THESIS

THE ROLE OF FIRST LANGUAGE (L1) AS A RESOURCE IN FACILITATING CONVERSATION AMONGST EFL LEARNERS

SINARTIKA SARA GONSALVES

ENGLISH EDUCATIONAL STUDY PROGRAM

TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY

WIDYA MANDIRA CATHOLIC UNIVERSITY

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Presented in Partial Fulfilment of the Requirements for Bachelor Degree in English Education

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I hereby sincerely state that the thesis entitled **The Role of First Language (L1) as A Resource in Facilitating Conversation amongst EFL Learners** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

Kupang, June 25th, 2022

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DEDICATION

This thesis is particularly dedicated to the following persons:

1. My beloved parents, Mr. Dominggos Gonsalves and Mrs. Sartje Sorah.

2. My Precious brothers Regan, Ilfred, and Siegfried.

3. My Almamater, Widya Mandira Catholic University Kupang.

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Kupang, June 25th, 2022

The Writer

ABSTRACT

This research is entitled **"The role of First language (L1) as a resource in facilitating conversation amongst EFL learners".** This study was conducted to find answers to two research questions, namely: (1) What is the function of L1 that appears in the conversations of EFL students? (2) What is the most common L1 function used by EFL students in facilitating conversation? The purpose of this method was to identify the first language function (L1) in conversation among EFL learners and to find out the most common L1 function that is most widely used in facilitating conversation among EFL learners. This research method was a qualitative method in which data is collected through recordings of participant conversations in the form of audio and video completing a communicative task called spot the differences. There were 20 students involved, 4 men and 16 women who took the Speaking for everyday communication course in the 2nd semester of the English Education study program at Widya Mandira Catholic University Kupang. The results show that the functions of the First Language (L1) used by the students, sorted by the highest percentage of usage, were as follows: sentence-internal code switching (f=75;p=0.641%), which was followed by translation (f=21;p=0.179%), giving instructions to the other classmates (f=15;p=0.128%), confirmation (f=6;p=0.051%), asking for instructions (f=5;p=0.042%), asking for confirmation (f=2;p=0.017%), personal petition (f=2;p=0.017%), repetition (f=2;p=0.017%), and direct appeal for help (to classmate(f=1;p=0.008%).

Key Words: First language, L1, Conversation, EFL, Spot the differences.

ABSTRAK

Penelitian ini berjudul ***"The Role of First language (L1) as a Resource in Facilitating Conversation amongst EFL Learners".*** Penelitian ini dilakukan untuk menemukan jawaban atas dua pertanyaan penelitian, yaitu: (1) Apa fungsi L1 yang muncul dalam percakapan pelajar EFL? (2) Apa fungsi L1 yang paling umum digunakan oleh pelajar EFL dalam memfasilitasi percakapan? Tujuan dari metode ini adalah untuk mengidentifikasi fungsi bahasa pertama (L1) dalam percakapan di antara pelajar Bahasa Inggris sebagai bahasa asing dan untuk mengetahui fungsi bahasa pertama paling umum yang paling banyak digunakan dalam memfasilitasi percakapan di antara pelajar Bahasa Inggris sebagai bahasa asing Metode penelitian ini adalah metode kualitatif di mana data dikumpulkan melalui rekaman percakapan partisipan dalam bentuk audio dan video yang menyelesaikan tugas komunikatif yang disebut *Spot the differences*. Mahasiswa yang terlibat sebanyak 20 orang, 4 laki-laki dan 16 perempuan yang mengampuh mata kuliah *Speaking for everyday communication* di semester 2 program studi Pendidikan Bahasa Inggris Universitas Katolik Widya Mandira Kupang. Hasil penelitian menemukan bahwa fungsi bahasa pertama yang digunakan pelajar Bahasa Inggris yang diurutkan berdasarkan jumlah persentase penggunaan terbanyak adalah sebagai berikut: *sentence-internal code switching (f=75;p=0.641%),* yang diikuti oleh *translation (f=21;p=0.179%), giving instructions to the other classmates (f=15;p=0.128%), confirmation (f=6;p=0.051%), asking for instructions (f=5;p=0.042%), asking for confirmation (f=2;p=0.017%), personal petition (f=2;p=0.017%), repetition (f=2;p=0.017%), and direct appeal for help (to classmate(f=1;p=0.008%).*

Kata Kunci: Bahasa pertama, percakapan, EFL, *Spot the differences*.

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