

**CHAPTER : III**  
**THE PRESENTATION AND ANALYSIS OF THE DATA**

**3.1 Data Selection.**

Before answering the problem stated previously, it is necessary to know about the lecturers' Language Choice pattern in using Indonesian in the non-skill classes. In collecting the data and information related to this matter, I distribute some check lists; consists of the subjects and the situations in which the lecturers may use Indonesian; among the students who join the related non-skill classes. I also record some lectures to get the features about the lecturers' Language Choice pattern during the class.

In collecting the data about the students' responses, I, again, distribute questionnaires among the English Department students, and I interview them to complete the data and information. Then, I check all questionnaires which have been fulfilled, and select the representative samples whose answers suit the requirement I have determined before. Having been checked and selected the respondents, I only take 36

samples which cover the requirements and remove the respondents who do not comply the requirements. The data collected from questionnaires and interview about the students' responses toward the phenomenon are tabulated into some tables which will be discussed in the following subchapter.

For selecting the samples, I have determined the requirements the students have to fulfil in answering the questionnaires since the questions are related to each other. Here are the requirements:

1. The questions no: 1 (Indonesian is necessary to be used in the English Department classes) and no: 3 (The English Department students and lecturers are obliged to use English and should not use Indonesian at all) are tightly related that the answers of these questions should be opposite to each other.
2. If the answer of question no: 1 is A, one of the answer of questions no: 5 (The lecturers should use English which is mixed with Indonesian when they explain the subjects) or no: 6 (...when they answer questions) or no: 7 (...when they give examples) should also be A. This is because if the students agree with the use of Indonesian, it means that they

should also agree with one of the situations where Indonesian is used by the lecturers.

3. If the students answer the question no: 1 with D, they should also answer the questions no: 5 or 6 or 7 with D. This means that if the students do not agree with the use of Indonesian, they also disagree with the use of Indonesian in any situations stated in those questions.
4. The answer of questions no: 5 or 6 or 7 should be the same as the answer of question no: 8 (When should English be mixed with Indonesian by the lecturers ?) since these questions, basically, have the same ideas.
5. The answer of questions no: 1 and 10 (Do you agree if the lecturers use English which is mixed with Indonesian in the class ?) should be the same since they also have the same ideas.

Therefore, it is only the respondents who are consistent to their answers are accepted to be the representative respondents or the samples of this study.

### 3.2 Data Presentation and Interpretation.

The data about the students' responses got from questionnaires and interview are tabulated into these following tables.

Table: 1                      The need of using Indonesian by the lecturers in the class.

Agree	Disagree	Total
31 (86,1 %)	5 (13,9 %)	36 (100%)

There are 31 students who agree with the need of using Indonesian in the English Department classes. There are some reasons and considerations in saying so, mostly, it is because Indonesian helps them to understand the lecture and to minimize the difficulty in understanding the difficult English words, phrases, and/or sentences. However, the use of Indonesian should be under these conditions, that Indonesian is used only if it is really needed, or in other words, when the students do not understand what the lecturers say or mean. The second condition is that the lecturers should

not use Indonesian very often. And the third one is that, Indonesian might be used, especially, in the early semesters for the new students, and the frequency should be reduced in the subsequent semesters. In short, Indonesian can be considered as the means to minimize the students' difficulty in understanding the lecture, and should be used only if it is really needed.

From the table also, we see that there are only 5 students who disagree with this matter by considering that the use of Indonesian will not support or, even, decrease the students competence in using and understanding English. Besides, as the students of English Department, they must use English in the class. According to them, English is obligatory for the students and the lecturers, and they should not use Indonesian in the class.

These reasons and considerations are related and supported by the question about the students' approval that the use of Indonesian helps them to comprehend the lecture [no: 2 (The use of Indonesian helps the students in understanding the lectures), no: 9 (According to you, what is the reason why the lecturers use Indonesian in the non-skill classes ?) and 10]. In this case, the

requirements no: 1 and no: 5 should be fulfilled. The students who do not comply these requirements will be removed.

