essential role in foreign language teaching. In addition, Krashen (1981) in Khati (2011) assumes that people learning foreign languages follow the same route as they acquire their mother tongue, hence the use of the mother tongue in the learning process should be minimized. In line with this, Ellis (1985) argues that the mother tongue gets in the way or interferes with the learning of the L2, such

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that features of the mother tongue are transferred into the L2. It means that students' first language usually affect their way of thinking in learning English, as they often transfer the features of their first language to the target language. Thus, they tend to use, for instance, the grammatical features in their first language into the target language. This may cause misconceptions about some principles or ideas in target language.

Furthermore, the excessive use of first language can reduce the exposure of the target language. Ellis (1984) states that too much mother tongue use could deprive the learners of valuable input in the L2. Besides, Harmer (2009) also argues that it restricts the students' exposure to English. Thus, the teachers should be aware of monitoring the appropriate use of first language in English classroom, so that it can optimize the target language learning.

However, the prohibition of using first language in second or foreign language learning may affect the students' psychological aspect. According to Nation (2003), the degradation of mother tongue has a harmful psychological effect on learners. Furthermore, Hopkins (1988) in Khati (2011) states that if the learner of a foreign language is encouraged to ignore his/her native language, he/ she might well feel identity threatened. It means that when the teachers forbid the students to use their first language in English classroom, it may cause the feeling of insecurity among them. They may not be able to express themselves freely. In line with this, Auerbach (1993) assumes that mother tongue provides a sense of security and

validates the learners lived experiences allowing them to express themselves.

In some cases, using mother tongue in English classroom is found to be beneficial in facilitating the language learning. Several studies show that that judicious use of mother tongue in English classroom did not reduce students' exposure to English, but rather can assist and support the teaching and learning processes (Afzal, 2013 ; Schweers, 1999).

Many experts believe that mother tongue also has several advantages in English Classroom. Harmer (2009) mentions, (1) if teachers want to discuss, interact with their students, or to ask them what they want or need, then they will get more detailed information from the lower-level students if they use mother tongue than if they use English; (2) translating English into the first language can also be a very good way of checking students' understanding about the grammar points at the end of the lesson; (3) Students (and their teachers) can use the mother tongue to keep the social atmosphere of the class in good repair. In addition, according to Khati (2011), mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain. Besides Schweers (1999) mentions, mother tongue is used to help them feel more comfortable and confident, to check comprehension and to define new vocabulary items.

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Furthermore, Atkinson (1987) also identifies the appropriate uses for the mother tongue in foreign language classroom as follow: eliciting language, checking comprehension, giving complex instruction to basic levels, using translation to highlight a recently taught language item, checking for sense, testing and developing circumlocution strategies. In line with this, Auerbach (1993) lists the following uses for mother tongue: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension.

It can be concluded that there are several uses of mother tongue in English classroom during learning activities in the following occasions, such as in group or classroom discussion, conducting need analysis especially toward the students of low proficiency level, keeping classroom atmosphere, explaining complex concepts or grammar points, defining new vocabulary items, giving instruction, checking students comprehension, and helping the students to feel more comfortable.

Based on the explanation above, when we talk about Mother Tongue, we will also talk about language acquisition. In language acquisition, gender play an important part. In sociolinguistics, language and gender become part of study that always related each other. Amelia (2013) stated that male and female students act differently towards language. It was stated that female talk more than male in certain occasion. Understanding the linguistic and social backgrounds of students in EFL classrooms can

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help the teachers understand the strategies students adopt in learning and where differences might pose particular challenges for instruction. Studies reviewed by Swann (1993) describe a range of ways in which gender differentiation is maintained in mainstream English-speaking classrooms.

Such results support the socio-linguistic finding that female students outperform males as they are more open to new linguistic forms in the target language and eradicate inter language forms that deviate from target language norms more readily than their male counterparts (Ellis, 2012). Based on explanation above, we can see that male and female students have different act and attitude in learning language, this can also influence their perceptions when they learn languages, especially the use of the mother tongue in English classroom. Pedagogically, teachers are the main target of the implications of knowing perceptions on the use of mother tongue in TEFL by male and female students. After knowing the perceptions of male and female students in the use of mother tongue, the teachers are expected to be flexible in teaching and treating both male and female students in the class.

The writer also searching for study that related to this topic, and the writer found many studies discussed about mother tongue use. But only 30 studies that writer took for the literature review of this study. From the 30 studies the writer got, only 1 study discussed about teacher perceptions about the use of mother tongue in EFL classroom especially in gender line perceptions (cross gender). That study is conducted by (AbdulRahman Al-

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Asmari; 2014) in Saudi Arabia that investigate the awareness about the use of mother tongue in the Saudi EFL university classroom and the participant of that study are consisted of 100 EFL teachers (males and females) drawn from Taif University English Language Centre (TUELC). He found there were some different perceptions about mother tongue use between male and female teacher, but this study bears quite positive perceptions toward the use of mother tongue in EFL classroom.

Although in 30 previous studies that the writer got there were discussed the mother tongue use in classroom, but the studies have been conducted in countries that use English as a second language (ESL), unlikely in Indonesia which uses English as a foreign language (EFL), the results will be different. Even though the previous studies have discussed gender crossing of mother tongue use in classroom, that were discussed the perceptions of teacher, male and female students in which my study examine how perceptions of male and female students in the use of mother tongue in class. So there is a gap between this study and the previous study.

1.2 Statement of the Problem

Based on the background of the study above, we can see that there are some problems. First, from the theoretical research problem, we can see that the factual conditions are different from the ideal conditions, which should be according to the theory that the mother tongue can help the smooth learning of English in the classroom, but in factual conditions, many

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teachers force high school students to speak English in the EFL classroom at all times.

Second, from research based research problem, although in 30 previous studies that the writer got there were discussed about the mother tongue use in classroom, but only one study discussed about cross gender, and it focused on male and female teachers, in which my study examine how perceptions of male and female students in the use of mother tongue in classroom.

Thus the writer want to conduct a qualitative research regarding on how teacher, students (male and female student) using mother tongue in EFL classrooms. Therefore, an analysis should be done in order to explore the students' perceptions of mother tongue use in EFL classrooms. Based on reasons above, the writer interested to conduct a research with the title ***"The Perceptions of Male and Female Students and Their Teacher on the use of Mother Tongue in EFL Classroom"***.

1.3 Delimitation of the problem

This study focuses on:

a. Mother Tongue in this study is refers to Bahasa Indonesia, not local language.
b. The participant of this study will be the first, second, and the third grade of high school student, that will be take two students for each grade (male and female).

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c. According to Irwanto (1986) quoted from the Palace (2006) in terms of individuals after interacting with perceived objects, the perception results can be divided into 2, namely:

1. Positive perception

   It is a perception that describes all knowledge (whether or not you know it, whether you know it or not) in the response that continues to be utilized.

2. Negative perception

   It is a perception that describes all knowledge (whether or not you know it or not) and responses that are not in harmony with the perceived object.

1.4 Research Question

Based on the problem that stated on the previous section, That are formulated on the following research questions:

a. What are male and female students' perceptions on mother tongue use in EFL English classrooms?

b. What are teachers' perceptions on mother tongue use in EFL English classrooms?

c. How does gender influence students' perceptions on Mother Tongue use in EFL Classroom?

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1.5 Objective of the Study

The objectives of this study are to:

a. Explore the students perceptions (male and female) on mother tongue use in EFL classrooms.
b. Explore the teacher perceptions mother tongue use in EFL classrooms.
c. Investigate gender influence toward students' perceptions on Mother Tongue use in EFL Classroom?

1.6 Significance of the Study

This research has some significances. First, these study findings are expected to be positive and valuable information for the teachers to know the students background and implementing the proper use of Mother Tongue in English classrooms. Then, hopefully, this study is able to benefit the researcher as a novice researcher especially in learning how to conduct a research. Finally, the findings of the study are also expected to be practical (for teachers and students) and theoretical (for further educational consideration) information to development of the theories on language teaching especially in EFL classrooms.

1.7 Definition of key terms

It is crucial to define the terms used in a research. Sigh, et.al (2006), it is probably true that not everyone has the same understanding of terms used in a study. A certain key term or a broad concept can mean different things for different people in different cultures. There are some operational

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terms employed in this study; therefore they are substantially important to be defined clearly to avoid misunderstanding.

The terms used in this research were cited from scientific works and references. Each of the key terms is defined, as follows:

Perception

Perception is the sorting out, interpretation, analysis, an integration of stimuli carried out by the sense organs and brain(Robert S.Feldman, 2011, p. 99). Perception occurs when we integrate, organize, and interpret sensory information in a way that is meaningful (Don & Sandra Hockenbury, 2013, p. 88). So, every single person has perception about everything in this world. But beside that, individuals perceive something in different way.

Mother Tongue

According to Pokharel (2001) in Khati (2011), mother tongue is common term for the language which a person acquires first in his childhood because it is spoken in the family and it is the language of the country where he is living. It means that a mother tongue is the language that is learned naturally by the children from their environment before they learn the other languages.. Mother tongue (also called native language, arterial language, or first language) is the language a person has learned from birth or speaks the best, and is often the basis for sociolinguistic identity. It is

known to be one of the factors that promote solid foundation for learning in the early years (Dea et al., 2014; Carol et al., 2010). In this study, mother tongue is refers to Bahasa Indonesia.

Gender

Caplan (1987) gender is a difference in behavior between men and women apart from biological structures, most of them are shaped through social and cultural processes. Gender schema theory was formally introduced by Bem (1981) as a cognitive theory to explain how individuals become gendered in society, and how sex-linked characteristics are maintained and transmitted to other members of a culture. Gender-associated information is predominantly transmuted through society by way of schemata, or networks of information that allow for some information to be more easily assimilated than others. Bem (1981) argues that there are individual differences in the degree to which people hold these gender schemata. These differences are manifested via the degree to which individuals are sex-typed. Gender context discusses in this study are differences in perceptions between male and female student. Gender is discussed because it is crucially related to linguisticsandpsychology.

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CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the theoretical and empirical literature relevant to the exploration of the perception on the use of mother tongue in EFL class room, from male, female students and their teachers, and also discuss about gender differences between students which will affect to their perception on the use of mother tongue in EFL class room. In this chapter, the writer also conducted a conceptual frame work for making the concept of this study more understanding. There are four important topics discussed in this chapter; concept of perception, gender in foreign language classroom, mother tongue use in foreign language classroom and previous studies on the use of mother tongue in EFL classroom.

2.1 The Concept of Perception

2.1.1 Definition of Perception

Perception is a cognitive ability. It means that, at the beginning of the formation of perception, people who have to determine what would be considered. Awareness will also affect the perception (Shaleh, 2009, p. 113-114). According to Walgito (2004, p. 87-88), perception is a process preceded by an individual through the senses. Furthermore, Sarwono (2010, p. 86) argues that

perceptions can lead to conclusions about it what can be seen and heard and can be made a best guess. There are three main characteristics that affect one's perception of other people.

There are three perceiver specific factors that impact on perception with the object of perception (Ningsih & Fata, 2015). These are familiarity, mood and self-concept. The first one is familiarity with the object of perception. The second one is mood, which is another important factor that affects the way we perceive others. The last is self-concept of the perceiver, which is also a critical determinant of perception. Perception is also influenced by certain characteristics that are specific to the person who is perceived. The most important target-specific characteristic include height, weight, estimated age, race and gender. This is a very significant factor that influences the impression that is formed about someone by an individual. According to Allott, R (2001) in his book entitled *"The Natural Origin of Language"*, perception in language learning context is about looking at how you can see beautiful faces, sights and objects and change our stress levels. It even deals with the idea whether we would have grown differently if we lived in Asia or in North America. Visual perception is a factor in learning the concepts of different cultures and traditions. Cope and Ward (2002) defined that teachers' perception in technology include 'how' and 'what' effects technology can bring

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to students, for instance, whether students can manipulate language with specific software and interacts directly with the computer. Likewise, teachers can also identify the potential of technology to motivate students.

Sobur (2003:445) mentions that the word perception was derived from Latin word *"perception"*, originating from the word *"percipere"*, which means *"receiving"* or *"taking"*. For more details about the perception, the followings are several definitions proposed by experts: According to DeVito (in Sobur, 2003:445) perception is the process of awareness on the existing stimulus that might be affected on the tool of senses. Gulo (in Sobur 2003:446) defined that perception as a process to make someone to be aware of everything in their environment through their own tool of senses. According to Prawira (2012:63), perception is a process that begins by sensing the stimulus received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. Rahman (2004:89) defined that perception is a process of joining and organizing the data from the tool of senses to change it into something to help us be aware of the environment. Atkinson (in Wardiana, 2004:103) defines perception as a process of organizing and interpreting the system of stimulus in environment. Rakhmat (in Sobur 2003:446) said that perception is someone's experience of certain objects, events, or relationships

obtainable by concluding the information and interpreting a message.

There are two factors that influence perception, internal and external factors. Internal factors are factors that influence perception due to an individual, i.e. physiological, attention and interest (Ismail & Fata, 2016). External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surounding and on people's feeling or acceptance.

According to Walgito (2004, p. 97-98), external factors are factors that influence perception due to consistency of shape, consistency of color and consistency of size. Ward et al (2015, p. 73) has described perception as "the process of recognizing, organizing, and interpreting sensory information". This is especially so in education, for example between teachers and technology. Taiwo (2009, p. 75) has shown that the level and degree of technology usage depends on the way teachers view the role of technology in classroom teaching, when teachers form an impression which is favorable or otherwise, depending on specific traits the teachers attribute to the various media. The perceptions of teachers are needed in the process using technology to support teaching and learning activities. Taiwo (2009, p. 75) also discovered that a teacher's perception of technology is "predicated

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upon what they feel technology can do in the teaching-learning process".

Perceptions are interpretation of things into meaningful thought based on prior experiences in which their attitudes normally reflected into their behavior. Different researchers studied perception of teachers on effect of mobile phone use to students who have access to mobile phone in schools (Swarts & Wachira, 2010; Urassa 2012; Kihwele & Bali 2013), and findings showed that teachers have negative attitude towards allowing students to use mobile phone (Kafyulilo, 2012).

There are several definitions of perception put forward by the researchers, one of which is offered by McShane & Glinow (2008). They define perception as the process of receiving information and making sense of the world around us. It entails deciding which information to notice, how to categorize this information, and how to interpret it within the framework of our existing knowledge. In other words, perception is the process of receiving information and stimuli from the surrounding environment, then interpreting the information and categorizing it in the framework of knowledge appropriately.

Boulton (1997) describes the term *perceptions* as attitudes, behaviours, self-beliefs and/or views that a person has developed towards anything. Having considered Boulton's description as

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applied to this research work, teachers perceptions can be referred to the attitudes, behaviours, self- beliefs, views and the understanding that teachers hold towards the use of ICT in education.

Teachers' perceptions explain the beliefs that teachers have about the relevance of integrating ICT into teaching and learning, and the perceived obstacles that are associated with using ICT in Education (Hutchison & Reinking, 2011). Furthermore, teachers' perceptions in using smartphone can tell about the teachers' beliefs, including their self-efficacy on smartphone usage into teaching and learning. According to Wang (2002), the teachers' perception on the use of smartphone can be explained as the way in which teachers' regard, understand and interpret the use of technology in teaching and learning.

Thoha (2010) argues that perception is more complex and broad compared to the sensing process because perception includes difficult interactions from selection, compilation and interpretation activities. But perception also depends on sensing which then occurs as a cognitive process of filtering, simplifying, and changing or perfecting the information received.

Based on the definitions above, it could be concluded that perception is an interconnection of brain process in understanding the data in form of stimulus that is caught by the tool of sense and

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it is affected by certain factor in concluding and interpreting the message and information. In short, perception means perceiving, i.e., giving meaning to the environment around us. It can be defined as a process which involves seeing, receiving, selecting, organizing, interpreting and giving meaning to the environment.

The writer believe that all the participants (teachers and students) are capable in giving the information that the writer needs to fulfill the goal of the research because all the participants are engage in the topic discussed.

2.1.2 Process of Perception

1. Selection

   Selection can be defined as the stimuli that we choose to attend to. This is the part of perception where we block most other stimuli and focus on the ones that stand out most to us.

2. Organization

   This is defined as the step when we arrange the information that we have selected in a meaningful way. In our brains, we have 'files' where we store things that we have learned. This is the point in the process when we decide where each stimulus goes. This is also the step in which stereotyping is categorized. In other words, the information that selected must be arranged in some meaningful way to make sense of the world through four types of schema to

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classify information and punctuation, which is the determination of causes and effects in a series of interactions.

b. Physical constructs classify people according to their appearance.
c. Role constructs use social positions to organize perceptions.
d. Interaction constructs focus on social behavior.
e. Psychological constructs refer to internal dispositions

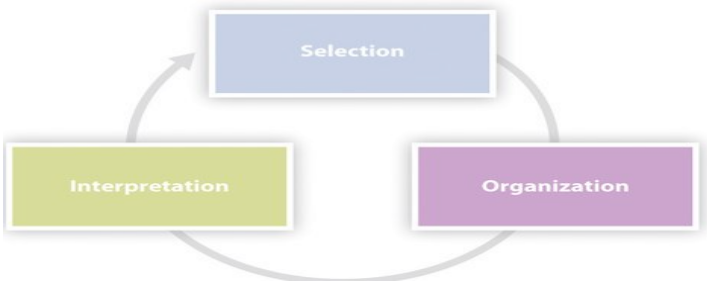
3. Interpretation

Interpretation means when we interpret the things that make sense to us in some sort of way. It plays a role virtually in every interpersonal act, once we have selected and organized our perceptions and when several factors have been taken into consideration.

a. Relational satisfaction affects how positively one perceives their partner.
b. Expectations shape interpretations.
c. Assumptions about human behavior lead to interpretations.

Picture 2.1

The Perception Process



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2.1.3 Measuring Perception

Perception is not the mental process for the measurement; it is the natural ideology and natural thinking. It has sensible approach for the carrying out the requirement of the mind in the line with our thinking a natural intuition will certainly help for carrying out the life of perception. Based on Luyckx et al (2008), to measure the perception, a researcher should consider a multi-faceted scale on the status of career to identify development such as identification or commitment, commitment making, exploration in depth, exploration in breath, and ruminative exploration.

