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AN ANALYSIS OF USING *BAHASA INDONESIA* IN EFL CLASSROOM

ACTIVITIES: A QUALITATIVE STUDY AT *SMP NEGERI 8 KOTA*

CIREBON

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Undergraduate Degree



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ABSTRACT

Mimin Kasmini. 14111310041. AN ANALYSIS OF USING BAHASA INDONESIA IN EFL CLASSROOM ACTIVITIES: A QUALITATIVE STUDY AT SMP NEGERI 8 KOTA CIREBON

Using native language as a medium of instruction in EFL classroom activities is still debated by many people around the world. Some study claims that the use of own language should be banned in English classroom. While some research also supports that student first language should be used in EFL classroom because it can facilitate in learning process. In addition, both of teacher and students still dilemma about the language that should be use in the classroom because own language still needed and has many benefit in English learning process.

Furthermore, this research is proposed to explore an analysis of using *Bahasa Indonesia* in EFL classroom activities: a case study at *SMP Negeri 8 Kota Cirebon*. This study is aimed at investigating (1) the advantages of using own language (in this case *Bahasa Indonesia*) in English classroom at SMPN 8 Kota Cirebon, (2) the contextual of the use of *Bahasa Indonesia* in EFL classroom by the teacher and students, (3) the effort of teacher to minimize the use of *Bahasa Indonesia* in EFL classroom at *SMPN 8 Kota Cirebon*.

The method of this research uses qualitative research, using descriptive qualitative research that are include interview and observational classroom as the technique of the collecting data . Then the instrument of the research are used observational checklist and also interview guidance. Here the data is taken from four English teachers and some of students at *SMPN 8 Kota Cirebon* as the resource of this study that will analyzed, interpreted and represented descriptively.

Furthermore, the result shows that the use of own language in EFL classroom at *SMPN 8 Kota Cirebon* is very helpful both of by the teacher and students in learning process. In addition, using *Bahasa Indonesia* in EFL classroom has many benefit like to giving instruction, clarification the purpose, explain grammatical, explain vocabulary, correct students' mistake, to ask question to the teacher, respond teacher question, checking students understanding, make a request, to give motivtion and etc. it is shows that *Bahasa Indonesia* is still needed and has contribution in learning second language in this case English. Besides that, Bahasa Indonesia here is necessary to used because by using this language the students more understand and also it makes the interaction between the teacher and students more harmonious in teaching and learning process.

Finally, the use of own language (in this case *Bahasa Indonesia*) is should be used in EFL classroom because especially in the emergency situation. Besides that, own language itself is facilitating both of teacher and students communication and also facilitate learning. Moreover, the native language here is the powerful role in the activities of learning in English classroom. That is why Bahasa Indonesia should be use in EFL classroom activities at *SMPN 8 Kota Cirebon* because it makes teaching and learning process more effective and save the times.

Key words : Native language, EFL classroom activities, Native language use in EFL classroom

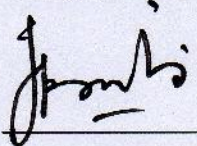

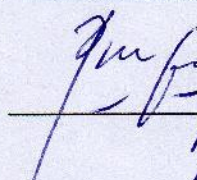
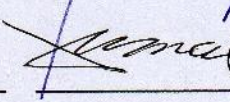
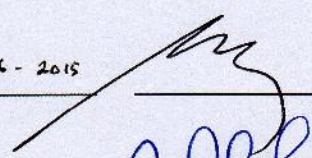
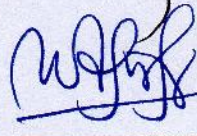


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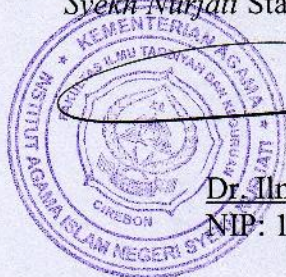
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RATIFICATION

This thesis which is entitled in **AN ANALYSIS OF USING BAHASA INDONESIA IN EFL CLASSROOM ACTIVITIES: A QUALITATIVE STUDY AT SMP NEGERI 8 KOTA CIREBON** written by Mimin Kasmini with the student number 14111310041 has been examined on 22th June 2015. It has been accepted by the board of examiners. It has been recognized as one of requirement for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

This chapter is provides the information of the research background, identification of the problem, field of the research, main problem of the research, research question, delimitation of the problem, aims of the research, usefulness of the research, theoretical foundation, literature review, significance of the research, research methodology, objective of the research, place and the time of the research, method of the research, source and type of data, instrument of the research, technique of collecting data, and the technique of analyzing data.

1.1 Research Background

For Indonesian, English has a state as a foreign language because English is taught after their own languages that they have learned. Moreover, there are so many languages that exist in the world like English, Japanese, Arabic, etc. that all of these languages are the example of foreign languages which are taught in Indonesia. But, many schools in Indonesia choose English as a subject or *mulok* (*muatan lokal*) in the school. In Indonesia, English is learned by students in many schools including *SMP Negeri 8 Kota Cirebon*. Here, in English classroom at *SMP Negeri 8 Kota Cirebon*, the native language (in this case *Bahasa Indonesia*) is more dominant than English. Because when the teacher uses English as a medium of instruction, the students get so confused and lost their focus in learning process. Moreover in *SMP Negeri 8 Kota Cirebon* English is one of difficult subjects for students with the reason that they do not like English.

Related to the phenomenon that English is still the most difficult subject in *SMP Negeri 8 Kota Cirebon*, it makes dilemma for English teachers because students more understood and enjoy when their teacher uses *Bahasa Indonesia* to explain the material. Moreover, ideally in EFL classroom the language that is used as a medium of instruction is English.

