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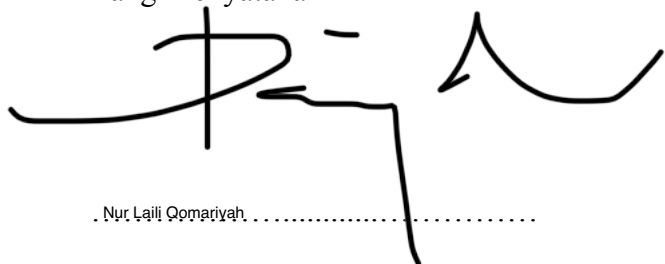
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The Correlation between Student's Perception on Teacher using Second Language in Teaching English with Student's Motivation on Learning English

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Abstract

Understanding students' perceptions of teachers' language choices is crucial, as it significantly impacts motivation. This allows educators to cater to diverse student abilities and address learning difficulties. Effective preparation, encompassing materials and teaching methods, becomes indispensable in fostering support for learning. Constructivist theories by Piaget and Vygotsky underscore teachers as facilitators, guiding students through active interaction and collaboration to construct knowledge.

This research examines the correlation between students' perceptions of teachers' use of a second language in teaching English and their motivation to learn English. Employing a quantitative approach, the study involved 37 junior high school students from Muhammadiyah 4 Giri in Gresik, with data collected through a closed-ended questionnaire.

The data analysis results reveal a positive and significant correlation between students' perceptions of teachers' use of a second language, specifically Indonesian as the medium of instruction, and their motivation to learn English. This implies that more positive perceptions regarding the use of a second language by teachers correspond to higher motivation levels for learning English. These findings underscore the pivotal role of the second language in junior high school English teaching. Teachers may consider employing Indonesian strategically to enhance students' motivation to learn English. Future research is recommended to delve deeper into understanding additional factors influencing the correlation between students' perceptions, teachers' language choices, and students' motivation. Expanding the sample size and including diverse school contexts can further enhance the generalizability of the results..

Keywords: *Perception, Motivation, Second Language, Learn English*

Introduction

One of the key factors that has an impact on cross-border communication is language. (Rao, 2019) stated that English is the most widely spoken and the most widely used language in almost all the major fields around the world. This language is one and only language that used in communication among different nationality and using in many occasion such as diplomacy, economy, education, ect. In education field that international based English is commonly using on publishing journal, students exchange programs, internationally seminar, ect. (Crystal, 2016) English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. (Warschauer & Kern, 2000) stated that most resources in science, technology and business are available in English. Therefore, learning English can provide wider access to information that is relevant to one's field of study or work.

At the secondary school to collage level English seems to be an absolute necessity that alongside with other subject like Bahasa Indonesia, Math, and also Science in Indonesia teaching and learning process English is a mandatory subject that students should learn it like others subject. (Fitri, 2021) stated that English is the first foreign language that must be taught in Indonesia. From the level of elementary to secondary English is a subject has been taught. Indonesia's government publish the regulation about English is a subject that should be taught in school in number 096/1967 on December 12th 1967. In that regulation stated about the quantity of time and also the material in each level of school. The

aim of teaching English in Indonesia that stated in the regulation is equip students with English proficiency with mastery of skills: reading, listening, writing, and speaking. However in the 1984 and 1994 curriculum, the priorities changed to: reading, listening, speaking, and write.

One of Indonesian educational expert expressed her views in her book regarding Indonesian teachers using bahasa Indonesia to teach English. (Fauziati, 2010) she discussed about how important of the using target language (English) in learning English and stated that the use of bahasa Indonesia should only be done under certain conditions. Most English teachers in schools in Indonesia teach English using a second language or the national language, Bahasa Indonesia. There are some possible explanations or reasons why Indonesian teachers using bahasa Indonesia on teaching English especially in elementary school until high school level. One of the reason teachers feel that teaching foreign languages to students is easier by explaining to students using bahasa Indonesia because the limitation of English vocabulary, then students could easily take the knowledge that being taught. Meanwhile, based on the study experience referred to by (Yeon, 2008) teaching English by explaining in English is believed by some teachers who apply TETE (Teaching English Through English) have very strong benefits for students compared to teachers.

Students's perception on teacher's teaching method such as teaching style or communication ability could be a factor that influenced their motivation in learning processes. (Lathifa, 2021) stated that perception is a product of inferences we make when we combine sensory information with prior knowledge. In this context, it is important to understand how students perceive teachers in terms of teaching.