There are three aspects in measuring perception (Luyckx et al, 2008):

1. The independent variables. These include the characteristics of the environment (size, shape, length color and other physical characteristics of the objects or phenomena perceived). These also include condition under which an object is perceived, psychological process, state and other psychological phenomena accompanying the process of perception (learning memory, motivation, attention, emotion, communication etc.)
2. Way of stimulating perspective reactions. The example are stimulating the verbal reports of the test on their own feelings (for example, the researcher suggests the subjects verbally determine the length of time between the two beeps or set, the color was

visually perceived objects of the same or different), stimulating motor reactions by appropriate instructions (press the buttons on the unit for measuring the latent periods of reactions), and stimulating choice reactions (e.g. the researcher specifies the sample size or color of the objects that it perceives after the reference).

3. Aspects of the (property) of perceptions studied by experimental and other empirical methods. Universal and individual limits in the definition based on the perception of certain physical characteristics of the stimulus, restrictions on the distinction between the physical (and other) performance incentives; individual characteristics studied perceptual experiences, the ratio of internal (psychological) measuring an individual scale with the changes of the physical characteristics of the measured object.

According to Sugianto (2009) Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable. According to Azwar (2010), perception measurement can be done using a Likert scale, with the following categories:

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1. Positive statement / negative statement
   a. Strongly agree: SS
   b. Agree: S
   c. Not agree: TS
   d. Strongly disagree: STS
2. Perception measurement criteria
   a. Perception is positive if the T value obtained by respondents from the questionnaire > T Mean
   b. Perception is negative if the T value obtained by respondents from the questionnaire ≤ T Mean

According to Irwanto (1986) quoted from the Palace (2006) in terms of individuals after interacting with perceived objects, the perception results can be divided into 2, namely:

1. Positive perception

   It is a perception that describes all knowledge (whether or not you know it, whether you know it or not) in the response that continues to be utilized.

2. Negative perception

   It is a perception that describes all knowledge (whether or not you know it or not) and responses that are not in harmony with the perceived object.

Measuring perceptions is the same as measuring attitude. Although the material being measured is abstract, it is scientifically

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sound and perception can be measured, where attitudes toward objects are translated in the numerical system. The two methods of attitude measurement are the *Self Report* and measurement of *Involuntary Behavior*.

1. Self-Report is a method by which answers given can be an indicator of one's attitude. But the weakness is if the individual does not answer the question asked then no can know his opinion or attitude.
2. Involuntary Behavior is done if you wish or canis done by respondents, in many situations of measurement accuracy attitudes influenced the willingness of respondents (Azzahy, 2010). When referring to the above statement, if it measuring perceptionis almost the same as measuring attitude, then the attitude scale can be used ormodified to reveal perceptions so that it can be known whethera person's perception is positive, or negative about an object.

2.1.4 Components of Perception

According to Alan Saks and Gary Johns (2011), there are three of components to perception.

1. The Perceiver

Perceiver is the person who becomes aware of something. Thus, there are several characteristics of the perceiver that can affect perception. When an individual looks at a target and attempts

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to interpret what he or she, that interpretation is heavily influenced by personal characteristics of individual perceiver.

- Knowing oneself makes it easier to see others accurately.
- One's own characteristics affect the characteristics one is likely to see inothers.
- People who accept themselves are more likely to be able to see favorable aspects of other people.
- Accuracy in perceiving others is not a single skill.

These four characteristics greatly influence how a person perceives others in the environmental situation.

2. Target

This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition”.

Characteristics in the target that is being observed can affect what is perceived. Physical appearance plays a big role in our perception of others. Extremely attractive or unattractive individuals are more likely to be noticed in a group than ordinary liking individuals. Motion, sound, size and other attributes of a target shape the way we see it.

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Physical appearance plays a big role in our perception of others. The perceiver will notice the target's physical features like height, weight, estimated age, race and gender.

Perceivers tend to notice physical appearance characteristics that contrast with the norm, that are intense, or that are new or unusual. Physical attractiveness often colour our entire impression of another person. Interviewers rate attractive candidates more favorably and attractive candidates are awarded higher starting salaries.

Verbal communication from targets also affects our perception of them. We listen to the topics they speak about, their voice tone and their accent and make judgments' based on this input. Non-verbal communication conveys a great deal of information about the target. The perceiver deciphers eye contact, facial expressions, body movements, and posture all inan attempt to form an impression of the target.

The perceiver, who observes the target's behavior, infers the intentions of the target. For example, if our manager comes to our office door way, we think "oh no! He is going to give me more work to do". Or we may perceive that his intention is to congratulate us on a recent success. In any case, the perceiver's

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interpretation of the target's intentions affects the way the perceiver views the target.

Targets are not looked at in isolation, the relationship of a target to its background influences perception because of our tendency to group close things and similar things together. Objects that are close to each other will tend to be perceived together rather than separately. As a result of physical or time proximity, we often put together objects orevents that are unrelated. For examples, employees in a particular department are seen as a group. If two employees of a department suddenly resign, we tend to assume their departures were related when in fact, they might be totally unrelated.

People, objects or events that are similar to each other also tend to be grouped together. The greater the similarity, the greater the probability we will tend to perceive them as a group.

3. The Situation

The situation also greatly influences perceptions because different situations may call for additional information about the target. The situation is related to the interaction taking place between the perceiver and the target and has an influence on the perceiver’s impression of the target. The strength of the situational

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cues also affects social perception. Some situations provide strong cues as to appropriate behavior.

2.1.5 Aspects of Perception

Baron and Byrne, also Myers in (Gerungan, 1991: 28) states that aspects of perception are:

a. Cognitive Components (perceptual components), or components that are related to knowledge, views, beliefs, namely things that are related to how people perceive the object of attitude.
b. Affective component (emotional component), is component that is related to feeling happy and unhappy with the object of attitude. Happy feeling is a positive thing, whereas feeling is not happy is a negative thing.
c. Conative component (behavioral component), that is component which is related to the tendency to act on the object of attitude. This component shows the intensity of attitude, which shows how great or small tendency to act or behave someone has towards the object of attitude.

In essence attitude is an interrelation of various components where according to Allport (2005) there are three components, namely:

a. Cognitive Components. These are components that are composed on the basis of knowledge or information a person

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has about an object of his or her attitude. This knowledge will then form a certain belief about the object of that attitude.

b. Affective components. These are components related to feeling happy and unhappy. Its evaluative nature is closely related with cultural values or value systems they have.

c. Conative component. This is about a person's readiness for conduct related to the object of his/her attitude.

In addition, Walgito (1993, p. 52) suggests aspects that affect perception are:

a. Aspects of cognition, which is related to the recognition of event objects, relationship obtained because of the receipt of a stimulus.

b. Affection, which is related to emotions.

c. Conative aspect, which is related to will, organizing and interpreting a stimulus that causes the individual to behave, according to the excitement that is interpreted.

2.1.6 Indicators of Perception

According to Robbin (2003: 124-130), there are two indicators of perception, namely:

a. Reception.

The acceptance process is an indicator of the occurrence of perception in physiological stages, namely the functioning of the senses to capture stimuli from the outside.

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b. Evaluation

Stimuli from the outside which had been captured by the senses, it is evaluated by individuals. This evaluation is very subjective. One individual may assess an excitement as something difficult and boring. But other individuals may rate the same excitement as something nice and fun.

According to Hamka (2002: 101-106), there are two kinds of perception indicators, namely:

a. ***Absorbing***. Absorbing occurs when the stimulus outside the individual is absorbed through senses, enters the brain and has a place. This is where the process of analysis occurs, classified and organized with experiences previously owned by individuals. Because of that absorption individuals are different from each other despite the same stimulus absorbed.
b. ***Understanding***. This is an indicator of perception as a result classification and organization process. This stage occurs in the psychic process.

2.1.7 Factors Affecting Perception

Rakhmat (2007) states that there are elements that have an effect on and make a contribution to determine perception. This aspect consists of purposeful or personal elements and structural factors. In greater element, the rationale of purposeful or non-public elements encompass the desires, reviews, past, motivations,

hopes, goals, interest, emotions, values , memory and mood. Meanwhile, the structural elements which includes physical and neural stimulus.

Bimo Walgito (2004) suggests that factors affecting perceptions, are:

1. The object that is perceived.

   Stimulus objects raises the sensing devices or receptors. Stimulus comes from the outside the invidiual who perceive. But it also comes from individuals who are directly concerned about nerve of recipients who works as a receptor.

2. Tool senses

   These are nerves and the central nervous system. Sense organ or receptor is a tool to receive stimulus. In addition, there must also be a sensory never as a tool to continue the stimulues received by receptors to the central nervous system, the brain as the center consciousness.

3. Attention

   To realize or to conduct perception attention is needed, which is a first step first as a preparation in order to hold the perception. Attention is also centralization or concentration of all individual activities shown to something or set of objects.

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There are individual differences in perceptual abilities. Two people may perceive the same stimulus differently. Here are the factors:

1. Perceptual learning

   Based on past experiences or any special training that we get, every one of us learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skilled jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

2. Mental set

   Mental set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

3. Motives and needs

   Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

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4. Cognitive styles:

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It was said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than people at the constricted end.

According to Stephen P. Robbins (2003: 170-171) a number of factors play a role in shaping and sometimes turning perceptions. These factors can be in the perception party, in the perceived object or target, or in the context of the situation in which the perception was made. He also state that perception factor is influenced by personal characteristics such as attitudes, motivations, interests or interests, experiences and expectations.

Other factors that can determine perceptions are age, level of education, socioeconomic background, culture, physical environment, work, personality, and life experiences of individuals.

1. Perceiver

An individual looks at a target and tries to interpret what he sees, and then the interpretation is influenced by the personal characteristics of the perpetrator's own perception. Among the personal characteristics that influence perception are attitudes, motives, interests or interests, past experiences, and expectations.

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2. Target

The characteristics in the target to be observed can influence what a person perceives. Movement, sound, size, and other attributes of the target shape the way we look.

3. Situation

The time of perception of an event can affect perception, as well as location, light, heat, or other situational factors

Based on the explanation above, the researcher used the factors that affect male and female students and their teacher perception on the use of mother tongue in EFL classroom. These factors are perceiver, target and situation.

2.1.8 Perception in Psychology

Perception (from the Latin perceptio, percipio) is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves.

Psychologist Jerome Bruner has developed a model of perception. According to him people go through the following process to form opinions:

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1. When a perceiver encounters an unfamiliar target we are opened different informational cues and want to learn more about the target.
2. In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
3. At this stage the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. At this stage we also actively ignore and even distort cues that violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns, there are three components to Perception.

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defense" where they tend to "see what they want to see".

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2. The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."
3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

So, occurunces can be indicated that something;

1. Perception can be seen,
2. Can be expressed,
3. Can be attended, and
4. Can be recognized.

In this study, the writer intends to find out what the perception of the male and female students and their teacher in the use of Mother Tongue in EFL classroom. The writer hopes by finding out what male and female students and also their teacher' perception, the students and the teacher can give their real experience inside the class, how the teacher use language in the class, and how the students perceive the language used by the teacher.

2.2 Gender in Foreign Language Classroom

2.2.1 Understanding Gender

Discourses on gender are extremely numerous and can be found in many different areas. Studies on it become one of the

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important and crucial things in society. According to James and Berger (1996:273), gender is 'the most extensively investigated constructs of the social sciences'. This is also in line with Eckert (1998:64) who states that gender differences can be found in 'different cultures, places, and groups'.

According to FAO (1997) as the relations between men and women bothperceptual and material, gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. This means that gender is not aspect that perfectly adressed for relation between woman and man biologically like sex, gender has different role. Gender is developed by the process of sociality. Robert Stoller (1960:2) has drawn that „gender" be used in connection to the behaviour and cultural practices of men and women. It means that genderrelated with behaviour of women and men in their society. So, sometime, we can see that there are some differences between women and men in their life. The way they thinkand the way the they decide something. Include how their process in learning and the result.

In addition, according to Moore (1994) gender has been defined as: "The commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics and roles. That means that gender can be considered a social and cultural construct that differentiates females from males and thus

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defines the ways in which females and males interact with each other.

On the other opinion, Zimmerman (1987:34) states that gender is not something we are born with, and not something we have but something we do .That means gender is about characteristics, aptitudes and likely behaviours of both women and men in their life and thus create some differences between them.

Meanwhile, Sugihartono et al (2007: 35) states that sex and gender are two different things. But still interrelated.In general, gender is defined as individual differences based on biological factors brought about by birth, namely the differences between male and female sex, while gender is a psychosocial aspect of men and women. This means that gender is psychology aspect in woman and men, aspect whose can influence their behaviour or their aptitudes.One of the example in their learning result. While sex is biologal aspect that both of women and men bring since they born.

In addition, Dwi Nurwoko (2004: 334) says that gender is the difference that we can see in men and women when from their values and behavior. Gender is a term used to describe the differences between men and women socially. That means that gender is a group of behaviors culturally which come from women

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and men and also gender is one of the indicator or aspect to make a differences between men and women in their social life.Growing individual differences by gender is growing rapidly as a result of the continuous differences in treatment between men and women. This distinction appears in terms of role, behavioral trends, traits, and other attributes that explain the meaning of being male or women.

According to Caplan (1987) gender is a difference in behavior between men and women apart from biological structures, most of them are shaped through social and cultural processes. Gender schema theory was formally introduced by Bem (1981) as a cognitive theory to explain how individuals become gendered in society, and how sex-linked characteristics are maintained and transmitted to other members of a culture. Gender-associated information is predominantly transmuted through society by way of schemata, or networks of information that allow for some information to be more easily assimilated than others. Bem argues that there are individual differences in the degree to which people hold these gender schemata. These differences are manifested via the degree to which individuals are sex-typed. Gender context discusses in this study are differences in perceptions between male and female student.

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Therefore, gender can be defined as a concept is the result of human thought, formed by society so that the dynamic can be different because of differences in customs, culture, religion, value system of the nation,society, and certain ethnic groups. In addition, gender can change due to the course of history, political, economic, social, and cultural change, or because of developmental progress.

Gender is discussed because it is crucially related to linguistics and psychology

2.2.2 Gender Diferences in Psycholinguistic

In the early 1980, psychologists thought that the differences observed between males and females were “socially constructed,” which meant that differences in the genders were due to the way children were raised (Sax, 2006). Males and females are biologically different, and these differences may spill over into how students learn. The current author‟s review of the literature shows that there is considerable information regarding characteristics of effective teaching for strengths and need areas of each gender in regards toeducational preference and performance (NASSPE, 2006).

According to Husinga (2001:15), men and women have different knowledge about the same things and may organize their knowledge in different ways. In addition, Kanfer (1990:4) stated there are differences between male and female students based on

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their gender that can influence their achievment in learning. They are academic perfomance, confidence in learning, motivation in learning, and physical differences in learning.

The first difference is academic perfomance. According to Francis et al (2004), Leman (2001), Metcalf (1993). The national academic perfomance grades in the UK is not the same for male and female students, male students reliably more likely to achieve lower grades and in some instances getting more first class degrees.

Based on the explanation from Francis et al, indeed there is difference between male and female in academic perfomance, because Francis said that male student‟s achievment lower than female. It means that male and female student possibly have a different result in learning or in learning result achievment.

In addition, Berliner (2004:7) in Francis‟s book says, female students are now almost ahead on the number of first class degrees which might be explainable through diligence and conscientiousness being traits taken up by girls as part of their construction of feminity. It means there is difference between male and female students‟ where the female more diligence than male which it can influence their academic performance in the class.

However, caution should be observed in offering explanations retrospectively. When males were outperforming females in the number of first class degrees, this was explained by

writing style effects personality and characteristics interacting with assessment styles. Given that females are more likely to adopt a deep approach to their learning and more likely to be interested in learning for its own sake there are other possible contributory factors (Rubin and Greene: 1992). It means that female students has a different style in learning where based on Rubin and Greene statement that female‟swriting style effects personality and characteristics. The female learning style also can be seen by their method in learning who can influence in their academic performance

In addition, according to Abouserie (1994:22) says this might be why female students experience more academic stress than do male students,meanwhile according Clark and Reiker (1986:1) in Brember‟s book,male students may be better able to cope with the stress . . Furthermore, Hyde (2005:3) found small difference between male and female students, female slightly better at reading and literature. It means that between male and female has different capability in learning. So, it can be caused by their achievement or their result in learning.

The researcher take a conclusion based on the explanations above from some experts about students‟ achievement based on their gender that there are some differences in academic performances between male and female students. The male

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students are lower in getting achievement than female students, than the female student has more diligence, interested, and capability in learning. Female student more interested in reading and literature learning. So, the differences above show that gender can influence students‟ achievement and their result learning in the class.

The second difference based on the students‟ gender is their confidence. According to Leman (2004:2) females generally lack academic confidence than male. It means that female student has lower confident than male students in learning.

In another explanation, Garcia et al. (1995:3) says that female students had lower self-confident for avoiding negative aspects of academic study like low grades, failing or not graduating on time, all of which could be affected by external issues. It means that male students have higher confidence in avoiding negative think in learning.

In contrast, according to Greasley (1998:4) male students are more confident than female to rate their academic abilities higher than are female students and are less likely to be adversely affected because male students are more self-centered and less attuned to social interaction issues. It means that in learning female student has low confident to rate their ability in academic because they often affected with social interaction issue .On the other side,

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male has higher confident about academic abilities because male have more self-centered and less attuned to social interaction issues.

The third difference is students‟ motivation in learning. According to Kanfer (1990:4) in his book said that achievement motivation in learning is a concept that can be used for the explanation of individual differences in achievement and success in various contexts such as the school. It means that gender is also influenced by motivation achievement of students in learning. Based on the explanation before motivation learning concept explain the individual differences in some aspects in school which is related to the learning result or students‟ achievement difference between male and female students.

In addition, more recent studies, such as that of Greene and Debacker (2004), show that males set fewer goals than females, but those goals are higher. It means that female students have higher motivation in deciding their goals. It's related to the learning goals where female more creative and ambitious to achieve their goals or achievement in class. Meanwhile the male students have lower ambition in setting their goals in learning. So, it can be caused why male students have lower achievement in learning.

Shelly Taylor, a professor of psychology at UCLA, published a work that demonstrated differences in the learning

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preferences and motivation of males and females. Female responded and were motivated to the where, why, and how of a problem before they could understand it completely. Male, however, preferred to tackle problems head-on. It means that female students more curious before starting to learning something different with the male. The male student has lower interested to know or analyze before learning something.So, the differences of gender in motivation in learning have a possibility to affect their achievement in class.The next difference is brain development.

According to Sax (2006:12) the average female has a larger vocabulary when compared to the average male, while males tend to have better spatial rotation abilities than females. It means, in learning English, female has more capability in memorizing vocabularies than male. In addition, Harriet Hanlon and her associates (1999) at Virginia Tech University conclude through their research that the areas in the brain associated with spatial memory language, motor coordination, and getting along with others develop at a different time, rate and order in girls as compared to boys. It means that between female and male there is difference brain development. It affects the result of the learning where the students with higher brain development are easier to memorize the material during learning.

