

APPENDIX

Appendix 1

Observation Guideline

Observation

Time: ...

Date: ...

Place: ...

Teacher: ...

Time	Activity

#Observation 1

Time: 12.00 AM-01.30 PM

Date: 23 March 2019

Place: CLT Unika Soegijapranata

Teacher: Mr. Paiman – Teenager 3 Class

Number of Students: 9

Time	Activities
12.02-12.05	Class starts EN. Teacher and student pray. They learn about Past Tense EN. Teacher gives instruction EN and he asks students to open their paper EN. Teacher speaks IN a little bit to clarify (C). A student talks to the teacher IN. Teacher asks them to do exercise and sometimes he speaks to them in IN (C).
12.06-12.08	Teacher asks a student to put off his phone EN. Sometimes, teacher approaches students and he gives explanation EN.
12.08-12.13	Teacher takes students to discuss together by pronouncing the tenses EN. He asks students one by one EN. Then, he asks the students to put the paper in their bag and asked the students to do some exercise about one of their fav sports EN. A student asks him IN and so is his response IN (C).
12.13-12.16	Teacher asks him to remain silent and asks students one by one to mention their favorite sports and why they love it EN. Students do the same to one another EN.
12.16-12.20	Teacher asks students to open their book and explains it to them EN. Sometimes he talks to noisy student IN (C). He asks verb EN and continues IN to explain more about the verb (C).
12.20-12.24	Students do exercise EN. A student asks him IN and he responds in IN and EN (C). He speaks IN to ask the student to sit beside his friends so

	he could learn better by discussing it with his friends (C).
12.24-12.30	Teacher plays recording EN. Students listens to the recording EN. A student comes late. He asks students to read the passage one by one EN. Teacher asks which the past tenses are EN (C). A student responds in IN (C). Teacher asks question IN (C).
12.30-12.33	Students still read the passage one by one EN. He asks the students EN and IN (C).
12.33-12.36	Teacher asks them to write the V1 from the words of the passage and allows the students to discuss with their friends EN.
12.37-12.43	He asks the students whether they are done or not EN. Once they are finished, he asks students to continue to the next exercise EN. Student asks him IN and he answers in IN (C). Sometimes he asks the students if they are done or not.
12.43-12.50	Students are still doing the exercise. Students talk to each other IN and they talk about non-academic things (C). Teacher asks them to keep silent and starts to discuss together EN. He talks IN to explain and emphasize some meanings (C). Sometimes students respond IN and he responds in mixed languages EN and IN (C). When student does not read their answer loudly, he asks the student to speak louder IN (C).
12.50-12.58	He discusses the exercise with the students. He asks students some questions EN. IN is sometimes used inaccidentally (C). He explains EN and is followed by IN to ask some questions (C). Student asks IN and he responds IN (C). He continues EN. He asks the students whether they are done or not EN. The boys are more active than the girls.
12.58-13.02	Teacher asks student to answer EN. When student is not clear enough to share the answer, he asks him to be clearer IN (C). Teacher asks them to look at the next exercise and interacts with them EN. He sometimes asks them to write their answer by themselves IN. He asks the girls to mention their answer one by one EN.
13.02-13.11	They go on the next exercise and the teacher explains EN. Students get interaction with one another and they speak EN and IN (C). Bahasa Indonesia dominated them (C). The teacher approached them to check their progress on doing the exercise. A student asked him IN and the teacher responded IN (C). The students talked IN to one another and discussed non-academic things (C).
13.11-13.17	Teacher distributed paper-based exercise. When a student didn't get the paper yet, he told his teacher IN (C). Teacher asked them to close their book EN. Students didn't get what their teacher meant yet, so some of them asked the teacher IN (C). Students got to interact with each other IN and discussed about the exercise topic (C). Some of them talked IN and discussed about non-academic things (C).
13.17-13.28	The students started to do the exercise.
13.28-13.30	Teacher came to the students to check their understanding (C). Sometimes he spoke EN, sometimes he spoke IN (C). Some students discussed together IN (C). The school bell rang. The teacher asked them to submit their task and that is okay if they are not done yet IN (C).
13.30	Some of them still talked to one another IN and discussed non-academic things (C). They prayed to close the meeting and the meeting ended.

