

## **Chapter Four**

### **Findings and Discussion**

In this chapter, the researcher presents and discusses the findings. The data are obtained from three participants. There are two main parts discussed in this chapter. Those parts are the students' perception on the advantages of using *Bahasa Indonesia* in teaching and learning English and the students' perception on the disadvantages of using *Bahasa Indonesia* in teaching and learning English.

#### **The Advantages of Using *Bahasa Indonesia* in Teaching and Learning English**

The findings related to the students' perception on the advantages of using *Bahasa Indonesia* in teaching and learning English are presented and discussed to answer the first research question. The participants in this research shared their perceptions on the advantages of using *Bahasa Indonesia* in teaching and learning English showed in the following detailed findings.

**The use of *Bahasa Indonesia* helps the students in speaking.** In this research, it was found that *Bahasa Indonesia* was beneficial to help the students in speaking. It was stated by one of the participants in this research. The first participant said, "In my opinion, the use of *Bahasa Indonesia* helps my speaking skill. For example, when we are learning speaking English and suddenly we forget the sentence (in English), the teacher uses *Bahasa Indonesia* and translates into English again, and it helps us."

This finding showed that the first participant believed that the use of *Bahasa Indonesia* could be used to help the students while they spoke in English especially when they forgot the words in sentences. Using *Bahasa Indonesia* by translating the

vocabulary or sentences done by the teacher helps the students when they speak English. This was confirmed by Agustin, Warsono, and Mujiyanto (2015) who said that L1 is used by the teachers to explain about grammar, to support, and to improve the students' speaking ability. In addition, Ahmed (2015) stated that the use of vocabulary in the first language was beneficial to help the students in understanding the words or phrases into their mother tongue for better understanding in speaking. This means that the finding of the use of *Bahasa Indonesia* supports the students in speaking skill.

**The use of *Bahasa Indonesia* helps the students in understanding the teacher's explanation.** This finding showed that the use of *Bahasa Indonesia* in EFL classroom helped students to understand the teacher's explanation. The explanation has several meanings, such as in delivering materials and giving instruction. In this research, it was stated by two of three participants. The first participant mentioned, "I think that when the first time I joined the course and the teacher used *Bahasa Indonesia* and then used English, it could help the students to understand the teacher's explanation. For example, if in English course, the teacher used English, but suddenly they speak in *Bahasa Indonesia*, it will make the teacher's explanation clearer." The second participant also added, "Thus, the advantage is that the students will get more explanation which means that the explanation is delivered clearly by using *Bahasa Indonesia*."

Based on the statements above, it could be seen that *Bahasa Indonesia* helped the students to understand the teacher's explanation. It was stated by first and second participant. The use of *Bahasa Indonesia* made the students understand the teacher

explanation. The first participant said that when he joined the course, the teacher used *Bahasa Indonesia* and English, and then the teacher used *Bahasa Indonesia*. It makes the students more understand. The second participant also said that *Bahasa Indonesia* gave advantages for the students to understand the teachers' explanation. The finding was in line with Mardinan (2014). Mardinan pointed that the use of L1 in second-language classroom was useful to help the students making connections to their existing knowledge of mother tongue and facilitating the process of understanding the knowledge. For this category, the researcher also explained the detailed findings about how the use of *Bahasa Indonesia* help the students understand the teacher's explanation especially in delivering material and giving instruction.

***Using Bahasa Indonesia in Delivering Material.*** The use of *Bahasa Indonesia* in English classroom makes the students understand the teachers' explanation in delivering material. It was said by the third participant. The third participant stated, "When we are learning English, we (the teacher and students) also used *Bahasa Indonesia* and it can be used as the bridge to make the students understand when the delivered material is in English. If we do not understand the materials delivered by the teacher, using *Bahasa Indonesia* can be used to make us understand clearly what it is exactly explained."