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Meanwhile, students with lower development are harder to memorize the material during learning. So, brain development in male and female can influence or affect their achievement in learning or their learning result

2.2.3 Gender Diffrences in Sociolinguistics

Language exists as a system of symbols, in terms of abstract thinking and sensing, it reveals a method and pattern to describe the objective world. From another perspective, language system and language structure's difference reflected our different recognitions of the world in some degree. In addition, as a kind of historical and cultural heritage, during the process of using it , the language in a certain sense, reflects the formation of cultural traditions , evolution of civilization, national spirit creation, social life improvement. If we could stand on the panoramic view when we observed the specific using conditions during the mutation and change process in concrete social context, the research of sociolinguistics can open up more growth point in exploring the process of linguistic theory. In the study of language and gender differences, many linguists such as Leonard Bloomfield, McConnell-Ginet, Haas, Zhao Yuanren and so on have dabbled in them.

In the process of the study they concluded that: in different contexts, men and women have differences to a degree in

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phonology, vocabulary and grammar, syntax options. Eckert & McConnell-Ginet (2003) pointed out that, because of the traditional social factors, men have higher social status, thus leading to their privileges in speech. At the same time, he carried on the explanation to the interaction effect of gender and language. Combining with the factors of age, Chinese linguist Chen Songcen pointed out the gender and age variations that caused when using languages. Their appearance is not because of human socialization distance or communication difficulties, but because of the social psychological factors of speakers with different genders and different ages, According to a survey, there are sexual salutation differences for strangers having the same occupation in Beijing.

The survey results also show that the young and the old are quite different in diction and discourse habits. Different gender and age will cause the diversity of languages, there are two aspects of reasons: first, when the traditional social status is different, their mental state will be different; second, men and women play different roles in society, their participation in social activities and the scope of their activities in society also have great differences, and all these factors resulted in the variation of their language. Language gender difference has always been complex. Gender differences in language are not only regarded as a linguistic

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phenomenon but also as a social phenomenon, and become the popular subject of linguistics and sociolinguistics.

The linguists from all countries have made a lot of profound significant exploration according to the gender differences of language use phenomenon to explain the cause of gender difference. The gender difference referred in language, is a kind of language phenomenon in the display of society, culture, customs and other considerations of language users. It has a rich cultural background, historical connotation and profound social reality, reflecting the social psychology, folk psychology and the social and cultural value orientation.

Gender differences have important academic significance and application value in the sociolinguistics. It widens our research horizon, deepens our cognition of the universal law of language; at the same time, it helps us to better explain the factors in the internal change of language development. In terms of language structure, gender difference reveals the relationship between gender and language. The interaction between language and gender and the objective existence of gender difference make the difference of gender language users, meanwhile the phenomenon of gender differences in language promote and enhance the different gender language users' new requirements and provisions for language in the social cultural life in turn.

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In addition, language and gender become part of study that always related each other. Male and female students act differently towards language. It was stated that female talk more than male in certain occasion. Understanding the linguistic and social backgrounds of students in EFL classrooms can help the teachers understand the strategies students adopt in learning and where differences might pose particular challenges for instruction. Studies reviewed by Swann (1993) describe a range of ways in which gender differentiation is maintained in mainstream English-speaking classrooms including the following:

1. There are quiet pupils of both sexes, the more outspoken pupils tend to be boys.
2. Boys tend to stand out more that girls.
3. Boys tend to be generally more assertive than girls.
4. Girls and boys tend to sit separately; in group work, pupils usually elect to work in single-sex rather than mixed-sex groups.
5. Girls and boys often discuss write gender-typed topics, when they have the choice.
6. Boys are often openly disparaging towards girls.
7. In practical subject, such as science, boys hog the resources.
8. In practical subject, girls ‘fetch and carry’ for boys, doing much og the cleaning up and collecting ma’amks and so on.

9. Boys occupy, and are allowed to occupy, more space, both in class and outside for example in play area.
10. Teachers often make distinction between girls and boys for disciplinary or administrative reasons or to motivate pupils to do things.
11. Teachers give more attention to boys than girls.
12. Topics and materials for discussion are often chosen to maintain boys' interests.
13. Teachers tend not to perceive disparaties between the numbers of contribution from girls and boys.
14. Teachers accept certain behaviour (such as calling out) from boys but not from girls.
15. Female teachers may themselves be subject to harassment from male pupils.
16. 'Disaffected' girls tend to opt out quietly at the back of the class, whereas disaffected boys to make troubles.

Gender differences in language can be divided into absolute and relative gender differences, sociolinguistics mostly focus on relative gender language differences. In general, the relative gender differences mean men and women show significant differences in the characteristics when using the same language or dialect, and they usually form variations of gender.

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2.2.4 Gender in English Classroom

The teaching of English as a foreign language nowadays still becomes important discussions among English language practitioners, especially in an effort to create effective process of English language teaching. Studies had been conducted in order to know the effectiveness of teachers and students' roles in the class (Rahimi & Hosseini Karkami, 2015; Soodmand Afshar, & Doosti, 2014; Mahmud, 2017, 2018). Gender issues in relation to English language teaching, have also been investigated recently (Mahmud, 2010; Roohani & Zarei, 2013; Viriya & Sapsirin, 2014). Many other studies had revealed the complicated problems faced by English learners in learning English (Serag, 2011; Krashen, 2013).

One of the factors in English language teaching which need to be taken into account is about learning strategies. Studies conducted by scholars (Kato, 2005, 2009; Li, 2005; Oxford, 1989, 1990, 1996; Oxford & Burry-Stock, 1995; Oxford & Nyikos, 1989; Wang, 2009, Cabaysa, 2010; Khmakhien, 2012; Tam, 2013, & Hassan, 2017) emphasized that learning strategies are important factors in teaching and learning process. In order to be successful, language learners need to know, master, and create language learning strategies that are mostly appropriate to use. English teachers should also make every effort to encourage the use of

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learning strategies that can transform English classrooms into communicative practices.

One learning strategy cannot be used by all students although those learning strategies are considered effective or efficient. Problems may be due to personal problems and any other factors, including gender differences. Park & French (2011, p. 177), for example, state that studies investigating gender differences in learning strategy research is crucial because men and women are considered to be different in educational and occupational outcomes in general. An example of study was conducted by Puteh, Zin, & Ismail (2016), which confirmed that gender differences need to be given attention since "the difference between the girls and boys has been attributed to reading engagement among the students (p. 118). Therefore, gender differences are assumed to influence the choices of those learning strategies (Ehrman & Oxford, 1989; Oxford, 1990; Gurian, 2001; Severiens & Dam, 2005; Zhenhui, 2005; Logan & Johnston, 2009; Yilmaz, 2010; Park & French, 2011; Roohani & Zarei, 2013; Tam, 2013; Viriya & Sapsirin, 2014).

This facts shows that gender issues hold important roles in human's life. Gender is also an important part of communication. When communicating to each other, interactions may take place between men and women, and of course, relations between men

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and women may influence their communicative styles. Giles (2008) has noted that gender is an important aspect influencing communication strategies of people besides other factors such as ethnicity, occupational status, and age. As a result, many scholars had made gender issues as the area of investigations (Keeler, 1990, Kuipers, 1990; Hassan, 2000; Mahmud, 2008; Amir, Abidin, Darus, & Ismail, 2012; Mellor & Fung, 2012; Koeser & Sczesny, 2014; Ali & Krish, 2016, Anshori, 2016; Aziz, Jin, & Nordin, 2016, and Seyyedrezaie & Vahedi, 2017).

Gender differences in communication had become important topics for discussion recently since the notion of "women's language" was elaborated by Lakoff (1975, 1976) and followed by Tannen (1990, 1994). This notion emphasized that men and women have different strategies in communication. An example was a study on sex roles in Malaysian perspectives by Mellor and Fung (2012, p. 98). This study confirmed that women have higher empathy than men whereas men are less forgiving.

Another study was conducted by Mahmud (2008) in Bugis society, Indonesia. Mahmud found some characteristics of men and women in Bugis society in using a language. One of the examples is the tendency of women to use polite forms, to express opinions emotionally, to talk about their own achievement and the weakness of other people.

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Another study shows the differences between females and males in using the function words, neologisms/blog words as well as use of tag questions and adverbs initiating sentences (Ali & Krish, 2016, p. 21). Keong, Gill, Noorezam, and Abdulrazak (2012) also found that there are gender differences identified in terms of emoticons, onomatopoeic and word length in the use of SMS among Malay university students.

This facts shows that the area of education, especially English language teaching, is one of the potential areas to observe the relationship of gender differences in communication.

In this globalization era, English is no longer perceived as a language possessed by limited number of native speakers, rather it is used by speakers from diverse linguistic and cultural background. English is used by many people, and it is treated as an international language in communication. Yee and Chan, (2018) argue that English as a lingua franca (ELF) research has described how English is used among L2 speakers of different backgrounds. Nowadays, English has become the language of business, science, medicine and technology which leads English to be an international language. It is an essential language that everyone must know; perhaps this is one of the strongest reasons why it is studied in most countries' schools, institutes, colleges and universities (Ali, 2016).

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Using and mastering English successfully will be dependable on various aspects of the language. One of it is gender. It has been mentioned that gender is one of the factors that seem to have a profound effect on using language differently (Mahmud, 2015). Viewed from linguistic anthropology perspective, Jufrizal (2018) states that since gender is socio-cultural contractions in the sense of masculine, feminism or cultural properties towards cultural features, including language, so gender is categorized as linguistically expressed in different ways. He further argues that all languages are actually influenced by gender because language itself is a cultural product which is not free from cultural properties.

Foley (1997) explains that the ideology of gender categories is typically enacted in linguistics practices; indeed, it is through language that the individual cultural understandings of gender categories are learned and the coordination of gender roles achieved. In relation to linguistic practices, however, significant differences emerge between men and women's speech. Both sexes use the system of speech styles of politeness, but not in identical fashions. The folk linguistic assumptions such as; women are more talkative than men (chattering women), or men interrupt women more, have been among the controversial topics in gender studied

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(Alami, 2016). The so-called stereotypes about how women and men use language have been challenged via focusing on different facets of language, for example from different syntactical, phonological and lexical uses of language to aspects of conversation analysis such as topic control, interruption, minimal responses, tag question and hedges and other interactional features.

In relation to EFL context, many factors intervene in the mediocre level of genders; it could be psychological whereby they feel anxious to participate or ask questions; cultural in which males' participation will make their counterparts resemble them to females, or linguistic in which their level in languages is decreased (Hanane, 2019)

Sunderland (1992) states that 'Gender in the EFL classroom' is a phrase which used to refer to culturally- (though not deterministically) influenced characteristics of each sex; 'sex' to mean whether a person is biologically female or male. Eckert and McConnell-Ginet (2003) point out that gender is not something we are born with, and not something we have, but something we do (West & Zimmerman 1987) something we perform (Butler 1990). Considering classroom interaction, some studies have been reported the relationship between gender and language learning (Rojas, 2012). These studies, in fact, have contributed to

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the understanding of gender identities and their influence in learning identities and learning processes.

An investigation done by Francis (1998) in a lesson where learners in primary school have to perform a role play about adult occupations. She found out that gender category maintenance is evident in the children's constructions, and that because of this, many children presented gender as oppositional (in opposition and opposite) in their interviews. Moreover, a study which has been conducted by Castañeda-Peña (2008b) finds how, during a lesson in a kindergarten while doing "classroom races" around literacy tasks, gender discourses are at stake in the classroom and how these discourses are related to the learner identities of a pin down moments in which the assertion of power is manifested in second language practices. In using language for communication, researches on language and gender also reveals the differences between men and women (Mahmud, 2015)

It has been mentioned in Mahmud's investigation that women are more polite that men. Hobbs (2003) states that women will use many positive politeness strategies when they talk with the same sex peers. In contrast, in similar circumstances, men do not show this tendency. Another difference is that women are more passive than men. Women tend to show that they are not sure about

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what they are saying in talking. It is supported by Vanfosses (2001) who mentions that women like using tag questions (It's really cold in here, isn't it?), disclaimers (I may be wrong but...) and question as directive statements (won't you close the door?). Based on the aforementioned elucidation, an investigation of language and gender within EFL classroom which involves learners is enticing to be conducted. In EFL classroom, problems caused by men and women's differences in using language may be affecting in which female and male learners interact to each other by using English within their communication.

Studies conducted by many scholars (EarlNovell, 2001; Martin & Marsh, 2005; Zhenhui, 2005; Lee & Collins, 2008; Wang, 2009; Mahmud, 2010; Yilmaz, 2010; Burck, 2011; Božinovi, 2011; Park & French, 2011; Roohani & Zarei, 2013; Hassaskhah & Zamir, 2013; Kobayashi, 2014) had revealed that gender differences should be considered as an important factor in English language teaching.

2.2.5 Gender in Language Learning

A recent study (Zoghi, Kazemi and Kalani, 2013, p.1125) stated that Gender is an issue with important theoretical and pedagogical assumption in L2 learning. A good number of studies found that gender can have a significant effect on how students learn a language. A large number of researches worked on topics

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about gender, including language learning ability, motivation, teacher perceptions, learning styles and strategies, classroom interaction, teaching materials, testing and pedagogies. Many studies that examined gender as a variable in the use of language learning strategies (LLS) reported that significant gender differences almost always are the same, and they show greater use of LLS by females (see for instance, Green & Oxford, 1995; Noguchi,1991). Politzer (1983) reported that females used social LS significantly more than males. Ehrman and Oxford (1990) stated that using the LLSL with both students and instructors at the U.S. Foreign Institute came to the conclusion that compared to males, females reported significantly greater use of LLS in four areas of general study strategies, functional practice strategies, strategies for communicating meaning, and self-management strategies.

The language classroom has a unique socio-educational environment. It is a place where the learners need to speak and to interact with the classmates considerably more than they might be required while learning other subjects. It is reasonable to propose that due to this stress on social interaction the language classroom has been described as a “girls’ domain” (Sunderland, 1998). Also, a number of studies reported that girls tend to outperform boys in language learning (Powell and Batters, 1985), which could be due

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to a fact that girls comport themselves differently from boys (Sunderland, 1998). This may include employing specific language learning strategies, possessing particular attitudes towards the learning situation and the language under study, and subscribing to specific beliefs about language learning.

Particular interest and significance to the current study is research on language learning beliefs that approaches the issue from the gender perspective. Among such academic inquiries are Diab's (2006) and Siebert's (2003) studies. Diab investigated language learning beliefs of 284 Lebanese students (57 percent males and 43 percent females) who learned English as a foreign language in three universities. Statistically significant gender-related differences in the beliefs were reported in Diab's study in two instances only. Thus, the female students' motivation to learn French as well as their confidence to use the language were higher compared to the males'.

Siebert (2003) conducted a research among foreign students at various USA colleges. The participants were 155 learners of English (91 males and 64 females) from a variety of countries (eg. Chile, China, Indonesia, Japan, Kuwait, Laos, Taiwan, Thailand, etc.). The study reported some gender-related differences. The greatest differences in language learning beliefs between the male and female students related to the approach to language learning

and the strategy use. Also, the male students possessed a greater linguistic self-confidence and estimated their ability to learn the language higher than did the female students. At the same time, the male learners in Siebert's research tended to underestimate the length of time needed to master the English language.

In addition, gender in language learning can be so difference from many aspects especially from the students' belief and perception. It is important to understand the difference between male and female students in language learning in order to give a suitable instruction toward the materials. And it is also important to understand how students' perception of mother tongue use in language learning. It will make the learning and teaching process become easier and meaningful.

It has been generally assumed that gender is an affecting factor in the process of teacher/student interactions in the classroom. In other words, gender of both teachers and students influences the quality and the quantity of the interactions in the classroom. The research published from the 1960s to the 1990s indicated that teachers' treatment toward male and female students in pre-college and college level classrooms is unequal (Sadker & Sadker, 1992; Tannen, 1991). Actually, college teachers have been found to ask male students higher-order questions demanding critical thought (Sadker & Sadker, 1992), make eye contacts more

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frequently with males than with females (Thorne, 1979), allow their classrooms to be male-dominated by calling on males more frequently (Thorne, 1979), allow males to interrupt females (Hall, 1982), and respond to males with attention and females with diffidence (Hall, 1982). Teachers of both genders also frequently give male students more interaction time than female students (Sadker & Sadker, 1992), and initiate more contact with male students than with female students. As Sadker (1999) said, Classroom interactions between teachers and students put males in the spotlight, and relegate females to the sidelines, or to invisibility.

Besides, carrying out a meta-analysis of 81 studies on gender differences in teacher-student interaction, Kelly (1988) concluded that teachers tended to interact more with boys than girls both in teacher and student initiated interaction. Teachers asked boys much more questions and provided them more response opportunities. In other words, Kelly came to this result that teachers totally pay more attention to boys than girls and this fact exist in a wide range of classroom contexts including EFL & ESL. Consistent with the most of the obtained results, Dale Spender (1982) also found her classroom interactions gender-biased since she was spending a minimum of 58% of her classroom time

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interacting with boys and a maximum of 42%, and an average of 38%, of her time interacting with girls.

Gender of the teacher also affects the classroom environment (Canada and Pringle, 1995; Hopf and Hatzichristoo, 1999; Duffy, et.al. 2002). According to the studies that have been done in this area, teachers of different gender have classes with different characteristics. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns. Similarly, female teachers were described as communicative facilitators and perhaps more tolerant of first language use. Female teachers were also described as too forceful in choosing topics and asking too many questions primarily with the intent to smooth and perpetuate the conversational flow (Chavez, 2000).

In spite of all these differences among female and male teachers' behaviors in the classroom, Doray (2005) and Rashidi and Rafiee Rad (2010), in their studies of classroom interaction in Australia and Iran, respectively, revealed that male and female teachers had a lot in common in their patterns of classroom discourse supporting the notion that the choice of discourse feature was dependent firstly on the context and secondly on the role of interaction vis-à-vis each other in the community of practice.

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Male and female students were also different from each other regarding their patterns of interactions with their teachers. For example, most of the studies, whether they have been made in the far past such as Meece (1987) or done more recently like Francis (2004) have indicated that boys contribute more to classroom interaction than girls. It has been, actually, argued that teachers may interact more with male students because male students respond to and initiate conversation with their teachers more than female students (Meece, 1987). Put it in another way, since male students interact more in the classroom, teachers are caused to make interaction more with male students rather than female students (Duffy, et.al. 2002). As Rashidi and Rafiee Rad (2010) observed in Iranian context, boys were more likely to interact with their teachers. Male students, however, tended to be volunteer to answer the questions, even if they do not know the right answer. Similarly, they report being more likely to take longer turns.

