

THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION FOR ELEMENTARY SCHOOL  
STUDENTS IN SALATIGA

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ABSTRACT

Nowadays, English becomes very important to be mastered as a means of communication. To face that fact, many institutions and schools in Indonesia have used Internasional System in teaching-learning process. Since teacher plays an important role in a successful teaching-learning process, they should be responsible to teach their students using International System in class. However, not all schools and the teachers at elementary schools which are using this approach speak in English in the daily classroom activities to the students. This study was conducted to find out about "Teacher's Talk"; and to answer the following research questions: "What languages does the teacher use in the classroom? How much English is used; how much Indonesian is used?", "When does the teacher use each of the language?", "Do the children understand the teacher?" At the end of the research, the writer concluded that English was not used as a medium of instruction because teachers use Indonesian all the time.

**Keywords:** the use of English, medium of instruction, elementary school students

1. INTRODUCTION

English has become very important in many countries in the world, including Indonesia. People use English for many purposes. They may need to master English to communicate with foreigners, to do business, to understand many products from abroad, to further their studies, to get jobs, and so on. With English gaining importance, many schools try to introduce English as early as possible to little children. Even some elementary schools claim that they have used English as a medium of instruction to teach various subjects to the children to attract parents to send their children to their school.

One such school is SD Mangunsari 2 Salatiga that starts using English as a medium of instruction in Grade 1. This phenomenon is interesting since

these little children generally come from non-English speaking families, so they have no or very little, English background. The people around them speak a dialect of Indonesian or Javanese. Suddenly, they are put in a situation that forces them to use English. Moreover, the teacher they have is not a native speaker of English.

Meanwhile, the children's first language, too, is still in the process of developing. With two languages being imposed to them, in a situation that resembles bilingual education or partial immersion, the writer was intrigued to know if this created a burden and confusion on the part of the students.

Therefore, the writer was interested to find out the kind of interaction that took place in such a class. The writer also wanted to know to what extent the teacher

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used English and how much of the lesson the children understood.

The situation of Indonesian schools that use English as a medium of instruction seems to fit some definitions of bilingual education. The term bilingual education refers to a variety of education programs involving two or more languages as media of instruction to varying degree (Josiane & Michel, 2000). According to Anderson (1997), bilingual Education is "an instruction in two languages as medium of instruction for any part or the entire school curriculum." Boey (1980) expanded the term further. He proposed that bilingual education can be applied to any situation where there is a language switch from home to school as media of instruction, even though only one language is taught and used in school (Boey, 1980). Although there are many definitions offered, all these definitions agree that Bilingual Education is the use two languages as media of instruction in the teaching learning process.

Talking about the use of the language in class, we need to relate it to the teacher's roles as different roles may require the teacher to use different language styles or even different languages. In class, the teacher has many roles, from being a teacher to being a facilitator to being a class manager. As a teacher, he/she is a coach or guide for the students to learn. In Elementary School, teachers act as a surrogate parents for the children. They instruct them and take care of them when the parents are not there. They teach

the children, provide comprehensible input which is essential, explain the lesson, ask questions, and answer questions to clarify the lesson. They give tests as they need to assign grades. They check students' understanding and give feedback to encourage students who have finished the activity.

As a facilitator, he/she gives challenges, questions and stimulates the students in their thinking, problem solving and self-directed study. As a facilitator, the teacher attempts to provide circumstances that will enable students to engage in the learning opportunities and construct for themselves their understandings and skills. In this process, students are responsible for their learning and move from the teacher-centered education to the student-centered education (Tylee, 2008)

As a classroom manager, he/she can decide what type of classroom community he would like to create. He can require that all students participate in discussions or only a few talkative students dominate discussions. Often, the type of classroom the teacher creates will depend on the students' participation. If the teacher has a quiet class, he may decide that calling on students to answers questions is more appropriate than letting two or three students answer every question. Getting to know the students is an important part of classroom management (Sasson, 2007).

In addition, ESL (English as the Second Language) teachers have complicated roles in today's schools. They

must try to promote high self esteem and cultural pride among their English Language Learners. At the same time, they should teach the language and work with their local colleagues to better understand the cultures of their student (Haynes, 2008).

