



The Students and Teachers' Perspectives on Using Bima Language in Teaching English

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Article Info	Abstract
Article History Received: 2022-02-25 Revised: 2022-03-15 Published: 2022-04-01 Keywords: <i>Perspectives; Bima Language; Teaching English.</i>	<p>This research investigates the students and teachers' perspectives on using Bima language in teaching English. The data collected through video recorder, reflection, and interview. The data analysed using qualitative method such as identifying, classifying, explaining, and concluding. This research shows that; firstly, based on the video recorder, students looked antusiast in taking part to the English class activities. They were active and cohesive in translating every unutterance that mentioned by the English teacher in mother tongue. Secondly, the reflection shows that the students' vocabulary and speaking can be improved. It is different with the previous one when the treatment has not been applied. Lastly, the interview result indicates that the students and teachers' responses tend to give positive response on the application of Bima language in teaching English. It can be seen from the students' responses percentage; 85% students gave most positive responses, 6% students gave semi-positive responses, 6% students gave semi-negative responses, and 3% students gave negative responses. On the other hand, the English teachers' responses also reflect on positive, because after they observed the learning activities, they aware that the Bima language has big potensial to be used in teaching English. Interestingly, they saw their students' English ability can be improved after they learn it by using mother tongue. Therefore, it can be concluded that using Bima language can give positive contribution in teaching English.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-02-25 Direvisi: 2022-03-15 Dipublikasi: 2022-04-01 Kata kunci: <i>Perspektif; Bahasa Bima; Mengajar Bahasa Inggris.</i>	<p>Penelitian ini menyelidiki perspektif siswa dan guru tentang penggunaan bahasa Bima dalam pengajaran bahasa Inggris. Pengumpulan data dilakukan melalui video recorder, refleksi, dan wawancara. Analisis data menggunakan metode kualitatif seperti mengidentifikasi, mengklasifikasi, menjelaskan, dan menyimpulkan. Penelitian ini menunjukkan bahwa; pertama, berdasarkan video recorder, siswa terlihat antusias mengikuti kegiatan kelas bahasa Inggris. Mereka aktif dan kohesif dalam menerjemahkan setiap ucapan yang disebutkan oleh guru bahasa Inggris dalam bahasa ibu. Kedua, refleksi menunjukkan bahwa kosakata dan berbicara siswa dapat ditingkatkan. Lain halnya dengan yang sebelumnya ketika belum dilakukan perawatan. Terakhir, hasil wawancara menunjukkan bahwa respon siswa dan guru cenderung memberikan respon positif terhadap penerapan bahasa Bima dalam pengajaran bahasa Inggris. Hal ini dapat dilihat dari persentase tanggapan siswa; 85% siswa memberikan tanggapan paling positif, 6% siswa memberikan tanggapan semi positif, 6% siswa memberikan tanggapan semi negatif, dan 3% siswa memberikan tanggapan negatif. Di sisi lain, respon guru bahasa Inggris juga mencerminkan positif, karena setelah mereka mengamati kegiatan pembelajaran, mereka menyadari bahwa bahasa Bima memiliki potensi besar untuk digunakan dalam pengajaran bahasa Inggris. Menariknya, mereka melihat kemampuan bahasa Inggris siswa mereka dapat ditingkatkan setelah mereka mempelajarinya dengan menggunakan bahasa ibu. Oleh karena itu, dapat disimpulkan bahwa penggunaan bahasa Bima dapat memberikan kontribusi positif dalam pengajaran bahasa Inggris.</p>

I. INTRODUCTION

Bima language is a language used by native speakers of Bima who live in Bima and Dompu Regencies. However, this language is also used by native speakers in some other places like in Bajo, Sumbawa, Mataram etc, where Bimanese takes place (Supriadin, 2017). Traditionally, this language is called 'nggahi mbojo' which strongly used

by the native speaker in Bima regency. Interestingly, *nggahi mbojo* (Bima language) tends to be used by people whether in informal or formal situation rather than formal language such as Indonesian. For example, in the school circumstance, we still found that teachers and students still use mother tongue (Bima language) when they communicate one another (Supriadin,