Nevertheless, Chavez (2000) found that female students tended to use humor less than males. Female students were more concerned with pleasing the teacher or meeting expectations. Female students reported taking shorter (more fragmentary) turns, but being more likely to be addressed in complete sentences by the teacher. On the whole, teachers and female students seem to form

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stronger cooperative units than teachers and male students: teachers were reported to be more likely to call on female students; female students more than their male peers enjoyed interaction with the teacher and took notes of the teacher's presentation.

Putting all these studies together, however, it is not very clear to what extent gender affects classroom interaction as there are some controversies among the results of the studies. While some studies have illustrated that male and female teachers do act similarly in their classes and even the gender of their students does not affect their methods of teaching and their behavior in their classes, there are many others that emphasized the many discriminations that have been caused by the gender of both students and teachers. These discriminations and biases, indeed, can impress the quality of teaching and learning either in a positive way or a negative way. In addition, since the matter of gender has been considered differently in different countries and people from different cultures have different views toward it, the results of the studies in other cultures cannot be generalized to other contexts especially to an Islamic context like Iran where the gender has an essential role in social issues. Therefore more studies in this area are needed in order to make the situation clearer.

Gender difference in communication has become important topics for discussion recently since the notion about ‘women’s

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language' was elaborated by Lakoff (1976) and followed by Tannen (1990, 1994). This notion emphasized that men and women have different styles in using a language to communicate. Numerous studies on it then flourished in many different countries such as in Arabic language (Hassan 2000) and in Japanese language (Itakuro and Tsui 2004). In Indonesia, gender research had been done in Java (Keeler 1990), in Wayewa, Sumba (Kuipers 1990), in Yogyakarta (Berman 1998), and in Bugis society (Mahmud 2008. 2009).

2.3 Mother Tongue Use in Foreign Language Classroom

2.3.1 The Nature of Mother Tongue

Noormohamadi (2008) attests that mother tongue or first language is an essential element for language learning which could be a part of intellectual ability. It is a language acquired since a person's birth, which impacted mental, moral, and emotional growth. In addition, according to Khati (2011), mother tongue is a language that a person acquires first in his/her childhood. Also, it is the country's language where someone is living, and usually, it is spoken in the family (Aziz et al, 2020; Aziz et al, 2021). Moreover, it could be a part of a child's personal, social, and cultural identity (Pillai, et al., 2015) that represents the intellectual development, physical and moral aspects of education growth.

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According to Pokharel (2001) in Khati (2011), mother tongue is common term for the language which a person acquires first in his childhood because it is spoken in the family and it is the language of the country where he is living. It means that a mother tongue is the language that is learned naturally by the children from their environment before they learn the other languages.. Mother tongue (also called native language, arterial language, or first language) is the language a person has learned from birth or speaks the best, and is often the basis for sociolinguistic identity. It is known to be one of the factors that promote solid foundation for learning in the early years (Dea et al., 2014; Carol et al., 2010).

Mother tongue helps children gain high level creativity, high level sensitivity to grammar and problem-solving skills. We all speak one language or the other but each of us have a language we can call our mother tongue. In some countries, the term native language or mother tongue refers to the language of one's ethnic group rather than one's first language (Davies, 2010).

2.3.2 Mother Tongue in English Classroom

The use of mother tongue in foreign language classrooms had been and still is a progressively debated subject. Numerous research had been carried out about its positive and, negative transfers. Neither making use of the native language is perceived absolutely false nor it is a must have in the learning process. Just as

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the educators who think L2 should be the only medium in the class sessions, the ones who advocate the beneficial usage of the mother tongue in foreign language learning has their reasons too. This essay will be based on the reasons why mother tongue is used in foreign language classrooms as a preferential consideration and thereby talk about its advantages in language learning.

Cook (2001), Tang (2002), and Wells (1999) have advocated that the occasional use of mother tongue by both students and teachers increases both comprehension and learning of L2. The instructor is the one who is responsible in determining whether it is necessary to use the native language in an appropriate occasion and judicious use of it will bring advantage rather than harm. According to Nation (2003), “mother tongue needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used”. There are four main occasions where it is commonly seen the teachers benefit from the mother tongue of the learner and it is actually quite useful to do: giving instructions, explaining meanings of words, explaining complex ideas, and explaining complex grammar points. These are all meaning focused inputs and learners frequently have difficulties in understanding them in a directed foreign language.

Nation (2003) indicated that “Meaning focused tasks can carry a heavy cognitive load”. It has been examined by Lameta-

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Tufuga (1994) that when learners discuss a task in their first language before they had to write it in the foreign language, they get the opportunity to understand the content given by the help of their mother tongue before they had to do the task in foreign language. It helped the learners to be actively involved in the process and they accomplished considerably well in foreign language's written task.

Moreover, according to Polio and Duff (1994, p.324 as cited in Cook. 2001) "using target language as much as possible is important, thus, mother tongue should be set aside". On the contrary, some other researchers think that the use of mother tongue can make a valuable contribution to the learning process. Smidt (2008) states that language learning will be more successful if the learners are given access to use their mother tongue in the classroom setting. Moreover, Cook (2001) also states that there are some ways that mother tongue can be used positively in the classrooms as a part of teaching and learning process.

Mother tongue entails not only positive but also negative impacts on the process of foreign language learning. First, mother tongue is beneficial for the student's personal development, such as managing cognitive and emotional value. Several psychological and educational experiences proved that learning by using mother tongue is deeper, faster, and more effective (Yusuf, 2009). When

the students learn through their mother tongue, they are learning concepts and intellectual skills that are equally relevant to their ability to implement its functions in their whole lives. The students' cognitive skills develop easier through this way (Noormohamadi, 2008). Second, the mother tongue has a significant role in improving the students' English ability. According to Silvani (2014), when the mother tongue is used appropriately, it could help the students and the teacher learn English, which is beneficial in facilitating the language learning process on some occasions. For instance, it helps the students to communicate, share ideas, build the meaning and concept within the group discussion. In addition, the mother tongue provides a good role to clarify instruction, pronunciation and express their frustration or difficulties (Kasim et al., 2019).

Moreover, mother tongue also benefits the teacher in certain conditions, such as giving instruction, explaining grammar points or complex concepts, defining new vocabularies, checking students' comprehension, and keeping the classroom atmosphere. Third, mother tongue also positively impacts foreign language learning for better efficiency and productivity (Yusuf, 2009; Cudi et al., 2014). Therefore, the mother tongue use in English classrooms should not be avoided because its benefits are undeniable and judged as a natural part of the EFL classroom.

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Nonetheless, the use of the mother tongue is not always positive. The concept of mother tongue use in EFL classrooms can also be viewed as a transfer that negatively affects the learning process. First, it has some negative effects, such as over-reliance on mother tongue use may undermine the interaction in English or decrease the communication in the target language environment (Sharma, 2006). Then, it could hamper the learners from better exposure to the target language (Sipra, 2007). It can also invite the learners not to comprehend authentic materials because they keep mentally translating English into the mother tongue and vice versa. Second, the results of mother tongue transference hinder the learners from producing good text writing in the target language, particularly at the early stage of its writing (Yusuf et al., 2021). There are still many mistakes regarding mother tongue, which were found in all students' writing text, such as the accuracy and word-order mistakes. In addition, it also makes the learning process longer, which takes much time because learners have to translate everything to their mother tongue first and vice versa. Thus, it could lead to an excessive dependency on the students' mother tongue from time to time. Consequently, the learners may fail to realize that using English in the classroom activities or EFL learning stages is essential to improve their writing skills (Urdaneta, 2011).

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The role of the students‘ mother tongue (MT) and its influence on the target language (TL) has long been a controversy in second language (SL) and foreign language (FL) education in general and the teaching of English as a second language (ESL) or English as a foreign language (EFL) in particular. Based on his review of language teaching methods literature, Stern (1992, p. 279) accentuated the role of MT in SL teaching is one of the most long-standing controversies in the history of language pedagogy. The monolingual approach proponents suggest that the TL should be the only medium of communication because a SL/FL is best learned and taught through the language itself (Richards & Rodgers, 2001). For them, MT is a negative influence and the TL is an optimal medium of instruction. Consequently, the prohibition of the MT would maximize the effectiveness of TL learning because maximum exposure to TL and least exposure to MT are of crucial importance, and the use of MT may obstruct TL learning process (Cook, 2001; Krashen, 1981). The implementation of this idea is then popularly called the monolingual approach and has enormously affected EFL classrooms worldwide.

2.3.3 Mother Tongue in Language Learning

Language learning is a continuous process. That's why a focus should be given to the learners’ level, age and background and the teachers’ perceptions to teach the language. If the teacher

insists on using only the target language in EFL classrooms and ignoring learners' background, learners may feel to force to use the language and may resent learning. Moreover it slows down the pace of the learners who are willing to learn and use the language. It is, therefore, important to consider using the mother tongue in language classes.

How can the students use the foreign language? How can they communicate with the people speaking foreign languages? How can they write in English? How can they understand what they read in English? How the teacher can teach a foreign language using what methods in the classroom? Should the mother tongue be used in language classrooms? Is it useful to use the mother tongue in language classrooms? In foreign language education, such questions are often raised and debated.

Educators, for years, have questioned whether they should use mother tongue in foreign language classrooms. Though, the role the mother tongue plays is not ignored by the researchers, "the issue of whether language teachers should use the students' first language in their second/ foreign language classroom has always been a controversial one" (Sharma, 2006: 80). Sharma (2006: 80) shares Nunan's idea that "the practitioners who support the strong version of communicative language teaching emphasize 'learning to communicate through interaction in the target language'. Willis

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(1981), (cited in Sharma, 2006: 80), also defines "teaching English through English as speaking and using English in the classroom as often as you possibly can." Auerbach (1993: 5) supports the idea that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it".

Phillipson (1992: 185) explained that the reasons for using only English in language classrooms by giving the five principles as indicated below:

a. English is the best taught mono- lingual;
b. The ideal teacher of English is a native speaker;
c. The earlier English is taught, the better the result;
d. The more English is taught, the better the result.
e. If other languages are used too much, standards of English will drop.

Besides, Sipra (2007) makes recommendations to encourage L2 use. He states that the teachers should choose appropriate materials for learners according to their proficiency levels and they should prepare warm-up activities for learners. Moreover Sipra adds that teachers should motivate students to become better English speakers. He, further, recommends that the teachers use some activities to facilitate learning. He focuses on the

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importance of teachers' monitoring the students' use of L2. In addition, he highlights that teachers should use appropriate group work activities avoiding embarrassing situations. Therefore students feel relaxed. This shows that teachers play important roles on students' use of L2. They should create psychologically and physically appropriate environments.

When the methods above applied in the classroom, undeniably, using only L2 in EFL classes is advantageous. If the students feel confident in using L2, they are willing to use the language more. Jones (2010: 8) supports that 'the learners' L2 proficiency will improve, as will the learners' confidence in using the L2. If the students find the task meaningful they will learn quickly.

On the other hand, at times, using only English in the classroom can cause some problems. Harbord (1992) underlines the fact that teachers who try to create an 'all- English classroom' are insufficient in meaningful communication causing student incomprehension and resentment. In addition, English only classrooms can be a harmful factor to student - teacher interaction. In this regard, the mother tongue can be used when it is necessary. Butzkamm (2003: 29) expressed that "the mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies".

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In contrast to the ideas on "English only classrooms", the researchers have investigated the advantages of mother tongue use and they look over in what situations the teachers and students use the mother tongue. Although some researchers describe L1 use as "enigmatic" (Lewis, 2009: 217), "a bone of contention" (Gabrielatos, 2001: 33), or as "skeleton in the cupboard" (Prodromou, 2001: 8). Atkinson (1987: 243,244) provided extensive knowledge on where to use mother tongue in language classrooms:

a. Eliciting language (all levels)
b. Checking comprehension (all levels)
c. Giving instructions (early levels)
d. Co-operation among learners.
e. Discussions of classroom methodology (early levels)
f. Presentations and reinforcement of language (mainly early levels)
g. Checking for sense
h. Testing

In her article, Auerbach (1993: 9), referring to Piasecka (1988), listed the reasons of using mother tongue as: 1. Negotiation of the syllabus and the lesson. 2. Record keeping. 3. Classroom management. 4. Scene setting. 5. Language analysis. 6. Presentation of rules governing grammar. 7. Phonology,

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morphology and spelling. 8. Discussion of cross- cultural issues; instructions of prompts. 9. Explanation of errors. 10. Assessment of comprehension.

Samadi (2011), referring to Rolin- Ianziti & Brownlie (2002), also mentioned the role of L1 and the benefits on foreign language learning. Samadi (2011: 17) stressed that the teachers used the L1 mostly for establishing a non-threatening classroom environment, explaining grammar, translating vocabulary, managing the classroom, and giving instruction. Besides, Harbord (1992: 352) gave the following reasons for the teachers' use of the mother tongue:

a. Facilitating teacher-student communication.
b. Facilitating teacher-student rapport.
c. Facilitating learning.

In his article, Atkinson (1987: 242), referring to Bolitho (1983), states that "another important role of the mother tongue is to allow students to say what really want to say sometimes (surely a valuable 'humanistic' element in the classroom)". The purpose of such exercise is to provide the students with the occasion to express themselves more efficiently. Especially, the learners who have limited vocabulary of the target language need opportunities to express themselves. Forcing the students to speak English in the classroom may prevent them from participating in the

conversation. It is essential in learning that the students volunteer to speak. Teachers should always encourage students to articulate their opinions in mother tongue when students show difficulty doing so in the target language.

Similarly, Harbord (1992: 351) maintains such ‘humanistic' approach is the right thing to do. He argues "few teachers would refuse to help a student who asked, for example, ‘How can I say “Ça m’ es egal” It can be seen harmless however this can make the students dependent on L1.

Forman (2005: 70) claims that “generally, although not always, in an EFL context, the students will have a common L1, and share this with their teacher”. It is aimed to increase the use of L2 different from ESL context. Forman (2005: 69) explains “in the ESL context, the use of students’ L1 is often difficult to achieve because of the multilingual nature of the majority of classes”. Similarly, Cook (1999) also asserts that the students already have L1 in their minds: “L2 users have L1 permanently present in their minds. Every activity the students carries out visibly in the L2 also involves the invisible L1. From a multi- competence perspective, all teaching activities are cross-lingual the difference among activities is whether the L1 is visible or invisible, not whether it is present or altogether absent” (cited in Forman, 2005: 65).

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The mother tongue could be used as a mediating tool between students and teachers in language. Teachers are expected to play a leadership role in the classrooms. While monitoring the students who have problems with understanding the language, they can determine in what situations they need to resort to the use of the mother tongue. In this way, the role of mother tongue use is crucial. Atkinson (1987: 241) supports the use of mother tongue, notably in monolingual classes. He explains that 'the potential of the mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'post-communicative' approach to TEFL for adolescents and adults'.

Mother tongue can be used as a facilitator to make a task meaningful. Thus the students can focus on the task without difficulty. The use of L1 is beneficial for language learning because it both helps in the process and completion of the task and creates a social and cognitive space in which students will be able to provide each other with assistance throughout the duration of the task (Anton & Dicamilla, 1998: cited in Pan & Pan, 2010).

2.4 Previous Studies on Mother Tongue Use in EFL Classroom

The argument about mother tongue use in English as a Foreign Language (EFL) classroom has been a major issue in foreign language learning and that have been conducted by many researchers over the years.

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The researcher took three example of the previous research that related to mother tongue use in EFL classroom such as Agustin (2015) Paker Karaagac (2015) and Rahuman (2017).

In 2015 Agustin investigated the use of students' native language (Bahasa Indonesia) in the intensive English classroom. The data were collected by means of classroom observation, questionnaire, and interview. The study focuses on the role that Bahasa Indonesia actually played in the class. This study is useful for my research topic because the informations will support my data, whether it played the role or not. The main limitation of the study in this article is the writer took the participants from university sites. The study revealed that some amount of Bahasa Indonesia was used by both the lecturesrs and the students.

Then, in 2015 Paker and Karaagac investigated the use and functions of Mother Tongue in foreign language classrooms. The study focuses on the use and functions of mother tongue in EFL classes. This article will be useful for my research topic because it provides the information about the use of mother tongue in EFL classroom. The main limitation of the study is the instruments restricted to the instructors and students only. The study revealed that mother tongue is an inseparable part of language teaching, and it actually has different functions like "rapport building purposes", "making the topic clear (by giving examples, explaining, making extra explanations, etc). This article will fit to my

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research topic since it also discussed the students' perception of the use and functions of mother tongue.

Meanwhile, Rahuman (2017), investigated a study of mother tongue influence on learning english as a second language. The study This study determined the mother tongue influence on learning English as a second language and related issues among Tamil speaking students. This study as conducted in Sri Langka. Both quantitative and qualitative research methods were used for the purpose of this research. The sample comprises forty students from the first year of Faculty of Arts, South Eastern University of Sri Lanka. It overs Muslim and Tamil students of the Eastern province. the primary information and individual attention on errors from the secondary information were considered under quantitative method and the rest of the data were taken into qualitative method. According to the survey, sentences of errors which had Tamil influence were identified. The Tamil sentence "MINSARAM POAY WITTATHU.", "kpd;rhuk; Ngha;tpl;lJ." is one of the examples from the set. It means "There is a power failure.", Students' approaches towards the above sentence symbolize several types of errors and they are mostly influenced by the mother tongue. Similarly, errors of other sentences in English translated from Tamil also proved the influence of mother tongue.

Based on the previous studies above, it can be assumed that studies about mother tongue use in EFL classroom have been conducted by many

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researchers. Those studies is related to this study that also discuss about mother tongue use in EFL Classroom.

2.5 Previous Study on Teachers` Perception on Mother Tongue Use in EFL Classroom

The debatable issue about the use of mother tongue in EFL classroom is an important matter that teachers should be more concerned about, especially because English is considered as foreign language in Indonesia. The teachers' concern is crucial since the teachers' knowledge about the functions of mother tongue in English classroom will influence the students' motivation and interest in the language learning. There are some previous research that discussed about the teachers` perception on mother tongue use in EFL classroom such as Kayaoglu (2012) Al Asmari (2014) Karimian and Mohammadi (2015).

