

APPENDICES



Appendix 1. Blueprint RQ1

BLUEPRINT

Type of Research Instrument	Observation Sheet
Objective	To collect data about how the lecturers use L1 in the teaching and learning process (Research Question 2)
Source of Data	Lecturers
Grand Theories	Interpretation Code Switching Code Mixing

A. Grand Theories

The lecturers' ways of using of L1 during the teaching and learning process of English as a foreign language will be viewed from the theories of translating, code mixing, and code switching.

Some researchers have found that English teachers normally used L1 in the form of interpretation, code switching, and code mixing (Jingxia, 2010; Azlan & Narasuman, *The Role of Code-Switching as a Communicative Tool in an ESL Teacher Education Classroom*, 2013; Akhtar, Khan, & Fareed, *Code-Mixing and Code-Switching in EFL/ESL*, 2016; Mart, 2013). Interpretation is the act of rendering oral language that is spoken in one language (source language) into another language (target language) for the benefit of listeners who do not understand (or who understand imperfectly) the source language (Richards & Schmidt, 2010).

Code switching is a change by a speaker (or writer) from one language or language variety to another one. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence (Richards & Schmidt, 2010).

Hoffman (1991) classifies three types of code switching based on the juncture or the scope of switching where language takes place, Intra-sentential switching, inter-sentential switching, emblematic switching. Intra sentential Switching Intra sentential is code switching within the clause or sentence. In this case, the speaker may switch parts of clauses, lexical items, or even morphemes. Intra sentential is code switching in which switches occur between a clause or sentence boundary. Inter sentential switching is code switching that happens between clause or sentence boundary. In this case, an entire clause or sentence is in one language, but the speaker switches to another language for a subsequent clause or sentence. Indirectly this switching is concerned with the situation and the atmosphere of the conversation. Different from the previous type, this switching is not limited to the insertion of one or two words. Kind of switching is sometimes called emblematic switching or tag switching. The switch is simply an interjection, a tag, or a sentence filler in the other language which serves as an ethnic identity marker. Tag switching is code switching with sentence tags that they precede or follow a

sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language.

Code mixing is a mixing of two codes or languages, usually without a change of topic. This is quite common in bilingual or multilingual communities and is often a mark of solidarity, e.g. between bilingual friends or colleagues in an informal situation. Code mixing can involve various levels of language, e.g. phonology, morphology, grammatical structures or lexical items (Richards & Schmidt, 2010). According to Muysken (2000) code mixing is divided into three types, which are insertion, alternation, and congruent lexicalization. Insertion is the process of code-mixing which is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal category into a given structure. (2) Alternation occurs between clauses meaning that alternation is used when speaker mixes his or her language with a phrase. (3) Congruent lexicalization is the influence of dialect within language use.

B. Blueprint

Aspect	Indicator
Interpretation	English-Indonesian
	Indonesian-English
Code Switching	Intra-sentential switching
	inter-sentential switching
	emblematic switching
Code Mixing	Insertion
	Alternation
	Congruent lexicalization

C. Research Instrument

Observation Sheet

Type of Research Instrument	Observation Sheet
Objective	To collect data about how the lecturers use L1 in the teaching and learning process (Research Question 2)
Source of Data	Lecturers
Grand Theories	Interpretation Code Switching Code Mixing

