

STUDENTS' PERCEPTION ON THE USE OF A LECTURER'S BILINGUAL APPROACH IN INTERNATIONAL CLASS PROGRAM (ICP) CHEMISTRY EDUCATION DURING THE COVID-19 RESTRICTIONS

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Abstract

The aims of this research were: (1) to find out how the students perceive the use of a lecturer's bilingual approach in ICP chemistry education during the covid-19 restrictions; (2) and to find out how the lecturer applies the bilingual approach in ICP chemistry education during the covid-19 restriction. This research used a qualitative method. The participants in this research were 14 students of the 3rd semester ICP chemistry education, State University of Makassar. The instrument of the research was interview that was conducted online. The results of the research showed that (1) the students perceived that the lecturer's use of bilingual approach in ICP chemistry education during the covid-19 restrictions was favorable; and (2) the lecturer applies the bilingual approach in written English, spoken English, and bahasa Indonesia. The written English is used in a Microsoft PowerPoint presentation, spoken English when the lecturer explains the material, and starts using bahasa Indonesia when the students cannot understand the English explanation. However, the dominant language that the lecturer use is bahasa Indonesia. There is no different method that the lecturer uses in applying bilingual approach in ICP chemistry education during the covid-19 restriction.

Keywords— Perception, Bilingual Approach, Covid-19 Restrictions.

INTRODUCTION

COVID-19 has had a considerable impact on several sectors, such as economy, culture, religious and even education. Indonesia is one of the countries affected by the Covid-19 pandemic restriction, which is still developing compared to the number of victims infected with Covid-19. However, the learning system should still be implemented, even if the government has requested all citizens to stay and doing anything at home like work from home or study

home. During this pandemic restriction, education in Indonesia is still implemented by performing a new system. All educational institutions at different levels must design the learning support in such a way that works for distance learning process.

The necessary thing to master a new language is the students have to understand the language instruction, because it can be a problem if students do not get any kind of information about the lesson, they feel unclear about the teacher's explanation, they will consequently fail in the process of mastering the language. English being an important tool for communication which is used to interact with others who have different first languages. In Indonesian context, English becomes an important language that is needed to master by the students and viewed as a foreign language (EFL). English has been taught since primary school until university level. There are various methods to explain EFL in Indonesia, for example is using first language, bilingual or using English itself.

There are two languages that should be used in the learning process when teaching EFL or any other subjects in bilingual class in Indonesia. Those languages are students' native or first languages and English. According to the argument of Brown (2001, p. 98), the most challenging level of language instruction is teaching students at beginning level, because most of the students do not have background knowledge or they only have a little. Besides, Brown (2001) also argues that students at beginning level are highly depend on the teacher for the language model (p. 99). Hence, incorporating students' first language (in this research: Bahasa Indonesia) could be seen as a learning tool to facilitate the students to learn English. It can be concluded that the way students can easily understand the material given and the English itself is an important thing in bilingual class.

Along with Brown (2001, p. 99) who believes that using a student's native language (L1) in foreign language classroom situations becomes an option, as long as it limited by the need to use the first language. And offers distinct advantages in learning the target language (L2). In addition, distinct advantages include (Brown, 2001, p. 102): negotiation of other managerial and disciplinary factors, brief description of technical implementation, brief explanation of points grammar, a quick guide to the meanings of words that remain confused after students have tried to identify something themselves, as well as cultural notes and commentary.

Anggrahini, N. W. (2019) found three outcomes related to students' perceptions of bilingualism in the classroom. As the data shows, most of them agreed that Bahasa Indonesia can help them in their English learning process. It is consistent with Atkinson, 1993; Widdowson,

2003, who stated that L1 can be a powerful resource for learning EFL. In addition, it encourages students to participate more in class activities in English.

Azimov, N. (2020) found that students' perceptions are positive when teachers use bilingualism in the classroom. They think it will help them a little in their learning. It can be explained in three. The first is to help them understand the teacher's instructions. The second is to create a comfortable environment during class time. Finally, the addition of new vocabulary in English.