Closely related to giving feedback is checking for students' understanding. According to Erickson, (2008). there are several do's and don'ts that teachers should pay attention to.

1. Avoid Yes/No Questions, "Do you understand?" because the students will usually answer "Yes", even if they do not understand. To help students understand ideas, ask questions that will require students to use their own prior knowledge.
2. Students' Own Words: The teacher should ask the students to summarize or paraphrase important concepts and instructions using their own words with examples after the teacher has explained a difficult concept.
3. Ask Students to Reflect: Before the class ends, the teacher should ask the students to reflect on the lesson and write down what they have learned. Then, ask them to consider how they would apply the lesson.
4. Give Quizzes: The teacher can give a short quiz on important concepts covered in class or ideas from an assigned reading.

In Second Language Learning, teacher's talk is deemed important to help students learn the language. Longman

(1992) defines teacher's talk as the variety of language teachers use in class when teaching. To this, Wajnryb (1992) added that the language allows various processes to happen. Teachers know that the way they talk to children is important to help the students learn to make themselves capable individuals and build successful communication skills of their own. Therefore, when teachers talk, they should engage the attention of the class, present them with comprehensible input and also allow them to interrupt, comment, and ask for clarification, and so on. The teachers need to check on comprehension as she or he talks.

There are eight conditions that are favorable for language learning (Ellis, 1985). They are as follows.

1. A high quantity of input directed at the learner
2. The learner's perceived need to communicate in the L2.
3. Independent control of the propositional content by the learner (e.g. control over the topic choice)
4. Adherence to the 'here and now' principle, at least initially.
5. The performance of a range of speech acts by both native speaker/teacher and the learner (i.e. the learner needs the opportunity to listen to and to produce language used to perform different language functions).
6. Exposure to a high quantity of directives.
7. Exposure to a high quantity of 'extending utterances (e.g. requests for clarification

and confirmation, paraphrases and expansions).

8. Opportunities for uninhibited 'practice' (which may provide opportunities to experiment with using 'new forms')
9. To this, . . . added Teachers should not always talk but the good teaching consists only if talking interactively with the class or individual students.

## **2. METHODOLOGY**

This study was a descriptive study, trying to describe a new phenomenon in Indonesia, the use of English as a medium of instruction in this country. The data used was primary data that resulted from the observations made by the writer. In addition, secondary data, in the form of test scores obtained from the teacher was also used. The participants of the study were 30 first graders of SD Mangunsari 2 Salatiga. They got Bahasa Indonesia, science, civics, and mathematics. All these subjects were supposedly conducted in English.

In this study, the writer used observations as the instrument for gathering the data. The observations were made in order to find the answers to the research questions of this study. The observations were conducted in class while the teachers were teaching. Eight observations were made on some Tuesdays. While observing the classroom activities, the writer recorded the teachers' and children's spoken interaction. In addition, teacher-made tests were used to measure how far the students understood the lesson. The writer obtained

the scores from the teacher. Finishing the observations, the writer started transcribing the recordings carefully. The transcribed data were to be analyzed qualitatively, putting them in categories and then describing them.

## **3. DATA ANALYSIS**

### **A. Teacher Used Limited English**

The data showed that the teacher used Limited English.

- a. When teaching Bahasa Indonesia to present a new topic, the teacher used 92 English words (26.44 %) out of 348 words.
- b. When teaching Bahasa Indonesia to give exercises after the presentation, the teacher used 58 English words (31.69%) out of 183 words.
- c. When teaching civics, the teacher used 126 English words (13.50%) out of 933 words.
- d. When teaching science, the teacher used 287 English words out of 953 words.
- e. When teaching mathematics (multiplication), the teacher used 212 English words (70.43%) out of 301 words.
- f. When teaching mathematics (division), the teacher used 186 English words (52.84%) out of 352 words.
- g. When teaching mathematics (shapes), the teacher used 163 English words out of 563 words.

The figures showed that in some subjects, the teachers used little English; in others more English.