In addition, students' difficulties of English are faced from the school's report card, also students' percentage that is still in the average of the standard criteria

process, such as language laboratory, dictionary, and also the books as the sources of the lesson. So this is a big problem, because in *SMP Negeri 8 Kota Cirebon* English lesson is learned by using two languages that are *Bahasa Indonesia* and English, moreover in this case *Bahasa Indonesia* discriminates English itself.

Furthermore, another problem about the difficulties of English subject in *SMP Negeri 8 Kota Cirebon* is caused by the way of learning process itself. Here beside the student do not like English, classroom management also is one of the problems in learning process because when the teacher explains the material some of students busy with their own work and do not pay attention to the teacher explanation. The teacher also must do extra hard to manage classroom activities well in order to the purpose of subject material can be achieved. So, that why English subject is still in the dangerous level that makes student difficult to understand about this subject.

Finally, *Bahasa Indonesia* is uses as a medium of instruction in learning process to help students understanding English lesson. Here own language uses in the classroom between students and teacher, such as to explain when the meaning in English unclear, giving instruction, checking students understanding, makes a contact between teacher and students.

In addition, many people know today that the language is one of media for communication that can connect people in life. The language is also used as the most crucial part of medium of instruction in learning process in the classroom. Also in this globalization era, many people know that English is the one of world language to communicate each other with other people around the world (Crystal, 2003: 4). Related that English is world language and also as a bridge to connect with many people, English is learned by many people around the world. As many people know today, teaching English as a foreign language has been introduced and taught in the school in many countries in the world, including Indonesia (Harmer, 2011: 6).

Correlated to the phenomenon in this case that *Bahasa Indonesia* is uses in English Classroom at *SMP Negeri 8 Kota Cirebon*, here ELT (English language teaching) assumes that English is best taught and learnt without the use of the students' own languages (Hall and Cook, 2013: 6). But, in the practically there are



so many English teachers who still used their own language in learning process in the classroom as a medium of instruction like in *SMP Negeri 8 Kota Cirebon*. The issue of using own language (L1) in EFL classroom has been debated for many people in the world (Erton, 2009). Also the use of own language in English as a foreign language classroom (EFL) by the teacher and students has been question among the language Experts as well as among practitioners of EFL themselves. So, it is big problem that is show in EFL classroom in the world, also in *SMP Negeri 8 Kota Cirebon*.

Furthermore, teaching English as foreign language in Indonesia has been started from kindergarten until university level. Moreover, nowadays there are so many parents who choose a school which uses English as a media of instruction in learning process. They believe that their children will have well in English and ready to facing the globalization era, and also will become a global language in the future (Crystal, 2003: 5). But, in the fact, a lot of schools in Indonesia mostly use *Bahasa Indonesia* as their medium of instruction in learning process. So, it is makes the dilemma between English and *Bahasa Indonesia* in EFL classroom.

As many people know that English and own language still debate in EFL classroom exactly at *SMP Negeri 8 Kota Cirebon* because own language is helpful in learning process. Furthermore, Supported the phenomenon about own language use in EFL classroom at *SMP Negeri 8 Kota Cirebon*, here there are some theories about own-language in EFL classroom. According to Hall and Cook, (2013:8) they argue that the use of own language has positive effect to explain when meanings in English are unclear, and to explain vocabulary and grammar when they considered this necessary. Cook (2001:3) declares that L1 could facilitate or benefit in English language learning. The own language can be beneficial as cognitive tool that aids in second language learning. Also Harbord (1992: 352) underlines the fact that teachers who try to create an 'all English classroom' are insufficient in meaningful communication causing student incomprehension and students' difficult. In addition, English only in the classrooms can be harmful factors to student and teacher interaction with give the following reason as facilitating teacher-student communication, facilitating teacher and student between, facilitating learning. In addition Schweer (1999: 43) argues that, most of



the EFL students believe that using L1 in the classroom it could facilitate learning. In contrast to the argument above, here some theories that have different statement about the use of own language in EFL classroom. Phillipson (1992: 185) says that only target language (L2) which is used in classroom, with the reason “English as a best thought monolingual”. Also Sipra (2007: 335) argues that, the teacher should choose the suitable materials for their students according to their proficiency levels and also they should prepare well as possible as they can. In learning process also, the teacher must given motivate to the learners in order to be better English. While Turnbull and Dailey (2009: 36) states that the use of own language (L1) should be banned in teaching target language (L2) to make effective instruction and not interfere learner’s target language development.

Despite there are many experts declare that the use of students own language (L1) in Indonesia EFL classroom is prohibited. This prohibition comes mainly from the view that students in Indonesian EFL classroom lack experience to the target language (L2) in their daily life and thus in order to improve the target language (L2) learning and acquisition, they must mostly be exposed to the target language (L2) in their classroom (Atkinson in Mattioli, 2004: 23). Moreover, Coleman (2010: 17) declares that using mother tongue or own language as a medium of instruction in EFL classroom is the best choice in the first years at school, because it can help students understand more about the material which is learn at school. Also Pinock (2009: 50) argues that the language use as a medium of instruction is determining a success in education. Besides that, using own language will supported the success in learning, also include English skills. It is clearly, there are so many countries prefer own language than English as a medium of instruction in English learning process.

Realizing the fact, that in English learning process the teacher certainly must use English mostly as a medium of instruction. But, here students and their teacher still confused about what is the language that should be used and in what context they should use their own language in the classroom. It is being a dilemma because when teacher chooses English as medium of instruction students still fell confused for what being taught by their teacher. Meanwhile, using full of *Bahasa Indonesia* avoids them to practice English. So, in this case the researcher



will try to investigate the process of learning by using *Bahasa Indonesia* in English classroom at second grade in *SMP Negeri 8 Kota Cirebon*.

