



**A CASE STUDY ON THE USE OF MOTHER TONGUE BY THE
ENGLISH TEACHER IN THE CLASSROOM AT THE FIFTH
GRADE STUDENT ODF SDN JEMBER LOR IV IN THE
2006/2007 ACADEMIC YEAR**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2007



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THESIS

Composed to fulfill one of the requirements to obtain the S1 Degree
at the English program of the Language and Arts Education Department
of Faculty of Teacher Training and Education of Jember University

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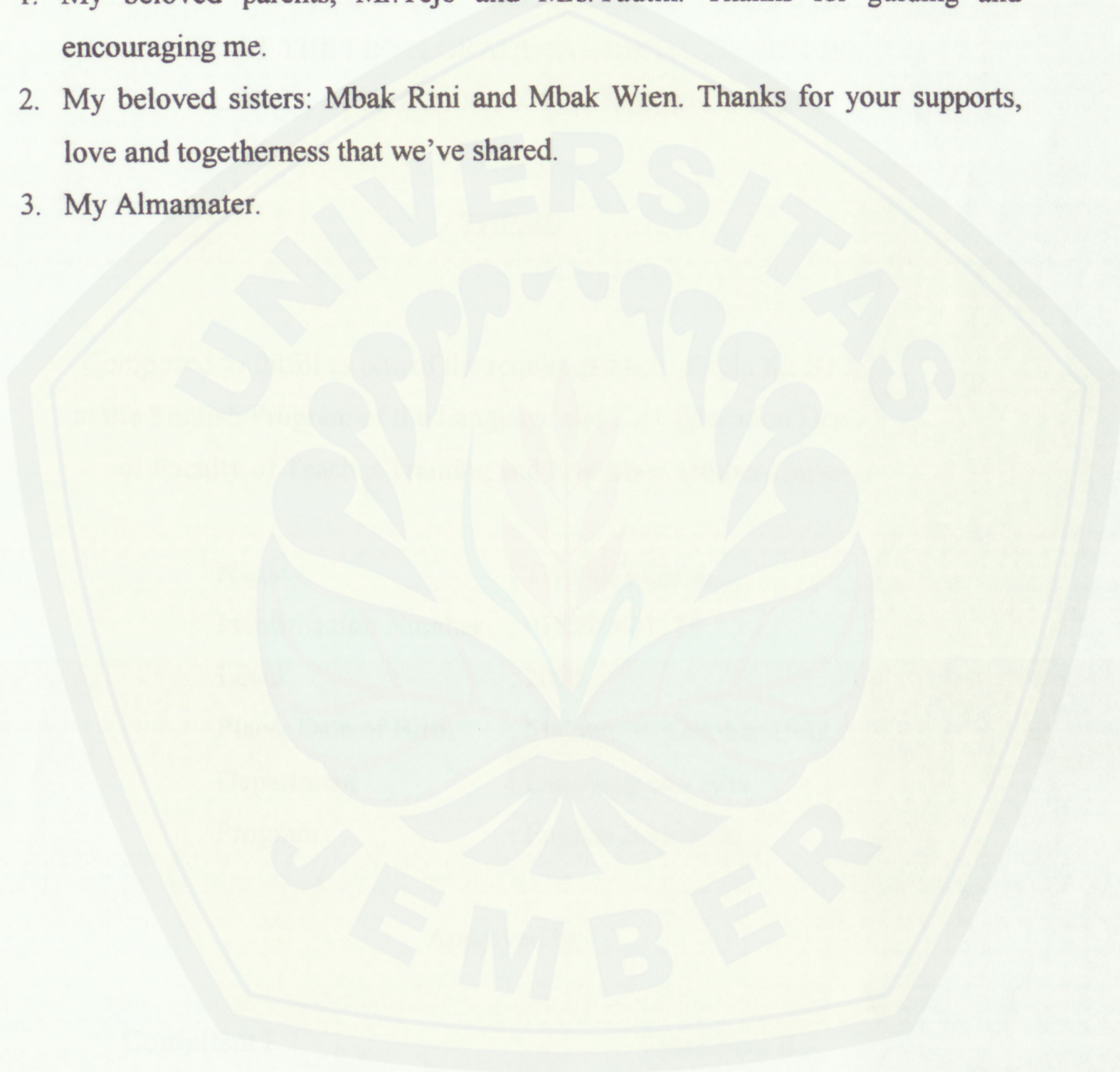
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mr.Tejo and Mrs.Yautik. Thanks for guiding and encouraging me.
2. My beloved sisters: Mbak Rini and Mbak Wien. Thanks for your supports, love and togetherness that we've shared.
3. My Almamater.



CONSULTANTS' APPROVAL

A CASE STUDY ON THE USE OF MOTHER TONGUE BY THE ENGLISH
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LOR IV IN THE 2006/2007 ACADEMIC YEAR

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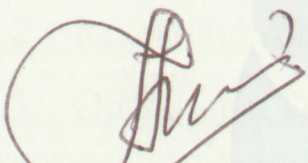
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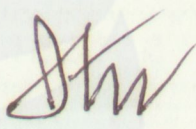
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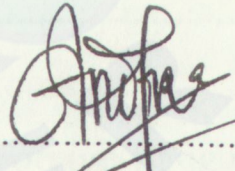

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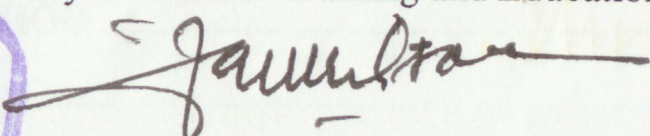

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2. The Chairperson of the Language and Arts Education Department and also the Chairperson of the English Education Program.
3. The first consultant and the second consultant who gave me guidance and valuable suggestion so that I can write this thesis.
4. The Headmaster, the English teacher, and the students of SDN Jember Lor IV in the 2006/2007 academic year who helped me collect the data.

Finally, I do realize that this thesis is still far from being perfect. However, I expect it will be useful for the readers. Therefore, any criticisms and suggestions to improve this thesis will be appreciated.

Jember, June 2007

The writer

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SUMMARY

A Case Study on the Use of Mother Tongue by the English Teacher at the Fifth Grade Students at SDN Jember Lor IV in the 2006/2007 Academic Year; Tri Puji Rahayu; 010210401129; 2007; 32 pages; English Education Program of the Language and Arts Education Department, Faculty of Teacher Training and Education; Jember University.

Based on 1994 curriculum, English is taught at elementary school as a local content subject. It means that English is taught at elementary level by considering whether it is important or not for the school (Depdikbud, 1994:1). In addition, the function of English as local content subject in elementary school is to introduce students to English as the first foreign language. Therefore, English is important to teach at elementary school to prepare the students to have good knowledge of English before they go to junior high school.

The foreign language classroom is usually filled with students from different cultural backgrounds. It makes the teacher find some difficulties to create a conducive environment in classroom learning. It causes the classroom communication does not run well. For that reason, the teacher needs a communicative language to avoid misunderstanding between teacher and students. Mother tongue can help the teacher to avoid misunderstanding in the classroom.

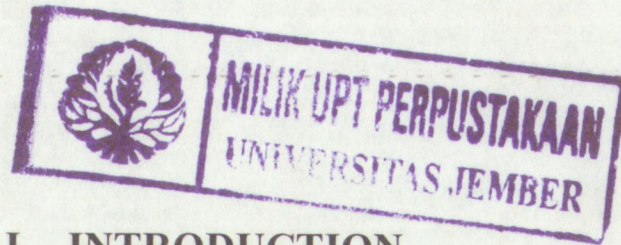
This research intends to know and describe the use of mother tongue by the English teacher in the classroom. It includes the conditions on the use of mother tongue by the English teacher in the classroom, the most frequent condition on the use of mother tongue by the English teacher in the classroom, the students' perspective on the use of mother tongue by the English teacher in the classroom.

In this research the use of mother tongue by the English teacher is defined as the act of the English teacher in using Indonesian in the classroom. It can be seen from the condition in which the teacher elicits the language, gives instructions, checks comprehension and guides classroom discussion. A case study was applied to conduct this research. The subject of this research was the English teacher at SDN Jember Lor IV.

The fifth grade students of SDN Jember Lor IV became the informants who provide information about their perspective on the use of mother tongue by their English teacher in the classroom. In this research observation, questionnaire and interview were used to collect the data. The data from observation and interview were analyzed by using descriptive qualitative and the data from questionnaire were by using descriptive quantitative.

The results of the research were found that in teaching learning process the English teacher used Indonesian. He used Indonesian in eliciting language, checking comprehension, giving instructions and guiding classroom discussion. The most frequent condition on the use of mother tongue by the English teacher in the classroom was in giving instructions. The students' perspective about the use of mother tongue by the English teacher in the classroom was good. Most of the students agreed when their teacher used Indonesian in the classroom since it could give benefit to them in learning English. In conclusion, mother tongue was still important in English teaching learning process. It is suggested for the English teacher to use mother tongue only in appropriate condition.

Keywords: use, mother tongue, English teacher



I. INTRODUCTION

This chapter presents the background of the study, the problems of the research, the operational definition of the variable, the objectives of the study and the significance of the study.

I.1 Background of the Study

Based on 1994 curriculum, English is taught at elementary school as a local content subject. It means that English is taught at elementary level by considering whether it is important or not for the school (Depdikbud, 1994:1). In addition, the function of English as a local content subject in elementary school is to introduce students to English as the first foreign language. Therefore, English is important to teach at elementary school to prepare the students to have good knowledge of English, before they go to junior high school.

In English language classroom, language is the medium through which teachers teach and students demonstrate what they have learned (Johnson, 1995: 3). By the language, the teacher transfers his knowledge to his students. Therefore, understanding the dynamics of classroom communication is essential for all activities that are involved in the language

Classroom described as a "problematic medium" (Cazden 1986: 432), it happens because of the differences in how, when, where, and to whom things are communicated in the classroom. It can not only create slight misunderstanding, but also serious obstacle of effective teaching and learning. It implies that classroom communication is not simple. For example, if a foreign language classroom consists of students from wide variety of linguistic and cultural background and the teacher cannot monitor and adjust the pattern of classroom communication in order to create an environment that is conducive to classroom learning, it will make the classroom communication does not run well. For that reason a communicative language is needed to avoid misunderstanding in the classroom.