The following table (no: 2) shows that the data got from the question no:1 and no:3. In this case, they should be opposed to each other, since they have a causal relation. If the students disagree with the need of using Indonesian, they should agree with the idea that Indonesian should not be used at all in the English Department classes. Since they have this such relationship, the table of question no: 3 (table no: 2) is opposed to that of question no:1 (table no: 1).

Table: 2 Indonesian should not be used at all in the English Department classes.

Agree	Disagree	Total
5 (13,9 %)	31 (86,1 %)	36 (100 %)

Related to the reason why the students disagree with the use of Indonesian in the English Department classes, the question no:4 (The use of Indonesian in the

non-skill classes will decrease the students' competence in using and understanding English) presents one of the reasons that Indonesian will affect or, even, decrease their English competence. Although the students who agree with the use of Indonesian (31 students) say the same thing as what the one who disagree that Indonesian will decrease the students' competence, they still need Indonesian to be used to minimize their difficulty in understanding the lecture. However, some (12 of 31) students who agree with the use of Indonesian say that Indonesian will not affect or decrease their English competence since the lecturers do not use it all the time but only in some certain circumstances, such as: when the students do not understand the lecturers. This description is shown in this following table.

Table: 3            The use of Indonesian derceases the students' competence.

Agree	Disagree	Total
24 (66,67 %)	12 (33,33 %)	36 (100 %)

Table 4 shows that the students agree with the use

of Indonesian when the lecturers explain the subjects. In this case, the questions no: 5, 6 and 7 are tightly related to question no: 8 since they basically have the same ideas. Thus, the requirement no: 4 should be fulfilled. The students who do not comply the requirement are removed.

**Table: 4**                    **The use of Indonesian by the lecturers when They explain the subjects.**

Agree	Disagree	Total
29 (80,56 %)	7 (19,44 %)	36 (100 %)

There are 29 students who agree with the use of Indonesian when the lecturers explain the subjects, and there are only 7 students who disagree with it. Five of them are the students who say that Indonesian should not be used in the English Department classes in any circumstances or situations.

Most students agree with the use of Indonesian by the lecturers when they explain the subjects since in this activity which can be assumed as a basic part of



learning-teaching activity, the students are given and get informations about the subjects. If they understand the subjects clearly, they may not need Indonesian in other situations. Therefore, they can explore their understanding by using their own words so that their creativity will also develop. For them, this is the most important part of the class activity in learning English and the subjects all at once.

**Table: 5**            **The use of Indonesian by the lecturers when they answer questions.**

Agree	Disagree	Total
16 (44,44 %)	20 (55,56 %)	36 (100 %)

Table 5 shows that there are 16 students who agree with the use of Indonesian by the lecturers when they answer questions. Nine of them are the students who agree with the use of Indonesian in any circumstances that are: when the lecturers explain the subjects, answer questions and give examples. On the other hand, there are 20 students who disagree with it. From this

table we know that the total number of the students who disagree with this is higher than the one who agree with it.

**Table:6** The use of Indonesian by the lecturers when they give examples.

Agree	Disagree	Total
15 (41,67 %)	21 (58,33 %)	36 (100 %)

Table 6 shows that there are 15 students who agree with the use of Indonesian by the lecturers when they give examples, while 21 students disagree with it. Now, we know that the total number of the students who disagree with the use of Indonesian by the lecturers when they give examples is also higher than the one who agree with it. In this case, as related to table 4, they consider Indonesian is not as much as important as when it is used when the lecturers explain the subjects. However, there are 15 students who agree with the use of Indonesian in this situation since it will make their understanding to be better. As stated in the previous part, if the students have got a clear understanding

about the lecture, they may not need Indonesian potentially. Thus, as far as the lecturers can limit and reduce the use of Indonesian only in the most important occasions, they encourage the students' English competence.

From the explanations above, I can draw a general meaning that there are 14 students who agree with the use of Indonesian in any circumstances, while the other 18 agree with the use of Indonesian in some certain circumstances whether when the lecturers explain the subjects, answer questions and/or give examples. There are only 5 students who totally disagree with the use of Indonesian in the non-skill classes in any situations. However, the data have been presented shows that, mostly, students agree with the use of Indonesian by the lecturers when they explain the subjects in order to understand the lecture. Table 7 shows this description.

