

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the findings, the explanation will be explained based on the method used by the researcher, such as data reduction to describe the findings of the research, data display is used to check the suitability of the data with existing theories, and is explained in the discussion section, and in the last is verification or withdrawal conclusion from the data reduction and data display.

In reporting the findings of the observation and interviews, the researcher reported the results based on the topic of the research problem; The teachers' use of the local Dayak language while teaching and learning English process at SMPN-3 Muara Teweh, the teachers' reasons for using local Dayak language in teaching the English language, and the student's opinion of the use of the local Dayak language in teaching the English language.

The following are the results of field observations and interviews with English teachers and students of SMPN-3 Muara Teweh:

1. The teachers' use of the local Dayak language in the teaching and learning English process

The findings obtained from observation in the classroom:

Table A1
Observation sheet
1. How do the teachers open the class in teaching the English language process in the classroom?
2. How do the teachers explain the materials to the students using the mixture of the local Dayak language, Indonesian, and English language in the classroom?
3. How do the teachers close the class in the process of teaching the English language using the local Dayak language in the classroom?
4. How do the teacher and students conduct a questions and answers session in the process of teaching-learning the English language in the classroom?
5. How often do the teachers use the local Dayak language in the classroom?

based on the results of observations made based on the observation sheet, the data obtained by the researcher are as follows;

At the beginning of the class, the teacher of class greets and asks about the student's condition. the class starts with some conversations between the teacher and the students;

Teacher: "assalamualaikum warrahmatullahi wabarokatuh, good morning students, how are you today?"

Students: "wa'alaikumussalam ma'am, morning ma'am. I'm fine, thank you and you?"

Teacher: "I'm great, thank you. Today, we are going to learn about passive voice.

Because I explained a little bit about this topic last week, do you remember what is passive voice?"

Students: "..."

Teacher: "*minggu lalu kita sudah belajar tentang passive voice, apa yang bisa kalian ingat tentang passive voice?*"

Students: "*passive voice itu adalah kalimat yang fokus pada objek yang mendapat perlakuan*".

In the observations, the teacher starts the class with greets the students first and then asks about their condition of the day, also the teacher asked the students about the material they have done in the last meeting. This section can be called pre-activity of the classroom.

Teacher: "Today we are going to learn more about passive voice and also how to use it"

Students: "yes ma'am"

Teacher: "*jadi, apa yang dimaksud dengan passive voice adalah kalimat yang berfokus pada perlakuan yang didapat oleh benda daripada benda yang mendapat perlakuan. Kawa lah memahami?*"

Students: "*isut bu*"

Teacher: “*oke, ibu manenga contoh lah. *(she writes the example at the white-board) my laptop was stolen, menurut kalian mana yang menyatakan perlakuan dan mana benda yang mendapat perlakuan disini? *(she repeats it again in local language) menurut kalian, jikueh ji menyatakan bahwa jite perlakuan, dengan narai banda e ji dapat perlakuan sihituh?”*

Students: “*laptop sebagai benda bu*”

Teacher: “*Lalu, what kind of actions the laptop gets here?*”

Students: “*stolen?*”

Teacher: “*what is stolen in Bahasa Indonesia, coba cek kamusnya?*”

Students: “*curi, mencuri, bu*”

Teacher: “*karena berdasarkan susunan kalimatnya disini laptoplah yang mendapat perlakuan berarti laptopnya, mencuri atau dicuri?*”

Students: “*dicuri bu*”

Teacher: “*Okay, another example *(she writes the example at the white-board) the Monalisa was painted by Leonardo Da Vinci, ada yang tau artinya?*”

Students: “*Monalisa dilukis oleh Leonardo Da Vinci*”

Teacher: “*iya, jikueh ji jadi fokus sihituh?*”

Students: *“lukisan Monalisa dilukis bu”*

Teacher: *“iya, selanjutnya kita akan membahas how to make passive voice sentences atau bagaimana cara membuat kalimat passive voice, kakueh cara mawe kalimat e. nah sihituh rumus pembuatan kalimat passive voice itu adalah to be ditambahkan dengan is/are/am ditambahkan lagi dengan verb3 atau kata kerja ketiga”*

The section when the teacher gives the students explanation can be called the main activity in the classroom. According to the findings above, the way the teacher gives the explanation, the teacher used the English language, Bahasa Indonesia, and also the local Dayak language at the same time. This kind of activity can be called a grammar translation-approach; because in general, a grammar-translation approach uses the mother tongue language as the medium to deliver materials.