The low percentage of English in teaching Bahasa Indonesia (point a) indicated that the teacher did not really use English as a medium of instruction. Even the few English utterances were made up of words, very simple phrases or sentences. For example;

OK,

Good. Give me example. I will count. On the count of three.....! One..two..three....

In giving exercises in Bahasa Indonesia, more English words were used. Many of them were words like number one, number two, etc. These were the words;

Ok, number three

Number five

The high percentage of English utterances in the Math classes was due to the fact that the teacher used a lot of repetitive sentences in the form of multiplication. For example;

Two times, Number one two times two  
Number three. Six times five equals to

Thus, in short, the teachers used very limited English.

### B. Teacher Used Limited English in Greetings and Warming Up

English had limited use, too. It appeared mostly in greetings or warming-up activities (like singing and praying to start the class).

### 1. English Use in Greetings

Table 1.

#### *Greetings*

Subjects	Greetings
Math	T: Hello, good morning. How are you today?
Bahasa Indonesia	S: I'm fine. And you?
Civics	T: I'm fine, too. Thank you.
Science	

For greeting, both the teachers and the students could interact in English.

### 2. English Use in Warming up activities

Table 2.

#### *Warming up Activities*

### C. Several Purposes in using English

Other than that, the teacher did not

Subjects	Expressions
Math	T: OK, now what songs you want to request?
Bahasa Indonesia	S: JanjiMu s'perti fajar
Civics	S: Seperti pelangi, Miss. . .
Science	T: OK, we'll sing JanjiMu s'perti fajar. T: Now listen to your friend. (A student read a devotion, and the teacher and other students repeated after the student.) T: OK, it's time to pray. Whose turn? S: Me.

seem to use much English. English was used for several purposes:

1. To give instructions

1. a. Instructions with no Indonesian equivalents

Table 1

*Instructions with no Indonesian Equivalent*

Subject Lessons	In English
Math	"Don't be noisy"
Bahasa Indonesia	"Write the question on the white board."
Civics	"Ok, if you have finished, you can submit your book"
Science	"If you have finished. Please have a sit. Have a sit" "Don't forget to write your name, your class." Give me example. I will count. On the count of three.....! One..two..three. . Ok, give me example. In the count of 5. one..two..three. four... five! Give me example. Ok, you! (Ordering) Listen to Gabriel. Ok, you can go back.

From the table, it can be seen that the teacher used English only. The instructions were in simple English, and the

students might have become familiar with the instructions. Perhaps, because the teacher had used the expressions often, so they became formulaic expressions.

1. b. English instructions which were followed by Indonesian Equivalents

Table 2

Subject Lessons	English – Indonesian
Math	"Don't cheating! Jangan mencontek!"
Bahasa Indonesia	"Open your book! Bukunya dibuka!"
Civics	"So, you are only write down the answer. Jawabannya saja."
Science	"So you work individually. Dikerjakan sendiri." "Read the question carefully. Dibaca pelan-pelan" Make a sentence using "Dimana." Buat sebuah kalimat dengan kata tanya Dimana.

The teacher used English to give the instruction, but she wanted to make sure that the students knew what she meant, so she modified her instructions. She used Indonesian to reinforce the instruction. However, the Indonesian version was not necessarily the exact equivalents of the English instructions. She just took the gist

of the instructions and conveyed it in Indonesian.

1. c. English completed with Indonesian phrases

English completed with Indonesian phrases

“Ssshhh! You should raise your hand, kalau mau ngomong.”

1. d. Indonesian instructions followed by English equivalents

Table

Subject Lessons	Indonesian – English
Math	“Pakai penggaris. Use your ruler.”
Bahasa Indonesia	“Di coba dulu ya. Try first!”
Civics	“Tidak perlu menulis soalnya. Write down the answers.”
Science	

The table above tells us that teachers gave the Indonesian instructions followed by English. It seemed that the teacher wanted to familiarize the children with the English instructions. Some English instructions were the translation of the Indonesian instructions. Some, though, were not.

**2. To give feedback**

Good.

Ok very good.

Very good.

**3. To give both Indonesian and English (Combination of the two)**

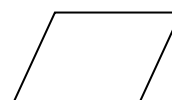
T : Ok, good. Who else? Give me example (Instruction) dengan kata tanya Siapa.