**Table: 7** The students' approval toward the use of Indonesian by the lecturers in the non-skill classes.

	Total
Agree with the use of Indonesian in all circumstances	14 (38,89 %)
Agree with the use of Indonesian in some circumstances	18 (50 %)
Disagree with all circumstances	5 (13,89 %)

The table and description show that most students agree with the use of Indonesian by the lecturers in the non-skill classes. From the previous description, we can relate table 7 to table 4. There are 29 students who agree with the use of Indonesian when the lecturers explain the subjects, while table 7 shows that 14 students agree with the use of Indonesian in all circumstances. This means that 15 of the 18 students stated in table 7 (who agree with it only in some situations) are included in the 29 students stated in the table 4.

The relationship between table 5 and table 7 is basically similar to the one previously discussed that there are 16 students agree with the use of Indonesian by the lecturers when they answer questions. This means that there are only 2 of these 18 students, who agree with it only in some circumstances, agree with the use of Indonesian by the lecturers when they answer questions.

Then, related to table 6, table 7 shows that there is only 1 of 18 students agree with the use of Indonesian by the lecturers when they give examples. However, it is obvious that the English Department students of Airlangga University agree with the use of Indonesian in the non-skill classes, especially when the lecturers explain the subjects.

### **3.3 Statistical Analysis.**

In order to prove the null hypothesis that the lecturers' Language Choice pattern is the same as the students' expectation, it is necessary to consider the statistical analysis done over the data related to it. The data is calculated by using the Proportion statistical test which estimates and tests the

proportion value of the specified samples.

Related to the hypothesis, there are four tables (no: 1, 4, 5, 6) which should be analyzed by using statistical test. This is because they may establish and affect the authentication of the null hypothesis.

The formula of the Proportion statistical test which is used in this study is:

$$z = \frac{(x + 0.5) - n.Po}{n.Po (1 - Po)} \quad , \text{ if } x < n.Po$$

$$z = \frac{(x - 0.5) - n.Po}{n.Po (1 - Po)} \quad , \text{ if } x > n.Po$$

[Haryono 1984: 32]

$z$  = Normal Proportion.

$n$  = Sample Size (36).

$x$  = Characterized Sample Size.

= The students who disagree with the conditions.

$Po$  = Specified Proportion Value = 20 %.

$\alpha$  = The Significance Value = 5 %.

In this case, I determine the significance level as 5 % since I believe that the data is acceptable and valid. Then. I determine 20 % for  $Po$  or specified proportion value since it can be said that the success of learning-teaching activity depends on the way the

lecturers teach and how successfully the students learn from them.

### 3.3.1 Statistical Analysis on The Students' Need of Using Indonesian by The Lecturers in The English Department Classes.

The first statistical test is conducted on the first table about the students' need of using Indonesian by the lecturers in the class. Here is the table:

Agree	Disagree	Total
31	5 (x)	36 (n)

**Null Hypothesis** : Population proportion is less than or equal to the specified proportion.

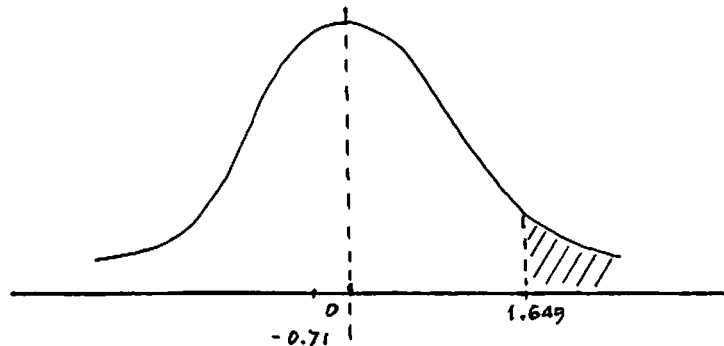
$H_0 = P \leq P_0$ ;  $P \leq 0.2$ , that the students who disagree with it is less than or equal to 20 % of the population.

