

CHAPTER I

INTRODUCTION

A. Background of the Study

The use of teachers and students' native language (L1) in the English second or foreign language classroom is the issue which has been debated for years. A number of studies have been conducted, which either support or oppose the use of L1 in English foreign language classroom. All that is always debated by people is about two points. Several authors assert that using L1 in the classroom can hinder the learning process. However, some researchers clarify that L1 has a facilitating role to play in the classroom and can actually help the learning process.

Those authors who argue the use of L1 in the classroom are in support of a monolingual approach. There are some assumptions which are described in Hawkins's book of the late nineteenth century. All of those assumptions are the discouragement of L1 use in the classroom. They

try to avoid the use of L1 for both of teacher and students in classroom. It can be divided by two conventions, which can be described in stronger or weaker form. At its strongest, the decision is ‘Ban the L1 from the classroom’, that both of the teacher and students can only use the second language (L2) or target language (TL) without using the L1 in classroom. At the weakest, the rule is ‘Minimize the L1 in the classroom’, that it can be used as little as possible by teacher and students. They are emphasized to use the second language (L2) or target language (TL) maximize in the classroom. As the researcher knows it phrased, the L2 is seen as positive and the L1 as negative. Though their assumption, the L1 is not something to be utilized in language teaching.¹

Those who support the use of L1 in classroom are most of them the researchers. They had conducted the result of researches by involving and analyzing by

¹ Vivian Cook. *Using the First Language in the Classroom* (57 (3) (Canadian Modern Language Review, 2001), 404.

themselves in a real classroom. As William Schweers said that he designed and conducted research on the use of the mother tongue in English classes at the University of Puerto Rico, Bayamon Campus.² In his conclusion, he claims that “he has found the uses of first language (Spanish) has led to positive attitudes toward the process of learning English and encourage students to learn more English”.³ Storch and Aldosari (2010) concluded that learners are supportive of the use of the L1 in the FL classroom, as the L1 makes learning the new language easier and acknowledges the value of their prior knowledge.⁴

In Indonesia, English is a foreign language and taught as a foreign language. There are a few chances for students to apply what they have studied in classroom

² C. William Schweers, “Using L1 in the L2 Classroom,” *English Teaching Forum*, (April-June, 1999), 6.

³ C. William Schweers, “Using L1 in the L2 Classroom,” *English Teaching Forum*, (April-June, 1999), 9.

⁴ Wafa A. A. Al Sharaeai, “Students’ Perspectives on the Use of L1 in English Classrooms,” *Graduate Theses and Dissertations*,(2012), 5.

when they were in outside. So, the students only can communicate by English language when they study in English classroom. The only exposure is only happened in the English classroom.

Most of the English teachers use L1 in classroom because teacher and also students and not the native speaker who can speak and communicate by English at any time. Bahasa Indonesia is Indonesian first language (L1) and not the English. Different from other countries which the most of people in there have applied English as their second language (L2). It cause the use of L1 argued in those countries. In Indonesia, most of the schools in every region have an English subject in learning program.

Some schools, especially International schools emphasize their students to use English language to convey their mind and communicate to others. They determine the English language as second language. Nevertheless, general schools decide English as foreign

language or English Foreign Language (EFL) classroom. The foreign language is the learner learns the language in an environment where there is little natural use of the language though they are expected to use the target language as the language teaching medium and for communication.⁵

SMKN 1 PANDEGLANG is one of the most popular schools in Pandeglang regency. The school has some teachers that have a good ability in teaching English language. In teaching and learning process, sometimes the teachers use *Bahasa Indonesia* (hereafter it called as L1) whether when they explain the material or communicate with their students. Thus, because of the point of view about L1 used by the teachers and also students in English foreign language classroom, the researcher is interested to research the teachers and students' perceptions on using L1 in classroom. The researcher only took three teachers

⁵ Nur Maria Ulfah, "The Use of Code-Switching by English Teachers in Foreign Language Classroom: A Descriptive Study at SMAN 1 Pangsid, (September, 2014), 1.

in each grade (X, XI, XII) and 9 (nine) students, 3 (three) students from each grade (X, XI, XII). The researcher carries out in conducting a research on “A Study on L1 (*Bahasa Indonesia*) Used by the English Teachers and Students in EFL Classroom (A Case Study at SMKN 1 Pandeglang).”

B. Identification of the Problem

Nowadays, the use of L1 is still debated by people whether to use or not especially in English classroom. There are found the teachers use L1 most of time in their classroom for explaining grammar, explaining new words, giving instructions, giving feedback, etc. The students also use L1 more than their teachers. Students tend to use L1 when they ask questions and clarifications to their teachers, when they talking to classmates and peers or groups.

C. Limitation of the Problem

This study, is like any other case studies, is concerned with a certain case that happens in a certain

context. The study dealt with the realization of L1 used in EFL classroom by the English teachers and students.

D. Research Questions

Based on the previous background, the researcher formulates for research questions as follows:

1. Why the English teachers use L1 in the EFL classroom?
2. In what contexts do teachers tend to use L1 in the EFL classroom?
3. Why the students use L1 in the EFL classroom?
4. In what contexts do students tend to use L1 in the EFL classroom?

E. The Aims of the Study

In relation to the research question above, aims of the research are to find out:

1. The reasons why teachers use L1 while teaching their students in the EFL classroom.

2. The contexts of teachers tend to use L1 in the EFL classroom.
3. The reasons why students use L1 while teaching their students in EFL classroom.
4. The contexts of students tend to use L1 in the EFL classroom.

F. Significance of the Study

This research is significant for several reasons. Firstly, this research is a partial fulfillment of the requirements for the Degree of Strata 1 (S1). Secondly, the result of this research are expected to be meaningful description for the teacher about the existence of the alternation between mother tongue and foreign language in English or foreign language classroom. Thirdly, it is hoped that the functions of the use of L1 in foreign language classroom can be described as the advantages by the language teachers, especially the English teachers. Fourth, the result of the research is expected to be used as one of the sources of information about the L1 in the EFL

classroom. And the last, the result of this study are expectedly beneficial for the English teachers who are directly involved in classroom teaching and learning process.

G. Previous of the Study

The research finds some previous studies of research about the Use of L1 in classroom research as follows:

1. Baharuddin Pasaribu (2001) conducted his research about the use of Bahasa Indonesia in the ELT classroom. He has collected the responses from two hundred and sixty five (265) students from various private Universities in Bogor. The result showed that many of the students stated that Bahasa Indonesia should be used in classroom and they referred their teachers to use Bahasa Indonesia as much as possible.
2. Christine Manara (2007) investigated the use of L1 support: teachers' and students' opinions and practices in an Indonesian context. The aim of her paper was

finding out teachers' and students' opinions of the use of the mother tongue in the EFL classroom as opposed to the monolingual method which has been adopted in educational institutions in Indonesia. The study also investigated the teachers' and students' decision making of when to use L1 in their teaching and learning activity in the classroom. The findings uncovered that the majority of the teachers and students believe that English should be used to the fullest.

3. Wafa Al Sharaeai (2012) collected his thesis about students' perspectives on the use of L1 in English classrooms. The current study looks into the reasons and perspectives students have about the use of their first language in English classrooms. It analyzes their opinions on different issues connected to first language use. The analysis for this paper was conducted on data from an online survey and follow-up interviews based on 51 total participants. The

results showed that students used their first language for a variety of reasons. The amount of first language used also differed. The results also showed that patterns emerged when considering the participants' language backgrounds, age, and the English language proficiency level. The results of this study will help teachers and students understand the reasons students have for using their first language in English classrooms. By knowing these reasons, students may be able to eliminate them and eventually improve the English language learning process. Teachers can also use the results to modify their classroom management to reduce the amount and frequency for first language use. To sum up, the research showed that students have a variety of reasons for and opinions about why they use their first language in their English classrooms, and that usage may be affected by a number of variables that need further research and study.

4. Rike R. Permatasari (2013) conducted a study on the students' perceptions toward teachers' use of Bahasa Indonesia in English learning classroom. Her kind of research was quantitative research. The quantitative data collected from 102 students from the first and second grade of junior high school. The finding revealed that teachers' use of Bahasa Indonesia brought positive perceptions toward students. As the data showed the most of students preferred teachers use Bahasa Indonesia rather than use full of English.

From the previous studies above, this research is different the research by focusing the discussion on the use of L1 by the English teachers and students in EFL classroom which conducted in one of senior high school in Pandeglang. And the place of research has never been observed related to this title of research.

H. Organization of the Study

The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

Chapter one about Introduction, it presents the Background of the Study, Limitation of Problem, Statements of the Problem, the Aim of the Study, Previous Study and Organization of the Study.

Chapter two about Theoretical Review, this chapter presents descriptive theories which are related to the study about the use of L1 by the teachers and students in EFL classroom.

Chapter three discusses about Methodology of research including to Method of research, Participants, Setting of research, Instrument of research, Technique of data collecting and Technique of data analysis.

Chapter four explains about the Findings and Discussion that includes finding out and analysis of

the reasons for using L1 by the teachers and students in EFL classroom. And it discusses the contexts of teachers and students of using L1 in EFL classroom.

Chapter five discusses the Conclusions and Suggestions.

CHAPTER II

THEORETICAL REVIEW

A. The Definition of First Language (L1)

As a social creature who cannot live alone, they always try to be connected with other people by communicate in every day. People have their own culture and language in life since they were born. In order for people to feel connected to their cultures and homes, they try hard to stay connected with their mother tongues. Holding on to the first language is sort of holding on to the own culture. The term *mother tongue*, *first language* and *native language/tongue* are essentially all the same though there are some instances when they mean different things. The use of term *mother tongue* in this case the researcher can say as a synonym to *first language (L1)*.