Therefore it is important to research about using own language in EFL classroom (in this case *Bahasa Indonesia*) at *SMP Negeri 8 Kota Cirebon* because as many people know all of the school in Indonesia was introduce of English, started they in kindergarten level. But in the fact, why in English learning process they still used of their own language as their medium of instruction in English classroom? And what is the usefulness from own language itself in learning process. Hopefully, this research can give contribution to be better in understanding English language in teaching learning process especially in EFL classroom. Also, this research can give contribution to the teacher and students to realize what the language that should be used in the classroom as their medium of instruction in teaching learning process.

1.2 The Identification of the Problem

1.2.1 The Field of the Research

This research is related to Teaching English as a foreign language (TEFL) which is focuses on an analysis of using *Bahasa Indonesia* in EFL classroom activities at *SMP Negeri 8 Kota Cirebon*. This research is interest in the advantages, the contextual of using *Bahasa Indonesia* in English classroom and also the effort of teacher to minimize the use of own language in EFL classroom activities

1.2.2 The Kinds of the Problem

Language is one of the media of instruction that is used to communicate and connect with each other around the world. Besides that, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the media, and the educational system (Crystal, 2003: 4). Also the language itself as a machine in learning process, realize the phenomenon that language is used in learning process as a media of instruction both teacher and students in the classroom like English, *Bahasa Indonesia*, Sudanese, and so on. Here in EFL classroom



exactly in *SMP Negeri 8 Kota Cirebon*, the teacher and their students are in dilemma because they are still confuse about the language which is used in the classroom, and also *Bahasa Indonesia* is more dominant used in English learning process.

1.2.3 The Main Problem

As many people know, the issue of own language use in the English as a foreign language classroom has been debated by many experts in the world. Some proponents for maximizing English as target language use emphasize the benefits of language coverage which is maintained can bring about language learning gains in the forms of effective and confident language use as well as intercultural competence (Turnbull & Arnett, 2002). Turnbull and Dailey-O'Cain (2009: 5) also declare that the use of L1 should be avoided in teaching target language to make effective instruction and not to interferences learner's target language development. While Cook (2001: 404) argues that the first language can be beneficial as a cognitive tool that aids in second language learning. It is also interesting to note that the use of first language will contribute to students' target language comprehension use and learning. Although in the fact that English has important role to communicate with other around the world especially this globalization era (Crystal, 2003: 11). So, this phenomenon is essential to be investigated since the problem of using own language in EFL classroom faced.

Here one of the factor in this case comes from the own language as medium of instruction in learning process that is still use by the teacher and students in the classroom. Relating to the phenomenon so the research about own language (in this case *Bahasa Indonesia*) is important to investigate. In addition, in this research, the researcher will be focused on using of *Bahasa Indonesia* in EFL classroom activities at *SMP Negeri 8 Kota Cirebon*.

1.3 The Research Questions

Based on the background above and the identification of the problem that mentioned related to the title "An Analysis of using *Bahasa Indonesia* in EFL



Classroom Activities:” a case study at *SMP Negeri 8 Kota Cirebon* the researcher will investigate the problems:

1. What are the advantages of using *Bahasa Indonesia* in EFL classrooms activities at *SMP Negeri 8 Kota Cirebon*?
2. In what contexts do teachers and students use *Bahasa Indonesia* in the classroom at *SMP Negeri 8 Kota Cirebon*?
3. What are the efforts of teachers to minimize the use of *Bahasa Indonesia* in EFL classroom at *SMP Negeri 8 Kota Cirebon*?

1.4 The Aims of the Research

From the formulation of problem above, the researcher has some aims to be achieved:

1. To know the advantages of using *Bahasa Indonesia* in EFL classroom at *SMP Negeri 8 Kota Cirebon*.
2. To know the contextual use of *Bahasa Indonesia* in EFL classroom both by the teachers as well as by the students at *SMP Negeri 8 Kota Cirebon*.
3. To know the effort of teacher to minimize the using of L1 in EFL classroom at *SMP Negeri 8 Kota Cirebon*.

1.5 The Delimitation of the Research

Related to the problem above, here the researcher in this research it does not investigate about the attitudes practicing teachers hold towards own-language use and also it does not study about the effectiveness of own language for teaching grammar.

Furthermore this study also not discuss about perception, and also the characteristics of effective EFL teachers. Here, the researchers focus the study on the using of *Bahasa Indonesia* in Indonesian EFL classroom activities at *SMP Negeri 8 Kota Cirebon*.

1.6 The Usefulness of the Research

The result of this research, the researcher hopes that this study can provide benefit information related to the field of this research Teaching English as a



Foreign Language (TEFL). Besides that, in this study also, the researcher improves other information from many recourses that is support this study. Here this study will create the information about the advantages and the contextual of using own language in EFL classroom that is used both of by the teacher and students, and the effort of the teacher to minimize the use of own language in English classroom also will be discusses in this case.

In addition, in this study also builds the correlation between own language and English as the language that is uses as a medium of instruction in EFL classroom activities especially in English classroom at *SMP Negeri 8 Kota Cirebon*.

1.7 Theoretical Foundation

1.7.1 The Native Language

Native language can be defined as the language that a person has grown up speaking from early childhood or the language acquired first like Javanese, Sudanese, *Bahasa Indonesia* and etc. Besides that, own language also called as mother tongue. Mother tongue is one's first language. It is used for the language that a person learnt at home usually from his or her parent (Richards et al., 2001).

