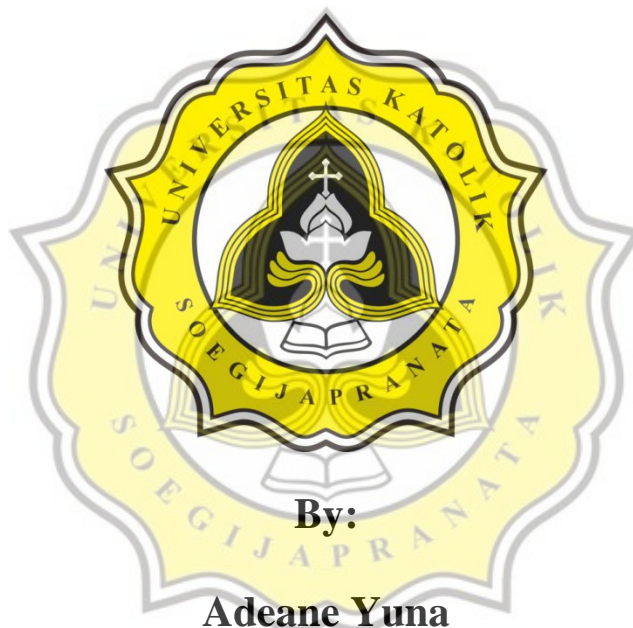


**EXAMINING THE USE OF L1 IN ENGLISH CLASSROOMS
AT A LANGUAGE CENTER IN SEMARANG**

**A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the
Bachelor Degree in the English Study Program**



By:

Adeane Yuna

15.J1.0016

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND ARTS

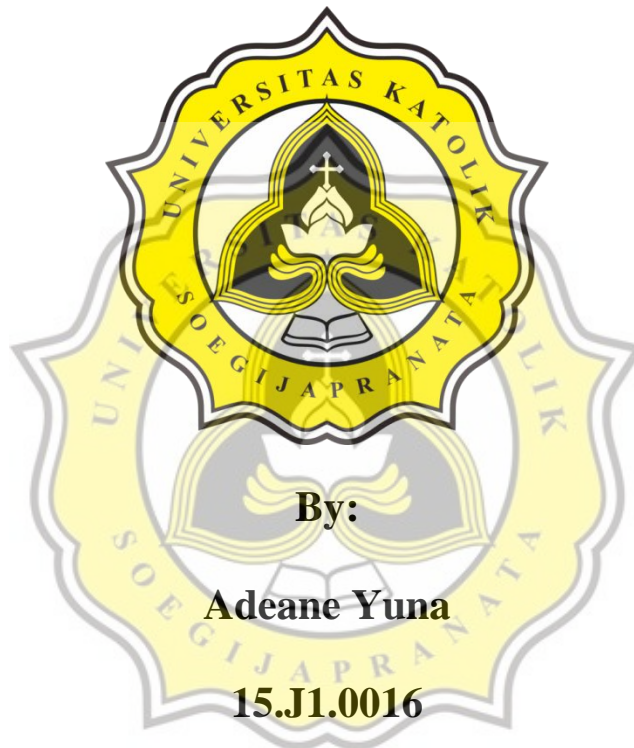
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SEMARANG**

2019



HALAMAN PENGESAHAN

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iii

A THESIS APPROVAL

Examining The Use of L1 in English Classrooms at A Language Center In Semarang

By:

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We're gonna ri-ri-ri-ri-rise 'til we fall

They said we got no no no no future at all

They wanna ke-ke-keep us down but they can't hold us down anymore

We're gonna ri-ri-ri-ri-rise 'til we fall

Rise – Jonas Blue

And this is the answer of “Lulus kapan?”