The finding above revealed that the use of *Bahasa Indonesia* makes the students understand the teacher's explanation in delivering material. The third participants stated that when they learned English and their teacher used *Bahasa Indonesia*, it can be the bridge to make the students understand clearly when the teacher delivered the material in English. It was in line with Cook (2001) as cited in

Hanakova and Metruk (2017) who pointed that the teacher needed to use L1 in the classroom for conveying the meaning of the materials, so that it makes the material clear.

***Using Bahasa Indonesia in Giving Instruction.*** In this part, one of the participants argued that the use of *Bahasa Indonesia* in English classroom makes the student understand the teacher' explanation in giving instruction. It was admitted by the second participant. The participant said, "It is good. Probably, on the other side, the students will more understand if the teachers use *Bahasa Indonesia* when giving the instruction or rules and so on."

The statement above was stated by second participant who argued that *Bahasa Indonesia* made the students more understand in teachers' giving instruction. According to Sowell (2017), the use of L1 in giving instruction is helpful for the students in understanding the instruction. Thus, the statement from the second participant showed that the use of *Bahasa Indonesia* in term of giving rules and instructions makes the students more understand about the rules and instructions from the teacher.

***Bahasa Indonesia could be used to address the students' different ability in English.*** All participants in this research believed that the use of *Bahasa Indonesia* in English learning could be used to address the students' different ability in English. This means that it is addressed to the slow learners. The first participant stated, "I think the use of *Bahasa Indonesia* in English learning is helpful because the students do not fully understand about what the teacher is talking about in the classroom by using English. I think it is really helpful." In addition, the second participant

mentioned, “Probably, to address the differences of the students’ ability in English, the teacher asks the students whether they understand or not while the teacher uses English, so if the students do not understand, the teacher can use *Bahasa Indonesia*.”

The statements above revealed that *Bahasa Indonesia* could be used in learning English to address the students’ ability. It was stated by first and second participant who said that *Bahasa Indonesia* was helpful for the students who do not understand about English. Then the second participant added that *Bahasa Indonesia* could be addressed for the students with different ability. It means that when the teacher uses *Bahasa Indonesia* in teaching and learning English is helpful especially for intermediate-lower level students. Hanakova and Metruk (2017) stated that the use of L1 is a solution to facilitate and to increase the students’ understanding on L2 learning by addressing the level of individual learners and the learners’ need. Moreover, according to Cole as cited in Denizer (2017), the appropriate use of L1 in English classroom is helpful to save time and anguish especially for beginners because L1 could be used to translate individual words, explain grammar, and facilitate complex instruction. From the statements above, the use of *Bahasa Indonesia* helps the students who have low proficiency in English.

**The use of *Bahasa Indonesia* helps the students’ comprehension about the vocabulary.** The researcher found that the use of *Bahasa Indonesia* helped the students to comprehend the vocabulary. It was as stated by one of the participants in this research. The third participant claimed, “It is helpful to understand the vocabulary. For example, the word “excited” means “very interesting”, so if it is not explained, perhaps we do not understand what the word means.”

The statement showed that third participant argued that *Bahasa Indonesia* is helpful to understand the vocabulary. It was illustrated when the third participant wanted to know the word of “excited” and she said the meaning of “excited” was more interesting. It means that *Bahasa Indonesia* helps the students in comprehending the vocabulary. It was in line with Schweers as cited in Harmer (2009) who mentioned that the use of L1 helps the students to be more comfortable and confident, to check the students’ comprehension, and to define new vocabulary. The statement of the third participant showed that *Bahasa Indonesia* was helpful to make the students understand the meaning of the vocabulary.

#### **The disadvantages of using *Bahasa Indonesia* in teaching and learning English**

The second research question in this research is “what are the students’ perceptions on the disadvantages of using *Bahasa Indonesia* in teaching and learning English?” In this section, the researcher found some findings related to the students’ perception on the disadvantages of using *Bahasa Indonesia* in teaching and learning English. The participants in this research shared their perceptions related to the disadvantages of using *Bahasa Indonesia* in teaching and learning English. The findings are presented and discussed in the following section.