#Observation 2

Time: 13.30-15.00

Date: 143 March 14019

Place: CLT Unika Soegijapranata

Teacher: Mrs. Yeyen – Interactive Conversation Class

Number of student: 7

Time	Activities
13.30-13.44	Teacher came in. She interacted with her students EN. The students responded a little bit in IN (C). Teacher talked in EN continuously. She asked the students in EN.
13.44-13.50	Teacher talked about non-academic things in IN (C). Students got interaction with one another in IN (C). Teacher gave them exercise. Student listened to a song and filled the blank lyrics. She checked the students how many blanks were left. She played the song one more time.
13.50-13.53	Some of the students discussed the exercise together IN (C).
13.53-13.57	She checked the students' work and discussed the answer together EN. Students got into the discussion.
13.57-14.05	Teacher asked the student what the song was about. The students couldn't answer it. A student came late. The teacher asked them to read the lyrics. Teacher asked them the difficult word EN. Teacher reasked them about the song IN (C). A student responded EN. Teacher took them to discuss together EN. She explained unfamiliar word (to the students) and seeked for the synonym and explained again IN (C). She asked the students EN. They got into some jokes IN (C).
14.05-14.14	A student responded her question EN, another student responded with the same answer and the teacher said in IN (C). She continued the discussion EN. She asked the students regarding the topic of the song EN. She asked the students to think about a topic in 5 minutes. A student came late. Student got interaction to one another IN (C).
14.14-14.40	Teacher asked the students EN (C). A student didn't get it (C). She did in IN (C). Students got into some jokes IN (C). Teacher asked them again about what they wanted to be if they were reborn. Students responded IN (C). Students discussed the topic IN (C). Some of them were joking IN (C). Some of them did not understand the task, so the teacher explained it again IN (C). Students talked about academic things and jokes IN (C).
14.40-14.30	A student responded the teacher EN. Some students talked non-academic things IN (C). Teacher gave example EN. Teacher asked them EN. A student shared their opinion EN. Teacher responded her opinion and asked her EN. Teacher joked to break the situation into something enjoyable EN. Student responded other student's opinion IN (C).
14.30-14.37	Other student still shared the opinion EN. Teacher asked another question EN. Student gave response IN (C). Teacher responded IN (C). Teacher asked another student. Student responded EN. Teacher responded in mixed languages (C). Student responded IN (C). Teacher continued the grup discussion EN.
14.37-14.48	Teacher asked other student to share their opinion EN. Student spoke in

	mixed languages (C). Teacher asked other student EN. Student answered EN. Teacher asked all students EN. A student laughed at her friend and said something in Javanese language (C). Teacher asked the student again and one of them responded IN (C). The classroom C was enjoyable. Teacher used EN and repeat in IN to explain the meaning (C).
14.48-14.57	Teacher asked the last student EN. Student responded IN (C). Another student also gave response EN. Other student added in mixed languages EN and IN (C). Teacher asked all students EN. 14 students responded IN (C). Teacher gave them topic to be discussed next week EN. A student asked her EN. Teacher gave them choice to choose EN. Students talked with one another about the next topic IN (C).
14.57	Teacher asked them to prepare next week's presentation. The class is over.

#Observation 3

Time: 13.30-15.00

Date: 27 April 2019

Place: CLT Unika Soegijapranata

Teacher: Mrs. Lolo – Basic 2 Class

Number of students: 10

Time	Situation
13.30-13.35	Teacher came in. She greeted her students EN. Today they discussed about interesting places.
13.35-13.39	Teacher asked her students to open their book EN. A student did not bring the book and moved so that she could share the book with another friend. Teacher asked why she moved EN. The classroom C was silent.
13.39-13.42	Teacher asked students to discuss together and to answer one by one EN. Teacher told student that they were going to listen to a record EN.
13.42-13.45	Teacher asked students what the record was all about EN. None answers. It was silent period. Teacher offered students to listen again and none answered EN. The recording was played again.
13.45-13.48	Teacher asked student what the record was all about EN. Some students answered EN. Teacher continued to listen to another recording EN. They were listening to the recording. Teacher took students to discuss together EN. Teacher dominated EN. Students were silent.

13.48-13.54	They continued to exercise. Teacher asked students to read their answer one by one EN. Students did that EN. Teacher asked students EN and she asked some students to answer EN.
13.54-13.59	Teacher asked each student to go forward and to write a sentence EN. She asked students to write their name in a bracket after EN. Teacher started to check student's work and discuss about the adverb EN. She did some interactions EN.
13.59-14.02	Teacher continued to discuss the topic EN. She asked the class and none answer EN. She decided to ask some students to answer but they can't EN. She continued to discuss another topic EN.
14.02-14.06	Teacher asked students to answer her question EN. She asked what a word means. Students were silent. Teacher brainstormed them by asking either the word was negative or positive to get them understand EN.
14.06-14.11	Teacher asked students to work in pair EN. She showed some pictures about tourism destinations EN. Teacher told each pair of student had to describe the picture EN and they had to present it in front of the class and every student had to speak EN. A student asked them EN and she explained to the student IN to give example (C). Student responded her IN (C).
14.11-14.18	Students started to work in pair. Some students asked the teacher about the picture IN (C). Some students talked to one another IN (C).
14.18-14.25	Students still worked in pair and prepared for the presentation EN.
14.25-14.30	Each pair of student started to present. Teacher asked them to come closer EN. A student was confused with what he himself told about and he told his teacher IN (C).
14.30-14.38	Students were still having presentation EN.
14.38-14.42	Presentation was still running. Teacher asked her students whether they had question to the group who had presentation EN. None answered.
14.42-14.46	Teacher continued the class (C). The class had listening section (C). Teacher played the audio (C). Teacher asked students if they needed to listen again EN (C). None answered (C). She asked IN, none answered (C).

