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**SENIOR HIGH SCHOOL ENGLISH TEACHERS' PERCEPTION
TOWARDS ENGLISH TEACHING IN BILINGUAL AND
MULTILINGUAL CONTEXT
A THESIS**

**Submitted to the Department of English Language Education Faculty of
Education and Teacher Training State Institute for Islamic Studies *Syekh
Nurjati* Cirebon in Partial Fulfillment of the Requirements of Bachelor of
Islamic Education in English Language Education**



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ABSTRACT

Euis Nurul Aeni. 14111320094. SENIOR HIGH SCHOOL ENGLISH TEACHERS' PERCEPTION TOWARDS ENGLISH TEACHING IN BILINGUAL AND MULTILINGUAL CONTEXT

Teaching English as a foreign language puts the teachers into crucial aspect since it gives an extra challenge with the existence of Sundanese and Bahasa Indonesia. In other hand, their perception influences the way they perceive English teaching. So, this research is intended primarily to explore senior high school teachers' perception towards English teaching in bilingual and multilingual context specifically at SMAN 2 Majalengka. This study is aimed to investigate their perception in three point of views; linguistic, psycholinguistic and sociolinguistic perspective. As a result, the study is positioned into a qualitative research.

Furthermore, the qualitative study is conducted to observe their perception through interview, questionnaire, and classroom observation. The researcher conducts interview, classroom observation and member checking as questionnaire to collect the data. Here, data taken from English teachers at SMAN 2 Majalengka as the source will be analyzed, interpreted and represented descriptively.

In addition, the finding shows that English teachers perceive that learners' mother tongue has a great role in English teaching even though sometimes in may cause harmful for learners' development. However, the use of L1 which is contributive has been agreed. As consequences, English classroom instruction combines the use of English as target language and learners' mother tongue whether it is Sundanese or Bahasa Indonesia.

Moreover, the finding also presents that FLA is believed for being a tool for learners to learn English even though the English teachers argue that foreign language learning can be started as early as possible to maximize learners' golden age. Additionally, the teachers believe that learners' background knowledge is contributive to English teaching and learning as a tool to connect information exists in learners' mind and new information from classroom. Correspondingly, classroom observation shows the use of prior knowledge in various terms to explain the content of teaching.

The last, the English teachers at SMAN 2 Majalengka argue that learners' culture and identity can be involved in classroom setting since it reflects who learners are and where learners' come from. In this regard, majority learners are Sundanese so that the difference among learners' background does not seems to influence much in English teaching and learning. Furthermore, the switching among languages in classroom activities is used for many reasons which is applied mostly for message repetition and qualification.

Key words : English teachers, perception, bi- and multilingual, linguistic, psycholinguistic, sociolinguistic.

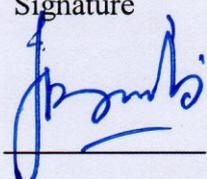
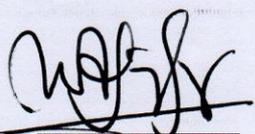
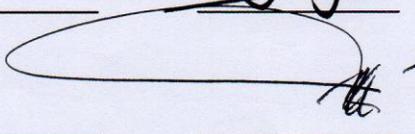
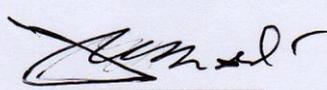
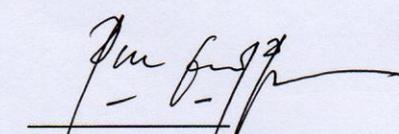
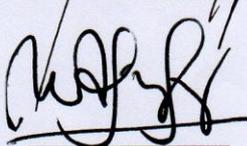


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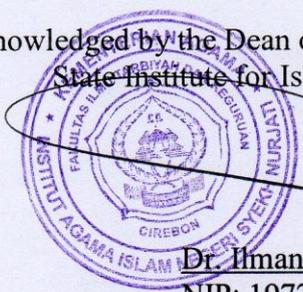
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RATIFICATION

This thesis which is entitled in **SENIOR HIGH SCHOOL ENGLISH TEACHERS' PERCEPTION TOWARDS ENGLISH TEACHING IN BILINGUAL AND MULTILINGUAL CONTEXT** written by Euis Nurul Aeni with the student number 111320094 has been examined on 10th June 2015. It has been accepted by board of examiners. It has been recognized as one of the requirements for Bachelor of Islamic Education English Language Education at Faculty of Education and Teacher Training, the State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

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CHAPTER 1

INTRODUCTION

This chapter describes information related to the study including research background, identification of the problem, field of the research, main problem of the research, research question, delimitation of the problem, aims of the research, usefulness of the research, theoretical foundation, literature review, significance of the research, research methodology, objective of the research, place and the time of the research, method of the research, source and type of data, instrument of the research, technique of collecting data, and the technique of analyzing data.

1.1 Background of the Research

The one who manages classroom activities is teacher. It is teacher's duty to make sure that classroom process is going well on a right track. With the increasing of student-centered notion, teachers are still responsible whether the learning is successful or not. Here, the way they orchestrate and compose the classroom to create great harmony is influenced by their own perception.

Related to language learning in foreign language classroom, the language appears as a tool for communication whether it is used to express ideas, deliver meaning or explain the content. Furthermore, in the wider context, language for communication is used to interact with other inside or outside classroom. In short, people use language in their daily life.

In the globalization where there is no limitation of region, connecting with others is unavoidable. Since the communication is one of the ways to connect with person, language will be the best choice for deliver meaning (Das, 2006:4). However, with the large number of communities around the world, the contact among other communities, the language used by various groups will be different. In many cases, because of the contact, a community can use more than one language. The notion of use several languages are called bilingual and multilingual (John Edwards, 1994:33). Since there is a possibility that there will be a block and miscommunication between one group and another group because of differences of language, related to Crystal (2003:3), it needs a medium language to mediate the differences. Then, lingua franca appears to solve this



problem. According to Crystal (2003:1) English becomes one of dominant global languages as lingua franca used by many nations as a tool for communication.

