Students Use English in Schoolscapes in Indonesian Highschool:
Students' Perceptions

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Abstract

This study aimed to find English as a Foreign Language (EFL) students' perceptions of using English in school in Indonesia. The researchers adapted the questionnaire from the modified version of (MacIntyre et al., 2001; Zarrinabadi & Abdi, 2011). This study was conducted in a private High School in Indonesia and involved 60 respondents from grade 10 of Sciences and Social Sciences, 11 of Sciences and Social Sciences, and 12 of Sciences. The result showed that the students' perceptions of English inside and outside the classroom were 2.90, moderate. Further, the findings also showed no significant difference in students' perceptions of English inside and outside the classroom based on gender since it was .262. It meant that male and female students have no different English perceptions inside and outside the classroom.

Keywords: Students' Perceptions, English Usage, English in School

INTRODUCTION

English arguably has become the world's lingua franca. As a result, people believe that English is essential for them to communicate daily. English can improve their ability to speak with other English-speaking communities. Furthermore, it can help them enhance their four macro English skills, i.e., writing, reading, listening, and speaking. On the other hand, some think that people do not need to learn English. Some of the reasons are when they make mistakes, they feel obtuse, and they have difficulty using English (Thornbury, n.d.).

There are two places where students can communicate in English and inside and outside the classroom. Using English inside the class like English subjects or an extra English course. (Beare, n.d.) showed that what can help students amend in the class is English itself, which will help students learn to speak in English. Furthermore, when students learn English in the classroom, they will feel some speaking changes, as (Snorradottir, n.d.) proved. Moreover, about half of the students think it is easier for them to speak English, and their accent has improved because they get a lot of practice during lessons. Therefore, theories about using English and some existing methods must support students to use it more often.

Using English also can be applied not only in the class but also outside of the course. However, some students think that English can be used only in class, especially during English or extra English classes. When the session is over, using the English language is also over. (Ferdous, 2013) explained students could get a new language or things in the class, but they can also get the same thing outside of the classroom. It implies that using English outside of the class will only result in

their ability to use English. Students can practice the theory outside of the class because most of the time, it is only learning about the theory and a few examples. Using English outside of the classroom is the right way to apply what students get in the class. It is like what (Sargsyan & Kurghinyan, 2016) wrote: using English outside the classroom makes what students acquire to be more authentic. While playing a game with friends, sitting together, having a conversation with friends, talking with teachers, and being applied at home with family, students can get good English practice outside of the classroom through their communication with friends, the internet, and other tools. The use of English outside of the classroom must be more because" in particular students talked about how there were few if any opportunities to make use of out-of-school experiences of English in the classroom, and how they are much more comfortable using English outside school than inside" (Henry, 2014, p. 6). Hence, English for students outside of the classroom has many tangible benefits.

Students' perceptions of the use of English

Teachers need to know students' perceptions about something because, as (Ahmed et al., 2018) wrote, "students' perceptions of their educational experiences influence their academic performance" (p. 3). Students know what kind, type, or style teachers use to improve their willingness to learn and other useful things. Students have their strategies to learn English. For example, (Jiménez, 2018) showed that:

> Thus, some learners are visual, some are analytical, and many others are impulsive or spontaneous. Some students use their ears more than their hands or words to learn. Others like to learn through music, through numbers or drawings, or by associating objects and concepts. Some students like reading more than speaking. Others prefer to write, listen, or take risks, while some prefer to think carefully before making important decisions. (p. 71)

Students will feel comfortable learning or using English based on their own ways. Not all students have the same learning preferences. Students have two right places to learn English, inside and outside the classroom. (Guo, 2011) wrote that to improve students' ability to learn English, students must use the available resources inside and outside the classroom with existing facilities. The learning process of English does not only occur in specific places. Students can learn English with the teacher's theories inside the classroom and be monitored directly by their teacher. Students can practice what they get from inside the school into a more real-world experience outside of the school.

It is also crucial to look at English language learning skills from students' gender. Ali, (n.d.) wrote that "when the word gender is seen, people think of the fact of being male or female" (p. 74). Based on these gender differences and learning English, male and female students have differences between their gender. Further, (Mahmud, 2018) found out that one of the factors that must be considered and can also affect students' success in English is gender. As the researcher wrote before, each student has their way of learning English, and each different gender also has its way of learning. However, another perspective, such as what (Viriya & Sapsirin, 2014) found out, is that there is no gender difference in English learning strategies because they sometimes use the same approach. The strategy here refers to a good time for study time, the place to learn, and so on. Male and female students can learn English wherever and whenever they want. Besides that, (Główka, 2014) wrote that there is no difference in learning English between males and females or male students better than females. As (Bacon, 1992; Główka, 2014) claimed, there is no

significant gender difference in listening tasks. By looking at the explanations above, each student has their English use perceptions.