In English language classroom, it is not easy to make comprehension between both the teacher and the students. Mother tongue can be used to help the teacher transfer knowledge in teaching learning process. According to Atkinson (1987: 242) mother tongue can be used since it can be very efficient as regard of the time amount needed to achieve a specific aim. Furthermore, mother tongue is also particularly effective for young learners and it is efficient for adult learners at beginner level to check instruction, to ensure concepts of understanding, and to generalize classroom management. In short, using mother tongue in English foreign language classroom is acceptable. By doing so, it can save time for more useful activities. For example, mother tongue can be used to provide a quick and accurate translation such as "Match" means "jodohkan" in giving instruction. This can be more efficient way to give the students instruction and at the same time it will be very helpful for students to comprehend the materials given by the teacher.

In addition, Bolitho (1983) points out that the importance of mother tongue is allowing students to say what they really want to say. It means that mother tongue will help students who have the difficulties in expressing their ideas in English. They can express their ideas more easily when they are using either their mother tongue or the combined language of English and their mother tongue. The phenomenon about the use of mother tongue in English language classroom is also supported by Harbord (1992), a director of studies of language school in Brno Czechoslovakia, who conducted a research about the use of mother tongue in various part of Europe. He found that the use of English mixed by mother tongue is as a good language choice that can support the teaching learning process, since the use of mother tongue will reduce time-spent in the classroom.

Prior to this study, a preliminary study was conducted by interviewing the students and observing the English teacher at the fifth grade of SDN Jember Lor IV. This class is chosen because of the consideration that the class provides the data needed and the permission from the headmaster. It can be reported that in teaching learning process the teacher only used both Indonesian and English, and also 83% of the total number of students used Indonesian as their mother tongue. Furthermore, it was found that both the English teacher and the students in the

classroom activities have used mother tongue (Indonesian) in English language teaching in the classroom. The teacher used of mother tongue at certain condition. For example, mother tongue is used in giving instructions, in which at the first the instructions expressed in English and then followed by the mother tongue (Indonesian).

Based on the research background above, it is necessary to conduct a research entitled "A case study on the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 Academic Year".

1.2 The Problem of the Study

The research problem is an essential thing to be solved or answered through research activities (McMillan, 1992:25). Based on the research background above, the research problems are formulated as follows:

1. In what conditions does the English teacher use mother tongue in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year?
2. What is the most frequent condition of the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year?
3. How is the students' perspective on the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year?

1.3 Operational Definition of the Variable

An operational definition will become a guide to understand the concepts of this study and it is important to avoid the broad interpretation of the terms used in the variable of the study. The term that needs to be defined operationally is the use of mother tongue by the English teacher in the classroom.

Mother tongue is the language in which someone has established first and it is used most in daycare, schools, work, official context (Pattanayak: 1992).

Mother tongue in this research means the first language that students acquired both at home and school. Moreover, it is used in teaching learning process in the classroom. In this case Indonesian is determined as the mother tongue. The use of mother tongue by the English teacher defined as the act of the English teacher in using Indonesian in the classroom. It can be seen from the conditions in which the teacher gives instruction, checks comprehension, elicits the language, and classroom discussion at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year. In addition the students' perspective on the use of mother tongue by the English teacher in the classroom was also investigated in this research.

1.4 Objectives of the Study

The objectives of this research are:

1. To describe in what conditions the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year are.
2. To know what the most frequent condition of the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year is.
3. To describe the students' perspective on the use of mother tongue by the English teacher in the classroom at the fifth grade students of SDN Jember Lor IV in the 2006/2007 academic year.

1.5 The Significance of the Study

The results of this research are hopefully significant for the following people:

1. The English Teacher

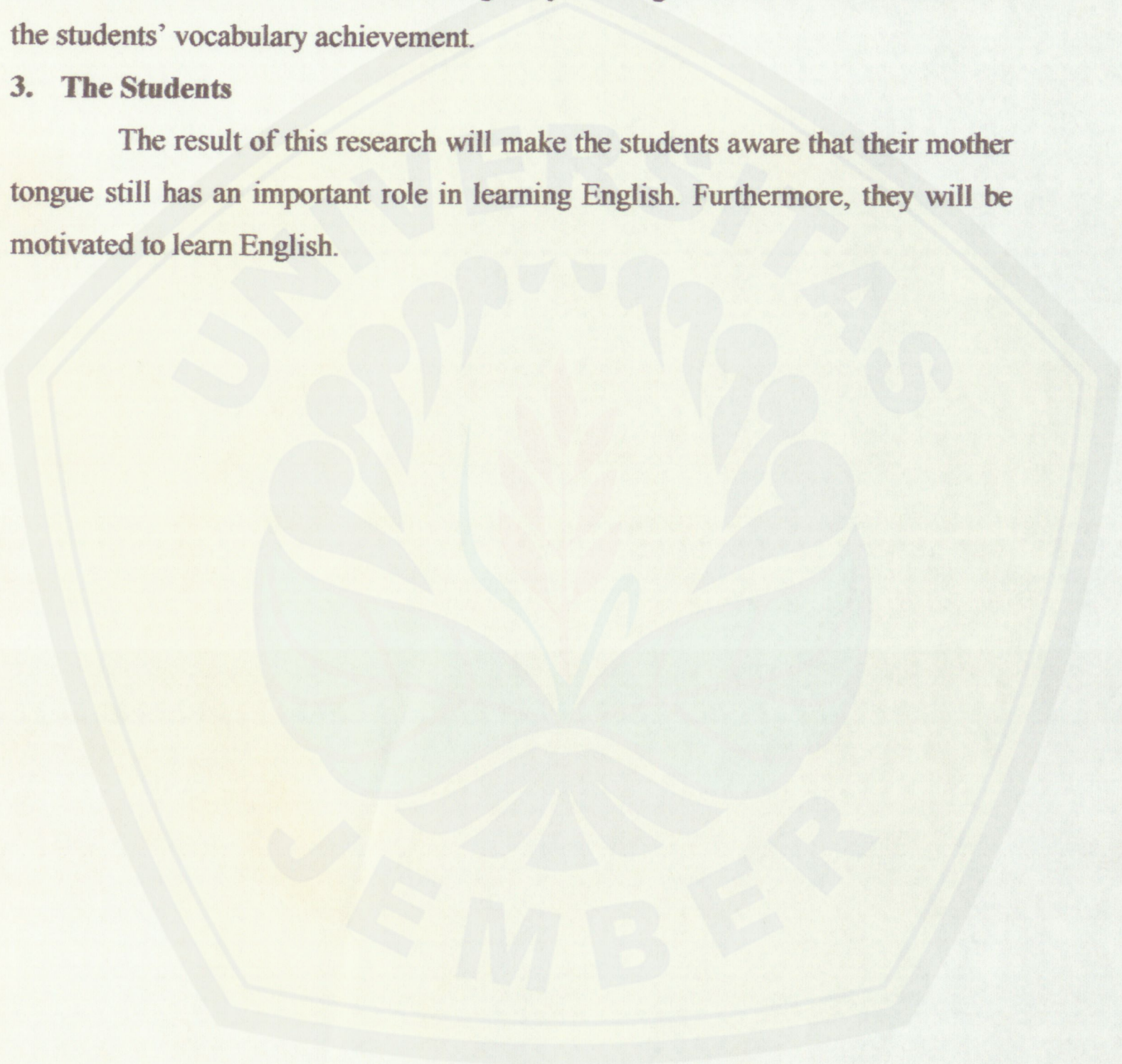
The result of the research is expected to be useful for the English teachers especially at SDN Jember Lor IV as additional information or an input to build up an effective communication in teaching learning process.

2. The Other Researchers

The results of this study can be used as input for the future researchers who are interested in conducting further research in similar areas, such as the effectiveness of the use of mother tongue by the English teacher in classroom on the students' vocabulary achievement.

3. The Students

The result of this research will make the students aware that their mother tongue still has an important role in learning English. Furthermore, they will be motivated to learn English.





II. REVIEW OF RELATED LITERATURE

This chapter presents the literature review related to the study. It covers the communication in the foreign language classroom, classroom communicative competence in the foreign language classroom, mother tongue in the foreign language classroom, the reason of using mother tongue in the classroom and the conditions in the use of mother tongue in the classroom.

2.1 Communication in the Foreign Language Classroom

Communication between human is extremely complex and over- changing phenomenon, including in foreign language classroom communication. Johnson (1995:3) points out that classroom communication is the interrelationship between what teachers and students bring to classroom and what actually occurs during face-to-face communication within classroom. It implies that in foreign language classroom, the teacher and the students have close relation in transferring their knowledge. They need a medium for communication that is language. Language is used as a means of communication between the teacher and students in the classroom. Therefore, understanding the communication in the foreign language classroom is not simple, since there are many differences between the teacher and the students.

Johnson (1995:4) states that all classroom communication occurs in a context. In this case, it is important for the teacher to determine the communication context. The communication context can determine the rules of speakers to communicate or the structure of communication. It means that the structure of communication in the classroom can be recognized. This structure can be seen from the teachers who tend to control the topic of discussion, what count as relevant to the topic, and who may participate. And also, students tend to respond to teachers' directed questions, direct their talk to teacher, and wait their turn before speaking. Thus, the teacher has an important role in determining the structure of communication in the classroom.

Moreover, Barker (1982) says that differences in the meaning and structure of communication are also determined by the ways in which participants perceive themselves in a particular context. It means that in foreign language classroom, how teachers perceive their students and how students perceive their teacher can shape the meaning and the structure of classroom communication. Therefore, Johnson (1995:5) says that the foreign language classroom is viewed as a unique communication context in which the meaning being communicated and the structure of that communication are shaped by the perception of the participants in the classroom activities. As a result, differences in teachers' and students' perception of the classroom context cause different interpretations between the teachers and the students in the classroom activities.

2.2 Classroom Communicative Competence in the Foreign Language Classroom

To understand the dynamics of classroom communication is very important since the students' ability to talk and act greatly influence in their learning. Mehan as quoted by Johnson (1995:5) states that the students need to know with whom, when and where they can speak and act, they must have speech and behavior that are appropriate for classroom situations. And also they must be able to interpret implicit classroom rules. Their participation in the classroom activities requires competence in both social and interactional aspect of classroom language. In other words, we can say it as communicative competence (Wilkison in Johnson, 1995:6).

According to Canale and Swain (1980) as quoted by Johnson (1995:6), classroom communicative competence is essential for second language students to participate in the target language culture, to participate in and learn from their language experiences. Differences in students' linguistics and cultural background influences in how, when, where and why they communicate in the foreign language classroom. If students are unaware of the social and interactional norms that regulate participation in classroom activities, so they may learn little from their classroom experiences (Cook-Gumperz and Gumperz, 1982). It means that

the essential components of successful participation in the classroom are the students' knowledge of and competence in the structural, functional, social and interactional norms that govern classroom communication.