In 2012, Kayaoglu explored the theoretical and practical positions of English teachers in the use of first language in their classroom instructions. The data were collected by administering the questionnaires and conducting the interviews. This study focuses on exploring the use of mother tongue in foreign language teaching. This study might be useful for my research topic since there is a discussion about teachers' perception. The main limitation of the study is that the writer choose from the teachers' perception only. The study indicates that a great majority of the teachers were found to take a practical and fragmantic position in the use of L1 instead of adhering to popular beliefs on this topic. This study will

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form to my research topic because of the similar area discussions in mother tongue issue and teachers' perception.

Then in 2014, Al Asmari investigated the awareness about the use of mother tongue in the Saudi EFL Preparatory Year Program (PYP) classrooms. The writer use questionaires to collect the data. This study focuses on the teachers' perceptions about the use of mother tongue. This article will be useful for my research topic on how to conduct the questionnaires and interviews to the teachers. The main limitation of the study is the writer analyze the different between male teachers and female teachers. The result of the study reflected that the cohort of both groups approved the significance of different functions of mother tongue in the Saudi EFL University classrooms, however male and female EFL teachers ' perceptions about the use of mother tongue were not on the same line. This study will be very useful for my research topic because of discussed the gender line of teachers' perceptions.

In the same line, Karimian and Mohammadi (2015), in their investigation on how teachers view first language use in language classrooms. The writers asked the participants to fulfill an interview guide to analyze their experiences of using the first language in EFL classrooms. The study focuses on how teachers view the use of first language in the classrooms. This study is useful for my research topic because my topic needs the complimentary information of the teachers' view. The main limitation of the study is the sample focuses on teachers only. Regarding

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teachers' perception of using mother tongue, it turned out that instead of being ignored, teachers believe that first language should carefully be used to get more benefits in EFL teaching. This article will fit to my research topic as the supporting information of the same area of mother tongue.

Based on the previous studies above, it can be assumed that studies about teachers` perception on mother tongue use in EFL classroom have been conducted by many researcher. Specially, there is a previous study that investigated the differences between male and female teachers` perception on mother tongue use in EFL classroom. It really related to this study because this study also investigated about gender line.

2.6 Previous Study on Students` Perception on Mother Tongue Use in EFL Classroom

Many experts in the field of second language and foreign language acquisition agree that mother tongue should be used by students who are not highly proficient in the target language (Atkinson, 1987; Tang, 2002; Auerbach, 1993). This may suggest that mother tongue plays an important role in language teaching, especially for the students who have low proficiency. There are some previous research that discussed about the students` perception on mother tongue use in EFL classroom such as Yusi Nursanti (2016) Rolanda and Rini (2015) Debreli and Oyman (2016) Susanto (2018) Kocaman and Aslan (2018).

In 2016, Yusi Nursanti Investigated the perception of students toward the use of two languages of instruction (English and Indonesian)

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by the teacher in an English classroom and to find out its benefits for students in learning English. This study employed qualitative approach as a basic framework of study with a case study method. The participants of this study were 50 students of 7th grade at a junior high school in Bandung Regency. The data from questionnaire were analysed based on Likert scale by Ockert (2005) for investigating students' perception and semi-structured interview by Fraenkel and Wallen (2012) for finding the benefits of teacher's bilingual language use for students in learning English. This study reveals that (1) students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom; (2) there are six benefits of teacher's bilingual language use for students in learning English; making them easy to understand what the teacher explained in English lesson, feel comfortable during the class, easy to understand new vocabularies in English, help them to do exercises, help them to ask and answer something during the class, and help them to read something in English correctly.

Meanwhile, in 2015, Rolanda and Rini investigated the students 'opinions on the use of mother tongue and its functions in Indonesian EFL classrooms. The data were the interviews with a total six students from level 1, 2 and 3 comprising one high achiever student and one low achiever student from each level. The findings show that all of the students agree that Indonesian can be occasionally used in the classroom by both

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teacher and students for a number of reasons: for the teacher to explain new and difficult vocabularies, explain grammar rules, organize tasks, maintain discipline, gain contact with individual students, for the students to ask and answer questions, communicate and discuss with classmates and for translating activities. The findings also show that the low proficiency students prefer to use Indonesian more than the higher proficiency students because of lack of vocabulary.

Then in 2016, Deberli and Oyman investigated whether students' educational background and their mother tongue proficiency influence their perceptions of the use of Turkish in their mother tongue classrooms as well as their perceptions and needs for the use of L1 in their classrooms. The writers used questionaires to collect the data. This study focuses on exploring the students' perception of using mother tongue in the classrooms. This article is useful for my research topic because it has the similar area of discussion, but my research topic will distinguish between male and female students. The limitation of the study is the data gathered from a representative sample within its context. The writer concluded that the English-only policies employed should be re-examined in terms of the students' needs. The study is match to my research topic because it's represented the students' perceptions as well, but the writer focuses on the policy that should be re-examined.

Similarly, Susanto (2018) investigated the Students' perception on the use of Bahasa Indonesia in EFL Classroom. This study aimed to find

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out the students' perception on the advantages and disadvantages of using Bahasa Indonesia in English classroom. This research used a qualitative approach and the research design was descriptive qualitative. The participants were two female and one male students of a private university in Yogyakarta. The researcher used interview as a method to gather the data. The findings revealed that the advantages of using Bahasa Indonesia were that the use of Bahasa Indonesia helped the students in speaking and in understanding the teacher's explanation and instruction.

Meanwhile, Kocaman and Aslan (2018) investigated the students' perceptions of the use of L1 in EFL classes: A Private Anatolian High School. The study aims to demonstrate a Private Anatolian High School students' tendencies towards the issue of mother tongue (L1) use in English as a foreign language (EFL) classes. This study used quantitative method. The sample was 96 Private Anatolian High School students. The data were collected through the questionnaire developed by Prodromou (2002). This research shows that the majority of the students from different proficiency levels believe that the use of L1 is essential and they believe in the importance of L1.

Based on the previous studies above, it can be assumed that studies about students` perception on mother tongue use in EFL classroom have been conducted by many researchers. It is related to this study that focused on teachers` and students` (male and female student) perception on mother tongue use in EFL classroom.

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2.7 Previous Study on Gender Differences in Learning Language

Gender is an issue with important theoretical and pedagogical assumption of second and foreign language learning. A good number of studies found that gender can have a significant effect on how students learn a language such as Furuoka (2007) Zoghi, Kazemi and Kalani (2013).

In 2007, Furuoka investigated Language Classroom: A "Girl`s Domain"? Female and Male Students` Perspective on Language Learning. This study aims to address this gap and examines beliefs held by one hundred seven students learning a foreign (Russian) language at University Malaysia Sabah (UMS). This Study used quantitative research method. The sample of this study was College students of University Malaysia Sabah. The participants were asked to respond to questionnaires after which the obtained data were computed and the statistical analysis was performed to assess whether the male and female students` perspective about language learning were significantly different.

Zoghi, Kazemi and Kalani (2013) examined the effect of gender on English as a foreign language (EFL) achievement test at the end of RUN2 (young adults) at ILI (Iran Language Institute in 2003). In other words, the aim of this study was to determine whether students` gender can affect learning English as a foreign language or not. Participants of the study were 100 guidance school students (50 males and 50 females) selected from four different classes. The employed procedures were quantitative

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methods of analysis and making use of descriptive analysis, pair t-test, and the effect size. The results indicated that EFL learning is to some extent related to gender and it has a significant effect on the achievement test. The result of this study help instructors to select their instructional strategies more effectively related to gender of students.

Based on the previous studies above, it can be assumed that studies about gender differences in Learning Language have been conducted by many researchers. It also related to the topic of this study that ill investigated gender line perception on mother tongues use in EFL Classroom.

Table 2.1 Related studies on the use of mother tongue in EFL classroom

NO	Author/Year	Title	Research Questions/aims	Context/ country	Research Design	Participant	Technique of Collecting data
1	Galali, A., Cinkara, E.,/2017	The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students	The purpose of this study was to investigate learners' attitudes towards the use of L1 in their English classes, both by the students themselves and by their teachers	Iraq	mixed-method approach	Two hundred and fifty-eight EFL learners participated in the quantitative data collection,	the qualitative data were collected via face-to-face semi structured interviews with eight EFL learners.
2	-Tizza Marie M. Navarro -Ethel L. Abao -	Mother Tongue-Based Instruction: Policy to Practice	This paper looked into the level of awareness and extent of implementation of the Mother-Tongue Instruction.	Philippines	The study used the descriptive-normative method	teachers	This study utilized two researcher-made instruments, namely; questionnaires for the awareness and implementation

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NO	Author/Year	Title	Research Questions/aims	Context/ country	Research Design	Participant	Technique of Collecting data
	Remedios C. Bacus - Rivika C. Alda - Christise C. Espera /2016						and interview guide for the focused group.
3	Dedy Subandowo	THE LANGUAGE INTERFERENCE IN ENGLISH SPEAKING ABILITY FOR EFL LEARNERS	*This paper examines the language interference on speaking English. The interference was influenced by the mother tongue of the learners.*	Indonesia	Qualitative	Indonesians' Students	*The data were collected by using the questionnaire and recording technique*
4	Fathul Zannah/2014	THE STUDENTS NATIVE LANGUAGE INTERFERENCE IN SPOKEN ENGLISH AT THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT STUDENTS OF STKIP PGRI BANJARMASIN	To find out the students' native language interference in spoken English	Indonesia	*The researcher uses descriptive method and total sampling technique.*	*The population of this research is 80 students of the second semester students of English Department STKIP PGRI Banjarmasin Academic Year 2013/2014.*	*The data of this research are collected using indirect observation (recording).*

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NO	Author/Year	Title	Research Questions/aims	Context/ country	Research Design	Participant	Technique of Collecting data
		ACADEMIC YEAR 2013-2014					
5	Davut Peaci (William S. Peachy)/2016	The Problematic Interaction between the Mother Tongues, the National Language and Foreign Language Instruction in Turkish Education	This paper evaluated the weaknesses in the current system in light of this phenomenon and linked them to the poor results in English language learning.	Turkey	The research method was one of logical analysis.	Turkish Education	The etiology of the failure of English programs in Turkey was examined and then compared with cases presented in the literature concerning countries such as Nigeria, Algeria, China and India.
6	*Ashok Raj Khati/ 2011*	When and Why of Mother Tongue Use in English Classrooms	This study tries to answer three main questions a) how frequently and on what occasions do the teachers at secondary level use mother tongue (i. e. Nepali)? b) Why do the students use mother tongue in English classes? c) How can one reduce the over-use of mother tongue in English classes?	Nepal	Qualitative	Teachers and students	To obtain responses to aforementioned questions: (a) three classrooms of English teachers teaching at secondary level were observed and for question (b) two focused group discussions were conducted with ten students and ten teachers of same level and whereas to obtain the answer of last (c) question three experienced English language teachers'

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NO	Author/Year	Title	Research Questions/aims	Context/ country	Research Design	Participant	Technique of Collecting data
							trainers were interviewed who have been training teachers for last fifteen years.
7	Elif Nur Denizer/2017	Does Mother Tongue Interfere in Second Language Learning?	This study was conducted to find whether mother tongue interferences in second-language learning, and if so; whether it affects the learners' performance in four language skills, and also in which skill(s) it has the biggest effect	Turkey	quantitative and qualitative approaches with the help of 4-point Likert-scale questions and one open-ended question at the last part.	The participants of the study were 20 volunteer students (15 females and 5 males) in Uludag University on whom the questionnaire was randomly applied.	Data collection tool included a questionnaire by which participants were asked to rate the questions and tick-circle or write in the correct blank.
8	Vicki Bismilla, Ed.D./ 2011	Creating Space for Students' Mother Tongues in College Classrooms	How does a multilingual pedagogical approach that veers from the current monolingual conceptions of literacy pedagogy, impact on L2 students' learning experience, academic engagement and identity formation?	Canada	This study is a qualitative action research that explored the possibility of legitimizing the use of students' mother tongues (L1) in college classrooms as scaffolds to their	the international student in Canada	Phase 1, was a survey of 90 English as a Second Language (ESL) students to determine their levels of understanding of our English-only curriculum delivery and student services. Phase 2, comprised of interviews with three English for Academic Purposes (EAP) students. Phase 3 was

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					acquisition of their second language, English (L2).		the major phase comprised of five focus group sessions with 19 EAP students.
9	Emre Debreli & Nadire Oyman/2016	Students' Preferences on the Use of Mother Tongue in English as a Foreign Language Classrooms: Is it the Time to Re-examine English-only Policies?	This study primarily investigated whether students' educational background and their L2 proficiency influenced their perceptions of the use of Turkish in their L2 classrooms as well as their perceptions and needs for the use of L1 in their classrooms.	Turkey	Qualitative	the study was conducted on a sample of 303 Turkish learners of EFL at English Preparatory School of European University of Lefke in Northern Cyprus	Data were collected using a questionnaire.
10	Yasir Iqbal/2016	THE INFLUENCE OF MOTHER TONGUE ON LEARNING A FOREIGN LANGUAGE IN THE KINGDOM OF BAHRAIN	This paper aims to study new techniques in second language learning concerning the lively use of the mother tongue in classroom situations	Kingdom of Bahrain	Qualitative	Students	Focus groups, interviews and text writing at AMAIUB pren 300 (Preparatory English Language)
11	- Vivian Tackie-Ofosu-	Mother Tongue Usage in Ghanaian Pre-	The present study investigated the perceptions of parents and	Ghana	Qualitative and quantitative	Parents and teachers	A structured questionnaire was administered to the respondents

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	Sheriffa Mahama - Vandyck, E, Solomon - Tetteh Dosoo -David Kwame Kumador -Nana Ama Afriyie Toku 2015	Schools: Perceptions of Parents and Teachers	teachers on the use of the mother tongue and their preferred medium of communication and instruction for preschool children at home and in school				to elicit information on their perceptions on the use of mother tongue in communicating with the children.
12	- Zeinab Karimian - Shahla Mohammadi 2015	Teacher's Use of First Language in EFL Classrooms	The present study aimed to find out how teachers view first language use in language classrooms.	Iran	Qualitative	The participants for the study were two groups of teachers: twenty at two language schools in Iran and twenty cooperating via the internet.	the researcher prepared an interview guide for the teachers in order to find out the teachers' perceptions of learners' mother tongue in their language learning classes
13	Dery Tria Agustin Warsono, Januarius Mujiyanto/2015	THE USE OF *BAHASA INDONESIA* (L1) IN THE INTENSIVE ENGLISH (L2) CLASSRO	study was designed to explore, describe, and explain the use of students‟ native language (*Bahasa Indonesia*) in the intensive English	Indonesia	Qualitative	Students and lecturers	For confirmations and clarificationsit observed 7 classes, surveyed 7 lecturers and 167 students, and interviewed 5 lecturers.

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		OM	classroomorganized by the Center for Language Development (PBB) of IAIN SyekhNurjati Cirebonas well as the lecturers‟ and students‟ attitudes towards it.				
14	Turan Paker & Özlem Karaagaç/2015	The use and functions of mother tongue in EFL classes	The purpose of the present study was to find out to what extent the instructors in the School of Foreign Languages at Pamukkale University use mother tongue in their classes.	Turkey	qualitative and quantitative research designs.	The participants were 20 English instructors working in the School of Foreign Languages and their 286 students	The data were collected through classroom recordings, questionnaires that were administered both to the instructors and the students, and interviews were conducted with all of the instructors and randomly chosen 39 students.
15	Dr. Manoj Kumar Yadav /2014	Role of Mother Tongue in Second Language Learning	*This paper makes an attempt to understand the role of L1 in the teaching and learning of English and also reports on different methods, classroom management and some activities that could help them in learning*	Saudi Arabia	Qualitative	teachers	interview

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			English.				
16	Abdul Rahman Al Asmari/2014	Teachers‟ Perceptions about the Use of Mother Tongue in Saudi EFL University Classrooms : A Gender-line Investigation	This paper attempts to investigate the awareness about the use of the mother tongue (MT) in the Saudi EFL university classrooms.	Saudi Arabia	survey	The participants consisted of 100 EFL teachers [males & females] drawn from PYP Taif University English Language Centre (TUELC).	A 22-item Likert-scale questionnaire was developed to elicit their perceptions of various academic uses of MT in an EFL context of Saudi universities.
17	Jianping Luo/2014	A Study of Mother Tongue Interference in Pronunciation of College English Learning in China	the purpose of this paper is intended to look into the phenomenon, discuss the problem of mother tongue interference in English pronunciation, analyze the causes from phonology and then suggest some solutions to solve these problems mentioned above for College English teaching and learning.	China	Qualitative Design	College students from south China	
18	Ashairi Sulaiman/2014	The Interference of Mother Tongue/Native	*This study is meant to seek the mother tongue/ native language*	Malaysia	Qualitative	*To execute the study, 16 Form 4 students*	*Observation on speech production serves as the research*

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		Language in One's English Language Speech Production	*influence on one's speech production*			*from 2 rural areas of Sarawak are chosen as the respondents.*	*instrument, which is then validated by the interview session*
19	*Dr. Hüseyin MAHMUTOĞLU & Zahide KICIR*	THE USE OF MOTHER TONGUE IN EFL CLASSROOMS	*The purpose of this study was to investigate teachers' and students' perceptions on using the mother tongue in EFL classrooms and when to use it in the classroom.*	Turkey	Qualitative	*Twenty five English instructors and one hundred and five students participated in the study*	*The relationship between the perceptions on English language instructors and the students was measured through questionnaires given to teachers and students. The interview was carried out with five preparatory students and five English teachers.*
20	M. Naci Kayaoğlu/2012	The Use of Mother Tongue in Foreign Language Teaching from Teachers' Practice and Perspective	The aim of this study was to explore the theoretical and practical positions of English teachers in the use of first language in their classroom instruction.	Turkey	Qualitative	44 English Teachers	The data were collected by administering a questionnaire containing 35 items and analyzed in SPSS 16.00.
21	Gamuchirai Tsitsi Ndambe/2008	Mother Tongue Usage in Learning: An Examination of Language Preferences	This study conducted to examine children and parents' language preferences in view of the Zimbabwean	Zimbabwe	Survey	Children and parents	interviews and questionnaires were used to gather data from pupils, parents, school heads, "infant teachers and teachers-in-charge of infant

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		in Zimbabwe	language policy derived from the 1987 Education Act, which requires instruction to be conducted in the mother tongue in grades 1-3.				departments" (TICs).
22	Christine Manara/2007	*The Use of L1 Support: Teachers' and Students' Opinions and Practices in an Indonesian Context*	This paper aims to find out teachers' and students' opinions of the use of the mother tongue in the EFL classroom as opposed to the monolingual method which has been adopted in educational institutions in Indonesia	Indonesia	qualitative	Teachers and students	The data gathering was done firstly by conducting a classroom observation to find out the teachers' and students' practice of using the mother tongue in the EFL classroom. The observation data was collected through a structuredchecklist and field notes. After the classroom observation sessions were accomplished, two sets of questionnaires were distributed to the teachers and the students to find out their general perceptions on the use of the mother tongue. Lastly, an interview session was conducted to

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							find out what the teachers and students thought in particular about the use of the mother tongue. The interviews followed a semi-structured design.
23	M. M. Abdul Rahuman/2017	A STUDY OF MOTHER TONGUE INFLUENCE ON LEARNING ENGLISH AS A SECOND LANGUAGE BY TAMIL SPEAKING STUDENTS	*This study determined the mother tongue influence on learning English as a second language and related issues among Tamil speaking students.*	Sri Lanka	*Both quantitative and qualitative research methods were used for the purpose of this research.*	*The sample comprises forty students from the first year of Faculty of Arts, South Eastern University of Sri Lanka. It covers Muslim and Tamil students of the Eastern province*	the primary information and individual attention on errors from the secondary informationwere considered under quantitative method and the rest of the data were taken into qualitative method.
24	- Tamara Cristina Rommel - Juliana Reichert Assunção Tonelli	MOTHER TONGUE IN ENGLISH LANGUAGE TEACHING TO CHILDREN: TO USE IT OR NOT TO USE IT?	*The objective of this article is to investigate the patterns of use of the mother tongue (L1) in English (L2) teaching for children, through the analysis of questionnaires applied by teachers*		interpretative-qualitative research	teachers	The questionnaire was applied between January 4th and January 11th 2016 with eighteen teachers from the ELCT context.