In (MacIntyre et al., 2001; Zarrinabadi & Abdi, 2011), it was found that there were four models of willingness to communicate (WTC); those were origins of WTC, WTC as the objective of language instruction, WTC as a trait-like predisposition, WTC as a situational construct.

Inside the Classroom

A classroom is a place where learning activities take place. (Chandra, 2015) wrote that expressing feelings and teamwork could get in the class. Students can get theories from the lessons they learn inside the class, including English lessons. In this study, students learn four essential English skills inside the classroom. (Sadiku, 2015) stated four skills to learn effectively: listening, speaking, reading, and writing. There are several ways to improve these four skills. One of them is like what (Kurniasih, 2016) wrote: developing four English skills makes these skills the main thing in learning activities. Besides knowing these four English skills, students also need to comprehend them. Many ways can make students have an awareness of the skills, example, comprehension in reading as stated by (Sattar & Salehi, 2014) that "for better and quicker comprehension, therefore, we need to practice the before and after reading strategies in addition to do some related activities" (p. 10926). Below is the explanation of the skills, but only speaking, reading, writing, and a description of comprehension inside the classroom.

There is a study about the use of English inside the classroom. It was (Merc, n.d.) this study aimed to investigate a) the relationship between willingness to communicate (WTC) inside the classroom and language learning orientations, b) the effect of language learning orientations on WTC inside the classroom, and c) the effect of social support on language learning orientations. The participants are 28 university students from Anadolu University, Turkey, studying English in a course provided by the School of Foreign Languages as a three- ours-a week program as Intermediate level students. The study results revealed that students were willing to communicate more on reading tasks and be willing half of their speaking and comprehension skills. Writing skills were measured to be the ones students were the least inclined to communicate with. The participants' language learning orientations showed that they did not have a particular reason for learning English as a whole group, such as travel, friendship, knowledge, job-related, and school achievement.

Outside of the Classroom

One way students can use English outside of the classroom is through communication. Communication outside of the class also provides many benefits for students. Communication outside of the course can train students to real-life when they have to communicate using English outside of the school environment (Shvidko, 2012). Doing this will not limit the speaking activities just in the class hour. It can also motivate students to learn/use English; and create a learning community with student leaders (Ohashi, 2016). Practicing to communicate can also be done at home in various ways, such as "practice specific communication situations on your own at home in front of the mirror, for example" (Union, n.d.) Hellenic American Union, 2018, para. 13). From the above description, we can see that there is an opportunity to communicate in English outside of the classroom because of the short class time. Speaking English outside of the class can make students feel more real-life students face when finished. Using English outside of the course is not just about using it, but also in the right way. According to the researchers in (Gaines, 2015),

achievements are made by making students able to use English outside of the classroom in the right way. To achieve this, teachers also have an essential role. To conclude, (Sopamena, 2016) wrote that "outdoor experiential learning can influence students' English ability" (p. 155). Learning experiences outside of the classroom can give students real experience.

METHODOLOGY

Research Questions

This study is to find the answers to the following two research questions:

1. What is the level of students' perceptions of English inside and outside the classroom?
2. Is there any significant difference in students' perceptions of English inside and outside the classroom based on gender?

Hypothesis

H0: There is no significant difference in students' perceptions of English inside and outside of the classroom based on gender.

H1: There is no difference in students' perceptions of English inside and outside of the classroom based on gender.

Research Design

This is a quantitative study. The research design used a descriptive method because the purpose is to know the students' perceptions of English inside and outside the classroom. The comparative design was used to reveal the significant difference in students' perceptions of English inside and outside of the classroom based on gender.

Respondents

The respondents' total number was 64, but four were invalid after the data normality test. Therefore, the total number of respondents was 60. They were the students of 10th grade (Sciences and Social Sciences), 11th grade (Sciences and Social Sciences), 12th grade (Sciences) of A private High School in Indonesia.

Instrument

The researcher used the questionnaire developed by MacIntyre et al., as cited in Zarrinabadi and Abdi (2011) in this study. In the questionnaire, there were initially 74 items. Originally, it consists of three parts; first is the willingness to communicate inside the classroom, second is the willingness to communicate outside of the class. The last that not be used is orientations for language learning. In this study, there are 54 items that the researcher used from the whole number of original; thus, the researcher used only the first and the second part because the third part is not part of this study. But, after the validity and reliability, only 31 items were used for real research. For the pilot study, the first part contains 27, and the second part contains 27 items.

The questionnaire was translated into Bahasa. Then, submitted to the advisor, three English teachers of Fakultas Keguruan dan Ilmu Pendidikan Universitas Klabat were asked to validate the

researcher's translation. The results of this validation showed that some items had to be changed. First, all the questions start with the word "I" because they need to understand that they perform all the questions' activities. The second was in speaking inside and outside of the classroom using English.