In general, a mother tongue can be defined as a language learnt before any other language has been learnt. So that a child learns mother tongue or first language

automatically and naturally, he/she picks it up from the speakers and social environment around her/him. It has generally been said that the first language is learned at home during childhood i.e. language acquired from birth. But the cases are not always applicable in other contexts. There are some definitions of mother tongue or first language. According to Skutnabb - Kangas and Phillipson *mother tongue* can mean the following:

1. The language learned from the mother.
2. The first language (L1) learned, irrespective of "from whom."
3. The stronger language at any time of life.
4. The mother tongue of the area or country (e.g., Javanese in Java).
5. The language most used by a person.
6. The language to which a person has the more positive attitude and affection.⁶

The *Oxford English Dictionary* defines mother tongue as one's native language is the language into which

⁶ Istvan Kecskes & Tunde Papp, *Foreign Language and mother Tongue* (USA: Lawrence Erlbaum Associates, 2000), 1.

one is born.⁷ Then the *Zurich* dictionary translates *Mutterspraach*, which is also called the *Landspraach* as the mother tongue, it defines the mother tongue as a language that used in regional.⁸ Another definition according to Christine Manara said that *mother tongue* is a resource for the learners to draw their existing knowledge from and perceive the new language.⁹ Another definition from Wikipedia said that “a first language (also native language, mother tongue, arterial language, or L1) is the language or are the languages a person has learned from birth, or that a person speaks the best and so is often the basis for sociolinguistic identity”.¹⁰ In addition, Pokharel defines “*first language, mother tongue and native tongue* are common terms for the language which a person acquires first in his childhood because it is spoken in the

⁷ W Tulasiewicz & A Adams, *Teaching the Mother Tongue in a Multilingual Europe* (New York: Continuum Studies in Language and Education, 2005), 4.

⁸ W Tulasiewicz & A Adams, *Teaching the Mother Tongue in a Multilingual Europe* (New York: Continuum Studies in Language and Education, 2005), 5.

⁹ Christine Manara, “The Use of L1 Support: Teachers’ and Students’ Opinions and Practices in an Indonesian Context,” *The Journal of Asia TEFL*, Vol. 4, No. 1, (2007), 145.

¹⁰ http://en.wikipedia.org/wiki/First_language

family and/or it is the language of the country where he is living.” Therefore, the language that one first learns to speak when he or she is a child can be said the first language.¹¹

From the definitions which have explained above, the researcher concludes that the first language has the same meaning with mother tongue, native language thus the researcher can say it in sort term as L1. The terms have definition as the language which used the most of the time by a person or people as their tool to communicate each other. They can convey the meaning, give expression and connect with other people by their first language without any difficulties because first language has been learning by them since they were born.

B. First Language Used in EFL Teaching and Learning

Throughout history, many English language teaching method have developed. One of the first language teaching

¹¹ Ashok Raj Khati, “When and Why of Mother Tongue use in English Classrooms.” Nepal English Language Teacher’s Association, (2011), 42-43.

methods that highly encourage the use of first language was The Grammar Translation Method. It was developed in in the 18th century.¹² Grammar Translation method is a way of studying the language first through analysis grammar in detail and translate texts into the target language. But, some of language teaching method almost forbade the use of the first language in ELT classroom. The methods such as Direct Method, Audio-lingual Method, The Silent Way and Communicative language Learning (CLL) did not encourage the use of the first language.¹³ As a result, both teachers and students followed those different principles and made it even more confusing to the students to either use or not. Because often of their teachers either allow or prohibit to use the first language in classroom.

When a person learns a foreign language which he or she doesn't even know what the meaning of its meaning, he

¹² Jack C Richard and Theodore S Rodger, *Approaches and Methods in Language Teaching* (2rd.ed) (Cambridge: Cambridge University Press, 2001), 5.

¹³ Jack C Richard and Theodore S Rodger, *Approaches and Methods in Language Teaching* (2rd.ed) (Cambridge: Cambridge University Press, 2001),15.

or she usually translates a part or even the entire of the sentence. But, it is impossible for finding the meaning from dictionary in a direct spoken. He or she may try to translate the words directly and try to understand even though only a few words. Students would do the same when they listen to the teacher who explains the material in a foreign language.

In foreign language classrooms the language to be learned is both the target and as the instruction, even though, in addition to the target language usually there is another language present in the language classroom as well, it is usually the native language of the teachers and the learners. Because two languages exist in the classroom, it leads to a bilingual situation. Therefore, the first language (L1) is usually a natural part of language classroom interaction. The students will have more understand about the material which explained by first language than target language. The more using of first language by the teacher, easier to comprehend by the students even it occurred in a foreign language (EFL) classroom.

In English language teaching the researcher knows that students must comprehend four skills there are listening, reading, speaking and writing ability. And every skill has different principal to be comprehended. Not all of students have the same difficulties for comprehending the skills. Thus teachers who only use the target language to explain the material to students would not really success in teaching.

As a result of Nation' research, the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task. There is thus a useful role for the L1 in helping learners gain the knowledge needed to reach a higher level of L2 performance.¹⁴

1. Teacher Use of L1

L1 is not the problem. The problem is when and how to use it. Many teachers find that the use of some L1

¹⁴ Paul Nation, "The Role of the First Language in Foreign Language Learning." *Asian EFL Journal*, (2003), 2.

provides more time to practice the target language because understanding is achieved much more rapidly. Teachers often use L1 in beginning and intermediate according to Tang in his research are having purposes to:

- a. Give instructions
- b. Explain meanings of words
- c. Explain complex ideas
- d. Explain complex grammar points.¹⁵

The L1 can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain. Several studies have been carried on the issue L1 used. Atkinson (cited in Khati) has listed the following appropriate uses for L1 in L2 classroom: eliciting language, checking comprehension, giving complex instruction to basic levels, using translation to highlight a recently taught

¹⁵ Jinlan Tang, "Using L1 in the English Classroom." *English Teaching Forum*, (January, 2002), 38.

language item, checking for sense, testing and developing circumlocution strategies.¹⁶

Likewise, Auerbach identifies the following uses for mother tongue: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts explaining errors, and checking for comprehension.¹⁷

Rolin-Ianziti and Varshney also mention a number of functions such as imparting knowledge concerning the L2 medium, classroom management, anxiety, and motivation (positive and negative).¹⁸

The reasons that teachers may use L1 vary due to the students' level of language proficiency. It seems that more L1 is accepted at lower levels of proficiency and

¹⁶ Ashok Raj Khati, "When and Why of Mother Tongue use in English Classrooms." Nepal English Language Teacher's Association, (2011), 44.

¹⁷ Auerbach, "Reexamining English Only in the ESL Classroom", *TESOL Quarterly*, Vol. 27, No. 1, (December, 1993), 1-18.

¹⁸ I. Mora Pablo, et al., "Students and Teachers' Reasons for Using the First Language Within the Foreign Language Classroom (French and English) in Mexico", *Universidad de Guanajuato Mexico*, Vol. 13, No. 2, (October 2011), 116.

gradually the use of L1 is reduced according to the higher level of proficiency. Thus, many researchers have figured ways out to use L1 into the EFL teaching efficiently. Students will understand better when the explanations of the subject matters are given in their own language. As cited in Mohamad Azrien, Alshammari and Machaal argue that “the use of L1 can save teachers’ time of explaining, increase students’ understanding and make the learning process more effective”¹⁹. The use of L1 with novices has verified to be a very useful and valuable device in enhancing students' understanding.

Another significant reason for teachers’ use of the L1 in the L2 classroom is to build natural relationship between teachers and their students. The communication between teachers and students become easier, so students feel free to ask their teachers. The teachers mainly used L1 when talking about difficult ideas and some culture-

¹⁹ Mohamad Azrien A and Shukeri Mohamad, “The Use of First Language in Arabic Language Classroom: A Teaching Buttress or a Learning Obstacle?”, *Journal of Islamic Studies and Culture*, Vol. 2, No. 2 (June 2014), 60.

related issues. Exactly, as Agustin and Mujianto has asserted that “the L1 was primarily employed to explain grammatical points, crack jokes with students, discuss cross-cultural issues, teach cultural/ religious values, and clarify what the lecturers had explained in order for students to understand it.”²⁰ Therefore, L1 explanations were preferred because it is viewed as being more efficient and promoting comprehension.

There are ways of using the L1 positively by the teachers in teaching according to Cook for: conveying and checking meaning of words or sentences, explaining grammar, and teacher organization of the class (organizing tasks, maintenance of discipline, gaining contact with individual student, and testing).²¹ In addition, Cristina points out some examples of appropriate use of L1 in EFL classes. The first is beginner; the use of L1 might be more beneficial to beginners, because teachers

²⁰ Dery T. A. Warsono, J. Mujiyanto, “The Use of Bahasa Indonesia (L1) in the Intensive English (L2) Classroom.” *English Education Journal*, Vol. 5, No. 1, (2015), 4-5.

²¹ Vivian Cook. *Using the First Language in the Classroom* (57 (3) (Canadian Modern Language Review, 2001), 414-416

perceived that beginner students need some amount of L1 to be used by the teachers in order to help them learn the target language (English). The second is L1 can be time-saving, instead of trying the long explanations in the target language; it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. The third is the use of L1 can compare between English as the target language and L1 as mother tongue. The last is classroom management, sometimes to management conduct and discipline is hard to be done in target language. And when the classroom is noisy, using L1 to keep order is more effective than using English.²² So, using L1 is giving more beneficial during the teaching and learning process.

2. Students Use of L1

Students often use L1 when doing pair work to construct solutions to the tasks and evaluate written

²² Cristina, "Overusing Mother Tongue In English Language Teaching." *International Journal of Communication Research*, Vol.2, (July/September, 2012), 214-215.

language. L1 vocabulary allows students to use language which they may not yet possess in target language in order to process ideas and reach higher levels of understanding. This applies both to social talk between partners and private talk indeed for the student alone. In addition, Ashok R. Khati who has conducted a research in Nepal states that “most of the time, they use L1 (Nepali) with their friends and teachers inside and outside classroom”.²³ It case can happen because both the teachers and the students do not expect to use their English and lean on to their own language consistently.