Gunawardena & Zittle (1997) reported that online classes did not perform as well as expected due to several barriers to stimulating and maintaining this type of interaction. In particular, students may feel shy to ask questions or provide feedback to teachers in the online classroom, which may affect the effectiveness of learning outcomes; they may also feel embarrassed about showing their "social presence" and identity on online platforms. Swan (2002) added that teachers also have difficulty conducting lessons using online platforms and they may behave differently from traditional classrooms.

Regarding this, the researchers would like to investigate the students' perception on the use of a lecturer bilingual approach in International Class Program chemistry education during the Covid-19 restrictions. These are the research questions:

1. How do the students perceive the use of lecturer's bilingual approach in the class during the Covid-19 restrictions?
2. How does the lecturer apply the bilingual approach in the class during the Covid-19 restrictions?

LITERATURE REVIEW

1. Perception

Perception is a process of accepting something clearly by the sensory receptors (eyes, ears, nose, and skin) and how it affects the human personal point of view and attitudes. Perception is a process of hearing, adapting and understanding the sounds of language. Perception plays a big part since it influences the way students pick up data through what they experienced and keep it as portion of their capacity of knowledge. There is knowledge based on perception and acquired from perception.

According to Edwards (1989), perception is personal thoughts, opinions, insights, knowledge, or values that influence behavior. It can be seen that students have their thoughts

toward the things they see during the learning process and how they response. Mussen (1973) also defined perception as a process by which information is received by sensory receptors (e.g., eyes, ears, nose, and skin), which is consistent with Cherry's claim that perception includes the five human senses: hearing, smelling, tasting, touching and seeing. Besides, Chaplin (1968) describes perception as a process to see something through human sense that engaging human's reliance about something.

According to Robbin (2003: 124-130), there are two indicators of perception. The first is the process of acceptance. This is an indicator of the existence of perception in the physiological stage, where the functioning of the senses to arrest excitation from the outside. The second is evaluation. This is an indicator of external stimulation that has been arrested by the senses, then decided by the individual.

There are some factors that affect perception to establish the human perception. Besides, Walgito (2001) adds that the external factors that affect the perception are stimulus, environment, culture, and believe.

2. Bilingual Approach

Bilingual approach is a method where the two languages are used in the classroom, one is the mother tongue of the students and the other one is the target language (English), but it does not mean that bilingual approach is only able to use two languages, it is also understanding the meanings including the spoken pronunciation. believe.

Prof. C.J. Dodson Wales (1967) developed the bilingual method or bilingual approach of foreign language teaching, as a complement of the audio-visual method which is intended to make developments to the audio-visual method. In this method, there are two revolutionary rules based on the results of scientifically controlled experiments in primary and secondary schools. Bilingual approach allows the teacher and learner to use two languages; one is the target language to be learnt and the other mother-tongue which is used to improve the target language English. The teacher regularly reads and transforms the text into mother tongue of the learner.

According to Alshehri (2017), there are some certain conditions where the teacher use two languages to help students understand the target language as follows.

- a. Explaining vocabulary in particular adjectives and abstract words that cannot be known by picture to explain the meaning.

- b. Use English and then translating what they said into first language.
- c. Developing a good relationship with students to create a pleasant classroom atmosphere and as a resource to teach English when needed.

3. International Class Program

The curriculum is one component that has a strategic role in the education system. Curriculum on International Class Program UNM Faculty of Science, has studied the course material to the students as prospective educators to consider the needs of field- oriented learners. The International Class Program (ICP) is a class that not only uses the national curriculum, but also uses the Cambridge curriculum. It referred to Cambridge International Curriculum that: Cambridge programs combine an emphasis on mastering subjects in depth with the development skills for study and work in the future. We value deep subject knowledge as well as the conceptual understanding that helps students make links between different aspects of a subject. These are transferable skills that will last a lifetime, preparing students for their future lives. They also make learning enjoyable and rewarding.

METHODS

1. Research Design

The research design of this research is qualitative descriptive that is use to get information about the students' perception on the use of lecturer's bilingual approach in the class. Descriptive research is a study who value is based on the assumption that problems can be solved and improved in practice through observation, analysis and description.