All the items asked and answered in Indonesian simplify and adjusted to the research. The researcher made a pilot study to ensure the students understood the questionnaire.

Procedures of Data Collection

The steps that researchers took to collect data are as follows. The researchers gave a letter for permission to the Headmasters of A private High School in Indonesia on August 15, 2019, which was permitted first from the Dean of Fakultas Keguruan dan Ilmu Pendidikan. The researchers asked for the Headmasters of A private High School agreement in Indonesia to collect the data. Then, with the help of one of the teachers there, the questionnaires were distributed to the students from 10th grade (Sciences and Social Sciences), 11th grade (Sciences and Social Science), 12th grade (Sciences) of A private High School in Indonesia. The teacher clearly explained how to fill in the questionnaire. The teacher reminded the respondents that the survey they were about to fill in was merely for research purposes and would not affect their grades or relationship with the teachers. The teachers were not allowed to see the respondents' answers. The respondent took at least 20 minutes to answer the questionnaire. The teacher collected the questionnaire, and the teacher sent it to the researcher to be analyzed and interpreted. Finally, the researcher explained and interpreted the data using statistical software.

Validity and Reliability

This study went through a pilot study. It is essential to recognize the questionnaire's quality, validity, and reliability. Because of the school's small population, which only has 74 students, the researcher used ten students for the pilot study and the rest for the real research. Hill (1998) suggested that 10 to 30 participants for a pilot study in survey research are adequate sample sizes, mainly when the population size is ≤ 100. Besides that, Isaac (1995) and Julious (2005) also stated that 10 -30 participants could be the pilot study sample. Other researchers such as Connelly (2008) suggested that 10% can be the pilot study sample.

The valid data were computed using the Cronbach's Alpha scale for reliability. The result was 0.973, which was higher than the accepted coefficient score $\alpha = 0.70$. Based on Fraenkel and Wallen, cited in Mohamad, Sulaiman, Sern, and Salleh (2015) journal stated that "the reliability of items is acceptable if the alpha is within .70 and .99" (p. 165).

Data Analysis Techniques

The researcher used statistical software to analyze and interpret quantitative data. To answer the research questions, the researcher used the following:

1. MEAN is used to determine the students' perceptions of English for research question number one.
2. The *T-test* is used to determine the difference in students' perceptions of using English inside and outside the classroom based on gender for research question number two.

This research used the Liker-type scale (5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree) to determine the primary level of the students' perceptions of the use of English in the questionnaire. Joshi, Kale, Chandel, and Pal (2015) explained that "the original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants were asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale" (p.397).

The level of student performance regarding their willingness to communicate inside and outside of the classroom also use a Likert-type scale 4.50 – 5.00 = Very high level; 3.50 – 4.49 = High level; 2.50 – 3.49 = Moderate level; 1.50 – 2.49 = Low level; 1.00 – 1.49 = Very low level

The Level of Students' Perceptions of the Use of English

The mean score was used to determine students' perceptions of English inside and outside the classroom. Table 1 shows the mean score of students' perceptions of English inside and outside the class.

Table 1: The Mean Score of Students' Perceptions of English inside and outside of the classroom

	N	Minimum	Maximum	Mean	Std. Deviation
Overall Mean	60	1 .39	4 .32	2 .90	.661
Valid N (listwise)	60				

The result showed that the mean level of students' perceptions of English inside and outside the classroom was 2.90. The mean score of students' perceptions of English inside and outside of the class fell between 2.6 – 3.5, which indicates a *moderate level* based on the interpretation scale. The researcher also tried to determine each sub variable's mean score if there is a different level between inside and outside if the researcher separated it.

Table 2: Mean score (Inside of the classroom)

	N	Minimum	Maximum	Mean	Std. Deviation
MeanInside	60	1.36	4.18	2.7636	.67601
Valid N (listwise)	60				

Table 2 is the mean score of the inside of the classroom. There is no significant difference because the mean score inside the classroom is also moderate.

Table 3: Mean score (Outside of the classroom)

	N	Minimum	Maximum	Mean	Std. Deviation
MeanOutside	60	1.40	4.50	2.9817	.70962
Valid N (listwise)	60				

Table 3 is the mean score of the outside of the classroom. There is no significant difference also because of the mean score outside of the classroom at a *moderate level.*

This study's finding is different from some studies. Tuyen and Loan's (2019) study on the use of English in speaking in the classroom found out that half of the students were unwilling to communicate in speaking classes or at a low level on English use. In this study, students had a low level of English use because they did not know how to express their English answers when asked by the teacher. Another reason is that students feel nervous when the teacher asks them, so they choose to be quiet and only listen. Even those students were happy to be safe, and not many wished to be challenged by their teacher.