To distinguish the concepts of first language, native language, primary language, and mother tongue, it is sometimes difficult although these are usually treated as a roughly synonymous set of terms. The distinctions are not always clear-cut. According to Tulasiewicz and Cameron (2001) define mother tongue or Native language is the first language that is acquire by a child and the first one to find expression developed from the language acquisition. Besides that, explain about mother tongue is always controversial and difficult because the language is acquired related to the region they spend their childhood. In general, a mother tongue can be defined as a language learnt before any other language has been learnt (Cook, 2001: 7). So that a child learns mother tongue or first language automatically and naturally, he or she picks it up from the speakers and social environment around her or him. It has generally been said that the first language is learned at home during childhood i.e. language acquired from birth.



The term of mother tongue, first language and native language are essentially all the same though there are some instances when they mean different things. To conclude with (Richard, 2001) “first Language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and it is the language of the country where he is living”. Therefore, the language that one first learns to speak when he or she is a child can be said the first language.

Additionally, Skutnabb-Kangas (1998:13) argue that the native language is the language one learn first, it means that the language which one established one’s first lasting communication. Moreover, Baker (1996:16) declares that the mother tongue here is the language that is used for communication because the native language here has a stage as a local language. Furthermore, the Native language here is can be define as a language that the language learns at home from older family at home. This language is normally used by individually by the parents of the child or for learning environment.

Finally, it can be conclude that native language here it means that the language which someone learnt first like *Bahasa Indonesia*, Cirebon language, Sudanese, and etc. those are becomes as an identity for the native speaker in the country which they live.

1.7.2 EFL Classroom

EFL classroom is a class where students learn English as a foreign language. According Harmer (2007: 19) declare that, EFL classroom described situations where students are learning English in order to use it with many other English speaker in the world when students might be tourist, when they visited another countries around the world. In short, EFL classroom is a class where English is not dominant language. Here students share the same language and culture. Besides that, the teacher may be the only native language English speaker they exposure to. Outsides of the classroom students have very few opportunities to use English because in EFL classroom ideally the language that should be used is only English not



other, in order that the learners can improve their ability in English. But for some learning, English may not have any obvious practical benefits Kuo (2006: 216).

Moreover, students who often study EFL classroom in their own county, or sometimes on short courses like in Britain, USA, Australia, Indonesia, Canada, etc. So, EFL students here are describe as usually living in a target language community. However, many students of EFL use English in a global context, also when using English for international communication, especially on the Internet, it is means that the students are in the fact is part of a global target language community (Kuo, 2006: 217). Furthermore, it can be summarized that EFL classroom is a class that may provide learners with explicit knowledge of the target language system and also the atmosphere that should appear in this classroom is English in order that students can be master in English.

Furthermore, in EFL classroom using the target language here is very important because it cans master students' skill in English. Moreover, in this globalization era, English language is still needed to communicate with other people around the world. So, in English classroom the teacher here should encourage the students used the target language as much as possible in order to they can facing the globalization era and also realize how important English in their life.

1.7.3 Own Language in EFL Classroom

Related the fact today that own language is still debated and became popular issue in the world since it influences whether the learning process is successful or not. According to Hall and cock (2013: 8) declare that, using own language in EFL has positive effect to explain unclear meaning and also explain about the grammar structure.

Moreover, Mahmutoglu and Kicir (2013) argue that native language is necessary to used in EFL classroom because by using this language the students are easy to communicate with the teacher in teaching and learning process. In addition, Spahiu (2013:244) supports that using students' first



language is very helpful in explaining the complex idea and also grammar. Besides that, students' native language is helps the learner who has lack understanding of English.

Furthermore, Harbord (1992: 352) declares that using students' native language in the classroom is the right choices because the native language here is facilitate teacher and students' communication and also facilitating learning. Then, Atkinson (1987: 242) suggests that, the native language is the appropriate language to give the motivation to students, because by using this language students are motivated to learn in the classroom. In addition, Cole (1998) argues that "L1 is most useful at the beginning and low level because it is very helpful especially if the students have little knowledge of English".

Finally, Cameron (2001: 201) states that there are the uses of the native language which has the function of the used of first language that is found in the EFL classroom are lists below:

1.7.3.1 Teachers' Use the native language

- Clarification the purpose
- Giving instruction
- Translating words or sentences
- Disciplining and control
- Explain grammatical concept
- Explain how to pronounce correctly
- Explain vocabulary
- To correct students mistakes
- Getting contact with individual students
- To give example
- Reviewing the lesson
- Checking students understanding
- To give motivation
- To make a conclusion

1.7.3.2 Students' use first language

- Asking for help from teacher or peers



- To ask question to the teacher
- To re-explain teachers' instruction peers
- To make request
- To give reason
- Using bilingual dictionary or word list
- Watch English language TV/Video with own language subtitle
- Prepare for task and activities in their own language before switching to English
- Responding to teacher question.

In addition, Cameron (2001: 205) also declare in own language context there are the pattern. Those are:

1) Helping pupils understand by translating

Here, the activities regularly moved from the foreign language to the first language when the instructions to the pupils.

2) Keeping to the same language

In this context, there is more complicated movement between first and foreign language as the teacher and pupil talk about strategies for finding the meaning of new word.

3) Meaning though a first language equivalent

Here, in the activities is see how the conceptualization of vocabulary learning as learning first language equivalents of new word provides an underlying dynamic to the lesson.

Moreover, English classroom activities not only use own language but also use target language. Here, according to Cameron (2005: 210) there are some various patterns for combing both languages:

1) Exploring new language

Here, in English classroom many teachers may feel that they can help in this process by giving a translation into the first language. However, many other ways to support in search the meaning of new word and sentences. The translation in the first language can be used in ways that support foreign language learning, as when a



pupil translates from the foreign language use by the teacher as a check of understanding.