Furthermore, Allwright in Johnson (1995:6) suggests that the process of classroom interaction determines what language learning opportunities become available to be learned from. It means that from the process of classroom interaction, the teacher can determine what parts of language learning that is really needed to be learned. In brief, foreign language students communicative competence means not only successfully participating in classroom activities, but also becoming communicatively competent in the foreign language. To understand the communicative demands placed on the foreign language students, the teacher must recognize the dynamic of classroom communication that is shaped by the classroom context and the norms for participation in that context.

2.3 Mother Tongue in the Foreign Language Classroom

In foreign language classroom, the idea using the mother tongue is a bad thing, everything should be done in the target language. According to Krashen as quoted by Tang (2002:37), people learning foreign language follows basically the same route as they acquire their mother tongue. Hence the use of mother tongue in the learning process should be minimized. In line with this, authors of some introductory books on teaching EFL, such as Haycraft (1978), Hubbard et.al (1983), and Harmer (1997), do not address this issue or pay very little attention to it. These authors suggest that the mother tongue does not play an important role in foreign language classroom. They also said that in the language teaching classroom, everything should be done in the target language.

This condition is fine in principle but, the reality turns out to be different. Understanding communication in foreign language classroom is not simple task. If the class is consisting of students with multi-ethnic language, it is not only desirable to use English all the times but also it is essential given the mixed the native language of the learners. In learning a foreign language, our mother tongue is still taking a part in learning process.

mother tongue is used too often in teaching English in the classroom, it influences the development of the second language (Huda, 1999; 24).

There are some opinions for allowing mother tongue used in the foreign language classroom. Atkinson (1987:422), states there are three reasons for allowing limited first language use in the classroom. The first reason is a learner – preferred strategy. The meaning of a learner preferred strategy is the opportunity of learners to choose and translate without encouragement from the teacher. In line with this, Del – Mal et al (1982) state that learners especially the beginners and pre- intermediate students always choose to translate word by word, without encouragement from their teacher whenever they have an opportunity. This is because translation or transfer is a natural phenomenon and inevitable part of second language acquisition (Dancev 1982). Learners will inevitably (and even unconsciously) attempt to equate a target language structure or lexical item with its closest or most common correlate in the mother tongue.

The second reason for allowing the mother tongue is a humanistic approach. This approach means to give permission to the students to say what they want. Cormon (1986:280) points out that when the students expressing their thoughts in English, they feel frustrated. It happens because they have lots of ideas but lack the necessary linguistic tool to express them. Therefore the teacher sets aside the last fifteen minutes of class for session of “what I want to say”. Each student must think of only one sentence in their mother tongue. Then the teacher formulates the idea so as to conform the vocabulary and structures that the students already know. The aim is not to give good translation, but rather to express the idea within the limit of students’ knowledge. It means that sometimes the teacher uses the mother tongue to help the students express their ideas in English. In this condition humanistic techniques can help the teacher. He/she encourages the students to express what they want to say not what the teacher wants to say. This technique has proved useful in improving the students’ writing in English.

Furthermore Bolitho (1983) states that another important use of mother tongue is to allow the students to say what they really want to say. It is obvious

that, when the students use mother tongue they can express their thought in the classroom. Then the teacher can encourage them to find a way to express their ideas in English.

The third reason is an efficient use of time. Atkinson (1987:242) states that mother tongue can be used since it can be very efficient as regards the amount of time needed to achieve a specific aim. By using the mother tongue in the teaching learning process, the teacher can come to the point directly. So the teacher is not wasting time for useless activities.

Furthermore, Atkinson (1987:246) states that the excessive dependency of the use of mother tongue in the classroom is based on the following considerations:

1. The teacher and/or the students begin to feel that they have not really understood any items of language until it has been translated.
2. The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is crucial that they use only English.

From the information above, it can be said that the considerations of using mother tongue in the classroom are caused by both the teacher and the students, not about the words in the target language. It happens because of the differences in the semantic equivalence and pragmatics features may occur.

2.5 The conditions on the Use of Mother Tongue in the Classroom

Atkinson (1987:243) suggests the 8 possible conditions for using mother tongue in the classroom. They are: eliciting language, checking comprehension, giving instruction, co-operative among learners, discussion of classroom methodology, presentation and reinforcement of language, checking for sense, testing, and development for useful learning strategies. Based on the consideration of time and the research subject, this study only focuses on the four conditions,

i.e.: (1) eliciting language, (2) checking comprehension, (3) giving instructions, (4) classroom discussion.

The first condition on the use of mother tongue in foreign language classroom is eliciting language. Elicitation is vitally important for the teacher, since it gives the information about students' ability in producing new language. It also motivates the students and actively involves learning abilities (Harmer, 1991:5). It means that by elicitation the teacher tries to see the students' ability in producing new language and makes sure that the concepts are understood. For example, "How do you say (X) in English?" This way can be less time consuming and it can reduce ambiguity than other method of eliciting such as visuals, mime.

The second condition is checking comprehension. Mother tongue can be used when the teacher is checking comprehension of the concept behind a structure. For example, when the teacher has been presenting the difference in concept between simple present and present continuous as in "We go to school in the morning" and "We are going to school everyday". Then the teacher is checking the students understanding by asking the students to give a quick translation into the mother tongue. This technique will enable the teacher to be absolutely sure that the concept has been understood.

In addition, using mother tongue can encourage students to develop their ability to distinguish between structural, semantic and pragmatic equivalence for adult learners (Widdowson, 1974, quoted in Brumfit and Johnson, 1979:65). For example, 'How do you say "I've been waiting for ten minutes" in Indonesian?' By this technique the teacher will know that the students have been understood about the concept that they have learned.

The mother tongue can also be used to check comprehension of a listening or reading text. The students usually have some problems of decoding in the target language. This condition can be a hindrance to teaching learning process. The use of mother tongue can help the teachers set a context that can probe the students' comprehension effectively. So, the teaching learning process will be success.

The third condition is giving instructions. In the English foreign language classroom, sometimes we found misunderstanding between the teacher and the students. For example, when the teacher gives instructions the students are usually still confused or cannot get the point of the instructions. It happens because the students fail to understand the instructions in the target language. This condition can be an obstacle in teaching learning process.

In giving instructions the mother tongue is commonly used, because it makes the instructions easy to understand. So there is no wrong perception between the teacher and the students. For example, the teacher gives instructions in English then he/she repeats them in the mother tongue. After a while, the teacher could give an English instruction then he/she asks the students to say it in the mother tongue. From this technique the teacher will know that the students have understood the instruction.

The last condition is guiding classroom discussion. In the classroom teaching learning process, discussion is one form of the learning activities. In this activity, the students usually have difficulty to express their ideas in target language. It is concerning the importance of students' preferred learning strategies. It is likely that effective teaching will involve some aspects which are unfamiliar and initially unacceptable to some students. In this condition, students have a right to express their ideas as clearly as possible. Therefore, classroom discussion at early levels is best conducted either in a mixture of both languages or exclusively in the students' mother tongue. For example, the teacher discusses the concept of grammar. Teacher uses mother tongue to explain grammar because he feels that explanation in the target language is too complicated, and may even feel himself incapable of giving a clear and unambiguous explanation of the structure in question exclusively in English. So, the students will be understand the concept more easily.

In conclusion, those four conditions are investigated and described in this research. They are, eliciting language, checking comprehension, giving instructions and guiding classroom discussion.



III. RESEARCH METHOD

This chapter presents the research methods employed in this study. They cover the research design, area determination method, research subjects, data collection methods, and data analysis method.

3.1 Research Design

The focus of this research was a description of the use of mother tongue by the English teacher in the classroom. A case study was applied to conduct the research. According to Merriam, in Bogdan and Bilken (1992:62), "A case study is a detailed examination of one setting, or a single subject, a single depository, or one particular event". Furthermore, Arikunto (2002:296) said that the researcher in case study tries to describe the subject of the research in all manners and the background of it, and everything relates to it. It means that a case study is one of the observation in which one of individuals is shadowed over a period of time and the result did not to be generalized.

The procedures of this research are as follows:

1. Determining research area
2. Determining the research subject
3. Determining data resources
4. Constructing the research instrument
5. Collecting data
6. Analyzing the collected data
7. Concluding the research result

3.2 Area Determination Method

To determine the research area, purposive method was used in this research. Purposive method is used based on a certain purpose dealing with technical cases, such as time and fund (Arikunto, 2002:138). This research was conducted at SDN Jember Lor IV. This school was chosen purposively because of two considerations. Firstly, the phenomenon about the use of mother tongue by

the English teacher in the classroom happens at SDN Jember Lor IV. Secondly, the technical reason such as the school administrative permission given by the headmaster.

3.3 Research Subject

In this research, the English teacher at SDN Jember Lor IV who used mother tongue in the classroom becomes the subject of the research. In this case, purposive method was applied to select the research subjects. Arikunto (2000:127) said that purposive sampling is done depending on the particular purpose of the researcher. In addition, Arikunto (2000; 127) said that the requirement fulfilled is that the subjects must be really containing characteristics, which are included in key subjects. In this research, the key subject is the use of mother tongue by the English teacher in the classroom. Thus, the research subject was the English teacher who used Indonesian to the fifth grade students at SDN Jember Lor IV.

3.4 Informants

In this research, the informants were the students who provide the information about mother tongue used by the English teacher in the classroom. Then the students also provide information about their perspective on the use of mother tongue by the English teacher in the classroom.

3.5 Data Collection Methods

Fraenkel and Wallen (2000:15) state that data collection methods are systematic standard procedures to get the data needed or collected by applying appropriate methods. The data dealt with the use of mother tongue by the English teacher in the classroom and the students' responses on the use of mother tongue by the English teacher in the classroom.

In this research, observation, questionnaire, and interview were used. The primary data were collected by observation and questionnaire, and the supporting data were gained from interview. The following parts discuss about the data collection methods.

3.4.1 Observation

Observation involves the researcher in watching, recording, and analyzing events or interests (Blaxter, 1997:158). In this study, observation was used to gather data about the use of mother tongue by the English teacher in the English teaching learning process. It was intended to answer the first problem that was to find the conditions on the use of mother tongue by the English teacher in the classroom.