2017). Therefore, using local language dominantly can cause students in acquiring his or her second language. Particularly when they learn target language, it may bring positive and negative impacts. The positive impact is they can use it to learn the target language when they are guided by the teacher. This research aims to investigate the students and teachers' perspectives on using Bima language in teaching English. The reason of this investigation is due to the Bima language has similarities with English for example by looking at demonstratives pronoun such as '*ake* (this)' to point out the thing which is close to the speaker and '*aka* (that)' to point out the thing which is far from the speaker and the listener. However, there is an extra form of the spatial deixis in Bima language which is different with English that is '*ede* (that)'. The word '*ede*' indicates the location of thing which is far from the speaker and close hearer (Yusra, 2014). Then, this word of demonstrative can be integrated into sentence (e.g. '*weha pu ake*' (take this), '*nenti pu aka*' (hold that), and '*tau pu ede*' (put that)).

Based on the briefly illustrations above, this study investigated the use of Bima language in teaching and learning English in the classroom. It assumes that by using Bima language or the mother tongue of the students, it can stimulate their interesting in learning English, they can immediately transfer their first language (L1) into the second language (L2) or in other way round. As what has been claimed by Mahmoud (2006: 30) there are three advantages of using L1 in learning L2; firstly, students learn authentic materials, secondly, students more interactive, and thirdly, it is learner-centered. Thus, by using L1 for learning L2, students not only learn how to understand the language, but also the most important is how they use it in their daily communication. Actually, using Bima language in teaching English is something new for students in Bima particularly in SMA 1 Monta. However, the important reasons of conducting this study are; firstly to solve the students' problems in speaking English (i.e. to improve their speaking ability). Because in the observation, most of them unable to speak English very well, even to express the simple words like the terms of 'adverbs of time or adverbs of place' they still take long time to think about it. Besides that, they still afraid or doubt of the mistakes when they want to speak in English, because they do not have confidence on it. Secondly, to make the students easy and enjoy to learn English. If they

learn English by using their mother tongue, they become more enthusiast in learning. Again, in the observation, most of them still confuse and difficult in learning English, because the methods or strategies that which are applied by their English teacher unable to evoke their interesting and curiosity in learning it.

Interestingly, in the observation, using Bima language made the students are curious in learning English, they can learned it started from the basic words into the sentences, than in advance how to translate the sentences read by the English teacher. This technique is orally performed by the students and the result proved that they were able to translate all of the sentences from Bima language into English with good pronunciation without any doubts (Supriadin, 2016). Moreover, using mother tongue in teaching second language had been investigated by many scholars as briefly elaborated below: Sahelehkheirabadi (2015) in his study on "the effects mother tongue language on learning second language learners elementary school". He stated that the acquisition of two or more languages involves positive consequences for meta-linguistic development and the people who had acquired literacy in two languages did significantly better in the acquisition of a third language than performed people from monolingual backgrounds or those who had not acquired literacy in their home language. One of the important assumptions considering the efficiency of bilingual instruction is that skills and knowledge learned in first language mother tongue transfer to second language L2. When people go on to expand their abilities in two or more languages throughout their primary school years, they catch a deeper understanding of language and how to use it effectively. They possess more practice in processing language, especially when they gain literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. This paper offers that bilingual children may also develop more flexibility in their thinking as an outcome of processing information through two different languages.

Paker (2015) investigated the use of mother tongue (L1) in foreign language classrooms is inevitable. He wanted to find out to what extent the instructors in the School of Foreign Languages at Pamukkale University use mother tongue in their classes. Whether their mother tongue use changes according to different variables, for which functions they use it,

whether they are aware of the amount and the functions, whether the instructors are satisfied with the amount of L1 they use, and whether their students are satisfied with it, and whether this satisfaction differs according to the amount used by their instructors. After he conducted the research, he concluded that mother tongue is an inseparable part of language teaching, and it actually has different functions like “rapport building purposes”, “making the topic/meaning clear (by giving examples, explaining, making extra explanations, etc.)”, “explaining difficult concepts or ideas”, etc. He was also found that both the instructors and the students were aware of the importance of using the target language as much as possible in the classes, however, they could not deny the need of mother tongue from time to time. Ostovar, Namaghi, and Norouzi (2015) investigated the first language use in teaching a foreign language. This study aimed to review the theoretical perspectives and empirical findings related to first language use. They were drawing the implications for practitioners and other interested stakeholders. Their reviewed clearly show that, among other things, teachers can use the mother tongue judiciously and reasonably to: arouse a sense of security in learners; build background prior to reading, listening, speaking, and writing tasks and activities; maximize intake by using L1 (first language) to make the input comprehensible; avoid giving learners the feeling of identity-threatened by the total rejection of their mother tongue; and help students with comprehension problems when L2 (second language) fails or is not effective.