**4. To give incomplete explanation**

..... The other question words adalah Kenapa... yang menanyakan tentang kemana perginya seseorang.... Any one can give me the example?

**5. To introduce some simple terms (like teaching vocabulary)**

**PARALLELOGRAM**



Ini namanya jajaran genjang. Kalau namanya panjang. Nama Inggrisnya juga panjang. (T writes Parallelogram on the white board) Parallelogram. Repeat after me.

S : (Noisy) Parallelogram (Spelling together)

T : Parallelogram.....

S : Parallelogram.....

T : Parallelogram tadi apa?

S : Jajaran genjang.....

T : (T mentions and spells the name of each pictures and followed by the S)

Triangle.....

S : Triangle.....

T : Circle.....

S : Circle.....

T : Rectangular.....

S : Rectangular.....

T : (T points some pictures and let the students mention those names)

**6. To give exercises in math**

T : You can draw the shape then write down the name dibuku

nya. Pakai penggaris. Use your ruler.

Similarly, when the teacher was giving multiplication, she used English.

Thirteen! Three times four equals to . . . I repeat . . Three times four equals to . . .

Ok. Ready, number one. Number one Number one!

Listen! Three times three equals to . . (2x)

Stop talking. Now number 3.

Fifteen divided by five equals to . . (2x)

Ready for number five. Eight times six equals to . . . . .(2x)

OK, number six, four times one equals to . . .

#### 7. To ask simple questions

Ok. It's time to pray. Whose turn? What is it?

#### 8. To tell students what she would do

OK. I will repeat the questions twice. Miss akan mengulangi pertanyaannya dua kali.

#### 9. To show what was important

OK. Nilainya dari awal lagi. Nah Miss akan menilai kerapian (neatness), quiet, politeness, kelompok yang noisy, siapa yang suka cheating.

From the discussion above, it could be concluded that the teacher used English mostly to give simple instructions (repeating the same words), to give instructions, to give feedback, combination of the two, to give incomplete explanation, to introduce some simple terms (like teaching vocabulary), to give exercises in

math, to ask simple questions, to tell students what she would do, to show what was important, especially.

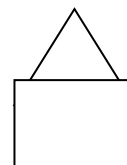
#### D. The Use of Indonesian

All other things were done in Indonesian.

1. To explain most subject in most classes almost 90 % the explanation was in Indonesian. For example:

kalau kita punya contoh, bagaimana keadaanmu, berarti kita menanyakan tentang, kabar atau keadaan seseorang....

#### PENTAGON



S : House!

T : Lihat gambar ini..... ada lima sisi! Kalau sisinya ada lima... jadi namanya segilima. Bahasa Inggrisnya sama dengan markas militer Amerika Serikat yang di bom teroris.... Hayo siapa yang tahu?

S : Pentagon.....

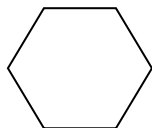
T : Iya benar. Pentagon. Berasal dari kata penta yaitu lima

Jadi ini apa? (T point the picture one by one and let student mention those name ; from triangle until pentagon)

(Continue to draw another picture) coba garisnya di hitung dulu..... ada berapa?



### HEXAGON



S : Enam  
S : Ada enam.....  
T : Karena ada enam sisi, maka disebut segi? Iya good. Segi enam. Kalau yang tadi punya lima sisi maka disebut segi lima. Sekarang kalau sisinya ada enam berarti disebut segi enam. Tadi namanya pentagon karena sisinya ada lima. Yang ini namanya hexagon karena sisinya ada enam

Hexagon.. Repeat after me.

S : Hexagon....  
T : Very good.... Nah kalau segi delapan,, namanya octagon.....

When teaching Civics:

Honesty.... Honesty adalah suatu sikap yang selalu mengatakan yang sebenarnya. Tidak berbohong. Misalnya, suatu hari Kevin menemukan dompet di jalan. Dan Kevin tidak tahu itu dompet siapa. Nah, karena Kevin anak yang baik, maka dia menyerahkan dompet tadi kepada polisi atau mengembalikan langsung kepada orang yang kehilangan. Atau misalnya, Miss punya contoh lain. Kalau Abdiel punya

badan yang sehat, tapi dia bilang ke Miss kalau dia sakit, sakit perut misalnya. Padahal Abdiel tidak sakit perut, dia sehat-sehat saja.....

