

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Learning Foreign Language is good started since children as the children learn to speak when they speak in their first language. As we know that English is learned in the level of primary school in indonesia. Considering that English is good to be learned in the first of early education, especially at elementary school in indonesia. Children in elementary school are open to ideas of global understanding in other words elementary school education period can be said to be the right time to expand the student's intercultural views and enhancement of cognitive skills (Curtain, 1990). So, using a foreign language is one of effective numerous benefits and it also can help pupil to become a well-educated student while they are growing up. To make them successful, we should present the children in our country with an organized language teaching as good as possible.

In the implementation of English education that starts in elementary school level, the role of the teacher in teaching process is a necessity in achieving the target language use. In the classroom, teacher is the center of everything that happens and there's a little room is left for students to be independent or active learners.

In few of decades especially in indonesia, teacher used the mother tongue (L1) as resource to implement the teaching and learning of ELT. But

nowday in the developing contradiction of education, it goes in the other direction of the assumption that English ought to be learnt through English. As stated that several authors maintain that L1 has no essential role to play in EFL teaching and that too much L1 use might deprive learners' valuable input in the target language (Ellis, 1984). The use of L1 in the EFL classroom stated to be seen as uncommunicative, boring, pointless and irrelevant (Harmer, 2001). In other hand, this method was challenged for doing "virtual nothing to enhance student's communication ability in the language" (Brown, 2000 : 16). Although, in view decades of early years the perception of using mother tongue (L1) has begun an issue which is reasonable to be deliberated with the re-evolution of education system which is connected in language teaching. It shows that the use of mother language (L1) is allowed to be used in several conditions and in which different time.

It takes from some researchers that several teaching methods and trends to support the use of L1 as the tool of a helpful teaching and learning have turned up (Al- Nofaie: 2010). And others conclude that the stress value of using L1 and the positive role that plays in EFL teaching (Aurbach: 1993, Mukattash: 2003, Schweers: 1999, Tang: 2010). Therefore, some of researchers and teachers have initiated to re-evaluate the role of L1 in the EFL classroom and think of the best incorporate ways into EFL teaching. However, in some of facts from researchers show that the general assumption has been commonly prevailed for some time that English should be learnt through English and it's not by using L1 which has not to be allowed in the classroom.

As like Bouangeune (2009: 186) said that many ELT professionals even wonder how students can certainly appreciate the target language exchanges if they are always rely on their L1.

That is the reason for this research to analyse the use of English in teaching English as Foreign Language. According to Sharma (2006: 80) stated that the rationale for using target language in the classroom is that “the more students are exsposed to English, the more quickly they would learn; as they hear and use English, they would internalize it to begin to think English; the only way they would learn it is if they are forced to use it”. It conclude that the researcer would like to classify where the L2 takes place for teaching English in ELT classroom for especialy in the level of primary school.

## **1.2 Statement of the Problem**

The problems to be discussed in this research is : How do the teachers implement English as medium of instruction in EFL classroom at elementary school in Gresik sub-district?

## **1.3 Objective of the Study**

Based on the fact above, this research is conducted to reach the objective of the study focusing on showing how EFL’s teachers use English as medium of instruction in the teaching process at elementary school.

#### **1.4 Significance of the Study**

The result of this research is expected to give contribution for elementary teacher to use English as medium language in teaching classroom and it can help the teacher to choose when to use English as good as possible for the students.

For the theoretical significance, it would hopefully provide relevant information for educators about English as the language use in language teaching process can give the positive impact for teacher who teach in the level of elementary school.

Practically, from the result of this research, researcher also hoped this research is being tendency to choose many approaches the language use which is preferred by the teacher as the good language in teaching language process for ELT classroom. It may be benefit to researchers and teachers who are willing to conduct a similar study in the future.

#### **1.5 Scope and Limitation of the Study**

In order to make specific discussion, the researcher gives the scope and limitation of the research only in the analysis of the English teacher in elementary school who use English as the main language to teach students at fifth-grade of elementary school in Gresik sub-district. Where English takes in process of learning as medium of instruction for implementing of teaching. There are three kinds of implementing of English language as medium of instruction used in pre-teaching, while-teaching, and post-teaching.