Date/Time : _____

Subject being observed : _____

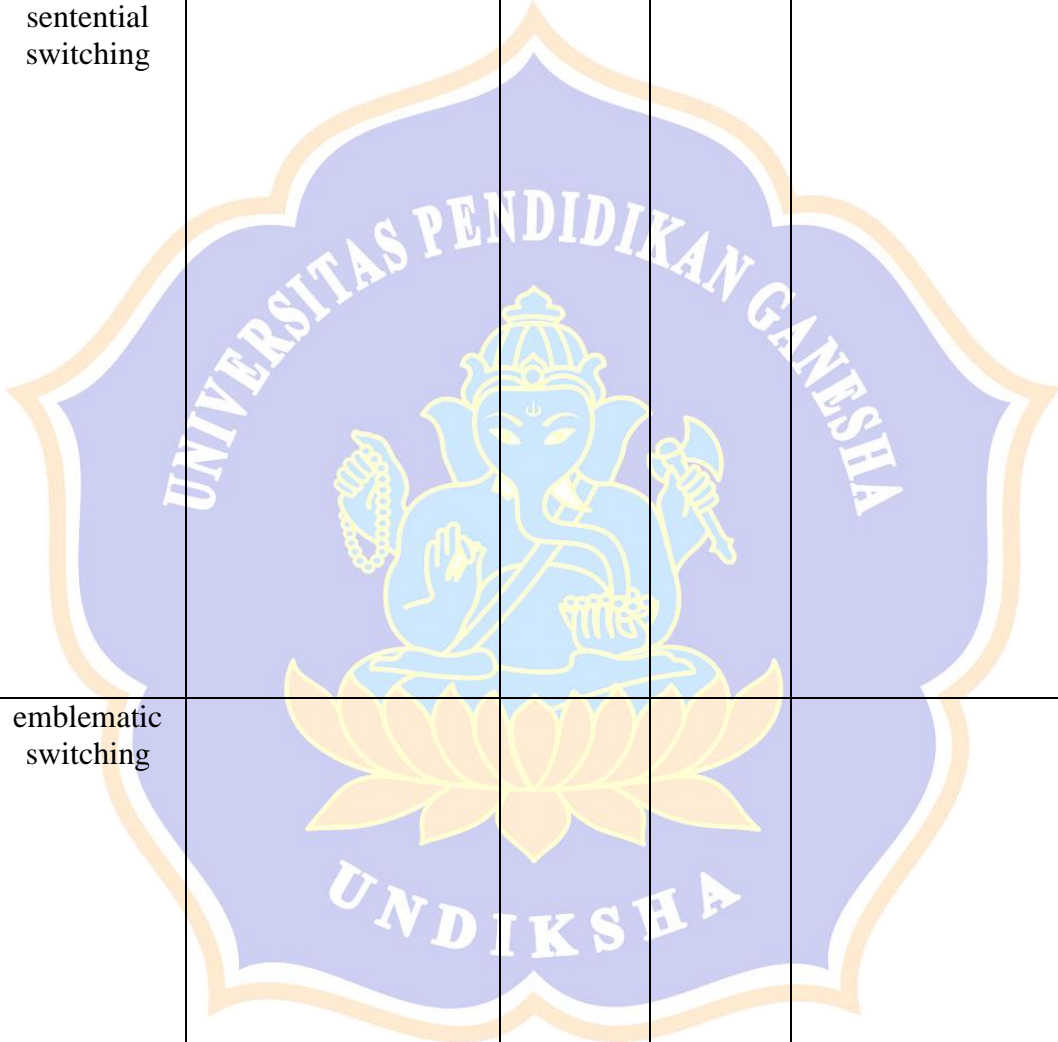
I. Interpretation

Things to be observed	Finding	Relevant	Not relevant	Comment
English-Indonesian				
Indonesian-English				

