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**THE USE OF INDONESIAN IN THE INSTRUCTION OF JAPANESE CLASSES,
STATE UNIVERSITY OF SEMARANG**

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Abstract

The use of Indonesian in Japanese classes is an effort to help students to understand concepts and to master the target language. However, this is considered as something that disrupts the level of students' understanding of Japanese. Therefore, ¹⁵ this study was conducted to determine how the perceptions of students and lecturers address this. This research is explanatory observational research. Fifty-eight students were randomly selected from the Japanese Language Education Study Program, Department of Foreign Language and Literature, State University of Semarang. The identification results showed that the use of Indonesian by students in the Japanese class is very high. The majority of students shows that they often use Indonesian in the instructional process. The use of Indonesian in Japanese class cannot be avoided and is considered an effective way to help explain Japanese vocabulary and structures to the students. Indonesian makes it easy for students to learn Japanese because they can still not construct and convey ideas using the target language. However, Indonesian is also considered to be an obstacle for students in developing foreign language skills. It is because students feel dependent on Indonesian as an everyday language and have difficulty explaining foreign language problems.

Keywords: foreign language, Indonesian, Japanese, perspective

INTRODUCTION

Language education is a teacher's effort in guiding students to master a particular language through deepening theory and practical experience. Until recently, the teaching method in language learning was dominated by the monolingual method (Otwinowska, 2017). ²³ The use of the target language (the language studied) as the primary language in delivering material is believed to be the best way to teach (Duncan et al., 2016). This is because using the first language (mother tongue) in the classroom will affect the acquisition of grammar and vocabulary aspects in the target language (Duncan et al., 2016; Durlak et al., 2016).

The mother tongue should not be used in delivering material because it will hinder, interfere with, and obstruct the target language's acquisition. The mother tongue is also considered not to play an essential role in improving foreign language skills (Khan, 2016). Therefore, the target language is considered the only appropriate language to deliver the target language material. ¹ The use of the mother tongue (Indonesian) and the target language in language class learning needs to be studied more deeply to obtain comprehensive responses to increase foreign language learning effectiveness in the Japanese context. The Japanese Language Education Study Program conducted at the State University of Semarang (UNNES) shows a mixture of Indonesian and Japanese use to deliver Japanese language skills courses.

The use of Indonesian depends on the students' needs and understanding, when the use of a foreign language looks confusing, the lecturer uses Indonesian to explain it. However, this raises a different perception where some lecturers feel that the use of Indonesian is considered

unprofessional and it disturbs the students' level of understanding. This also creates a sense of guilt in the lecturer for being inconsistent in delivering language material.

Based on this, ¹⁵ this study was conducted to determine the attitudes of lecturers and students towards the use of Indonesian in Japanese language learning at the State University of Semarang. This research is expected to provide input to related parties so that the implementation of Japanese language learning will be more effective.

RESEARCH METHOD

This research is an observational explanatory conducted at the Japanese Language Education Study Program, Department of Foreign Language and Literature, State University of Semarang. A total of fifty-eight students from the Japanese Language Study Program from various levels were involved in this study, and they were randomly selected using the snowball sampling method. The research instrument is in the form of a questionnaire using Google form. Forty-two questions were arranged in the form of a Likert scale questionnaire and two open items. The obtained data were analyzed using descriptive percentage analysis with the crosstab method and then described narratively.

RESULT AND DISCUSSION

The identification results show that most respondents are women between 18 and 22 years old and are active students with a study period between 1 year and six years (Table 1). ¹⁸ Lecturers can prevent students from using their mother tongue in class, but they cannot prevent students from using their mother tongue in their heads. Students' first language dominates

students' thoughts so that students process their thoughts on their mother tongue. It is because the basis of linguistics learning is the mother tongue as the mastered language.

The use of Indonesian by students in Japanese class is very high. The majority of students shows this often use Indonesian in the instructional process. Some exciting things were found where there was a tendency for female students to use Indonesian more often in the instructional process than male students (Table 1). Male students dominate the percentage of active use of Japanese in learning. Based on age, the dominant respondent is 19 years old, while the oldest is 22 years, indicating that the majority often use Indonesian in the instruction, although sometimes.

