

## **CHAPTER V**

### **CONCLUSIONS 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 recommendations. This chapter is then divided into three parts. The first part concerns with the conclusions of the study, the second part deals with the limitation of the study, and the last part presents the recommendations of the study.

#### **5.1 Conclusions**

After discussing the findings from the classroom observations, interviews and questionnaires, there are some conclusions to draw.

This thesis investigated two research questions: (1) what is the realization of the use of L1 in the EFL classroom? (2) What are the perceptions of the Teachers and Students about the use of L1 in the EFL Classroom?

Regarding to the first research question concerning the realization of the use of L1 in the EFL classroom, the data showed that both of the teachers used Bahasa Indonesia in the process of teaching and learning English. Moreover,

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there was a significant difference in the amount of Bahasa Indonesia used by both teachers. In average, the teacher in RSBI classroom used 5.8% of Bahasa Indonesia and 94.2% of English, while the teacher in regular classroom used 23.29% of Bahasa Indonesia and 76.71% of English. Thus, it can be concluded that both of the teachers believe that using L1 did not hinder learning, and in the same time both of the teachers did not overuse the L1 in the English classroom. The judicious use of L1 could avoid an over reliance to L1 and a failure to maximize target language. This finding supports previous studies concerning with the use of L1 in the EFL classroom similar with those conducted by Medgyes (1994), Atkinson (1987), and Tang (2002) as mentioned in Chapter Two.

Furthermore, the realization of the use of L1 in the EFL classroom can be seen from the function of L1 used in the classroom. It was found that both of English teachers used Bahasa Indonesia to explain difficult words, to manage classroom, to explain difficult concepts or grammar, to make jokes, and to give instruction. On the other hand, teacher also used Bahasa Indonesia to check students' understanding. These results had strongly shown that the use of L1 in the classroom was beneficial in the process of teaching and learning EFL.

Regarding to the second research question, concerning with the teachers' and students' perspectives on the use of L1 in the EFL classroom, the findings

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gained from the teachers' interview revealed that both of the teachers had shown a positive perspectives on the use of the L1 in the EFL classroom. Moreover, they perceived the use of L1 in EFL classroom was helping them in teaching and acquiring the lesson. 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 result from the students' questionnaire has also shown that the students also had a positive perspective toward the use of L1 in the classroom. Moreover, most of the students stated that the use of L1 helped them to understand the lesson.

In short, the data presented in this study has shown several functions of L1 which are beneficial in the process of teaching and learning English. In addition, this study also supports the previous study conducted Atkinson (1987), Auerbach (1993) and Tang (2002) that L1 is a great source in the teaching and learning processes. As presented in the data of this study, both teachers and students agreed that a judicious use L1 is beneficial in the process of learning English, particularly in the explaining grammar rules and new vocabularies in EFL classroom.

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## 5.2 Recommendations for further research

Based on the findings and the limitations of the study, the researcher offers the following recommendations for further research related to the main issue.

First, with regard to the students' level in the classroom, it has been mentioned that teacher should consider the level of students' competence. For example, teacher cannot treat immediate learners similarly to the advanced learners and vice versa in terms of teaching techniques and most important in terms of the mother tongue used. Therefore, the research of L1 use in the classrooms in the early or advance level should be conducted in order to discover the realization of the use of L1 in the EFL classroom in a different level. This way is expectedly enrich the literature of the bilingual approach in teaching English.

Second, the success of a learning process is determined by the interaction between teacher and students, and the interaction among students (Bjorklund dan Parente, 2002). Unfortunately, study regarding the students' use of L1 in EFL classroom has not been much observed. Therefore, the research of students' use of L1 in EFL classroom should be conducted in order to measure the quality of students' achievement and students' satisfaction in gaining the knowledge from what they have learned.

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Despite the limitations, it is hoped that this thesis will shed some light into the belief system of English teachers in Indonesia and that will stimulate a larger research project in this area so that a more comprehensible input about language use in the classroom could be gained.



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