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	2017		*involved in this teaching context.*				
25	Tantip Kitjaroonchai & Ritha Maidom Lampadan/2016	Perceptions of Students towards the Use of Thai in English Classrooms	The aim of this study was to investigate students' perceptions towards the use of their first language (L1), Thai, in English classrooms.	Thailand	Quantitative	The participants were 158 undergraduate students who majored in English at Asia-Pacific International University.	Data were collected through a questionnaire and face-to-face interviews with students.

Based on the previous study above, there is still need a study focuses on students` (male and female) perceptions on mother tongue use in EFL Classroom. To fill the gap, this study will conduct by the researcher and focus on gender line investigation about perceptions of male and female students on the use of mother tongue in EFL classroom.

2.8 Conceptual Framework

This research talked about one of the problem that has been discussed by many researcher and it is the one of the focus problem that occur when 2013 curriculum approved, that is the use of mother tongue in EFL classroom. In 2013 curriculum, English is dismissed to teach in Elementary School. Especially children from State Elementary School.

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Not all of them can get English lessons outside of school hours. This can have an impact on children's English skills when they are in high school levels. There are scientific reasons, why English as a foreign language should be studied from an early age. According to Penfield and Roberts in (1959), Critical Period Hypothesis (CPH), a theory in the domain of language acquisition and linguistics in general states that children who have not reached the age of 12-13 years, are easier to learn and master a language than age afterwards. The older someone is more difficult it will be to learn a language. Therefore, the researcher want to know the perceptions of senior high school male and female students' and their teacher on the use of mother tongue in EFL classroom.

In this research, the researcher also analyzed how does gender influence students' perceptions on Mother Tongue use in EFL Classroom. In language acquisition, gender play an important part. In sociolinguistics, language and gender become part of study that always related each other. Amelia (2013) stated that male and female students act differently towards language. It was stated that female talk more than male in certain occasion. Understanding the linguistic and social backgrounds of students in EFL classrooms can help the teachers understand the strategies students adopt in learning and where differences might pose particular challenges for instruction. Studies reviewed by Swann (1993) describe a range of ways in which gender differentiation is maintained in mainstream English-speaking classrooms. Such results support the socio-linguistic finding that female

students outperform males as they are more open to new linguistic forms in the target language and eradicate inter language forms that deviate from target language norms more readily than their male counterparts (Ellis, 2012).

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CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses about the methodology of the research including the research design, research sites, participant of the research, data collection technique and data analysis.

3.1 Research Design

This study was conducted as a qualitative study. The research design used qualitative design because this study concerns with process. According to Ary (2010, p.648) stated that "a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis". Based on the statement above, the writer could conclude that qualitative research is natural study or there was no manipulated condition in the field setting. The writer would to described all phenomena based on the facts in the field.

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. Qualitative method is basically an explorative research. This method seeks to explain something that happens as it is. Qualitative method by Bogan and Taylor (1998) is a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed. This research is directed to the background of individual or group as a whole and comprehensive. In qualitative research, a problem will be explored in depth to know an event or process

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that is taking place from the perspective of respondents. Qualitative research aims to reveal the phenomenon that occurs which includes in the elements of moral, values, character traits and others. In this case, the writer applied qualitative research because this study described, identified, and explained the male and female students' and their teacher perception on the use of Mother Tongue in EFL classroom.

The research type of this study used case study. Case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community (Sandra, 2006, p.71). The writer choose case study as research type because the writer could describe all phenomena based on the facts in the field. According to Ary (2010, p.637) "Case study research is qualitative examination of a single individual, group, event, or institution". The writer would like to give answers due to questions how and why a case could happen. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). Furthermore, Ary (2010) stated that Case study is a study focuses on a single unit to produce an in-depth description that is rich and holistic. The single unit here means can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. In a case study, the researcher explores the participants' perception toward mother tongue use in EFL Classroom.

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3.2 Research Sites

Technology Vocational High School Pekanbaru is selected for this study. There are some justification why writer select this school. First, the location of the schools is strategic for me to conduct the study; Technology Vocational High School Pekanbaru is located on Pesantren street, it is near from writer`s house. Second, writer live in Pekanbaru, it can be easier to the writer to follow procedure of research based on background/setting of that schools. Third, it will not spend much money to conduct this study. Fourth, the students of Technology Vocational High School Pekanbaru use Indonesian Language as their mother tongue in the classroom.

Based on the justifications above, it is clear that Technology Vocational High School Pekanbaru is appropriate place to conduct the study. This study will be conducted on Januari 2020.

3.3 Participants of the Research

To select the participants, the writer will use purposive sampling. In purposive sampling, the writer intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are “information rich” (Patton, 1990, in Creswell, 2008). In many cases purposive sampling is used in order to access ‘knowledgeable people’, i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience (Ball,

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1990). The sample has been chosen for a specific purpose (Cohen, p.115, 2007).

In purposive sampling, there is an approach called Criterion sampling. Criterion sampling involves reviewing and studying 'all cases that meet some predetermined criterion of importance' (Patton, 2002). This approach is frequently employed by research synthesists to construct a comprehensive understanding of all the studies that meet certain pre-determined criteria This approach is common in quality assurance efforts. Criterion sampling can add an important qualitative component to a management information system or an ongoing program monitoring system. All cases in the data system that exhibit certain predetermined criterion characteristics are routinely identified for in-depth, qualitative analysis.

There are 5 participants in this study, consist of one teacher and four students from the first and second grade. The writer chooses 2 students (male and female) for each grade at Technology Vocational High School Pekanbaru. The participant is in small amount because the researcher will be used in-depth interview. The researcher think taking 5 participants will be enough for collecting the information that researcher need.

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3.4 Data Collection Technique

The data will be collected by using Interview (in-depth interview). Only one data collecting technique because the researcher use in depth interview that hopefully enough to get many information or data.

As a main collecting data, One-on-One interviews will be used to help the participant share the idea comfort ability. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006: 3). The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic. During in-depth interviews, the person being interviewed is considered the expert and the interviewer is considered the student. The researcher's interviewing techniques are motivated by the desire to learn everything the participant can share about the research topic. Researchers engage with participants by posing questions in a neutral manner, listening attentively to participants' responses, and asking follow-up questions and probes based on those responses. They do not lead participants according to any preconceived notions, nor do they encourage participants to provide particular answers by expressing approval or disapproval of what they say.

Topic and issues in this study are based on their knowledge related to mother tongue used in EFL Classroom. Furthermore, (Frankael, p.448, 2009) suggest that knowledge questions pertain to the factual information

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(as contrasted with opinions, beliefs, and attitudes) respondents possess. This mean that the interview questions in this study will be the key sources. The interview process will be recorded based on the agreement with the participants and it will be easier to transcribe the data by watching the in interview footage.

3.5 Data Analysis

The technique of data analysis used in this research is data analysis techniques model of Miles and Huberman (1994), the activity data analysis performed interactively and performed continuously until complete, so that the data is already saturated meaning is not found new information. During the interview with the informant, the informant answers are analyzed. Interviews will be continued to a certain extent, so as to obtain the credible data. The steps of processing and data analysis techniques performed through steps:

1. Transcribing interviews.

   During the data collection, the researcher will collect text or words through interviewing participants or by writing fieldnotes during observations. This necessitates a need to convert these words to a computer document for analysis. Alternatively, listening to the tapes or footage or reads the fieldnotes to begin the process of analysis.

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2. Data Reduction.

   Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Miles and Huberman, 1994).

3. Data Display

   A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it is based on the formulation of the research problem.

4. Conclusion Drawing/Verification

   From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion.

3.6 Data Trustworthiness

In this research, to make the data trustworthiness the research used triangulation to establish the accuracy of the finding through strategies (Creswell: 2012). Triangulation is the strategy that researcher used for interpreting the finding from different individuals, types of data, or

methods of data collection in descriptions and themes in qualitative research which is accuracy or credibility (Crasswell: p; 259). Multiple data will be used to validate the finding data.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion based on the data analysis about the male and female students' perceptions on mother tongue use in EFL English classroom, teacher's perceptions on mother tongue use in EFL English classroom, and how does gender influence students' perceptions on mother tongue use in EFL English classroom. Beside the conclusion, this chapter also provide the imlication and recomendations for the teachers, schools, also the other researchers.

5.1 Conclusion

Based on the finding and the discussion, the researcher conclude:

1. Male and female students had positive perception on mother tongue use in EFL English classrooms.
2. The teacher had positive perception on mother tongue use in EFL English classrooms.
3. Female students give their support to use English in the English classroom, beside the using of mother tongue. However, male students are more supported to use mother tongue in the EFL classroom.

5.2 Implication and Recomendation

Based on the finding of this study, there are some recomendations that are potentially useful to use in the EFL classroom. First, the English teacher are suggested to combine both English and mother tongue in the teaching and learning process. It because the students need a clear

explanation about the theory, and then they need to practice their ability in using English. Then, the researcher also recommend the teacher to not too demanding the students to be master of English. The teacher might give them time to learn step by step by using mother tongue to make them understand well to what should they do.

Meanwhile, for the future researchers, this research still have some limitation. So, the research about the students and teachers' perception on mother tongue use in EFL classroom, also the influence of gender to students' perception on mother tongue use in EFL classroom. The researcher suggest to future researcher to explore more detail about this theme with the deeper anaysis, different research design, varied groups of participants, and with more valid instruments.

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APPENDIX 1 INTERVIEW GUIDELINES

Interview Questions (For Students)

1. Bagaimana pendapatmu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?
2. Menurut kamu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?
3. Apakah kamu pernah menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris? Seberapa sering?
4. Kenapa kamu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
5. Dalam kondisi/situasi apa, kamu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
6. Bisakah kamu memberi contoh materi pelajaran bahasa Inggris mana yang membuat kamu butuh untuk berbicara bahasa Indonesia?
7. Mana yang lebih kamu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas bahasa Inggris?
8. Bagaimana sikap gurumu ketika kamu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?
9. Apakah gurumu pernah memakai bahasa Indinesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa searing?
10. Bagaimana menurut kamu, jika kamu diharuskan berbicra/menulis dalam bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?
11. Bagaimana pendapat kamu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris?
12. Manakah yang lebih aktif, murid laki-laki atau murid perempuan?
13. Bagaimana metode pelajaran bahasa inggris yang asik menurut kamu?
14. Apakah feedback dari guru penting bagimu?

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Interview Questions (For Teacher)

1. Bagaimana pendapat ibu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?
2. Menurut ibu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?
3. Apakah ibu pernah menggunakan bahasa Indonesia dalam mengajar bahasa Inggris? Seberapa sering?
4. Kenapa ibu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
5. Dalam kondisi/situasi apa, ibu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
6. Bisakah ibu memberi contoh materi pelajaran bahasa Inggris mana yang membuat ibu butuh untuk berbicara bahasa Indonesia dalam mengajar bahasa Inggris dikelas?
7. Mana yang lebih ibu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas?
8. Bagaimana sikap murid ibu ketika ibu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?
9. Apakah murid ibu pernah memakai bahasa Indonesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa sering?
10. Bagaimana menurut ibu, jika ibu diharuskan berbicra/menulis dalam mengajar bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?
11. Bagaimana pendapat ibu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris? Apakah ada perbedaan?
12. Manakah menurut ibu yang lebih aktif, murid laki-laki atau murid perempuan dalam peajaran bahasa Inggris?

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13. Setelah ibu mengajar, bagaimana menurut ibu metode pelajaran bahasa inggris yang asik bagi murid-murid ibu? Apakah ada perbedaan metode yag asik dalam mengajar murid laki-laki dan perempuan?
14. Apakah ada perbedaan antara murid laki-laki dan perempuan dalam kebutuhan feedback dari ibu dalam pelajaran bahasa Inggris?

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APPENDIX 2 TRANSCRIPT OF THE INTERVIEW

TRANSKRIP (Female Students 1)

Researcher: Bagaimana pendapatmu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?

Female Student 1: Eeee...menurut pendapat saya pribadi bu, penggunaan bahasa Indonesia dalam pelajaran bahasa inggris tu ga akan buat saya bisa cepat untuk menguasai pelajaran bahasa inggris sih bu. Karena menurut saya, untuk mempelajari bahasa baru itu kan harus ada paksaan gitu bu menurut saya, tapi ya melihat teman-teman yang lain mungkin membutuhkan bilingualism dalam kelas, ya mau ga mau saya ngikut aja bu.

Researcher: Menurut kamu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?

Female Student 1: Saya sih oke aja bu, Cuma jangan terlalu seringlah, takutnya bahasa inggris saya ga berkembang.

Researcher: Apakah kamu pernah menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris? Seberapa sering?

Female Student 1: Kalo saya jarang bu, karena ya itu bu, kalau dapat sih full English, Cuma ya saya berbahasa Indonesia dikit dikit kalau ada teman saya yang ga ngerti saya ngomong apa kalau pakai bahasa inggris.

Researcher: Kenapa kamu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

Female Student 1: ya pastinya karena teman-teman kan bu, yang kedua kadang ada yang saya ga bisa dikit dikit, tu pakai bahasa indonesia saya bu.

Researcher: Dalam kondisi/situasi apa, kamu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

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Female Student 1:Klau kondisi kepepet bu, emang udah habis kali vocabulary saya bu, apalagi pas bicara sama guru, ya kadang saya pakai bahasa Indonesia kalau memang sulit kali kata-katanya bu

Researcher: Bisakah kamu memberi contoh materi pelajaran bahasa Inggris mana yang membuat kamu butuh untuk berbicara bahasa Indonesia?

Female Student 1: materi grammar bu, kadang kan belajar tenses tu, tu pas guru nerangin tu ada yang agak ga paham, kalau ga ditanya langsung ntar ga dapat sama sekali ntar bu kayak yang pakai formula-formula gitulah bu.

Researcher: Mana yang lebih kamu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas bahasa Inggris?

Female Student 1: Hmmm…kalau bisa sih pakai bahasa inggris bu

Researcher: Bagaimana sikap gurumu ketika kamu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?

Female Student 1: Saya jarang bu berbahasa Indonesia, Cuma sekalinya saya pakai bahasa Indonesia ya, gaada apa-apa bu, biasa aja gurunya.

Researcher: Apakah gurumu pernah memakai bahasa Indinesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa searing?

Female Student 1: Pasti pernah lah bu, apalagi kalau ada murid laki-laki yang agak nakal bu, kadang guru kami terceplos beliau pakai bahasa Indonesia, juga kalau ada yang memang ada dari kami yang kurang tentang materi, kadang miss tu pakai bahasa Indonesia jelasinnya.

Researcher: Bagaimana menurut kamu, jika kamu diharuskan berbicra/menulis dalam bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?

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Female Student 1: Saya fine aja bu, missal kalau saya memang gatau bahasa inggrisnya kan bisa liat kamus bu. Kami diwajibkan membawa kamus kok bu sama miss tu.

Researcher: Bagaimana pendapat kamu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris?

Female Student 1: Kek mana ya bu, murid laki-laki ni kadang berbicara tu sembarangan bu, terus lasak juga, tu disuru ngomong betul sama miss tu kadang ya ngomongnya ga pula full English, tapi laki-laki emng lebih banyak bicara bu, dalam konteks yang gak full English ya bu. Apalagi kalauada games sama miss pas pelajaran bahasa inggris, tu laki-laki yang paling heboh. Tapi kadang gaada isinya haha

Researcher: Manakah yang lebih aktif, murid laki-laki atau murid perempuan?

Female Student 1: Kalau aktif berbicara full English kayaknya perempuan bu, Cuma kalau aktif yang half English ya laki-laki bu.

Researcher: Bagaimana metode pelajaran bahasa inggris yang asik menurut kamu?

Female Student 1: Kalau diselingi dengan game seru bu. Lebih asik dan fun bu, apalagi kalau belajar grammar,kan mutar otak kan bu, tu kalau diselingi games jadi enjoy aja bu.

UIN SUSKA RIAU

Researcher: Apakah feedback dari guru penting bagimu?

Female Student 1: Pentinglah bu, kalau ga sama guru terus sama siapa lagi bu kami bisa berinteraksi full English dan siapa yang bisa menilai bahasa inggris kami kalau bua miss bu.

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TRANSKRIP (Female Students 2)

Researcher: Bagaimana pendapatmu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?

Female Student 2: Menurut saya, banyak manfaat yang bisa kita rasakan ketika menggunakan bahasa Indonesia dalam pelajaran bahasa inggris bu.

Researcher: Menurut kamu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?

Female Student 2: Penting bu, eeee sangat pentinglah menurut saya. Karena ya ketika ada materi yang sulit, peran dari bahasa Indonesia itu sendiri jadi penting untuk kejelasan materi.

Researcher: Apakah kamu pernah menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris? Seberapa sering?