Even when the teacher explained what the students should do:

Anytime, sekarang latihannya beda. Now listen to me. Kalian harus dengarkan Miss . Kalau Miss bilang two times, jadi berapa dikali berapa, kalian harus langsung menyebutkan jawabannya. Number one, jawabannya two times two . . dua kali dua . . . jawabannya . . . . give me your answer. Berapa?

2. To Elicit answers/questions

Ok, ada yang bisa memberikan contoh lain?

Ada yang tahu apa saja macam kata Tanya?

OK, now siapa yang dapat memberi contoh dengan kata tanya siapa? Digunakan untuk menanyakan apa, hayo?

What is honesty? Ada yang bisa menebak? Honesty itu apa ya? (the Indonesian language was used to elicit answers after nobody answered it when the question was in English).

Bisa jadi betulan? Bagaimana itu Lala S?

Iya, hampir sama ama jawabannya Lala ya.... Siapa menaburkan akan menuai. Siapa lagi yang bisa memberikan contoh?

3. To Give elaborated instructions or emphasize instructions

Eight itu berapa . . . eight . . .  
ssshhh!!! Dengarkan biar bisa!  
Suaranya siapa yang paling  
keras ya?? (when the class was  
very noisy)

Now we will practice. Kita  
sekarang akan berlatih untuk  
membuat kalimat sendiri. Now  
you make your sentence. Bikin  
kalimat sendiri ya. Bukunya  
dibagi dulu. *Buat sebuah  
kalimat dengan menggunakan  
kata tanya Kemana.*

When the teacher had problems  
telling the students do the exercises  
alone:

Read the question carefully.  
Dibaca pelan-pelan. Dibaca  
sendiri. Coba latihan mandiri.  
Latihan dulu. Dipahami. Jangan  
Tanya jawabannya terus.

4. To prohibit

Jangan rame ya, Miss akan ke  
kelas sebelah.

Jangan lupa dibuka.

Tidak perlu menulis soalnya.

5. To give explanation why something  
should be done or should not be done.

Sshhh! You should raise your  
hand kalau mau ngomong.  
Kasih teman yang lain yang  
belum selesai, nanti nggak bias  
ngitung.

6. To Praise/ Give feedback

Ok, pintar-pintar semua ya...

semuanya bagus. Semua bisa  
memberikan contoh ya....

7. To encourage

Ada yang bisa menjawab?  
Bagaimana tadi digunakan untuk  
menanyakan apa, hayo? Tidak  
mendengarkan ya?

8. To introduce the topic to study

T : Kita akan belajar kata  
tanya. Ada yang tahu  
apa saja macam kata  
tanya?

S : Siapa Miss....Siapa....

T : Ok, betul. Kata tanya  
yang pertama adalah Siapa

T : Ok, now siapa yang  
dapat memberi contoh  
dengan kata tanya  
Siapa? Digunakan  
untuk menanyakan?  
Apa hayo?

S : Nama.....

9. Giving meaning to new words

What is sunglasses?

Sunglasses itu ya kacamata.

OK, benar sekali. Honesty  
adalah jujur atau kejujuran

(While T was writing advantage  
on the board) manfaat dari  
matahari. . ini namanya belah  
ketupat. Nama Inggrisnya agak  
sedikit rumit, yaitu rhombus.

Persegi panjang itu apa?

Rectangular. . . tirukan.

10. Reacting to a spontaneous event that  
took place in class

S8 : (Noisy) telinga nya  
disebul. Ditiup. Ditiup ama Doni.

T1 : Ssshh! Nah ini contoh  
yang tidak baik.  
Menggangu  
konsentrasi teman  
sewaktu belajar di  
kelas. Ditiup? Coba  
cerita ke Miss.