A non-participant observation was applied because the observer's role was an observer on the use of mother tongue by the English teacher without having an activity in the teaching learning process. Arikunto (2002:204) notes that the most effective way in observation is by using checklist as an instrument. A checklist contains some items events that may appear in the classroom. In this research, the observation guide in the form of checklist containing some conditions on the use of mother tongue by the English teacher in the classroom was used. The observer listened and took note about the use of mother tongue by the English teacher in the classroom. To gain the data about all the English teacher's activities in using mother tongue in the classroom, the observation for this research was done three times to make sure that the certain conditions; giving instruction, checking comprehension, eliciting language and classroom discussion in which the mother tongue used in the classroom. The table of observation is enclosed on Appendix 1.

3.4.2 Interview

Arikunto (2002:144-145) says that interview is a dialogue that is carried out by an interviewer with an interviewee. Further, she classifies three kinds of interview as follows:

1. Unstructured interview is an interview that is done by the interviewer without using a set of questions.
2. Structured interview is an interview that is done by the interviewer using a set of questions.

3. Semi-structured interview is an interview that is done by the interviewer in which the interviewer brings a guide or a set of questions that function as the main line about the things that are going to be interviewed.

Based on the ideas, semi-structured interview was used to get the data about the use of mother tongue by the English teacher in the classroom in order that the data gathered covered the research variable. This interview was used in which a lot of interview questions were prepared in advance and the questions were open-ended but they were still specific in intent and allowed individual responses. The researcher was also allowed for probing, giving follow up and clarification. The interview was conducted with the English teacher at SDN Jember Lor IV. The interview was written in Indonesian to avoid misunderstanding between the teacher and the researcher. The interview guide was enclosed on Appendix 2.

3.4.3 Questionnaire

Questionnaire is one of the data collection instruments that can be sent fairly easily to a large number of people (Robinson, 1999:12). In this research, the questionnaire was used to gain information about the students' perspective on the use of mother tongue by the English teacher in the classroom. It was intended to answer the third research problem that is to know the students' perspective about the use of mother tongue by the English teacher in the classroom. The questionnaire was written in Indonesian to avoid difficulties in understanding the items given. The questionnaire was distributed to all students who used Indonesian as the mother tongue at the fifth grade of SDN Jember Lor IV. The questionnaire was enclosed on Appendix 3.

3.5 Data Analysis Method

The data from observation and interview were analyzed by using descriptive qualitative analysis because the purpose of this study was to describe the use of mother tongue by the English teacher in the classroom. The process of data analysis can be described in the following. First, the data in form of scribbled

field notes resulted from observation and interview were written in the form of written-up field notes as soon as returning from the observation and interview. The second was coding the field notes. In coding the field notes, the conditions on the use of mother tongue by the English teacher were used as a guide in determining the coding category. They were eliciting language, checking comprehension, giving instructions and guiding classroom discussion. Then, each condition was counted to get the frequency of them. After coding the field notes in each meeting, the discussion of each table was done. The discussion contains a description about the conditions on the use of mother tongue by the English teacher in the classroom.

Descriptive quantitative was applied to analyze the results of questionnaire about the students' perspective on the use of mother tongue by the English teacher in the classroom. The percentage formula was adopted from Ali (1998:186) as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = The percentage of the result

n = Frequency of the options

N = The number of individuals (students)



IV. FINDINGS AND DISCUSSION

This chapter is intended to describe and discuss the research findings. The findings of this research deal with the conditions in the use of mother tongue by the English teacher, the most frequent condition on the use of mother tongue by the English teacher in the classroom, and the students' perspective on the use of mother tongue by the English teacher in the classroom.

4.1 Research Findings

The research was held from 19 December 2006 to 2 January 2007. The results of the research were presented in the form of descriptions. The findings were described into three sub topics based on the problem of the research. They were as follows:

4.1.1 The Conditions on the Use of Mother Tongue by the English Teacher

Based on the observation and interview, it was revealed that mother tongue (Indonesian) was used by the English teacher in teaching learning process as presented on Appendix 7. The English teacher used mother tongue in order to help students understand the materials. The use of Indonesian by the English teacher in the classroom could be categorized into four conditions; they were eliciting language, checking comprehension, giving instructions and guiding classroom discussion. The conditions on the use of Indonesian by the English teacher in three meetings were summarized in Table 4.1, 4.2 and 4.3 which were reported separately.

Table 4.1 The Conditions on the Use of Indonesian by the English Teacher in the Classroom in Meeting 1

Eliciting Language	Checking Comprehension	Giving Instructions	Guiding Classroom Discussion
The English teacher used Indonesian to elicit language before reading activity.	-	The English teacher used Indonesian to give instructions. He gave the instructions in English and	The teacher used Indonesian to guided classroom discussion about grammar. Example: The discussion about

<p>Examples:</p> <ul style="list-style-type: none"> • What is <i>terminal bus</i> in English? • What do you say <i>becak</i> in English? 		<p>repeated it in Indonesian.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Can you write your answer on the blackboard! (<i>Ayo tulis jawaban kalian di papan tulis</i>). • Listen and repeat after me! (<i>Dengarkan dan tirukan setelah saya</i>) 	<p>simple present tense and present continuous.</p> <p>Student: <i>Pak kenapa kalimat ini berbeda, He goes to school by bike dengan He is going to Indonesia by plane...</i></p> <p>Te:acher: <i>Ayo coba lihat kalimat ini He goes to school by bike adalah salah satu contoh kalimat ...</i></p> <p>(For the details presented on Appendix 7)</p>
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(Source: observation)

In Table 4.1, it could be identified that at the first meeting, the English teacher used Indonesian in eliciting language, giving instructions and guiding classroom discussion. Eliciting language was done before reading activity. The English teacher elicited the words related to the theme such as *terminal bus*, *bandar udara*, *becak*, *pesawat terbang* and *sepeda*. It was done by combining English and Indonesian. By doing this, it could lead the students and make them more focus to the text. Thus, eliciting language could help the teacher introduce new vocabulary to the students. Meanwhile, the students could increase their vocabulary easily.

To start the teaching learning process, at the first, the teacher gave the instructions in English and waited for students' responses. When the students didn't understand and gave no responses about the instructions, then the teacher repeated the instructions in Indonesian. By using Indonesian, the students could understand the instructions easily. Thus, it could be less time consuming and provide more times for other activity.

In terms of classroom discussion, Indonesian was used by both the teacher and the students. The students were commonly difficult not only to express their

ideas in English, but also comprehend the teacher's explanation in English. Because of the students' difficulties, the teacher used Indonesian to guide the classroom discussion. For example, in discussing about two different tenses e.g. simple present and present continuous tense, the teacher used Indonesian to give explanation about the differences. The teacher felt easier in explaining the materials by using Indonesian. Besides, the students could understand the materials and express their ideas easily. The use of Indonesian by both the teacher and students could help them convey their ideas as clearly as possible.

Table 4.2 The Conditions on the Use of Indonesian by the English Teacher in the Classroom in Meeting 2

Eliciting Language	Checking Comprehension	Giving Instructions	Guiding Classroom Discussion
	<p>The English teacher used Indonesian to check students' comprehension about the reading text by gave some questions related to the text in Indonesian.</p> <p>Example: <i>“ . . . Nah sekarang coba kalian artikan setiap kalimat dalam bacaan dalam bahasa Indonesia, kemudian jawablah pertanyaan saya sesuai dengan bacaan. Apakah yang Andi lakukan di bandara? . . .</i> (For the details presented on Appendix 7)</p>	<p>The English teacher used Indonesian to give instructions. He gave the instructions in English and repeated in Indonesian. Examples:</p> <ul style="list-style-type: none"> • Read the reading text carefully! (<i>Ayo kalian baca bacaan ini</i>) • Choose true or false! (<i>Pilih benar atau salah</i>) 	-

(Source: observation)

From Table 4.2, it could be identified that at the second meeting the teacher used Indonesian for checking comprehension and giving instructions. There was no expression on the use of Indonesian for eliciting language since the second meeting was merely the repetitions of the previous lesson.

Checking comprehension was used to ensure that the students comprehended the materials that they had learned. In this occasion Indonesian was used by the English teacher to check the students' comprehension about the text. At the first, the teacher asked the students randomly to read the text loudly once to three times. Then he asked the students to find the difficult words and helped them find the meaning of the difficult words. After that, he gave the students five to ten minutes to comprehend the text. Then, he asked the students randomly to read each sentence in English and followed by Indonesian. Then, the teacher gave some questions in Indonesian. By doing this activity, the teacher knew that the students had comprehending the text. Besides, the teacher knew his students' ability in comprehending the materials.

In giving instructions, the English teacher used English and followed by Indonesian. The teacher used Indonesian to make the instructions more clearly and easily to understand. Thus, the students could follow the instructions directly. For classroom discussions, there was no discussion in the teaching learning process.

Table 4.3 The Conditions on the Use of Indonesian by the English Teacher in the Classroom in Meeting 3

Eliciting Language	Checking Comprehension	Giving Instructions	Guiding Classroom Discussion
The English teacher used Indonesian to elicit language after reading activity. Examples: • What do you say <i>petani</i> in	-	The English teacher used Indonesian to give instructions. He gave the instructions in English and repeated it in Indonesian. Example: • Open your book page twenty! (<i>Buka buku kalian halaman 21</i>)	The teacher used Indonesian in discussing about the term in a dialogue. Example: Student: <i>Pak apa sih Senior High School itu?</i> Teacher: Senior High School

<p>English?</p> <ul style="list-style-type: none"> • How do you call <i>sopir</i> in English? 		<ul style="list-style-type: none"> • Read the following dialogue in pairs! (<i>Baca dialog berikut dengan teman sebangkui</i>) 	<p><i>adalah sebuah tingkatan sekolah seperti . . .</i> (For the details presented on Appendix 7)</p>
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From Table 4.3, it could be identified that the English teacher used Indonesian in eliciting language, giving instructions and guiding classroom discussion. In eliciting language the teacher used Indonesian after reading activity. After asking the students to read the dialogue, he introduced the new words related to the dialogue by eliciting the words *liburan*, *petani*, *sopir* and *tentara*. Similar to the first meeting, the teacher combined English with Indonesian in eliciting language. This activity helped the teacher introduce new words and reduce ambiguity. Thus the students could understand the words easily.

Similar to the first and second meeting, in giving instructions, the English teacher gave the instructions in English and repeated them in Indonesian. In this meeting, the instructions that had been repeated in Indonesian were less than the ones in other meeting.