The next, Forman (2010 in Mahboob, 2011) shares ten principles for using L1 in English language classes. These principles and the reasons for using them are given in Table 1 below.

Table 1. The ten principles of using local language in English language classrooms.

1	Cognitive	L2 Development	To explain L2 vocabulary, grammar, usage, and culture
2	Affective	Solidarity	To facilitate easy, natural interaction among students and with teacher
3		Interpersonal development	To develop collaborative, team-work

		abilities
4		Time – effectiveness To make good use of limit classroom time
5		Comprehensibility To convey meaning successfully
6	Pedagogic	Inclusive To ensure that all students can participate
7		Contingency To respond to immediate teaching/learning needs
8		Classroom management To maintain discipline
9	Socio-political	Globalised communication To enable students to move flexibly and effectively across two languages
10		Political positioning To resist the political dimension of global English

Source: Forman (2010: 78)

On the other hand, Harmer (2001: 131) argued that a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. According to Ross (2000), if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced. Odlin (1996) argued that the linguistic awareness can be either conscious or unconscious. Moreover, he stated that cross-linguistic similarities and differences could produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language. Numerous studies indicated that both negative and positive transfer between the L1 and L2 was important for development of the interlanguage, the complex system of the learners' L2. Many teachers recognize that the L1 in the classroom is

a positive representation of the interlanguage. The data on the interlanguage and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level (Mahmoud, 2006: 29). Moreover, translation in the L2 classroom offers a way to highlight similarities and differences between L1 and L2 forms. The translation is useful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner centered, and finally it promotes learner autonomy (Mahmoud, 2006: 30).

Regarding the use of the L1 in the L2 classroom, it is important to find out how students themselves feel about it. Schweers (1999: 7) conducted research into this issue and found that a high percentage (88.7%) of the participants felt that mother tongue should be used in their English classes. Moreover, if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened. The formal study into the use of native language in our settings has shown that as many as 86% out of 110 respondents felt that a native language should be used in the classroom, particularly to explain difficult concepts (90%), introduce new material (57%), define new vocabulary (74%), explain the link between English and mother tongue (55%) (Janulevičienė, Kavaliauskienė, 2004: 143). It is noteworthy that in teaching / learning English there has been a long-felt dissatisfaction, mainly on the students' part, about excluding or minimal use of translation in mastering complex issues. Learners constantly wanted to check the exact meanings of the occurring terms in their native language by consulting bilingual dictionaries or asking for teacher's explanations. Native language use in the classroom can cause students to think that words and structures in English have a L1 correspondence, which does not always exist. Therefore, raising students' consciousness of the non-parallel nature of language is likely to allow learners to think comparatively. The important question is how to reach a balance of the L1 use in learning. It is suggested that four factors should be considered, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual lesson (Harmer, 2001: 132).

II. METHOD

1. Research Designs

This research investigate the students and teachers' perspectives on using Bima language in teaching English. This research type is descriptive qualitative research. Moleong (2007: 06) states that qualitative research is a research that analyzes the phenomenon of what has happened and been experienced by the subjects descriptively in a natural context by applying scientific methodology.

2. Subject and Object of the Research

The subject of the research consists of the students of senior high school and the English teachers. Meanwhile, the object of the research is SMA N 1 Monta. SMA N 1 Monta is one of the senior high schools in Bima Regency. This research only focused on one class with consists of 35 students and two English teachers.

3. Data Collections

The data of this research will be taken by using video recorder, reflection, and interview. Video recorder is used to know the teaching and learning process. Reflection aims to know whether the students able to comprehend all of the materials that have been taught. In the reflection, the students directly response by translating the sentences from Bima language into English. Interview is used to know the students and teachers' perspectives in using Bima language in teaching English.

4. Data Analyses

In this study, the data analyzed through some steps such as identifying, classifying, describing and explaining. The first step is the researcher identified the data in order to know the result of video recorder, reflection, and interview. Second, the data should be classified in order to be explained or elaborating. Third, the data that had been classified should be explained. Finally, the data that had been explained will be concluded to answer the research question of this study.

