

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The most used Indonesian language or L1 used by the teacher at SMAK Sint Carolus Kupang was preventing time wasted on complicated explanations and instructions. However, in giving classroom instructions, to crack jokes, motivating students, and introducing new vocabulary were the least used by the teacher.

In addition, the researcher found in the interview data that the use of Indonesian language or L1 in teaching English to EFL students are to make student more easily understand the material in the learning activity. Furthermore, the only reason of the teacher at SMAK Sint Carolus Kupang used Indonesian in teaching English to clarify and emphasize the meaning of the material being taught. This happens because sometimes the students seem difficult to understand the material when the teacher explains all of the contents of the materials in English.

5.2 Suggestion

Since this study merely focuses on the teachers' use of Indonesian language in teaching English as a foreign language, the researcher also recommends students perception on the use L1 in the further study. In addition, this study limits the respondent to one teacher therefore it needs more population in the next study.

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APPENDICES

APPENDICES 1

No	Teacher's Utterances	Reason of Using Indonesian
	T: Good afternoon students, hari ini kita mau review materi kita yang sudah kita bahas bersama sebelumnya mulai dari bab satu sampai bab tiga.	Giving classroom instruction
	T: Sebelum memulai pelajaran, tolong persiapkan diri dengan baik dan belajar kembali materi yang sudah dipelajari sampai di rumah.	Giving motivation
	T: Ok we will start to review of what is done.	
	T : Well, while I am teaching you by using English in the classroom interaction, most of you maybe understand and most of you maybe didn't understand what I'd say.	
	T : So, each of us as a teacher always trying to persuade you, or to make you more fluent or understanding about what we want to say and what we have to do after we are say	
	T: Apakah kalian mengerti dengan apa yang saya jelaskan?	Checking students' ability to comprehend
	T: Do you understand what I say?	
	Ss : Yes, sir.	
	T: Okay good	
	T: That's why in my class, as you	

	know from the first semester until second semester, and this is the last of semester, I've always taught you using two languages.	
	T : The first is as mother language or we called as Indonesian language. Maybe, I think you all have mother language more than one.	
	T: I think, before you learn Indonesian language you have to learn your first language before, I mean bahasa daerah, right?	
	Ss : Yes sir	
	T: Kalian semua disini tahu bahasa daerah?	Checking students' ability to comprehend
	Ss: Tahu pa	
	T: Atau kalian lahir, berbicara, atau berargumentasi dirumah menggunakan bahasa Kupang?	Cracking jokes
	T: So, I have to say or guess that your first language is Kupang language.	Checking students' ability to comprehend
	T: That's why, when I am teaching you by using English, I also always use your first L1 in the classroom interaction, I use English to translate your first or mother language into English.	
	T: It is important I think because if we speak or teach by using English	

	full in our class maybe you think it's difficult to understand the material that I've sent to you.	
	T: I think you are all felt difficult. That's why, when we're talking or getting interaction, I always explain using two languages here because if we are teaching English using one language it's difficult to make you more understand and more fluent to improve your English.	
	T: But, I am trying to persuade you, I am trying to introduce you English by using your first language, I mean, by mixed these two languages, you will understand that easily	
	T: Jika pa menjelaskan materi bahasa inggris dengan hanya menjelaskan semuanya menggunakan bahasa inggris, pa yakin kalian tidak akan mengerti.	Preventing time wasted on complicated explanations and instructions
	T: That's why pa harus masuk dengan kalian punya mother language yang tadi kalian bilang bahasa Kupang.	Preventing time wasted on complicated explanations and instructions
	T: Tapi bahasa Kupang itu bahasa ibu atau bahasa pertamanya kalian. Bahasa pertama yang kalian gunakan waktu lahir.	Preventing time wasted on complicated explanations and instructions