**Using *Bahasa Indonesia* in English Learning hampers the student’s speaking skill.** The researcher found that the use of *Bahasa Indonesia* in English learning made the students’ speaking skill get lower. The finding was admitted by the first participant. The first participant said, “I think, using *Bahasa Indonesia* in English learning can affect my speaking skill indirectly, which means my speaking skill does not improve well.” The participant also added, “I think the use of *Bahasa*

*Indonesia* is harmful for speaking skill. For example, when we do presentation, we use mixed languages. Meanwhile, we need to use English, but in fact we *Bahasa Indonesia* for explaining. Thus, it seems that it obstruct our speaking.”

The statement above showed that the first participant said that the use of *Bahasa Indonesia* in English learning affected the students’ speaking skill which means that their speaking skill was not improved. Also, the participant added that the use of *Bahasa Indonesia* in English learning hampered their speaking ability. It was supported by Sahelehkheirabadi (2015) that the use of L1 harms the English learning, so the teacher should not use L1 in teaching writing and speaking. Besides, according to Dwinastiti as cited in Hanane (2016), the use of L1 affects the students’ production of the language which they learn. It means that the speakers’ first language can influence their second language.

**The use of *Bahasa Indonesia* makes the students not optimize the learning process.** This finding showed that the use of *Bahasa Indonesia* made the students not fully learn English. It was stated by all of the participants. The first participant said, “The disadvantage of using *Bahasa* in English learning is like we are not fully learning English, so it seems like we are using mixed language. It is not fully learning English.”. The second participant also added, “In my opinion, when I joined in English class, but the teacher and students still use *Bahasa Indonesia*, it will be less maximal. Thus, later, the students will get the knowledge and experience minimally too since the teacher does not use English maximally.” Moreover, the third participant mentioned, “Learning English by using *Bahasa Indonesia* makes the portion of learning English in classroom will reduce. It means that if the teacher often

uses *Bahasa Indonesia* in teaching English, it makes the objective of English learning itself not be reached.”

The statements above showed that all the participants agreed that the use of *Bahasa Indonesia* in English learning makes the use of English itself exposed minimally. The first participant stated that the use of *Bahasa Indonesia* make the student not fully learn English and it seems like using mixed languages. The second participant claimed that the use *Bahasa Indonesia* makes the students’ knowledge stuck because the students do not use English regularly. Meanwhile, the third participant pointed out that the use of Bahasa Indonesia in English learning makes the portion of English in the classroom reduce, because the teacher often uses *Bahasa Indonesia* in teaching English and it makes the learning itself not reached. Hanakova and Metruk (2017), mentioned that the teacher tends to increase the use of L2 than the use of L1 in giving explanation. This was suitable with the students’ expectation to have more exposure in English to reach the objective of learning.

**The use of *Bahasa Indonesia* makes the students tend to use *Bahasa Indonesia*.** It was found in this research that the use of *Bahasa Indonesia* made the students tend to use *Bahasa Indonesia*. It was stated by the second participants in this research. The second participant said, “The first disadvantage of using *Bahasa Indonesia* for the students is that it could make the students continue using *Bahasa Indonesia* again”. The second participant also added, “It happens because the teacher is using *Bahasa Indonesia* and also my friends are also using *Bahasa Indonesia*, so when the teacher is using *Bahasa Indonesia*, the students become automatically using *Bahasa Indonesia* as well.



Those statements showed that the use of *Bahasa Indonesia* could make the students tend to use *Bahasa Indonesia*. The second participant believed that the disadvantage of using *Bahasa Indonesia* could make the students used *Bahasa Indonesia* again. In addition, the students would automatically follow the teacher if the teacher used *Bahasa Indonesia*. This finding was in line with Hanane (2016) who mentioned that while the students did an activity in group, they tend to use first language instead of English, so that it made them to be back to their identity as a native speaker of L1. Besides, according to Panggabean (2015), Indonesian learners needed a long time to acquire English because they did not use English as a habit. However, it was a fact that in order to master a target language, the students need to keep learning by thinking, listening, and speaking the target language.