Realizing the fact, teaching English is the important part for people to break the limit. Then, teachers are a tool to bridge English and learners (Moloi, 2009:3). Furthermore, we should note that teaching English is not same with teaching a language which becomes students' first language. Teacher should aware to the notion stated above about bilingual and multilingual. Specifically, in the context of Indonesia where the role of English is as a foreign language and several local languages such as Sundanese and Javanese exist. It gives a special challenge for a teacher as the one who serves English to be taught in the multilingual context (Mohan, 2001:120). It seems very important for teachers to realize the issue in order to formulate a suitable planning for teaching. The way they set the planning is influenced by many factors. One of them is their perception toward English, especially in the context of bilingual and multilingual. This issue is essential due to language diversity is exist in Indonesia where several of local languages are used in daily life.

In addition, Mohan (2001:122) states that teachers have as essential role to play in how their students experience foreign language learning. It is widely reported that teachers' perception and belief take an important part in the decisions that they make in classroom (Moloi, 2009:4). So, this research about teachers' perception toward English in the context of bilingual and multilingual is quite crucial due to the perception leads to how the teaching process is going on in classroom activities. The process gives contribution to whether language learning is successful or not.

The study of teachers' perceptions has been observed many times by researchers in each specific aspect. Some of them study about teachers' perception on learners' self-assessment and learners' writing skills. Unfortunately, there are few studies on English language learners (ELLs) focus on teachers' perceptions of bilingual and multilingual especially in linguistic, psycholinguistics, and sociolinguistics view. Here, it is important since it can give basic foundation of bilingual and multilingual context. Moreover, according to Zacharias (2005:25),



teachers' belief cannot be observed directly, but it can be inferred from teachers' behavior and thought.

Furthermore, macro linguistics area has been investigated in various aspects. Some of them observe the context of bilingual English teaching and learning while another one is about teaching process. Both aspects are specialized on teachers' perception. The first aspects have been studied by Abe (2011), Byfield (2012), and Rodríguez's study (2007). Furthermore, Korros (2013) and Moloji (2009) investigated teachers' perception in the context of teaching process. Here, the researcher takes a stand point on bilingual English teaching and learning. Concluding those studies, it seems that there is a gap between context of bilingual and multilingual and the aspects inside the notions. There is no researcher who observes clearly about views of linguistics, psycholinguistics, and sociolinguistics in diversity languages and communities. So, for the specification, unlike the currents studies concerned with bilingual English teachers', sociocultural aspect, and the role of teachers' heritage language, the researcher focuses on teachers' perception towards English in the term of linguistics, socio-linguistics, and psycholinguistics view.

Thereby, Flores (2001: 225) stated that teachers have certain perception about how their students learn. Here, it is the result of an individual's education, social, and experience. As a result, in order to have an understanding about the phenomenon, it is important to explore what kinds of teachers' perceptions toward English.

Similar notion is declared by Zachrias (2003:7) who claims that the study about teachers' perception can provide significant insight in many aspects of education related to the implementation in classroom setting. In addition, Taimalu and Oim (2005:177) state that perceptions have a great influence on a person's behavior because it determines how person think or behave. So, exploring teachers' perception will give an insight to why and when teachers act in specific way. However, it is quite important to improve teachers' professional development and classroom practice.

Hopefully, the study can give contribution to a better understanding of English language teaching and learning and provide the current condition of



second language education to curriculum planners. Also, the result will shed light on the teachers' perception system to gain some insight as to whether there is awareness on the context of bilingual and multilingual and how such awareness impacts on the application in English learning.

1.2 The Identification of the Problem

1.2.1 The Field of the Research

This research is related to linguistic which focuses on bi- and multilingualism. The researcher is interested in bi- and multilingual education related to teachers' perception. It is divided into linguistic, psycholinguistic and sociolinguistic perspective.

1.2.2 The Kinds of the Problem

The one who has responsibility to language learning process is teacher. With the increasing of an awareness of students' centered, it does not change the fact that teachers' role is orchestrating and composing classroom activities to create a great harmony. Here, their decision depends on their perception as stated by Barcelos (2000:67) who explains that some studies reveal that language teachers' perceptions may influence their actions in the classroom. Adding to this, Genc (2005:25) argues that teachers' beliefs influence the way they generally interpret the classroom environment. So, this belief plays a critical role when they are faced with a particular challenge, problem or dilemma, such as the implementation in classroom.

Pederson (2003:60) observes that the study of the educational beliefs of teachers has been strongly advocated for the simple but powerful reason that teachers' belief guides the decisions they make and the actions they take in the classroom. This in turn has a great impact on students. It means that perceptions that teachers hold are one basis for the decisions teachers make at the classroom level of education system. Thereby, belief plays a critical role in defining behavior and organizing knowledge and information (Ballone and Czerniak, 2001:8). Then, it is therefore crucial to understand the belief structures of educators in order to improve teaching process as they ultimately affect the behavior of the teacher.



English becomes popular in education as one of difficult lessons for majority students especially in Indonesia in which English is considered as foreign language. It can be seen that there are many courses which provide not only mathematics, physics, or chemistry, but also English as a major. Contrary, English has important role to communicate with others as lingua franca especially in the current era (Crystal, 2003: 11). This phenomenon is crucial to be investigated since the main factors causing the problem are still questioned. Here, one of possible factors comes from teachers itself which talks about how they set classroom, behave and interact with their learners. It is necessary to observe English teachers' perception specifically in the context of bilingual and multilingual where English is considered as a foreign language and the existence of local languages happen.

1.2.3 The Main Problem of the Research

Concern with the fact, the study tries to investigate whether teachers' perception is aware with the notion of bilingual and multilingual in the view of linguistics, psycholinguistics, and sociolinguistics perspective. As researcher states that teachers' perception influences learning process in classroom whether it is successful learning or not, teaching foreign language is quite different related to its complexity and interaction among languages in English language teaching activities. The current study observes English teachers' perception in bilingual and multilingual context since the existence of local languages and English as a foreign language in Indonesia.