	T: Kalian berbicara dulu menggunakan bahasa Kupang. Tapi, kalau kalian pahami bahasa daerah, bahasa Kupang itu adalah mungkin sebagai bahasa kedua, <i>betul tidak?</i>	Checking students' ability to comprehend
	Ss : Betul	
	T: Bahasa pertamanya kalian itu bahasa daerah.	Preventing time wasted on complicated explanations and instructions
	T: That's why jika pa masuk ke pelosok-pelosok dimana pa belum mengajar bahasa Inggris, pa sebagai moderator atau speakernya harus belajar budaya setempat, misalnya di Malaka sana.	Preventing time wasted on complicated explanations and instructions
	T: Pa harus tahu bahasa Tetun-Malaka supaya pada saat pa menjelaskan dengan bahasa Inggris pa harus tahu pendekatannya menggunakan bahasa Ibu dulu supaya mereka itu bisa tahu atau paham	Preventing time wasted on complicated explanations and instructions
	T: Misalkan, omong tentang air.	Giving Classroom Instruction
	T: Air dalam bahasa Malaka apa. Nah yang saya bicarakan itu adalah water.	Introducing new vocabulary
	T: So water in Malaka we say Be atau We	
	T: Jadi pa menjelaskan ok. Air dalam bahasa Malaka Be atau	Introducing new vocabulary

	dalam bahasa Inggris itu water.	
	T: Lalu kalian tanya water? Water itu apa pak? Nah water itu yang kalian sebut dalam bahasa Malaka Be.	Introducing new vocabulary
	<i>Sudah paham?</i>	Check students' ability to comprehend
	Ss : Sudah pa	
	T: Jadi kita buat perbandingan begitu. Itu pentingnya kalau kita belajar bahasa asing jangan langsung start dengan bahasa asing.	Giving motivation
	T: Tapi coba masuk dengan melakukan pendekatan-pendekatan tertentu, seperti menggunakan bahasa local setempat.	Giving suggestion
	T: Contohnya pa dulu sebelum masuk ke kupang pak belajar dulu bahasa Indonesia dan setelah itu belajar menggunakan bahasa Kupang.	Preventing time wasted on complicated explanations and instructions
	T: Setelah itu pa belajar menggunakan bahasa Inggris nextnya.	Preventing time wasted on complicated explanations and instructions
	T: Jadi pendekatan menggunakan bahasa Kupang, bahasa Indonesia, bahasa Inggris itu pasti tahu	Preventing time wasted on complicated explanations and instructions
	T: Jadi jika kalian lahir dengan	Preventing time wasted on

	<p>latar belakang menggunakan bahasa pertama atau first language, itu merupakan kalian punya pengenalan sebelum belajar bahasa Inggris.</p>	<p>complicated explanations and instructions</p>
	<p>T: Bahasa Inggris itu mungkin berada di poin ke enam.</p>	<p>Preventing time wasted on complicated explanations and instructions</p>
	<p>T: Seperti yang pa sudah sampaikan tadi pa belajar dulu bahasa pertama yang sering di gunakan di Kupang dan ketika pa sudah tahu semuanya baru pa belajar menggunakan bahasa Inggris.</p>	<p>Preventing time wasted on complicated explanations and instructions</p>
	<p>T: Jadi pada saat pa masuk untuk mengajar dan melihat kalian dengan latar belakang yang berbeda-beda maka sometimes pa tidak melakukan pendekatan menggunakan bahasa Kupang tapi pake bahasa Indonesia karena bahasa pemersatunya kalian adalah bahasa Indonesia.</p>	<p>Preventing time wasted on complicated explanations and instructions</p>
	<p>T: Iya kan?</p>	<p>Check students' ability to comprehend</p>
	<p>Ss :Iya pa</p>	
	<p>T: Itu yang bikin kalian mudah untuk mengerti. Semua guru dimana pun mereka berada yang saat ini mengajar bahasa Inggris</p>	<p>Preventing time wasted on complicated explanations and instructions</p>