Table 1. The frequency of the respondent's use of Indonesian in Japanese class

Variable	Attitude	Total		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Gender	Female	36	64.29	-	-	9	25.00	23	63.89	4	11.11
	Male	20	35.71	2	10.00	6	30.00	10	50.00	2	10.00
Age (years old)	18	2	3.57	-	-	-	-	2	100.00	-	-
	19	31	55.36	2	6.45	12	38.71	15	48.39	2	6.45
	20	15	26.79	-	-	2	13.33	10	66.67	3	20.00
	21	7	12.5	-	-	1	14.29	5	71.43	1	14.29
	22	1	1.79	-	-	-	-	1	100.00	-	-
Study Period (years old)	1-2	34	60.71	2	5.88	10	29.41	18	52.94	4	11.76
	2,1 - 4	15	26.79	-	-	4	26.67	10	66.67	1	6.67
	4,1 - 6	7	12.5	-	-	1	14.29	5	71.43	1	14.29

Information: N = total of students

Even so, the majority of students, thirty-three respondents or 58.93%, often use Indonesian and six respondents, or 10.71%, always use Indonesian in the Japanese class'

		The Use of Indonesian							
Variable	Attitude	Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
	D	-	-	-	-	1	1.79	-	-
	N	-	-	-	-	2	3.57	-	-
	A	1	1.79	12	21.43	23	41.07	4	7.14
	SA	1	1.79	3	5.36	7	12.50	2	3.57
explain the meaning of new words / difficult words	SD	-	-	-	-	-	-	-	-
	D	-	-	-	-	1	1.79	-	-
	N	-	-	-	-	-	-	-	-
	A	1	1.79	7	12.5	21	37.50	2	3.57
Explain complicated grammar for students	SA	1	1.79	8	14.29	11	19.64	4	7.14
	SD	-	-	-	-	-	-	-	-
	D	-	-	-	-	1	1.79	-	-
	N	-	-	1	1.79	1	1.79	-	-
Make students feel comfortable and not in a tense	A	1	1.79	10	17.86	22	39.29	3	5.36
	SA	1	1.79	4	7.14	9	16.07	3	5.36
	SD	-	-	-	-	-	-	-	-
	D	-	-	-	-	2	3.57	-	-
Explain the difference of language concepts between Japanese and Indonesian	N	-	-	-	-	2	3.57	-	-
	A	1	1.79	11	19.64	21	37.5	5	8.93
	SA	1	1.79	4	7.14	8	14.29	1	1.79
	SD	-	-	-	-	-	-	-	-
	D	-	-	-	-	-	-	-	-
	N	-	-	1	1.79	1	1.79	-	-
	A	2	3.57	8	14.29	23	41.07	3	5.36
	SA	-	-	6	10.71	9	16.07	3	5.36

Variable	Attitude	The Use of Indonesian							
		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
Discuss matters related to cross cultures	SD	-	-	1	1.79	-	-	-	-
	D	-	-	-	-	-	-	-	-
	N	1	1.79	-	-	2	3.57	-	-
	A	1	1.79	10	17.86	22	39.29	5	8.93
	SA	0	0	4	7.14	9	16.07	1	1.79
Provide corrections and explanations for students' mistake	SD	-	-	1	1.79	-	-	-	-
	D	-	-	1	1.79	-	-	-	-
	N	1	1.79	-	-	2	3.57	-	-
	A	1	1.79	11	19.64	23	41.07	5	8.93
	SA	-	-	2	3.57	8	14.29	1	1.79

Information: N = Total of Students SD = Strongly Disagree; D = Disagree; N= Neutral; A = Agree; SA= Strongly

Agree

The use of Indonesian is not only the language of instruction in learning, but it has developed to understand learning problems. This is because language learning is an active process of communicating thoughts, feelings, experiences, and building understanding so that the possibility of using the mother tongue tends to represent student ideas rather than using the studied target language (Declerck & Grainger, 2017). The Japanese as the target language was not well mastered during the study period, so students had difficulty describing their ideas. The use of the mother tongue as the language of instruction for foreign language material is crucial because it is more effective, efficient, and easy to understand (Seah, 2018). Also, the Indonesian language benefits students in the instructional process (Table 3).