II. Code Switching

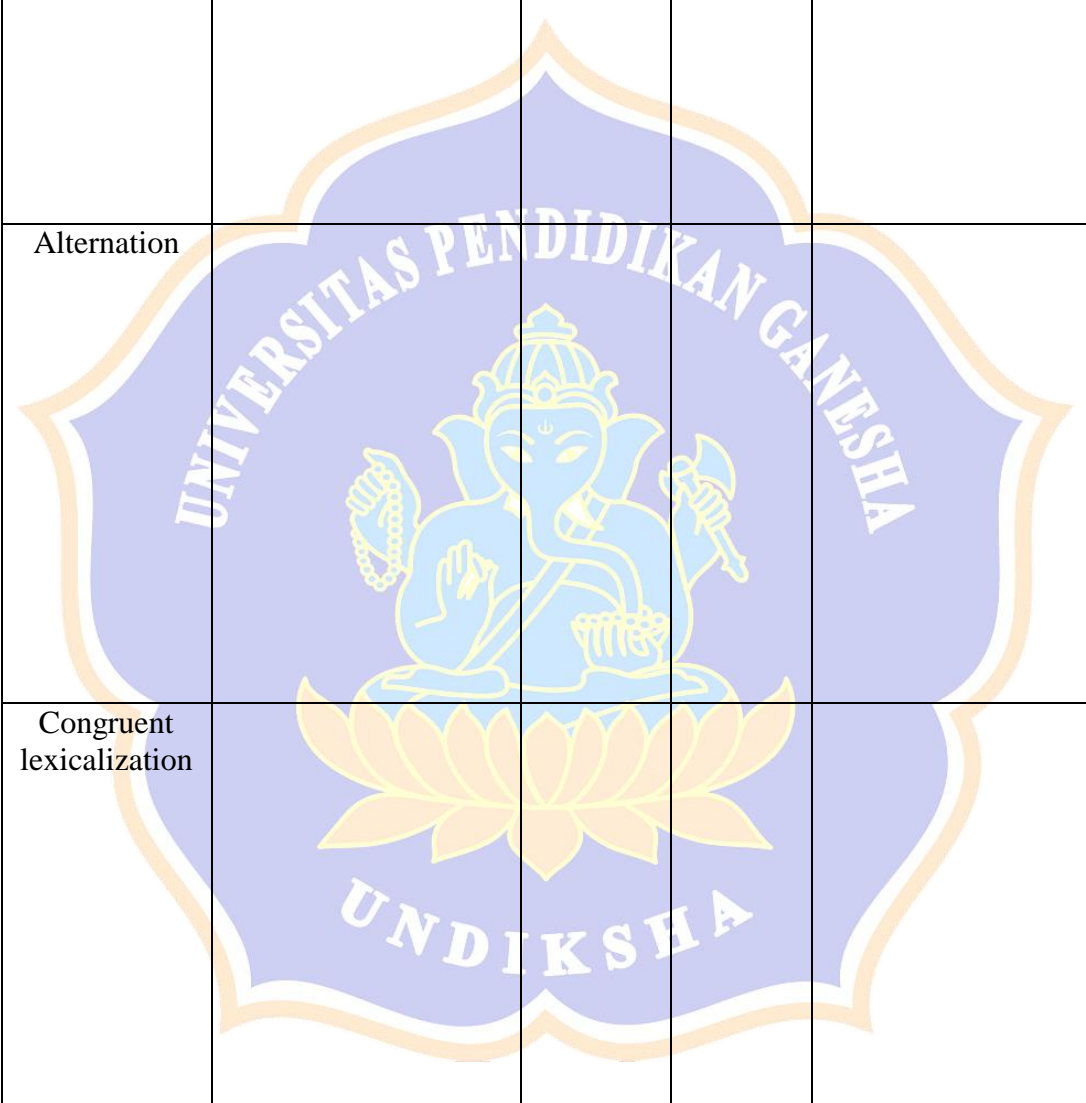
Things to be observed	Finding	Relevant	Not relevant	Comment
Intra-sentential switching				

Things to be observed	Finding	Relevant	Not relevant	Comment
inter-sentential switching				
emblematic switching				



III.

Things to be observed	Finding	Relevant	Not relevant	Comment
Insertion				
Alternation				
Congruent lexicalization				



Appendix 2. Blueprint RQ2

BLUEPRINT

Type of Research Instrument	Questionnaire
Objective	To collect data about the reasons why lecturers and students use/ do not use L1 (Research Question 2)
Source of Data	Lecturers and Students
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

D. Grand Theories

The lecturers' and students' reasons of using or not using L1 during the teaching and learning process of English as a foreign language will be viewed from the theories of the advantages and disadvantages of using L1. Some scholars and researchers have explained and found that the use of students' first language (L1) as a medium of instruction in teaching English as a foreign language (TEFL) have some advantages and disadvantages. The advantages of using students' L1 in TEFL can be further classified from two perspectives, the students' and the teachers' perspectives.

From the students' perspective the advantages of using students' L1 are:

- 1) It makes the students feel safe emotionally (Cozma, 2015). If the teachers only use English as the medium of the instruction, many students were worried about learning a foreign language (Shah, et al., 2013).
- 2) It maintains students' self-esteem (Boustani, 2019).
- 3) It facilitates interpersonal interactions (Pan & Pan, 2010).
- 4) It makes the teaching and learning process more relax (Kelleher, 2013).
- 5) It increases efficiency (Pan & Pan, 2010). For example, when the students cannot deliver the problem that they face in English, they can use their L1.