S8 : (Noisy) Iya, telinga nya  
di masukin, di tiupin sisa penghapus

T1 : Ssshh!! Nah, baik nggak  
kalau meniup telinga  
teman dengan sisa  
penghapus? Sopan atau  
enggak?

S : Enggak, Miss.....

The discussion above showed that the teacher used Indonesian to explain, elicit answers, give elaborated instructions, give meaning to new words, to give exercise, prohibiting, to give explanation why something should be done or should not be done, praising/giving feedback, encouraging, introducing the topic to study, and reacting to a spontaneous event that took place in class. In short, the Indonesian use was more varied than the English use.

### E. Form of English

When using English, the teacher produced words, simple phrases, simple sentences, or formulaic expressions.

Teaching Civics:

Now, Miss punya bahan yang baru hari ini. HONESTY...

Group 1.

Honesty.... Honesty adalah suatu sikap yang selalu mengatakan yang sebenarnya. Tidak berbohong. Misalnya, suatu hari Kevin menemukan dompet di jalan. Dan Kevin tidak tahu itu dompet siapa. Nah, karena Kevin anak yang baik, maka dia menyerahkan dompet tadi kepada polisi atau mengembalikan langsung kepada orang yang kehilangan. Atau misalnya, Miss punya contoh lain. Kalau Abdiel punya badan yang sehat, tapi dia bilang ke Miss kalau dia sakit, sakit perut misalnya. Padahal Abdiel tidak sakit perut, dia sehat-sehat saja.....

OK, benar sekali. Honesty adalah jujur atau kejujuran

Good! Siapa lagi yang bisa menyebutkan akibat buruk dari ketidakjujuran?

Nilainya dari awal lagi. Nah Miss akan menilai kerapian (neatness), quiet, politeness, kelompok yang noisy, siapa yang suka cheating

What is honesty? Ada yang bisa menebak? Honesty itu apa ya?

This is group 1, group 2, and group 3.

Ok, biar tidak di curigai, di sayang teman, kalau bicara di dengarkan...

Now, have a sit.... Ada yang mau di tambahin?

Ok, biar tidak dicurigai, disayang teman, kalau bicara didengarkan...

Now, have a sit.... Ada yang mau ditambahin?

OK, if you want to go to the toilet. Now, ssshhh!! Take your pencil. We will have

exercise about honesty. Siapa yang tadi mendengarkan pasti bisa menjawab dan mengerjakan. Disoalnya ada tanda bintangnya. So you work individually.

Dikerjakan sendiri.

Don't forget to write your name, your class.

Sekarang. Can you mention the bad effect dari ketidakjujuran. Dari apa namanya..... mengambil hak orang lain....

Yudha, please tell us what happen.

Who wants to join with Gabriel?.....

How she used English:

Give the meaning in Indonesian, and then give the English expression.

Siapa yang mau jawab harus angkat tangan dulu. Raise your hand. OK, Intan....

Only on two occasions did the teacher produce several-sentence English discourse, though the sentences were still simple:

Ok, now doing the exercise. I'm sorry. I'm forget to put a star. Please draw a star in the corner of the paper. You can draw with your ballpoint or pencil.

OK, listen. You can answer it in English or Indonesian. But it's better to answer in English. No question.

In relation to Do the children understand the lesson?, the writer obtained

the test scores from the teacher. Below were the averages of the tests.

Table 1

Average of Math Test Scores

Test 1	Test 2	Test 3	Test 4	Test 5	Final Test
91.16	86.61	73.79	86.64	84.93	80.48

The averages showed that the students could understand the lesson relatively well, because, in general, the averages were above 80.

Table 2

Average of Indonesian Test Scores

	Reading	Writing	Speaking	Listening
80.16	82.56	79.67	81.3	75.63

Similarly, the students' performances on Indonesian tests were relatively good (with averages above 75).

Table 3

Average of Civics Test Scores

1	2	3	TAS
77.12	82.64	79.93	91.12

Likewise, the students fared well on the science tests, with averages above 77.

Table 4

Average of Science Test Scores

1	2	3	4	TAS
91.61	96.96	96.16	92.64	84.45

For science, the students' performances were excellent, with averages around 90, in general.