2) Giving Instruction

In English classroom is one of the activities in teaching and learning process. Here the teacher asks to the students for doing something or do not doing something. The teacher here must use the appropriate language in order that students understand about their duty or what they should do at the time. For example: when a lesson involves a change of activity, such as children moving into group or starting a new task, use of language may be motivated by the helping particular pupils who do not understand. Often here, the instructions to an activity may be more complex than the activity itself. In this case, it may be justified to give beginner instruction in the first language, with a parallel foreign language version that is simple and repeated in the same form.

3) Checking understanding

Checking understanding here means that, teacher checking students understand about the explanation of material and instruction that is given by their teacher. Moreover, in this activity there are many methods which can be used to checking students' understanding. For example: teacher asks students to select the correct picture to arrange picture in right order. Here one of the methods that can be used is using students' first language to checking students understanding because it can help the students to answer the teachers' question. Moreover, it's becomes a problem if the students here cannot understand of the teachers' question because the teacher here do not know the students understand or not about the material. Furthermore, by using students' native language the teacher can know that their students understand or not about the material that they learn at the time because knowing about students understanding is very important and also it is one of the teachers' responsibilities.



4) Talk about learning

Talk about learning would seem to be clear example of where use of the first language might actively support the foreign language learning. First language might well considerably used in discussing how children like to learn, good study habits, and etc. Here students' native language is very helpful in teaching and learning process because it is hard to understand if the teacher using only English in the classroom. So, the teacher here should be aware and wise about the language that should be used in EFL classroom activities.

5) Talk about Language

As many people know that, in EFL classroom the native language here is still used by the teacher and also students. Talking about language that is the foreign language terms can be gradually introduced, but there will be times when an explanation in first language can have an immediate impact on foreign language learning. In short, the foreign language might be given first. In this way, each experience with the foreign language is contributing to a regular building up of language for classroom management in the foreign language.

6) Feedback

Feedback here means that, the activity between students and teacher in the end of learning process. In this activity the teachers also help their students' difficulties. Using students' native language is the best choice in this case because the students can understand about the material that they learn at the time. So, the native language here is necessary to used in EFL classroom because it is very important knowing about students understanding.

7) Discipline

The teacher and students use the foreign language as their discipline in use the language as a medium of instruction in EFL classroom, because ideally in EFL classroom the language that



should be used as a medium of instruction is only English. But, the majority of students here do not understand if their teacher pronounces in English word. So, the teacher here used native language to communicate with the learner in order that the learners here easy to understand understanding what the teacher said (Cook, 2001:3).

8) Informal talk

According to Hancock (1997) declare that, in the literature, when teacher and student are talking informally at the end of lesson. Informal talk also use by the teacher in foreign language when they respond their students' first language. In addition, in this situation the teacher and students often used the native language for communication because it builds the relationship both of them are more closer. Moreover, native language here has a stage as a bridge of communication between the teacher and students especially in English classroom and also in teaching and learning process as stated by Harbord (1992:242).

Other function using L1 in English classroom is as a helper language because this language can be used and the appropriate language to use especially in the dangerous situation as stated by Butzkamm (2003: 29). Moreover, Atkinson (1993:13) argues that many students used of their native language in the classroom, it can give them the opportunity to presents that they are intellectual and sophisticated people. In addition Schweers (1999) argues that most of the EFL students want to use the native language in the classroom because they believe that the native language can facilitate learning.

Finally, it can be concluded that using native language in EFL classroom is very helpful and necessary to used in teaching and learning process because by using students first language students can understand about teachers' explanation and also can follow the class well. Additionally, according to the explanation above, there are so many the advantages of L1 in English classroom. Those are: clarification, the purpose, facilitating



communication, checking students understanding, giving motivation, explain vocabulary, giving instruction to the students, and many more.

1.8 Significance of the Research

This research is focus on to investigate Using *Bahasa Indonesia* in EFL classroom Activities. This research has two significances; theoretically and practically.

1. Theoretically

This research is aimed to find out the theory about the effectiveness of own language in English learning process. This study theoretically can increase and develop more knowledge of the researcher herself. Besides that, this study is expected theoretically to give a big contribution in informing other people who are interested in researching the same study.

2. Practically

This study has some benefits for the teacher and students. The contributions of this study are as follows:

1. This research will hopefully provide an insight for the teacher of English teacher as well as the practitioner particularly in Indonesia EFL context on the incorporate use of *Bahasa Indonesia* in English classroom.
2. This research will increase awareness between teacher and students to use what the language in their classroom that there should be used as a medium of instruction.
3. Improving students skill in English language
4. To know what is the better way to teach English.

1.9 The Methodology of the Research

1.9.1 The Objective of the Research

The objective of this research is to find out the language that should be used in English classroom both of the teacher and students. Moreover the own language here is still needed as a medium of instruction in teaching and



learning process in English classroom. Besides that many people believe that the use of own language in English classroom has many advantages in many aspect, like in giving instruction, checking students understanding, explain the material, and etc. So, it is interesting to conduct the information of this study related to the problem that own language has many benefit in English learning activities and also what is the effort of the teacher to cover this issues.