2. Research Participants

The participants of this research are a lecturer and students from one class of International Class Program (ICP) chemistry education in State University of Makassar.

3. Research Variable

The variable on this research is students' perception on the use of lecturer's bilingual approach.

4. Research Instruments

The instrument of this research is interview. The researchers interview students and lecturer by personal interview to collect the data and use interview guidance to investigate the students' perception on the use of lecturer's bilingual approach and how the lecturer applies the bilingual approach in the class. Interview guidance is a series of questions that must be answered by the research participants.

5. Procedures of Collecting Data

The procedures of data collection in this research involves the following steps:

- a. Asking for a legal permission at chemistry department, State University of Makassar.
- b. Asking for a permission to the lecturer to do research in his/her class and explaining about the research.
- c. Asking for students' and lecturer's time to do the interview.
- d. Starting the interview at the agreed time.

6. Technique of Data Analysis

Data analysis is the data that purposed to classify, arrange and manipulate the data. It will easier the researchers to conclude the results. The purpose of data analysis is to summarize, simplify the data in order to be interpreted, then the problem can be solved. The data analysis steps explain as follows:

- a. Organizing and reducing the data

The first to do is reducing the data, which is done through coding process. Coding means reducing the data by grouping or categorizing the data from observation sheet, interview transcript, recording, questionnaire and other data collected. The researchers classify the data collected and divide the data in some categories. Here, all data will be collected into specific terms.

- b. Summarizing and explaining the data

In this step, the researchers must know the kind of the data. It will be done by analyzing all entries with the same code and merging the categories to find links and connections among categories. It means after all data classify into specific terms, the researchers summarize only the necessary data. In summarizing the data, it relies on the objectives of research. So, these are the objectives of research 1) The students' perception on the use

of lecturer's bilingual approach, and 2) How do the lecturer apply the bilingual approach in the classroom.

c. Interpreting the data and making conclusion.

The last step of data analysis is interpreting the data. The quality of data interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researchers. This step is very important. The researchers interpretate and draw the result. Lastly, the researchers can get the finding and making the conclusion on this step.

RESULTS

This part presents the result of the students' interview and lecturer's interview which is based on the research questions (1) How do the students perceive the use of lecturer's bilingual approach in the class during the Covid-19 restrictions, (2) How does the lecturer apply the bilingual approach in the class during the Covid-19 restrictions.

1. Perception on the Use of Lecturer's Bilingual Approach in ICP Chemistry Education during the Covid-19 Restrictions.

There were 14 students from ICP Chemistry Education 2020 as the participants. The researchers contacted the students on December, 2021 and they invited the researchers to join the group class on December to start doing the research interview. The researchers informed that the interview would be conducted via personal chat on WhatsApp (voice note or typed). After collected the data from the interview, the researchers analyzed them.

Student 3: 13/12/21

The use of bilingual approach is required in the class. English helps us try to digest this language early because our study program uses English. Then, bahasa Indonesia helps us in understanding the material further, especially for those of us who are not fluent in English, of course, we need bahasa Indonesia which is more familiar to us.

Student 7: 13/12/21

Bilingual approach gives a lot of benefits for me personally, because I still lack in English, but with the use of bilingual, it makes me easier to understand the theory. The lecturer explains the material using Indonesian, but using English in the PowerPoint Presentation (PPT). So, it

makes us easier to understand what the contents of the PPT and also stirring my curiosity of the new vocabulary that I often encounter in textbooks given by the lecturer.

Student 3: 13/12/21

When it comes to confusion in understanding the material, I don't think so. In fact, the bilingual approach really helped us. What makes us confused in understanding the material is only when the lecturer uses 100% English and does not use bahasa Indonesia at all.

Student 1: 13/12/21

Sometimes, I feel confused because it is constrained by networking and when it is offline learning, maybe because of using mask, I cannot hear the pronunciation of the lecturer clearly.

Student 12: 13/12/21

I prefer to be taught using two languages, because when students do not understand when the material is explained in English, the lecturers can explain in bahasa Indonesia that can be easier to understand.