Students use L1 while speaking in order to: ask each other clarifying questions, express frustrations concerning their lack of understanding clarify meaning of words in L2, find new words in L2 which correspond to already known words in L1, use language to process complex concepts, and to build shared meaning while

²³ Ashok Raj Khati, “When and Why of Mother Tongue Use in English Classrooms.” *NELTA Journal*, Vol. 16 No. 1-2, (December 2011), 45.

evaluating written tasks through shared discussion. The students employed the L1 to serve more functions. According to Warsono and Mujiyanto, “students mainly used L1 to ask the teacher questions about lesson being taught, answer questions about the lesson being taught, talk to each other, communicate with the lecturer, progress pair/ group work, and seek for helps from their friends, and when responding to questions given by the lecturer”.²⁴

There are several reasons according to J. Harmer explained why students use the first language (L1) in their classroom. Firstly, incapable students encourage using the L1 in classroom when they were asked to do something by their teacher. Not much students can say about the topic, so if they really want to say about it they use the L1. Secondly, the L1 is an entirely natural thing to do in particularly elementary and intermediate students. If they

²⁴ Dery T. A. Warsono, J. Mujiyanto, “The Use of Bahasa Indonesia (L1) in the Intensive English (L2) Classroom.” *English Education Journal*, Vol. 5, No. 1, (2015), 4-5.

learn a foreign language they try to use translation almost without thinking about it. It is because they try to find new words relation to the knowledge they are already familiar with. Thirdly, students use their L1 when performing pedagogical tasks, especially when they explain something to another. The last reason is because of L1 used by teachers themselves. If the teachers frequently use the L1 in classroom and their students feel comfortable doing it too.²⁵

Cook on her research has cited the way of using L1 by the students are within the classroom and as part of the main learning activity. She also claims that through the L1, students may explain the task to each other, negotiate roles they are going to take, or check their understanding or production of language against their peers.²⁶

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Longman, 2001), 131.

²⁶ Vivian Cook. *Using the First Language in the Classroom* (57 (3) (Canadian Modern Language Review, 2001), 410.

3. The Function of First Language Used in the Classroom

In using the first language which occurred in classroom, there are many functions can mentioned as follows:

Cook concluded by pointing out some teaching contexts in which the first language can be positively used. Teachers and students can use the first language for a number of functions such as:

- a. Explaining and checking meaning
- b. Explaining and teaching grammar
- c. Class management
- d. Explaining class activities and tasks
- e. Maintaining contact with the students²⁷

Charlene Polio and Patricia Duff (1994) listed a number of possible usages for English as a first language in the foreign language classrooms such as:

²⁷ Vivian Cook. *Using the First Language in the Classroom* (57 (3) (Canadian Modern Language Review, 2001), 411.

- a. Classroom management
- b. Explaining grammar
- c. Explaining and checking vocabulary
- d. Building rapport between students and teachers
- e. Explaining ambiguous and difficult concepts²⁸

In Rike's research theory, she has mentioned some advantages of using L1 as the functions as follows:

- a. The use of L1 can clarify the unfamiliar content
- b. The use of L1 can be used as learner's shelter
- c. The use of L1 can have smoothly clarify and communicate grammar points
- d. The use of L1 is saving time²⁹

According to Baharuddin Pasaribu in his research, the result of his survey proves the functions of Using L1 in English classroom as follows:

²⁸ Wafa A. A. Al Sharaeai, "Students' Perspectives on the Use of L1 in English Classrooms," *Graduate Theses and Dissertations*, (2012), 9.

²⁹ Rike R. Permatasari, "A Study on the Students' Perceptions toward Teachers' use of Bahasa Indonesia in English Learning Classroom," *Graduate Thesis*, (2013), 8-10.

- a. To make understanding easier
- b. To give a feeling of quietness and avoid nervous
- c. To give comfort and raise self confidence
- d. To motivating students, increase understanding, introducing new words
- e. To give a feeling of free from stress.³⁰

Rolin-Ianziti and Varshney (2008) also mention a number of functions of using the first language such as imparting knowledge concerning the L2 medium, classroom management, anxiety, and motivation.³¹

From the functions as mentioned by the authors and researcher above, the researcher can concludes that the use of teachers' L1 into classroom has the important function as managing EFL classroom to be more natural environment even if it was a foreign classroom. Teachers' L1 used can simplify the difficulties of making students'

³⁰ Baharuddin Pasaribu, "The Use of Bahasa Indonesia in the ELT Classroom" *TEFLIN Journal*, Vol. XII, No.1, (February, 2001), 146.

³¹ Rike R. Permatasari, "A Study on the Students' Perceptions toward Teachers' use of Bahasa Indonesia in English Learning Classroom," *Graduate Thesis*, (2013), 6.

understanding of materials in classroom such as introducing new words, grammar rules moreover giving some instruction. However teachers do not allowed overusing of L1 in the classroom. The capable teachers must be appropriate to use the L1 in their classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of Research

The method that used in this research was descriptive qualitative method. It described the teachers and students' perspectives on giving their reasons in the use of L1 in EFL classroom. A descriptive method was employed because the research was set out to describe and interpret what is. According to Best, descriptive research is concerned with: "conditions or relationships that exists; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing". At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has

influenced or affected a present condition or event”.³² By the same token, this research set out to describe, compare and analyze the L1 reality in EFL classes in SMKN 1 Pandeglang. Thus the descriptive method was found to be the most suitable to obtain the pertinent and valid information needed to achieve the objective intended.

The result investigates the English teachers and students of using L1 in the EFL classroom. Therefore, in this research need a method particularly in collecting data and analyzing data which suitable with the purpose of this research in order to get a precise description of the use of L1 by the English teachers and students in EFL classroom. Several teachers and students have been consulted. The following section was described how the data used in this study was collected and who the participants were and how they were selected.

³² Jemal A. Kelilo, “Exploring the use of First language in „English Focus” EFL Classrooms: Focus on Jimma Teachers” College, *a Thesis of Master Degree*, (January, 2012), 36.

B. Participant

The participants in this study are the English teachers and students. The three teachers were chosen from each grade, X, XI, XII grade. The researcher only chooses three English teachers because it can represent all of teachers in SMKN 1 Pandeglang. Besides that, three students have chosen from each grade in three levels, there are high, middle and low levels. These participants are enough to represent all of students in the school, considering the researcher can observe directly to the class where the participants are.

The participants in this study were the English teachers and students, all of them are listed on the table as follows:

Participant			Total
Class X	Class XI	Class XII	Participant
Teacher 1	Teacher 2	Teacher 3	3

Student 1	Student 1	Student 1	3
Student 2	Student 2	Student 2	3
Student 3	Student 3	Student 3	3

Note :

- **Teacher 1:** *an English teacher who teaches at **grade one/X***
- **Teacher 2:** *an English teacher who teaches at **grade two/XI***
- **Teacher 3:** *an English teacher who teaches at **grade three/XII***
- **Student 1:** *student in **high** level of English comprehension*
- **Student 2:** *student in **medium** level of English comprehension*
- **Student 3:** *student in **lower** level of English comprehension*

C. Setting of Research

The research conducted at SMKN 1 Pandeglang as the place of the research. The research started from September 7th 2016 until finish. The researcher chooses this school because it is at the downtown. Thus, it is strategic locations that enable the researcher to conduct

the research. Besides, the school is near enough to the researcher place that also enabling to reach the location.

D. Instrument of Research

1. Classroom Observation

The data gathering was done firstly by conducting a classroom observation to find out the teachers' and students' practice of using the first language in the EFL classroom. The observation data was collected through a structured checklist and field notes. The type of this observation is a non-participant observation which the researcher did not take any part of member in observation. There was no interaction between the researcher and the participants. In this time, the researcher only observe the activities during teaching and learning process by filling the classroom observation checklist and writing field notes. The teachers and students as participants did not attempt to pay attention at the researcher.

After the classroom observation sessions were accomplished, the teachers and selected students were being interviewed by the researcher in or outside the classroom. In order to avoid the loss of data needed, the researcher use classroom recording session by using the audio-visual recorder device. The researcher recorded the three phases of teaching-learning process in the classroom, namely, presenting teaching materials, using and practicing the target language, and feedback.³³ The recorded data from the observer sessions was transcribed.

2. Interview

According to Kothari said that “the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses”.³⁴ The teachers and students were informed that the purpose of the present study was to research

³³ Nur Maria Ulfah, “The Use of Code-Switching by English Teachers in Foreign Language Classroom: A Descriptive Study at SMAN 1 Pangsid, (September, 2014), 29.

³⁴ C.R. Kathari, *Research Methodology, Methods and Techniques* (Jaipur: New Age International Publishers, 2004), 97.

L1 used in the English classroom. In order to find teachers and students who were willing to participate in the interviews, the researcher visited the schools and asked them in person. However, when she was conducted the interviews none of the teachers gave the impression that they did not want to participate. The students also gave their willingness to be interviewed by the researcher. The questions were prepared in both Indonesian and English but all of teachers and also students chose to speak Indonesian during the interviews. The both of teachers and students were asked about their own attitudes to and use of L1 in the English Foreign language classroom.

The interviews were semi-structured, that is they consisted of several questions to be asked agree with their opinions. There were several questions and each interview took approximately 30 minutes. In the results and analysis section, teachers and students have been given fictional names in order to make it

easier for the reader to keep them apart and follow their individual views. The comments from the participants found in the result sections are my translations.

The main purpose of the interviews was to look into some teachers and students' general views on L1 and also to find out when they use L1 and whether they had a specific purpose in doing so. The answers which contain their general views on using L1, it presents when and why they use the L1 in classroom. The researcher applied semi-structured interview, in this research by doing a number of procedures. First, the researcher met the teachers and selected students to know the schedule. Then, the teachers and the students had the interview section.

E. Technique of Data Collecting

Firstly, the researcher met the teacher to know the schedule. The researcher got the permission to take his class time. Then, the researcher came into his English

classroom with him. He introduces the researcher in front of the class. The researcher told them the purpose of the collecting data. The researcher also shared the reason why she came into their school, especially into their classroom. Students got their understanding and allowed her to observe them during the teaching and learning process. The researcher sat behind them to fill the structured checklist and wrote a field note. There was no interaction between the researcher and the students along the learning process. The researcher only observed and analyzes the occurrence of L1 used in the classroom activity during teaching and learning process. Moreover, the researcher recorded all the teaching learning process in the classroom in order to avoid the losing of data needed.