While from the teachers' point of view, the advantages of using students' first language are:

- 1) It helps the students to understand teachers' explanation about complex concept in English language when it is delivered in their first language (Madriñan, 2014). It is because in formal study, grammar takes an important position as the indicator that the students' master the target language (Hossain, 2018). That condition makes the curriculum normally focuses more on English structure (Akbari, 2015).
- 2) It helps the students to construct knowledge in the target language (Pan & Pan, 2010).
- 3) It helps the teachers in giving extra and further explanation or explaining difficult concept to the students (Paker & Karağaç, 2015; Fitriani, Prasetyaningsih, & Samad, 2017; Derakhshan & Shirmohammadli, 2015).
- 4) It makes the teaching and learning process more relax (Kelleher, 2013).

- 5) It increases efficiency (Pan & Pan, 2010).
- 6) It helps the teachers to reduce teachers' anxiety in teaching (Yavuz, 2012; Hasrina, Aziz, & Fitriani, 2018). Teachers of English as a foreign language also may feel anxious because they may also found difficulties in explaining things in English.

Therefore, many believe that when the first language is used wisely during the teaching and learning process of English as a foreign language, it can be a useful resource (Solhi & Büyükyazı, 2011).

Besides the advantages, the use of first language as a medium for teaching English as a foreign language also brings some disadvantages. Those disadvantages of using the first language as a medium of communication in studying English are:

- 1) It makes the students do not have enough exposure of the target language. It is because limited opportunities to practice English outside the school is one of the common problems in studying English as a foreign language (Akbari, 2016). When the English class over, the students will use their mother tongue or their first language to communicate. The students do not have enough exposure to help them improve their English, whereas exposure is a crucial thing in improving students' English mastery (Kozhevnikova, 2014).
- 2) It makes the students depend on their L1 in learning English and never really practice to communicate in English (Nordina, Ali, Zubir, & Sadjirin, 2013)
- 3) It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language (Nordina, Ali, Zubir, & Sadjirin, 2013).
- 4) It might cause confusion and fossilization and internalization of errors in learners (Nordina, Ali, Zubir, & Sadjirin, 2013).

E. Blueprint

1. Questionnaire for the lecturers

Aspect	Indicator	Item No
Advantages	It makes the students feel safe emotionally	A1
	It maintains students' self-esteem	A2
	It helps the students to understand teachers' explanation about complex concept	A3
	It helps the students to construct knowledge in the target language	A4
	It facilitates interpersonal interactions	A5
	It helps the teachers in giving extra and further explanation to the students	A6
	It makes the teaching and learning process more relax	A7
	It increase efficiency	A8

	It helps the teachers to reduce teachers' anxiety in teaching	A9
Disadvantages	It makes the students do not have enough exposure of the target language	B1
	It makes the students depend on their L1 in learning English and never really practice to communicate in English	B2
	It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language	B3
	It might cause confusion and fossilization and internalization of errors in learners	B4

2. Questionnaire for the students

Aspect	Indicator	Item No
Advantages	It makes the students feel safe emotionally	A1
	It maintains students' self-esteem	A2
	It facilitates interpersonal interactions	A3
	It makes the teaching and learning process more relax	A4
	It increases efficiency	A5
Disadvantages	It makes the students depend on their L1 in learning English and never really practice to communicate in English	B1
	It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language	B2
	It might cause confusion and fossilization and internalization of errors in learners	B3

F. Research Instrument

Questionnaire

Type of Research Instrument	Questionnaire (closed ended)
Objective	To collect data about the reasons why lecturers and students use/ do not use L1 (Research Question 1)
Source of Data	Lecturers
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

Instruction:

Kuisisioner ini digunakan untuk mengumpulkan data mengenai alasan para dosen untuk menggunakan atau tidak menggunakan L1 dalam poses belajar mengajar bahasa Inggris. Apabila bapak/Ibu menggunakan L1 saat mengajar, mohon mengisi Kuisisioner bagian A. Sedangkan jika Bapak/Ibu tidak menggunakan L1 mohon mengisi kuisisioner bagian B. Terima kasih.

