

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research findings based on the questions proposed in Chapter one, the limitation of the study, and some information found in the study conducted. This chapter is divided into two parts. First part concerns with the conclusion of the study and the second part deals with the recommendations for further research related to the L1 role and EYL classroom.

5.1 Conclusion

After discussing and analyzing the findings from the classroom recordings and observations, questionnaire and interview, there are some conclusions to draw.

The main purpose of this study was to investigate the role of Bahasa Indonesia in an EYL classroom. To this effect, the study was guided by leading questions that the researcher wanted to be answered at the end. This research investigated two research questions: (1) What is the role of Bahasa Indonesia in EYL classroom at an elementary school in Bandung, (2) What are the perceptions of the teachers and students about the role of L1 in the EYL classroom. This study used an intertwined tool to collect the data required. They are classroom recordings and observation, questionnaire (for both the teacher and students) and an interview with the teacher. The three instruments helped the researcher to come up with the following conclusion.

With regard to the first research question concerning the role of L1 in the EYL classroom, the data showed that both of the teacher and students think that the use of Bahasa Indonesia in the teaching-learning process is positive. The result of this study indicated that Bahasa Indonesia is not merely present in the English classroom, but also that the teacher is making use of it as a linguistic tool. The data secured from both teacher and students indicate that L1 was mainly used in

four functions: to encourage students to speak and involved in the classroom activity, to explain new vocabulary to the students, to explain grammar rule related to the material of that day, and to give instruction to the students.

Both teacher and students believe that the ideal amount of time to the L1 use should be no more than 50%. At the same time this asserted the importance of highlighting English in the English lesson. L1 was not mandatory to use in the class, hence cannot be left out. From the researcher point of view, the students comprehending ability was good. It can be seen from their eagerness to learn an English lesson in English and they can understand the teachers' conversation well. However, their limited comprehension about the language such as grammar and vocabulary, consequently validate the teacher use of L1.

The classroom recordings and observation and students' questionnaire results had strongly shown that the role of L1 in an EYL classroom was mainly in the pedagogical role. L1 plays an important role in teaching-and learning activities. As stated before in the chapter two that L1 use in the beginning and low levels is beneficial to introduce the major difference between L1 and L2 and the main grammatical characteristics of L2 that they should be aware of. In terms of psychological role, L1 gives a sense of security to the student. When the teacher uses L1 in the classroom, they are not only learning better than before, they also actively involved in the classroom activity. The use of L1 in an EYL classroom does not reduce the L2 exposure, it rather facilitates.

Meanwhile, it was identified through an interview with the teacher that she strongly disagree with the excessive use of L1. The amount of L1 should depend on the students and the classroom situation. So, the consensus was that a teacher should know when, how and why L1 was used in the classroom. If this was not played a significant role, then the amount of L1 should be reduced gradually.

Furthermore, concerning with the teacher and students' perceptions on the role of L1 in the EYL classroom, the findings gained from the teacher interview and students' questionnaire revealed that both has shown a positive perception and perceived L1 as a tool to complete the learning activity. This confirms the finding of the classroom observation in which the teacher used L1 in several activities in

the classroom. In a similar vein, the students' questionnaire has also shown that L1 made them comfortable and helped them to understand the material better.

In short, the data presented in this study have shown several functions of L1 which are beneficial in the teaching-learning process. As presented in the data of this study, both teacher and students agree that a judicious use of L1 is beneficial in the English lesson, particularly in explaining grammar rule and vocabulary in the EYL classroom. This is supported by the previous study by Nitiswari (2012), Kelilo (2012), Liu (2008) and Tang (2002). Moreover, it also clearly stated that the use of L2 in the classroom is possible and can be used in the learning process. The teacher should not worry about the students' limited capability to understand the English material through English. They can switch it to Bahasa Indonesia if this is necessary. An excessive thing is not good and this applies in this issue. The balance use of L1 and L2 can increase the students' ability in the language learning.

5.2 Recommendation for further research

Based on the findings, limitation of the study, and the conclusion derived so far, the following recommendations related to L1 and EYL classroom are forwarded.

First, regarding the students' level in the classroom, the teacher should consider the level of students' competence. For example, the teacher cannot treat the students similarly for the advanced to the poor learners and vice versa in terms of teaching technique and the use of L1 and L2 in the classroom. Therefore, the research on the role of L1 in the classroom in the early and advanced level should be conducted in order to discover the role of L1 in a different level.

Second, the success of the language learning process was determined by the ability of the students to use the language to interact with the teacher and their other classmates. Unfortunately, these were not much observed by the researcher in this study. Therefore, the researcher hopes the future researcher will conduct this issue in order to measure the students' achievement and students' satisfaction in gaining the knowledge of what they have learned so far.

Third, this study gives invaluable insight into the use of L1 in the EYL classroom for various functions. The teacher should vary their language and the L1 amount they use based on the students need. Moreover, the teacher should be able to relate the purpose of the use of L1 with the students' ability. Hence, there would not be any misunderstanding and both teacher and students can achieve the desired goal of the learning process effectively.

Despite the limitations, it is hoped that this research will enrich the information about the EYL classroom and help the teacher and teacher-to-be to become aware about the role of language in teaching and learning the target language and shed more light that will stimulate a larger research in this area. Thus, the more comprehensible input about the language role in the EYL classroom could be acquired. We do need further studies to examine this issue from different perspectives to find another responses and opinion related to the criticisms against using L1 in L2 learning. In conclusion, taking advantage of learners' L1 or abandoning it is still the issue that should be answered and elaborated by another researcher.