The next step after the researcher observing the participants (in this case teachers and students) is taking an interview with the teacher and chosen students. The interview was depended on the both of students and teachers' time. And the duration of interview was

conditional; it can be long or short time. Recorded was always used whether observation and interview to avoid of losing data.

F. Technique of Data Analysis

The researcher did in analyzing data was to identify the data which had gotten from the observation, recorder, and interview. The data was analyzed by using the descriptive qualitative method. The data was transcribed into written transcript, and then was identified, selected, and also classified based on the analyzing needs which was relevant to the topic of the research. The gathered data was analyzed by using the mode from Miles and Huberman through the follow steps: data reduction, data description, and data classification.³⁵

The data from the observation and recording firstly was transcribed into the written transcript. Then, the transcript was identified to determine the utterances

³⁵ Matthew B, Miles & A Michael Huberman, *Qualitative Data Analysis (2nd)* (New Delhi: SAGE Publications, 1994),10-12.

which considered as the L1 used and the utterances which were not contained of L1.

The data which had been reduced then was described as the research data which contains L1 used by the English teachers and students. These data was analyzed through descriptive qualitative method to find out the reasons, context and functions of using the L1 which might occur in the English Foreign Language classroom process.

The data which had been reduced and described was classified into specific groups based on the research focus. The focuses of the research were referred to the reasons for the first language use, and the contexts of L1 use.

In order to get further information about the use of L1 by the teachers and students in the English foreign language classroom, after the steps above, the researcher applied deep interview to the English teachers and the

students who were used to using L1 in their classroom. Interview supported the data from the observation and recording. This was intended to enrich the information had been gotten before. The interview was focused into the awareness of the teachers and students in using L1 in their English language classroom, the factors for the L1, the context of L1 used and also the reasons of L1 which may be possible.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussion. The research findings show the data obtained from the result in order to see the use of first language (L1) by English teachers and students in foreign language classroom at SMKN 1 Pandeglang. The discussion contains the description and interpretation of the research findings.

1. Findings

This part discusses the result findings from the classroom observation and interview which is based on the problem statements of the research. These problem statements are: 1) Why the English teachers use L1 in the EFL classroom?, 2) In what contexts do teachers tend to use L1 in the EFL classroom?, 3) Why the students use L1 in the EFL classroom?, 4) In what contexts do students tend to use L1 in the EFL classroom?

The current study mainly aimed to explore the teachers and students' perspectives and reasons on the use of L1 in the English foreign language classroom. As stated earlier, the researcher has conducted classroom observation in the three different classrooms in SMK Negeri 1 Pandeglang. The classroom observation paid attention to when and how much is used by the both of teachers and students in English classroom during the lesson. In addition, interview was also applied in this study to know the reasons of teachers and students why they use L1 in classroom. The following section describes the problem statements of the research from both of teachers and students.

1. The teachers' reasons on the use of L1 by the three English teachers from three grades of classes in English subject.

Concerning the teachers, there are several themes emerged from the classroom observation and interview

data. It provided insight as to why the teachers used L1 in the EFL classroom.

Based on the data of classroom observation, all the three teachers first attempted to explain the material by using English language. However the teachers translate their explanation into L1 when their students seem to do not understand. There are several reasons of the teachers using L1 in classroom.

- a. Depending on the students' proficiency level and comprehension.

The students' proficiency level seems to be important in order to determine the amount of L1 in class. Teachers agreed that the frequency of L1 use changed from one level to another, indicating that at lower levels there was more acceptance of L1 in the classroom, while at higher levels they tended to prefer less use of L1. It is supported by the interview of all the three teachers as follow:

I've ever taught students in advanced level and I use English only without use L1 because they can comprehend with all my explanations. However I try to apply in here, the students could understand at all. So, we as teacher should be able to know how students' situation, we can't force them to understand while we explain the lesson only by using English. (T2)

Well, it all depends on students' level. We can't treat the same as the higher level in metropolis because they're obviously different. If we effort to speak English in 100 percentage, it's impossible to make them understand the lesson. If we do not use L1, they get blocked, we begin to notice they are blocked and they don't improve. (T3)

In classroom, if we speak full in English from beginning to the end of class, when we review to the students in the last of lesson they wouldn't understand...they don't know what I have said. It is because my students are still in the low level. (T1)

Those opinions indicate that the reason of using L1 in the classroom is that because of students' low proficiency level in English then they fail to follow the teacher when teachers only use English to

explain the meaning of the text or to give instructions.

These three excerpts indicate that the teachers are aware of the proficiency level of their students and they have assessed how much and what type of L1 use should be permitted in their classes based on their students' proficiency level.

b. Students' lack of vocabulary

The other reason of teachers to use L1 in classroom is because students lack of vocabulary. It is supported by the result of interview with the teachers below.

However, it is impossible to use English 100% because when we examine the weakness of students is lack of vocabulary.(T3)

The statement above indicate that teacher know the weakness of his students in knowledge about English vocabulary. Thus the teacher use L1 as a tool to teach the students and keep continue the teaching and learning process in classroom.

c. Students is hard to understand

Regarding to the prior reason, the students is hard to understand the meaning or material in English because students lack of vocabulary. it can be supported by teachers' statements as follows.

In classroom, if we speak full in English from beginning to the end of class, when we review to the students in the last of lesson they wouldn't understand...(T1)

...actually students gladly to listening to English, but they are hard to understand such as instructions and explanations, they have not understand in maximum, so using Bahasa Indonesia is needed.(T2)

The two excerpts above assert that the L1 is useful to help the students comprehend the materials. So the English material is not really hard to be understood by the students.

d. Comprehend rapidly

Based on the data from interview with the English teacher, the teachers said that the use L1 can make the students comprehend the English explanations rapidly.

The students will comprehend rapidly when we use L1 in explaining the material.(T1)

Students will understand the material easily when we use Bahasa Indonesia. All the things we want to give will be transferred. So the advantage is making students understand easier about what we have said.(T3)

From the opinions of the teachers, it showed that the L1 is used by the teacher because students can comprehend what teachers have said easily rather than speak English.

e. Saving time

Another reason of using L1 is to save time and avoid the lengthy explanations in the target language. One of the teacher claimed that resorting L1 can be an appropriate way to do in classroom, because it would take her hours to explain lesson in English.

...sometimes I switch to L1 from long explanation in English because there was limited time, students look confused in time before the bell's ringing. It can be an alternate to save the time. (T1)

From the citation above, the researcher concludes that using L1 could be another way to do in classroom rather than point out in the longer explanation of target language (English).

f. Depending on the time of English subject

The last reason that has found by the researcher of teacher use the L1 is depending on the time of English subject itself. One of the teachers has an opinion about this reason as follow.

Actually this can also depend on the time of English subject. When the English subject is in morning, the students still can accept the explanation moreover if I use English the most. However, if this subject is over than twelve a.m., students will be hard to understand.(T3)

From the citation above, the researcher knows that subject time can also be a reason for teachers to use L1. It is because the later time of English subject can influence students' concentration to achieve the English material.

2. The context of teachers tending to use L1 in classroom.

The teachers employ L1 as a teaching tool for explaining aspects within the classroom such as instructions, grammar and new words.

- a. Explaining new words

In classroom, the teachers use L1 in order to explain new or unfamiliar words to the students. The argument of one teacher can support the utility of L1.

It is conditional, if students' faces seemed to be dazed; it means that I have to talk in Indonesian. But the most using of L1 is in explaining new words. (T1)

From the citation above, we know that the teacher sometime use L1 in explaining new words when the students cannot expect what the teacher said about new words. However in classroom observation has showed the context of L1 used during the teaching and learning process. For example, it showed by teacher (2) in eleventh grade and teacher 3 in twelve grade.

The 1st example:

“When I was child, *eh sudah besar ya?* Ok, when I was young, isn't it right?

“Yes. (students responded).

“I was wondering, do you know what is wondering?”
(Students seemed confused)

“Wonder *itu...*I try to speak up in Indonesia. Wonder *itu..keingintahuan.*”

(Recorded on September 15th 2016)

The 2nd example:

“Beg is verb when we ask something but we really ask. *Jadi, kalo yg namanya ‘beg’ itu kita benar-benar meminta kepada seseorang, memohon lebih dari ‘ask.’ Contohnya, ‘Saya mohon sekali kepada kamu’. Jadi begitu penggunaan ‘I beg you.’*“

(Recorded on September 7th 2016)

b. Making a clear explanation

The use of L1 by the teachers can also make the explanation clear. It can avoid the misunderstanding between teachers’ intention and students’ comprehension. The explanation phrased by the teachers based on the interview section.

Teacher should only give technical instructional of the lesson then students work their assignments. However, when they couldn’t understand I use L1 to make it clear. (T2)

The teacher 2 thought that the L1 used is helping him to re explain the material or explanation while the students still could not understand what he was said.

c. Giving instructions and explanations

When teaching the English subject, generally the teachers use L1 in order to give instructions in classroom.

Generally, I use L1 in giving instruction because in this school has been applying curriculum 2013 (K13), teachers should not explain much more. Teacher should only give technical instructional of the lesson then students work their assignments.(T2)

Finally we use L1 as a helping tool to teach or give explanations. (T3)

When the students can understand what instruction about, then teachers do not need to use L1. It is because L1 used as a helping tool to checking students' comprehension in achieving materials.

d. Explaining grammar

The citation about L1 used in order to explain grammar was found in classroom observation in class twelve grades below.

The 2nd example:

“Yang namanya ‘passive’ itu harus ada ‘object’. Merubah awalan ‘me’ menjadi ‘di.’ Jadi, your job is changing active sentences be passive sentences. Yang tadinya, ‘saya mengirim surat menjadi surat dikirim oleh saya.’ Contoh, ‘The postman delivers a letter.’

(Recorded on September 7th 2016)

The examples above showed that the teachers make the explanation grammar point which has shown by teacher 3. He tried to construct pleasant classroom restated through using L1s. The explanation in English was often switched in Indonesia in order to create a comfortable situation for the whole class.

e. Telling jokes

In sometimes, the teachers use L1 mostly for telling jokes to make the students feel more comfortable in the classroom.