## **1.6 Definition of Key Term**

### **1.6.1 English as a Second Language**

ESL – English as a Second Language. A language as second language which is used for communication and interaction each people in different countries where students can not communicate with their native language and they only speak English in any situations.

### **1.6.2 English as Foreign Language**

English is only taught in formal situation/ schools such as in the classroom but outside of the classroom, the students and teacher do not speak English.

### **1.6.3 Monolingual**

monolingual means using or expressed in only one language. teacher and student are able to speak and understand only one language.

### **1.6.4 Bilingual**

Bilingual means using or expressed in two languages. Teacher and student are able to speak and understand in two languages

### **1.6.5 English as medium of instruction**

English as medium of instruction is the English language which is used by the English teacher of elementary school in the three process of teaching (pre-teaching, while-teaching, and post-teaching).

## **CHAPTER II**

### **Literature Review**

#### **2.1 The Language in EFL Classroom**

##### **2.1.1 Monolingual Approach**

In the period of Grammar Translation Method, people would achieve good communication in English when they have learnt English for a long time, in this method people use translation in learning English. Then people started to change the method into Direct Method and Audio-lingual Method.

During the period of Direct Method and Audio-lingual Method, people think that it is best to only use target language, so the follower of these Method would ban the use of mother tongue in the process of learning the language. They only use target language (English) even when the students do not understand. They believe that even when they do not understand, the students would get familiar with the words of target language.

Researchers (who believe in monolingual approach) view that the use of mother tongue would interference the learning process of target language because when the teacher still use the mother tongue, then the students would still think in their mother tongue (Al-Nofaire, 2010).

Monolingual approach focuses only in the use of foreign language during the communication in the classroom and deny the use of mother tongue because they think that the more exposure that the students get then the faster the students can use a language (Sharma, 2006). The followers of

monolingual would try not to use the mother tongue even for explaining difficult material because this process is considered as unnecessary (Macdonald, 1993).

In the language transfer process, monolingual approach tries to give students a full opportunity to get language input from the foreign language alone (Kellerman, 1995). When the students have the difficulty in understanding the target language, some researchers believe that this condition is natural and they would learn and understand it as the time goes by, then they would get more exposure of the target language.

The rationale for using monolingual in the classroom is the more students are exposed to English, the more quickly they would learn (Sharman, 2006). When they hear and use English, they would comprehend and begin to think in English. The way they would focus to learn it is if they are forced to use it. In other hand, the use of monolingual approach can reduce the mother tongue transfer. For example, difficulties for grammatical structure, the different syntactic structure of sentences or phrase. For goal achievement in teaching and learning process is to achieve expected monolingual competencies, monolingual approach should be used in teaching and learning process (Kharma and Hajjaj, 1989).

In short, monolingual approach believe that during the learning of a language, a teacher may not use mother tongue at all. When the teacher find difficulties in teaching the students or the students cannot understand the

language, the teacher would explain it using a simpler language or give an example using concrete material.

### **2.1.2 English in EFL Classroom**

EFL classroom usually have students with lower understanding of English compared to ESL classroom because EFL students only use English in the education area. Due to this condition, EFL teachers usually use mother tongue during the lesson.

The assumption about the foreign language—in this case English—should be taught by the language itself was formed because the researchers believe that the language should be acquired by the way of how a baby acquires a language (Bouangeune, 2009). This statement was first came up when the people started to think that using mother tongue to teach English is uncommunicative way so that the students didn't show a progressive improvement (Harmer, 2001). The process of learning English at that time was learnt by using Grammar-Translation Method so the students have to translate the material into the target language.

When the Direct Method and Audio-Lingual Method showed the full use of the target language, people started to see mother tongue and foreign language as two different units (Al-Nofaie, 2010). So, the learning process only used the foreign language as the input to help the students achieve a better language competence. Some researchers believe that this focus can enhance the communication during the learning process.



But, then we need to think it twice when we want to use only target language in EFL classroom, as we mentioned before that EFL students has lower ability than ESL students. This condition then led the researchers to change their opinion about monolingual approach and they began to think about bilingual approach.

### **2.1.3 Bilingual Approach**

Using mother tongue is considered necessary by some researchers because students need to understand the information in target language especially in EFL classroom because they have already had the system of their first language so they can distinguish their mother tongue and target language (Macaro, 2001).

It is also useful for the students to get the meaning of the learning, when the students have meaningless learning they would probably don't understand about the lesson. Another reason why the researcher believe that the use of mother tongue in the classroom was because many ELT teacher have tried to create English-only classroom, but they have failed to get the meaning across (Mukattash, 2003). Therefore, use mother tongue in EFL classroom is necessary.

Bilingual classroom doesn't mean that teacher can use mother tongue whenever they want, but teachers have to use mother tongue in systematic way and still most of the language in the classroom is the target language.

Then, when can we use mother tongue in EFL classroom? We can use mother tongue when it is necessary for the students, so teacher cannot use mother tongue as much as s/he wants because students need target language exposure.

From the review about bilingual approach, it has some advantages and drawbacks, the advantages of bilingual approach are (1) students can get help in understanding the target language, (2) students who already understand their mother tongue can compare the system of mother tongue and target language.

This approach also has drawbacks, in the setting of EFL we know that English only used in educational area, so it also hard to find skilled EFL teacher. We need skilled EFL teacher to relate mother tongue and target language when the students have difficulties in understanding the target language.

#### **2.1.4 Mother Tongue in EFL Classroom**

After some decades of criticizing the use of mother tongue in EFL classroom, there has been some changes in EFL teachers' view. Lately the use of mother tongue has gained some attentions when teachers consider the use of mother tongue is a necessary and is a natural process because most of the students have learnt their first language formerly. Even using English in the classroom is a must for every EFL classroom, but in some special

occasions teachers should balance the use of mother tongue and foreign language.

As the counterpart of monolingual approach, the bilingual approach uses mother tongue as a helpful resource in improving students' understanding of a new language (Macaro, 2001). There are four situations when the teacher has the possibility to use the mother tongue: introducing a new material, reviewing the previous lesson, catching the students' attention and giving the students compliment. So, those kind of situations can allow teacher to balance the use of both languages in a systematic way (Harbord, 1992). Those needs can support the use of mother tongue in EFL classroom, moreover even when there are many researchers try to avoid mother tongue, but there is no clear reason why the teacher should be banned from using mother tongue in EFL classroom.

In bilingual approach, it is fine for the teacher to give the clarification and explain the difficult concept during the lesson when it is really needed for the teacher to use mother tongue. Giving clarification is an important stage for the learner because it would help them in learning a new vocabulary and differentiate the source language and the target language so the misunderstanding in the learning process can be reduced.

Confusion of the students in EFL classroom during the language transfer can sometimes resulted in the students' anxiety and slower the process of language transfer. Bilingual approach has an effort to reduce the

students anxiety by giving appropriate use of mother tongue, so the students can understand the concept (Janulevicine & Kavlialiauskiene, 2002).

What the teacher should pay attention in bilingual approach is the students still need to have as much as target language exposure as they can because all of us believe that this process can fasten the comprehension of the students about the target language, but in some occasions, especially when the students need the use of mother tongue, the teacher can explain about the material using mother tongue to reduce the misunderstanding. Then, the use of mother tongue must be done in a purposeful activity during the learning process. In conclusion, it is okay for the teacher to use mother tongue but s/he cannot forget that the target language has to be used as much as they can, and teacher is only allowed to use mother tongue in special occasions.

## **2.2 English for Young Learner and The Use of Mother Tongue**

In the past 20 years, learning foreign languages for young learners has been so popular. Most of Asian countries teach English to young learner in elementary school. This condition also happens in Indonesia and in the education system English is taught as English as Foreign Language ( EFL). Because English is considered as foreign language in Indonesia, sometimes the teaching process is still affected by the use of mother tongue or the children's first language.

For the teachers, they have to notice that children and adults have difference needs, then the teacher has to understand the students' need,

especially children. In identifying young learners' need, there are some factors that we need to adapt in conducting an effective learning process for the young learners, one of the factors is about the use of mother tongue in some parts of the teaching and learning process.

Young learners in the early age would start to sort words by identifying them using concrete object they can touch or see. Young learners do not understand abstract ideas such as grammar or part of speech. Then teacher can use students' first language to explain difficult term when it is needed because it may not necessary for the teacher in explaining difficult concept to young learners that can cause students' confusion (Bourke, 2006).

Difficult or boring idea can decrease students' motivation even though children are enthusiastic and talkative but they lose concentration and motivation easily. When that happens, teacher has to re-motivate the students. So, the right language input to give motiation is important. Then in this situation, teacher can use mother tongue.

Choosing the right language to transfer a new language should be chosen carefully, every student has different ability in compreheding a new language. So, in this study the researcher wants to find out the use of the language in the classroom by the teacher and how it can affect the students' comprehension of the language.

### **2.2.1 EFL in Primary School**

Even in Asian countries when English is not their second language, this language is one of the most popular language and it has

become the lingua franca in Asian countries (beside Chinese). Fast development of communication gives chance to the children in learning foreign languages, and the most popular one is English. At first English was taught only in secondary education but then people started to think that earlier the language is taught the better result they would get. This statement made the start of learning a new language is changed and English is started to be taught in the primary school.

There are some differences in teaching English for adult learner and for young learner (primary students) in term of characteristics. Different to adult learners who have awareness in learning a language, children have spontaneous characteristics so they are more wouling to take chance than the adult learners although they have limited proficiency.

When the children learn language (in non English-speaking country), they actually have learnt their first language earlier so they have acquired their mother tongue grammatical form which sometimes different to English (Nelson & Chun, 2004). This is a problem for the English teacher because teaching a grammar lesson for young learner is not an easy job, as in the previous part that children are likely learn a new language from the concrete object not from an abstract concept. So, in solving this problem teachers need to make an activity which contain grammar use in special activities when children would still be motivated and interested in learning language.

Activities that can be used in EFL primary school are presenting realia in the learning activities, using drawing to explain the use of language and using project for the task. These tools are used as the means of communication to help students comprehend the language in an interesting way (Halliwell, 1992). The important thing when teachers use tools in their teaching process is they need to give grammar in an understandable way so the students would not be confused during the lesson. Keeping them understanding the lesson is crucial because students easily lose motivation.

We cannot deny that in some part of teaching and learning process there would be some students who cannot catch the lesson or want more explanation about it. As a teacher we should help these students by giving more comprehensible explanation, one way to do it is by using mother tongue. The students' skill may not be readily developed for the use of a new language, then a teacher can use mother tongue to help the foreign language learning process. The switching between foreign language to mother tongue (code-switching) is a common way in EFL classroom because it can give a positive contribution to the learning process (Carless, 2002).

As a note and as it was discussed previously, teachers have to limit the use of mother tongue and only use it when it is necessary because the students need to be familiar with the use of target language. It is not recommended that the teacher blindly use mother tongue in EFL

classroom because it would decrease the students' exposure of target language.

### **2.2.2 EYL in Indonesia**

Since 2001 English has been taught in primary in Indonesia because of the change in curriculum. This decision to teach English at primary school was based on the belief that teaching English at an early age provides students with more time to learn English (Brewster, Ellis, & Girard, 2004). Since then English had been a compulsory subject for the primary students. But after the change of Ministry of Education in 2013, Indonesia decided to change the curriculum and English is not a compulsory subject for primary students anymore.

The reality shows different prove, although English is not a compulsory mostly school still teach English for primary school. Then when curriculum has changed, the teacher also adapt a new approach for the students which is scientific approach in the learning process. In scientific approach the students have to be more active and find the meaning of the learning process. Teacher only acts as facilitator in the learning process. As the facilitator in the learning process, teacher would need to give explanation for difficult task or concept.

When the goal of teaching English in primary school is to introduce learners to the basics of the language and create a new means of communication in practicing four language skills (listening, speaking,



reading and writing), most of the school give the students two periods per week to fulfill the learning goal. In these limited time teacher should use language effectively so it can be an effective way of learning language. Switching between target language to mother tongue becomes crucial thing to be considered because even the students need mother tongue in some occasions but teacher should consider the limit in using mother tongue because they need to get used to English sound system.

Now based on the situation above, what is needed to be answered is how the teacher in Indonesia use the mother tongue in a very effective way in limited situation and time.

### **2.3 Previous Study**

There are two groups divided in using the approach of monolingual and bilingual in the EFL classroom, in the beginning people saw that translation was an important method then it began to change when monolingual approach was introduced. But after quiet some times, people slightly change their perspective again in using the first language. So right now, people are examining way of how to use mother tongue or first language effectively in the EFL classroom.

There have been some previous studies in examining both approaches, one of the research was conducted in Iran by Seyyed Hatam Tamimi Sa'id an Zohre Qadermazi (2015) involving 60 male students who were divided into 3 classes. This study observed the students' tendency towards the use of mother

tongue. It was conducted by observing the students, interviewing them and analyzing their reports about their perception of mother tongue during EFL class. The result of the research was obtained from the triangulating data from observation, interview, and learners' report. Data shows that the majority of the students have tendency in using limited L1 and the minority said they favoured the use of English only. So, the researchers concluded that limited use of L1 helped the students to have a better understanding of the target language.

After knowing that using limited L1 in EFL classroom would benefit the students, we need to know in which part of teaching and learning process does the teacher need to use mother tongue. The difference between the above study to this upcoming study is on the age of the learners, researcher also want to know how the teacher use mother tongue for the younger learner who becomes the subject of this research.

Another experiment in Cameroon by Patrick R. Belibi Enama was done in 2016, this study investigates the impact of English-only and Bilingual approaches to EFL instruction on low-achieving bilingual EFL learners in Cameroon. This study wanted to find out whether low-achieving bilingual EFL learners perform better in grammar and speaking when their first language (French) is used in the EFL classroom. It was conducted in an experimental way. Two EFL classrooms were divided into control group where the teacher only used English during the class and in experiment group the teacher used the first language which is French (in appropriate way). The

comparison was done to check the students' achievement in two grammar lessons and two speaking lessons. Result showed that the class with the use of L1 got the higher result than the control group (monolingual approach).

From those two experiments, we can conclude that teacher can give L1 during the EFL class in an appropriate and arranged way. The appropriate use of L1 can help the students gain a better understanding of the target language because in EFL area, the students are so familiar and have already gained L1's grammatical rule and vocabulary. From this condition, the appropriate use of L1 would give the medium to the target language moreover in EFL classroom, where the students don't speak English in usual occasion.

But we cannot forget that students need more exposure of target language to make them familiar to target language. Teacher has to use English as much as possible and occasionally use the L1 when necessary. So, actually it is no use to ban the use of L1 to get a better understanding in learning target language.

From the above two studies we know that it is beneficial for the students to have their teacher switch between target language and mother tongue in a systematic way. The study that the researcher wants to conduct is to know when is the appropriate time for the teacher to use mother tongue in the primary school area because this phase of language learning has not been done by the previous researchers. **This study would observe when and how the Indonesian teacher use his/her mother tongue in teaching English for primary students.**

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

The study has the purpose to find out how the teacher use mother tongue in teaching English and when is the appropriate time to use it. The researcher would describe the teaching process from the observation in the classroom's teaching and learning process to know when the teacher use mother tongue in EFL area. It is conducted in natural setting. The result of this study would lead to a knowledge development about the use of mother tongue in EFL area for young learner.

#### **3.2 Source of Data**

##### **3.2.1 Subject**

The subjects would be chosen through purposive sampling model based on criteria (Muhajir, 1993). The study involves teachers in primary school, researcher would give questionnaire to English teachers in some schools in Gresik sub-district with high achievement in English. There are two point of criteria for the subject, the first are the teacher's education background and the teacher teaching experiences. The second are English as the subject in school curriculum and the English use as the medium of instruction in the teaching and learning process.

Based on those criteria, the researcher got the subejct from different teachers and different schools. Those are the English teacher of SDN 2 Sidokumpul 2 Gresik and SD YIMI Gresik. From the choosen teacher,

researcher would collect the data by doing observation about the perspective of monolingual or bilingual approach. during their teaching activities in delivering **one single topic** from the beginning until the end of the teaching process.

### **3.2.2 Setting**

The study would take place in 2 schools which is chosen from criteria based on selection. Those are SDN 2 Sidokumpul 2 Gresik and SD YIMI Gresik where the teacher as the main subject of observation. The teacher would be observed during teaching and learning process in the classroom. But the main source is the teacher's approach about bilingual. Observation of this study would be done in one topic delivery meeting from the beginning until the end. So, one teacher would be observed during the whole lesson of a single topic material.

## **3.3 Data Collection**

### **3.3.1 Instrument**

The researcher would use some instruments in this research which is direct observation to be describe and to answer the research question about how the teacher use mother tongue in EFL classroom for young learners, particularly the primary students.

#### **3.3.1.1 Questionnaire**

This questionnaire is used to determine the subject of the research, the school and teacher. A set of questions would be used to find the most

suitable teacher for the research. This type of criterion-based selection is done to get the perfect subject for the study.

### **3.3.1.2 Direct Observation**

A series of observation would be done in a classroom during the teaching and learning process for a single topic with a full phase learning process using scientific approach. So the researcher would observe the process from the beginning of the material introduction until the assessment of the whole topic. In the other word, this study would see the entire process of the teaching. It would gives the researcher a chance to see when the teacher use mother tongue during the teaching process.

This series of observation would have several meetings according to how long the teacher deliver a single topic to the students. A single topic is considered enough because it has already covered the whole process of learning activity. So, the researcher will finish the observation when the data is saturated—means that the process of the teaching of the material has been observe from the beginning until the end of the lesson to know the use of mother tongue and English in the classroom.

An exception would be done when the researcher think that the data collected is not enough then the researcher would do another series of observation.

### **3.3.1.2 Interview**

The teachers would be interviewed after they have been chosen based on the questionnaire. The interview would be about the use of language as the media of the teaching and learning process in ELT classroom. From the interview we can know the points of view from both teacher about the language use.

It is used to find the depth in the observation, to know the reason of the language use which we cannot see in the observation. So, we will know why the particular language is used in the particular situation.

## **3.4 Data Analysis**

There are two steps of data analysis in this research, they are: data reduction and data drawing. In the data reduction process, the researcher would reduce the unimportant data or unnecessary data from the observation. In data drawing the researcher would make a conclusion about the research and what can be drawn from it.

### **3.4.1 Data Display**

In data display process, researcher would transcribe the observation during the teaching process. The transcription would include the dialogue among the teacher and the students, the students behavior, the students' response and also the different time when the teacher use English or mother tongue.

### **3.4.2 Data Reduction**

After the transcription process is done, researcher would continue to pick the necessary data from the transcription. It would take the data related to the use of mother tongue in the classroom. This process includes: (1) listing the activities when the teacher uses mother tongue and (2) explain the process of how the teacher uses mother tongue. The next phase of data reduction is to combine the result of the observation video with the interview and questionnaire.

### **3.4.3 Data Drawing**

This final part of the research would present the conclusion of each result from the list of the activities and the process of the use of mother tongue in EFL classroom. The conclusion from the data would be used to create a new theory of how the teacher can use mother tongue in EFL classroom for young learners.