

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains conclusions and recommendations of the study based on the findings of research questions and the analysis of data collection conducted in the previous chapters. In addition, some suggestions will also be presented in this chapter.

5.1 Conclusions

The description in this conclusion sub-chapter is the brief summary of the research results based on the findings and discussions. There is also an explanation of the reason behind phenomenon happens. The details of conclusions are drawn as follows.

This study is aimed to investigate a case study of the role of Indonesian language use in EFL classroom and teacher and students' perceptions on it. So, there are two research questions proposed in this study: (1) What is the realization of L1 use in EFL classroom?, (2) What are the teacher and students' perceptions toward the use of students' L1 in EFL classroom?. To answer those questions, the researcher applies the data collections. The instruments are classroom observation, students' questionnaire, and teacher and students' interview. It is expected to successfully answer the each research questions employed.

Regarding the first question, it is revealed that the use of Indonesian language does not hinder the learning. The realization here is directed to find out the real amount of how much and occasion of what circumstances the teacher applied Indonesian language during EFL teaching and learning process. The teacher states that the quantity of L1 use in the each day is different along with the situations and conditions of the lesson taught. The teacher found utilize it more than half of the whole teaching (the average is 60.79%). This finding is supported by the interview data that according to the teacher, the ideal proportion for the beginner students is 60% of L1 and 40% of L2. But, for the next semesters, it will change and increase gradually. However, this finding is in sharp contrast to the

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interviewed students' answers. They all agreed if the teacher utilizes Indonesian language up to 50% maximally. Personally, the researcher tends to the teachers' opinion, with a notion that L2 should be increased gradually in the following semesters.

Meanwhile, another result from the first research question shows that the teacher utilized Indonesian language for several functions, those are: repeating unclear statements, asking for translation, giving instructions, explaining grammar points, checking for understanding, gaining attention, and making jokes. Moreover, the students also vote and state that those purposes can support the L2 learning. Interestingly, the teacher always conveys the translation of any her talks after the English version. However, the researcher thinks that it is included into the overuse if the teacher applies it for delivering daily and longer time. Especially, for the common use, such as delivering classroom instructions, doing greetings, and checking understanding. Likewise, it can cause some negative effects for the students' learning progression. Then, the highest frequency of L1 use is for giving instructions (the total is 21.16%), with aim only to deliver complex instructions.

Furthermore, from the second research question, it shows that the teacher and the students have the same positive perception. The reason 'why' the teacher utilizes Indonesian language in the teaching process is because the students deserve to understand the explanation of the lesson. Therefore, students' mother tongue needs to be used. Likewise, if the teacher uses full of English only, the students said they will get stressed, confused, lazy, and even they will do a protest. This is because L1 can be 'a shelter' to cut down threatening atmosphere in the classroom. The researcher also does not disagree if the use of L1 is banned in the classroom, especially for beginners. However, for advanced level of students, the researcher even recommends that it is better to give them a 'reward' for their use of L1.

Besides, from the questionnaire result, there are six students who have barely started to study English in this grade 7. It is because the existence of

English lesson is up to the school's choice. Since the year 2013, the policy of Ministry Education suggested that English lesson is not as a compulsory lesson. So, they are at beginner level and need L1 as their prior knowledge. From interview result, it can be found that students agree to utilize mixed language during the teaching and learning process. They further vote strongly disagree if L1 use is banned in the classroom. The reason is that L1 is not something to be banned, but it should be a bridge of the L2 learning.

5.2 Recommendations

Considering the conclusions of the study, some recommendations for teacher and future researchers are proposed below.

1. English Teachers in EFL Field

Regarding the result of this study, the researcher recommends EFL teachers to utilize mixed languages (English and Indonesian language, with a notion that the maximum use is the target language and the minimum use is the first language. Nonetheless, the important thing is that teachers also should be aware and adapt to different students' capabilities and needs in each class. It is because if students' mother tongue is used wisely with right proportion and function, it will helpfully affect the learning progression. On the contrary, the excessive use of L1 can trigger students' confusion and reliance in exposure to the L2. Furthermore, since learning English is learning a language, teachers particularly encourage the students to practice English communication optimally inside the classroom and the school environment. Toleration for students' mistakes is truly needed, for the sake of building their self-esteem and confidence in learning a foreign language. Additionally, the way of teacher's speaking should be clear and understandable so that students can follow the example.

2. Future Researchers

For future researchers, there are several recommendations taken from the gap in this study. First, this study does not expose the realization of the students' use of L1 yet. So, the students' realization in terms of the amounts

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and the occasions of L1 use can be investigated through classroom observation. Second, the sample in this study is limited only to one class. The future research can compare the richer data by employing several classes, or even different level of class. Third, a practice of ‘translation paradigm’ by the teacher is already common whether it is intentionally or unintentionally. Then, the future research is better to examine it, by looking at the frequencies, the reasons, the negative effects of the long time use, etc. Lastly, the researcher also wonders how the result will be, if a study about perception is conducted in an Indonesian school which applies ‘English only’ policy in the classroom.

5.3 Concluding Remarks

This last chapter has presented the conclusions and recommendations of the study. It is based on the result of data collection, the findings of research questions, and the discussion of related literature. Finally, a brief conclusion and recommendation are presented above.