III. FINDINGS AND DISCUSSION

In this section, the researcher presents the result of teaching English by using Bima language to answer the research question "*What the students and teachers' perspective on using Bima language in teaching English?*" After the researcher designed the material about teaching

English by using Bima language, he taught the students in the class during one semester. The sample of this research was used only one class of the second grade students of SMA N 1 Monta. To know whether any positive contribution of using Bima language in teaching English, the data of this research was collected by using video recorder, reflection, and interview. In this case the use of; (a) *video recorder* to know how the students activity in the teaching and learning process, (b) *reflection* to know the improvement of the students English ability before and after applying the method, and (c) *interviews* (students and teachers) to know how their responses or comments of using Bima language in teaching English. Based on the the result of using three data collections above, the researcher could then analysed them as in the discussion below:

1. Video Recorder

During teaching and learning process, the activity would be recorded by using video. In this case, the researcher chosen one of the students to record it. The video recorder showed that the students looked very antusiastastic in learning English. They were very active and cohesive in translating every untturance that mentioned by the researcher in Bima language and not even one of them felt shy or ashamed to speak English dealing with the materials that have been taught by the researcher. This situation was very different when they researcher come in the first time in which they could not able to answer the questions dealing with the deixis. They were very passive and have no confidance to speak in English.

2. Reflection

In this case, reflection aims to see the improvement of the students' ability after giving the materials. In the last meeting after all of materials already given them, their ability would be orally tested in which the researcher expressed the sentences in Bima language then they translated into English dealing with the spatial and temporal deixes. The result of the reflection showed that, the students were able to tranlate all of the utterances from the Bima language into English by using good pronunciation. If compared with the their ability before giving the treatment, it was very significantly improved especially their speaking ability. Besides that, their English were very low, they could not asnwer the questions dealing with the spatial and temporal deixes in English, and they did not

know how to pronounce the words correctly. During giving the treatment, they were very communicative and anthusiast in learning English. they interested to learn English by using Bima language.

3. Interviews

In order to know the strengthens and weaknesses of using Bima language deixes in teaching English, the researcher conducted the interview to the students and English teachers. For the students, they would be interviwed after they learned English by using Bima language, while for the English teachers would be interviewed after they observed the researcher performing or applying the teaching method in the classroom. The responses from students could be classified into four part such as; positive resposse, negative response, semi-positive response, and semi-negative response. While the responses from the two English teachers would be only classified into two part such as; pasitive and negative responses.

4. Students' Responses

On the interview, the researcher provided five questions in written form that should be answered by all of the students that become sample of this research. They were the second grade students of SMA 1 Monta which consist of 35 students. As mentioned above, their responses would be classified into four parts such as positive response, negative response, semi-positive response, and semi- negative response.

5. Positive Resposes

In this case, the positive responses are the students give the response positively based on their experiences during they learning English by using Bima language. The data showed that there were 30 of 35 students (85%) gave the positive responses in which they were very happy to learn English by using Bima language deixes. Moroever, according to them learning English by using their native language was very interesting besause it was the first time they got this method since they learning English in the classroom, in other word they never got it from their English teacher before. Besides that, learning English by using Bima language is also easy to undertand than using Indonesian as stated by one one of students below:

...Luar biasa, sebelumnya saya belum pernah belajar bahasa Inggris dengan

megggunakan bahasa Bima, saya merasa senang bisa belajar seperti ini, cepat dimengerti dan mudah dipahami...

(it's amazing, actually I never learn English by using Bima language before, I feel happy because I can learn like this, it is easy and fast to be understood).

(HR, a second grade student of SMA 1 Monta)

Based on the student's response above, it proves that learning English by using Bima language is not make them bored. They really enjoy it during learning process and they expect that their English teacher wants also use the same method as the researcher applied. Therefore, based on the percentage of students' responses it can be said that using Bima language deices can give positive contribution for the students in learning English.

6. Negative Response

The negative responses in this case the sudents contrast with the use of Bima language in teaching English. based on the data, it was only 1 of 35 students (3%) was disagree with applying the Bima language deixis in teaching English. Although it is easy for her to learn English, but this student did not expected it is continuously used in the clasroom because she could not focus on learning Indonesian or English as well. Moreover, she thought that they already known about Bima language so that it does not important for her to be learned in the classroom i.e. they tend to be happy if their English teacher uses English or Indonesian as the national language as her statement below.