In classroom discussion, both the English teacher and the students used Indonesian, as far as it could help them express their ideas. In this occasion, Indonesian was used by the teacher and the students to discuss about the terms in the dialogue. The teacher asked the students to discuss the dialogue in pairs. One of the groups didn't understand about the meaning of the term in the dialogue such as Senior High School. They asked the teacher by using Indonesian for example *Pak apa sih artinya Senior High School itu, tolong di jelaskan?*. Then, the teacher explained the meaning of the terms by using Indonesian, in order to make the students understand his explanations. Furthermore, when the classroom was noisy, the teacher used Indonesian to keep the classroom discussion run well. Thus, both the teacher and students used Indonesian to help them expressed their ideas clearly.

Through the conditions on the use of Indonesian by the English teacher in meeting 1, 2 and 3, it could be concluded that the use of Indonesian was useful for both the teacher and the students. It was used in eliciting language, checking comprehension, giving instructions and guiding classroom discussion. Indonesian was used in order to help the teacher for introduce new vocabulary, reduce ambiguity, give clear instructions, explain the materials and check the students' comprehension. Besides, it helped the students understand and comprehend the materials.

4.1.2 The Most Frequent Condition on the Use of Mother Tongue by the English Teacher in the Classroom

Based on the observation, it was found that the English teacher used mother tongue (Indonesian) in the classroom to elicit the language, give instructions, check students' comprehension and guide classroom discussion.

Table 4.4. The Conditions on the Use of Mother Tongue by the English Teacher in the Classroom

Condition Meeting	The Conditions on which mother tongue was used				Total
	Eliciting Language	Giving Instructions	Checking Comprehension	Classroom Discussion	
I	5	7	-	1	13
II	-	7	1	-	8
III	4	4	-	1	9
Total	9	18	1	2	30

(Source: observation)

Table 4.4 shows the frequency of using Indonesian in the classroom. At the first meeting, the English teacher used Indonesian in eliciting language for 5 times, giving instructions for 7 times, and once in classroom discussion. In this meeting there was no expression on the use of Indonesian for checking

comprehension. Thus, the total number on the use of Indonesian by the English teacher in the classroom at the first meeting was 13 times.

At the second meeting, Indonesian was used by the English teacher for 7 times in giving instructions, and once only in checking comprehension. In this occasion, there was no expression on the use of Indonesian in eliciting language and guiding classroom discussion, since the second meeting was the repetition of the previous lesson. The total number on the use of Indonesian by the English teacher in the classroom was 8 times.

At the third meeting, the use of Indonesian by the English teacher was in eliciting language for 4 times, giving instructions for 4 times and once only in guiding classroom discussion. There was no expression in using Indonesian in checking comprehension. The total number on the use of Indonesian by the English teacher in the classroom was 9 times.

Based on the observation in three meetings, it could be identified that the English teacher used Indonesian in the classroom for 9 times in eliciting language, for 18 times in giving instructions, once only in checking comprehension and twice in guiding classroom discussion. From the results, it could be known that Indonesian was most frequently used to give instructions. The English teacher used Indonesian after giving the instructions in English. Related to the technique performed by the English teacher in giving instructions, it appeared that the English teacher used Indonesian to help the students understand the instructions.

4.1.3 The students' Perspective on the Use of Mother Tongue by the English Teacher

The questionnaire was distributed to 25 students to discover their perspective on the use of mother tongue (Indonesian) by the English teacher in the classroom. The results showed that all the students (100%) said that the use of Indonesian by the English teacher in the classroom could be applied in English class. All students (100%) also agreed when their teacher used Indonesian for explaining the English materials and the grammar rules in the classroom.

Moreover all of the students said that the use of Indonesian could help them understand the English lesson more easily.

From the questionnaire, it was known that 22 students (90%) agreed that Indonesian was commonly used by the teacher to define new vocabulary items, 18 students (70%) said that Indonesian was used to give instruction, 23 students (96%) agreed that Indonesian was used to explain the difficult concept. According to the students, the frequency on the use of Indonesian by the English teacher in the classroom that was most of the students (76%) said that the English teacher sometimes used Indonesian in the classroom. While, 14 % of the students said that the English teacher often used Indonesian in the classroom, and 10% of the students said that their English teacher used Indonesian in the classroom very often. For further information see Appendix 5.

The explanations above indicated that in English teaching learning process, mother tongue (Indonesian) was needed. It was useful for the students to understand and comprehend the materials. The use of Indonesian by the English teacher in the classroom could also give benefits to students in learning English.

4.2 Discussion

The research results revealed that in the English foreign Language classroom, Indonesian was still needed, since it could help the students to learn English. Indonesian used by the English teacher in the classroom could give benefits to the students in understanding and comprehending the materials.

From the interview, it was obtained that mother tongue (Indonesian) could be used in teaching English since it helped the students comprehend the materials. The English teacher said that using Indonesian was considered as an easy way to communicate with the students in the classroom. He usually used Indonesian when he gave instructions, explained the grammar rules and explained the content of the text.

Based on the results of observation, it could be seen that the English teacher used Indonesian when he guided the students to elicit the language, give the instructions, check the students' comprehension, and guide classroom

expressing the unfamiliar words as clearly as possible in order to make his students understand the materials. It was done by using mother tongue (Indonesian). The teacher used Indonesian to introduce new vocabulary to the students by combining English with Indonesian. The finding is relevant to the theory stated by Atkinson (1987:427) who said that by using mother tongue in eliciting language can be less time consuming and it can reduce ambiguity than applying other methods such as visual and mime, for eliciting language. In this condition, the use of Indonesian by the teacher could reduce an ambiguity and gave an understanding about the unfamiliar words.

In checking comprehension, the English teacher used mother tongue (Indonesian) as a guidance for the students to understand the materials. It was a good way to check the students' comprehension. Relevant to this finding, Atkinson (1987:243) confirms that mother tongue can be used to check comprehension of the concept behind structure. It encourages the students to develop the ability to distinguish between structural, conceptual, and sociolinguistics problem between the mother tongue and target language. Therefore, the teacher needs an effective way to check the students' comprehension about the materials.

In giving instructions, the teacher needs to make the instructions clearly and easy to be understood by the students. It was done by using mother tongue (Indonesian) to avoid misunderstanding between the teacher and the students. Furthermore, the results of observation showed that the greatest use of Indonesian was to give instructions (as presented in Table 4.4). The use of Indonesian in giving instructions could help students understand the instructions and reduce time consuming. It was supported by Atkinson (1987:243) that one of the considerations of using mother tongue in the classroom is that students could not understand the teacher's instructions in the teaching learning process. Thus, the English teacher in this research used mother tongue (Indonesian) in order to make the students understand the instructions given by the teacher.

In classroom discussion, the important point needed was a communicative language that is a language that can be understood by both the teacher and the

In classroom discussion, the important point needed was a communicative language that is a language that can be understood by both the teacher and the students. In this research, the discussion was done by using mother tongue (Indonesian), since in the classroom discussion both the teacher and the students were free to express their ideas whether by using English or Indonesian. It is relevant to the theory stated by Bolitho (1983), that the importance of mother tongue is allowing the teacher and the students to say what they really want to say. It means that mother tongue can help anyone who has difficulties in expressing their idea in English. Thus, mother tongue (Indonesian) could help them express what they wanted to say. It also helped the teacher and students convey their ideas as clearly as possible.

Based on the observation, it was obtained that the most frequent condition on the use of mother tongue by the English teacher in the classroom was in giving instructions. From those three meetings, it could be known that the teacher used Indonesian for 18 times in giving instructions as presented on Table 4.4. On this condition, the use of Indonesian did not only reduce ambiguity but also reduce the time spent for explaining the instructions. It was also supported by the teacher's answers in interview. He said that the use of Indonesian in giving instructions was helpful, since, it could help the students understand more about the materials. Besides, the use of Indonesian could help the English teacher convey his ideas as clearly as possible to the students.

From the results of questionnaire, it was revealed that all of the students (100%) agreed if their English teacher used Indonesian for explaining the English materials and the grammar rules in the classroom. 22 students (90%) agreed that Indonesian was commonly used by the teacher to define new vocabulary items, 18 students (70%) said that Indonesian was used to give instruction, 23 students (96%) agreed that Indonesian was used to explain the difficult concept. For further information see Appendix 5. The students thought that the use of Indonesian by their English teacher help them learn English better. For example, in language tasks such as defining unfamiliar words, comprehending the reading text and grammar rules, the students were happy when their teacher used Indonesian.

From the explanation above, it can be concluded that the mother tongue was still important in the teaching learning process, since it could help the teacher clarify some misconceptions and fulfil the students' needs in learning English. It could be used in eliciting the language, checking the students' comprehension, giving instruction and guiding classroom discussion. The condition that the mother tongue was most frequently used in the classroom was in giving instruction. In this condition, the teacher needed it to give the clear explanation and make sure that every student understood about the instructions. The students' perspective about the use of mother tongue by the English teacher in the classroom was good since the use of Indonesian by the English teacher in the classroom could give benefits to them in learning English. However, here Indonesian is used when it is necessary for the students. It means that English is still used often by the English teacher in the classroom.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The suggestions are proposed to the English teacher, the students, and the other researchers. They are presented as follows.

5.1 Conclusion

From the research results and discussion, it can be concluded as follows:

1. Mother tongue was used in teaching learning process for eliciting the language, checking students' comprehension, giving instruction and guiding classroom discussion.
2. The condition in which mother tongue was the most frequently used in the classroom was in giving instruction, explaining the grammar rules, explaining the context of the text and introducing new vocabulary..
3. The students' perspective about the use of mother tongue by the English teacher in the classroom was good. Most of the students agreed that the use of mother tongue by the English teacher in the classroom could help them understand and comprehend English materials.

5.2 Suggestions

Based on the research results some suggestions are given to the English teacher, the students and other researcher.

5.2.1 Suggestions for the English teacher

The English teacher is suggested to use mother tongue in appropriate conditions, for example, when the students have difficulties to comprehend the English materials. In other words, the English teacher does not often use mother tongue, so the use of English still dominates in the English teaching learning process.