1.3 The Research Questions

The researcher sets the major questions for the proposal related to relevant information

- 1) In term of linguistic perspective, how is English teachers' perception towards English as foreign language?
- 2) In term of psycholinguistic perspective, how is English teachers' perception towards English as foreign language?
- 3) In term of sociolinguistic perspective, how is English teachers' perception towards English as foreign language?



1.4 The Delimitation of the Research

This current study is sharpen into three aspects because of wider topic of bilingual and multilingual notion. Furthermore, the researcher does not study about teachers' motivation and background that influence their perception towards English in bilingual and multilingual context. Here, the researcher delimitates the study on teachers' perception in the term of linguistic, sociolinguistic, and psycholinguistic. In addition, respondents for the study take English teachers in Majalengka as primary source.

1.5 The Aims of the Research

From the formulation of problem above, the researcher has some aims to be achieved:

- 1) Investigating English teachers' perception towards English in linguistic perspective
- 2) Investigating English teachers' perception towards English in psycholinguistic perspective
- 3) Investigating English teachers' perception towards English in sociolinguistic perspective

1.6 The Usefulness of the Research

Hopefully, the result of the study presents benefit information related to bi- and multilingual education. The research enriches another study in multilingualism in teachers' perception. This study will create the relation among linguistic, psycholinguistic and sociolinguistic perspective in the implementation of bi- and multilingual education. In addition, the study builds correlation between English teachers' perception and their performance in classroom activities.

1.7 Theoretical Foundation

The research about perception in bilingual and multilingual context has been supported by many experts who developed a lot of insight in the relevant area. Here, the researcher tries to elaborate the knowledge as a foundation to the importance of this study. Furthermore, this chapter gives explanation for what



being observed in the study related to teachers' perception in bilingual and multilingual context.

1.7.1 Perception

“Perceptions are beliefs defined as information, attitudes, expectations, values, theories, and assumptions about teaching and learning that teachers build up over time and bring with them into classroom.” Richard (1966:66)

Hornby (2005) defines perception as an idea, belief, or an image that you have as a result of how you see or understand something. Furthermore, Pajares (1992) adds that belief is a concept that has different meanings attached to it and people referred to it in many other words like values, judgments, opinions, dispositions, perceptions, and personal theories. Finally, those common elements are outlined by Pajares (1992:314):

- Beliefs are personal constructs
- Beliefs are held to be true inferences about self, surroundings, and circumstances
- Beliefs influence behavior more than knowledge
- Beliefs are not always related to reality
- Beliefs are not consensus driven
- Beliefs are less open to discussion or critical examination compared to knowledge
- Beliefs are more rigid and less likely to change compared to knowledge
- Beliefs may become more or less strongly held over time
- Beliefs that are more central to a person are more difficult to change
- Beliefs are learned through enculturation and social construction

1.7.2 Teachers' perception

Richards, Gallo, and Renandya (2001: 42) believe that teachers' perception constitutes the process of understanding how teachers conceptualize their work. In addition, belief is social constructed to represent system (Genc, 2005: 21). It means that these systems are used to interpret and act upon the world. According to Thomas & Pederson (2003: 319),



perceptions are also described as personal convictions, philosophies, tenets, or opinion about teaching and learning.

In addition, beliefs have been argued by organizational and educational theories that individual and organizational belief systems influence the ability of organization and its people to learn (Pajares, 1992: 316). It is clearly said that establishing one's perceptions about something such as teaching can have direct influence on the teaching itself.

However, teachers' perception can be viewed as knowing, meaning-making beings whose knowledge and meaning influence their actions (Rueda and Garcia, 1996: 312). It means that the perceptions are situation specific and action oriented and they include teachers' perceptions about their work and the ways in which they give meaning to these perceptions by their behavior and thought. According to Ayideniz (2007: 9), these perceptions plays an important role in how teachers interpret pedagogical knowledge, conceptualize teaching and scaffold instruction.

1.7.3 Bilingual and Multilingual

Although the clear definition of bilingual seems unreal, the term of bilingual has been identified by many experts such as Bloomfield (1933: 56) who claims that it refers to the native-like of two languages. so, it can be claimed that bilingual means person with perfect control and use of languages. Furthermore, Mackey (1962) cited in Karahan (2005) defines bilingualism as an alternative use of two or more languages.

Actually, bilingual and multilingual are usual. It exists in society especially in community which has contact with other communities. The important characteristic of the multilingual is an ability to move between different languages (Li Wei, 2008: 5). They can speak one language at a time or mix languages. According to Muysken (2000), an ideal bilingual switch from one language related to appropriate changes in the speech situation. Similarly, Mackey (2005) points out that bilingualism are using the changing language from one language to another language by the speaker. Here, Valdés & Figueroa (1994) state that bilinguals are classified by:

- Age (simultaneous/sequential/late).



- Ability (incipient/receptive/productive).
- Balance of two languages.
- Development (ascendant – second language is developing; recessive – one language is decreasing).
- Contexts where each language is acquired and used (e.g. home, school)
- Circumstantial and elective bilinguals

1.7.4 Bilingual and Multilingual Education

Lotherington (2000) cited in Ellis (2003: 26) states that bilingual in education looks at pedagogical issues created when children speaking one language at home enter a school system which applies in another language. Cummins (2001) states additional information about bilingual and multilingual related to education who claims that processing information through two different languages make bilingual learners develop more flexibility in their thinking. As a result, both languages foster each other when the educational environment allows its learner to get access to both languages (Cummins: 2001).

Furthermore, Ellis (2003: 28) states the notion of '*bilingual language use*' which focuses on recognizing not only what teachers *know* in term but also what they *do* with their languages. In addition, Davidson (2001: 37) suggest that there is a need for teachers to be aware of socio-cultural, linguistic, and psycholinguistic, as well as the similarities between learners, and to emphasize the ability to incorporate linguistic objectives systematically into curricula content and use appropriate methodology. It is supported by Drewinka and Hammond (1991: 55) who re-command that English teachers should have:

- A thorough knowledge of how to adjust classroom practices to cater for the needs of students who have no English speaking background
- An awareness of the characteristics of non-speaking background learners
- An understanding of the implications of bilingualism and the role that bilingual education plays in the learning process.