...sebaiknya tidak menggunakan bahasa Bima untuk belajar Bahasa Inggris. Lebih baik menggunakan bahasa Indonesia atau bahasa Inggris langsung sehingga kami lebih cepat lancar bahasa Indonesia dan bahasa Inggrisnya...

(it better not to use Bima language in learning English. It better to use Indone-sian or English directly so that we can fluent our Indonesian or English).

(HR, a second grade student of SMA 1 Monta)

7. Semi-Positive Responses

Not all of the students gave totally positive and negative responses in that answer heets, but there were 2 of 35 students (6%) gave the semi-positive responses. In this case, semi-positive response means that the students little bit interested to learn English by using

Bima language. it could be seen from one of the two students' response below:

... saya sedikit lebih suka belajar bahasa inggris dengan menggunakan bahasa Bima dari pada belajar dengan menggunakan metode-metode yang pernah diterapkan oleh guru sebelumnya...

[I rather like learning English by using Bima language that learning with the other methods that have been applied by our teacher before].

(MS, a second grade students of SMA 1 Monta)

From the students' response showed that two of them rather interest in learning English by using Bima language than other methods that ever applied by their English teacher.

8. Semi-Negative Responses

The last responses there were only 2 of 35 students (6%) are categorized as semi-negative. In this case, their responses were little bit contrast with the use of Bima language in teaching English, in other word they prefer to use Indonesian in learning English. Although, in one hand they actually felt easy to learn English by using Bima language, but they did not want it is continuously used in the clasroom. They tent to prefer that teacher uses Indonesian as the national language in which they can use it when they interact with the people who are not native speakers of Bima language as in their statements below:

...saya menginginkan guru pake bahasa Indonesia atau bahasa Inggris saja. Kalau Bahasa Bima terlalu gampang...

(I prefer that teacher use Indonesian or English. Bima language is too easy]

(DH, a second grade student of SMA 1 Monta)

To sum up, from all of the catogories of the students responses above, it can be classified that most of students responses (85%) are categorized as positive responses. They prefer to use Bima language in learning English because it avokes their curiosity and motivation in learning English. The second clasifcation is the semi-positive responses with the 6% students in which these students little bit interesting to learn by using this method, the third clasifcation is semi-negative responses in which there were 6% students who gave this responses, and the last clasifcation is negative responses in which there were only 1 (3%) students who gave this responses. Therefore, it can be concluded

that there is positive contribution of using Bima language in teaching English based on students' perspectives. Due to the most of students (85%) are happy and interested in learning English by using Bima language. Consider the Table 2. below:

Table 2. The Clasification of Students' Responses

Response Clasifications	Namber of Students	Percentage (%)
Positive	30	85%
Negative	1	3%
Semi positive	2	6%
Semi negative	2	6%
Total	35 Students	100%

What has been found in this study, it proves that children or students have potential to develop their own capacity in learning through interlanguage i.e. using L1 in learning L2. They are able to immitate and memorize better what is taught by their teacher through mother tongue as long as they master their L1. Moreover, this study also proved the theory of Zone proximal Development (ZPD) which is developed by Vigotsky (1982) in which he claims that *"a student is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better together with and guided by teacher or adult"*. Related to this theory, during teaching and learning English in the classroom by using Bima language, the students perform much better and they were able to copy and immitate what is guided by the teacher or researcher then they study alone. They able to translate or interprate into English the words or sentences which are delivered by researcher from their mother tongue.

9. The English Teachers' Responses

In this research, the reseacher interviewed two English terachers after they observed him in the classroom during the teaching and learning process. In the interviewing, the researcher recorded their responses in order to be analyzed. Their responses could be classified into two parts such as positive and negative responses.

a) Positive Responses

The result of the iterview to the both English teachers proved that using Bima language deixes can give positive contribution in teaching English, it can improve the students' English ability

especially in aspects of spatial and temporal deixes. The students can learn English start from the basic words of deixis and going to the sentences. Besides that they are very communicative in the translating the utterances which delivered by the researcher in Bima language as what has been expressed by Mr. Rustam as their English teacher below:

...oh ya, yang berkaitan dengan pengajaran kemarin, saya lihat sangat berkomunikasi , artinya siswa sangat komunikatif, mereka mampu menterjemahkan secara aktif dari bahasa Bima ke bahasa Inggris tanpa melalui bahasa Indonesia...