**The use of *Bahasa Indonesia* causes the students acquire less vocabulary knowledge.** It was revealed in this research that the use of *Bahasa Indonesia* caused the students acquire less vocabulary. It was stated by one of the participants in this research. The second participant stated, “The students will also acquire less vocabulary because the teacher uses *Bahasa Indonesia*.”

The finding inferred that the students acquired less vocabulary if the teacher used *Bahasa Indonesia*. The statement was stated by the second participant who said that the students acquired less of vocabulary because the teacher used *Bahasa Indonesia*. It means that if the use of *Bahasa Indonesia* is overused, it will make the students get less knowledge of vocabulary. The teacher can apply what is stated by Hanakova and Metruk (2017) who mentioned that the teacher tends to increase the

use of L2 than the use of L1 in giving explanation. In this way, the students' vocabulary may get improved.

***Bahasa Indonesia* can limit opportunities for exposing English.** This finding was that the use of *Bahasa Indonesia* could limit the opportunities for exposing to English. It was as stated by one of the participants. The third participant stated, "The use of *Bahasa Indonesia* in English learning rather seems like not exposure our English. If the teacher used *Bahasa Indonesia* continuously, it will obstruct the English learning."

*Bahasa Indonesia* could limit the students' opportunities for exposing in learning English. It means that *Bahasa Indonesia* would make the students not learn English maximally. The third participant argued that the use of *Bahasa Indonesia* could not give exposure to English because if the teacher uses *Bahasa Indonesia* more often, it will obstruct the English learning. This finding confirms Hanakova and Metruk (2017) who pointed that the success of the use of L2 depended on how much the teacher used L2 in learning and the students must be given the opportunity to practice L2. Also, Harmer (2009) argued that L1 limit the students' exposure to English, and the teacher needs to be aware on the use of L1 in English classroom, so that the L2 learning could be optimized.

**The overuse of *Bahasa Indonesia* makes the students unmotivated to learn English.** The finding of this research was that the use of *Bahasa Indonesia* could make the students did not get the feeling of the target language itself. It was stated by the third participant. The participant mentioned, "Using English frequently makes us more understand about English. For example, if we are often using English

itself, instead of translating into *Bahasa Indonesia*, it makes us does not get the feeling of the language itself.”

The third participant said that the use of English continuously made them more understand about English. Also, the third participant added, the more the teacher used English, the more the students would get the feel of the target language itself, so that the students would be more understand about English. It means that the finding in this research stated that the use of *Bahasa Indonesia* in English classroom did not motivate the students in English learning. They stated that the use of *Bahasa Indonesia* in ESL classroom did not give the feeling of the language in the English learning. This is in line with Harmer (2009) who argued that L1 limit the students’ exposure to English, meaning that the exposure will also limit the sense or the feeling of the language which affect the students’ motivation.

**The use of *Bahasa Indonesia* in English learning makes the students less satisfied.** The researcher found that the use of *Bahasa Indonesia* was not challenging. It was as stated by one of the participants in this research. The second participant claimed, “The use of *Bahasa Indonesia* is less challenging. I feel that I am not satisfied.”

The statement above revealed that the second participant felt not satisfied on the use of *Bahasa Indonesia* in English learning. It means that it was not challenging and the participant had less motivation in the learning English because of using *Bahasa Indonesia* in teaching and learning process. This finding discovered that the use of *Bahasa Indonesia* is not challenging for the students in the learning. Hence, *Bahasa Indonesia* made the students feel their learning was less satisfied. This

contradicts what Schweers as cited in Harmer (2009) suggested that was the use of L1 helps the students to be more comfortable and confident. In this case, this strategy made some students unsatisfied.