A. Alasan menggunakan L1 saat mengajar

No	Statement	Answer	
		Yes	No
1.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat siswa tetap merasa aman dalam belajar		
2.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat siswa menghargai kemampuannya sendiri		
3.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat siswa memahami konsep yang kompleks yang saya jelaskan		
4.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat siswa membangun pemahaman siswa terhadap bahasa Inggris		
5.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk memfasilitasi interaksi interpersonal di dalam kelas		
6.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk mempermudah penyampaian penjelasan tambahan		
7.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat suasana belajar menjadi lebih santai		
8.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat komunikasi dalam pembelajaran menjadi lebih efisien		
9.	Saya menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk mengurangi kecemasan saya dalam		

mengajar		
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B. Alasan tidak menggunakan L1 saat mengajar

No	Statement	Answer	
		Yes	No
1.	Saya tidak menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk memberikan lebih banyak contoh-contoh penggunaan bahasa Inggris kepada siswa		
2.	Saya tidak menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membuat siswa tidak ketergantungan atau terbiasa menggunakan bahasa Indonesia di kelas Bahasa Inggris		
3.	Saya tidak menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk membiasakan siswa menggunakan kemampuan mereka untuk menebak makna kata baru sesuai dengan konteks penggunaan kata tersebut		
4.	Saya tidak menggunakan bahasa Indonesia dalam mengajar bahasa Inggris untuk mencegah kebingungan yang diakibatkan perbedaan system bahasa Indonesia dan bahasa Inggris yang memungkinkan terjadinya fossilization dan internalisasi errors yang dilakukan oleh siswa		



Questionnaire

Type of Research Instrument	Questionnaire (closed ended)
Objective	To collect data about the reasons why lecturers and students use/ do not use L1 (Research Question 1)
Source of Data	Students
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

Instruction:

Kuisisioner ini digunakan untuk mengumpulkan data mengenai alasan para siswa untuk menggunakan atau tidak menggunakan bahasa Indonesia dalam poses belajar mengajar bahasa Inggris. Apabila saudara/i menggunakan bahasa Indonesia saat kelas bahasa Inggris, mohon mengisi Kuisisioner bagian A. Sedangkan jika saudara/i tidak menggunakan Bahasa Indonesia mohon mengisi kuisisioner bagian B. Terima kasih.

A. Alasan menggunakan L1 dalam kelas Bahasa Inggris

No	Statement	Answer	
		Yes	No
1.	Saya menggunakan bahasa Indonesia dalam kelas bahasa Inggris karena dengan menggunakan bahasa Indonesia mampu membuat saya merasa aman dalam belajar		
2.	Saya menggunakan bahasa Indonesia dalam kelas bahasa Inggris karena dengan menggunakan bahasa Indonesia membantu saya menghargai kemampuannya sendiri saya sendiri		
3.	Saya menggunakan bahasa Indonesia dalam kelas bahasa Inggris karena dengan menggunakan bahasa Indonesia membantu saya untuk berkomunikasi dan berinteraksi dengan mahasiswa lain serta dosen di dalam kelas		
4.	Saya menggunakan bahasa Indonesia dalam kelas bahasa Inggris karena dengan menggunakan bahasa Indonesia membuat suasana belajar menjadi lebih santai		
5.	Saya menggunakan bahasa Indonesia dalam kelas bahasa Inggris karena dengan menggunakan bahasa Indonesia untuk membuat komunikasi dalam pembelajaran menjadi lebih efisien		

B. Alasan tidak menggunakan L1 dalam Kelas bahasa Inggris

No	Statement	Answer	
		Yes	No
1.	Saya tidak menggunakan bahasa Indonesia dalam kelas bahasa Inggris untuk membiasakan diri tidak ketergantungan atau terbiasa menggunakan bahasa		

	Indonesia di kelas Bahasa Inggris		
2.	Saya tidak menggunakan bahasa Indonesia dalam kelas bahasa Inggris untuk membiasakan diri menebak makna kata baru yang saya peroleh sesuai dengan konteks penggunaan kata tersebut		
3.	Saya tidak menggunakan bahasa Indonesia dalam kelas bahasa Inggris untuk mencegah kebingungan yang diakibatkan perbedaan system bahasa Indonesia dan bahasa Inggris yang memungkinkan terjadinya fossilization dan internalisasi errors yang saya lakukan		



Appendix 3. Blue print RQ3

BLUEPRINT

Type of Research Instrument	Questionnaire
Objective	To collect data about the lecturers' and students' attitude of using/ not using L1 (Research Question 3)
Source of Data	Lecturers and Students
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

A. Grand Theories

The lecturers' and students' attitude toward the use of L1 during the teaching and learning process of English as a foreign language will be viewed from the theories of the advantages and disadvantages of using L1. This questionnaire will collect the data about whether the lecturers and the students agree or disagree with the advantages or the disadvantages of using L1 in English class.