The writer

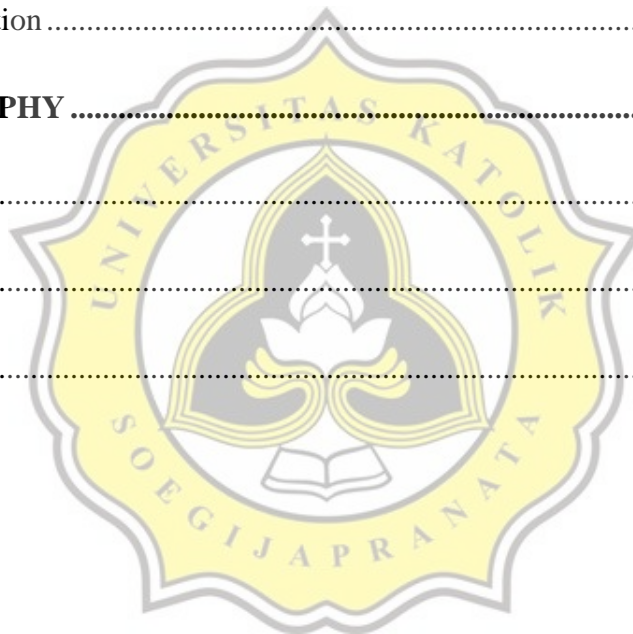


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ABSTRACT

First language or mother tongue cannot be separated from everybody's life. This motivates the writer to conduct research to support other previous research related to the same issue. This research aims to find out the circumstance which L1 had its role in English classroom and to find out whether it helps or distracts the learning. Qualitative methodology was used in this research by which data were generated by using observation in five classes in a language center in Semarang and interviews with five teachers and ten students. The result showed there were some circumstances that L1 helped such as discussing academic and non academic matters, giving clarification, giving example, accommodating students who were less fluent, and making classroom situations lively. At the same time, asking or talking about academic and non academic matters was also included when students used L1 in English (L2) classroom. Whereas, teachers and students admitted that they earned the benefits and disadvantages of L1 use in English (L2) classroom. The benefits that teachers perceived were to make students being able to comprehend the meanings, to give instruction, to create a friendly classroom, to give example, to build a good relationship, to support students to find ideas, to manage students in the classroom, and to help students in urgency. The benefits that students perceived were to feel comfortable, to talk or to ask teacher and friends (academic and non-academic purposes), to save time, to translate, to avoid misperception, to understand the meaning. In contrast, teachers perceived that students' L2 skills would not get improved and L1 use in the L2 class could be a habit while students perceived that L1 distracted L2 (English) learning.

ABSTRAK

Bahasa pertama atau bahasa ibu tidak dapat dipisahkan dari kehidupan seseorang. Hal ini memotivasi penulis untuk melakukan penelitian untuk mendukung penelitian-penelitian terkait sebelumnya. Penelitian ini bertujuan untuk menemukan situasi di mana bahasa pertama berperan di kelas Bahasa Inggris dan untuk mengetahui apakah bahasa pertama membantu atau mengganggu pembelajaran. Penelitian ini menggunakan metode kualitatif dimana data diperoleh melalui observasi terhadap lima kelas di sebuah lembaga bahasa di Semarang dan wawancara dengan lima guru dan sepuluh siswa. Hasilnya menunjukkan ada beberapa situasi di mana bahasa pertama membantu pembelajaran seperti mendiskusikan hal-hal akademik dan non akademik, memberikan klarifikasi atau pembenaran, memberikan contoh, memfasilitasi para siswa yang kurang fasih, dan menciptakan suasana kelas yang menyenangkan. Pada hal yang sama, para siswa menggunakan bahasa pertama untuk bertanya atau membicarakan hal-hal akademik dan non akademik dalam pembelajaran Bahasa Inggris. Di sisi lain, para guru dan siswa merasa bahwa mereka memperoleh manfaat dan mendapatkan kerugian dari penggunaan bahasa pertama untuk pembelajaran Bahasa Inggris. Para guru berpendapat bahwa mereka mendapatkan manfaat seperti membuat para siswa untuk mampu memahami arti, untuk memberi instruksi, untuk menciptakan suasana kelas yang menyenangkan, untuk memberi contoh, untuk membangun relasi yang baik, untuk membantu para siswa mendapatkan ide, untuk mengatur para siswa di kelas, dan untuk menolong siswa dalam situasi darurat. Sedangkan, para siswa merasa bahwa penggunaan bahasa pertama membuat mereka merasa nyaman, membantu mereka bertanya atau berbicara kepada guru dan sesama teman (hal akademik dan non-akademik), untuk menghemat waktu, untuk menerjemahkan, untuk menghindari kesalahpahaman, untuk memahami arti. Di sisi lain, para guru dan siswa juga berpendapat bahwa bahasa pertama memberikan kerugian. Para guru merasa bahwa kemampuan bahasa kedua (Bahasa Inggris) para siswa tidak akan meningkat dan penggunaan bahasa pertama dapat menjadi sebuah kebiasaan, sedangkan para siswa merasa bahasa pertama mengganggu pembelajaran bahasa kedua (Bahasa Inggris).