14.46-14.50	Teacher asked students to write a paragraph about their hometown EN. She asked students to show the adverb and the conjunction EN. She told students that she would check it EN.
14.50-14.56	Students were still doing the task. The class was silent. Teacher asked each student whether they were done or not EN. Some students were done and teacher asked them to come forward EN. Teacher checked the task. A student asked her teacher IN while teacher was checking her task (C). Teacher responded IN-EN (C).
14.56-14.58	Students were still queueing to check their task. Teacher talked to a student EN.
14.58	Teacher reviewed the students what they learnt today EN. Students answered EN. She explained what they would do next week EN. The class was over.

#Observation 4

Time: 16.00-17.30

Date: 28 March 2019

Place: CLT Unika Soegijapranata

Teacher: Mrs. Jumilah – Basic 2 Class

Number of students: 4

Time	Activities
16.11-16.17	Teacher came. She greeted students EN. She gave instructions to students EN. She asked students to read an article one by one EN. 2 students mispronounced the words and she corrected them EN. Teacher asked students about the article EN. She explained a word in Indonesian language IN (C).
16.18-16.27	Teacher and students discussed the material EN. Teacher asked students EN. She gave example IN (C). They continued discussing the exercise EN. They get interacted each other EN. Later, teacher asked students to answer the question and read it one by one.
16.27-16.37	They still discussed the exercise EN. Teacher asked students to continue answering question and shared it EN. Teacher asked a student EN. Students responded EN. A student talked to another student IN (C).
16.37-16.46	They discussed what “catch up” meant. A student responded IN and teacher responded IN, too and teacher continued EN (C). They listened to audio record (listening part) after. Students found a new word “suburb”. Teacher gave example of suburb EN by mentioning “Mangkang” was kind of Semarang’s big suburb EN. Students understood.
16.46-16.56	Teacher and students interacted to each other by talking about where each of them lived EN. Teacher got students to discuss a topic. Teacher explained EN. Teacher asked students EN and asked them one by one. Students responded EN and one of them was a little shy to answer. Students talked to each other IN (C). They joked each other IN and

	teacher got into it EN (C).
16.56-17.05	They discussed a topic. Students talked to each other IN and teacher led them EN (C). Students joked each other IN (C). Teacher asked all students to ask another student EN. Teacher asked students EN.
17.06-17.15	Student responded EN. Teacher continued the discussion EN. They moved to listening part later. Teacher explained in IN what “didn’t get on well” meant (C).
17.15-17.27	She explained a new word EN and gave example EN. They did exercise by following teacher’s explanation EN. Teacher explained a new phrase and a new word EN. They discussed something EN.
17.27	Class was over. Teacher allowed students to go home EN.

#Observation 5

Date: 4 May 2019

Class: Mrs. Icik – Intermediate 2 Class

Time: 13.30-15.00

Number of students: 9

Time	Situation
13.42-13.46	Teacher came into the class and she shared the attendance list. She greeted her students EN. She told her students that they would continue by exercise 6 EN. The class was quiet and silent.
13.46-13.50	They started to discuss the exercise and teacher took her students to listen to an audio EN. Students were listening while doing the exercise. The listening section was over. Teacher took students to discuss together and asked them about their answer EN. Students answered EN.
13.51-13.57	They continued their exercise EN. Teacher told students that she would play an audio again EN. She followed up her students IN and played the audio again. Students checked their friends each other whether they were done or not IN (C).
13.57-14.01	Teacher led students into discussion together and wrote the answer on the whiteboard EN. Teacher asked students one by one EN. Teacher spoke IN (C). Teacher asked students and spoke IN (C).
14.01-14.08	They continued the exercise. Teacher explained the opposite words IN (C). Teacher asked students another exercise. She spoke IN (C). A student asked her IN (C). She explained IN (C). They continued the exercise. Teacher played the wrong audio, students told her IN (C). They continued the listening section.
14.08-14.16	Teacher asked students whether they wanted to listen anymore or not IN (C). Students did not answer. Teacher continued to discuss together and explained it IN (C). Teacher took students to continue to another exercise EN. She played an audio. When the audio was over, she explained IN (C). She asked students about their answer IN (C). She asked some students EN. When a student took too long to think about her answer, she spoke IN (C).
14.16-14.23	Teacher asked another student EN. She explained some words IN (C). She spoke IN when student could not answer (C). Student whistled each other about their answer IN (C). Teacher asked another student EN. Teacher took students to continue the exercise. She asked students to answer one by one EN. Teacher explained about future task EN and