1.9.2 The Place and Time of the Research

The study about using *Bahasa Indonesia* in EFL classroom activities will be taken place at *SMP Negeri 8 Kota Cirebon*. There are several reasons why the researcher takes this place as primary data in this study. First, this school is has a title as “*Sekolah Adiwiyata*” it means that this school is care more to the green environment, moreover this school is near with bus station and also there are so many crimes happen around this school. Then, *SMP Negeri 8 Kota Cirebon* is suitable subject to be observed because in this schools in English learning process it is combine the use of target language and own language in order to bridge the content and students’ understanding. It means that own language is still used in the learning process which the researcher tries to investigate its role. More importantly, why the researcher chooses this level of school as a place of study because the researcher has the feasibility to get the access to conduct the research, thus the data can be collected easily. In addition, this level is appropriate to investigate own language use where English is regarded as foreign language. Even ideally, the use of own language in this level is less than other level of educations, practically it still exists in learning process because of various factors. The researcher will begin to taken the data and research for three months. It is begun from February until May 2015 to complete all of collecting data. The school is located in *Jln. Jend. Ahmad Yani By Pass Cirebon*.



1.9.3 The Respondents of the Research

The Respondents of the data are the students and four English teachers at *SMP Negeri 8 Kota Cirebon* which is teach in different grade s the source of the data. Here the data will be taken from the interview and also observation of the learning activities in the classroom to investigate the information of using *Bahasa Indonesia* in EFL classroom activities at *SMP Negeri Kota 8 Cirebon*.

1.9.4 The Method of the Research

Here in this research, the researcher is use descriptive qualitative method it is a method to understand a phenomenon. Besides that, qualitative method is methods that is just describing the phenomenon and not manipulate the variable (Ary, 2010:23). Qualitative methods are including observation, description and understanding the phenomenon that is happened in the classroom. In addition this research, the researcher use interview to investigate orally four English teachers and also some of students, in order to get more information about teaching and learning at *SMP Negeri 8 Kota Cirebon* to support the data.

1.9.5 The Source and Type of Data

Since the type of this study is qualitative research, the researcher chooses the respondents which are appropriate with the study related to explore an analysis of using *Bahasa Indonesia* in EFL classroom activities. Furthermore, the respondents are taken from students and four English teachers at *SMP Negeri 8 Kota Cirebon*.

Here all English teacher and also students are investigated to find out the information about the use of *Bahasa Indonesia* in English classroom activities. The data will be collecting by using both of interview and also observational classroom for all respondents. In addition, questionnaire as member checking is also distributed in order to strengthen the information of this study.



1.9.6 The Instrument of the Research

Since, this research is qualitative research, the data instrument of this research is the researcher herself as the main instrument, where the researcher who will investigate the research. According to Ary et al (2010:28) declare that the main instrument of this research is the researcher itself since in qualitative studies; the human investigator is the primary instrument for gathering and analyzing the data.

1.9.7 The Technique of Collecting Data

In this study, the researcher use interview and observation for collecting the data. According to Ary, et al., (2010 : 29) argue that in descriptive qualitative research are including observation and interview as the way fo collecting the data. In addition, observational checklist to observe the way of learning process in the classroom and also investigate the teacher and students interaction. Besides the observational checklist, here the researcher also used interview guidance as the guide in the interview section.

a. Interview

Interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal response. This method can be used through personal interviews and if possible, through telephone interview (Fraenkel, et al., 2012: 392). Besides that, by using interview collecting data has many benefits. When the interviewer finds difficult questions that are unclear, he/she can clarify directly and give the questions to the respondent to broaden on particularly significant or stating answers. In this research, the researcher uses personal interview method with the reason that, the interview aims to obtain in-depth information about what the researcher wants to explore after observation. The researcher will interview four teachers who teach at *SMP Negeri 8 Kota Cirebon*. Besides that, the researcher will interview of some students to support the data. Here by using interview the researcher will get the direct information from the teacher and also students about the using of *Bahasa Indonesia* in EFL classroom activities. Here in Appendix B and Dare about interview for teacher and also students.



b. Observation

Observation is a direct action activity to see teaching and learning process that is contains *Bahasa Indonesia* as a medium of instruction that is use both of the teacher and students in this case. Observation is one of a basic for obtaining the data in the qualitative research (Ary, et al., 2010: 431). In addition, observation research is an activities that are see and hearing what is happening in the setting directly. While Maxwell (1996: 6) argues that, observation is the conscious notice and detail assessment of participants' behavior in a naturalistic setting. In this research, the researcher will observe the learning process in English classroom that is using *Bahasa Indonesia* as the medium instruction at *SMP Negeri 8 Kota Cirebon* as the object of the research.

According to, Ary et al (2010: 432) argue that quantitative observations regularly use checklists and behavior observation tools developed prior to the observation to record or document observed behaviors.

1.) Observation checklist

Observation checklist is one of the simple devices that are present and a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. Here a checklist differs from a scale in that the responses do not represent points on a continuum but, rather, nominal categories. For example, a researcher studying disruptive behavior would prepare a list of disruptive behaviors that might occur in a classroom. An observer would then check items such as "Passes notes to other students" or "Makes disturbing noises" each time the behavior occurs. The behaviors in a checklist should be operationally defined and readily observable. Here the research formula of the observational checklist there are 2 main points which is consist of the role of teachers' use of first language and the role of students first language that can be seen in Appendix E and the result is in Appendix F.

1.9.8 The Technique of Analysis Data

Creswell (2007) cited in Ary et al., (2010: 482) declare that the data analysis in qualitative research is often done concurrently or



simultaneously with data collection through an iterative, recursive, and dynamic process. Analyzing the data here is one of the important steps in this research. Therefore, in this case the researcher adapts three stages for analyzing the data according to Ary, et al., (2010: 481):

1. *Familiarizing and organizing*. It means that the researchers should become familiar in the course of reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. In this part the data will be familiarize and organize by reading and rereading the transcript of interview. Moreover the major task of organizing the large body of information begins after familiarization and starts with creating a complete list of data sources.
2. *Coding and reducing*. It is the core of qualitative analysis that includes the identification of categories and themes and their refinement. According to Wiersma (2000: 203) cited in Ary, et al., (2010: 483) declare that coding is an analogues to getting ready for a rummage sale. Here the researcher must uses the code with the appropriate code, in order to easy to classify the data.
3. *Interpreting and representing*. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Furthermore, the result of this interpreting and representing will be reported in the form of description and in the frequencies using precentage.