Table 3 Students' Perception the Positive Impact of Using Indonesian in Japanese Classrooms

Variable	Attitude	The use of Indonesian							
		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
Improving understanding of learning Japanese more effectively	17 SD	-	-	-	-	-	-	-	-
	D	-	-	2	3.57	1	1.79	-	-
	N	-	-	2	3.57	1	1.79	1	1.79
	A	2	3.57	9	16.07	21	37.50	3	5.36
	SA	-	-	2	3.57	10	17.86	2	3.57
Accelerates understanding of new or challenging words in Japanese	SD	-	-	-	-	-	-	-	-
	D	-	-	1	1.79	-	-	-	-
	N	1	1.79	-	-	1	1.79	1	1.79
	A	-	-	8	14.29	21	37.50	2	3.57
	SA	1	1.79	6	10.71	11	19.64	3	5.36
Helps to understand and express the meaning of sentences accurately	SD	-	-	-	-	-	-	-	-
	D	-	-	-	-	-	-	-	-
	N	1	1.79	1	1.79	2	3.57	2	3.57
	A	22 1	1.79	11	19.64	23	41.07	2	3.57
	SA	-	-	3	5.36	8	14.29	2	3.57
Helps to be calmer (not tense) in learning Japanese	SD	-	-	-	-	-	-	-	-
	D	1	1.79	-	-	-	-	-	-
	N	-	-	2	3.57	3	5.36	1	1.79
	A	1	1.79	12	21.43	18	32.14	2	3.57
	SA	-	-	1	1.79	12	21.43	3	5.36
Putting in a more familiar/familiar/simplifying adaptation	SD	-	-	-	-	-	-	-	-
	D	-	-	1	1.79	4	7.14	-	-
	N	-	-	2	3.57	3	5.36	1	1.79
	A	2	3.57	11	19.64	17	30.36	4	7.14

Variable	Attitude	The use of Indonesian							
		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
	SA	-	-	1	1.79	9	16.07	1	1.79

Information: N = total of students ¹⁶ SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Indonesian, the daily language of respondents, is considered by students to be beneficial by increasing understanding in learning Japanese to be more effective. Introducing material in everyday language is also regarded as capable of accelerating new or challenging Japanese vocabulary knowledge, helping to understand and express the meaning of sentences correctly. Psychologically, the mother tongue's use also has a calming effect because it gives a familiar impression to the students (Aichhorn& Puck, 2017; Maier & Abdel Rahman, 2018; Yildiz&Yesilyurt, 2016) so that students are more adaptive. Creating a comfortable classroom atmosphere is essential because it affects students' acceptance of the studied material (Pentaraki& Burkholder, 2018).

The use of Indonesian is also considered an effort to respect and develop the student's first language. Experience in one language will be beneficial for learning another language (Alpaugh, 2015). In the early years of studying the target language formally, it is likely to be difficult and make students more dependent on their mother tongue. Before students understand language rules and conventions explicitly, it takes time before they reproduce and use language to construct and convey new ideas fluently (Oga-Baldwin, 2019). Then, language learning takes place in specific contexts for specific purposes, such as learning about certain topics, participating in the community, and finishing work and recreational activities.

Besides the positive responses to the use of Indonesian, the majority of respondents also disagreed if the use of Indonesian has a negative impact (Table 4). However, Indonesian is also considered to be an obstacle for students in developing foreign language skills. This is probably because students feel dependent on Indonesian as an everyday language to explain foreign language problems.

Table 4 Students' perception towards the negative impact of using Indonesian in Japanese class