Therefore, the awareness of those three aspects with the influence of teachers' perception leads to the process of acquisition of languages. Here,



Schulz (1991: 18) views language acquisition as the component of an acculturation process and the degree to which learners become proficient is greatly determined by the degree to which a learner acculturates to the target language group. In this regard, social and psychological distance between the learner and target language affects second language acquisition (Moloi, 2009: 63). The social and psychological variables determine the effort that language learners will make to come into contact with speakers of the target language, the degree to which they speak, and the degree to which they unlock to the input they get. The teacher has to build a teaching and learning environment that would enable the learner to effectively acquire target language.

Furthermore, with various local languages and Bahasa Indonesia as learners' mother tongue, English teaching and learning gives an extra challenge realizing the position of English in Indonesia is a foreign language. Here, it can be simplified that the differences and similarities among those languages working in learners' mind contributes to linguistic field; learners' L1 and existing knowledge which influences the way learners' acquire English affects psycholinguistic view; then the switching and mixing among these languages as a tool for communication and interaction is correlated with sociolinguistic. It is supported by Li Wei (2008: 5) who states that there are three perspectives that can be identified in the notion of bilingual and multilingual context; they are linguistic, sociolinguistic, and psycholinguistic views.

1.7.4.1 *Linguistic Perspective*

Cummins (2001) states that it gives benefit effect to children's linguistic and educational development. Furthermore, learners get a deeper understanding of language, how to use it efficiently and are able to compare and contrast the ways in which their two languages organize reality when they maintain to extend their abilities in two or more languages throughout their primary school years (Cummins: 2001). Here, it implies that learners should be equipped fully with the principles of the first language learning before they can start learning a second or foreign language.



Here, Hillies (1986: 45) mentions that the universal grammar theory was used with the purpose of giving explanations for the existence of developmental sequences in interlanguage and to support the view of interlanguage as a natural language, which is subject to the constraints of the universal grammar theory. In this point, Schulz (1991:19) states that if natural languages are constrained by universal principles, it follows that the first and second language learners should make similar errors at similar stages in the process of acquisition. So, it can be concluded that the kinds of errors made by second and foreign language learners are constrained by their universal grammar that interfaces with interlanguage theory.

Even though universal grammar aids learners to learn a language, when a second language is learnt without support of the language in natural settings, first language and second language teaching and learning cannot be equaled as stated by UNESCO (2013: 15) who states that learning a language which is not one's own gives double challenges for learning the language and learning new knowledge inside the language i.e. the cultural aspects of the language. Furthermore, Ellis (2003: 67) describes that learning a second language which assists to learn about another and one's own culture means discovering intermediate as an encounter. In short word, learning a language can bring its context and also being aware with one's own culture inside his/her L1.

Additionally, Learners sometimes become confused because they are influenced by the notion that a word or a structure that works in their first language can be used similarly in the new language. It is explained by Cook (1992: 584) who claims that L1 has been presented in learners' mind consciously or not. It means that teachers should not separate English and their L1. Here, Ortega (2008: 125) states language typology similar creates positive transfer among languages while typological distance gives negative one; typological distance creates interference that occurs when learners seem difficult to separate two languages. then, Lado (1957: 2) clarifies that contact into foreign language posits elements which are similar with learners' L1 will be simple while the different one will be difficult.



However, According to Cummins (2001), L1 and target language are interdependent due to Children's knowledge and skills counting of children's progress of concepts and thinking skills transfer across languages from the mother tongue they have already learnt. From this point of view, the use of mother tongue and (probably) translation is unavoidable. It is supported by Vaezi & Mirzaeni (2007) who claim that translation can be used in explaining specific aspects of language such as cultural differences, grammatical rules, and syntactic structure.

1.7.4.2 *Psycholinguistic Perspective*

Psycholinguistics provide psychological distance as the result of a number of different affective factors that concern the learner as an individual, such as language shock and culture stress (Moloi, 2009: 64). Finally, learners have to be taught how to overcome their fears when they come into contact with the target language in order to learn it successfully. As stated by Moloi (2009: 65) that positive psychological distance is thus expanded if learners do not encounter language, culture shock and culture stress and also if they bring high motivation into the class.

Furthermore, psycholinguistic is concerned with an issue about language acquisition. The issue is sharpened into first and second language acquisition. Here, Thurlow (2004: 90) says that the theory of linguistic universals, which is also referred to as the universal grammar theory based on Chomsky's explain that there are certain principles that form the basis in which knowledge of language develops with children's LAD (Language Acquisition Device that aids them to acquire any language). This theory tries to explain how language is acquired by hypothesizing shared linguistic features. The theory suggests that children start with all principle of universal grammar in place and that the right environmental input at the right time enhances the acquisition process (Moloi, 2009: 65). It claims that universal grammar becomes effective in both first language and second or foreign language learning although they both have different process. In contrast, since second language does not exist in learners' natural environment, FLA and SLA can



be different related to more limited exposure to the second language than exposure to first language (Wen, 2013: 151).

In addition, IPEK (2009: 155) presents some similarities among FLA and SLA. Ellis (1994) cited in IPEK (2009: 155) identifies the idea of developmental sequence in first and second language acquisition into three stage namely silent period, formulaic speech and structural and semantic simplification. Here, the first stage refers to period of listening to the language they are exposed to; the second stage refers to expressions such as greetings which are acquired through routines and patterns; and the last step refers to applying structural and semantic simplification of the language.