- The significance level =  $\alpha = 0.05$ .
- Assume that  $z$  has a normal distribution.

$$z = \frac{(5 + 0.5) - 36 \cdot 0.2}{\sqrt{36 \cdot 0.2 (1 - 0.2)}}$$

$$= \frac{5.5 - 7.2}{2.4} = -0.71$$

$$z_{0.05} = 1.645$$



**Conclusion :** Ho is accepted.

The statistical calculation proves that Ho is accepted. This means that the students who disagree with the use of Indonesian is less than 20 % of the population. The students agree with the use of Indonesian in the English Department classes. Thus, It can be considered, in this case, that the lecturers' Language Choice pattern is the same as what the students expect.

### **3.3.2 Statistical Analysis on The Students' Approval toward The Use of Indonesian by The Lecturers When They Explain The Subjects.**

The second statistical calculation is taken from



the table 4 about the students' approval toward the use of Indonesian by the lecturers when they explain the subjects. Here are the table and the statistical test:

Agree	Disagree	Total
29	7 (x)	36 (n)

**Null Hypothesis** : Population proportion is less than or equal to the specified proportion.

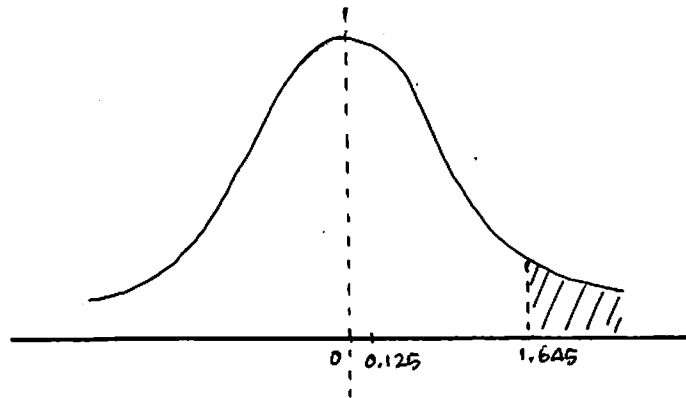
$H_0 = P \leq P_0; P \leq 0.2$ , that the students who disagree with the use of Indonesian by the lecturers when they explain the subjects is less than 20 % of the population.

- The significance level =  $\alpha = 0.05$ .
- Assume that z has a normal distribution.

$$z = \frac{(7 + 0.5) - 36 \cdot 0.2}{\sqrt{36 \cdot 0.2 (1 - 0.2)}}$$

$$= \frac{7.5 - 7.2}{2.4} = 0.125$$

$$z_{0.05} = 1.645$$



**Conclusion :**  $H_0$  is accepted.

The result of the calculation that  $H_0$  is accepted means that the students who disagree with the use of Indonesian by the lecturers when they explain the subjects is less than 20 %. Therefore, the lecturers' Language Choice pattern in this situation is the same as what the students expect since most of them agree with it.

### **3.3.3 Statistical Analysis on The Students' Approval toward The Use of Indonesian by The Lecturers When They Answer Questions.**

The same statistical calculation is done over the table 5 about the students' approval toward the use of Indonesian by the lecturers when they answer questions. The table and the test are as followed:

Agree	Disagree	Total
16	20 (x)	36 (n)

**Null Hypothesis :** Population proportion is less than or equal to the specified proportion.

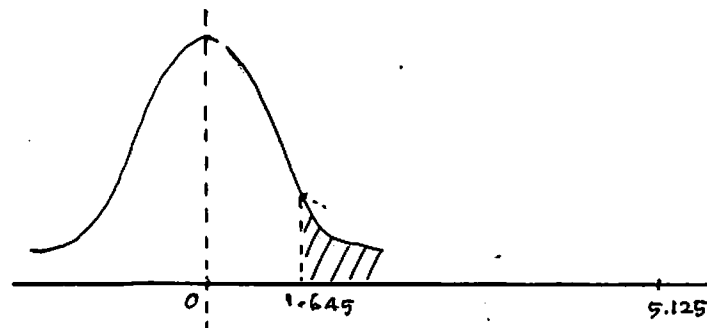
$H_0 = P \leq P_0; P \leq 0.2$ , that the students who disagree with the use of Indonesian by the lecturers when they answer questions is less than or equal to 20 % of the population.