Female Student 2: Pernah bu, sering jugalah bu. (sambil tersenyum)

Researcher: Kenapa kamu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

Female Student 2: Saya menggunakan bahasa Indonesia dalam pelajaran bahasa inggris karena saya rasa itu penting.

Researcher: Dalam kondisi/situasi apa, kamu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

Female Student 2: Ketika saya butuh kejelasan dari materi yang diajarkan miss, yang tidak bisa saya pahami dengan full English. Hmmm dan juga ketika saya ingin bertanya atau menyampaikan pendapat tetapi saya tidak tau artinya dalam bahasa inggris ya saya campur bahasanya, setengh inggris setengah indo bu hehehe

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Researcher: Bisakah kamu memberi contoh materi pelajaran bahasa Inggris mana yang membuat kamu butuh untuk berbicara bahasa Indonesia?

Female Student 2: Speaking dan grammar bu, kalau speaking kan dari kitanya udah pasti butuh untuk menggunakan bahasa inggris kan bu. Kalau grammar juga penting bu untuk memakai bahasa Indonesia kadang grammar ni butuh penjelasan yang mendetail, jadi saya rasa butuh bahasa Indonesia setidak nya untuk membuat kami mengerti seluruhnya.

Researcher: Mana yang lebih kamu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas bahasa Inggris?

Female Student 2: Kalau saya 50:50 bu. Ga bisa kalau full English, ga boleh juga kalau full indo (sambil tertawa)

Researcher: Bagaimana sikap gurumu ketika kamu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?

Female Student 2: Miss biasa aja bu, mungkin karena maklum. Miss juga dari awal tidak memaksa kami untuk bisa berbicara bahasa inggris full, tetapi keinginan miss, kami itu bisa full berbahasa inggrisnya.

Researcher: Apakah gurumu pernah memakai bahasa Indonesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa sering?

Female Student 2: Pernah bu, Cuma tidak sering. Yah, pada situasi tertentu aja Miss berbicara pakai bahasa Indonesia.

Researcher: Bagaimana menurut kamu, jika kamu diharuskan berbicra/menulis dalam bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?

Female Student 2: Waduh hehe…agak sulit menurut saya bu, karena kan ini bahasa asing, belum terbiasa juga kan bu, di SD aja kami gaada belajar bahasa inggris dari kelas 1sampai 6 bu. Tu baru belajar pas SMP, enaklah yang kalau dari Sd dia belajar atau ngeles, kalau gay a gimana nasibnya bu hehe

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Researcher: Bagaimana pendapat kamu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris?

Female Student 2: Tergantung sikon (situasi dan kondisi) bu. Kalau udah ada games, heboh yang laki-laki, tapi kalau menjawab pertanyaan lebih banyak perempuan yang jawab bu. Ada juga sih mereka menjawab, tapi lebih sering kami bu.

Researcher: Manakah yang lebih aktif, murid laki-laki atau murid perempuan?

Female Student 2: Aktif dari segi sikap ya murid laki-laki bu.

Researcher: Bagaimana metode pelajaran bahasa inggris yang asik menurut kamu?

Female Student 2: Menurut saya ketika materi diujikan dengan games. Jadi, sambil nge games sambil belajar bu. Miss sering kok buat games dari materi dan itu fun sekali bu.

Researcher: Apakah feedback dari guru penting bagimu?

Female Student 2: Penting sekali bu menurut saya, yak arena kan miss yang tau kemampuan kami gimana bu, jadi setiap miss ngasih feedback ke kami apalagi secara individu dia menyampaikannya, dan itu kami dengarkan kali bu.

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TRANSKRIP (Male Student 1)

Researcher: Bagaimana pendapatmu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?
Male student 1: "Menurut saya aaa pentinglah Bu, saya nggak terlalu pandai Bahasa Inggris. Pernah tu Ibu yang ngajar pakai Bahasa Inggris hampir dari awal sampai akhir, ndak paham saya apa yang dibilang ibu tu".

Researcher: Menurut kamu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?
Male student 1: "Sangat penting saya rasa, kalau nggak pakai Bahasa Indonesia takutnya kan kurang paham gitu materinya".

Researcher: Apakah kamu pernah menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris? Seberapa sering?
Male student 1: " hooo ini sering bu, hampir tiap belajar".

Researcher: Kenapa kamu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 1: "biar, biarr mudah gitu untuk menyampaikan maksud kita".

Researcher: Dalam kondisi/situasi apa, kamu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 1: "Dalam hampir semua penjelasan materi Bu, kayak mana ya,, Bahasa Indonesia ni enak aja gitu, cepat pahamnya".

Researcher: Bisakah kamu memberi contoh materi pelajaran bahasa Inggris mana yang membuat kamu butuh untuk berbicara bahasa Indonesia?

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Male student 1: “yang susah dipahami dan yang pakai rumus-rumus”.

Researcher: Mana yang lebih kamu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas bahasa Inggris?
Male student 1:”Bahasa Indonesia bu”.

Researcher: Bagaimana sikap gurumu ketika kamu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 1: “Yaa,,, biasa aja si Bu,, kan hampir semuanya pakai Bahasa Indonesia”.

Researcher: Apakah gurumu pernah memakai bahasa Indonesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa sering?
Male student 1: “ya sering bu, karena kan kami mintaknya Ibu tu pakai Bhasa Indinesia”.

Researcher: Bagaimana menurut kamu, jika kamu diharuskan berbicra/menulis dalam bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?
Male student 1: “susah juga si, aaa,,, pernah dulu trus kami mintak ulang lagi jelasinnya pakai Bahasa Indonesia”.

UIN SUSKA RIAU

Researcher: Bagaimana pendapat kamu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris?
Male student 1:”cewek biasanya Bu yang lebih bersemangat gtu, mereka sering nanya, pokoknya merespon guru lah”.

Researcher: Manakah yang lebih aktif, murid laki-laki atau murid perempuan?
Male student 1: “Kayaknya murid perempuan Bu, mereka lebih suka bicara”.

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Researcher: Bagaimana metode pelajaran bahasa inggris yang asik menurut kamu?

Male student 1: “Kalau saya suka yang ada animasinya Bu, jadi materinya dalam video gtu, trus adalah sedikit subtitlenya, eh Indonya gtu”.

Researcher: Apakah feedback dari guru penting bagimu?

Male student 1: “saya rasa sangat penting karena aaa,, biar dapat kita yang lebih benarnya gitu, biar gak salah terus”.

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TRANSKRIP (Male Student 2)

Researcher: Bagaimana pendapatmu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?
Male student 2: “Menarik,, terlalu mudah untuk dimengerti”.

Researcher: Menurut kamu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?
Male student 2: “penting sekali, karena,, karena Bahasa Indonesia itu berguna juga dalam Bahasa Inggris”.

Researcher: Apakah kamu pernah menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris? Seberapa sering?
Male student 2: “Pernah, Ketika waktu belajar”.

Researcher: Kenapa kamu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 2: “ahhh karena saya butuh translate dan untuk mengartikannya”.

Researcher: Dalam kondisi/situasi apa, kamu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 2:”ahh mm kalau seandainya materinya susah dan perlu untuk dipahami”.

Researcher: Bisakah kamu memberi contoh materi pelajaran bahasa Inggris mana yang membuat kamu butuh untuk berbicara bahasa Indonesia?
Male student : “hmm kalau materi present tense, komposisi makanan, apa tu,, procedure, tu ha pergi liburan (recount)”.

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Researcher: Mana yang lebih kamu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas bahasa Inggris?
Male student 2: “Bahasa Indonesia”

Researcher: Bagaimana sikap gurumu ketika kamu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?
Male student 2: “hmmm tidak,, karena mudah dicermati”.

Researcher: Apakah gurumu pernah memakai bahasa Indonesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa sering?
Male student 2: “pernah, hampir Ketika setiap menjelaskan”.

Researcher: Bagaimana menurut kamu, jika kamu diharuskan berbicra/menulis dalam bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?
Male student 2: “ a a a a terlalu ribet untuk dibaca dan ditulis”.

Researcher: Bagaimana pendapat kamu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris?
Male student 2: “Kebanyakan cewek yang lebih senang dari pada cowok”

Researcher: Manakah yang lebih aktif, murid laki-laki atau murid perempuan?
Male student 2: “Murid perempuan Bu”

Researcher: Bagaimana metode pelajaran bahasa inggris yang asik menurut kamu?
Male student 2: “Hmmm memberikan pertanyaan,, langsung dapat hadiah gitu bu”.

Researcher: Apakah feedback dari guru penting bagimu?

Male student 2: “penting, biar ada kemajuan Bu”.

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TRANSKRIP (Teacher)

Researcher: Bagaimana pendapat ibu tentang penggunaan bahasa Indonesia didalam pelajaran bahasa Inggris?

A: "menurut saya, dalam pembelajaran Bahasa Inggris, Bahasa Indonesia itu penting. Karena biasanya saya memberikan instruksi dengan Bahasa Indonesia agar siswa tidak salah mengartikan maksud saya".

Researcher: Menurut ibu, penting tidak penggunaan bahasa Indonesia dalam pelajaran bahasa Inggris? Jika iya, Seberapa penting?

A: "Mmm sangat penting sih. Soalnya siswa saya beragam, ada yang eee dari sekolah negeri, sekolah swasta, pesantren juga ada. Jadi, kemampuan mereka pasti beda-beda. Bahkan ada yang gak ngerti sama sekalai kalua misalkan saya bicara full English, bingung mereka".

Researcher: Apakah ibu pernah menggunakan bahasa Indonesia dalam mengajar bahasa Inggris? Seberapa sering?

A: "Kalau ditanya sering nya,, yaa sering lah.. soalnya saya pakai Bahasa Inggris sebagai pengantar awal aja, setelah itu biasanya pas menjelaskan materi pakai Bahasa Indonesia. Biar mereka lebih mengerti"

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Researcher: Kenapa ibu menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

A: "Pertanyaan ini hampir sama kayak yang tadi ya, ha ha ha ha,, hmm yaa karena mereka biasanya cepat mengerti maksud dari materi itu kalua saya jelaskan dalam Bahasa Indonesia. Walaupun nggak setiap saat, cuma perlu aja kalua udah mentok kali siswa ini nggak paham dengan materinya".

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Researcher: Dalam kondisi/situasi apa, ibu memilih menggunakan bahasa Indonesia dalam pelajaran bahasa Inggris?

A: Kalauuuu udah ke poin-poin penting, kayak grammar, tences, atau kalau teks misalnya tujuan teks itu apa gtuu".

Researcher: Bisakah ibu memberi contoh materi pelajaran bahasa Inggris mana yang membuat ibu butuh untuk berbicara bahasa Indonesia dalam mengajar bahasa Inggris dikelas?

A: Hmmm misalnya materinya tentang teks, atau expression. Grammar juga, itu perlu tu saya pakai Bahasa Indonesia. Sebenarnya hamper di setiap materi si ha ha ha".

Researcher: Mana yang lebih ibu pilih, memakai bahasa Indonesia atau bahasa Inggris didalam kelas?

A: Kalau saya si maunya full English biar berasa gitu belajar Bahasa Inggrisnya yak an, tapii yahh gitu, kita nggak bisa maksakan juga, anak-anak memang terbatas kemampuan mereka, mau nggak mau ya kita menyesuaikan dengan keadanlah, gituuu".

Researcher: Bagaimana sikap murid ibu ketika ibu berbicara bahasa Indonesia dalam pelajaran bahasa Inggris?

A: Oooooh senanglah mereka, maksudnya bisa cepat mereka pahamnya. Kadangkan mereka yang mintak saya pakai Bahasa Inggris. Bahasa Indo lah buuukkk, ndak mangarati awak do,,, gitu kadang-kadang mereka. Ndak bisa Bahasa Inggris, hahh itu sering tu dibilangnya".

Researcher: Apakah murid ibu pernah memakai bahasa Indonesia dalam pelajaran bahasa Inggris? Jika pernah, seberapa sering?

A: Sering kalilah, kadang kita kan maunya mereka tu juga bisa Bhasa Inggris tapi yah gitulah,, mereka responnya pakai Bahasa Indonesia,

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kayaknya,, mereka ni malu mungkin untuk Bahasa Inggris, takut diejek kawannya lah katanya".

Researcher: Bagaimana menurut ibu, jika ibu diharuskan berbicra/menulis dalam mengajar bahasa Inggris dari awal masuk, sampai keluar pada pelajaran bahasa Inggris?

A: 'Terlalu maksa ya jadinya,,, hmmm maksudnya kan kita yang penting materinya anak-anak bisa paham, kan ujungnya nanti jawab soal ujian juga, kalua mereka nggak paham yaaa tentulah kita gagal jadinya.. percuma kan kita bicara capek-capek dari awal, rupa nggak paham mereka".

Researcher: Bagaimana pendapat ibu mengenai perbedaan sikap belajar murid laki-laki dan murid perempuan dalam pelajaran bahasa Inggris? Apakah ada perbedaan?

A: Kalau perempuannya ni cenderung pemalu saya lihat, walaupun sebenarnya ada beberapa yang bisa, tapi mungkin karena malu tadi, jadinya Cuma diam aja mereka. Kalau laki-laki ni nyerocos aja mereka, tapi ya begitulah, kadang pakai Bahasa daerah malah, duhhh pusing awak liatnya kadang".

Researcher: Manakah menurut ibu yang lebih aktif, murid laki-laki atau murid perempuan dalam peajaran bahasa Inggris?

A: "Kalau bertanya materi ya? Hummmm kayaknya yang cewek, dan mereka juga nanyanya tu langsung tentang materi nya yang mereka nggak paham. Kalau cowok ni kadang yang aneh" nanyanya, agak nyeleneh lah kalau saya liat".

Researcher: Setelah ibu mengajar, bagaimana menurut ibu metode pelajaran bahasa inggris yang asik bagi murid-murid ibu? Apakah ada

perbedaan metode yag asik dalam mengajar murid laki-laki dan perempuan?

A: Hummm sama aja si, mereka sukaknya tu diskusi, berkelompok. Cewek cowok sama aja saya lihat".

Researcher: Apakah ada perbedaan antara murid laki-laki dan perempuan dalam kebutuhan feedback dari ibu dalam pelajaran bahasa Inggris?

A: "Yaa ada si, dalam hal misalnya kalua kita nanya rangkuman materi hari ini tu apa. Yaa biasanya yang cewek yang mau jawab dan bisa, cuma kadang saya mintak dalam Bahasa Inggris tetap malu mareka. Kayaknya memang lingkungan berbahasa tu yang kurang ditempat saya".

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APPENDIX 3 CODING

Coding of Teacher's Interview

Statement	Keyword	Category
Female Student 1: Eeee...menurut pendapat saya pribadi bu, penggunaan bahasa Indonesia dalam pelajaran bahasa inggris tu ga akan buat saya bisa cepat untuk menguasai pelajaran bahasa inggris sih bu. Karena menurut saya, untuk mempelajari bahasa baru itu kan harus ada paksaan gitu bu menurut saya, tapi ya melihat teman-teman yang lain mungkin membutuhkan bilingualism dalam kelas, ya mau ga mau saya ngikut aja bu. Female Student 2: Menurut saya, banyak manfaat yang bisa kita rasakan ketika menggunakan bahasa Indonesia dalam pelajaran bahasa inggris bu. Male student 1: "Menurut saya aaa pentinglah Bu, saya nggak terlalu pandai Bahasa Inggris. Pernah tu Ibu yang ngajar pakai Bahasa Inggris hampir dari awal sampai akhir, ndak paham saya apa yang dibilang ibu tu". Male student 2: "Menarik,, terlalu mudah untuk dimengerti".	The using of English	Students' perspective on the using of mother tongue in the teaching and learning process
Female Student 1: Saya sih oke aja bu, Cuma jangan terlalu seringlah, takutnya bahasa inggris saya ga berkembang. Female Student 2: Penting bu, eeee sangat pentinglah menurut saya. Karena ya ketika ada materi yang sulit, peran dari bahasa Indonesia	The using of mother tongue	Students' perspective on the using of mother tongue in the teaching and learning process

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itu sendiri jadi penting untuk kejelasan materi. Male student 1: "Sangat penting saya rasa, kalau nggak pakai Bahasa Indonesia takutnya kan kurang paham gitu materinya". Male student 2: "penting sekali, karena,, karena Bahasa Indonesia itu berguna juga dalam Bahasa Inggris".		
Female Student 1: Kalo saya jarang bu, karena ya itu bu, kalau dapat sih full English, Cuma ya saya berbahasa Indonesia dikit dikit kalau ada teman saya yang ga ngerti saya ngomong apa kalau pakai bahasa inggris. Female Student 1: ya pastinya karena teman-teman kan bu, yang kedua kadang ada yang saya ga bisa dikit dikit, tu pakai bahasa indonesia saya bu Female Student 2: Pernah bu, sering jugalah bu. Female Student 2: Saya menggunakan bahasa Indonesia dalam pelajaran bahasa inggris karena saya rasa itu penting. Male student 1: " hooo ini sering bu, hampir tiap belajar". Male student 1: "biar, biarr mudah gitu untuk menyampaikan maksud kita". Male student 2: "Pernah, Ketika waktu belajar".	The using of mother tongue	Students' perspective on the using of mother tongue in the teaching and learning process
Female Student 1:Klau kondisi kepepet bu, emang udah habis kali vocabulary saya bu, apalagi pas bicara sama guru, ya kadang saya pakai bahasa Indonesia kalau memang sulit kali kata-katanya bu.	The condition	Students' perspective on the using of mother tongue in the teaching and learning process

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Female Student 1: materi grammar bu, kadang kan belajar tenses tu, tu pas guru nerangin tu ada yang agak ga paham, kalau ga ditanya langsung ntar ga dapat sama sekali ntar bu kayak yang pakai formula-formula gitulah bu Female Student 2: Ketika saya butuh kejelasan dari materi yang diajarkan miss, yang tidak bisa saya pahami dengan full English. Hmmm dan juga ketika saya ingin bertanya atau menyampaikan pendapat tetapi saya tidak tau artinya dalam bahasa inggris ya saya campur bahasanya, setengh inggris setengah indo bu hehehe Female Student 2: Speaking dan grammar bu, kalau speaking kan dari kitanya udah pasti butuh untuk menggunakan bahasa inggris kan bu. Kalau grammar juga penting bu untuk memakai bahasa Indonesia kadang grammar ni butuh penjelasan yang mendetail, jadi saya rasa butuh bahasa Indonesia setidak nya untuk membuat kami mengerti seluruhnya. Male student 1: “Dalam hampir semua penjelasan materi Bu, kayak mana ya,, Bahasa Indonesia ni enak aja gitu, cepat pahamnya”. Male student 1: “yang susah dipahami dan yang pakai rumus-rumus”. Male student 2: “ahhh karena saya butuh translate dan untuk mengartikannya”. Male student 2:”ahh mm kalau seandainya materinya susah dan perlu untuk dipahami” Male student : “hmm kalau materi present tense,		