As advancement and the demands of civilization, teacher have to able to understanding student's various kind of their ability and understanding. In order to understanding their difficulties in learning process. In relation, teachers are required to prepare in effectively and efficient for the material, method, ect to support the learning process. E. Mulyasa (2013:21) stated that in teaching without preparation could harming teachers as a professionals and also interfere to student's development. In teaching and learning process teacher as a facilitate who provide the things that can be support on that process of learning activity. As a constructivism theory (Piaget, 1969) - This theory states that teachers should act as facilitators in the teaching and learning process, by helping students to build their knowledge and skills through active interaction with the environment and learning experiences. As facilitators, teachers assist students in constructing their understanding of the world and acquiring critical thinking and problem solving skills. In addition, as a facilitator in the learning process, who helps students build their knowledge and skills through social interaction with teachers and peers. As social constructivism theory by (Vygotsky, 1986) - This theory states that teachers should act as facilitators who help students build their knowledge and skills through interaction with others in a positive and collaborative learning environment.

In learning activities there are activities carried out by the teacher systematically, called opening and closing learning. In opening learning there are several components or aspects that must be considered. according to Abimanyu (1985) several aspects that teachers pay attention in developing skills in opening learning activities, namely, attracting students' attention, generating motivation, and giving references. The purpose of the opening lesson procedure is to carefully select items that interest students. These things should be used to generate student motivation in the learning process. With strong motivation, learning will be easier and more effective. E. Mulyasa (2013: 120) stated that "The teacher's role as a motivator, namely: (1) explaining the purpose of learning to students, (2) giving prizes, (3) holding competitions, (4) giving punishments, (5) arousing student encouragement, (6) using various methods, (7) using good media" Teachers have an important role in fostering student learning motivation. By developing strong motivation, teachers can help students achieving optimal learning outcomes.

In addition the learning process that conducted by students, must have learning motivation. Students motivation is a crucial thing on learning process. (Schunk, 2012) stated in his book that learning motivation involves three main processes, namely self-confidence, goal setting, and self-regulation. Schunk illustrates that learning motivation is not just wanting to learn, but must be supported by self-confidence, specific goals and self-regulation abilities so that learning results are achieved optimally. Most students are less interested in learning, especially in subjects and teachers that they think are difficult or strange for themselves. For this purpose the teacher is required to arouse student's learning interest. Generating interest for learning is called learning motivation. E. Mulyasa (2013: 174) stated: " motivation is one of the factors that can improve the quality of learning process, because students will study seriously if they have a motivation". Therefore, as a teachers know the tendencies of attitude and motivation that own by they students, in order to know how to treat them, and capable to observe the change of attitude that occurred as a result of learning process that students have experienced.

Research Question

The research questions align with the primary objectives of investigating the correlation between teachers

utilizing a second language in instruction and students' motivation to learn English. The research question is formulated as follows: Is there a correlation between students' perceptions of a teacher's use of a second language and their motivation to learn English?

Previous Studies

Students Perception

According to (Yahya, 2018) perception is a response, assessment, or view of a person in looking at a thing, event or other person based on observation through his five senses of an event that occurs in his environment. Through the process of observation and interpretation, perception forms a person's subjective understanding of the reality around them. It is compatible with (Mussen, 1973) defines a perception as a process how an information came through sensory receptors (eg. Eyes, ears, nose, and skin) that changed into perception that what we think about, see, hear, smell, taste, or touch. This process involves sensory processing and interpretation which ultimately shapes our perception of the world around us. Mussen's definition emphasizes the role of the five senses in gathering information from the external environment and how this information is converted into our own understanding. This process involves sensory perception and cognitive interpretation involving the individual's prior knowledge, expectations, and experiences.

In addition according to (Sabarani, 2019) perception plays a significant role in the way students gain and process information. It influences how individuals interpret and make sense of their experiences, including the acquisition and retention of facts and knowledge. Students perceptions of the teacher's use of Indonesian in the context of learning English can provide valuable insights into its impact on the learning process.

Student perceptions refer to the way students understand, interpret, and give meaning to their learning experiences. Students' perceptions can be influenced by a variety of factors, including prior experience, prior knowledge, social factors, and learning context. Students' perceptions can have a significant impact on their learning process and learning outcomes. Students' perceptions can also influence their interactions with teachers and classmates. Students who have positive perceptions of the teacher and the learning environment tend to participate more actively, ask questions, and interact with their peers. Conversely, students with negative perceptions may avoid active participation and social interaction.