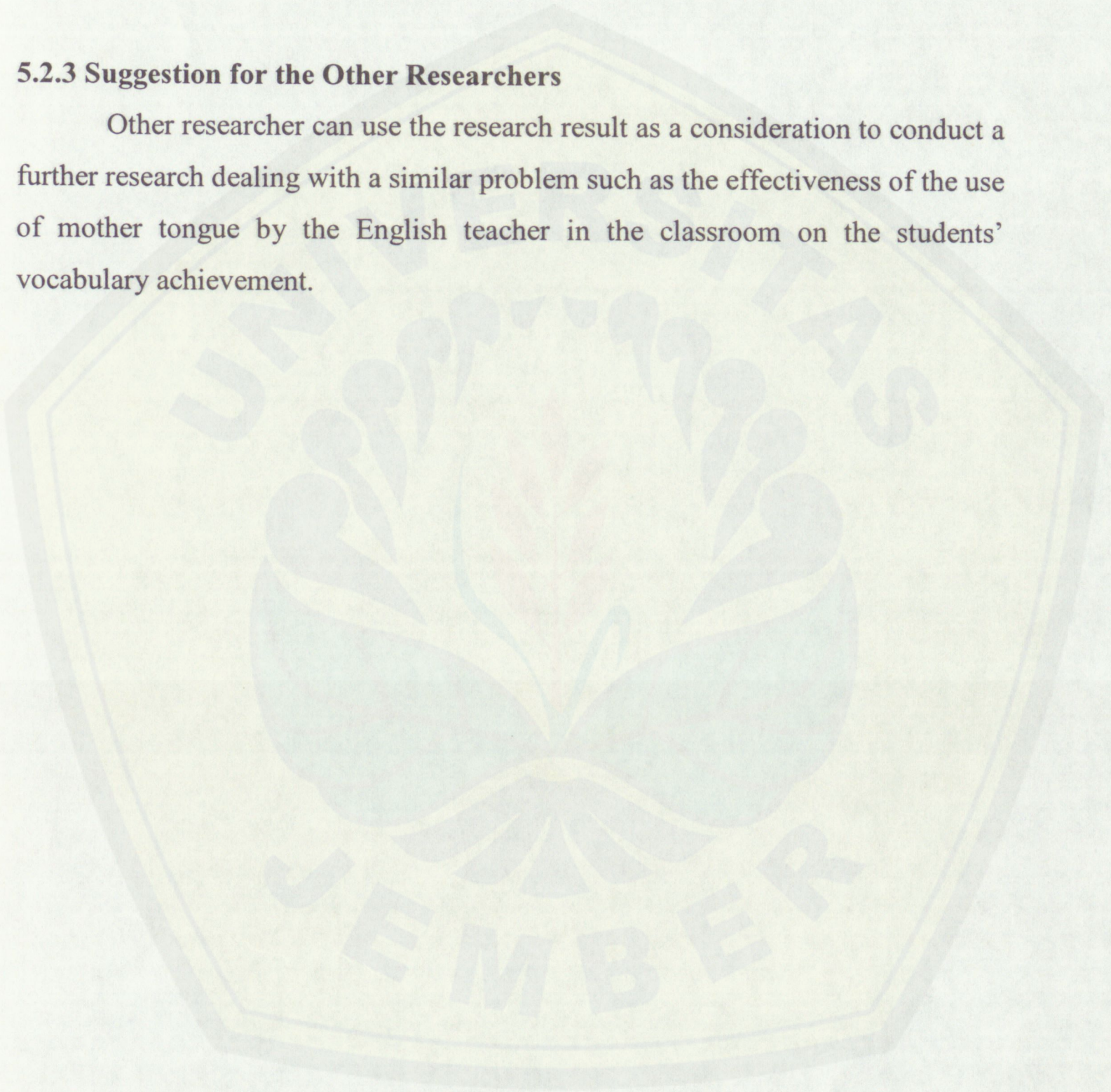


5.2.2 Suggestion for the Students

The students are suggested to realize that mother tongue still helps them learn English, so they become more motivated to learn English.

5.2.3 Suggestion for the Other Researchers

Other researcher can use the research result as a consideration to conduct a further research dealing with a similar problem such as the effectiveness of the use of mother tongue by the English teacher in the classroom on the students' vocabulary achievement.



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Appendix 2

Interview Guide for the Students

1. Bahasa apakah yang kamu pakai sehari-hari di rumah?
2. Bila bicara sama teman, dan keluarga atau orang tua biasanya pakai bahasa apa?
3. Apakah sama bahasa yang dipakai antara di sekolah dan di rumah?

1	Amal
2	Abrasi
3	Amara
4	Alam
5	Amara
6	Amara
7	Amara
8	Amara
9	Amara
10	Amara
11	Amara
12	Amara
13	Amara
14	Amara
15	Amara
16	Amara
17	Amara
18	Amara
19	Amara
20	Amara
21	Amara
22	Amara
23	Amara
24	Amara
25	Amara
26	Amara
27	Amara
28	Amara
29	Amara
30	Amara



**The result of preliminary study by interviewing the students
at the fifth grade of SDN Jember Lor IV
In the 2006/2007 academic year**

NO	NAMA SISWA	Students' Mother Tongue			
		Indonesian	Javanese	Madurese	Others
1	Ahmad Widodo	√			
2	Ahmad Askabul kahfi	√			
3	Anngun Angela	√			
4	Alifian Asasi Rosidi	√			
5	Amelia Kinanti	√			
6	Alfan Maulana	√			
7	Amalia Ainun			√	
8	Atika Nagi F	√			
9	Akiandana Jamasinbi	√			
10	Bestian	√			
11	Bagaskara	√			
12	Beneto tejo Rahman		√		
13	Belinda Puspita sari	√			
14	Brillianti Asfiani	√			
15	Karisma maha	√			
16	Diah Aulia L			√	
17	Dinka Oktavian	√			
18	Dewi Fajar Febriana	√			
19	Dinda Putri Imaniar	√			
20	Diastri Nursubroto		√		
21	Damei Erman	√			
22	Endah Sugi Pratiwi	√			
23	Enggar Slamet Pamuji		√		
24	Erfan Fitra D.	√			
25	Farel Ersra	√			
26	Hemas Maselva	√			
27	Iftitah Widowati	√			
28	Jiat Bayu Prakosa	√			
29	Kurniawa Eka Devi	√			
30	Krisna Sukma Taruma	√			

Appendix 2

Table of Observation

Condition Meeting	The Conditions in Which Mother Tongue is Used				Total
	Eliciting Language	Giving Instructions	Checking Comprehension	Guiding Classroom Discussion	



Appendix 2

The Guide of Interview for Teacher

1. Menurut Anda, apakah Bahasa Indonesia dapat digunakan dalam kelas Bahasa Inggris? Jelaskan mengapa?
2. Menurut Anda, pada saat apa Bahasa Indonesia dapat digunakan dalam mengajar Bahasa Inggris?
3. Apakah Anda menggunakan Bahasa Indonesia dalam mengajarkan kosa kata baru dalam kelas Bahasa Inggris? Mengapa?
4. Menurut Anda, dapatkah Bahasa Indonesia digunakan dalam memberikan perintah dalam kelas Bahasa Inggris? Mengapa?
5. Apakah penggunaan Bahasa Indonesia dalam kelas Bahasa Inggris akan sangat membantu siswa dalam memahami pelajaran? Mengapa?
6. Menurut Anda, apakah Bahasa Indonesia dapat digunakan dalam berdiskusi di kelas tentang materi pelajaran bahasa Inggris? Jelaskan mengapa?
7. Dapatkah penggunaan Bahasa Indonesia mengurangi/ menyingkat waktu dalam pengajaran Bahasa Inggris dalam kelas Bahasa Inggris?
8. Menurut Anda, apakah penggunaan Bahasa Indonesia oleh guru bahasa Inggris di dalam kelas efektif? Jelaskan mengapa?

