

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses conclusions and recommendations of the study based on the research questions proposed in chapter one.

5.1 Conclusions

Based on the data analysis results and discussions of the findings, some conclusions can be drawn as follows:

Regarding the first research question; what is the realization of the use of L1 in EFL classroom?, this study reveals that the use of bahasa Indonesia in the classroom does not hinder learning. Both teachers utilized bahasa Indonesia almost half of the whole teaching (in average, teacher A utilized 55.20% of English and 44.80% of bahasa Indonesia, while teacher B used 51.96% of English and 48.05% of bahasa Indonesia). This finding is supported by the data from interview saying that bahasa Indonesia is needed in the learning because the students are still seventh graders or in the lower level, in which they hardly understand what the teacher says in English. However, the amount of the use of bahasa Indonesia is contradictory to what Atkinson (1987) has suggested that a ratio of 5% native language and 95 % of the target language may be more profitable (as cited in Nitiswary, 2012). Meanwhile, another result from the observation shows that teacher A and B communicated in bahasa Indonesia for

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several functions, those are: to explain vocabulary, to give instruction, to elaborate difficult concept or grammar, to check for understanding, and to make jokes. These functions confirm the studies by Auerbach (1993), Cook (2001) and Nitiswary (2012).

As regards the second research question; what are the perspectives of teachers and students on the use of L1 in EFL classroom?, the study proves that the teachers and the students have the same positive attitude toward the use of bahasa Indonesia in the classroom. This finding is supported by the interview result referring that the reason both teachers utilized bahasa Indonesia in the classroom is to make students more understand the learning material or the instructions given. While the questionnaire data reveals that most of central tendencies of the student's answers are above 61% which means that the students have strong positive attitude toward the use of L1 in the classroom.

5.2 Recommendations

Considering the conclusion of the study, some recommendations for English teacher and further research are proposed below.

First, for English teacher, regardless the benefits of using L1 as stated above, teacher should maximize the use of the target language (English) and minimize the use of the mother tongue or L1 (bahasa Indonesia) in the classroom because too much using L1 may cause over reliance on it (Polio, 1994), and reduce the students' valuable language exposure of the target language. Teacher

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should encourage students to talk in English during the class, even though they still have many mistakes. This is important for them in order to build their self esteem in practicing English.

Second, for further research, since the use of L1 by the students in the classroom has not been much observed, it would be better to conduct more investigation on the students' use of L1 in the classroom. The finding will be beneficial to measure students' learning achievement and satisfaction.

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