Perception is not only influenced by internal factors, but also by external factors such as learning methods, use of technology, the physical classroom environment, and social climate. The use of learning methods that are varied, interactive, and relevant to student's perception of learning. A supportive learning environment, including adequate facilities and a positive classroom atmosphere, can also influence student's perception.

Teacher using Second Language in Teaching English

The term second language refers to a language that is acquired or learned in addition to one's first language. It is typically a language that is different from an individual's native or primary language. Cook (2003) defines second language as a language which is not the mother tongue of an individual but which is used in a country or community that is different from the one where the individual learned the language. It is in line with the statement from (Canale & Swain 1980) Describes a second language as a language learned by someone who has another first language as a means of communication in an environment that requires the use of a second language. These definition highlights the context in which the second language is acquired and used, emphasizing the distinction between the individual's native language and the language learned for communication in a different environment. In addition, Indonesia have several proficiencies and also different language in different region, the second language of Indonesian people is Bahasa Indonesia. Therefore most school in Indonesia using second language to teach foreign language in their teaching.

The use of Indonesian by teachers in the context of learning English has several supporting and controversial arguments. On the one hand, the teacher's use of Indonesian can help students understand the material and instructions better. Teachers can explain complex and difficult concepts using Indonesian, which is the student's mother tongue. This can increase students' understanding of the concept, reduce confusion, and speed up the learning process. In addition, the use of Indonesian by teachers can also build better relationships between teachers and students. Easier and more intimate communication can help students feel more comfortable in asking questions, participating actively, and being involved in the learning process.

The use of Indonesian by teachers in the context of learning English has several supporting and controversial arguments. On the one hand, the teacher's use of Indonesian can help students understand the material and instructions better. Teachers can explain complex and difficult concepts using Indonesian, which is the student's mother tongue. This can increase students' understanding of the concept, reduce confusion, and speed up the learning process.

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actively, and being involved in the learning process.

Student's Motivation

(Buzdar, ect 2017) Motivation is a very important factor for the educational life of students. Student motivation plays an important role in the process of learning English. A high level of motivation can increase student engagement, willingness to learn, and achievement in learning the language. In his book, (Dörnyei, 2005) discusses the importance of motivation in language learning. He emphasizes that strong and sustained motivation can increase student engagement, promote persistence, and improve language learning outcomes.

(Gardner, 1985) highlights the role of motivation in second language learning. According to him, high motivation encourages students to be actively involved in learning, increases persistence, and contributes to better achievement. It is line with (Noels, ect 2000) describes the relationship between students' motivational orientation in learning a second language and learning achievement. This research shows that motivation based on intrinsic desires (eg, personal interest and satisfaction) tends to be associated with higher achievement than motivation based on extrinsic factors (eg, social pressure).

In addition, Intrinsic and extrinsic motivation are two types of motivation that are often discussed in the context of learning English. (Lin & Kim, 2003) stated that Intrinsic motivation is motivation in which the task is enjoyable or satisfying in itself; extrinsic motivation is motivation induced by rewards or punishments dependent upon success or failure in the task. It is line (Deci & Ryan 1985) In this book, Deci and Ryan propose a theory of self-determination which emphasizes the importance of intrinsic motivation in achieving satisfaction and achievement in learning. Strong intrinsic motivation, such as a sense of involvement, curiosity, and positive experiences, is believed to increase student achievement. (Vallerand, ect 1992) this article is about the development of the Academic Motivation Scale (AMS) as a tool for measuring student motivation in an educational context. This scale differentiates intrinsic motivation, extrinsic motivation, and student motivation, and relates them to academic achievement.

Methods

Research Design

Based on the description of the problems studied, this research uses quantitative research in the form of a correlational study. Sugiyono (2019) explains that a correlational study is a type of research with problem characteristics in the form of a correlational relationship between two or more variables. The goal is to determine whether or not there is a correlation between variables or to make predictions based on correlations between variables. The correlational study in this study was to examine the relationship between students' perceptions of English teachers teaching using Indonesian as the independent variable and students' motivation in learning English as the dependent variable.

Quantitative research method is a scientific method because it meets scientific principles such as concrete, objective, rational and systematic. The quantitative method is also described as a discovery method that can find and develop new knowledge. Quantitative methods use more statistical calculations (Sugiyono, 2014).

