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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings from the classroom observation and interview with the teachers, there were some conclusions to draw. This study investigated one research question: (1) which circumstances do teacher use first language in teaching English at MAN 1 Pekanbaru.

Both of the teachers used first language in three circumstances: (1) explaining difficult vocabulary items (2) explaining grammar (3) giving instruction. The writer did not find them using first language while making jokes. They tried using English firstly while explaining difficult vocabulary items, explaining grammar, giving instruction. After that they observed their students, they used first language if they still found students who did not understand.

The findings of the research were that first language was helpful in teaching English. The findings assert that using a justified amount of L1 in some specific situations did not hinder the learning of English; rather it worked as a facilitator and also it did not reduce students' exposure to English, but it could assist in the teaching and learning processes.

As the result, the writer concluded that both of teachers of MAN 1 Pekanbaru believe the first language can assist students to learn English, it means



that the teachers believed a limited use of first language in teaching English judiciously is more efficient for achieving understanding of English and it will give positive effect to the students in acquiring the language.

## B. Suggestions

By this research, the writer hopes, the teachers can do the change in teaching process by using the first language in the right circumstances judiciously. Then, the writer suggests to teachers that they must not insist themselves to use English fully in teaching process because the first language can also help students to acquire English. It does not mean teachers have to use the first language fully, either teachers use the first language in certain conditions that can be used effectively in classroom.

This research confirms previous research findings and contributes additional evidence which relates to the possibility of determining how much and when L1 is most useful for EFL students in the classroom. Further studies with similar topics need to be conducted with specific study, such as the detail reason why teachers used English in the circumstances that had been found by the writer. Those are explaining vocabulary, explaining grammar, and giving instruction.