Student 3: 13/12/21

I strongly agree with the lecturer's bilingual approach in the class.

Student 10: 13/12/21

I personally do not agree on the use of lecturer's bilingual approach in online class. When the lecturer explains the material in one language, sometimes we still find it difficult to understand, especially when it is bilingual, it is a bit difficult for me.

2. How the Lecturer Applies the Bilingual Approach in ICP Chemistry Education during the Covid-19 Restriction

There was one lecturer as the interviewee or the respondent of this research. The lecturer is teaching organic chemistry in ICP chemistry education 2020. The researchers contacted and asked him for the research interview on December. The interview conducted online by WhatsApp call in the same day.

Lecturer: 10/12/21

The teaching priority is to understand the content, because English is not the mother tongue, but the concept of the chemistry content itself. First, I use English, after that I have to ask again, "Do you understand what I mean?" So, when they don't understand, then I will re-explain using bahasa Indonesia. But if they already understood without me repeating in bahasa Indonesia, then the English explanation is enough.

Lecturer: 10/12/21

I use PPT in English and I use English and bahasa Indonesia to explain the content of the PPT.

Lecturer: 10/12/21

I motivate students to use English in the class, because it does not rule out the possibility that they can go abroad. I say that English is very important because it is an international language, the language of science communication and so on.

Lecturer: 10/12/21

There is no difference in the use of bilingual approach when online or offline, but it is a hassle when online. Many students are not honest especially when using Google Meet, but it's better when using Zoom. We can't control students. The method I use is not much different and students will understand as long as they want to pay attention, whether it is online or offline.

DISCUSSIONS

1. Students' Perception on the Use Lecturer's Bilingual Approach in ICP Chemistry Education during the Covid-19 Restriction

The result of the students' interview supports all the questions given. Based on the result of the students' interview from the previous part, I can conclude that students perceived the use of lecturer's bilingual approach in ICP chemistry education during the covid-19 pandemic restriction in various responses. This is supported by Edwards (1989), perception is personal thoughts, opinions, insights, knowledge, or values that influence behavior. It can be seen that students have their own thoughts toward the things they see during the learning process and

how they response. As the result, most of the students of this research enjoyed and agreed to the use of lecturer's bilingual approach in the class.

Most of the students' perceived that the use of lecturer's bilingual approach is required in the classroom, because they are from bilingual study program, so they have to use English, not just bahasa Indonesia which is more familiar to them. The use of bilingual approach helps them to understand the material easier. It is in line with Surayatika, D. (2019) who stated that bilingual language was necessary and inevitable to be applied in the classroom. The students showed their agreement with strong perception on the use of lecturer's bilingual approach in the classroom.

The use of bilingual approach clearly gives benefits for students in understanding the material. Some students are not fluent in English, but with the use of bilingual, it makes them easier to understand the theory. In the class, the lecturer usually explains the material using bahasa Indonesia, but the language that the lecturer use in the PowerPoint Presentation (PPT) is English. So, it makes them easier to understand what the contents of the PPT. We can see that sometimes; students still need the lecturer to explain in bahasa Indonesia in order to understand the content that they do not understand in English.

Unfortunately, there are few students that still feel confused on the use of lecturer's bilingual approach in the online class during the covid-19 restriction. Even though there is no significant difference in the method or bilingual approach that the lecturer used, there are still obstacles such as the lecturer forget to explain Indonesia or use English too much or the network problem that limits the interaction and the information given by the lecturer during the learning process. As a result, the students feel confused and have difficulty in digesting and understanding the material given in English. But, when the lecturer uses English and bahasa Indonesia properly in the learning process, the students will never get confused because it is really help them to understand the material. It is in line with Atkinson (1987) cited in Miles (2004), it is now believed that the use of a mother tongue can be a good resource for lecturers, so they should focus and use it properly.