The 3rd example:

“Do you know Wonder woman?”

“*Pahlawan*” (student asked).

“What? *Pelawak*?” (teacher make a joke, then students laugh).

(Recorded on September 15th 2016)

The L1 was used in joking aims to reduce the anxiety and brought a different atmosphere into the classroom since the activity consisted mostly of explaining a particular material. The teacher may use the L1 to restrain students from getting bored.

f. Correcting

The teachers also use L1 in order to correct students' mistakes in committing oral or written task. Usually, the teachers correct their students directly especially when the students go to the front of class. The researcher has observed the classroom in ten grade, when the teacher corrects students assignments while some of students appear the teacher to get the correction.

g. Depending on students' understanding

However the researcher has found the contexts of L1 used in EFL classroom, the teacher explained that the use of L1 is depending on students' understanding. It is seemed at the students' faces. If the students look confused, it means that the teachers need to translate their explanations into L1 to make it clear.

It is conditional, if students' faces seemed to be dazed; it means that I have to talk in Indonesian.(T1)

I think I need to use L1 but it depends on the audiences or students. (T2)

When I see they look confused, I talk in Indonesian. So, it's not about in grammar, not about instructions, not about telling text or reading text, no. I try to speak up in English as long as I can and as possible as my students can comprehend what I've said. (T3)

From the excerpts above, it is important for the teachers to recognize their students whether the

students have already understood or not about their explanations.

3. The students' reasons on the use of L1 whether they were favor of using L1 or oppose to use it. Based on the data of classroom observation, the students showed the frequency of using L1 in classroom as below:

- a. Do not know words

Students, for the most part, indicate the reason why they use L1 as learning strategy during their classes. Students don't have enough vocabulary, thus they automatically switch to L1.

I use L1 because I don't know the particular thing in English to be said when I want to ask my teachers some questions. (s1)

I use L1 because I don't understand the new word in English. (s2)

...because I don't know the vocabulary in English..(s3)

...because I don't have enough vocabulary then I don't know what to say.(s5)

These students mention that L1 useful for trying to understand unfamiliar vocabulary, grammar or language.

b. Forget the words

The general problem happened by the students in English classroom is forget the words. It is often causing the ability of students. Thus the students often use L1 to help them in classroom activities. The excerpts below can supports the reason.

I use L1 when I can't find the right word in English... (s1)

Well, I use L1 because sometimes I forget the vocabulary and I really want to ask question, so I use L1 to make it easy. (s4)

I use L1 in class, because I often can't remember the English words and I can't force to use English. (s7)

I use L1, because of my weakness in remembering vocabulary...(s8)

c. Shyness or fear

Some students also found hesitated because of the fear of teachers' punishment and negative

comments if they commit error especially in pronouncing the words or sentences.

I use Indonesian very much because I can't express the English word well; it is too embarrassing for me if I said it wrong. (s3)

I'm afraid to ask teacher in English, because I'm afraid of teacher's comment. (s5)

I use L1 in class, because I'm scare to say the wrong word. Even though the teacher doesn't say anything, I'm afraid. (s6)

They stated that their friends usually laugh at them while they are speaking English, moreover when they wrong. The lack of sufficient practice in target language is might be another reason of frequent use of L1 in English. The teacher should look into the reasons why the students do not respond in English whether they have difficulty in structuring sentences or are afraid of speaking in the target language.

d. Hard to pronounce the words

Besides, students' inhibition in speaking has seemed to be one of the reasons for using L1 in

English classroom. Many students hesitate to speak English due to pronunciation difficulties.

I use L1, because of my weakness in remembering vocabulary moreover the hard word to be spelled. (s8)

I want to speak in English but it's hard for me to pronounce the vocabulary even if the word is familiar to me. Then I speak in Indonesian. (s9)

From statements above, it showed that students find some difficulties words to be pronounced even the words is had known by them.

e. Influenced by environment/friends

The students sometimes use L1 because they influenced by their classmates who speak in classroom using L1, it will discourage students to use English. The two citations below showed by interview section.

The most of classmates usually speak in Indonesian. (s8)

I use L1, because there are most of my friends uses L1 to ask with teacher, to talk with

classmate, moreover to answer teacher's questions. So I follow them to use L1. (s9)

Likewise, most students in this study seem to benefit from the use of L1 and teachers seem not to prohibit the L1 used by the students

4. The contexts of students tend to use L1 in classroom.

There are several themes that have found relating to the context of the use of L1 by the students during the lesson.

a. To ask questions

When asked about when they use the L1, most of the students answered that they often use L1 before and after the classroom activities.

I use L1 when I can't find the right word in English to ask question to teacher... (s1)

...I use L1 to ask the teacher about it. (s2)

...when I want to ask the teacher and my classmates. (s3)

...uses L1 to ask with teacher, to talk with classmate, moreover to answer teacher's questions. (s9)

The students usually employ L1 when they think they need to ask questions whether to the teachers or their classmates but they do not find any right word to say. The use of L1 by students in this case is really helping them in classroom activities.

b. To talk with classmates

Another context of using L1 by students in EFL classroom is in order to talk with classmates whether the conversation is relating to the lesson or not. Sometimes, teacher ask a few students to re explain about the teacher's explanations because some students can understand more rapidly when they explained by their friends. Most of the students who participate in the interview give their opinion about the context.

...to ask question to teacher and talk with my friends. (s1)

When I want to ask the teacher and my classmates. (s3)

And when my friend talks to me in Indonesian, I also speak in Indonesian. (s4)

I use L1 to talk with my classmates and group. (s6)

When I talk with my classmates about other things I mostly use Indonesian. (s7)

Well, sometimes I use English to talk with classmate, but I have to know is she understood or not. The most of classmates usually speak in Indonesian. (s8)

...to talk with classmate, moreover to answer teacher's questions. (s9)

Now the researcher can conclude that the use of L1 when they are socializing in the classroom seems to be a common practice. This type of talk refers to the normal chit chat that one uses which is not related to the learning. They also mentioned that sometimes they use it subconsciously.

c. To discuss with groups of peers

The students also use L1 when they discuss with groups or peers. It has showed from classroom observation and interview results.

I use L1 to talk with my classmates and group. (s6)

Most of the time it is used when I discuss in group whether finish or not yet. I speak Indonesian. (s7)

However, in their practice, the students tend to use L1 when they are involved in the classroom discussion and activities with their peers. This could indicate that they perceived these routines as an informal setting where there is absence of authority and control among themselves. Moreover, some of the students, in the interview session, said that the choice of which language to use in different activities in the classroom depends usually on the person they talked to whether their friends understand or not.

d. To ask permission

The last context of L1 used by the students is to asking permission with the teacher. Students often need to go out classroom whether they were called by teachers or went to the toilet. It was supported by students' opinion from interview.

I also use L1 to permit to go out of classroom. (s3)

I also use L1 to permit to toilet and I don't know what to say. (s6)

From the contexts above the researcher can concludes that the use of L1 in classroom has some beneficial for both of the teachers and the students themselves.

However, students in other case state that their teachers should use English in the EFL classroom. Because they also willing to learn English from teachers' explanation.

I'm happy to see my teacher uses L1, but she also need to speak English in classroom.(s1)

I don't really like...because that's English class. So even though we are Indonesian, we need to be able of using English. Thus the teacher has to speak up in English, even little by little speaking to students. (s4)

I prefer the teacher to uses English, because it's not proper for English teacher to use L1 most of the time. (s5)

I like it...but sometimes, because he is an English teacher he should uses English or bilingual to mix L1 and English. (s6)

I like teacher uses L1 in English classroom, but I think it would not effective to use L1 most of time. It would be hard for me to remember the vocabularies. If teacher always uses L1, we don't know many words in English. (s7)

...for me it's better for teacher to use English, because it can train us to speak English and listen to the English explanations. (s8)

Between like and dislike, because using L1 can avoid misunderstanding and make it clear. However I don't agree if teacher uses L1 only. (s9)

From some experts above, the researcher can conclude that students prefer theirs teachers to use English even they can't understand word by word which teachers

have said. The students also perceived that it is necessary for the teachers to use English most of the time regardless of the students' use of the mother tongue in the classroom. This is probably due to their wish to have more exposure by listening to the teachers speaking English.

They want to learn the teachers' explanations and expect that they will gain new vocabularies. It seems that students are of the opinion that it is the teachers' job to provide the maximum use of English in the classroom. Teachers should be able to decide the occasion whether they use English mostly or they have to use bilingual. It is because the purpose of teaching is transferring knowledge to students.

2. Discussion

This part deals with the interpretation of the research findings. The researcher discusses the findings regarding to the research questions and the scope of the research. The findings showed that both of teachers and

students agreed and supported the use of L1 in EFL classroom. They accepted that L1 should be used when necessary and it could be useful in explaining vocabularies and facilitating comprehension.

Regarding to the first problem statement which is about the teachers' reasons for using L1 in classroom, the data showed that teachers used the L1 depend on students' comprehension and students' proficiency level. According to Warsono and Mujiono in their result of research, they stated that "the average proportion of lecturers' uses of *Bahasa Indonesia* to English was approximately 3 to 7. This was influenced by students' level of English proficiency (i.e. be the level is high, mid, or low) and skills of language being taught."³⁶ Besides that, Kelilo in his research stated that "students do not understand the concept of an English exclusive lesson because of their

³⁶ Dery T. A. Warsono, J. Mujiyanto, "The Use of Bahasa Indonesia (L1) in the Intensive English (L2) Classroom." *English Education Journal*, Vol. 5, No. 1, (2015), 3.

poor English proficiency resulted from lack of adequate exposure.”³⁷

Another reason for teachers using L1 is saving time. As cited in Mohamad Azrien, Alshammari and Machaal argue that “the use of L1 can save teachers’ time of explaining, increase students’ understanding and make the learning process more effective.”³⁸ It is also cited in Cristina’s study L1 which explains that L1 can be time-saving, instead of trying the long explanations in the target language; it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point.³⁹ Another opinion according to J.A Kelilo stated that “many instances of L1

³⁷ Jemal A. Kelilo, “Exploring the use of First language in „English Focus“ EFL Classrooms: Focus on Jimma Teachers“ College, *a Thesis of Master Degree*, (January, 2012), 66.