Participants

The participants are a subset of the characteristics of the overall population (Sugiyono, 2019). In this study, the participants were 37 junior high school students from Junior High School of Muhammadiyah 4 Giri, in Gresik.

Table 1
Participants Description

No.	Participants Description	Category	Total	Percentage
1.	Class	A	20	54,1%
		B	17	45,9%
2.	Gender	Male	22	59,5%
		Female	15	40,5%

Instrument and Data Collection

Research instruments are tools used to observe existing phenomena (Sugiyono, 2018). Research instruments are

constructed based on indicators of research variables. These indicators are detailed in question items in the form of a questionnaire distributed to respondents.

The instrument used in this study is a closed-ended questionnaire. According to Sugiyono (2018), a questionnaire is a data collection technique that provides a set of written questions or statements to respondents for them to answer by choosing from options. There are two variables in this study, namely students' perceptions and students' motivation.

Additionally, this research also employs interviews with significant others involving several participants. Moleong (2021) explains that an interview is a purposeful conversation conducted between two parties: the interviewer, who asks questions, and the interviewee, who provides answers to those questions. Observations, as defined by Supratiknya (2015), involve researchers making field notes about the behavior and activities of individuals at the research location.

Data Analysis

Correlation Test Results

Based on the results of the correlation test conducted to determine the correlation and the direction of the correlation from students' perceptions of English teachers who teach using Indonesian or second language as the independent variable (X) with students' motivation in learning English as the dependent variable (Y) by looking at the value on the Pearson Correlation.

Table 2
Correlation Test Results

Correlations			
	Perception	Motivation	
Perception	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.009
	N	37	37
Motivation	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.009	
	N	37	37
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation coefficient obtained between X and Y is a positive value of 0.421, indicating a close correlation. With a significance level of 5%, the obtained significance value is 0.009, which is less than 0.05.

Students' Perceptions of English Teachers Who Use Indonesian

After carrying out a correlation test, a categorization was also carried out on the variables of students' perceptions of English teachers who use Indonesian.

Table 3
Categorization of Student Perceptions

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Low	3	8.1	8.1	8.1
	Medium	27	73.0	73.0	81.1
	High	7	18.9	18.9	100.0
	Total	37	100.0	100.0	

Based on the findings, it can be concluded that students' perceptions of English teachers who use the Indonesian language as the medium of instruction are at a moderate level.

Student Motivation in Learning English

In this study, a categorization was also carried out on the variables of students' motivation in learning English so that the general description of students' motivation was known.

Table 4
Student Motivation Category

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Low	4	10.8	10.8	10.8
	Medium	27	73.0	73.0	83.8
	High	6	16.2	16.2	100.0
	Total	37	100.0	100.0	

The findings in the table above provide an overview of students' perceptions based on gender and class descriptions. Based on the gender description, it was found that female students' perceptions (50.24%) were higher than male students' perceptions (49.76%). This is consistent with the findings of the research by Fitriani, et. al. (2022), which explains that female students tend to think creatively, leading to an initiative to ask questions to teachers or peers when they encounter learning materials that they don't fully understand. Additionally, they have the initiative to read materials that have not been taught by the teacher, can clearly grasp the materials provided by the teacher, easily understand them, and have a positive impression of learning mathematics. Furthermore, there is a positive perception of the English language teaching method using the Indonesian language.

Moreover, these findings are reinforced by the discovery that students in Class B have a higher level of perception compared to Class A, mainly because a significant proportion of students in Class B are female students.

Student Motivation in Learning English

In this research, categorization was also carried out on the variable of student motivation in learning English to understand the overall picture of students' motivation.

Table 5
Student Motivation Category

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Low	4	10.8	10.8	10.8
	Medium	27	73.0	73.0	83.8
	High	6	16.2	16.2	100.0
	Total	37	100.0	100.0	

Based on the findings, it can be concluded that students' motivation in learning English is at a moderate level.

Table 6
Categories of Student Learning Motivation Based on Participant Descriptions

	Description	Total	Percentage
Gender	Male	22	48,53%
	Female	15	51,47%
Class	Class A	20	46,85%
	Class B	17	53,15%

The findings in the table above provide an overview of student learning motivation based on gender and class descriptions. Based on the gender description, it was found that female students' learning motivation (51.47%) is higher

compared to male students' learning motivation (48.53%).

Findings and Discussion

Interpretation of Correlation Results

This explains that there is a positive and significant correlation between students' perceptions of English teachers who use the Indonesian language as the medium of instruction and students' motivation in learning English. According to Arikunto (2010), the direction of the correlation is indicated by a positive sign (+) or a negative sign (-). This supports the hypothesis that there is a significant positive correlation between students' perceptions of English teachers using the Indonesian language.