In other hand, some experts present also the differences among FLA and SLA such as Krashen (1982) cited in IPEK (2009: 158) who claims that both terms (FLA and SLA) is different phenomena. FLA refers to the way children acquire their L1 unconsciously while SLA belongs to conscious learning. Learning does not turn into acquisition unless communication in classroom is emphasized through dialogues, role playing, and other meaningful interactions (IPEK, 2009: 158)

Additionally, another interesting topic is focused in the age of learning English in educational settings (Cummins: 2001). Here, Lightbown and Spada (1999: 92) argue that “childhood is the golden age for creating simultaneous bilingual children due to the plasticity and virginity of the child’s brain to make for superior ability specifically in acquiring the early sets or units of language.” Similarly, Ehrman (1996:180) renders this to the Critical Period Hypothesis (CPH), which may lead to adult resistance of language learning. According to the CPH, adults no longer have the same plasticity as children that would enable them to cope with new mental activities. The difficulty faced by adults to attain a native-like fluency could be due to the fact that the developmental changes in the brain that affect the nature of language acquisition after the end of the critical period are no longer based on the innate biological structures claimed by Chomsky (1981) cited in Al Ghazali (2006) to contribute to FLA or NLL in early childhood.



Here, Vygotsky (1978) explains the CPH in a different way that the adults tend to be more analytical in learning languages unlike children who tend to be more holistic. Children acquire the language as it is formed and produced by others whereas the adults often think of how a construction is formed before using it in conversation. Moreover, Brown (1994: 51) claims that age of learners influences much due to children can be benefit for acquiring pronunciation authentically while adults are not. According to Wen (2013: 151) states that FLA occurs with wider range of interaction to the language than SLA which is predicted has limited exposure that may occur in the context of classroom.

Even though young age gives many advantages in any language learning, English learning ‘*as early as possible*’ research does not show positive result. Here, McLaughlin (1992) claims that *younger is better* hypothesis is not suitable and does not contain empirical support. It is supported by Ball (2011: 29) who concludes that existing research does not give correlation between earlier proficiency in language learning and younger age learners start to learn the language which does not exist in natural setting.

In addition, another concern in the field is about language development. Here, the learners' first language influences the acquisition of a new language (Cummins: 2001). It can be predicted due to the study conducted by Verhoeven (1994) shows that developing literacy skill in one language strongly predict the corresponding skills in another language acquire later it time. Additionally, Cummins (2001) states that learners’ mother tongue and the target language in language learning can foster the proficiency in both language. So, it means that learners’ first language development is essential factor of their second language development since L1 facilitates them to learn a new language.

1.7.4.3 Sociolinguistic Perspective

Sociolinguistics explain social distance which refers to the learner as belonging to a social group that is in the contact with another social group whose members speak a different language (Moloi, 2009: 64). According to Li Wei (2008: 63), sociolinguists see bilingualism and multilingualism as a



socially created phenomenon and the bilingual or multilingual person as a social actor. For the bilingual and multilingual speaker, choice of language is an act of identity and an effective communication. Speaking a particular language connotes belonging to a particular speech community and, as suggested above, this implies that part of the social context in which one's individual personality is embedded, the context which supplies the raw materials for that personality will be linguistic (Li Wei, 2008: 30).

In educational settings, Maftoon (2012:1164) states that learners' identity is reflected as a crucial factor which can create significant effects on teaching practices as well as learning products. So, it is quite crucial for teachers to be aware with the learners' identity as well as the teaching process itself. Here, the English learning as foreign language teaching should encourage their identity in order to achieve the goal of the learning. In this regard, Richards (2011: 14) emphasizes that language teachers take a role as transferring culture. Moreover, (Sumaryono & Ortiz, 2004: 8) claims that confirming whom learners are as their identity can be facilitated by encouraging the learners to use their L1. Additionally, language choice depends on variety of factors which consists of people addressed such as family members, classmates, neighbors, friends and strangers, subject matters of conversation, social settings, and relationship with the addressee (Li Wei, 2008: 12).

Furthermore, related to bilingual and multilingual context, language choice may lead to 'code-switching' phenomenon which is described as learners' or classroom practices in the use of more than one language (Nilep: 2006). So, code-switching in sociolinguistic is viewed as practice of individual speaker. Here, Gumperz (1982) cited in Ibrahim et. al., (2013) divides code-switching into two type namely situational and metaphorical code-switching. Later, metaphorical code-switching is known as conversational code-switching. The first type is referred to changes of language choice because of situation such as place at school and work (Shin: 2010: 93) while conversational code-switching occurs subconsciously as the speakers are stimulated by factors in the conversation itself when it takes



place (Ibrahim et al., 2013: 140). Gumperz (1982) cited in Ibrahim et, al (2013: 142) presents six features of conversational functions of code-switching named quotation, addressee specification, interjection, reiteration, message qualification, and personalization versus objectivization.

In conclusion, it is concluded that bilingual and multilingual context cannot be separated in EFL teaching and learning especially in Indonesia where English is considered as foreign language for the citizen. Moreover, the diversity of culture and language strengthen that bilingual and multilingual notion exist whether it is consciously or not. Here, it is quite important to investigate English teachers' perception as one of factors contributing to successful EFL teaching and learning indirectly and directly to the process itself. Their perception leads them to decide the way the classroom process is held. In short, English teachers' perceptions play an important role in how they orchestrate pedagogical knowledge, conceptualize teaching and scaffold instruction. So, the researcher underlines to investigate those perceptions in the view of linguistics, psycholinguistics, and sociolinguistics of the bilingual and multilingual context which is stated by Li Wei (2008: 5).

1.8 The Significant of the Research

The current research is to investigate teachers' perception toward English in Bilingual and Multilingual context which is planned to give contribution to the body of knowledge in both theoretical and practical aspect mainly.

Theoretically, this study is intended to:

- 1) Giving an extra insight to the development of English teachers' planning and curriculum
- 2) Giving an insight about teachers' perception towards English in the context of bilingual and multilingual

Practically, the researcher believes that study about teachers' perception toward English gives some contributions.