³⁸ Mohamad Azrien A and Shukeri Mohamad, “The Use of First Language in Arabic Language Classroom: A Teaching Buttress or a Learning Obstacle?”, *Journal of Islamic Studies and Culture*, Vol. 2, No. 2 (June 2014), 22.

³⁹ Cristina, “Overusing Mother Tongue In English Language Teaching.” *International Journal of Communication Research*, Vol.2, (July/September, 2012), 214.

use are associated with the need to save time.”⁴⁰ In Rike’s research theory, she has mentioned some advantages of using L1; one of the advantages is saving time.⁴¹

The other reasons for teachers to use L1 in classroom are because students can comprehend rapidly rather than explain in English more. The last reason is depending on the time of English subject itself. It is because the later time of English subject can influence students’ concentration to achieve the English material. The results of the present study on the use of the mother tongue in EFL classroom have similarities with some previous study. However, the time of subject is not related to any previous study.

The second problem statement is about the context of using L1 by the teachers. Teachers used L1 in order to explain the instructions, grammar points, and new words

⁴⁰ Jemal A. Kelilo, “Exploring the use of First language in „English Focus“ EFL Classrooms: Focus on Jimma Teachers” College, *a Thesis of Master Degree*, (January, 2012), 25.

⁴¹ Rike R. Permatasari, “A Study on the Students’ Perceptions toward Teachers’ use of Bahasa Indonesia in English Learning Classroom,” *Graduate Thesis*, (2013), 8-10.

or unfamiliar vocabularies. This is similar with the purposes according to Tang in his research; teachers often use L1 in beginning and intermediate to give instructions, explain meanings of words, explain complex ideas and explain complex grammar points.⁴² In addition, there are ways of using the L1 positively by the teachers in teaching according to Cook for: conveying and checking meaning of words or sentences, explaining grammar, and teacher organization of the class (organizing tasks, maintenance of discipline, gaining contact with individual student, and testing).⁴³

Teachers also used L1 in classroom to tell the jokes and make the students in the comfortable atmosphere and prevent students' boredom during classroom activities. For example, Schweers stated that L1 is useful for cracking joke with students.⁴⁴ It also showed

⁴² Jinlan Tang, "Using L1 in the English Classroom." *English Teaching Forum*, (January, 2002), 38.

⁴³ Vivian Cook. *Using the First Language in the Classroom* (57 (3) (Canadian Modern Language Review, 2001), 414-416

⁴⁴ C. William Schweers, "Using L1 in the L2 Classroom," *English Teaching Forum*, (April-June, 1999), 9.

in Warsono and Mujiyanto's questionnaires research that students wanted their lecturer to use some amount of L1 to crack jokes with them in 94 percentages.⁴⁵ And as mentioned by J. Harmer, if the teachers frequently use the L1 in classroom and their students feel comfortable doing it too.⁴⁶ The other context of using L1 is for correction students' work. Thus, this finding is in line with the previous study.

The third problem statement about reasons for students use L1 in classroom are caused by students' lack of vocabulary, hard to understand unfamiliar vocabulary and grammar points, pronunciation difficulties and shyness or fear of committing error in oral practice. Likewise, Mora Pablo affirmed that one of the students reason in using L1 is because they do not have enough

⁴⁵ Dery T. A. Warsono, J. Mujiyanto, "The Use of Bahasa Indonesia (L1) in the Intensive English (L2) Classroom." *English Education Journal*, Vol. 5, No. 1, (2015), 5.

⁴⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Longman, 2001), 131.

vocabulary or lack of vocabulary.⁴⁷ Besides that, the reason of students use L1 is because their classmates also speak in L1. It has stated on Al Sharaeai in his results of interview section, he said that “I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task.”⁴⁸ Regarding to the theories, this finding bear similarity with the previous study.

The last problem statement is context of L1 used by students. Students tend to use L1 in order to socialize with their classmates and discuss with their peers or groups. It showed in some quotes of Mora Pablo’s questionnaires, it represents a natural use of L1 with students’ classmates in their native language. This use of L1 when they are socializing in the classroom seems to be

⁴⁷ I. Mora Pablo, et al., “Students and Teachers’ Reasons for Using the First Language Within the Foreign Language Classroom (French and English) in Mexico”, *Universidad de Guanajuato Mexico*, Vol. 13, No. 2, (October 2011), 122.

⁴⁸ Wafa A. A. Al Sharaeai, “Students’ Perspectives on the Use of L1 in English Classrooms,” *Graduate Theses and Dissertations*,(2012), 43.

a common practice.⁴⁹ In addition, the general context of using L1 by the students is asking questions. It also stated in Al Sharaei that “asking questions as well as introducing activities also generated a high frequency of first language use.”⁵⁰ Besides that, students also use L1 in order to ask permission to go out the class. Therefore, this finding is in line with the previous study.

These studies indicate that the mother tongue was used by the majority of teachers investigated, and both students and teachers responded positively toward its use. Teachers and students were in some cases in agreement about when L1 should be used or when a teacher should use L1. Both teachers and students believed that L1 is important in classroom activities and helps a lot to teach new vocabulary, explain grammar concepts, explain difficult concepts and explain the differences between

⁴⁹ ⁴⁹ I. Mora Pablo, et al., “Students and Teachers’ Reasons for Using the First Language Within the Foreign Language Classroom (French and English) in Mexico”, *Universidad de Guanajuato Mexico*, Vol. 13, No. 2, (October 2011), 123.

⁵⁰ ⁵⁰ Wafa A. A. Al Sharaei, “Students’ Perspectives on the Use of L1 in English Classrooms,” *Graduate Theses and Dissertations*,(2012), 24.

Indonesian and English word meaning. The teachers participating in this study indicated that the translation of some words, complex ideas, or even whole passages is a good way to learn a foreign language.

My observation of the three classes suggests that without using L1 or translation, learners would be likely to make unguided and often incorrect translations. Similar output has been reported by other researchers in different contexts. Schweers⁵¹ and Tang⁵² in Chinese, Spanish and Chinese contexts respectively showed that both university teachers and students had positive attitudes toward the use of L1 in their English classroom; even this research was in a vocational senior high school. The results of their studies further pointed that a limited amount of L1 had a supportive and facilitating role in English classes and thus it needed to be welcomed.

⁵¹ C. William Schweers, "Using L1 in the L2 Classroom," *English Teaching Forum*, (April-June, 1999), 13.

⁵² Jinlan Tang, "Using L1 in the English Classroom." *English Teaching Forum*, (January, 2002), 41.

From the observation and interview results, teachers believe that they support occasional L1 use because students seem to need it. Again, they believe that using L1 facilitates the learning of English and hence they allow their students to use it. Because there could hardly be understanding between them and their students if they use English-only, they were forced or persuaded to use L1 in their EFL classroom. In conclusion, both teachers and students under the study showed a positive attitude towards L1 in this research too.

This study not only tries to find out why the L1 used in EFL classroom but also when it is used which shows that teachers and students the L1 for number of reasons. They agreed that the primary reason for using L1 is the inhibition in speaking due to pronunciation difficulty and fear of losing face in the classroom on the part of students. Secondly, students find lacking sufficient oral practice in English in the classroom because of large class size and limited time making students do not enough

opportunities for oral practice all together. The study emphasizes on the supportive of teachers to enhance English use in a classroom where students have poor background in English. I also believe that teachers need to be more aware of when their students want L1 and when they would prefer that the teacher not use L1. To conclude the discussion, the L1 need to be seen as a useful tool that like other tools should be used where needed but should not be overusing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes as the last part of this research, which consists of conclusion and suggestion. The conclusion is drawn according to the result of this research, while suggestion is intended to give information for future researchers who interested in similar study.

A. Conclusions

Based on result of the research, the researcher can conclude the reasons for L1 used by the teachers and the students in EFL classroom. Besides that, the contexts of the teachers and the students do to use L1 in EFL classroom.

With regard to the first research question, it is result the teachers' reasons for using L1 in classroom as the data showed that teachers used the L1 depend on students' lack of vocabulary, students' comprehension

and students' proficiency level. Besides that, another reason for teachers using L1 is saving time. The other reasons are students' hard of understanding thus L1 used to make easy to comprehend. Another reason is depending of English subject time.

Next, the second research question: the context of using L1 by the teachers is in order to explain the instructions, grammar points, and new words or unfamiliar vocabularies. Teachers also used L1 in classroom to tell the jokes and make the students in the comfortable atmosphere and prevent students' boredom during classroom activities. In addition, the use of L1 by the teachers is to correct students' works and make the explanation clear.

Then the third research question: the result has found out the reasons for students use L1 in classroom are caused by students' lack of vocabulary, hard to remember the words, hard to understand unfamiliar vocabulary and

grammar points, pronunciation difficulties and shyness or fear of committing error in oral practice. Another reason of students use L1 is influenced by environment or classmates.

Finally, the last research question has resulted the context of L1 used by students is tending to socialize with their classmates, ask questions, ask permission and discuss with their peers or groups. However, the students also perceived that it is necessary for the teachers to use English most of the time regardless of the students' use of the L1 in the classroom.

It should be borne in mind the L1 use must be considered as a means to an end. The L1 need to be seen as a useful tool that like other tools should be used where needed but should not be over. The English must be used where possible and the L1 when necessary. Both the teachers and students should be more aware of when their

students want L1 and when they would prefer that the teacher not use L1.

B. Suggestions

1. The teachers should use the English most of time to encourage students in English language and minimize the use of L1 in EFL classroom.
2. The researchers have to be careful of deciding research site and time. When determining a school as site of observation, the researcher and school time have to be synchronized to avoiding collision between school and the researcher.
3. For the further research, it may be of interest to investigate further analysis of the influence of L1 used by the students for students' achievement in EFL classroom.

