

THESIS

**AN ANALYSIS OF THE USE OF THE INDONESIAN
LANGUAGE BY ENGLISH TEACHERS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**



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TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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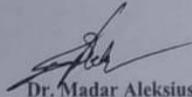
**Presented in Partial Fulfilment of the Requirements for Sarjana Pendidikan
Degree in English Language Education**

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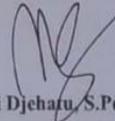
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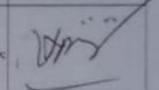
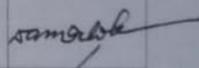


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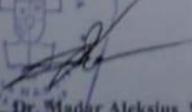
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MOTTO

Apply your heart to instruction
and your ears to words of knowledge.
(Proverbs 23:12)

DEDICATION

This thesis is particularly dedicated to the following persons:

- 1. My beloved parents, Mr. Bernardus Ja'un and Mrs. Theresia Tiut*
- 2. My precious brothers and sister Marianus, Kornelia, Sr. Matildis,
and Yohanes*
- 3. My Almamater: Widya Mandira Catholic University Kupang*

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Furthermore, the writer also knows that she did not walk and work by herself. There were many people who with the love of God, had already participated and supported her in her learning process for over these past four years until could conduct and write this thesis. Without their presence and role, this scientific writing might not have been accomplished as planned.

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Finally, this thesis might have been imperfect. There might still have many mistakes and lacks somewhere in regarding the content, grammatical, and technical aspects. So the constructive criticisms are well received and appreciated.

Kupang, July 2023

The Writer

ABSTRACT

This study is entitled "**An Analysis of the Use of the Indonesian Language by English Teachers in Teaching English as a Foreign Language**". This study was conducted to find out the purposes of teachers use the Indonesian language in teaching English to EFL students and to know the factors affecting the teachers' use of the Indonesian language in teaching English. The method of this study was the qualitative method. Data were collected through interviewing from the teachers who was teaching English at SMAK Sint Carolus Kupang. The participant of the study was the teacher of SMAK Sint Carolus Kupang. In analyzing the data, the researcher in this study classified the reasons of L1 based on Aslam (2016) and Dujmovi's (2007). The results show that the used of Indonesian language or L1 by the teacher at SMAK Sint Carolus Kupang was preventing time wasted on complicated explanations and instructions which totals to 22 times, followed by checking students' ability to comprehend which appears 6 times in this study. Moreover, cracking jokes became the least used that appears to only 1 time. To conclude, the teacher used the Indonesian language 40 times in all situations and the slightly more used situation was preventing time wasted on complicated explanations and instructions. Additionally, the use of Indonesian language or L1 in teaching English to EFL students at SMAK Sint Carolus Kupang are to make student more easily understand the material in the learning activity. Furthermore, the teacher tends to use Indonesian since teacher assumes that the use of L1 can make students feel comfortable. The use of L1 is also better and very important to make students more to know and to learn English. Finally, the factors affecting the teachers' use of the Indonesian language in teaching English at SMAK Sint Carolus Kupang was to clarify and emphasize the meaning of the material.

Keywords: *First Language, English as a Foreign Language (EFL)*

ABSTRAK

Penelitian ini berjudul “**Analisis Penggunaan Bahasa Indonesia Oleh Guru Bahasa Inggris Dalam Mengajar Bahasa Inggris Sebagai Bahasa Asing**”. Penelitian ini dilakukan untuk mengetahui tujuan guru menggunakan bahasa Indonesia dalam mengajar bahasa Inggris kepada siswa EFL dan untuk mengetahui faktor-faktor yang mempengaruhi penggunaan bahasa Indonesia oleh guru dalam mengajar bahasa Inggris. Metode penelitian ini menggunakan metode kualitatif dimana data dikumpulkan melalui wawancara dengan guru yang mengajar bahasa Inggris di SMAK Sint Carolus Kupang. Partisipan penelitian ini adalah guru SMAK Sint Carolus Kupang. Dalam menganalisis data, peneliti mengklasifikasikan alasan L1 berdasarkan Aslam (2016) dan Dujmovi’s (2007). Hasil penelitian menunjukkan bahwa bahasa Indonesia atau L1 yang paling banyak digunakan oleh guru di SMAK Sint Carolus Kupang adalah mencegah pemborosan waktu pada penjelasan dan instruksi yang rumit yang berjumlah 22 kali, diikuti dengan pengecekan kemampuan pemahaman siswa yang muncul sebanyak 6 kali. Selain itu, lelucon menjadi yang paling jarang digunakan yang muncul hanya 1 kali. Sebagai kesimpulan, guru menggunakan bahasa Indonesia sebanyak 40 kali dalam semua situasi dan situasi yang sedikit lebih banyak digunakan adalah mencegah waktu terbuang untuk penjelasan dan instruksi yang rumit. Selain itu, penggunaan bahasa Indonesia atau L1 dalam mengajar bahasa Inggris kepada siswa EFL di SMAK Sint Carolus Kupang adalah untuk membuat siswa lebih mudah memahami materi dalam kegiatan pembelajaran. Selanjutnya, guru cenderung menggunakan bahasa Indonesia karena guru beranggapan bahwa penggunaan L1 dapat membuat siswa merasa nyaman. Penggunaan L1 juga lebih baik dan sangat penting untuk membuat siswa lebih lancar mengenal dan belajar bahasa Inggris. Terakhir, faktor-faktor yang mempengaruhi penggunaan bahasa Indonesia oleh guru dalam mengajar bahasa Inggris di SMAK Sint Carolus Kupang adalah untuk memperjelas dan menekankan makna materi.

Kata Kunci: *Bahasa Pertama, Bahasa Inggris sebagai Bahasa Asing*

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