At the first glance, these scores made us think that the program was successful. However, this information was misleading because the analysis showed that the teacher used limited English in class. Most of the time, it was still Indonesian. Thus, the claim that English was used as a medium of instruction was not upheld by the empirical data. The claim itself was misleading. Besides, although the tests were in English, simple English was used. The number of vocabulary items, too, was limited, and the students could answer the tests in Indonesian. Therefore, the high averages obtained did not reflect the students' understanding of the lessons when they were held in English. As a consequence, because the writer was not allowed to give her own tests, Research Question number two could not be answered. This meant that further studies need to be done with classes whose medium of instruction is 100% English.

In relation to negotiated input and comprehensible input, it could be concluded that the teacher did provide negotiated and comprehensible input. But, unlike what was expected, the negotiated input and

comprehensible input were mostly in Indonesian.

This, of course, was against Ellis' proposed eight conditions favorable for language acquisition, as the first condition – a lot of English input – was not met. The question it entails, then, is how would such a class improve the children's second language ability.

Neither would the teacher's talk help the children because although it is broken it's sense groups, more as it was in Indonesian and the English utterances would limited to very simple expressions like "Good", "Very good", "Now write down", etc.

#### 4. CONCLUSIONS AND SUGGESTIONS

After doing this research and analyzing it, it's revealed that:

##### 1. Teacher used limited English.

The low percentage of English in teaching Bahasa Indonesia indicated that the teacher did not really use English as a medium of instruction. Even the few English utterances were made up of very simple words/phrases or sentences.

##### 2. English Use in Warming up activities

For greeting, both the teachers and the students could interact in English. While in Warming Up activities, English had limited use, too. It appeared mostly in greetings or warming-up activities (like singing and praying to start the class).

##### 3. English used for several purposes

The teacher used English mostly to give simple instructions (by giving feedback and instruction), to give instructions, to give feedback, combination of the two providing, to give incomplete explanation, to introduce some simple terms (like teaching vocabulary), to give exercises in math, to ask simple questions, to tell students what she would do, to show what was important, especially.

#### 4. The Use of Indonesian

All other things were done in Indonesian. Practically all explanation was done in Indonesia. The teacher used Indonesian to explain, elicit answers, give elaborated instructions, give meaning to new words, to give exercise, prohibiting, to give explanation why something should be done or should not be done, praising/giving feedback, encouraging, introducing the topic to study, and reacting to a spontaneous event that took place in class. In short, the Indonesian use was more varied than the English use.

#### 5. Form of English

When using English, the teacher produced words, simple phrases, simple sentences, or formulaic expressions.

In relation to whether the children understand the lesson, the writer obtained the test scores from the teacher. The averages showed that the students could understand the lesson relatively well, because, in general, the

averages scores were above 80. Similarly, the students' performances on Indonesian tests were relatively good (with averages above 75). Likewise, the students fared well on the science tests, with averages above 77. For science, the students' performances were excellent, with averages around 90, in general.

At the first glance, these scores made us think that the program was successful. However, this information was misleading because the analysis showed that the teacher used limited English in class. Most of the time, it was still Indonesian. Thus, the claim that English was used as a medium of instruction was not upheld by the empirical data. The claim itself was misleading. Besides, although the tests were in English, simple English was used. The number of vocabulary items, were limited, and the students could answer the tests in Indonesian. Therefore, the high averages obtained did not reflect the students' understanding of the lessons when they were held in English. As a consequence, because the writer was not allowed to give her own tests, research question number two could not be answered. This meant that further studies need to be done with classes whose medium of instruction is 100% English.

In relation to negotiated input and comprehensible input, it could be

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concluded that the teacher did provide negotiated and comprehensible input. But, unlike what was expected, the negotiated input and comprehensible input were mostly in Indonesian.

Since the input is in Indonesian, while this school claims to use English as a medium of instruction to attract parents to send their children to study in their school, the writer would like to

suggest that this school should be faithful to the claims and use more English activities. The school should use more English effectively so that the children will not failed.

Finally, the writer hopes that this study gives one contribution to teachers in Indonesia especially teachers in SD Mangunsari 2 Salatiga to improve their talks in daily class activities.

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