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APPENDICES

Appendix 4: Transcript of Interview for Teacher (X AP1)

Interviewee : The teacher who teach in X Akomodasi Perhotelan 1

Date : Thursday, September 8th 2016

Place : Teachers' Office

1. What do you think of the use of Bahasa Indonesia in your Foreign Language?
2. Why do you use Bahasa Indonesia in your classes?
3. If you use Bahasa Indonesia, when do you use it? Under what circumstances? Are there any particular activities or moments in which you consider the use of Bahasa Indonesia necessary?
4. Do you think there are any advantages or disadvantages when using Bahasa Indonesia for teaching or learning?

The Answers:

1. The use of L1 and bilingual is necessary for knowing how high students' competence, how much students can understand about the material we have taught to them. We have to know it.
2. In classroom, if we speak full in English from beginning to the end of class, when we review to the students in the last of lesson they wouldn't understand...they don't know what I have said. It is because my students are still in the low level.
3. It is conditional, if students' faces seemed to be dazed; it means that I have to talk in Indonesian. But the most using of L1 is in explaining new words, and sometimes I switch to L1 from long explanation in English because there was limited time, students look confused in time before the bell's ringing. It can be an alternate to save the time.
4. The benefit of using L1 in classroom, we can connect the things that we instructed and we can transfer knowledge easier with L1. The students will comprehend rapidly when we use L1 in explaining the material. The harm is English classroom will be uninteresting if we always use Bahasa Indonesia along the class. Students also need to know the things in English even when we use bilingual to balance the situation.

Appendix 5 Transcript of Interview for Teacher (XI AD2)

Interviewee : The teacher who teach in XI Administrasi Perkantoran 2

Date : Tuesday, September 6th 2016

Place : Data Room

1. What do you think of the use of Bahasa Indonesia in your Foreign Language?
2. Why do you use Bahasa Indonesia in your classes?
3. If you use Bahasa Indonesia, when do you use it? Under what circumstances? Are there any particular activities or moments in which you consider the use of Bahasa Indonesia necessary?
4. Do you think there are any advantages or disadvantages when using Bahasa Indonesia for teaching or learning?

The Answers:

1. Using Bahasa Indonesia in teaching EFL classroom, especially for vocational school is still necessary, it needed because I often try to use English...actually students gladly to listening to English, but they are hard to understand such as instructions and explanations, they have not understand in maximum, so using Bahasa Indonesia is needed.
2. I think I need to use L1 but it depends on the audiences or students. I've ever taught students in advanced level and I use English only without use L1 because they can comprehend with all my explanations. However I try to apply in here, the students could understand at all. So, we as teacher should be able to know how students' situation, we can't force them to understand while we explain the lesson only by using English.
3. Generally, I use L1 in giving instruction because in this school has been applying curriculum 2013 (K13), teachers should not explain much more. Teacher should only give technical instructional of the lesson then students work their assignments. However, when they couldn't understand I use L1 to make it clear. Besides that, when the students discuss with their group or peers, that's the students are still using Bahasa Indonesia. However, when asking questions to the

teacher, there are students who use English even they use L1 often. I try to explain with English for the first. Then I ask them, “is it clear or not? Or should I have to interpret in English or not?.” I ask for permit to them. Generally they choose to use L1.

4. For both of them, yes there is a benefit. Transferring instructional material or competences which has explained for them finally achieved. That’s the advantages for students. However, it has disadvantages. If the teachers finally tempted to use L1 most of time, sometimes there are a few teachers who exploit this condition, finally the teachers aren’t willing to use English anymore.

Appendix 6 Transcript of Interview for Teacher (XII A3)

Interviewee : The teacher who teach in XII Akuntansi 3

Date : Wednesday, September 7st 2016

Place : Teachers' Office

1. What do you think of the use of Bahasa Indonesia in your Foreign Language?
2. Why do you use Bahasa Indonesia in your classes?
3. If you use Bahasa Indonesia, when do you use it? Under what circumstances? Are there any particular activities or moments in which your consider the use of Bahasa Indonesia necessary?
4. Do you think there are any advantages or disadvantages when using Bahasa Indonesia for teaching or learning?

The Answers:

1. In EFL classroom, we should use English. Since the students can follow our instructions even we use English, we can continue and maximize the use of English. However, it is impossible to use English 100% because when we examine the weakness of students is lack of vocabulary. Finally we use L1 as a helping tool to teach or give explanations.
2. Well, it all depends on students' level. We can't treat the same as the higher level in metropolis because they're obviously different. If we effort to speak English in 100 percentage, it's impossible to make them understand the lesson. If we do not use L1, they get blocked, we begin to notice they are blocked and they don't improve.
3. When I see they look confused, I talk in Indonesian. So, it's not about in grammar, not about instructions, not about telling text or reading text, no. I try to speak up in English as long as I can and as possible as my students can comprehend what I've said. Actually this can also depend on the time of English subject. When the English subject is in morning, the students still can accept the explanation moreover if I

use English the most. However, if this subject is over than twelve a.m., students will be hard to understand.

4. Yes it certainly has the advantages. Students will understand the material easily when we use Bahasa Indonesia. All the things we want to give will be transferred. So the advantage is making students understand easier about what we have said. And that's the purpose of teaching. The disadvantage is, there are many students who do not interest to English language if we are too much speaking Bahasa Indonesia in classroom. It should be funny to see the English teachers teach Bahasa Indonesia. I think that's the harm of using L1.

Appendix 7 Transcript of Interview for Students (X AP1)

Questions

1. What do you think of the use of Bahasa Indonesia in your foreign language classroom?
2. Why do you use Bahasa Indonesia in your foreign language classroom?
3. How much do you use Bahasa Indonesia in the classroom without the teacher promoting its use? When do you use it? Do you have a particular purpose?
4. Do you like if your teacher uses Bahasa Indonesia in the class? Why or why not?
5. How do you feel when your teacher uses Bahasa Indonesia in the class?

Answers:

Interviewee: MH (student in X AP1)

Date: Thursday, September 8th 2016

1. It's not forbidden, because I don't really understand if teacher uses English only.
2. I use L1 because I don't know the particular thing in English to be said when I want to ask my teachers some questions.
3. I use L1 when I can't find the right word in English to ask question to teacher and talk with my friends.
4. I like it, so that we understand the explanation. However my teacher uses English more in class.
5. Happy, because it will not make me confuse to understand what my teacher has said to us.

Interviewee: AN (student in X AP1)

Date: Thursday, September 8th 2016

1. It allowed, because we are Indonesian. We're still being trained in English learning, if the teacher only speaks English, we don't know

what it should be. So it needs to combination between English and Bahasa Indonesia.

2. I use L1 because I don't understand the new word in English.
3. When I don't understand a phrase or structure in English, I use L1 to ask the teacher about it.
4. I like the teacher uses L1 more, because by using L1 we can understand the material more.
5. I'm happy to see my teacher uses L1, but she also need to speak English in classroom.

Interviewee: IM (student in X AP1)

Date: Thursday, September 8th 2016

1. I think it allowed, because if the teacher only speak English in class, I really don't know the meaning. So L1 should be use in classroom.
2. I use Indonesian very much because I can't express the English word well; it is too embarrassing for me if I said it wrong. I use L1 most of time, because I don't know the vocabulary in English and I'm ashamed to use English in front of class.
3. When I want to ask the teacher and my classmates. I also use L1 to permit to go out of classroom.
4. I like it, because with using L1 I can easily to comprehend what the teacher has commanded.
5. I'm happy, even my teacher uses English more in classroom.

Appendix 8 Transcript of Interview for Students (XI AD2)

Questions

1. What do you think of the use of Bahasa Indonesia in your foreign language classroom?
2. Why do you use Bahasa Indonesia in your foreign language classroom?
3. How much do you use Bahasa Indonesia in the classroom without the teacher promoting its use? When do you use it? Do you have a particular purpose?
4. Do you like if your teacher uses Bahasa Indonesia in the class? Why or why not?
5. How do you feel when your teacher uses Bahasa Indonesia in the class?

Answers:

Interviewee: MT (student in XI AD2)

Date: Tuesday, September 6th 2016

1. The teacher usually uses Bahasa Indonesia but it should be better if the teacher uses bilingual. So we can little by little understand and students can follow the teacher to use English too.
2. Well, I use L1 because sometimes I forget the vocabulary and I really want to ask question, so I use L1 to make it easy.
3. When the teacher talks to me in English, I try to response in English. And when my friend talks to me in Indonesian, I also speak in Indonesian.
4. I don't really like...because that's English class. So even though we are Indonesian, we need to be able of using English. Thus the teacher has to speak up in English, even little by little speaking to students.
5. Happy, to re explain the meaning of new words when teacher's gestures couldn't be expected by us.

Interviewee: APN (student in XI AD2)

Date: Tuesday, September 6th 2016

1. For me, teacher who uses L1 in English classroom is not proper.
2. I'm afraid to ask teacher in English, because I'm afraid of teacher's comment.
3. I use Indonesian to answer teacher's question, because I don't have enough vocabulary then I don't know what to say.
4. I prefer the teacher to uses English, because it's not proper for English teacher to use L1 most of the time.
5. Fifty-fifty, I feel happy when I really don't know the meaning in English.

Interviewee: AAI (student in XI AD2)

Date: Tuesday, September 6th 2016

1. It can make us understand easier when the teacher uses L1, teacher uses to translate into L1 to make us know what he meant.
2. I use L1 in class, because I'm scare to say the wrong word. Even though the teacher doesn't say anything, I'm afraid.
3. I use L1 to talk with my classmates and group. I also use L1 to permit to toilet and I don't know what to say.
4. I like it...but sometimes, because he is an English teacher he should uses English or bilingual to mix L1 and English.
5. Happy, it's helping when I don't know the grammar. Grammar is a hard material for me.

Appendix 9 Transcript of Interview for Students (XII A3)

Questions

1. What do you think of the use of Bahasa Indonesia in your foreign language classroom?
2. Why do you use Bahasa Indonesia in your foreign language classroom?
3. How much do you use Bahasa Indonesia in the classroom without the teacher promoting its use? When do you use it? Do you have a particular purpose?
4. Do you like if your teacher uses Bahasa Indonesia in the class? Why or why not?
5. How do you feel when your teacher uses Bahasa Indonesia in the class?