Further, a study by Merc (2008) on English in four skills (reading, writing, speaking, and comprehension) also found out that students have a moderate English use level. In this study, students had an average grade in English because students do not always use English in their lives. There are four English skills, but only a few of them are used but not so often, and there is only one skill they often operate in English. Meanwhile, to get a high-level result, students must use English more often in their lives by using all the skills, not only one. Another study by Riasati (2018) on English speaking skills found out that students have a high English use level. The reason was on English usage because the teachers gave the students activities to improve their English speaking skills. For example, students were given conversation activities in English in pairs or groups.

The Difference in the Use of English Based on Gender

The second research question of this study was to find if there was a significant difference in students' perceptions of English inside and outside of the classroom based on gender. The researcher used an independent sample *t-test,* where gender was the independent sample.

Table 4: The Difference of Students' Perceptions on the Use of English Inside and Outside of the Classroom Based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
GenderMean	Male	26	2.7940	.57814	.11338
	Female	34	2.9886	.71503	.12263

The *t-test* in Table 4 showed that the mean score of students' perceptions of English based on gender is = 0.1946 (male = 2.7940 and female = 2.9886). The significant value in the Table 4 showed that $p= .262 > = .05$). Therefore, the null hypothesis, "there is no significant difference in students' perceptions of English inside and outside of the classroom," *was accepted.*

Table 5: Students' perceptions of English inside and outside of the classroom

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OverAll	Equal variances assumed	1.467	.231	-1.132	58	.262	-.19457	.17182	-.53851	.14937
	Equal variances not assumed			-1.165	57.790	.249	-.19457	.16701	-.52890	.13976

The researcher also tried to determine each sub variable's mean score if there is a different result between inside and outside if the researcher separated it.

Table 6: Students' perceptions of English based on gender inside the classroom

	Gender	N	Mean	Std. Deviation	Std. Error Mean
MeanInside	Male	26	2.6364	.63141	.12383
	Female	34	2.8610	.70177	.12035

The *t-test* in Table 6 showed that the mean score of students' perceptions of English based on gender inside the classroom is = 0.2246 (male = 2.6364 and female = 2.8610). The significant in the Table 7 showed that $p= .205 > = .05$). Therefore, there is no significant difference in students' perceptions of English use inside the classroom based on gender.

Table 7: Students' perceptions of English based on gender inside the classroom

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Inside	Equal variances assumed	.708	.404	-1.282	58	.205	-.22460	.17516	-.57523	.12603

| | Equal variances not assumed | | | -1.301 | 56.408 | .199 | -.22460 | .17268 | -.57046 | .12127 |

Table 8: Students' perceptions on the use of English based on gender outside of the classroom

	Gender	N	Mean	Std. Deviation	Std. Error Mean
MeanOutside	Male	26	2.8808	.60085	.11784
	Female	34	3.0588	.78272	.13423

The *t-test* in Table 8 showed that the difference in the mean score of students' perceptions on the use of English based on gender outside of the classroom is = 0.178 (male = 2.8802 and female = 3.0588). The significant in the table (table 4.9) showed that *p*= .340 > = .05). Therefore, there is no significant difference in students' perceptions of English outside of the classroom based on gender.

Table 9: Students' perceptions of English outside of the classroom based on gender.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Outside	Equal variances assumed	2.580	.114	-.963	58	.340	-.17805	.18499	-.54835	.19224
	Equal variances not assumed			-.997	57.996	.323	-.17805	.17862	-.53560	.17949

A different study by Mahmud (2018) found out that there is a difference in the use of English based on gender. The reasons are inside the classroom, and females had higher intentions of using English than males. For example, inside the class, females are more focused when learning English and when the teacher gives them an English assignment such as conversation. In contrast, males only play and even daydream during the learning process. Another example is that outside of the classroom, like at home, females usually make their English other essential notes in English, whereas males rarely or even never do that. According to the researcher in this study, males and females have their learning methods and ways to use English. Instead, the present study results showed no significant difference because males and females have the same perceptions of English, as mentioned in the outcome of the first research question that English is moderate.

CONCLUSION

The researchers draw the following conclusions:

1. Students' perceptions of English inside and outside of the classroom were moderate. Therefore, it can be concluded that a private High School in Indonesia students grade 10 of Sciences and Social Sciences, 11 of Sciences and Social Sciences, and 12 of Sciences are neither willing nor reluctant to use English inside and outside of the class.

2. There is no significant difference in students' perceptions of English inside and outside of the class based on gender. Therefore, it can be concluded that male and female students virtually have the same way of learning English and their English perceptions inside and outside the classroom.

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