8. Seberapa sering Bahasa Indonesia digunakan oleh guru Bahasa Inggris Anda dalam kelas Bahasa Inggris?

- a. Sangat sering b. Sering c. Kadang-kadang d. Tidak sama sekali

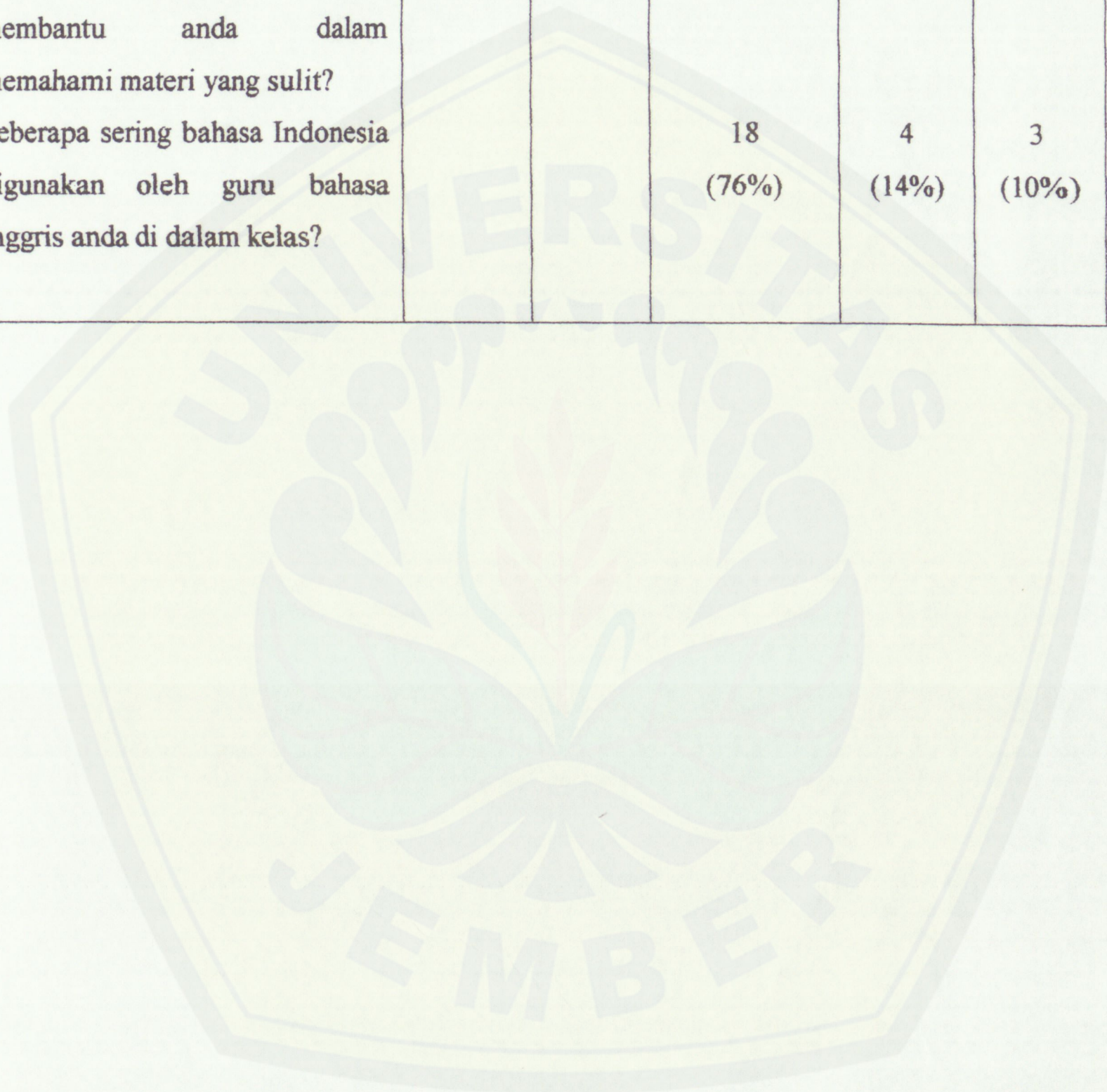


Appendix 5

Table 2. The Results of the Questionnaire

No	Kinds of Quesstions	Yes	No	Sometimes	Often	Very Often
1	Apakah Bahasa Indonesia dapat digunakan dalam kelas bahasa Inggris?	25 (100%)				
2	Apakah anda setuju bila guru anda menggunakan bahasa Indonesia untuk menjelaskan materi bahasa inggris?	25 (100%)				
3	Menurut anda, penggunaan bahasa Indonesia dalam kelas bahasa inggris dapat membantu anda untuk lebih memahami atau mempelajari pelajaran bahasa inggris?	25 (100%)				
4	Apakah anda setuju jika guru anda menggunakan bahasa Indonesia ketika menjelaskan kosa kata baru dalam kelas bahasa inggris?	22 (90%)	3 (10%)			
5	Apakah anda setuju jika guru anda menggunakan bahasa Indonesia ketika memberikan perintah dalam kelas bahasa inggris?	18 (70%)	7 (30%)			
6	Apakah anda setuju jika guru anda menggunakan bahasa Indonesia ketika menjelaskan grammar yang sulit dalam kelas	25 (100%)				

	bahasa inggris?				
7	Menurut anda, penggunaan bahasa Indonesia dapat membantu anda dalam memahami materi yang sulit?	23 (96%)	2 (4%)		
8	Seberapa sering bahasa Indonesia digunakan oleh guru bahasa Inggris anda di dalam kelas?			18 (76%)	4 (14%) 3 (10%)



Appendix 6

Table 3. The results of Interview with the English Teacher

No	Kinds of Questions	Answer
1	Menurut anda apakah Bahasa Indonesia dapat digunakan dalam kelas Bahasa Inggris? Mengapa?	Dapat, karena bahasa Indonesia adalah bahasa pertaman yang dikenal oleh siswa, apalagi disini siswa yang mejadi objek peneliatin adalah siswa SD, jadi bahasa Indonesia memang benar-benar membantu pemahaman pelajaran bahasa Inggris.
2	Menurut anda pada saat apa Bahasa Indonesia dapat digunakan dalam mengajar Bahasa Inggris? Jelaskan mengapa?	Saya biasanya menggunakan bahasa Indonesia pada saat: <ul style="list-style-type: none"> • Memberikan perintah pada siswa • Menjelaskan grammar • Menjelaskan isi atau pemahaman bacaan.
3	Apakah anda menggunakan bahasa Indonesia dalam mengajarkan kosa kata baru dalam kelas bahasa Inggris? Mengapa?	Iya, saya masih memakai bahasa Indonesia terutama dalam mengenalkan kosa kata baru. Hal ini dikarenakan dalam mengenalkan kosa kata baru siswa akan lebih mudah mengerti dan memahami kosa kata yang baru jika saya mengartikannya dalam bahasa Indonesia, tapi jika saya langsung menjelaskan arti kata tersebut dengan bahasa Inggris mereka akan diam saja dan tidak mengerti artinya, meskipun pernah saya coba menggunakan contoh atau gambar tapi siswa masih butuh waktu lama untuk mengerti.

4	Menurut anda dapatkah Bahasa Indonesia digunakan dalam memberikan perintah dalam kelas Bahasa Inggris? Jelaskan?	Dapat, bahkan setiap memberikan perintah saya selalu mengulanginya lagi dengan bahasa Indonesia. Ini disebabkan oleh siswa SD yang masih baru mengenal bahasa Inggris jadi memberikan perintah dengan bahasa Indonesia akan sangat membantu siswa untuk memahami perintah sehingga mereka langsung dapat melakukan apa yang saya perintahkan. Sehingga saya tidak membutuhkan waktu yang lama untuk membuat siswa mengerti.
5	Apakah penggunaan Bahasa Indonesia dalam kelas Bahasa Inggris akan sangat membantu siswa dalam memahami pelajaran? Jelaskan mengapa?	Iya, bahasa Indonesia sangat membantu sekali, apalagi pada saat memahami isi bacaan dan grammar. Jika saya menggunakan bahasa Indonesia siswa-siswa bisa langsung mengerti apa maksud bacaan dan aturan grammar, tetapi saya masih menggunakan bahasa Inggris juga untuk contoh – contoh kata yang kira – kira siswa saya mengerti maksudnya.
6	Menurut anda dapatkah Bahasa Indonesia digunakan dalam berdiskusi di kelas tentang materi pelajaran Bahasa Inggris? Jelaskan?	Dapat, penggunaan bahasa Indonesia dalam berdiskusi itu sangat penting karena kadang – kadang saya merasa kesulitan untuk menjelaskan materi misalnya, grammar jadi untuk mempermudah siswa supaya cepat mengerti saya menjelaskan dengan bahasa Indonesia, begitu pun dengan mereka jika mereka ingin bertanya mereka lebih mudah dan jelas jika mereka bertanya dengan menggunakan bahasa

7	<p>Dapatkah penggunaan Bahasa Indonesia mengurangi/menyingkat waktu dalam pengajaran Bahasa Inggris di dalam kelas? Jelaskan mengapa?</p>	<p>Indonesia. Dapat, kerana dengan menggunakan bahasa Indonesia siswa lebih cepat memahami dan mengerti materi atau perintah yang saya berikan, sehingga mereka bisa langsung mengerjakan soal dan saya tidak perlu memberikan penjelasan lagi kecuali jika mereka benar – benar tidak mengerti maksud perintah tersebut misalnya: perintah dalam buku bacaan meskipun saya sudah mengartikannya dalam bahasa Indonesia tapi mereka masih belum mengerti jadi saya memberikan penjelasan tambahan tentang perintah tersebut.</p>
8	<p>Menurut anda apakah penggunaan bahasa Indonesia oleh guru bahasa Inggris di dalam kelas efektif? Jelaskan?</p>	<p>Ya, efektif sekali karena siswa SD yang masih baru dikenalkan bahasa Inggris itupun hanya sebagai muatan lokal. Penggunaan bahasa Indonesia oleh guru sangat membantu siswa memahami materi pelajaran selain itu siswa jadi lebih tertarik untuk belajar bahasa Inggris karena mereka mengerti, tapi jika guru hanya menggunakan bahasa Inggris saja dan siswa tidak mengerti apa yang guru katakan maka siswa akan tidak tertarik lagi untuk belajar bahasa Inggris.</p>

Appendix 7

OBSERVATION I

Date : 19 December 2006

Theme : Transportation

The class began at 10.00 WIB. The English teacher started the class by greeting his students, and then he asked about the homework. Next, the teacher asked the students to discuss the homework. He used English in gave the instructions, then he repeated it into Indonesian in order to make the students understand the instruction for instance:

- *Can you write your answer on the blackboard!* (Ayo tulis jawaban kalian di papan tulis)
- *Look at the blackboard and we will check together!* (Lihat di papan, mari kita betulkan bersama)
- *Please correct your answer!* (Betulkan jawaban kalian)

Then they moved to the classroom discussion about the answer of the questions. In this occasion, one of the students asked one question to the teacher.

“student : Pak kenapa kalimat ini berbeda, *He goes to school by bike* and *He is going to Indonesia by plane* bukankah artinya sama yaitu pergi?

Teacher : Ayo coba lihat kalimat *He goes to school by bike* kalimat ini adalah contoh kalimat yang disebut simple present tense. Simple present tense adalah salah satu jenis bentuk grammar yang ada dalam bahasa Inggris, cirinya pada kata kerja ada tambahan *s* atau *es* pada kalimat yang bersubyek *it, he, she, Ali* contohnya *Mr. Ali works at the post office* tetapi jika subyeknya *I, we, they, you* kata kerjanya tidak ditambah dengan *s* atau *es* contohnya *They study English at ten o'clock*. Nah bentuk kalimat seperti ini digunakan untuk menyatakan suatu kegiatan yang dilakukan secara terus-menerus. Untuk kalimat *He is going to Indonesian by plane* adalah kalmat yang digunakan untuk kagiatanyang sedang dilakukan. Pada kalimat ini cirinya adalah setelah subyek (*I, he, she, they, we, you, Ali*) selalu ada be (*is, am, are*) kemudian kata kerja yang ditambah dengan

ing jadi kalimat tersebut artinya Dia sedang pergi ke Indonesia dengan pesawat terbang.. Nah sekarang sudah tau kan bedanya?

After discussing the homework they move to the next lesson about transportation. Before reading the text the teacher gave some clues by elicit the words that they will find in the reading text.

- What is *terminal bus* in English?
- How do you say *Bandar udara* in English?
- What do you say *becak* in English?
- What is *pesawat terbang* in English?
- How do you call *sepeda* in English?

The teacher also ordered the students to pronounce the English words after the teacher as a model. He used Indonesian in give the instruction “*Listen and repeat after me*” (Dengarkan dan tirukan setelah saya)

After that the teacher asked the students to open their book and read the text. In this case the teacher still used English then translated in Indonesian.

- *Open your book page twenty!* (Buka buku kalian halaman 21)
- *Read the reading text carefully!* (Ayo baca bacaan ini)
- *Answer the following questions!* (Jawablah pertanyaan berikut)

The class ended at 11.30 WIB

OBSERVATION II

Date : 26 December 2006

Theme : Transportation

The class began at 10.00 WIB. The English teacher greeted his students, the started the class. He distributed the reading text and asked the students to read the text. Then, he asked the students to find some difficult words. The teacher pronounced the difficult words and followed by the students. After that, he helped the students to find the meaning of the difficult words. The teacher asked the students randomly to read the sentences in English and followed by Indonesian. Next, the teacher gave some questions in Indonesian. By doing this activity the teacher could know that his students comprehend the reading text.