Answers:

Interviewee: EF (student in XII A3)

Date: Wednesday, September 7th 2016

1. For me, it is good if teacher uses Bahasa Indonesia in class, because not all of students know the meaning of English explanations.
2. I use L1 in class, because I often can't remember the English words and I can't force to use English.
3. When I talk with my classmates about other things I mostly use Indonesian. Most of the time it is used when I discuss in group whether finish or not yet. I speak Indonesian.
4. I like teacher uses L1 in English classroom, but I think it would not effective to use L1 most of time. It would be hard for me to remember the vocabularies. If teacher always uses L1, we don't know many words in English.
5. I'm glad when my teacher uses Bahasa Indonesia for helping us understand the instructions and make it clear.

Interviewee: SM (student in XII A3)**Date: Wednesday, September 7th 2016**

1. In my opinion, the use of L1 in English classroom makes easier for students to understand and translate the teacher's explanations. It's mean that not all of students know the meaning of English words
2. I use L1, because of my weakness in remembering vocabulary moreover the hard word to be spelled.
3. Well, sometimes I use English to talk with classmate, but I have to know is she understood or not. The most of classmates usually speak in Indonesian.
4. In classroom is must be students who don't know the English vocabulary if the teacher uses English. However, for me it's better for teacher to use English, because it can train us to speak English and listen to the English explanations.
5. Glad, because it will helps us to understand however when the teacher begins to tell the joke.

Interviewee: IM (student in XII A3)**Date: Wednesday, September 7th 2016**

1. In my opinion, if we don't understand the English so we can use L1 to facilitate us to know the meaning of English words.
2. I use L1, because there are most of my friends uses L1 to ask with teacher, to talk with classmate, moreover to answer teacher's questions. So I follow them to use L1.
3. I want to speak in English but it's hard for me to pronounce the vocabulary even if the word is familiar to me. Then I speak in Indonesian.
4. Between like and dislike, because using L1 can avoid misunderstanding and make it clear. However I don't agree if teacher uses L1 only.
5. Glad, as I have said before, L1 can make simple rather than teacher gives long explanation in English but we're still don't understand it

Appendix 10:

PICTURES

SMKN 1 Pandeglang:



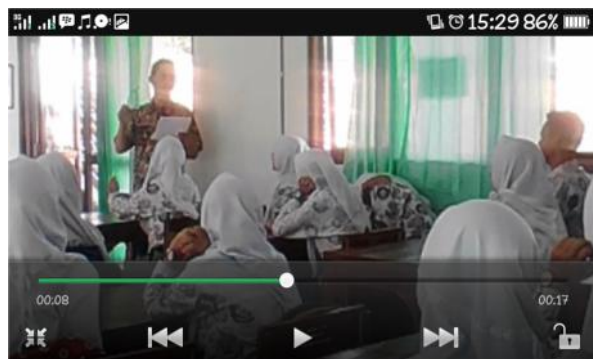
The 1st teacher:



The students from ten grade (X AP 1):



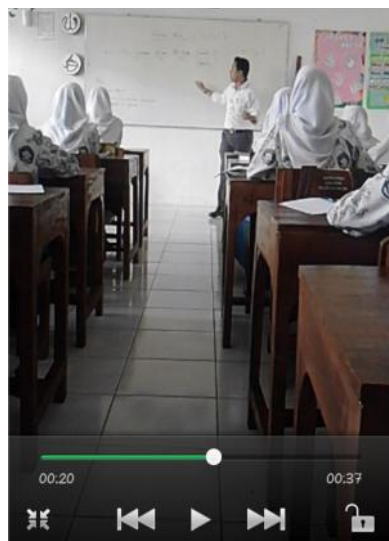
The 2nd teacher:



The students from eleven grade (XI AD 2):



The 3rd teacher:



The students from twelve grade (XII A 1):



**A STUDY ON L1 (INDONESIAN) USED BY
THE ENGLISH TEACHERS AND
STUDENTS IN EFL CLASSROOM
(A Case Study at SMKN 1 Pandeglang)**

A PAPER

Submitted to the Department of English Education
The Faculty of Education and Teacher Training
As a Partial Fulfillment of the Requirement for Sarjana Degree.



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2016 A.D/1438 A.H**

STATEMENT ORIGINALITY

I here with declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originally of this paper either partially or wholly is, later on, proved or its falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October 25, 2016

Ninda Liani
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ABSTRACT

Ninda Liani, 122301266. *A Study on L1 (Indonesian) Used by the English Teachers and Students in EFL Classroom (A Case Study at SMKN 1 Pandeglang).*

This research investigates the L1 (Indonesian) used by the English teachers and students in EFL classroom. This research is conducted based on the main problem: 1) Why the English teachers use L1 in the EFL classroom? 2) In what contexts do teachers tend to use L1 in the EFL classroom? 3) Why the English students use L1 in the EFL classroom? 4) In what contexts do students tend to use L1 in the EFL classroom?. In the reference to the mentioned research question, this research is aim at finding out: 1) The reasons why teachers use L1 while teaching their students in the EFL classroom 2) The contexts of teachers tend to use L1 in the EFL classroom. 3) The reasons why students use L1 while teaching their students in EFL classroom. 4) The contexts of students tend to use L1 in the EFL classroom.

To answer the questions, the researcher collected the data from teachers and students at SMK Negeri 1 Pandeglang. This research uses a case study method. To collect the data, the researcher used classroom observation and interview. The time of this research was at first semester. The data is collected by classroom observation of three classes in different grades and interview with chosen teachers and students.

The findings indicated that the reasons of teachers used L1 in EFL classroom depends on students' comprehension and students' proficiency level. Another reason for teachers using L1 is saving time. The result showed that the context of using L1 by the teachers is in order to explain the instructions, grammar points, and new words or unfamiliar vocabularies. Teachers also used L1 in classroom to tell the jokes and make the students in the comfortable atmosphere and prevent students' boredom during classroom activities. The reasons for students use L1 in classroom are caused by students' lack of vocabulary, hard to understand unfamiliar vocabulary and grammar points,

pronunciation difficulties and shyness or fear of committing error in oral practice. The context of L1 used by students is tending to socialize with their classmates and discuss with their peers or groups. However, the students also perceived that it is necessary for the teachers to use English most of the time regardless of the students' use of the L1 in the classroom. Based on the result above, it can be concluded that the use of L1 in EFL classroom is beneficial for both of the teachers and students, as long as the L1 is not be overusing.

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of **Ninda Liani** SRN: 122301266 entitled “*A Study on LI (Indonesian) Used by the English Teachers and Students in EFL Classroom (A Case Study at SMKN 1 Pandeglang)*” has been approved by the research paper advisers for further approval by the Bord of Examiners on English Education Department, the Faculty of Education and Training, the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

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**A STUDY ON L1 (INDONESIAN) USED BY THE
ENGLISH TEACHERS AND STUDENTS IN EFL
CLASSROOM**

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This is to certify that the undergraduate research paper of Ninda Liani SRN. 122301266 has been approved by the Board of Examiners as a partial fulfillment of the requirement for the Degree of Sarjana in English Education Department Faculty of Education and Teaching Training the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

Serang, October 25th 2016

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DEDICATION

This paper is dedicated to my own beloved parents (Mr. Murdani and Mrs. Umiyati) my sisters and brothers (Danti D. Liani, Dira A. Liani, M.Maulvi Rivabi, and Radya A. Rivabi)

Thanks for your unconditional love and supports.

MOTTO

“Opportunity rarely knocks on your door. Knock rather on opportunity’s door if you wish to enter.”¹

- B.C. Forbes

¹ Deena. R.L and Mara. B.A, *Beyond Language* (2nd.ed) (New Jersey: Englewood Cliffs, 1993), 241.

A BRIEF BIOGRAPHY

The writer, Ninda Liani was born on September 28th, 1994 at Pandeglang, Banten. The writer is the first child from five children in her family. Her father's name is Murdani and her mother's name is Umiyati.

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TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ABSTRACT	ii
THE ADVISERS' APPROVAL	iv
THE BOARD OF EXAMINERS' APPROVAL	v
THE LEGALIZATION OF DEAN FACULTY	vi
DEDICATION	vii
MOTTO	viii
A BRIEF BIOGRAPHY	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of Problem	6
C. Limitation of the Problem	6
D. Research Questions	6
E. The Aims of the Study	7
F. Significance of the Study	8
G. The Previous of Study	9
H. Organization of the Study	12
CHAPTER II THEORITICAL REVIEW	14
A. The Definitions of First Language (L1)	14
B. First Language Used in EFL Classroom	17

1. Teachers Use of L1	20
2. Students Use of L1	25
3. The Functions of L1 Used in Classroom	28
CHAPTER III RESEARCH METHODOLOGY	32
A. Method of Research	32
B. Participants	33
C. Setting of Research.....	35
D. Instrument of Research.....	35
1. Classroom Observation.....	35
2. Interview.....	37
E. Technique of Data Collecting	39
F. Technique of Data Analysis.....	40
CHAPTER IV FINDINGS AND DISCUSSION	43
A. Findings	43
B. Discussion.....	71
CHAPTER V CONCLUSION AND SUGGESTION	78
A. Conclusions	78
B. Suggestions	81
BIBLIOGRAPHY	82
APPENDICES	83

LIST OF APPENDICES

Appendix 1 Observation Checklist for Teachers and Students in Classroom (X AP1)

Appendix 2 Observation Checklist for Teachers and Students in Classroom (XI AD2)

Appendix 3 Observation Checklist for Teachers and Students in Classroom (XII A3)

Appendix 4 Transcript of Interview for Teacher (X AP1)

Appendix 5 Transcript of Interview for Teacher (XI AD2)

Appendix 6 Transcript of Interview for Teacher (XII A3)

Appendix 7 Transcript of Interview for Students (X AP1)

Appendix 8 Transcript of Interview for Students (XI AD2)

Appendix 9 Transcript of Interview for Students (XII A3)

Appendix 10 Pictures