



THE USE OF L1 IN INDONESIAN EFL CLASSROOM

THESIS

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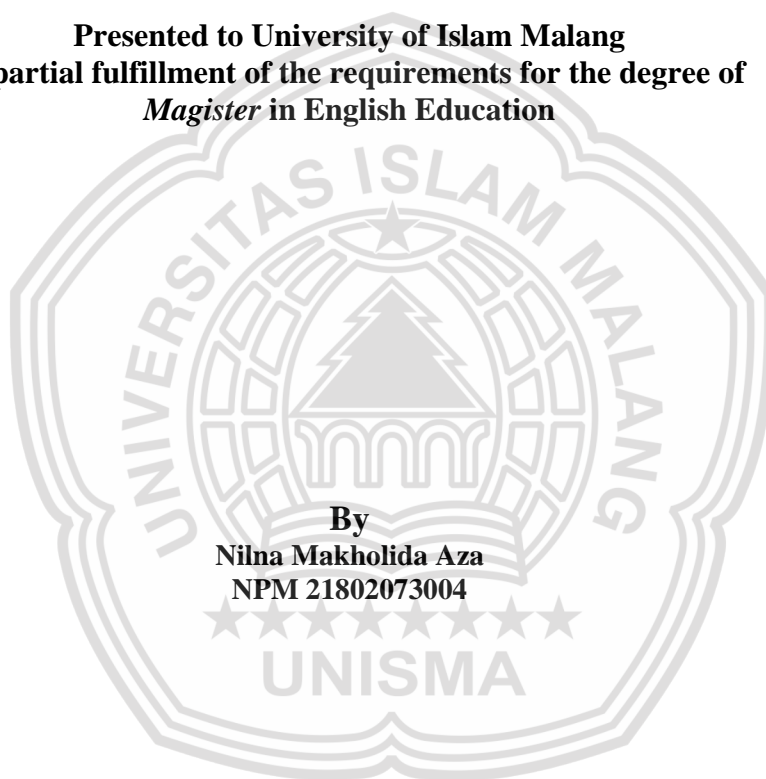
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ABSTRACT

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Key term: L1, Indonesian EFL Classrooms.

The question of whether or not to include the student's first language in the EFL classroom has been a matter of discussion and controversy for a long time. This research was purposed to examine into the use of *Bahasa Indonesia* in English classrooms. The primary objectives were to investigate the teachers' purpose of using *Bahasa Indonesia* EFL classroom.

This research was conducted at the ten grades of Islamic Senior High School level. The member of the language class is about 28 students. Data were collected through the observation of teaching learning process and teacher interviewed. The observation was managed by using online class provided by google meet application. The interview was conducted by using Whatsapp media.

This research shows that both the students and teacher feel better confidence in the teaching learning proses if it is allowed to combine English with *Bahasa Indonesia*. It seen the cooperation between teachers and students to brighten up the classroom atmosphere to be effective and not boring.

According to the findings, the use of *Bahasa Indonesia* (L1) was for clarifying and understanding purposes. A balanced and wise use of L1 in the EFL classroom by both students and teacher can be beneficial in the language learning process. It may even be necessary to improve students' comprehension.

CHAPTER I

INTRODUCTION

This introductory chapter presents about background of the study, research problem, objective of the research, significance of the study, scope and limitation of the study, and definition of key terms. This chapter is presented in order to provide a basis for a clear understanding of why this research study is carried out.

1.1 Background of Study

Research on teaching techniques for second and foreign languages shows that practitioners' perspectives on the usage of the first language in L2 courses in history have changed considerably. The principal cause for this transition is the change in the popularity of the various methods and teaching techniques over time. In early teaching, L1 was widely used in the education of any other language and without employing the first language of the students, it was thought to be impossible to teach a second language. Grammar translation approaches were popular for a long time and supported a bilingual approach and extensive usage of learners' first language. The method's proponents argue that the teacher's instructions in L1 are understandable and saves communication failures. The concepts and lexical similarities and equivalents are also regarded to be relatively easy to explain in the first language (Richards & Rogers, 2001).

The "monolingual" strategy became more popular in the latter half of the past century, while the audio-lingual approach had been in use since the early

nineteenth century. Bilingual instruction and grammatical translation have been criticized and has a negative influence on the process of learning. As a result, policymakers and educators emphasized more about using the target language to teach L2, and believed that it was the greatest way to learn and teach L2 (Howatt 1984, Richards & Rodgers, 2001). Furthermore, they considered that a direct language method provided learners with the most exposure to the practice of the target language, as well as the opportunity to take risks and negotiate meanings with fellow learners. Recent trends in technique reveal that, despite its global dominance, using only one language cannot maintain its authority, and there has always been opposition and debate (Phillipson, 1992; Auerbach, 1993).