- The significance level =  $\alpha = 0.05$ .
- Assume that  $z$  has a normal distribution.

$$z = \frac{(20 - 0.5) - 36 \cdot 0.2}{\sqrt{36 \cdot 0.2 (1 - 0.2)}}$$

$$= \frac{19.5 - 7.2}{2.4} = 5.125$$

$$z_{0.05} = 1.645$$



**Conclusion :  $H_0$  is rejected.**

The result of the third calculation is that  $H_0$  is rejected. This means that the students who disagree with the use of Indonesian by the lecturers when they answer questions is more than 20 % of the population. By considering this result, the lecturers should reconsider their Language Choice pattern and should reduce the use of Indonesian in this situation since most students expect them not to use Indonesian in this situation, or in other words, most students disagree with the use of Indonesian by the lecturers in answering questions.

#### **3.3.4 Statistical Analysis on The Students' Approval toward The Use of Indonesian by The Lecturers When They Give Examples.**

The last test is done over the table 6 about the students' approval toward the use of Indonesian by the lecturers when they give examples. As in the previous calculations, this one will also prove the hypothesis.

Agree	Disagree	Total
15	21 (x)	36 (n)

**Null Hypothesis** : Population proportion is less than or equal to a specified proportion.

$H_0 = P \leq P_0$ ;  $P \leq 20\%$ , that the students who disagree with the use of Indonesian by the lecturers when they give examples is less than or equal to 20 % of the population.

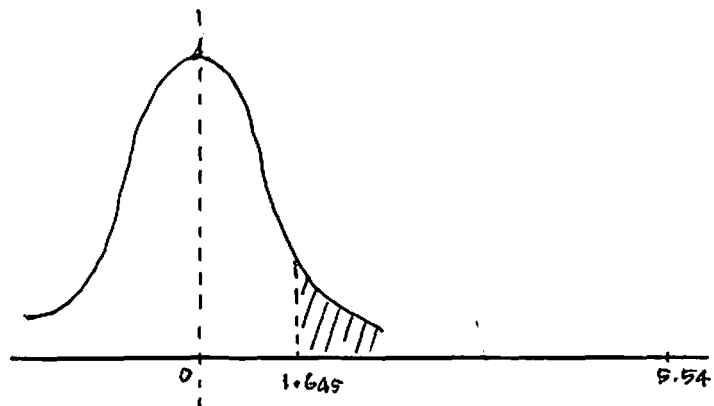
- The significance level =  $\alpha = 0.05$ .

- Assume that  $z$  has a normal distribution.

$$z = \frac{(21 - 0.5) - 36 \cdot 0.2}{36 \cdot 0.2 (1 - 0.2)}$$

$$= \frac{20.5 - 7.2}{2.4} = 5.54$$

$$z_{0.05} = 1.645$$



**Conclusion** :  $H_0$  is rejected.

The result indicates that  $H_0$  is rejected and the

conclusion is that the students who disagree with the use of Indonesian by the lecturers when they give examples is more than 20 % of the population. This means that the lecturers' Language Choice pattern in this situation is different from what the students expect. Therefore, the lecturers should reconsider their Language Choice pattern and should not use Indonesian in this situation.

These statistical results prove that the students agree with the use of Indonesian in the class. However, the lecturers' Language Choice pattern used in the non-skill classes is different from the one the students expect, especially in using Indonesian when they give examples and answer questions. This is shown in the result of the calculation on the tables no: 5 and 6 that the students who disagree with the use of Indonesian by the lecturers when they answer questions and give examples is more than the proportion of 20 %.

The result of the tests show that it is only two of them are accepted. Thus, from the results and conclusions got from statistical calculations, I can draw a general conclusion that the null hypothesis - the lecturers' Language Choice pattern is the same as

what the students expect - is rejected. This is because the students do not expect the lecturers to use Indonesian in answering questions and giving examples but in explaining the subjects.

### 3.4 Analysis.

This study can be considered dealing with the capability of using two languages and the habit of using those languages since both the students and the lecturers of the English Department have them altogether. It is obvious that they speak English in the English Department classes because they are capable of doing so. However, this study is especially dealing with their habit of using the languages, English and Indonesian, in the non-skill classes rather than their capability.