- 1) Increasing teachers' awareness to the notion of bilingual and multilingual context
- 2) Rising teachers' professional development and classroom practice



1.9 The Research methodology

1.9.1 The Objective of Research

The objective of this study is to find out whether there is an awareness in bilingual and multilingual context based on linguistic, sociolinguistic, and psycholinguistic perspectives. This awareness can be reflected on their perception toward English itself realizing the existence of various languages in this country. Those perceptions directly influence the process of teaching and learning English as foreign language.

1.9.2 The Place and Time of the Research

The study takes English Teachers in SMAN 2 Majalengka as the primary place. The researcher chooses it as respondents because of some reasons. Firstly, Majalengka is an area with less modern comparing with other area such as Cirebon, Indramayu, or Kuningan. Furthermore, Majalengka still keeps their traditional values. Here, the researcher wonders whether the English teachers there are aware with the notion of bilingual and multilingual context. Moreover, the issue about an international airport in Kertajati has interesting point since it opens the area into strategic way where Majalengka becomes a new central part of other regions. The governor of West Java has collaborated with Angkasa Pura II. This reason clearly emphasizes that the respondents are appropriate for the study.

In addition, the researcher chooses SMAN 2 Majalengka because it is one of the favorite schools in Majalengka. Besides, its location is strategic next to the central part of its government and public activity. So, multilingual issue can be observed due to a lot of interaction outside school environment.

Time allocated for the research is one meeting for instruments used by researcher for collecting data. Both questionnaires and interview are surveyed in different time since interview needs a lot of time to be done personally. Thereby, it takes about 3 months (27 January 2015-27 April 2015) to complete all of collecting data.



1.9.3 The Respondents of the Research

Respondents for this study are four English teachers in SMAN 2 Majalengka considered as the source of data. Here, English teachers' perception at the stage is investigated whether they are aware with the notion of bilingual and multilingual. It is quite important since senior high school is beginning stage for learners to participate actively in society. In short, they start to globalize.

Specifically, for interview the researcher specifies English teachers in SMAN 2 Majalengka as respondents. Besides it is accessible for doing research there, it is believed that the school is one of favorite school in Majalengka which has high prestige. Furthermore, the students come from various background and identity which may lead to the awareness of bilingual and multilingual in the mind of English teachers' perceptions.

1.9.4 The Method of the Research

The researcher uses qualitative method. Qualitative study is used to gain an in-depth understanding of the perceptions, beliefs and feelings of the respondents regarding bilingual and multilingual context in the view of linguistics, psycholinguistics and sociolinguistics through interview. It is used to describe the result of interview from respondents related to the perceptions through narration. Investigating teachers' perception towards English Language in bilingual and multilingual context means observes their beliefs and thought in real condition which is considered as field research.

1.9.5 The Source and Type of Data

Since the type of this study is qualitative research, the researcher selects the respondents which are appropriate with the study related to explore English teachers' perception toward English in bilingual and multilingual context. Here, the selected respondents are intended to represent the real situation. Furthermore, the respondents are taken from all English teachers at SMAN 2 Majalengka.

Here, all English teachers are investigated to discover their perception. For collecting data, the researcher conducts interview and classroom



observation for each respondent. Additionally, questionnaire as member checking is also distributed since the current study is about perception which cannot be measured directly.

1.9.6 The Instrument of The Research

According to Ary, et al (2010: 453), descriptive qualitative research applies interview as the way for collecting data. Here, technique is used to gather data from respondents. Then, the researcher uses appropriate instrument as guidance questions for interview. Furthermore, the researcher provides a set of questions for students as a secondary data that support data collection for teachers' interview. Also, there is an observational checklist to observe the implication of relevant topic inside the classroom to explain how teachers behave and manage their teaching.

a. Interview

Interview engages some form of direct contact between respondents in the sample and the researcher as the interviewer who presents the questions to each respondent and records their response (Ary, et al., 2010: 379). The researcher interviews the respondents in sample group by doing face to face interaction to gather data. Additionally, Ary, et al (2010: 380) state that face to face setting interview called personal interview gives some advantages such as has its own flexibility to press for additional information and emphasize key aspect of what being interviewed. Additionally, the study takes personal interview to collect data.

Here, interview guidance is used to lead the researcher focusing on questions which is considered to get appropriate data from its answer. Furthermore, as additional information, Appendix 1 provides the design of interview guidance. Then, the form of questions guidance for doing interview can be seen in Appendix 2. Those questions are flexible in the implication depend on respondents' answer and reaction.

b. Observation

The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of



observed behaviors (Ary, et al., 2010: 431). Moreover, Ary et al (2010: 432) claims that quantitative observations often use checklists and behavior observation tools developed prior to the observation to record or document observed behaviors.

1) Observational checklist

According to Ary, et al., (2010: 217), checklist presents a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. A checklist differs from a scale in that the responses do not represent points on a continuum but, rather, nominal categories. For example, a researcher studying disruptive behavior would prepare a list of disruptive behaviors that might occur in a classroom. An observer would then check items such as “Passes notes to other students” or “Makes disturbing noises” each time the behavior occurs. The behaviors in a checklist should be operationally defined and readily observable. Here, the researcher formulates the observational checklist into 4 main parts which consists of bilingual and multilingual aspect, linguistic, sociolinguistic, and psycholinguistic perspective that can be seen in Appendix 3. furthermore, the result of the design is served in Appendix 4.

c. Questionnaire

Brown (2001) describes questionnaire as written instrument that provides a sequence of questions or statements to respondents in which they react by writing out their answers or selecting them among existing answers. Using questionnaire has some advantages such as it can be mailed or given to the large number of respondents (Fraenkel, Wallen, hyun., 2011: 125). Thereby, Mackey and Gass (2005: 92-93) states that the researcher utilizes questionnaire to gather data from English teachers in order to observe their beliefs, motivation, or reaction to learning classroom activities.

In addition, questionnaire design is presented in Appendix 5 as the researcher’s step to draw each item as blueprint related to the concept of the study about bilingual and multilingual. Then, a series of questions form for questionnaires is created into closed and open ended question. Ary, et al (2010: 391) defines closed ended question or fixed alternative as specified



relevant responses to a question which means that the answer of the question is boundary while open ended question is identified as questions which provide a great number of possible answers when they are distributed to respondents.