	pasti punya metodenya masing-masing	
	T: Kalau pa punya metode mengajar adalah dengan melakukan pendekatan seperti ini yaitu using two languages in the classroom	Preventing time wasted on complicated explanations and instructions
	T: Pertama adalah bahasa Inggrisnya supaya kalian punya gambaran untuk belajar lalu pa masuk dengan menggunakan bahasa Ibu supaya mengantar kalian untuk conect dengan bahasa Inggris.	Preventing time wasted on complicated explanations and instructions
	T: Misalnya pa berbicara panjang lebar tadi dengan masuk menggunakan bahasa Indonesia tujuannya supaya kalian juga berpikir sampai kesana secara tidak langsung kalian punya pikiran akan berpikir ke bahasa ibu yang pa bicarakan tadi.	Preventing time wasted on complicated explanations and instructions
	T: Itu kalian pake terjemahan bahasa Indonesia sendiri, Apalagi kalau pa tanya kalian untuk explain untuk menjelaskan pasti kalian sudah perpikir panjang lebar.	Preventing time wasted on complicated explanations and instructions
	T: Oh kalau bahasa Indonesianya seperti ini kira-kira bagaimana dengan bahasa Inggrisnya seperti	Preventing time wasted on complicated explanations and instructions

	apa	
	T: You need dictionary, kalian perlu kamus. Kalau kalian belum punya banyak vocab di kepala kuncinya adalah jika kalian wants to reply someone's argument or replying someone's sentences dan jika kalian belum mahir untuk menjawab maka gunakanlah kamus.	Suggestion
	T: Jadi masing-masing kalian pa akan berikan naskah atau teks setelah itu pa akan kasih sentences atau kalimat dan pa akan suruh untuk ditranslate kedalam bahasa Inggris.	Giving classroom instruction
	T: Misalkan ini teks telah dituliskan kedalam bahasa Indonesia dan lima menit kemudian kalian harus bisa menerjemahkan ke dalam bahasa Inggris.	Giving classroom instruction
	T: Dengan demikian akan ada banyak vocabulary yang kalian miliki atau ingat.	Preventing time wasted on complicated explanations and instructions
	T: So, that's the method to introduce you the process of learning English.	
	T: Dengan menggabungkan dua bahasa dalam classroom interaction, itu akan memudahkan	Preventing time wasted on complicated explanations and instructions

	kalian untuk mengenal istilah atau kata-kata baru di dalam bahasa Inggris.	
	T: Jadi, Pa selalu menggunakan bahasa pertama saat pembelajaran bahasa Inggris di kelas tujuannya adalah untuk itu tadi, membantu pengembangan pembelajaran kosa kata kalian.	Preventing time wasted on complicated explanations and instructions

APPENDICES 2

List of Questions

1. Do you use L1 in teaching English?
2. What is the reason of you as a teacher use of L1 in teaching English?
3. In what situation do you should use L1 in teaching English?
4. How often do you use Indonesian language in the classroom activity?
5. Do you think the use of L1 in an English classroom can help your students to improve their English? Why?

APPENDICES 3

A. Data Interview Results

Okay, thank you for the question. I always use L1 in English classroom. Next, the reason why I use L1 in teaching English, it is because to make my students more easily to understand the material in the learning activity. Sometimes students are not familiar with some words in English, therefore I sometimes use Indonesian because I believe that students will more easily understand words or materials taught in Indonesian. The third one is in which situation should I use L1 in teaching English. Well, I think my students are difficult in learning English and I have to prove them or to make their English better. I think I have to use L1 while I'm teaching English. And the fourth I often use Indonesian language in the classroom activities. Why I use Indonesian language in my classroom activities? It is because not only use English for in my classroom because my students as you know, is from Indonesia. They seem difficult to understand the material when I explain all of the contents of the materials in English. So I have to teach them use two languages in my classroom, not English full in classroom. And the last one is I always think that the use of L1 in English classroom can help my students improve their English well. Why? I think it is important. I think, using English while I'm teaching is better. But I have to use L1 and also use another language to make my student feel comfortable and more fluently to know and to learn English well after I'm teaching English. Yeah, I think that's all. Thank you.