As the conclusion, almost all of the students agree to the use of lecturer's bilingual approach in the class during the covid-19 restriction, even though there is no difference from the way lecturer applies it when the learning process is online or offline. This is supported by Azimov, N. (2020) found that students agreed when teachers use bilingualism in the classroom. They think it will help them a little in their learning. Then, it can be explained in three. The first

is to help them understand the teacher's instructions. The second is to create a comfortable environment during class time. Finally, the addition of new vocabulary in English. Just like what some students perceived in this research, the use of lecturer's bilingual approach is not only help them to understand the content and the class interaction, but they can learn about new vocabulary in the learning process.

However, there is one student that personally does not agree on the use of lecturer's bilingual approach in the class during the covid-19 restriction. When the lecturer explains the material in one language, sometimes he still finds it difficult to understand, especially when it is bilingual, it is a bit difficult for him to understand the content of the lesson by using two languages. It is the same as the other students who are not used to it at first, he just not used to and adapt to the learning process in the current conditions, so that he feels confused. It is in line with one of the advantages of the bilingual approach itself.

2. Application of Lecturer's Bilingual Approach in International Class Program (ICP) Chemistry Education during the Covid-19 Restriction

Based on the interview result, the lecturer applies the bilingual approach in written English by using PPT and spoken English by explaining the material and start using bahasa Indonesia when students cannot understand the English explanation. However, the dominant language that the lecturer use is bahasa Indonesia.

The lecturer applies the bilingual approach in written English and spoken English, but still the dominant language is bahasa Indonesia. It is because the main priority is not the language even that still important because they are in international class program, but the main priority is the concept of the subject or the lesson and in this case is chemistry, so the main priority is the students' comprehension about the contents of the chemistry itself. That is why the lecturer will repeatedly ask the students after explaining in English, do they get it or not. This is in line with Prof. C.J. Dodson Wales (1967) who developed the bilingual method or bilingual approach of foreign language teaching. In this method, lecturers use the students' mother tongue to achieve the target language (in this study is English). So, the reason why the lecturer uses English first and re-explain in bahasa Indonesia is to make the students understand the content by using the students' mother tongue.

Interaction between the lecturer and the students in the learning process is not really different with the interaction in the offline class, as long as they use Zoom and turn-on the

camera video. As we can see, the lecturer will always ask the students after presents the material. The lecturer is trying to communicate with the students, even though most of the students are quiet for some reasons such as feel afraid or shy, so they decide to not saying anything even though the lecturer is asking them. This is supported by Gunawardena & Zittle (1997), reported that online classes did not perform as well as expected due to several barriers to stimulating and maintaining this type of interaction.

In the classroom interaction, the lecturer not only try to talk with the students by asking them question in the learning process, the lecturer also motivates students to use English in the class by saying that it does not rule out the possibility that they can go abroad, beside that English is an international language, the language of science communication especially in their study program.

Talk about the method that the lecturer uses in applying bilingual approach before the covid-19 restriction and during the covid-19 restriction, there is no specific differences, the lecturer still uses the same approach in written English or spoken English and bahasa Indonesia. But the difference might be appeared in the limitations of the lecturer to control the students during the learning process. This is supported by Swan (2002), he stated that lecturers also have difficulty conducting lessons using online platforms and students may behave differently from offline class.

CONCLUSIONS

Regarding to the research findings, the researchers concluded that:

1. The students perceived the use of lecturer's bilingual approach in ICP chemistry education during the covid-19 pandemic restriction in various perceptions. Most of the students enjoy and agree to the use of lecturer's bilingual approach in the class during the covid-19 restriction. 13 students agree that the lecturer's bilingual approach is the right way to make them easier to understand the material and 1 student does not agree on the use of lecturer's bilingual approach because it is difficult to focus in the learning process by using two languages.
2. The lecturer applies the bilingual approach in written English, spoken English, and bahasa Indonesia. The written English is used in PowerPoint Presentation, spoken English when the lecturer explains the material, and starts using bahasa Indonesia when the students cannot understand the English explanation. However, the dominant language that the

lecturer use is bahasa Indonesia. There is no different method that the lecturer uses in applying bilingual approach in ICP chemistry education during the covid-19 restriction.

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