The number of questions which is used by the researcher is provided in Appendix 6. It consists of a series of questions that is appropriate with the topic the researcher tries to find out the answer of research formulation of problems. Here, the questions is separated into three specific categories in the notion of bilingual and multilingual; linguistics, sociolinguistics, and psycholinguistics aspects. It is added by biographical data questions for personal information of each respondent.

1.9.7 The Techniques Collecting Data

Related to the study investigating teachers' perception, this research uses qualitative method. The researcher uses field research for this study which has some several steps for gathering the data. Here, there are some basic steps followed by the researcher who uses qualitative research which is taken to collect the data (Fraenkel, Wallen, hyun., 2011: 429).

- a. *Identification of the phenomenon.* It is the first step for doing qualitative study to provide particular phenomenon to be explored.
- b. *Defining the participants.* This step is purposed to classify what kind of participant which is appropriate with the phenomenon. In this study, at least 30 English teachers in Majalengka are chosen to be studied.
- c. *Data collection.* The researcher observes people, events, and occurrences, often supplementing his or her observations with in-depth interviews of selected participants and the examination.
- d. *Data analysis.* Analyzing the data in a qualitative study essentially engages analyzing, synthesizing, and reducing the information the researcher obtains from various sources (e.g., observations, interviews, documents) into a coherent description of what the researcher has observed or otherwise discovered.
- e. *Interpretations and conclusion.* Interpretations are made continuously throughout the course of a study. Qualitative researchers tend to formulate



their interpretations as they go along. As a result, one gets the researcher's conclusions in a qualitative study more or less integrated with other steps in the research process.

1.9.8 The Techniques of Data Analysis

Creswell (2007) cited in Ary et al., (2010: 482) describes how this spiral fits with various approaches to qualitative inquiry. Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an iterative, recursive, and dynamic process. Maxwell (2005: 95) describes the process as follows:

“The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers.”

There are three stages for analyzing the data according to Ary, et al., (2010: 481):

- a. *Familiarizing and organizing*; the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. Furthermore, the major task of organizing the large body of information begins after familiarization and starts with creating a complete list of data sources. Here the data is conducted by reading and rereading the transcript of interview.
- b. *Validating the data*; Creswell (2007) states that qualitative research can use various kinds of validation such as triangulated, member checking and auditing. Here, the researcher will triangulate the data taken from interview, observation and questionnaire in order to make the findings accurate.
- c. *Interpreting and representing*; Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Moreover, the result will be reported in the form of description and in the frequencies using percentage.



1.9.9 The Validity of Research

Ensuring the instrument which is taken is accurate, the researcher uses validation on this qualitative study. Here, Creswell (2007) claims that in qualitative study, validation provides whether the result goes in the right track related to the purpose. Furthermore, Angen (2000) states that validation is “a judgment of the trustworthiness or goodness of a piece of research”. Additionally, Creswell (2007) concludes that validation is an effort to assess the accurateness of the findings.

However, validation in this study applies triangulation. Triangulation means that the researcher uses various sources, methods, and theories to present collaborating evidence (Creswell: 2007). Here, the researcher collaborates data from interview observation, and questionnaire to be involved in triangulation. After conducting the interview and classroom observation, the researcher distributes a questionnaire to check respondents' perception to be gathered in triangulation.

1.10 Literature Review

The notion of English teachers' perception toward English in linguistics area has been studied many times by different researchers with different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze its weakness, it is important to notice previous study in order to get extra insight about what current issue happens in the area. Also, it avoids the meaningless study because of choosing same topic taken by a researcher unintentionally. Here are some previous studies with the similar topic about teachers' perception toward English:

First, Yoko Abe (2011) investigates self-perceptions of Bilingual English (BE) teachers who taught English in Thailand. It observes their students' perceptions of BE teachers from various countries who do not speak students' first language (L1). This study addresses four areas of importance to the perceptions of BE teachers: (a) Thai university students' perceptions of BE teachers from the beginning to the end of the course; (b) BE teachers' perceptions of themselves from the beginning to the end of the course; (c) BE teachers' and students' variables related to their perceptions of BE teachers; and (d) students' perceptions



and their teachers' perceptions of BE teachers. This study takes quantitative and qualitative research methods: pre- and post-course surveys and interviews. The results presents that both BE teachers and students had positive images of BE teachers. There were similarities found between teachers' perceptions and students' perceptions of BE teachers.

Second, a study of Lavern Georgia Mcleary Byfield (2012) is designed to understand how teachers' perceptions are influenced by socio-cultural contexts and outline their language teaching. The researcher illustrates on socio-cultural theories that support the use of students' lived experiences in the teaching/learning process. The data showed that the teachers focused on the Hispanic students as needing language intervention and mostly overlooked the Amish students who spoke a German dialect. The study suggests that although ELLs include several language minority groups, teachers associated language minority students with being Hispanic. Essentially, teachers conflated race/ethnicity with language in the discourse about language minority students.

Third, Alma Dolores Rodríguez has studied about prospective bilingual teachers' perceptions of the importance of their Heritage Language (2007). This study describes the results of a study of future bilingual teachers' perspectives on the significance of Spanish, their heritage language in their careers. The results show that prospective bilingual teachers have developed varying levels of academic Spanish proficiency before entering the university, and that they believe the academic Spanish instruction in their teacher preparation program to be adequate. The participants expect to advantage from this instruction as they pursue their teaching careers.

