CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions and recommendations of this study which are divided into three parts – conclusions, implications of the study, and recommendations for the next researchers. Thus, the conclusions are described based on the data which have been analyzed and interpreted in chapter four. The data were obtained from classroom observations and interviews conducted in several times. The following describes all parts of this chapter detail.

5.1. Conclusions

Some conclusions can be portrayed based on findings of this study which the data obtained from the classroom observations and interviews with three English teachers. The following description can give the conclusions of the research questions answers outlined in chapter one clearly.

As regards the first research question; in what stage of teaching does the teacher use L1 in EYL classroom? This study reported that according to the frequency of the use of L1 by all respondents used bahasa Indonesia as the first language in each stage of instructions. In other words, L1 is used in pre-activity, whilst-activity and post-activity. This happened frequently during five times classroom observations conducted. The first teacher and students in higher level used
L1 in 208 times and 57 times of frequencies in all steps of instructions. The second teacher and students in medium level had the highest frequencies of L1 use which were 654 times and 151 times. Then the third teacher and students of lower level had similar frequencies to the first teacher and students, they were 216 times and 87 times of frequency of using L1. All teachers perceive that it is still important to use first language (L1) as an aid to explain the difficult concepts of English especially for children or young learners. They also believe that L1 plays an important role to increase students’ motivation in learning English.

The second research question of this study which focuses on function of L1 can be described by the result of observations. The findings show that there are three general categories found dealing with the purposes of L1 use, instructional purposes; managerial purpose; and affective purpose. Then three categories of L1 functions break down into ten subcategories – asking questions, introducing new words, reviewing, giving information, giving directions, lecturing, praising, criticizing students, encouraging, and responding to students’ activity or statement.

All teachers agree to use L1 as a medium to deliver the material and it is also helpful especially to make students motivated to learn English. T#1 is the teacher which used L1 limitedly than T#2. This happens because she teaches the higher level students which are categorized as good achievers or have a good input. T#2 have students who have medium level background which still need motivation, so she used L1 very frequently than T#1 and T#3. She believes that L1 is still important to use in
teaching English to young learners because she agrees that students still learn how to spell and write their native language, in this case bahasa Indonesia. T#3 has also special case in teaching English; she faces the lower achievers/students in English class. Even she teaches the lower level background of students, she still perceives to use L1 limitedly. In this case, she has the opinion of language exposure can be achieved if teaching English should use English. Because of this reason, she used L1 limitedly the same as T#1. She always attempts to make her students able to use English as much as possible in the classroom, even L1 is also still needed but the frequency is not as much as T#2 at the middle level students.

This summary can lead the researcher to make a whole conclusion as regards the function of L1 in the English classroom that it is not because of the capability or competency of teachers that they use L1 but it is because of the certain situations which make them choose L1 as a medium or means to explain, clarify or instruct students when teaching learning process happens. Thus, students are able to comprehend more or respond the material well. Besides that, all teachers believe the use of L1 brings several benefits to the success of English learning.

The last research questions relating to the teachers’ reasons for using L1 in the EYL classroom can be described that most of the teachers use L1 since they believe there are several advantages of L1 use to facilitate students’ understanding of English. There are five categories of teachers’ reasons, three advantages and three disadvantages of L1 use in TEYL found in the study based on interview sessions with
the three teacher respondents questioned. The first category of teachers’ reasons involves making students comfortable, avoiding boredom and tiredness, making or checking students’ understanding of English, motivating students to learn English, and introducing new English words. The second category of advantages of L1 use includes easing students to understand English more, improving students’ memorizing of English words, and motivating students in learning English. The last category of disadvantages of L1 use includes decreasing teacher’s skill of English, limiting language exposures of teacher and students, and causing the teaching learning process of English ineffective.

5.2. Implications of the Study

This study aimed to portray the use of L1 in English to young learners by both teachers and students. The results of the study revealed that L1 could benefit and facilitate teachers and students in English instructions. The teachers also had the same perception on the use of L1 in their English classrooms. According to the purposes and the results, the study has the following implications:

Firstly, as regards the use of L1 in the English classroom to young learners, teacher (T#2) who teaches the middle level students should try to minimize or hinder the use of L1 during teaching learning process, because this can cause students not have chances to get language exposures of English.

Secondly, for the first and second teachers who are in the higher and lower levels students should be consistent in using English more and more. In other words,
they used L1 limitedly based on the certain situations. According to the frequency of L1 use, they were categorized into the teachers who could minimize the use of L1.

Thirdly, for the young learners even they have limited knowledge or comprehension of English, teachers should be confident to hinder L1 during English teaching learning process. Thus the students can have more chances to use English in the classroom. This is very helpful for students to reach the objective of English learning especially when they are still in the lower level (beginner) in learning English which is not their native language. Teachers should be able to set the classroom instruction creatively relating to the young learners’ characteristics.

Finally, those implications are not meant to prohibit the use of L1 in the English classroom, instead they can be an aid or guideline to the English teachers to look for the best way to overcome or help them in solving some obstacles in teaching English, especially to give the positive effect to the teaching and learning of English to young learners context.

5.3. Limitations of the Study and Recommendations for Further Research

This study has some limitations. The first limitation is dealing with samples which come from the different level students. This process needs an accurate technique while choosing three schools as a case study of this research. The researcher should also find the backgrounds of English teachers which have the same levels, they are in the higher level English teachers. This is very difficult to define
those characteristics of samples since the researcher has limited time to find out the one that has higher, middle and lower level students. In this study, the researcher attempts to ask each principal of elementary school in Tasikmalaya that is assumed as the best, middle and lower level school.

The second limitation is the problem occurring in the process of collecting the data – classroom observations. The researcher found an error when operating the video recorder, but fortunately the researcher could overcome it to use another digital camera which has a facility to record. This happened since the researcher did not consider and prepare too much on the use of video recorder perfectly. Therefore, the researcher considers that it is very important to the next researcher to conduct the same issues or further study about the use of L1 in another context of English teaching not only to EYL context but also adult or even teenager context as EFL learners and to prepare everything relating to the research before it is conducted such as making sure that the tool used during classroom observation can work well so there will be no obstacles or errors while observations recorded.