Some scholars and researchers have explained and found that the use of students' first language (L1) as a medium of instruction in teaching English as a foreign language (TEFL) have some advantages and disadvantages. The advantages of using students' L1 in TEFL can be further classified from two perspectives, the students' and the teachers' perspectives.

From the students' perspective the advantages of using students' L1 are:

- 1) It makes the students feel safe emotionally (Cozma, 2015). If the teachers only use English as the medium of the instruction, many students were worried about learning a foreign language (Shah, et al., 2013).
- 2) It maintains students' self-esteem (Boustani, 2019).
- 3) It facilitates interpersonal interactions (Pan & Pan, 2010).

- 4) It makes the teaching and learning process more relax (Kelleher, 2013).
- 5) It increases efficiency (Pan & Pan, 2010). For example, when the students cannot deliver the problem that they face in English, they can use their L1.

While from the teachers' point of view, the advantages of using students' first language are:

- 1) It helps the students to understand teachers' explanation about complex concept in English language when it is delivered in their first language (Madriñan, 2014). It is because in formal study, grammar takes an important position as the indicator that the students' master the target language (Hossain, 2018). That condition makes the curriculum normally focuses more on English structure (Akbari, 2015).
- 2) It helps the students to construct knowledge in the target language (Pan & Pan, 2010).
- 3) It helps the teachers in giving extra and further explanation or explaining difficult concept to the students (Paker & Karağaç, 2015; Fitriani, Prasetyaningsih, & Samad, 2017; Derakhshan & Shirmohammadli, 2015).
- 4) It makes the teaching and learning process more relax (Kelleher, 2013).
- 5) It increases efficiency (Pan & Pan, 2010).
- 6) It helps the teachers to reduce teachers' anxiety in teaching (Yavuz, 2012; Hasrina, Aziz, & Fitriani, 2018). Teachers of English as a foreign language also may feel anxious because they may also found difficulties in explaining things in English.

Therefore, many believe that when the first language is used wisely during the teaching and learning process of English as a foreign language, it can be a useful resource (Solhi & Büyükyazı, 2011).

Besides the advantages, the use of first language as a medium for teaching English as a foreign language also brings some disadvantages. Those disadvantages of using the first language as a medium of communication in studying English are:

- 1) It makes the students do not have enough exposure of the target language.

It is because limited opportunities to practice English outside the school is one of the common problems in studying English as a foreign language (Akbari, 2016). When the English class over, the students will use their mother tongue or their first language to communicate. The students do not have enough exposure to help improve their English, whereas exposure is a crucial thing in improving students' English mastery (Kozhevnikova, 2014).

- 2) It makes the students depend on their L1 in learning English and never really practice to communicate in English (Nordina, Ali, Zubir, & Sadjirin, 2013)
- 3) It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language (Nordina, Ali, Zubir, & Sadjirin, 2013).
- 4) It might cause confusion and fossilization and internalization of errors in learners (Nordina, Ali, Zubir, & Sadjirin, 2013).

B. Blueprint

Questionnaire for the lecturers

Aspect	Indicator	Item No
Advantages	It makes the students feel safe emotionally	1.
	It maintains students' self-esteem	2.
	It helps the students to understand teachers' explanation about complex concept	3.
	It helps the students to construct knowledge in the target language	4.
	It facilitates interpersonal interactions	5.
	It helps the teachers in giving extra and further explanation to the students	6.
	It makes the teaching and learning process more relax	7.
	It increase efficiency	8.
	It helps the teachers to reduce teachers' anxiety in teaching	9.
Disadvantages	It makes the students do not have enough exposure of the target language	10.
	It makes the students depend on their L1 in learning English and never really practice to communicate in English	11.
	It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language	12.
	It might cause confusion and fossilization and internalization of errors in learners	13.