Forth, perception of teachers and students towards methods used in teaching and learning of English writing skills in secondary school' is observed by Benjamin Towett Koross (2013). It is stated that writing skills are important for effective communication. However, the development of writing skills among learners depends on the methods used in teaching and learning. Recent survey of writing competence among students in schools shows that majority of them cannot write properly. This raises concern regarding methods used in teaching and learning. Low levels of writing skills in West Pokot have greatly affected overall



mean scores in the Kenya Certificate of Secondary Education (KCSE) examinations for the years 2009 to 2011 with mean scores dropping from 7.66 to 5.09. The purpose of the study was to determine the perceptions of teachers and students towards the methods used in teaching and learning of English writing skills in secondary schools in West Pokot County of Kenya. The objectives of the study were first, to establish teachers and students perception of methods used in teaching and learning of writing skills and second, to compare teachers and students perceptions of methods used in teaching and learning writing skills. The study population was 31 teachers of English and 2580 form four students. The sample size included 31 teachers of English and 334 form four students selected through simple random sampling technique. Data was collected through questionnaires and analyzed by use of mean and t-test.

Fifth, exploring the perceptions of English second language teachers about learners' self-assessment in the secondary school is observed by Moloji (2009). The main purpose of the study was to investigate English second language (ESL) teachers' perceptions about learners' self-assessment in the secondary school. The study also examined the factor that might influence the perceptions that teachers hold about self-assessment. The participants of this study were 163 ESL teachers who are teaching at secondary schools in Gauteng Province.

From the current studies above in the area of macro linguistics, a study by Yoko Abe (2011) observes perception of bilingual English teachers. Here, the subject of the study specifically is bilingual English teachers. Then, another research by Byfield (2012) investigates teachers' perception of context bilingual on socio-cultural aspect. Contrary, Rodríguez's study (2007) observes perception of bilingual English teachers towards their heritage language which talks about the role of their first language especially in their career. Also, there is study about teachers' perception in the method of teaching and learning writing skill by Koross (2013). Same with the previous study, the last study observed by Moloji (2009) is about ESL teachers' perception on students' self-assessment. It can be concluded that there is not any investigation yet in the field of linguistics which observes bilingual and multilingual in various perspectives. So, from those studies, the researcher tries to fill in the gap for linguistic area in the context of



bilingual and multilingual. This research is supposed to give a new insight about bilingual and multilingual in the term of linguistic, psycholinguistics, and sociolinguistics in teachers' view. Those three kinds of perspectives are quite important since it gives contribution of bilingual and multilingual foundation. So, it can be the basic for further observation whether it is in similar and different area.

CHAPTER V CONCLUSION

5.1 Conclusion

From the discussion in three previous chapters, it can be concluded that English teachers' perception toward English in bilingual and multilingual context at SMAN 2 Majalengka is influenced by many factors including the area where the school environment is located. Here, data conducted by the researcher through member checking, interview and classroom observation has been analyzed and comes to the final conclusion. In this view, the researcher draws it through description.

In the term of linguistic perspective, English teachers at SMAN 2 Majalengka have been realized that the patterns which operate in English and learners' mother tongue whether it is Sundanese or Bahasa Indonesia have both similarities and differences in some aspects. The similarities features described by interdependence theory are believed to be easy for learners to learn. Meanwhile, the difference aspects among languages tend to be a barrier for them since some errors may occur in English caused by their mother tongue as stated in interference theory of language. Furthermore, English teachers at SMAN 2 Majalengka seems to perceive that English teaching and learning is similar with Bahasa Indonesia and Sundanese even though English is considered as a foreign language. However, the teachers stand side by side with those who believe that learners' L1 has important role in English teaching related to classroom activities.

Meanwhile, in the term of psycholinguistic view, the English teachers there tend to believe that a language teacher suppose that it has positive correlation with the issue about language acquisition. Here, the similarities and differences related to FLA and SLA has been mentioned in interview section. It strengthens the degree of learners' L1 importance even though the use of L1 needs to be controlled and matched with appropriate condition. Moreover, the teachers has been sensitive with learners' prior knowledge that may lead to effective teaching since the activities involve and activate something familiar and close with them. However, the correlation between language and intellectual development of



learners seem not to be recognized consciously by mostly teachers related to their belief to respond whether there is any risk to learn a language for those whose L1 is not developed yet. Mostly teachers claim that it is not a problem. It can be predicted due to the fact that majority learners in the school come from same ethnic whose first language (probably) has been developed well. In addition, mostly teachers argue that learning foreign language in schools' setting can be started earlier. *Younger is better* is believed by mostly teachers.

Therefore, English teachers' perception in sociolinguistic view has a tendency to perceive that promoting learners' identity and culture are a part of English teaching. Here, adopting history of the nation into text which is taught to learners is the given example. However, the use of learners' mother tongue including its culture into the learning is also one kinds of promoting learners' identity and culture. In other hand, English teachers at SMAN 2 Majalengka are not really influenced by learners' different background and identity related to ethnic aspect since majority learners come from Sundanesse. Furthermore, social and economy backgrounds may influence English teaching as a correlation with learners' motivation. In addition, the function of code-switching found in classroom observation reveals that message reiteration and qualification are dominant in the classroom interaction made by the teacher.

5.2 Suggestion

The current study about English teachers' perception hopefully can be benefit for further research that focuses on English teachers' perception in bilingual and multilingual context. Moreover, with all weaknesses in this research, the further study is intended to make it perfect. The study is weak on giving detail information related to the topic, limited time to conduct observation and interview may cause important information that reflects teachers' belief could not be involved in this study.

In addition, the researcher hopes that this study can more or less give contribution to English teaching competence and performance. Related to teachers' perception, the researcher believes that it has great influences on the teaching and learning so that it is quite important to conduct further investigation. Consequently, the researcher recommends the policy for English teachers in any



educational institution to make their perception as one of prerequisites for being a language teacher. Furthermore, the English teachers also are expected to recognize the importance of those three aspects perspective that influences the process of teaching itself. However, English teachers' perception can be caused by many factors such as their background and the environment. So, another study about related to the topic with various concerns is needed to enrich the insight in the field of English teaching. Additionally, the researcher provides a table that covers respondents' responses to questionnaires below. Here, 1= totally disagree; 2= moderately disagree; 3= somewhat agree; 4= agree; 5= strongly agree.

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