According to the literature on the topic, English language teaching techniques in educational institutions at both lower and tertiary levels are significantly dependent on the individual autonomy of teachers around the world. Teachers have a huge influence on classroom activities and methods. These actions are primarily motivated by their beliefs, regardless of the institutional or government policy that they highlight. Current study on the subject reveals a high level of disagreement among practitioners and researchers. One group of researchers completely opposes the efficacy of using L1 and promotes the only use of L2 to maximize the learner's exposure to the target language. Others, on the other hand, are opposed to the complete removal of L1 from the L2 classroom, and instead support the wise use of L1 for specific reasons in order to optimize learning opportunities.

The research on the topic is complex, as each study covers a different component of L1 use and has different implications for instruction. Some researchers investigated real classroom practices and compared them to teachers' and students' ideas and impressions of them. Several research studies have been conducted to study the aims and functions of its use. According to the findings of the studies, there is some confusion on whether or not L1 should be applied, and if it has some value in their opinion, when and how much L1 should be used in the L2 classroom. This study aims to investigate the teacher's purposes towards the use of L1 in EFL classrooms.

1.2 Research Problem

This study aims to answer the following questions: Based on the background above, the question of this study can be formulated as follow.

For what purposes do teachers use Bahasa Indonesia in the EFL classroom?

1.3 Objective of the Study

The topic of using L1 in the setting of Indonesian EFL classrooms has received little attention, particularly at the high school level. This motivated to conduct further investigations to find out the teacher's purposes towards the use of *Bahasa Indonesia* in EFL classrooms at the high school level.

1.4 Significance of the Study

Hopefully, the study will examine the purpose of Indonesian teachers towards the role of *Bahasa Indonesia* in the EFL classroom. The results may also

help teachers understand in which situations might use Bahasa Indonesia in EFL classroom. By understanding that, teachers will be better informed about whether teachers' use of L1 should be avoided or not in English learning classroom.

1.5 Scope and Limitation of the Study

The study will examine the purpose of Indonesian students towards the role of L1 in the EFL classroom. In this case, L1 is Indonesia's national language which is called *Bahasa Indonesia*.

This study also has limitation. Schools must be performed online due to government rules during Covid-19 Pandemic. Therefore, the observation of the teaching learning process is conducted by online class using Google Meet Application.

1.6 Key Term

The following clarifies some terms used in the research to avoid ambiguity as well as misunderstanding of terms.

1.6.1 First Language (L1)

For Indonesian students, *Bahasa Indonesian* is the first language since childhood. Beside being the national language, *Bahasa Indonesia* is also the language of instruction in educational institutions of all levels. As a result, it appears to be perfectly fine to use *Bahasa Indonesia* as the language of instruction in the classroom to facilitate teaching and learning activities. Simply, *Bahasa Indonesia* is the school language.

1.6.2 Indonesia EFL Classroom

English as a Foreign Language is learning English in a non-English-speaking country. For example, students in Indonesia who are learning English are considered EFL students because English is not the official language of the country. Therefore, in English teaching learning processes in Indonesia is called Indonesia EFL Classroom.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter is devoted to present the conclusion of the research findings and suggestion.

6.1 Conclusion

Based on the research result above, it can be concluded that the teaching learning processes using *Bahasa Indonesia* is completely helpful for both students and teachers. Instead of using full English which can cause misunderstanding, the teacher prefers to add a translation of the explanation into *Bahasa Indonesia*. The teacher's goal is only for students to certainly acknowledge the material being taught in class.

Besides, the teacher let their students use mix *Bahasa Indonesia* and English in speaking along the teaching learning processes. Then the teacher will correct it together with other students. The teacher wants the students are not afraid or worried about expressing their ideas in English. For the last teacher's purpose is to minimize the limited teaching learning processes time.

From the student side, they are more enjoyable and feel more comfortable in English class if it is allowed to mix with *Bahasa Indonesia*. They are not shy to ask questions and share their ideas to the teacher and other students. Besides, the

students were satisfied with the teacher's words if the teacher used *Bahasa Indonesia*. They felt that was more understandable.

This research is in line with the previous study above. Students will dare to use *Bahasa Indonesia* if their teacher starts to use *Bahasa Indonesia*. The students also find it very helpful to use *Bahasa Indonesia* in their English class. They are not nervous to share their ideas; therefore, the class will not be teacher-centered.

6.2 Suggestion

This research shows that both the teacher and students feel better confidence in the teaching learning processes if it is allowed to combine English with *Bahasa Indonesia*. It seen the cooperation between teachers and students to brighten up the classroom atmosphere to be effective and not boring. Although the time used is limited, the teacher still wants to make sure that students really understand the material being taught.

For the future researchers, hopefully could conduct the research with longer time in order to enlarge the other attitude of the students and the teacher. Therefore, the next researcher could find several purposes of the use of L1 in EFL classrooms.

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