Teacher: *“okay, after we learn about passive voice setelah belajar tentang passive voice, apa kalian bisa membuat kalimat berdasarkan ketentuan pembuatan kalimat yang tadi kita bahas?”*

Students: *“insyaAllah bisa bu”*

Teacher: *“kita coba ya, let’s try to make some sentences menggunakan kata buku dan catat. Buku Bahasa inggrisnya apa?”*

Students: *“book ma’am”*

Teacher: “kalau catat atau tulis?”

Students: “write ma’am”

Teacher: “iya, coba pang ibu handak malang buhan pian mawe kalimat mahapa kata-kata tersebut”

When the teacher wants to close the class, based on the observation, the teacher asks the students some questions that are related to the material of the day. And also make some examples that must be related to the material. This section in the classroom can be called post-activity. As the findings of the observation, the teacher mostly repeats her sentences in Bahasa Indonesia or in the local Dayak language if the students seem hard to understand what the teacher has said.

For the question-and-answer session, the teacher asks the students in English but repeats it again using Indonesian or the local language. This can be seen in the following conversation:

“oke, ibu manenga contoh lah. *(she writes the example at the white-board) my laptop was stolen, menurut kalian mana yang menyatakan perlakuan dan mana benda yang mendapat perlakuan disini? *(she repeats it again in local language) menurut kalian, jikueh ji menyatakan bahwa jite perlakuan, dengan narai banda e ji dapat perlakuan sihituh?”

Also, most often the use of the local Dayak language in the process of teaching and learning the English language process is the teacher repeats the

explanation in the local language after giving the explanation in the English language. Also, the local Dayak language is used when the teacher gave some answer to the students' questions or give several questions to the students, or gives some instruction to the students. It can be concluded from these conversations below:

“jadi, apa yang dimaksud dengan passive voice adalah kalimat yang berfokus pada perlakuan yang didapat oleh benda daripada benda yang mendapat perlakuan. Kawa lah memahami?”

“jikueh ji menyatakan bahwa jite perlakuan, dengan narai banda e ji dapat perlakuan sihituh?”

“iya, coba pang ibu handak malang buhan pian mawe kalimat mahapa kata-kata tersebut”

To support the findings of the observation, the researcher also conducted interviews with the teachers and students from seventh and eighth grade. For more specific, the interviews were conducted with one English teacher of SMPN-3 Muara Teweh, 10 students from seventh grade, and 10 students from the eighth grade of SMPN-3 Muara Teweh.

Table B1

Interview sheet for teachers

1. Does the teacher use local Dayak language in teaching the English language?

2. How the teacher starts the class by teaching the English language process in the classroom?
3. How the teacher gives the explanation of the material in the process of teaching the English language with the use of the local Dayak language?
4. How does the teacher close the class in teaching the English language process?
5. What are the teacher's reasons for using the local Dayak language in teaching the English language process?
6. What type of approach do the teachers used in teaching the English language process in the classroom?
7. How do students respond and are there different responses from the students when the teacher gives explanations in different languages?

According to the results of the interview with the teacher, the researcher gets the following data:

In the process of teaching and learning the English language, the teacher uses the local Dayak language several times. At the beginning of the class, the teacher started with greeted the students and ask about the student's conditions. Also, to be able to recall the lessons that have been discussed, the teacher usually gives several questions related to the material that has been discussed. After that, for the main activity, the teacher explains the material of the day and gives students the formula of the material, and examples, and also gives the students the opportunity to discuss with the teacher and give their opinions during the learning process. The sentence above is based on the results of the interview as follows:

“Usually in the learning process, I start by greeting the students to open the class and after that asking some questions related to the material that has been discussed to recall. Then start going into the material that will be discussed, a little general explanation, also giving examples that are following the material as well as discussions with students to better understand the material and they are also more involved in the classroom. After that, to end the class the teacher will give some assignments related to the materials that have been studied that day”.

At the end of the class, the teacher usually gives the students several questions related to the material that has been discussed. Furthermore, the teacher's reasons for using the local Dayak language are because the teacher's and student's background comes from the Dayak society. Also, the ability of the students who cannot understand the material if the teacher only uses English or Indonesian for explaining the material is the reason for the teacher for using the Dayak local language in teaching and learning the English language process. for the approach in the process of teaching and learning the English language, because the teacher mixed English language, Indonesian, and local Dayak language, it can be concluded that the teacher used grammar translation-approach in the process. The sentence above is based on the results of the interview as follows:

"I think it is essential in some cases to explain some things in the local Dayak language because even if you give examples or do pantomime there are certain grammatical points that are very difficult for students to understand despite similarities between the languages".