[yeah, dealing with the lesson yesterday, I saw it was very communicative. It means that the students are very communicative, they can actively translate from Bima language into English without using Indonesian.]

(Mr. R, the English teacher)

The English teacher's response showed that using Bima language deixes is very positive to be applied in English language teaching, because most of students have low motivation in learning English. by using Bima language, they can actively learn how to translate the sentences from Bima language into English while they can enrich their English vocabularies based on the Bima language spatial and temporal deixes. In addition, the second English teachers added that the structure forms both languages are not so far different so that students were easy to interpret the utterances from Bima language into English as commented by Mr. Mubin as the English teacher of second grade students below:

...It looks they are very anthusiastic and they perform very good and so fast. Because, for example when you say "mai ta ake= come here", "lao ta aka=go there" etc. it is very simple and they anderstand very clever...

(Mr. M as the English teacher)

Based on the responses of both English teachers above, it can be concluded that using Bima language deixes able to give positive contribution especially in teaching English deixes.

b) Negative Responses

The discussion above is the positive side of using Bima language deixes in teaching English deixes based on the teachers' perspective. However, the English teachers also given the negative perspective of using of this method. First they claimed that Bima language is the natural language of all students in the classroom of course the students were easy to translate into English, but on the other hand, Bima language is rather complicate to be translated into English because there are many certain marks that should be considered like (*ja, ma, pu, ru, etc*). Therefore, as the English teacher should make good formulation in matching the structure of language in Bima language and English. Second, they suggested that we could not regularly use all of Bima language in teaching students, it probably makes them bored, it might be better if it is applied one time for one semester as the combination with other method. Besides that it is also the big challenge of us as the English teacher, because applying the Bima language is not easy as the researcher did. The teacher should be more active, communicative, and powerful as the statement of the English teacher below:

"I think it is needed, but it is not continuesly used. It might be make students bored. It means that, may be only one time for one semester to make variation. Besides that, it is not easy to be applied, because as I saw you testerday it is needed worked hard, active, and communicative with students."

(Mr. Rustam, the english teacher)

From the English teacher's response above, there are some considerations of using Bima language in order to be successful in teaching English, we need to know how to adapt the material from the Bima language that appropriate with English because in one aspect the bima language look rather complicate, because there are certain marks that should be considered and most important is the English teacher should be more active and communicative when teaching English by using Bima language in order to avoke the students' interesting and motivation.

To sum up, the English teachers' responses above, they really appreciate with the implementing the Bima language in teaching English after they observed the interaction of the researcher with students. They looked the students were very anthusiast in learning English i.e. they were communicative in translating or interpreting the words and utterances from Bima language into English. After they experienced this learning method, they aware that how the Bima language has big potensial to be used in teaching English. Interestingly, they saw their students' English ability have improved after they learn it by using Bima language. However, in the negative side they also argued that using Bima language is not should be continuously used in the classroom in order to avoid the students bored to learn English. Besides that, the challenge for them is they should think hard to formulate the material to connect the between Bima language and English and the most important for the English teacher is they have to be more active and communicative during the teaching and learning process.

IV. CONCLUSSION AND SUGGESTION

A. Conclusion

This study can be concluded that, based on the result of video recorder and reflection, using Bima language as students' mother tongue in teaching English can give more contribution toward their motivation and curiosity in learning English. The interview result indicated students and teachers' responses tend to reflect on positive response toward the application of Bima language in teaching English. First, students responses can be classified 85% are categorized as positive responses. They prefer to use Bima language in learning English because it avokes their curiosity and motivation in learning English. The second clasification is the semi-positive responses with the 6% students, in which these students little bit interesting to learn using this method, the third clasification is semi-negative responses in which there were 6% students who gave this responses, and the last clasification is negative responses in which there were only 1 (3%) students who gave this responses. Based on the English teachers' responses, they aware that how the

Bima language has big potensial to be used in teaching English. Interestingly, they saw their students' English ability can be improved after they learn it by using Bima language. However, they also argued about the negative side of using Bima language. It is not should be continuously used in the classroom in order to avoid the students bored to learn English. It is better to use in particular of time.

B. Suggestion

Hopefully this article can give lot contribution to the following researchers who interested in conducting the relevant study. It can be the reference for the readers and researcher about the use of L1 in teaching target language.

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