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komposisi makanan, apa tu,, procedure, tu ha pergi liburan (recount)".		
Female Student 1: Hmmm…kalau bisa sih pakai bahasa inggris bu Female Student 2: Kalau saya 50:50 bu. Ga bisa kalau full English, ga boleh juga kalau full indo Male student 1:"Bahasa Indonesia bu". Male student 2: "Bahasa Indonesia"	Choose to use mother tongue in the teaching and learning process	Gender
Female Student 1: Saya jarang bu berbahasa Indonesia, Cuma sekalinya saya pakai bahasa Indonesia ya, gaada apa-apa bu, biasa aja gurunya Female Student 2: Miss biasa aja bu, mungkin karena maklum. Miss juga dari awal tidak memaksa kami untuk bisa berbicara bahasa inggris full, tetapi keinginan miss, kami itu bisa full berbahasa inggrisnya. Male student 1: "Yaa,,, biasa aja si Bu,, kan hampir semuanya pakai Bahasa Indonesia". Male student 2: "hmmm tidak,, karena mudah dicermati".	Teacher's respond	Gender
Female Student 1: Pasti pernah lah bu, apalagi kalau ada murid laki-laki yang agak nakal bu, kadang guru kami terceplos beliau pakai bahasa Indonesia, juga kalau ada yang memang ada dari kami yang kurang tentang materi, kadang miss tu pakai bahasa Indonesia jelasinnya. Female Student 2: Pernah bu, Cuma tidak sering. Yah, pada situasi tertentu aja Miss berbicara pakai bahasa Indonesia. Male student 1: "ya sering bu, karena kan kami mintaknya Ibu tu pakai Bhasa Indinesia".	The use of mother tongue	The use of mother tongue by the teacher

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Male student 2: "pernah, hampir Ketika setiap menjelaskan".		
Female Student 1: Saya fine aja bu, missal kalau saya memang gatau bahasa inggrisnya kan bisa liat kamus bu. Kami diwajibkan membawa kamus kok bu sama miss tu. Female Student 2: Waduh hehe…agak sulit menurut saya bu, karena kan ini bahasa asing, belum terbiasa juga kan bu, di SD aja kami gaada belajar bahasa inggris dari kelas 1sampai 6 bu. Tu baru belajar pas SMP, enaklah yang kalau dari Sd dia belajar atau ngeles, kalau gay a gimana nasibnya bu hehe Male student 1: "susah juga si, aaa,,, pernah dulu trus kami mintak ulang lagi jelasinnya pakai Bahasa Indonesia". Male student 2: " a a a a terlalu ribet untuk dibaca dan ditulis".	Students' respond in using English all the time in English class	Gender
Female Student 1: Kek mana ya bu, murid laki-laki ni kadang berbicara tu sembarangan bu, terus lasak juga, tu disuru ngomong betul sama miss tu kadang ya ngomongnya ga pula full English, tapi laki-laki emng lebih banyak bicara bu, dalam konteks yang gak full English ya bu. Apalagi kalauada games sama miss pas pelajaran bahasa inggris, tu laki-laki yang paling heboh. Tapi kadang gaada isinya haha Female Student 1: Kalau aktif berbicara full English kayaknya perempuan bu, Cuma kalau aktif yang half English ya laki-laki bu	Students' opinion	Students' opinion on the different style of learning in male and female students

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Female Student 2: Tergantung sikon (situasi dan kondisi) bu. Kalau udah ada games, heboh yang laki-laki, tapi kalau menjawab pertanyaan lebih banyak perempuan yang jawab bu. Ada juga sih mereka menjawab, tapi lebih sering kami bu. Female Student 2: Aktif dari segi sikap ya murid laki-laki bu. Male student 1:"cewek biasanya Bu yang lebih bersemangat gtu, mereka sering nanya, pokoknya merespon guru lah". Male student 1: "Kayaknya murid perempuan Bu, mereka lebih suka bicara". Male student 2: "Kebanyakan cewek yang lebih senang dari pada cowok" Male student 2: "Murid perempuan Bu"		
Female Student 1: Kalau diselingi dengan game seru bu. Lebih asik dan fun bu, apalagi kalau belajar grammar,kan mutar otak kan bu, tu kalau diselingi games jadi enjoy aja bu. Female Student 2: Menurut saya ketika materi diujikan dengan games. Jadi, sambil nge games sambil belajar bu. Miss sering kok buat games dari materi dan itu fun sekali bu. Male student 1: "Kalau saya suka yang ada animasinya Bu, jadi materinya dalam video gtu, trus adalah sedikit subtitlenya, eh Indonya gtu". Male student 2: "Hmmm memberikan pertanyaan,, langsung dapat hadiah gitu bu".	Learning method	English learning method
Female Student 1: Pentinglah bu, kalau ga sama guru terus sama siapa lagi bu kami bisa berinteraksi full English dan siapa yang bisa	Feedbcak	Feedback from the teacher

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menilai bahasa inggris kami kalau bua miss bu. Female Student 2: Penting sekali bu menurut saya, yak arena kan miss yang tau kemampuan kami gimana bu, jadi setiap miss ngasih feedback ke kami apalagi secara individu dia menyampaikannya, dan itu kami dengarkan kali bu. Male student 1: "saya rasa sangat penting karena aaa,, biar dapat kita yang lebih benarnya gitu, biar gak salah terus". Male student 2: "penting, biar ada kemajuan Bu"		

Coding of Students' Interview

Statement	Keywords	Category
A: "menurut saya, dalam pembelajaran Bahasa Inggris, Bahasa Indonesia itu penting. Karena biasanya saya memberikan instruksi dengan Bahasa Indonesia agar siswa tidak salah mengartikan maksud saya".	The using of Bahasa	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: "Mmm sangat penting sih. Soalnya siswa saya beragam, ada yang eee dari sekolah negeri, sekolah swasta, pesantren juga ada. Jadi, kemampuan mereka pasti beda-beda. Bahkan ada yang gak ngerti sama sekalai kalua misalkan saya bicara full English, bingung mereka".	The importance of using mother tongue in the teaching and learning process	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: "Kalau ditanya sering nya,, yaa sering lah.. soalnya saya pakai Bahasa Inggris sebagai pengantar awal aja, setelah itu biasanya pas menjelaskan materi pakai Bahasa Indonesia. Biar mereka lebih mengerti"	The use of mother tongue in the teaching and learning process	Teacher's perspective on the using of mother tongue in the teaching and learning process

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A: "Pertanyaan ini hampir sama kayak yang tadi ya, ha ha ha ha,, hmm yaa karena mereka biasanya cepat mengerti maksud dari materi itu kalua saya jelaskan dalam Bahasa Indonesia. Walaupun nggak setiap saat, cuma perlu aja kalua udah mentok kali siswa ini nggak paham dengan materinya".		
A: Kalauuuu udah ke poin-poin penting, kayak grammar, tences, atau kalau teks misalnya tujuan teks itu apa gtuu". A: Hmmm misalnya materinya tentang teks, atau expression. Grammar juga, itu perlu tu saya pakai Bahasa Indonesia. Sebenarnya hamper di setiap materi si ha ha ha".	The condition	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: Kalau saya si maunya full English biar berasa gitu belajar Bahasa Inggrisnya yak an, tapii yahh gitu, kita nggak bisa maksakan juga, anak-anak memang terbatas kemampuan mereka, mau nggak mau ya kita menyesuaikan dengan keadanlah, gituuu".	Choose	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: Ooooooh senanglah mereka, maksudnya bisa cepat mereka pahamnya. Kadangkan mereka yang mintak saya pakai Bahasa Inggris. Bahasa Indo lah buuukkk, ndak mangarati awak do,,, gitu kadang-kadang mereka. Ndak bisa Bahasa Inggris, hahh itu sering tu dibilangnya".	Students' respond	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: Sering kalilah, kadang kita kan maunya mereka tu juga bisa Bhasa Inggris tapi yah	The use of mother tongue by the students	Teacher's perspective on the using of mother tongue in the

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gitulah,, mereka responnya pakai Bahasa Indonesia, kayaknya,, mereka ni malu mungkin untuk Bahasa Inggris, takut diejek kawannya lah katanya".		teaching and learning process
A: 'Terlalu maksa ya jadinya,,, hmmm maksudnya kan kita yang penting materinya anak-anak bisa paham, kan ujungnya nanti jawab soal ujian juga, kalua mereka nggak paham yaaa tentulah kita gagal jadinya.. percuma kan kita bicara capek-capek dari awal, rupa nggak paham mereka".	Teacher's opinion on the using of English all the time in English class	Teacher's perspective on the using of mother tongue in the teaching and learning process
A: Kalau perempuannya ni cenderung pemalu saya lihat, walaupun sebenarnya ada beberapa yang bisa, tapi mungkin karena malu tadi, jadinya Cuma diam aja mereka. Kalau laki-laki ni nyerocos aja mereka, tapi ya begitulah, kadang pakai Bahasa daerah malah, duhhh pusing awak liatnya kadang". A: "Kalau bertanya materi ya? Hummmm kayaknya yang cewek, dan mereka juga nanyanya tu langsung tentang materi nya yang mereka nggak paham. Kalau cowok ni kadang yang aneh" nanyanya, agak nyeleneh lah kalau saya liat".	Gender	Students' learning style
A: Hummm sama aja si, mereka sukaknya tu diskusi, berkelompok. Cewek cowok sama aja saya lihat".	Teaching method	Teaching method in English class
A: "Yaa ada si, dalam hal misalnya kalua kita nanya rangkuman materi hari ini tu apa. Yaa biasanya yang cewek yang mau jawab dan bisa,	Feedback	Gender

cuma kadang saya mintak dalam Bahasa Inggris tetap malu mareka. Kayaknya memang lingkungan berbahasa tu yang kurang ditempat saya".		

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PEKANBARU, TELP. (0761) 863383 / 0812 1530 3636
Website : www.smktekri.sch.id

SURAT KETERANGAN

No 862/SMK-TR/VIII/2021

Yang bertanda tangan di bawah ini :

Nama	: Widiyah Sari, ST
Jabatan	: Kepala SMK Teknologi Riau
Alamat Yayasan/Sekolah	: Jl. Pesantren Gg. Saos No.12 Tangkerang Timur

Dengan ini menerangkan bahwa :

Nama	: Debby Febriyani
Tempat Tanggal Lahir	: 23 Februari 1995
NIM	: 21790125838
Program Studi	: S2 Bahasa Inggris
Fakultas	: Pascasarjana
Universitas	: UIN Sultan Syarif Kasim Riau

nama tersebut di atas adalah benar telah melaksanakan riset di lingkungan SMK Teknologi Riau Pada Tanggal 23 Agustus 2021 – 24 Agustus 2021

Demikian Surat Pernyataan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 26 Agustus 2021

Kepala SMK Teknologi Riau

(Widiyah Sari, ST)

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NAMA : Debby Febriyani
NIM : 21790125838
PROGRAM STUDI : PAI
KONSENTRASI : PBI
PEMBIMBING I / PROMOTOR : Abdul Hadi, MA, PhD
PEMBIMBING II / CO PROMOTOR : Dr. Hj. Helmiati, M.Ag
JUDUL TESIS/DISERTASI : The Perspective of Male and Female Students and their Teacher on the Use of Mother Tongue in EFL Classroom.

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
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No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor*	Keterangan
1.	20 April 2021	Chapter 1		
2.	10 Mei 2021	Chapter 2		
3.	30 Juni 2021	Chapter 2		
4.	20 Juli 2021	Chapter 3		
5.	30 Juli 2021	chapter 4 & 5		
6.	29 Agustus 2021	All of the Chapter		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 29 Agustus 2021

Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor*	Keterangan
1.	25 Agustus 2021	Chapter 1-3		
2.	26 Agustus 2021	Chapter 4-5		
3.				
4.				
5.				
6.				

Catatan :
*Coret yang tidak perlu

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Pembimbing II / Co Promotor*

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UNIVERSITAS ISLAM NEGERI RIAU
SULTAN SYARIF KASIM

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Debby Febriyani
ID Number : 21790125838
Date of Birth : February 23, 1995
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 51
Structure & Written Expressions : 52
Reading Comprehension : 54
Overall Score : 523

Expired Date : November 17, 2021

The Head of Language Development Center

Mahyuddin Syukri, M. Ag
NIP. 19720421 200604 1 003

The Committee of Language Development Center
LDC
State Islamic University of Sultan Syarif Kasim Riau

English Proficiency Test® Certificate *Provided by*
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The scores and information presented in this score report are approved.
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HP. 0852 7144 0823 Fax. (0761) 858832
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PUSAT PENGEMBANGAN BAHASA UIN RIAU SULTAN SYARIF KASIM

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Debby Febriyani

Nomor ID : 21790125838
Jenis Kelamin : Perempuan
Tanggal Lahir : 23 Februari 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع	54
القراءة	54
القواعد	47
النتيجة	517

Berlaku Hingga : 13 Januari 2021

Mahyudin Syukri, M.Ag
The Head of Language Development Center

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Debby Febriyani
NIM : 21790125838
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	22/5/2018	An analysis of reading materials on the Quality of English Text book "let's learn		Dian Kurniawan
2		English" published by Bumi Aksara for Aksara for Second ~~language~~ Senior high		
3		School.		
4	22/5/2018	The relation between Self-Efficacy and motivation on Students' Speaking ability		Tika Afriantina
5	22/5/2018	An analysis of grammatical and lexical cohesion of reading text in the twelfth Grade of Senior		Khikmatun Hasanah
6		high School electronic text book entitled "Developing english competencies" published by		
7		Pusat perbukuan Department Pendidikan Nasional.		
8	22/5/2018	Children character and english learning based on Book "children are from heaven"		Khambali
9		by John Gray.		
10	22/5/2018	An analysis of Illucutionary Acts Gambit of World economic Forum dialogue 2018.		Tahnia Dwi Sari
11	22/5/2018	An analysis of the Students' ability in english Derivational Affixes		Afifah Thahirah
12	22/5/2018	The Comparison between KWL and 3-2-1 Strategy on Students' reading Comprehension		Agus Rifdhatul Anam
13		at Vocational high School Abdurrab pku.		
14	22/5/2018	An analysis of grammatical Error in Writing Descriptive paragraph made by students at		Fajar putra.
15		Junior high School in Maundau Benghalis Regency"		

Pekanbaru, 22/5 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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NAMA : Debby Febriyani
NIM : 21790125838
PROGRAM : Paska Sarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	11-12-2018 Selasa	"Grammatical and Mechanical Errors in Writing Narrative text : A Case Study of Students' Writing at two Senior Secondary Schools in Siak."		Tiara pandu Winata
	11-12-2018 Selasa	"Students' Motivation and Engagement in Reading : Case Study at SMPN 1 Bangkinang kota"		Indah Liana
	11-12-2018 Selasa	The Comparison Between Drawing to Remember Strategy and Sketch to Stretch Strategy on Students' Reading Comprehension at Vocational High School Abdurrab Pekanbaru"		Arma Doriyanti

Pekanbaru, 11 - Desember 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

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NAMA : Debby Febriyani
NIM : 21790125838
PROGRAM : Pascasarjana
PRODI : Pendidikan Agama Islam.
KONSENTRASI : Pendidikan Bahasa Inggris.

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	14-5 2019 / Selasa	The Influence of Game Online Toward Students' Motivation and Vocabulary		Hertiasyah Lubis
2		Mastery in Islamic Junior High School Insan Utama Pekanbaru.	1	
3				
4	14-5-19 Selasa.	Using Integrated Method on Teaching Speaking		Amir Hasan Daulay.
5				
6	14-5-19 Selasa	Descriptive Analysis on P2B Programme at IAIN Padang Sidimpuan		Yusi Damayanti
7				
8	14-5-19 Selasa	The Use of Code Switching As a Teaching Strategy by Comprehension (A Case Study at Senior High School in Persada Bunda		Shania Geladyan Rulyta.
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 14 Mei 2019
Direktur,

Prof. Dr. Afrizal, M, MA
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NAMA : Debby Febriyani
NIM : 21790129838
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Juli 2019 Rabu	The Comparison Between LRD and KWL Strategies on Students' Reading		Helen Nadya
2		Comprehension at SMAN 1 Kampar Timur.		Saputri
3				
4		The Effect of Using Interactive Words Walls and Motivation		Fitria Ineldi
5		on Students' Vocabulary Mastery		
6		at SMPS IT Husna Kampar.		
7				
8		The Effect of Using Wordless		Susmayanti
9		Picture Books Strategy On Students'		
10		Writing Ability and motivation		
11		at State Senior High School 1		
12		Tambusai Utara Rokan Hulu.		
13				
14				
15				

Pekanbaru, 24 Juli 2019
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PROGRAM : Pascasarjana
PRODI : PAI
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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24 Okt 2019 kamis	The Influence of language learning and Motivational Strategies on		Nadia Alkhairi.
2		Students's productive Skill at SMA Babussalam Pekanbaru.		
3				
4	24 Okt 2019 kamis	Speaking Skill on Transactional and Interpersonal Text by Using Video"		Ali Imran.
5		Classroom Action Research" at Grade		
6		VIII SMPN 1 Siak Hulu Kab. Kampar Academic Year 2008/2009.		
7				
8	24 Okt 2019 kamis	Investigating Teacher Talk in Teaching		Rita Dwi Indah Wulandari
9		English at Junior High School in Tapung Hulu.		
10				
11	24 Okt 2019 kamis.	A Comparative Study Between Pairwork		Eni Fauziah Harahap.
12		and Groupwork to Students' Speaking Skill at first Semester on Tarbiyah		
13		and Teacher Training Faculty(FTK) Students Of IAIN padang Sidempuan		
14				
15				

Pekanbaru, 24 Oktober 2019.
Direktur,

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CURICULUM VITAE

A. Personal Data

1. Name : Debby Febriyani
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B. History of Formal Education

1. SD Negeri 008 Pekanbaru (2000-2006)
2. SMP Negeri 4 Pekanbaru (2006-2009)
3. SMA Negeri 10 Pekanbaru (2009-2012)
4. State Islamic University of Sultan Syarif Kasim Riau, Department of English Education (2012-2016)

Thus this Curriculum Vitae is made correctly and can be accounted for.

Pekanbaru, 13th February 2022

Debby Febriyani