1.10 The literature Review

The research about own language in EFL classroom has been discuss by many people in the world with the various reasons, context, different situation, and background. The topic has also involved the own language and the target language in EFL classroom. So, it is important to know the previous study about own language in English learning process in order to get extra insight and increase the knowledge about what current issue happens in



this area. Here there are some previous study has ever been researched in the similar topic about own language in EFL classroom.

First, this study was investigated by Spahiu, I (2013) which investigates teacher creating native language dependence and thus preventing students' effort to find the meaning from explanations or contexts. In his research on L1 use in English courses at the University of Messina in Italy, found that the interviewed students and teachers seemed favorable to L1 use in terms of explanation of grammar, vocabulary items, and difficult concepts and for general comprehension. The debate over whether to use or not to use to learners' L1 inside the classroom has always been the topic of discussion for various people for various reasons. The debate has also involved ESL/EFL teachers. Some argue that such use may lead to more dependence of an ESL/EFL on his/her L1 that may hinder the progress of mastering his target language. Whereas others believe that the use of an ESL/EFL learners' L1 May easy the process of teaching and learning the target language as the teachers can Explain complex ideas and rule more effectively in learners' L1 saving a lot of time. This use can also assist the ESL/EFL learners in acquiring and mastering target language vocabulary. Keeping in mind such counter arguments, the present paper aim to investigate when to use native language in a class and, most importantly, how to use it and promote learning. Also in this research, there are the advantages and disadvantages of using native language in classroom, how to encourage students to use L2 appropriately, and exploring some of the best ways to teach English language which are address in this study. In this research uses qualitative method: observation classroom, interview and questionnaire. The result of this research is the teacher and students believe that use native language in teaching it was necessary and acceptable.

Second, Own-language use in ELT: exploring global practices and attitudes by Hall and Cook (2013). This research is reports on the project Own-language use in ELT: exploring global practices and attitudes, a survey of the extent to which, how, and why teachers deploy learners' own-language in English language classrooms around the world. The findings offer clear evidence of widespread own-language use within ELT, and suggest that teachers' attitudes towards own-language use, and their classroom practices, are more complex than usually



acknowledged. Although there is variation between individuals and groups of teachers, the survey shows that own-language use is an established part of ELT classroom practice, and those teachers, while recognizing the importance of English within the classroom; do see a range of useful functions for own-language use in their teaching. Consequently, the report provides a resource for teachers, confirming the validity of own-language use and touching on a range of ideas as to how and why learners' own languages can play a role within ELT classes. The findings also suggest that there is a potential gap between mainstream ELT literature and teachers' practices on the ground. The methods which are used in this research are combining quantitative and qualitative approaches. It is including questionnaire and interview. Besides that, the result of this study is own language has positive affect in English learning process like explaining grammar, translation the difficult word, and etc.

Third, *The Mother Tongue in the Classroom: cross-linguistic comparisons, noticing and explicit knowledge* by Khati, A (2011). This article reports about mother tongue use in English classrooms. Also in this study most of probably the Nepali in English as a foreign language (EFL) classroom particularly in government-aided (Nepali medium) schools of Nepal. This, in result, minimizes the students' exposure to English. This article starts with defining mother tongue. Then, it presents the use of mother tongue in EFL classroom in the global and Nepalese contexts followed by summary of three classroom observations and two focused group discussions among teachers and students studying at the secondary level. The final part of the paper presents some simple and applicable strategies and ways of enhancing English language use in the classroom on the part of students provided by three teachers' trainers based on their experience.

Fourth, Mahmutoglu, H and Kicir, Z (2013). In this case they have studied about the *Use of Mother Tongue in EFL Classroom*. The purpose of this study is to investigate teachers' and students' perceptions on using the mother tongue in EFL classrooms and when to use it in the classroom. The present study was conducted at the end of the fall semester of the 2011-2012 academic years at European University of Lefke. Twenty five English instructors and one hundred and five students participated in the study. The relationship between the



perceptions on English language instructors and the students was measured through questionnaires given to teachers and students. The interview was carried out with five preparatory students and five English teachers. The data revealed that the mother tongue was a mediating part of language teaching and learning and there was no significant difference between teachers' and students' perceptions on using it in language classrooms. Both teachers and students did not oppose the use of mother tongue in language classrooms. They all thought that the mother tongue should be used in emergency situations. Moreover, they believed that it can be effective in the right situations at the right time.

Fifth, Using of the First Language in English classroom as a way of scaffolding for both the students and teachers to learn and teach English by Afzal, S (2013). Here in his study, he uses both qualitative and quantitative research methods were used, including classroom observations, interviews, and questionnaires. In this study he argues that analytical and descriptive studies along with teachers' observations have revealed valuable additional information about the validity of using the mother tongue as a tool for language learning and/or language teaching. So the use of L1, if used properly and judiciously, is a needful, and worthy, pedagogical ally in the teaching and learning of English as language. Therefore, those who believe that L1 has a minimal role to play in the teaching of a foreign language are invited to think again of its role and contributions it makes to the fields of language learning and teaching.