“Setelah membaca bacaan, coba kalian cari kata-kata mana yang sulit? Misalnya kata *arrives* yang artinya apa? Ayo siapa yang tahu?... *arrive* artinya tiba/datang. Nah sekarang coba kamu artikan setiap kalimat dalam bacaan dalam bahasa Indonesia. Contohnya, kalimat *The plane arrives at five o'clock* artinya Pesawat itu tiba pada pukul 5 Kemudian jawablah pertanyaan saya sesuai dengan isi bacaan!

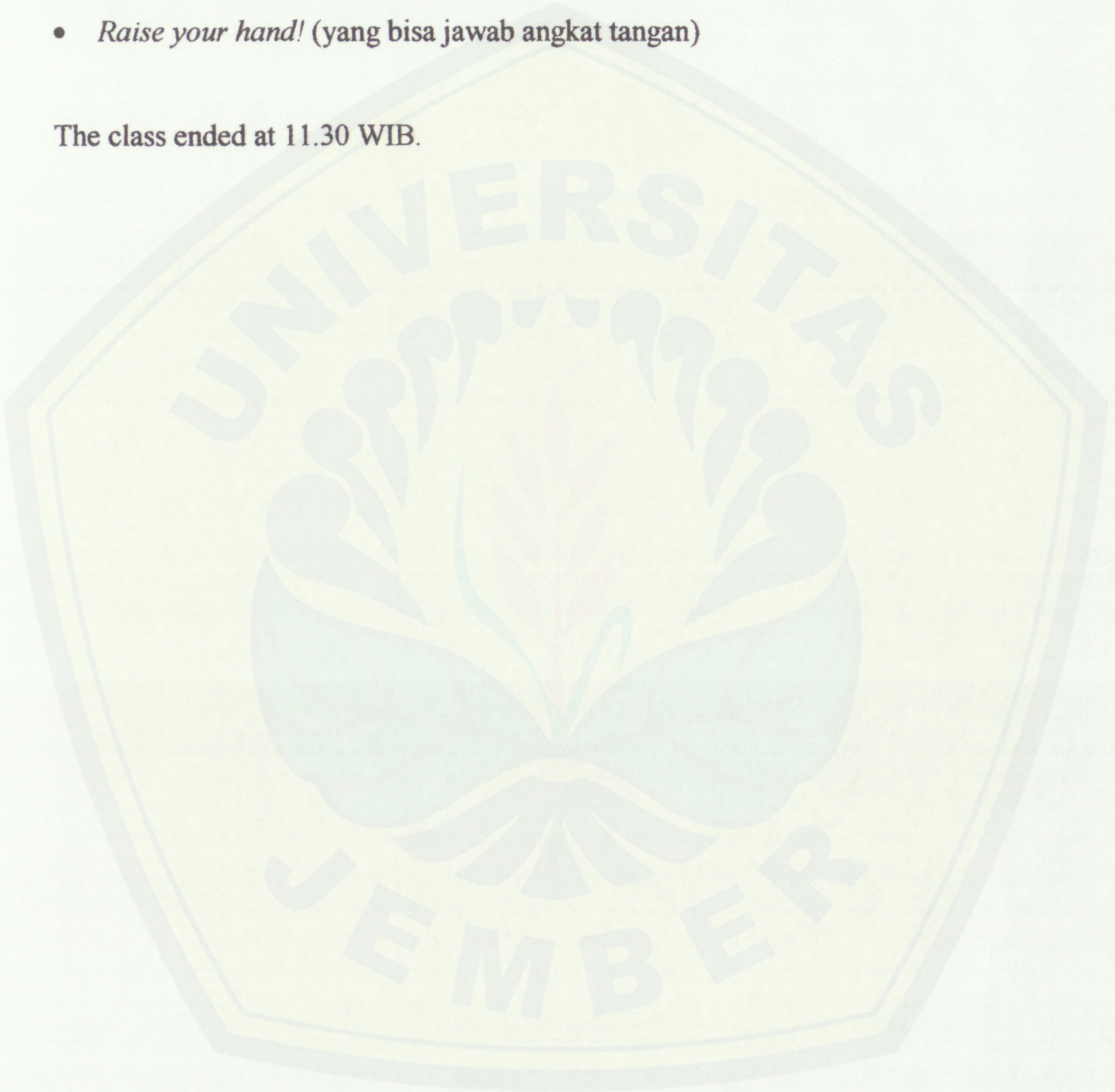
1. Apakah yang Andi lakukan di bandara?
2. Yosiko pergi ke Indonesia naik apa?
3. Apakah rumah Andi jauh dari bandara?
4. Kapan pesawatnya tiba?
5. Dimanakah Yosiko akan tinggal?

Then the teacher gave some exercises related to the reading text. The exercises consist of questions, true/false, and matching the pictures with the words. In this teacher learning activities the teacher still used English followed by Indonesian for gave the instructions.

- *Read the reading text carefully!* (Ayo kalian baca bacaan ini)
- *Louder please!* (Baca dengan keras)
- *Listen and repeat after me!* (Dengarkan dan tirukan setelah saya)
- *Find the difficult words!* (Carilah kata-kata yang kalian tidak mengerti!)

- *Choose true or false!* (Pilihlah benar atau salah)
- *Match the picture and the words on the right side!* (Jodohkanlah gambar dengan kata-kata di samping kanan)
- *Raise your hand!* (yang bisa jawab angkat tangan)

The class ended at 11.30 WIB.



OBSERVATION III

Date : 2 January 2007

Theme : Occupation

The class began at 10.00 WIB. The English teacher greeted the students, and then he gave the instruction to the students to open their book.

“*Open your book page twenty! (Buka buku kalian halaman 21)*”

The teacher gave explanation about the instruction written in the text book.

“*Look out point A. Learn the following model dialog. Then practice with your friend in front of the class*” (Nah maksudnya kalian perhatikan bagian A, pelajari dialog berikut ini kemudian kalian praktekan dengan teman sebangku di depan kelas).

Then the teacher introduced the new words relate to the dialogue by elicit the words.

- How do you say “liburan” in English?
- How do you call “petani” in English?
- What is “sopir” in English?
- “Tentara” how do you say it in English?

After that the teacher discuss the dialogue with the students. In this occasion the teacher used Indonesian, when he explained the students question.

“Student : Pak apa sih *Senior High School* itu?”

Teacher : *Senior High School* itu adalah sebuah tingkatan sekolah seperti *Elementary school* yang artinya apa anak-anak?..... ya benar SD, setelah itu setingkat di atasnya adalah *Junior high school* yang berarti SLTP, nah setingkat di atasnya yaitu *Senior high school*, jadi artinya adalah SMU”

Next, the teacher asked the students to practice the dialogue in pairs.

The class ended at 11.30 WIB

SURAT PERNYATAAN

No. 420/59/SD NUL 554/I/2007

Yang bertanda tangan di bawah ini :

Nama : Drs. H. Indra Setia Hadi
NIP. : 130849278
Unit kerja : SDN Jember Lor 4
Alamat : Jl. PB. Sudirman No. 82 Jember
Jabatan : Kepala Sekolah

Menyatakan dengan sesungguhnya bahwa :

Nama : Tri Puji Rahayu
NIM : 010210401129
Jurusan / Program : Bahasa dan Sastra Bhs. Inggris
FKIP Universitas Jember

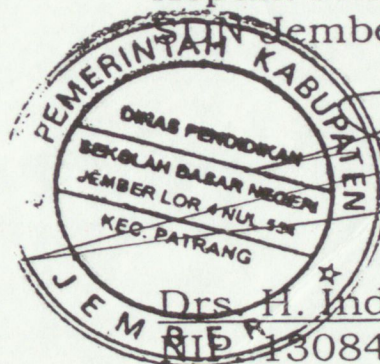
Benar-benar telah menjalankan penelitian di lembaga yang saya pimpin,
yakni di SDN Jember Lor 4, selama 2 (dua) minggu.

Demikian surat pernyataan ini kami buat, agar dapat dipergunakan
sebagaimana mestinya.

Jember, 3 Januari 2007

Kepala sekolah

SDN Jember Lor 04



Drs. H. Indra Setia Hadi

NIP. 130849278

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : TRI PUJI RAHAYU
 NIM/Angkatan : 010210401129 / 2001
 Jurusan/Prog. Studi : PBS / Pend. Bahasa Inggris
 Judul Skripsi : A case study on the Use of Mother Tongue by the English Teacher at the Fifth Grade Students of SDN Jember Lor IV In the 2006/2007 Academic Year.
 Pembimbing I : Dra. Zakiyah Tasuim, MA.
 Pembimbing II : Dr. Bambang Arya, WP.

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	2 Agustus 2006	Research Mater.	RA
2	9 Agustus 2006	Bab I	RA
3	19 Agustus 2006	Bab I, II	RA
4	26 Agustus 2006	Bab II	RA
5	5 September 2006	Bab II	RA
6	13 September 2006	Bab III	RA
7	23 September 2006	Bab III	RA
8	29 Januari 2007	Bab IV	RA
9	6 Februari 2007	Bab IV	RA
10	15 Februari 2007	Bab IV	RA
11	13 Maret 2007	Bab IV	RA
12	8 Mei 2007	Bab IV, V	RA
13	22 Mei 2007	Bab V	RA
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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 Judul Skripsi : A case study on the use of Mother Tongue by the English Teacher at the Fifth Grade student of SDN Jember Lor IV in the 2006/2007 Academic Year
 Pembimbing I : Dra. Zakiyah Tashim, MA
 Pembimbing II : Drs. Bambang Arya, WP.

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	19 Agustus 2006	Research Matrix.	Stu
2	30 Agustus 2006	Bab I	Stu
3	10 September 2006	Bab II	Stu
4	17 September 2006	Bab II	Stu
5	25 September 2006	Bab III	Stu
6	10 Oktober 2006	Bab III	Stu
7	13 Februari 2007	Bab IV	Stu
8	21 Februari 2007	Bab IV	Stu
9	14 Maret 2007	Bab IV	Stu
10	27 Maret 2007	Bab IV	Stu
11	18 April 2007	Bab IV - V	Stu
12	23 Mei 2007	Bab V	Stu
13	29 Mei 2007	Bab V	Stu
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi