TEACHERS’ PERCEPTIONS OF THEIR USE OF L1 IN GIVING INSTRUCTIONS AT SMP N 1 BANYUBIRU

THESIS

Submitted in Partial Fulfillment

of the Requirement for the Degree of

Sarjana Pendidikan

Retno Pujiyanti
112011052

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY

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THESIS

Submitted in Partial Fulfillment

of the Requirement for the Degree of

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“TEACHERS’ PERCEPTIONS OF THEIR USE OF L1 IN GIVING
INSTRUCTIONS AT SMP N 1 BANYUBIRU”

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ABSTRACT

English becomes one of the important courses in Junior High School. In teaching L2, the teacher still needs to use L1 to help the students understand L2 better. Especially in giving instructions, the students have to really understand what they should do. This study is aimed to find out teachers’ perceptions of their use of L1 in giving instructions. This research used descriptive method. It was conducted in SMP N 1 Banyubiru, by taking two teachers as the participants. Those participants were chosen randomly based on their willingness to be observed and interviewed. The data was collected by interviewing the participants and observing their teaching sessions. The observation was conducted three times for each participant, so in total there are six observations. The observations session showed that teacher 1 used L1 more rather than teacher 2. Furthermore, the finding reveals that the teachers have positive perceptions of using L1 in giving instructions. However, they used L1 only in certain case like for clarifying their complex instructions. Using L1 is considered important and useful in the case of helping the students to have better understanding to what they are expected to do.

Keywords: Teachers’ Perceptions, The Use of L1

Introduction

Wilis and Wilis (2007) considered that for beginner, L1 cannot be avoided. Then Dodson (1985) cited in Hallasa and Al-Manaseer (2012) added that the ways the learners keep their acquisitions will determine the successfully of their L1 acquisition. As the researcher know that not all of the EFL learners can use L2 well. So, it is clear that in EFL classroom the use of L1 is necessary, especially for helping the learners understanding the instructions well.

Hallasa and Al-Manasser (2012) explained that L2 interference caused by the use of L1among L2 learners (p.74). In other words, the mistakes that the learners often made are the
effect of L1 use. Even though they said that L1 can interfere the L2, using L1 can increase the learners’ confidences, for example when they are permitted to use their L1, they will be brave to speak in front the class. When they are forced to speak fully in L2, they will be afraid and shy of doing a mistake. In researcher ‘s opinion, the interference can be overcome when the learners have been able and brave to use L2.

The other experts like Cook (2001) also promoted his idea that using L1 has to be viewed as a tool and also resources that must not be avoided. Remembering the researcher’s Junior High School era at SMP N 9 Salatiga, when the researcher got English subject for the first time. Even though the school is not belong to suburb school, but most of the learners also still feel confused or did not understand what the teacher said and instructed. Sometimes, between the learners and teacher had misunderstanding, especially when the teacher instructed them using L2.

As Prodromou (2003) stated that using L1 is useful in EFL classroom, especially in sorting out activities and giving instruction. From his statement can be seen that the use of L1 is really needed and also important in EFL classroom, especially in giving instructions. In this study, the researcher wants to explore whether the teachers have positive or negative perception toward their use of L1 for giving instructions in EFL classroom.

Many people also have ever done a research in this topic area. Schweers (1999) did a research in the use of mother tongue in English classes. The participants were Immigrant of ESL learners who were studying in the United States. From his research, he found that (88,7%) the participant considered that Spanish as their L1 should be used in their English classes. Then, Majid and Stapa (2006) also did their research about the use of L1, their research about the effectiveness of the use of L1 among low proficiency ESL learners. The participants were 60 learners from Kebangsaan High school. The method that used was
Descriptive analysis. Then, the finding of the research was that using L1 among students with low proficiency could help them to produce a good quality and mastery of acquiring the L2. From those two researches’ results could be concluded that the participants had positive perceptions of using L1.

The similarity from those previous studies to this study, these studies investigate the use of L1 in EFL classroom, while, the differences are on the focus of the study. The first previous study focused on general L1. The second focused on the effectiveness of L1 to slow ESL learners.

This study is conducted to investigate the teachers’ perceptions of their use of L1 in giving instructions in EFL classroom. By conducting this research, it can answer this question, What are the teachers’ perceptions of their used of L1 in giving instructions in EFL classroom?

This study is significant to be conducted since its result might raise the awareness among the teacher that not all of the EFL learners are able to understand instructions in L2 well. At least the teachers switch their instruction in L1. It is hoped that the teachers are able to assist the learners to understand those instructions well and know what they should do. So, the learners also enjoy learning English without any burden or tense.

**Literature Review**

**Pro and Contra of the use of L1**

Using L1 become one of the controversial issue. In this case, some experts have their own opinions about this issue. Some of them may agree or pro with L1 use and the others are
against or contra. Willis and Willis (2007) considered that for the beginner, L1 cannot be avoided. It is because L1 gives them some benefits that will be discussed later. It means that the use of L1 is useful for EFL learners. Dodson (1985) cited in Hallasa and Al-Manaseer (2012) also support the use of L1. Firstly, he claimed that the avoiding of using L1 is not convincing. His second argument is that the ways learners keep their acquisitions will determine the successfully of their L2 acquisition. So, if the learners good at their L1, they will be good at acquiring their L2 too.

On the other hand, Cook (2001) believed that only L2 or target language which would give the learners benefits in their learning process. From his statement the researcher know that, if the learners want to learn English or L2 well, they have to use those L2 more. The learners’ achievement, proficiency and also experiences of using L2 are influenced by the use of L1 in the classroom (Timor, 2012, p.8). It defined that, if the teachers use L1 most in their teachings, the learners’ ability of using L2 will be influenced or may be low, because they have no more time to practice using L2. The other expert who argues with the use of L1 is Xhemaili (2013, p. 194), he convinced that English as the target language is useful as the main communication tools in L2 classes. So, the teachers can give the learners more opportunities to practice English.

**Reasons or Purposes of using L1**

The teachers also should be aware with the purpose or reason of why they use L1. Nation (2003) lists some reasons for using L1. First, with the same L1 learners, it will be more natural if use their L1. Second, L1 make it easier to communicate. Third, for shy and non proficiency learners in L2, using L2 can be embarrassments source. In the other word, embarrassments source meant that using L2 can make the low proficiency’s students shy and afraid for making mistakes. The other reasons come from Lindsay & Knight (2006, p.15)
cited in Pablo, Lengeling, Zenil, Crawford and Goodwin (2011), they stated that the teachers are not fluent enough in using English for teaching (p.115). As most people know that not all English teachers are so fluent in using L2. Sometime they also feel confuse or difficult how to teach fully using L2.

Butzkamm (2003) also agreed with the use of L1 because by employing and adding L1, the learners can promote their dependence on L2. In other words, the students feel more motivated after presenting L2 notion in or using L1. Nation (2003, p.6) added his reasons which similar to Butzkamm (2003) of why the teacher uses L1, it is because they are aware that the students are not good enough and so shy to use L2. Manara (2007) also said the other reason or purpose of using L1 because L1 is the learners’ resources and existing knowledge to help them learn L2 (p.145). As stated before if the learners have good background knowledge of their L1, it will help them in learning L2. Those are some reasons of why the teachers using L1 in EFL classroom.

**Advantages and Disadvantages of using L1**

In relation to the controversial of L1 use, there must be advantages and disadvantages of using it. Mahmoudi (2011) shared one of the advantages of using L1 is that the students can have better understanding of text and they will be more comfortable and less tense in learning L2 (p.136). She also added that in learning L2 the student will be more motivated and have positive attitude or feeling when their teacher uses L1 in their teaching. The other advantages are when introducing unfamiliar items, the students will understand more if the teacher explain it using L1, Howat (2004) cited in AL-NOFAIE (2010, p.65). Then, Pablo, et al (2011) also contributed their idea of another advantages of using L1, which will make the teachers more aware toward the learners’ learning needs and efforts in learning English. It means that the teacher will be more tolerate with the learners. Halliwell and John (1991)
cited in Al-NOFAIE (2010) stated that using L1 can help the learners understand the message and the meaning of words or structures in the target language.

Beside explains the advantages, AL-NOFAIE (2010) also discussed disadvantages of using L1 such as, when using L1 to understand new language meaning, the learners should employ their mental abilities. It is because the continuing of using L1 make the students would not reach a good fluency in L2 (p.65). The same with Al-NOFAIE, Timor (2012, p.11) also inform the other disadvantages, he said that when the teacher uses L1, she make the learning process become slow. That statement means that if teacher uses L1, the learning process will be slow and the students will not get much knowledge of L2. Then the next disadvantages are, when L1 used most of the time both the teachers and learners would lost their competency on some skill that require mostly used L2, such as Listening and speaking, Manara (2007, p.165).

**When L1 should or can be used**

To minimize the disadvantage of using L1, the teachers must know the correct time or when they should use L1. Harbord (1992) emphasized that the teachers can use L1 for communication tools, as giving instructions not for explaining grammar. Then, Dedrinou (2006) pointed out the situation when the teachers can use L1 in the classroom, it is when they presenting the new lexical meaning or expression (p.13). The other experts are Auerbach (1993) cited in Schweers (1999) added his information about the possible time to use L1 is when the teachers negotiate with classroom conditions, such as explaining the syllabus, managing the classroom, and so on. From the opinions about, we know that the teacher can use L1 in certain terms.
Teachers’ Perceptions of Their Use of L1 in Giving Instructions

Hashemi (2013) stated that perception is a mental state which consists of feeling and beliefs of the human behaviors. He also added that negative perception can turn into positive one. This statement implied that there are two kind perceptions, positive and negative. The teachers will have positive perceptions toward the used of L1 if they agree to use L1. On the other hand they will have negative perceptions if they do not agree in using L1. Similar to Schweers study which investigated the use of mother tongue in English classes, and the result of this study was the participants had positive perception toward the used of Spanish as their L1 in English classes.

As many experts stated before that the use of L1 in EFL classroom is needed, especially in giving instructions. In researcher’s opinion, giving instructions one of the keys for the learners understand the materials. The learner will be able to do what the teachers ask. On the other hand if the learners do not know what they should do, it means that they do not understand their teachers’ instructions. Munajah, (2013), gave examples of giving instructions such as, close the door (buka pintu), open the window (buka jendela), raise your hand (angkat tangan), clean the blackboard (bersihakan papan tulis), and so on. Tower (2014), also told the another examples of giving instructions, such as firstly, next, then, after that, etc. Those instructions are used to ask the learners to do something. Thus, giving instructions in this study meant, when the teacher asks the students to do something.
Research Methodology

Type of Research

This was a descriptive research. A descriptive method was used to describe teachers’ perceptions. This research was conducted to find out the participant or teachers’ perception of using L1 for giving instruction in SMP N 1 Banyubiru. The result of this research was agree / disagree or positive / negative perception toward the use of L1 for giving instruction.

Context of the Research

To answer the research question what are teachers’ perceptions of their use of L1 in giving instructions, the context of this research was conducted at SMP N 1 Banyubiru, Kab Semarang, Central Java, Indonesia. This school was chosen because it was belong to a suburb school that enabled the teachers as the participant to use L1 in teaching English, especially in giving instructions.

Participants

The participants were two English teachers from SMP N 1 Banyubiru. They taught in 7 grade and 8 grade. The participants also teach 24 hours a week. The researcher chose those teachers because some of the students might get English subject for the first time. So, in this case the teachers were so possible to use L1. Actually, there were 4 English teachers in this school, but the researcher chose two participants because they have given enough data to this research. Besides that, the other 2 teachers were the headmaster and the one teaching in nine grader and they could not be observed and interviewed because the headmaster often go outside to attending a meeting while the nine grader’s teacher focused for the National Examination. The participant also chosen randomly based on their willingness or conviences to be observed and interviewed during conducting this research.
Instruments of Data Collection

The instruments that used for collecting the data were Observation and Interview. The first instruments for data collection was observation. The researcher used observation first, to know whether the participants used L1 or not in the classroom. The researcher created the observation protocol alone. The observation focused on the teachers’ instructions. To get valid data, the observations were done 3 times for each teacher. So, there were 6 times observations for 2 teachers. The observations session were recorded. While recording, the researcher also taking note the expression of instructions that the participant used.

The second instruments were interview. For the interview, the type was semi-structured interview. The researcher used interview because it gave more data. In the interview session, the researcher could ask deeper to the participants. The interview consisted of 8 questions which discussed their use of L1, such as their perceptions, opinion, or feeling toward their used of L1 and expressions of instructions that they used in L1. Those interview questions are adapted from Manara (2007) which she developed for her research about The Use of L1 Support. However, the researcher developed some questions that discussed about instructions because Manara’s interview questions did not address the issue of giving instruction.

Procedures of Data Collection

The first step, the researcher came to SMP N 1 Banyubiru. Then, met the headmaster to have a permission for conducting a research. After got the permission the researcher met the participants and asked their permission too, whether they could be observed and interviewed or not. The next step was the researcher conducted the observation and after that did the interview. After, getting all of the data, the researcher directly analyzed and described the data.
Procedure of Data Analysis

In analyzing the data, there were some steps that should be conducted displayed in this diagram below.

The data were analyzed descriptively. The data were used to find out the teachers’ perception and the expression of instructions that they used in L1. From the observation, the researcher listed the expression of instructions that the teacher used. After that, the data could be concluded whether the participants used L1 or not at the classroom. While, from the interview, the researcher transcribed the data using express scribe software and the transcription was clean transcription. After the researcher transcribed the interview recording, it was interpreted and concluded. Then, the researcher got and knew the result of this study.
and then answered the research question, which was, whether the participants have positive or negative perceptions of their use of L1 for giving instructions.

Finding and Discussion

This section discusses and analyzes the finding as the answer to the research question “What are teachers’ perceptions of their use of L1 in giving instructions?” The data are categorized into teachers’ use of L1 in giving instructions and teachers’ perceptions of using L1 in giving instructions.

Teachers’ Use of L1 in Giving Instructions

Table 1: Frequency of Giving Instructions in L1 & L2

<table>
<thead>
<tr>
<th>Observation</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L1</td>
<td>L2</td>
<td>L1</td>
<td>L2</td>
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<tr>
<td>1</td>
<td>15</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>1</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>2</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

The finding presented in table above shows that frequency of giving instructions that participants used in 3 meeting in the classroom. The instructions were given in both L1 and also L2. In this study L1 meant Bahasa Indonesia and local language, while L2 meant English. Both of the participants had different frequency in using those instructions.
From the table, it could be concluded that teacher 1 used a greater number of L1 in giving instructions than teacher 2. This might be caused by the fact that teacher 1 taught seven grader students. Some students also just got the English subject for the first time on this grade. Even though, the teachers had used L1, there were still some students who still did not understand with the instructions. Then, teacher 2 used L2 more in giving instruction, because she taught eight grader and the students had got basic knowledge of English since they were in seven grader.

Teachers’ Perceptions of Using L1 for Giving Instructions

This part discusses the interview session with teacher 1 and teacher 2.

Teachers’ Reasons for Using L1 in Giving Instructions

In this part, teacher 1 and teacher 2 had quite different answers. Teacher 1 often mixed L1 & L2 with more frequent use of L1. Teacher 1 preferred to use L1 to clarify his instructions in order to help the students to gain better understanding of what he expect them to do. He recognized the fact that using L2 continuously might lead to the fact that the students missed the point of instructions. This is possible to be happened since they are still not familiar to L1. This is similar with Manara’s opinions (2007), she stated that the reason of using L1 is the learners’ resources and existing knowledge to help them learn L2 (p.145). So, by L1 as the students’ resources and existing knowledge can help them in learning L2.

“Kalau bahasa Inggris terus, kadang siswa tidak paham dengan instruksi apa yang saya maksud, jadi saya menggunakan bahasa Inggris dulu baru bahasa Indonesia. Untuk membuat siswa lebih mengerti dengan instruksi yang saya gunakan”.

(“If I use English continuously, sometimes the students are not familiar with my instructions, so I uttered them in English first then translated in bahasa Indonesia. In order to make the students have better understanding to the instructions I use”.)
Teacher 2 has different reason of using L1. She said that she mostly used L2 for giving instructions. Because of an English subject, so it was better to use L2. Using L2 providing more contexts for practicing using L2. Students are exposed more to L2 which in turn become inputs for their L2 development.

“Kerena menurut saya, kalau menggunakan bahasa Inggris lebih bisa berkomunikasi dan ngasih exposure atau masukan yang lebih baik ke siswa. Memang awalnya siswa belum ngerti, tapi karena terbiasa menggunakan bahasa Inggris, mereka akan mengerti dengan sendirinya. Karena ini juga pelajaran bahasa Inggris, jadi juga memberi siswa kesempatan yang lebih untuk menggunakan bahasa Inggris”.

“In my opinion, if I use English, we can communicate more and give exposure or better input to the students. Actually, the students do not really understand at the first time, because they use to use English, they will understand by themselves. It is because this is English subject, so it will also give them more opportunity to use English”.

So, it can be seen that teacher 1 used L1 for clarifying his instructions and teacher’s 2 reasons for limiting using L1 for giving instruction was to give the students more opportunities in understanding and using L2.

**Teachers’ Rule of Using L2 in the Classroom**

Rule for using L2 in English lesson was quite important. It could help the students to be more fluent in using L2. In this part, the researcher asked the participants whether they have certain rule to use English in the classroom or not. Both of teacher 1 and teacher 2 have almost similar answer. Teacher 1 answered that he asked the students to ask a question in L2 and when the students still confused, he would give corrections.

“Ya, kalau Setelah memberi materi, saya usahakan mereka bertanya dalam bahasa Inggris. Siswa di kasih soal dan menjawabnya dengan bahasa Inggris. Kalau siswa belum lancar saya ngasih koreksi”.

(“Yes, after giving the materials, I ask them to ask a question in English. Then, I give them exercises and they have to answer them in English. If they have difficulties, I directly correct them”.)
Then, teacher 2 also did not really have any specific rule, for using L2 in the classroom. She forced her students to use L2 for example when they meet her outside and input the grade. Input the grade in here meant that when the students were doing an exercise and the teacher called them to know their grade, the students must say the grade in L2.

“Kalau peraturan tidak juga, tapi hanya sedikit. Contohnya kalau practice aja, kalau diluar ketemu saya, greet in English, paling enggak menyapa “good morning”, terus kalau di kelas utamanya pada saat kita memasukan nilai, itu kadang harus pakai bahasa Inggris, kalau tidak, nilai tidak saya masukan”.

(“Not really, for example when they practice, meet me out site the class, I ask them to greet me in English like “good morning”. Then, in the classroom when we input the grade, they have to say it in English, or I won’t input the grade”. )

So, the researcher could see that teacher 1 and teacher 2 making the rule for using English only for simple activities like, asking questions, greeting, input the grade, etc.

**Teachers’ Opinions in Using L1 for Giving Instructions**

Opinion in this study refers to the teachers’ perceptions of using L1 for giving instructions in the classroom. Both teacher 1 and teacher 2, they did not really agree if they only used L1 in giving instructions. Teacher 1 preferred to mix two languages which are L1 and L2. He used L2 first and then clarified and explained in L1 to make the students more understand with his instructions.

“Kalau Instruksi, pakai bahasa Indonesia saja kurang setuju. Itu lebih baik jika di campur atau di mix. Saya instruksikan pakai bahasa inggris dulu, lalu saya jelaskan pakai bahasa Indonesia, masud instruksi saya begini”.

(“If the instruction is given only in L1, I am quite disagree. It is better to mix it. The instructions are in L2 first, and then I explain them using L1”. )

Teacher 2 also did the same thing she agreed to use L1 only if using L2 was not understandable. However, in the class she often used L2 in giving instructions rather than
used L1. Xhemaili (2003) convinced that English as the target language is useful as the main communication tools in L2 classes. It meant that by using L2 the teacher gives the students more opportunities in practicing L2. Even though teacher 2 used L2 more, the students could understand the instructions well because they use to use L2 in the classroom.

“Ya Setuju!

Kalau memang dalam bahasa Inggris tidak di pahami, kita otomatis menggunakan bahasa Indonesia, apalagi kita kan juga bukan native speaker. Tapi sebaiknya tidak terlalu banyak, jadi hanya yang sulit dipahami siswa atau yang belum pernah mendengar. Kita bisa menjelaskanya dengan bahasa Indonesia, tapi kalau instruksi-instruksi tersebut besok muncul lagi, maka siswa sudah mulai paham. Selama itu membantu siswa untuk mengerti lebih jauh tentang instruksi kita”.

(“I agree.

Especially, using English are not understandable and we also are not native speakers. However, do not use bahasa Indonesia too much, only the students which not understand and they never hear the instructions before. We can explain in bahasa Indonesia but if the instructions come out again, the students will have understood. So far it helps the students to understand our instructions”).

Realizing the fact that L2 is still a foreign language to the students. Yet, she limits the frequency of using L2. She uses L2 for particular cases such as when the instructions are too complicated and when the instructions use some unfamiliar and new vocabularies.

On the other words teacher 1 and teacher 2 agree to use L1 for clarifying their instructions. In order to make their students more understand and they really know what they should do.

The appropriate time to use L1 in giving instructions

As English teachers, it seems like teacher 1 and teacher 2 knew when they should use L1 or L2 in giving instructions. As Harbord (1992) said that the teacher can use L1 for communication tools, such as giving instructions not for explaining grammar. It was to avoid using L1 too much and too often. Teacher 1 stated that he used L1 for giving instructions
only when the students were confused with his instructions. The moments or time that drive
teacher 1 to use L1 are when the students signal that they cannot see the points in the
instructions given and when they asked question to clarify what the teacher said.

“Kalau saya lihat mereka kebingungan, saat siswa belum mengerti
dengan bahasa Inggris, atau saat mereka tanya “ pak masudnya ini apa, kita di suruh apa”, baru saya jelaskan dengan bahasa Indonesia. Tetapi kalau mereka diam ya saya diamkan”.

(“If I see the students are confused and do not understand English or they ask “ Sir, what does it mean and what should we do”, I explain in bahasa Indonesia. However, I they still keep silent, I also keep silent”.)

Teacher 2 also in one opinion with teacher 1, she used L1 for giving instructions when
the instructions were difficult and complicated to understand. When the language used in the
instructions are very complex and involve the use of difficult vocabularies.

“Iya itu tadi, pada saat intruksi kita sangat susah atau kompleks, kita bisa menggunakan atau menterjemahkan dengan bahasa Indonesia”.

(“As I said before, when the instructions are complicated and difficult, we can use or translate them in bahasa Indonesia”).

In conclusion, it was clear that the correct time to use L1 for giving instructions were
when the students did not understand with the instructions and those instructions were
difficult.

Teachers’ Feeling when Using L1 for Giving Instructions

Hashemi (2013) defined perception as a mental state which consists of feeling and
beliefs of the human behaviors. In this session the teachers uttered their different feeling in
using L1 in giving instructions. Teacher 1 stated that he has no specific feeling in using L1 in
giving instructions. It depends on the situation. He would give instructions in L1 when it was
possible to do that.
“Biasa saja ya, tergantung situasi dan kondisi. Kalau memungkinkan ya saya memberi instruksi dengan bahasa Inggris, kalau tidak ya memberi instruksi dengan bahasa Indonesia”.

(“I have no specific feeling, it is depend on the situation. If it is necessary I instruct or give instructions in English, if not, I give instructions in bahasa Indonesia”)

For teacher 2, she explained that she felt uncomfortable when using L1 too much for giving instructions. Realizing that one of her responsibilities as an English teacher is to provide enough exposure of L2 to the students.

“Kalau saya menggunakan bahasa Indonesia dalam porsi besar saya kurang nyaman ya. Karena tugas kita kan memberi exposure terhadap siswa jadi sebaiknya menggunakan, bahasa Inggris, kalau menggunakan bahasa Indonesia seperti yang saya bilang tadi, kalau instruksinya kompleks”.

(“If I use bahasa Indonesia too much, I feel uncomfortable. It is because of our duty is to give the students exposure, so it better to use English. As I mentioned before, using bahasa Indonesia only for complex instructions”.)

From the quotations above, the researcher knows that the teacher 1 has specific feeling when using L1 in giving instructions. Then, for teacher 2 she feel uncomfortable in using L1 in a big portion.

**The Teachers’ Responds when the Students Confused with the Instructions**

This question was what the teachers did when the students did not understand with their instructions. Teacher 1 said that he repeat his instruction until the students understand what he meant. The teacher took two responds: the first is repeating the instruction again and the second checking students’ comprehension on the related instructions given by using questions.

“Saya mengulang instruksi tersebut, sampai mereka paham. Kalau tidak, biasanya saya tanya mereka, apa maksud dari instruksi saya tadi. Tapi, kalau instruksi yang simple mereka biasanya langsung mengerti”.
(“I repeat the instructions until the students understand. Usually I also ask them what are the meaning of my instructions. However, they directly understand with the simple instructions”.)

Then, teacher 2 explained that she used translation, gesture and pictures when the students did not understand her instructions. When the instruction involves the abstract language, translating into L1 will be the last resort. The teacher would explore the meaning of the instruction given by using certain techniques such as using gesture and using picture.

“Sebelum ke translation saya pakai pakai gesture, pakai picture atau gambar, dan sebagainya untuk menjelaskan. Biasanya yang abstrak dan susah di gambarkan, biasanya saya langsung terjemahkan”.

“Before I translate the instructions, I use gesture or pictures and so on to explain them. Usually, for the abstracts and difficult to described, I translated them directly”.

From the observation and interview above, it could be concluded and taken a result that the teachers had positive perception of using L1 in giving instructions. Even though in the interview the teacher did not really agree and feel uncomfortable with the use of L1 too much, in fact they still used it to clarify their instructions. In order to make the students understand the instructions well.

So, the result of this study was similar to Schweers’s (1999) and Majid and Stapa’s (2006) studies. In their study the participants had positive perceptions of the used of L1. The researcher cannot deny that in suburb school like in this school, the students understanding about L2 was still middle low. It was why the teachers must use L1 for helping the students understanding the instructions and also materials.

Conclusion

This study is conducted to find out the teachers’ perceptions of their use of L1 in giving instructions. The finding reveals that using L1 in giving instructions is important and needed. This is because L1 is the language that the students have already mastered so it will
easier for them to understand the instructions. As the result the students are able to do what
the teachers asked.

From the observation result, it is found that teacher 1 has more frequency in using L1
for giving instructions rather than teacher 2. This is because he teaches seven grader which
assumed that the students still have limited L2 comprehension. By using L1 for clarifying his
instructions, the students will have better understanding to the instructions. In contrast,
teacher 2 prefers to use L2 because she tries to expose the students to use L2.

In interview the researcher find out that the reason of the teachers still use L1 in
giving instructions for clarifying their instructions, so the students were able to do what the
teachers expected. Both teacher 1 and teacher 2 also do not have any specific rule to use L2
in the classroom. Teacher 1 ask his students to use L2 when the students have to answer his
questions, while teacher 2 ask her students to use L2 when they meet the teacher they have to
greet her in L2 and then when input the grade. Teacher 1 and teacher 2 also agree to use L1
only if it is needed and in small frequency. The teachers also have similar appropriate time to
use L1 which when the instructions are complex and difficult to understand. When the
students feel confused with instructions the teachers try to repeat, clarify and translate their
instructions.

From those observation and interview, it can be taken a result that the teachers have
positive perceptions of using L1 in giving instructions. They believe that L1 is still needed to
help the students in understanding their instructions. Thus, the students perform as well as
what the teachers expected. Besides that the students will feel relax and enjoy the learning
process. After they feel relax and enjoy, they will also gain good grade.

This study also implies that even though, this is English subject but L1 is still needed
in order to make and help the students learning L2. Sometime the students use their L1 to
understand L2. Not only in learning English, L1 must be needed in learning every foreign language.

The limitation of this study is that the result cannot be generalized because when this research was conducted in different school with different participants also, the result might be different. This study also might need one participant which teaches in nine grader, so it can be seen whether this participant have similar perception or not.

The researcher suggests conducting further research that discuss about teacher’s perception of using L1 in Senior High School. The researcher believes that the result might be different. The higher of the educational level, the better also the comprehension of L2.
Acknowledgement

First of all, I would like to thank to Allah SWT who always listen to my pray. Allah who have given me a chance to learn in this University. He also has guided me during I leaning English, given me a smart brain so that I could learn well, the most important Allah who gives me everything I needed.

- The next thank to Ibu Arin as my supervisor who had guided and helped me patiently in doing this thesis. Then for Ibu Rindang as my second reader who has spent her time to examine my thesis.
- The second is for both my parents who has support all of my tuition for this university. They also always give enough money, and all of my equipments especially when I had to collect the data. My mother who always cook for me every day and my father who always pick me up when I went home late.
- My all family, my sister, my grandmother, my aunt and uncle, and also my big family, they always available whenever I needed. Especially for my sister you always help me to type my assignments.
- Thank to all Eleveners, especially my beloved friends Mbak Iis who always accompany and help me during collecting the data. Reza and Sasa thank also for your help so far. Then my other friends, Elisa, Mima, and Lia you are my good listeners, so thank for listening my “curhat”.
References


APPENDIXES

OBSERVATION PROTOCOL

Class :    Grade:     Date: 

Name of English Teacher:      Topic: 

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving Instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (L2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indonesia or Local Language (L1)</td>
<td></td>
</tr>
</tbody>
</table>

|                |                    |                    |
|                |                    |                    |

|                |                    |                    |
|                |                    |                    |

|                |                    |                    |
|                |                    |                    |


## OBSERVATION 1

**Class:** 7 D  
**Grade:** 7  
**Date:** Friday, 27\(^{th}\) March 2015  

**Name of English Teacher:** Mr Wahono  
**Topic:** Command

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (L2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indonesia or Local Language (L1)</td>
<td></td>
</tr>
<tr>
<td>Ayo Berhadapan!</td>
<td>✓</td>
<td>Menghadap Temanya.</td>
</tr>
<tr>
<td>Kita baca tentang command dulu!</td>
<td>✓</td>
<td>Read.</td>
</tr>
<tr>
<td>Ayo, kalian buat contoh!</td>
<td>✓</td>
<td>Make an example.</td>
</tr>
<tr>
<td>Please, read the material on the book again!</td>
<td>✓</td>
<td>Reading the book by talking each other.</td>
</tr>
<tr>
<td>Perhatikan, 2 contoh ini.</td>
<td>✓</td>
<td>Pay attention to the example.</td>
</tr>
<tr>
<td>Rifadi, baca ulang contohnya!</td>
<td>✓</td>
<td>Reading again the example.</td>
</tr>
<tr>
<td>Tolong, kasih contoh lain!</td>
<td>✓</td>
<td>Give other example.</td>
</tr>
<tr>
<td>Masing masing kelompok buat kalimat!</td>
<td>✓</td>
<td>Make a sentence.</td>
</tr>
<tr>
<td>Coba di tulis di depan!</td>
<td>✓</td>
<td>Write, on the whiteboard.</td>
</tr>
<tr>
<td>Nulise sing gede!</td>
<td>✓</td>
<td>Write bigger.</td>
</tr>
<tr>
<td>Perhatikan papantulis!</td>
<td>✓</td>
<td>Pay attention.</td>
</tr>
<tr>
<td>Buka halaman terakhir!</td>
<td>✓</td>
<td>Open the book.</td>
</tr>
<tr>
<td>Kerjakan latihan itu dikertas, masing masing kelompok 1!</td>
<td>✓</td>
<td>Do the exercises.</td>
</tr>
<tr>
<td>Bajunya dimasukkan!</td>
<td>✓</td>
<td>Neat the uniform.</td>
</tr>
<tr>
<td>Giving Ordered</td>
<td>Ridho pindah sini!</td>
<td>✓</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td>Giving Ordered</td>
<td>Besok pagi tugasnya di kumpulkan!</td>
<td>✓</td>
</tr>
</tbody>
</table>
**OBSERVATION 2**

Class : 7A  
Grade: 7  
Date: Tuesday, 21st April 2015

Name of English Teacher: Mr Wahono  
Topic : Procedural text

### Presentatation

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please share your procedural text!</td>
<td>✓ English (L2), ✓ Indonesia or Local Language (L1)</td>
<td>Keep Silent.</td>
</tr>
<tr>
<td>Ayo maju kesini!</td>
<td>✓</td>
<td>Come forward.</td>
</tr>
<tr>
<td>Yang bawa bahan harus tampil!</td>
<td>✓</td>
<td>Preparing.</td>
</tr>
<tr>
<td>Diperhatikan!</td>
<td>✓</td>
<td>Pay attention.</td>
</tr>
<tr>
<td>Ngomongnya pelan-pelan!</td>
<td>✓</td>
<td>Slower.</td>
</tr>
<tr>
<td>Statement</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Presentnya yang bagus!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yang lain ngomongnya janganburu-buru!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yang serius to!</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Next!</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Ayo Estri Maju!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jangan Rame!</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Say ya.
More serious.
Move to the next order.
Come Forward.
Keep silent.
OBSERVATION 3

Class: 7B  Grade: 7  Date: Tuesday, 21st April 2015

Name of English Teacher: Mr Wahono  Topic: Procedural text

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamu pindah tempat duduk!</td>
<td>English (L2) ✓</td>
<td>Moved.</td>
</tr>
<tr>
<td>You have to present your product!</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Yang Lain diam n perhatikan!</td>
<td>✓</td>
<td>Pay attention.</td>
</tr>
<tr>
<td>Ayo presentnya diulangi!</td>
<td>✓ ✓</td>
<td>Say Ya.</td>
</tr>
<tr>
<td>Ayo selanjutnya langsung maju!</td>
<td>✓</td>
<td>Come forward.</td>
</tr>
<tr>
<td>Agak keras ngomongnya!</td>
<td>✓</td>
<td>Speak louder.</td>
</tr>
<tr>
<td>Indonesian</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Yang lain mohon diam!</td>
<td>Keep silent.</td>
<td></td>
</tr>
<tr>
<td>Stopped!</td>
<td>Stopping their speaking.</td>
<td></td>
</tr>
<tr>
<td>Kalau di depan gak usah buru-buru ngomongnya!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next!</td>
<td>Move to the next.</td>
<td></td>
</tr>
<tr>
<td>Duduk!</td>
<td>Sit down.</td>
<td></td>
</tr>
<tr>
<td>Sekarang kerjakan soal di latihan ini!</td>
<td>Do the exercise.</td>
<td></td>
</tr>
<tr>
<td>Tidak turun_turunan!</td>
<td>Silent</td>
<td></td>
</tr>
<tr>
<td>Coba kamu perhatikan dari hal pertama!</td>
<td>Look at the book.</td>
<td></td>
</tr>
</tbody>
</table>
### OBSERVATION 1

Class: 8 E  Grade: 8  
Date: Friday, 25th March 2015

Name of English Teacher: Mrs Ambar  
**topic**: Past tense

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving Instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (L2)</strong></td>
<td><strong>Indonesia or Local Language (L1)</strong></td>
<td></td>
</tr>
<tr>
<td>Would you please close the door!</td>
<td>✅</td>
<td>Close the door.</td>
</tr>
<tr>
<td>Can you give me an example!</td>
<td>✅</td>
<td>Give the example.</td>
</tr>
<tr>
<td>Can you listen to me!</td>
<td>✅</td>
<td>Listen to the teacher.</td>
</tr>
<tr>
<td>Ayo, lihat teks cotohnya!</td>
<td>✅</td>
<td>Busy finding their book.</td>
</tr>
<tr>
<td>Open your book on page 51!</td>
<td>✅</td>
<td>Open their book.</td>
</tr>
<tr>
<td>Please, pay attention to my reading!</td>
<td>✓</td>
<td>Silent.</td>
</tr>
<tr>
<td>Be careful!</td>
<td>✓</td>
<td>Silent.</td>
</tr>
<tr>
<td>Tambah di lksnya!</td>
<td>✓</td>
<td>Write on their lks.</td>
</tr>
<tr>
<td>Let’s read and see the past tense!</td>
<td>✓</td>
<td>Read the teks.</td>
</tr>
<tr>
<td>Next / selanjutnya</td>
<td>✓</td>
<td>Move to the next.</td>
</tr>
<tr>
<td>Coba cari artinya di kamusmu!</td>
<td>✓</td>
<td>Find the meaning in the dictionary.</td>
</tr>
<tr>
<td>Louder please!</td>
<td>✓</td>
<td>Read louder.</td>
</tr>
<tr>
<td>Yang lain gak usah di tulis!</td>
<td>✓</td>
<td>Silent.</td>
</tr>
<tr>
<td>Jangan lupa suara ed nya!</td>
<td>✓</td>
<td>Practice</td>
</tr>
<tr>
<td>Activity</td>
<td>Selected</td>
<td>Action</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Lets’ practice!</td>
<td>✓</td>
<td>Practice.</td>
</tr>
<tr>
<td>I would like you to tell me with your own words!</td>
<td>✓</td>
<td>Looking around.</td>
</tr>
<tr>
<td>Diem sek to dengerin to!</td>
<td>✓</td>
<td>Listening to their teacher.</td>
</tr>
<tr>
<td>Please answer the questions!</td>
<td>✓</td>
<td>Do the exercise.</td>
</tr>
<tr>
<td>Nurul terjemahkan!</td>
<td>✓</td>
<td>Translate it.</td>
</tr>
<tr>
<td>Please count from 1 until 8!</td>
<td>✓</td>
<td>Counting 1 to 8.</td>
</tr>
<tr>
<td>Next meeting, each group must bring drawing book and colored pencils!</td>
<td>✓</td>
<td>Say “ya mom”.</td>
</tr>
</tbody>
</table>
### OBSERVATION 2

**Class:** 8C  
**Grade:** 8  
**Date:** Friday, 10th April 2015

**Name of English Teacher:** Mrs Ambar  
**Topic:** Narrative Past tense

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengarkan!</td>
<td>✓</td>
<td>Listen to the teacher.</td>
</tr>
<tr>
<td>Yang depan beritahu yang belakang!</td>
<td>✓</td>
<td>Tell the students.</td>
</tr>
<tr>
<td>Maju Sini!</td>
<td>✓</td>
<td>Come forward.</td>
</tr>
<tr>
<td>Come on, come here!</td>
<td>✓</td>
<td>Come forward again.</td>
</tr>
<tr>
<td>Sit down please!</td>
<td>✓</td>
<td>Sit down.</td>
</tr>
<tr>
<td>Please tell your friends!</td>
<td>✓</td>
<td>Telling their friends.</td>
</tr>
<tr>
<td>Pay attention please!</td>
<td>✓</td>
<td>Silent.</td>
</tr>
<tr>
<td>Please, stand up!</td>
<td>✓</td>
<td>Stand Up.</td>
</tr>
<tr>
<td>Perhatikan ini dulu!</td>
<td>✓</td>
<td>Pay attention.</td>
</tr>
<tr>
<td>Please make a sentence from this picture!</td>
<td>✓</td>
<td>Make a sentence.</td>
</tr>
<tr>
<td>Ayo ngomong!</td>
<td>✓</td>
<td>Speak Up</td>
</tr>
<tr>
<td>Look at the Picture!</td>
<td>✓</td>
<td>Look at the picture.</td>
</tr>
</tbody>
</table>
### OBSERVATION 3

**Class:** 8 B  
**Grade:** 8  
**Date:** Friday, 10\textsuperscript{th} April 2015

**Name of English Teacher:** Mrs Ambar  
**Topic:** Narrative Past tense

<table>
<thead>
<tr>
<th>Expression of Instruction</th>
<th>Language Used in Giving instruction</th>
<th>Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (L2)</td>
<td>Indonesia or Local Language (L1)</td>
</tr>
<tr>
<td>Please, give me an example!</td>
<td>✓</td>
<td>Give Example.</td>
</tr>
<tr>
<td>Cobalah melihat Disney!</td>
<td>✓</td>
<td>Laughing.</td>
</tr>
<tr>
<td>So, please Imagine it!</td>
<td>✓</td>
<td>Silent.</td>
</tr>
<tr>
<td>Yang jauh mendekat!</td>
<td>✓</td>
<td>Come forward.</td>
</tr>
<tr>
<td>Look at this picture!</td>
<td>✓</td>
<td>Look at the picture.</td>
</tr>
<tr>
<td>Indonesian</td>
<td>English</td>
<td>Instructions</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Tolong di lihat2 dan di amati!</td>
<td>Look at the picture.</td>
<td>✓</td>
</tr>
<tr>
<td>Please tell your friends!</td>
<td>Telling their Friends.</td>
<td>✓</td>
</tr>
<tr>
<td>Belakang perhatikan!</td>
<td>Pay attention.</td>
<td>✓</td>
</tr>
<tr>
<td>Keep Silent!</td>
<td>Silent.</td>
<td>✓</td>
</tr>
<tr>
<td>Kita translate dulu!</td>
<td>Translate It.</td>
<td>✓</td>
</tr>
<tr>
<td>Jangan ngomong sendiri!</td>
<td>Silent.</td>
<td>✓</td>
</tr>
<tr>
<td>Tolong pikirkan Selanjutnya!</td>
<td>Thinking it.</td>
<td>✓</td>
</tr>
<tr>
<td>Nanti di Inggriskan!</td>
<td>Silent.</td>
<td>✓</td>
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<tr>
<td>Jangan lupa melihat you tube!</td>
<td>Say ya.</td>
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Pertanyaan Interview:

1. Bahasa apa yang anda gunakan untuk memberi intruksi di dalam kelas
   - Mengapa?

2. Apakah anda mempunyai peraturan untuk menggunakan bahasa inggris di dalam kelas?

3. Apakah anda setuju jika member instruksi dengan bahasa Indonesia?
   - Mengapa?

4. Instruksi apa saja yang sebaiknya digunakan di dalam bahasa Indonesia?

5. Menurut anda kapan anda harus member instruksi dalam bahasa Indonesia?

6. Menurut anda, apakah para siswa akan lebih mengerti penjelasan anda, jika di instruksikan menggunakan bahasa Indonesia?
   - Bagaimana anda tahu?

7. Bagamankah perasaan anda atau apa yang anda rasakan ketika menggunakan bahasa Indonesia sebagai instruksi?

8. Apa yang anda lakukan ketika siswa anda tidak memahami atau mengerti dengan instruksi anda?
Interview Session (Teacher 1)

Interviewer: Selamat pagi pak Wahono?

Interviewee: Selamat pagi.

Interviewer: Sebelumnya perkenalkan nama saya Retno. Mahasiswa FBS UKSW yang sedang melakukan penelitian dan penelitian saya berjudul “Persepsi Guru Terhadap Penggunaan Bahasa Indonesia untuk Memberi Instruksi di dalam Kelas”. Sebelumnya ...Langsung saja ya pak ke pertanyaan yang pertama.

Interviewer: Bahasa apa yang anda gunakan untuk memberi intruksi di dalam kelas?


Interviewer: Di campur berarti ya pak?

Interviewee: Ya, Saya lebih sering mencampur menggunakan bahasa Indonesia dan bahasa Inggris. Karena itu lebih membantu siswa untuk memahami instruksi yang saya berikan.

Interviewer: Mengapa bapak menggunakan bahasa Inggris dan juga bahasa Indonesia?

Interviewee: Kalau bahasa Inggris terus, kadang siswa tidak paham dengan insruksi apa yang saya maksud, jadi saya menggunakan bahasa Inggris dulu baru bahasa Indonesia. Untuk membuat siswa lebih mengerti dengan instruksi yang saya gunakan.

Interviewer: Apa bapak mempuyai kesulitan atau kendala dalam memberi instruksi dalam bahasa Inggris?
Interviewee: Ya tergantung materinya, kalau awal-awal, saya menggunakan bahasa Indonesia 70%, nanti di tengah-tengah fase saya kurangi jadi 50-50.

**Interviewer: Jadi 50 / 50 ya pak?**

Interviewee: Iya.

**Interviewer: Pertanyaa selanjutya, apakah bapak mempunyai peraturan untuk menggunakan bahasa inggris di dalam kelas?**


**Interviewer: Lalu apakah siswa tersebut langsung lancar menjawab dalam bahasa Ingggris atau masih perlu bantuan?**

Interviewee: Ya masih perlu bantuan, kan kadang grammarnya kurang tepat. Lalu saya kasih tau salahnya di sini, saya apa kyak koreksi salahnya di sini.

**Interviewer: Apakah anda setuju jika member instruksi dengan bahasa Indonesia?**

Interviewee: Kalau Instruksi, pakai bahasa Indonesia saja kurang setuju. Itu lebih baik jika di campur atau di mix. Saya instruksikan pakai bahasa inggris dulu, lalu saya jelaskan pakai bahasa Indonesia, masud instruksi saya begini.

**Interviewer: Mengapa, anda kurang begitu setuju?**

Interviewee: Ya, kalau selalu memakai bahasa Indonesia, itu akan membuat siswa kurang kompeten dalam bahasa inggris.

**Interviewer: Instruksi apa saja yang sebaiknya digunakan di dalam bahasa Indonesia?**
Interviewee: Instruksi yang secara singkat saja, seperti misalnya saya suruh buat kalimat “Please make a sentence in English” misalnya gitu.

Interviewer: Lalu kalimatnya itu, kalimat yang masih sederhana atau sulit?

Interviewee: Kan yang saya pegang kelas tujuh, jadi biasanya kalimatnya masih yang sederhana-sederhana, dan menggunakan kata-kata yang masih simple-simple.

Itu pun terkadang mereka masih salah.

Interviewer: Menurut anda kapan anda harus memberi instruksi dalam bahasa Indonesia?

Interviewee: Kalau saya lihat mereka kebingungan, saat siswa belum mengerti dengan bahasa Inggris, atau saat mereka tanya “pak masudnya ini apa, kita di suruh apa”, baru saya jelaskan dengan bahasa Indonesia. Tetapi kalau mereka diam ya saya diamkan.

Interviewer: Menurut anda, apakah para siswa akan lebih mengerti penjelasan anda, jika di instruksikan menggunakan bahasa Indonesia?

Interviewee: Otomatis iya, jelas mereka akan lebih mengerti atau memahami.

Interviewer: Bagaimana anda tahu apakah siswa tersebut sudah paham atau belum?

Interviewee: Biasanya saya lihat dari hasil tugas dan tes mereka. Biasanya mereka saya suruh buat kalimat atau teks, dari hasilnya kan sudah kelihatan, kalau mereka benar berati sudah paham dengan instruksi yang saya berikan.

Interviewer: Bagamankah perasaan ketika menggunakan bahasa Indonesia sebagai instruksi?
Interviewee: Biasa saja ya, tergantung situasi dan kondisi. Kalau memungkinkan ya saya memberi instruksi dengan bahasa Inggris, kalau tidak ya memberi instruksi dengan bahasa Indonesia.

**Interviewer:** Pertanyaan terakhir, apa yang anda lakukan ketika siswa anda tidak memahami atau mengerti dengan instruksi yang anda gunakan?

Interviewee: Saya mengulang instruksi tersebut, sampai mereka paham. Kalau tidak, biasanya saya tanya mereka, apa maksud dari instruksi saya tadi. Tapi, kalau instruksi yang simple mereka biasanya langsung mengerti.

**Interviewer:** Ok Pak, sekali lagi terima kasih atas waktunya, dan selamat pagi.

Interviewee: Sama-sama, selamat Pagi.
Interview Session (Teacher 2)

Interviewer: Selamat siang Ibu?

Interviewee: Selamat siang.


Interviewee: Ya.

Interviewer: Bahasa apa yang anda gunakan untuk memberi intruksi di dalam kelas?

Interviewee: Kalau memberi instruksi saya lebih sering Inggris.

Interviewer: Mengapa ibu menggunakan bahasa Inggris untuk member instruksi?

Interviewee: Kerena menurut saya, kalau menggunakan bahasa Inggris lebih bisa berkomunikasi dan ngasih exposure atau masukan yang lebih baik ke siswa. Memang awalnya siswa belum ngerti, tapi karena terbiasa menggunakan bahasa Inggris, mereka akan mengerti dengan sendirinya. Karena ini juga pelajaran bahasa Inggris, jadi juga memberi siswa kesempatan yang lebih untuk menggunakan bahasa Inggris.

Interviewer: Jadi dengan menggunakan bahasa Inggris, juga membantu siswa memahami materinya?

Interviewee: Iya.

Interviewer: Apakah anda mempunyai peraturan untuk menggunakan bahasa inggris di dalam kelas?

Interviewee: Kalau peraturan tidak juga, tapi hanya sedikit. Contohnya kalau practice aja, kalau diluar ketemu saya, greet in English, paling enggak menyapa “good
morning”, terus kalau di kelas utamanya pada saat kita memasukan nilai, itu kadang harus pakai bahasa Inggris, kalau tidak, nilai tidak saya masukan.

Interviewer: Lalu pertanyaan selanjutnya, apakah anda setuju jika memberi instruksi dengan bahasa Indonesia?

Interviewee: Ya Setuju!

Kalau memang dalam bahasa Inggris tidak di pahami, kita otomatis menggunakan bahasa Indonesia, apalagi kita kan juga bukan native speaker. Tapi sebaiknya tidak terlalu banyak, jadi hanya yang sulit dipahami siswa atau yang belum pernah mendengar. Kita bisa menjelaskanya dengan bahasa Indonesia, tapi kalau instruksi-instruksi tersebut besok muncul lagi, maka siswa sudah mulai paham. Selama itu membantu siswa untuk mengerti lebih jauh tentang instruksi kita.

Interviewer: Sekarang no 4. Instruksi apa saja yang ibu sering gunakan dalam bahasa Indonesia?

Interviewee: Instruksi ? Masudnya?

Interviewer: Ya, macam-macam instruksi yang anda gunakan dalam bahasa Indonesia?

Interviewee: Kalau instruksi bahasa Indonesia, saya memang agak kurang ya. Kalau menurut saya, istilah perintah mengerjakan tugas yang sangat complicated biasanya saya imbangi atau terjemahkan dengan bahasa Indonesia.

Interviewer: Pertanyaan selanjutnya, menurut anda, kapan anda harus member instruksi dalam bahasa Indonesia?

Interviewee: Iya itu tadi, pada saat instruksi kita sangat susah atau kompleks, kita bisa menggunakan atau menterjemahkanya dengan bahasa Indonesia.

Interviewer: Kemudian, apakah para siswa akan lebih mengerti dengan penjelasan anda, jika di beri instruksi menggunakan bahasa Indonesia?

Interviewee: Tentu saja!
Kalau itu sangat kompleks ya, tapi kalau simple-simple, pakai bahasa Inggris lebih bagus.

**Interviewer: Bagaimana anda tahu?**

Interviewee: Ya, dari hasil kerja mereka. Jika hasil kerja mereka bagus, berate mereka mengerti dengan instruksi yang saya berikan. Kalau mereka sudah mengerti, saya biasnya tidak perlu mengulangi instruksinya lagi.

**Interviewer: Bagamankah perasaan anda atau apa yang anda rasakan ketika menggunakan bahasa Indonesia sebagai instruksi?**

Interviewee: Kalau saya menggunakan bahasa Indonesia dalam porsi besar saya kurang nyaman ya. Karena tugas kita kan memberi exposure terhadap siswa jadi sebaiknya menggunakan bahasa Inggris, kalau menggunakan bahasa Indonesia seperti yang saya bilang tadi, kalau instruksinya kompleks.