Questionnaire for the students

Aspect	Indicator	Item No
Advantages	It makes the students feel safe emotionally	1.
	It maintains students' self-esteem	2.
	It facilitates interpersonal interactions	3.
	It makes the teaching and learning process more relax	4.
	It increases efficiency	5.
Disadvantages	It makes the students depend on their L1 in learning English and never really practice to communicate in English	6.
	It makes the students may lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language	7.
	It might cause confusion and fossilization and internalization of errors in learners	8.

C. Research Instrument

Questionnaire

Type of Research Instrument	Questionnaire (closed ended)
Objective	To collect data about the lecturers' and students' attitude of using/ not using L1 (Research Question 3)
Source of Data	Lecturers
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

Instruction:

Kuisisioner ini digunakan untuk mengumpulkan data mengenai tanggapan para dosen mengenai penggunaan L1 dalam poses belajar mengajar bahasa Inggris. Mohon mengisi kuisisioner sesuai dengan pendapat pribadi Bapak/Ibu. Terima kasih.

No	Statement	5	4	3	2	1
1.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat siswa tetap merasa aman dalam belajar					
2.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat siswa menghargai kemampuannya sendiri					
3.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat siswa memahami konsep yang kompleks yang saya jelaskan					
4.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat siswa membangun pemahaman siswa terhadap bahasa Inggris					
5.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu memfasilitasi interaksi interpersonal di dalam kelas					
6.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu mempermudah penyampaian penjelasan tambahan					
7.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat suasana belajar menjadi					

	lebih santai					
8.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu membuat komunikasi dalam pembelajaran menjadi lebih efisien					
9.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu mengurangi kecemasan saya dalam mengajar					
10.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mengurangi kesempatan siswa untuk mendapatkan contoh-contoh penggunaan bahasa Inggris kepada siswa					
11.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris membuat siswa ketergantungan atau terbiasa menggunakan bahasa Indonesia di kelas Bahasa Inggris					
12.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mengurangi kemampuan siswa untuk menebak makna kata baru sesuai dengan konteks penggunaan kata tersebut					
13.	Penggunaan bahasa Indonesia dalam mengajar bahasa Inggris mampu mengakibatkan terjadinya fossilization dan internalisasi errors yang dilakukan oleh siswa					

Keterangan:

5: Sangat setuju

4: Setuju

3: cukup setuju

2: tidak setuju

1: Sangat tidak setuju

Questionnaire

Type of Research Instrument	Questionnaire (closed ended)
Objective	To collect data about the lecturers' and students' attitude of using/ not using L1 (Research Question 3)
Source of Data	Students
Grand Theories	The advantages of using L1 in EFL & TEFL The disadvantages of using L1 in EFL & TEFL

Instruction:

Kuisisioner ini digunakan untuk mengumpulkan data mengenai tanggapan mahasiswa mengenai penggunaan L1 dalam poses belajar mengajar bahasa Inggris. Mohon mengisi kuisisioner sesuai dengan pendapat pribadi saudara/i. Terima kasih.

No	Statement	5	4	3	2	1
1.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mampu membuat saya merasa aman dalam belajar					
2.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mampu membantu saya menghargai kemampuannya sendiri saya sendiri					
3.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mampu membantu saya untuk berkomunikasi dan berinterkasi dengan mahasiswa lain serta dosen di dalam kelas					
4.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mampu membuat suasana belajar menjadi lebih santai					
5.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mampu membuat komunikasi dalam pembelajaran menjadi lebih efisien					
6.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris membuat saya ketergantungan atau terbiasa menggunakan bahasa Indonesia di kelas Bahasa Inggris					
7.	Pengunaan bahasa Indonesia dalam kelas bahasa Inggris mengurangi kemampuan saya untuk menebak makna kata baru yang saya peroleh sesuai dengan konteks penggunaan kata tersebut					

8.	Penggunaan bahasa Indonesia dalam kelas bahasa Inggris membuat saya bingung karena perbedaan system bahasa Indonesia dan bahasa Inggris yang selanjutnya membuat saya melakukan kesalahan secara permanen					
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Keterangan:

5: Sangat setuju

4: Setuju

3: cukup setuju

2: tidak setuju

1: Sangat tidak setuju