In the English Department of Airlangga University, likewise, the lecturers sometimes switch their code, English into Indonesian, in certain circumstances. This is because in learning a foreign language, people still need the languages they accustom to; such as: their native language, the national language Indonesian, or

even their mother tongue; to help them sometimes. Thus, the use of Indonesian by the lecturers in the non-skill classes is functioned to help the students when they find difficulties in understanding English. It is also discussed by Nababan in his book *Sosiolinguistik: Suatu Pengantar*, that in learning a foreign language, the capability and the habit of using his source language is usually influenced him in using the foreign language [1993: 32].

This is also supported by the theory of Code Switching that in a bilingual or multilingual society, people sometimes switch the language or variety into another since there are some conditions which force them to do so. One of the conditions which usually happens in the English Department is when the students (hearers) do not understand what the lecturers (speakers) say.

In the English Department society, the use of Indonesian by the lecturers in the non-skill classes permits the students to get the sense of the subjects, then they are able to convey and develop about the same idea in English. Evenmore, they can explore their understanding by using his own words. This supports their creativity in understanding the subjects and in



using English itself. This condition, in Sociolinguistics, is called Interference that is when a person comprehends something in Language A, he may convey the idea by using another Language (B):

If we see this study from the function of language, Indonesian has two important functions related to this: informative and intellectual cognitive. The language which is used by the lecturers in the non-skill classes functions as giving the students information and improving their intellectual cognitive. In this case the use of Indonesian in the non-skill classes give them information, especially about the things they do not understand. Besides, it also improves their intellectual cognitive that from their understanding about the topic, they can think and, even, explore their way of thinking. This is important, especially in learning-teaching activity, since in this activity the lectures are not only forced to give information but also to make the student comprehend the topic clearly and evenmore, they can represent the topic in English by using their own words. Thus, their competence in using and understanding English can also develop.

In learning-teaching activity, the class interaction plays an important role in accordance with the maintainance of the class succesfully. This is because the lecturer's success in teaching lies upon the success that the students can learn and comprehend them. It is through a language the lecturers teach and the students learn. It means that the lecturers have to transfer knowledge (teach) so that the students can get (learn) knowledge from that activity. Language is the basic element in the class interaction since by using language, the learning-teaching activity can be maintained and established successfully. Thus, I can say that the success of this department also depends on the language in it, either English, Indonesian or both of them.

In other words, language is the basic and the most important aspect in education since it is only through communication which uses language, the education system is undergone. Through a language, lecturers teach and transfer knowledge, and the students get knowledge which then can develop their intellectual cognitive. The lecturers' success depends on the way the lecturers teach through the language they use in the class which

support the students' understanding. Therefore, in giving lecture, the lecturers need the language which can be easily understood by the students, so that they can comprehend the lecture completely.

It can be seen from the description about the lecturers' Language Choice pattern and the students' responses toward it. The lecturers use Indonesian in the non-skill classes, especially when the students do not understand the lecture. In this case, this is the same as what the students expect that they agree with the use of Indonesian in the non-skill classes. This is supported by Giles' theory that speakers adjust their linguistic behaviour that suits the need of the person whom they are talking to [189] since the lecturers' Language Choice suits the need of the students in using Indonesian.

However, generally, the Language Choice pattern used by the lecturers, especially in using Indonesian, does not satisfy the students since the students expect them to use Indonesian only when they explain subjects, but in fact, they also use Indonesian in answering questions and giving examples. Thus, I can say that the

lecturers' Language Choice pattern generally is not the same as what the students expect.

Since the lecturers' Language Choice pattern used in the non-skill classes does not suit the students' expectation, there are some demands from the students related to this, that: the lecturers should reconsider their Language Choice pattern used in the non-skill classes, they should limit the use of Indonesian in the non-skill classes only in certain situation, especially when they explain the subjects. Then, they should use Indonesian not very often and only if the students really need it, that is when they do not understand the lecture. The use of Indonesian very often according to the students, may not improve their English competence. These; based on Fishman theory that domain, in this case the topic domain which are divided into three situations; imply the appropriateness of a language than another. In this study, Indonesian is likely to be appropriate than English in a certain situation, when the lecturers explain the subjects.