According to the teacher, the response from the students is different from the way the teacher communicates and the language used by the teacher also got different feedback from the students. If the teacher just uses the English language in the classroom, the students usually cannot understand what is the material about if the teacher asks them about it. However, if the teacher mixed the language with the local Dayak language, the students will be more active and more participate in the class. The sentence above is based on the results of the interview as follows:

"I know the students cannot tell or ask me in English, so I'd ask and let them tell me in Indonesian or the local language to make it easier and the students can be more active in the classroom".

Table B2

Interview sheet for students

1. Did the teacher use the local Dayak language while teaching the English language process?
2. How the teacher explains the material to the students in the classroom?
3. Did you find it easier to understand the material that the teacher explained using the local language?

For the conclusion of the interview with the students, all of the students gave almost the same answers during the interview, so the following data were found:

According to the students, the teacher uses the local Dayak language in the teaching and learning process of the English language, but the use of the local Dayak language is just to make sure that the students got the point of the material. In the explanation section, the teacher mostly talks in English and Indonesian and uses the local Dayak language only to clarify or when asking students or vice versa students who ask the questions. Build upon the interview with the students, the students find it easier to understand if the teacher gives them another explanation in the local Dayak language besides the English explanation. The sentence above is based on the results of the interview below:

“When explaining, the teacher usually uses English, Indonesian, or the local Dayak language. but to explain usually mostly use English and then if there is something that is not understandable then it is explained using Indonesian or the local language. If the explanation uses Indonesian or our local language, it will be easier to understand what is being explained and can capture the material more clearly.”

B. Discussion

Based on the findings described above, several things can be noted down. It will be arranged based on the findings of each research problem.

For the first research problem, the finding showed that the English teacher at SMPN-3 Muara Teweh Barito Utara uses the English language mixed with Indonesian and the local Dayak language in providing explanations. According to Hoeh (2008, p.226), three phases of the teaching process would result in a significant gain in language skills by the students. Also, the positive side of using these three stages can make the students have participated in the experience. This finding is supported by the theory by Brown (2000) in the second chapter that teaching is guiding and facilitating the students to be enabled to learn. Also, because of the use of the local Dayak language in the teaching process, the approach the teacher used is grammar-translation approach. According to Stern (1983, p.455), “the first language is maintained as the acquisition of the second language”.

In the grammar-translation approach, students are expected to attain high standards in translation, because of “This statement is in accordance with the findings that teachers use local languages in the learning process so that students can more easily understand what the teacher is saying and can improve students' ability to interpret English into the first language or vice versa by using the grammar-translation approach.

The second research problem is about the teacher's reasons for the use of the local Dayak language, the reasons for using the local Dayak language are due to the background of the teacher and the same student background being from the Dayak tribe, as well as the use of the local Dayak language that adapts to the abilities of students who cannot fully understand the explanation given in English. According to Mahboob (2016), one of the most consistent findings in the NNEST non-native English speakers in TESOL literature is that both teachers and students find the NNESTs' (and another language) proficiency in the students' vernacular as a positive and useful resource.

In addition, Nazary (2008, p.138) also says that it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom. Moreover, as stated by Cummins (2008) and Hult (2017), "teachers who encourage the use of other languages during target language instruction likely assume that proficiency is transferable across languages" (Brevik, 2020). Based on the statement above, the use of local language can be effective for the students and make it easier for the teacher to explain the material.

The last research question about the student's opinions of the use of the local Dayak language in teaching and learning the English language process is because the students can easily understand the materials, the students can ask the teacher to use the English language mixed with the local Dayak language if they do not know the English words of it, also the other reason is that they can participate

more actively in the classroom. This statement is supported by several theories, as stated by Saville-Troike (2006, p.18), students will acquire the target language when they have prior knowledge of the first language which is responsible for the transfer from the first language to the target language or second language.

Moreover, according to the result of some studies carried out by Atkinson (1987), Schweer (1999), and Nation (2003), based on the statement of Bouangeune (2009) on Yusi (2016, p.165), the result of those three researchers are the use of students' first language learning classroom; having students' first language in the classroom is more effective and easier for both students and teacher in communication, especially in delivering a complex task, it also helps students to focus their attention to the vocabularies and grammatical items of the target language, validates students' live experience, and allow them in expressing themselves.

The statements above are in accordance with the conditions in the field and are supported by several theories from previous research. This proves that the use of the local language in the English learning process can help teachers improve students' abilities by utilizing the use of the local Dayak language which is applied in the learning process in the classroom.