**Interviewer: Pertanyaan terakhir, apa yang anda lakukan ketika siswa anda tidak memahami atau mengerti dengan instruksi anda gunakan?**

Interviewee: Sebelum ke translation saya pakai pakai gesture, pakai picture atau gambar, dan sebagainya untuk menjelaskan. Biasanya yang abstrak dan susah di gambarkan, biasanya saya langsung terjemahkan.

**Interviewer: Ok bu sekali lagi terima kasih atas waktu yang sudah diberikan, dan selamat siang.**

Interviewee: Sama-sama, selamat siang.
Interview Questions:

1. What kinds of language that you use for giving instructions in the classroom?
   - Why?

2. Do you have any rule to use English in the classroom?

3. Do you agree if giving instruction in L1?
   - Why?

4. What kinds of instructions that better use in L1?

5. In your opinion when you should use L1 for giving Instructions?

6. In your opinion, do the students will understand more with your explanations, if you instruct them using L1?
   - How do you know?

7. What do you feel when using L1 in giving Instructions?

8. What do you do when the students do not understand with your instructions?
INTERVIEW SESSION (Teacher 1)

Interviewer: Good morning Mr. Wahono?

Interviewee: Good morning.

Interviewer: First of all, let me introduce myself, my name is Retno. I am a student from FBS, SWCU, Salatiga who is conducting a research and my research titled is about "Teachers’ Perceptions of Their Use of L1 for Giving Instruction in the Classroom". Let’s go to the first question.

Interviewer: What languages that you use for giving instructions in the classroom?

Interviewee: In the class, I use both English and also Bahasa Indonesia. I use English first, and then I explain them in bahasa Indonesian.

Interviewer: So, you mix those languages?

Interviewee: Yes, I often mix both bahasa Indonesian and English. It is because help the students to understand the instructions that I gave more.

Interviewer: Why do you use bahasa Indonesia and English?

Interviewee: If I use English continuously, sometimes the students are not familiar with my instructions, so I uttered them in English first then translated in bahasa Indonesia. In order to make the students have better understanding to the instructions I use.

Interviewer: Do you have any difficulties in using English for giving instructions?

Interviewee: Yes, It depends on the materials, at the beginning of the class, I used a bahasa Indonesia 70%, then I use 50% bahasa Indonesia and 50% English.
Interviewer: So, fifty fifty?

Interviewee: Yes!

Interviewer: For the next questions, do you have any certain rule for using English in the classroom?

Interviewee: Yes, after giving the materials, I ask them to ask a question in English. Then, I give them exercises and they have to answer them in English. If the students have difficulties, I directly correct them.

Interviewer: Then, do the students can answer the questions well and fluently or still need a help?

Interviewee: Of course they still need a help, sometime they make a mistake in grammar. Then, I tell their mistakes and correct the mistake.

Interviewer: Do you agree for giving instructions in bahasa Indonesia?

Interviewee: If the instruction is giving only in L1, I quite disagree. It is better to mix it. The instructions are in L2 first, and then I explain them using L1.

Interviewer: Why are you quite disagree?

Interviewee: Ya, If I always use bahasa Indonesia, the students will lack of competence in English.

Interviewer: What kinds of instructions that better used in Bahasa Indonesia?

Interviewer: a simple instruction, for example I ask the students to make a sentence, I said “Please a sentence in English”.

Interviewer: Then, it is a simple or complicated sentence?

Interviewee: It is because I teach in seventh grade, so it usually a simple sentences, and also use simple words. However, they still fell difficulty and making mistakes.
Interviewer: In your opinion, when you should use bahasa Indonesia for giving instructions?

Interviewee: If I see the students are confused and do not understand English or they ask “Sir, what does it mean and what should we do”, I explain in bahasa Indonesia. However, if they still keep silent, I also keep silent.

Interviewer: Do you think that the students will understand your explanation well, if you instruct them in English?

Interviewee: Automatically yes, of course they will understand more.

Interviewer: How do you know, whether they understand or not?

Interviewee: I see it from their tests and assignments’ result. Usually, I ask them to make a sentence or texts and we can directly see the result, if they are really understand, they can do it correctly.

Interviewer: What is your felling when using bahasa Indonesia for giving instructions?

Interviewee: I have no specific feeling, it is depend on the situation. If it is necessary I instruct or give instructions in English, if not, I give instructions in bahasa Indonesia.

Interviewer: For the last questions, what do you do when the students do not understand with your instructions?

Interviewee: I repeat the instructions until the students understand. Usually I also ask them what are the meaning of my instructions. However, they directly understand with the simple instructions.

Interviewer: Ok Sir, thank you so much for spending the time and good morning.

Interviewee: You are welcome, good morning.
INTERVIEW SESSION (Teacher 2)

Interviewer: Good afternoon Mrs. Ambar?

Interviewee: Good Afternoon.

Interviewer: First of all, let me introduce myself, my name is Retno. I am FBS, SWCU student who is conducting a research and my research titled is about "Teachers’ Perceptions of Their Use of L1 for Giving Instruction in the Classroom". Let’s go to the first question.

Interviewee: Ya.

Interviewer: What language that you use for giving instructions in the classroom?

Interviewee: I prefer using English for giving instructions.

Interviewer: Why do you use English for giving Instructions?

Interviewee: In my opinion, if I use English, we can communicate more and give exposure or better input to the students. Actually, the students do not really understand at the first time, because they use to use English, they will understand by themselves. It is because this is English subject, so it will also give them more opportunity to use English.

Interviewer: So by using English, it helps the students to understand the materials?

Interviewee: Ya,

Interviewer: Do you have any certain rule to use English in the classroom?

Interviewee: Not really, for example when they practice, meet me out site the class, I ask them to greet me in English like “good morning”. Then, in the classroom
when we input the grade, they have to say it in English, or I won’t input the grade.

**Interviewer:** Then, the next question, do you agree for giving instructions in bahasa Indonesia?

**Interviewee:** I agree.

Especially, using English are not understandable and we also are not native speakers. However, do not use bahasa Indonesia too much, only the students which not understand and they never hear the instructions before. We can explain in bahasa Indonesia but if the instructions come out again, the students will have understood. So far it helps the students to understand our instructions.

**Interviewer:** Now, the question number 4. What instructions that you often use in bahasa Indonesia?

**Interviewee:** I rarely to use bahasa Indonesia for giving instructions. In my opinion, the term of doing assignments which are complicated, I usually translate it using bahasa Indonesia.

**Interviewer:** The next question, in your opinion, when should you give instructions in bahasa Indonesia?

**Interviewee:** As I said before, when the instructions are complicated and difficult, we can use or translate them in bahasa Indonesia.
Interviewer: Then, do the students will understand more with your explanation, if you instruct them in bahasa Indonesia?

Interviewee: Of course.

If it is so complicated, but if it is simple, it is better to use English.

Interviewer: How do you know?

Interviewee: I know from their work. If they have good work, it means they understand my instructions. Then, when they have understood, I do not need to repeat my instructions again.

Interviewer: What do you feel when giving Instructions using bahasa Indonesia?

Interviewee: If I use bahasa Indonesia too much, I feel uncomfortable. It is because of our duty is to give the students exposure, so it better to use English. As I mentioned before, using bahasa Indonesia only for complex instructions.

Interviewer: The last question, what do you do when your students do not understand your instructions?

Interviewee: Before I translate the instructions, I use gesture or pictures and so on to explain them. Usually, for the abstracts and difficult to described, I translate them directly.

Interviewer: Ok Mrs, thank you so much for spending the time and good afternoon.

Interviewee: You are welcome, good afternoon.