Variable	Attitude	The use of Indonesian							
		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
It bothers understanding of	SD	1	1.79	1	1.79	2	3.57	-	-
	D	-	-	10	17.86	17	30.36	4	7.14
Japanese sentence patterns	N	1	1.79	2	3.57	9	16.07	1	1.79
	A	-	-	1	1.79	5	8.93	-	-
	SA	-	-	1	1.79	-	-	1	1.79
	SD	-	-	2	3.57	1	1.79	-	-
Feeling dependent on the translation from Japanese to Indonesian	D	1	1.79	1	1.79	9	16.07	-	-
	N	-	-	3	5.36	5	8.93	3	5.36
	A	1	1.79	6	10.71	11	19.64	2	3.57
	SA	-	-	3	5.36	7	12.50	1	1.79
Reducing the intensity of Japanese exposure in the classroom	SD	-	-	2	3.57	-	0.00	-	-
	D	-	-	4	7.14	9	16.07	2	3.57
	N	2	3.57	2	3.57	7	12.50	2	3.57
	A	-	-	5	8.93	16	28.57	-	-
	SA	-	-	2	3.57	1	1.79	2	3.57
Make a bad habit	SD	1	1.79	4	7.14	8	14.29	2	3.57
	D	-	-	6	10.71	15	26.79	1	1.79

Variable	Attitude	The use of Indonesian							
		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%
Decrease the enthusiasm for further learning	N	-	-	2	3.57	5	8.93	2	3.57
	A	1	1.79	3	5.36	5	8.93	1	1.79
	SD	1	1.79	4	7.14	6	10.71	1	1.79
	D	-	-	5	8.93	20	35.71	3	5.36
	N	-	-	3	5.36	3	5.36	1	1.79
Hinders the ability to use Japanese actively	A	1	1.79	2	3.57	4	7.14	1	1.79
	SA	-	-	1	1.79	-	-	-	-
	SD	-	-	3	5.36	1	1.79	-	-
	D	2	3.57	2	3.57	12	21.43	4	7.14
	N	-	-	2	3.57	5	8.93	-	-
	A	-	-	7	12.50	13	23.21	1	1.79
	SA	-	-	1	1.79	2	3.57	1	1.79

Information: N = total of ¹ students SD = Strongly Disagree; D = Disagree; N = Neutral ; A = Agree; SA = Strongly Agree

The problem of using the mother tongue in learning foreign languages cannot be avoided, including the case in Japanese class. The majority of respondents realized that using Indonesian too often can become a bad habit. This is because Indonesian's frequent use can reduce the intensity of exposure to Japanese in the classroom, reduce enthusiasm for further learning, and hinder the ability to use Japanese actively.

Based on observations, there is often a change in the use of Japanese into Indonesian. Lecturers transfer the code from Japanese to Indonesian because the use of Indonesian will make learning more effective. The transfer of codes and words in language classes effectively improves vocabulary mastery and metacognitive abilities in the language (Van Steensel et al.,

2016). However, the use of Japanese is also considered quite useful on several topics. An example of the effectiveness of using Japanese is in the way of communication across cultures, which is an explanation of the differences in the rules for using language related to the matters/topics discussed.

Various assumptions have surfaced that the total prohibition of using the mother tongue in foreign language classes is considered outdated. Indeed, the mother tongue can also help in learning foreign languages (Almoayidi, 2018). It cannot be denied that Indonesian use helps lecturers keep the class running in a conducive and effective manner and makes students understand the material presented more quickly. However, based on the strengths and weaknesses of the use of Indonesian, it needs to be agreed that this does not mean that Indonesian is automatically used as the main instrument in helping to obtain the target language. Lecturers also still believe that Japanese language learning is better delivered in the target language. Lecturers in the Japanese Language Study Program are also hesitant in determining their attitudes towards the problem of using Indonesian, which can help or hinder learning foreign languages. In this case, the lecturer hesitates to answer, decides his attitude, and realizes many Indonesian and Japanese differences. Lecturers also feel that using Indonesian makes students less accustomed to using the target language.

CONCLUSION

²¹ The use of the mother tongue, in this case, Indonesian in Japanese class, cannot be avoided. However, Indonesian makes it easy for students to learn Japanese because they can still not construct and convey ideas using the target language. Indonesian is also considered by students to make it easier to interpret Japanese words, sentences, and problems.

The use of Indonesian makes it easy for students to adapt more efficiently by bringing up more familiar situations. However, it cannot be denied that Indonesian use often results in problems such as feeling dependent on translation and reducing the intensity of exposure to Japanese in the classroom. Also, respondents think that using Indonesian too often as an introduction in foreign language classes is terrible. It reduces learning enthusiasm and prevents students from using the Japanese language actively.

From the data and analysis above, it is time to reexamine the belief that the monolingual method is the best method for teaching foreign languages.

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