	repeated it IN (C).
14.24-14.31	Teacher was still explaining the task EN. She explained again IN (C). She asked student to read IN (C). She explained about next week's task EN and explained again IN (C). She talked to students EN and gave example IN (C). Teacher told her experience in the working field EN.
14.31-14.37	Teacher continued the learning and asked a student to read the passage EN. She explained EN. She asked other students to read the passage one by one EN.
14.37-14.43	Teacher continued to ask one-by-one students related to the topic EN. Students answered EN. She explained IN and it was followed by EN (C). She continued to ask other students EN.
14.43-14.50	A student answered EN. Teacher responded EN and it was followed by IN (C). Teacher continued to ask students EN and it was followed by IN. Students responded EN. Teacher continued the learning process. She wrote some words on the whiteboard. She asked a student EN. She explained IN (C).
14.50-15.00	Teacher explained some job titles EN and explained again IN. Students shared their ideas EN. They made assignment in 5 minutes. EN. Teacher asked students IN (C). Teacher told what they had to do next week IN.
15.00	The class is over.

Appendix 2

Interview Guideline

Teacher

1. Masalah apa yang anda hadapi ketika mengajar Bahasa Inggris di kelas? (What problem do you face when teaching English in the class?)
2. Apakah anda menggunakan L1 ketika berbicara dengan siswa anda di kelas? Jika ya, seberapa sering anda melakukannya? (Do you use L1 to talk to your students in the class? Tell me how often you do it!)
3. Ketika siswa anda bertanya, apakah anda merespon mereka menggunakan L1 di kelas? (Do you respond to your students using L1 once they ask in the class?)
4. Mengapa anda menggunakan L1 di kelas anda? (Why do you use L1 in your class?)
5. Apakah anda menghindari penggunaan bahasa pertama di kelas? (Do you avoid L1 use in the class?)
6. Apakah anda berpikir bahwa bahasa pertama membantu anda untuk mengajar? (Do you think that L1 helps you to teach?)

Students

1. Pernahkah anda mengalami masalah dalam belajar Bahasa Inggris di kelas? (Do you ever find problem in learning English in the class?)
2. Apakah anda menggunakan bahasa pertama di kelas? Jika ya, seberapa sering anda menggunakannya? (Do you use L1 in the class? Tell me how often you use it!)
3. Ketika anda berbicara dengan guru dan teman di kelas, apakah anda berbicara dalam Bahasa Inggris atau Bahasa Indonesia? (Do you use English or Indonesian language when you talk to your Mr. Paimannnd friends in the class?)
4. Mengapa anda berbicara dalam bahasa ibu di kelas? (Why do you speak in your mother tongue in class?)
5. Sejauh mana anda menghindari penggunaan bahasa pertama di kelas? (To what extent do you avoid L1 use in the class?)
6. Menurut anda, apakah bahasa pertama membantu anda untuk mempelajari bahasa baru? (In your opinion, do you think that L1 helps you to learn a new language?)
7. Manfaat apa saja yang anda dapatkan? (What benefit do you earn?)



2.88% PLAGIARISM
APPROXIMATELY

Report #10352838

CHAPTER 1 INTRODUCTION Background of the Study Many researchers have conducted studies concerning the relation between L1 in L2 learning. Researchers and practitioners become concerned with the use of L1 in L2 learning context ADDIN (Mohebbi & Alavi, 2014). Scholars have long argued whether it is appropriate or not to involve the L1 in EFL or English Language Classroom. Some believe that involving L1 in English language classrooms is the way to engage learner's attention when teaching materials are confusing and can lead to misinterpretation in EFL classroom. Through this way, learners can focus on the materials which are still being discussed without any internal distraction such as confusion and worries. Previous studies conducted by ADDIN Schweers (1999), ADDIN Auerbach (1993), ADDIN Sali (2014), and ADDIN Kelleher (2013) show that L1 furthers Second Language Classroom learning. L1 facilitates L2 learning by raising awareness of the similarities and differences between the L1 and the L2. In addition, L1 also helps teachers for some situations that cannot be avoided in the L2 classroom ADDIN (Schweers, 1999). For example, when classroom learning is not enjoyable and students seem to give up in L2 then teachers switch into L1 to break the situation. Such studies conducted by ADDIN Manara (2007) and ADDIN Tang (2002) also indicate