Impact of Perceptions on Motivation

Based on this positive correlation result, it can be stated that the higher and stronger students' perceptions are of English teachers using the Indonesian language, the higher and stronger their learning motivation becomes. Conversely, the lower or weaker students' perceptions are of English teachers using the Indonesian language, the lower or weaker their learning motivation becomes.

These findings align with the study conducted by Sari, et. al. (2020), which explains that students with positive perceptions of their learning process are more likely to retain the material, be enthusiastic in learning, and actively seek additional learning materials, ultimately leading to improved academic performance.

Perceptions of English Teachers Who Use Indonesian

Based on the findings, it can be concluded that students' perceptions of English teachers who use the Indonesian language as the medium of instruction are at a moderate level. This indicates that students feel that the teaching method used sufficiently aids them in understanding the learning materials. This finding is consistent with the study by Sari, et. al. (2020), which illustrates that students with positive perceptions can increase student engagement, helping them to actively participate in and comprehend the learning process. Students with positive perceptions, who believe that the material can be easily understood, feel more interested and tend to increase their own enthusiasm (Nazhifah & Copriady, 2015).

Based on the results of interviews conducted with 4 students, including 2 students with low levels of perception and 2 other students with high levels of perception, it was found that students with negative perceptions of English teachers who use the Indonesian language tend to struggle in understanding the material and lack confidence in the teaching methods used by the teacher. Additionally, students with negative perceptions of the teacher hinder the learning process due to their lack of trust in the English teacher. On the other hand, students with positive perceptions of English teachers who use the Indonesian language become confident that using Indonesian can help them better understand English in a more profound and comprehensive manner.

Student Motivation in Learning English

Based on the findings, it can be concluded that students' motivation in learning English is at a moderate level. This indicates that students are sufficiently motivated to consistently complete and submit tasks given by the teacher. When facing difficulties in understanding the material, students ask questions to the teacher as well as their fellow students who are interning. Active discussion during the learning process is an indicator of how students' learning motivation emerges. Additionally, students show interest and attention in the learning process, make efforts, and take responsibility in completing the assigned tasks. They also provide feedback on the given stimuli and experience a sense of satisfaction when completing tasks (Novalinda, et. al., 2017).

Based on the results of interviews conducted with 4 students, including 2 students with low learning motivation and the others with high learning motivation, it is evident that students with low learning motivation tend to be less committed to completing tasks and take less responsibility for the tasks assigned by the teacher. These students consider each task given to be very easy and tends to procrastinate, which negatively impacts their English learning outcomes. On the other hand, students with high learning motivation demonstrate maximum learning outcomes, marked by targeted learning materials, an expanding vocabulary, and a mastery of complex grammar. Students with high learning motivation also exhibit a desire to continuously learn English, one of which is demonstrated through their active participation in class discussions during the learning process.

Impact of Gender and Class on Perceptions and Motivation

This is consistent with the research by Astuti, et. al. (2018), which explains that there is a difference in learning motivation between females and males, where females tend to have higher learning motivation. This is observed from the expectations and interests of females, as they have broader expectations and interests in pursuing higher education compared to males, who may aim for education primarily to obtain a degree and secure a job. Furthermore, there are several supporting factors that contribute to the higher learning motivation among female students, as obtained from interviews with 2 female students. This is because female students feel comfortable learning in the classroom, which helps them stay motivated and actively engage in the learning process. The use of the Indonesian language significantly helps these students in better understanding the learning materials.

Conclusion

Based on the previously explained findings, the conclusion drawn from this research is that there is a positive relationship with a correlation coefficient of 0.421 between variables X and Y, with a significance level of 5%, obtaining a significant value of 0.009 ($0.009 < 0.05$). This means that there is a positive and significant correlation between students' perceptions of English teachers who use the Indonesian language as the medium of instruction and students' motivation in learning English.

Furthermore, it was found that students' perception levels fell under the moderate category, indicating that students felt that the teaching method used sufficiently aided them in understanding the learning materials. Additionally, female students have significantly higher and more positive perception levels compared to male students.

Moreover, another finding indicates that students' learning motivation falls under the moderate category. This suggests that students are adequately motivated to consistently complete and submit tasks given by the teacher. Female students exhibit higher levels of learning motivation compared to male students.

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