From the previous study above, those are talking about the effectiveness of using own language in EFL classroom with the different context and situation. As Spahiu, I (2013) observes about Using Native Language in ESL Classroom, Hall and Cook, (2013) observes Own-language use in ELT: exploring global practices and attitudes, also Ferrer, V (2002) has same research area it about Mother Tongue in the Classroom: cross-linguistic comparisons, noticing and explicit knowledge. In addition, Afzal, S (2013) has studied about, Using of the First Language in English classroom as a way of scaffolding for both the students and teachers to learn and teach English. Also the last previous study by Mahmutoglu, H and Kicir, Z (2013) is about the Use of Mother Tongue in EFL Classroom.



Their research finding and the result showed the use of mother tongue is very helpfully and effective in English learning process.

So, from those study above this researcher tries to fill in the gap for EFL classroom areas in the context of own language in EFL classroom activities. But, in this research is different from these research that mentioned above because this research focuses on own language (in this case *Bahasa Indonesia*) as a medium of instruction in EFL classroom. Also in this study the researcher will try to investigate the role of *Bahasa Indonesia* in EFL classroom activities at *SMP Negeri 8 Kota Cirebon*.





CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter will discuss about the conclusion and suggestion of this study that are divided in to aspect. Those are conclusion that is will be describe based on the data in three previous chapters that have been analyzed. Here the data were conducted from observational classroom and interview that are given to all of the respondents in this study.

Besides, giving the conclusion the researcher also gives the suggestions to the reader in relation to the problems of the research. In suggestion, the researcher gives an official suggestion about the best thing to do it is for the recommendation for the further research. In addition, the researcher also gives the suggestion to the teacher and also the students in order that they more pay attention of teaching and learning process in EFL classroom activities related to this study. Furthermore, the conclusion and suggestion can be seen as follow.

5.1 Conclusion

Here after the researcher analyzed all of the data of this study, it can be concluded that using *Bahasa Indonesia* in EFL classroom at *SMP Negeri 8 Kota Cirebon* has many benefit aspect and very helpful in English learning process. Besides that, *Bahasa Indonesia* also is necessary to use as a medium of instruction both of by students and the teacher in this school because all of the students come from the different background which not all of them understand about English. Furthermore, the conclusion from chapter II, III, and also chapter IV will present as follow:

1. Related the first question about the advantages of using *Bahasa Indonesia* in EFL classroom at *SMPN 8 Kota Cirebon*. This study shows that *Bahasa Indonesia* has many advantages in teaching learning process in this school, here there are several advantages of using own language. Finally, the advantages of using *Bahasa Indonesia* in EFL classroom are *Bahasa Indonesia* as a bridge of communication in English learning process between the teacher and students, Explain the material like grammar, vocabulary and

also give the example in teaching and learning process, Giving instruction by using *Bahasa Indonesia* is more effective and also students know what should they do related to the teachers' instruction, Giving motivation to the students because when the teacher using only English in the classroom the students do not pay attention to the teacher explanation. Meanwhile when the teacher using *Bahasa Indonesia* the students are motivated to joint with English classroom.

2. Then the second question in this study is asked about "In what context do teachers and students use *Bahasa Indonesia* in the classroom at *SMP Negeri 8 Kota Cirebon?*". This study revealed that there are 14 contextual function of *Bahasa Indonesia* used by the teacher in English classroom. Those are: for clarification the purpose, giving instruction to the students, translation words or sentences, disciplining and control, explain grammatical concept, checking students understanding, explain vocabulary, to explain how to pronounce correctly, correct students mistakes, getting context with individual students, giving example, reviewing the lesson, make a conclusion. Besides that, the students also use of *Bahasa Indonesia* in EFL classroom. Those contextual function are: To ask question to the teacher, to re-explain teachers' instruction peers, to make request, to give a reason, use of bilingual dictionary or word list, respond teacher question, Watch English language TV/video with own language subtitles, and prepare for task and activities in their own language before switching to English.
3. The third question in this study is appear that is talking about "What is the effort of the teacher to minimize the use of *Bahasa Indonesia* in EFL classroom at *SMPN 8 Kota Cirebon?*". Here based on the data that is conducted by the researcher, there are several point that can be use to minimize the use of own language in the classroom. The first is avoid the use of own language in English classroom as much as possible teacher and students can, then the next way to minimize the use of *Bahasa Indonesia* in the classroom is gives motivation to students in order to they can aware that English is important to learn. Moreover the next effort that can be use by the teacher is by using the familiar words in English because it can make students



interest and feel that English is easy to understand. Drilling English word and sentences also can be done by the teacher because by using this method, the students can remember the new word of English and finally familiar with this words. Besides the best way that can be used by the teacher as the effort to minimize the use of first language, here other method that can be use is giving the learners positive reinforcement because by this way students can be ability in English skills.

5.2 Suggestion

5.2.1 Teacher

In English learning process the teacher should be aware that English is important to learn and the language that is medium of instruction it will be better if try to by using English first in order that the learners can familiar with English instruction. Then here the teacher also must provide some activities that can makes students interest to learn English and also aware of English subject itself. Moreover, create English atmosphere in the classroom is the best way to increase students ability.

5.2.2 Students

The students must increase their motivation to learn English, like enter the class on time, pay attention to the teachers' explanation, bring the dictionary in the classroom, and also try to pronounce English well. Besides that, students should be active in English learning process try to speak up and did not still silent when the teacher give the opportunity to answer the question in the classroom because as many people kwon that language is habit, so never give up to try pronounce and understanding English correctly.

5.2.3 Further research

Here the researcher has expectation for being better in the next research, especially for TEFL area. The researcher also perhaps that this study will be not completely done so it will be better if there is the similar research for the next time. Some weaknesses for this research are like limit of time and



material that can support this research. Besides that, the limit of sources and the researcher's knowledge also influence this research. Furthermore, the researcher hopefully that this research can inspire many people who attracted in this study.



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