



ISSN 2087 9628

a
triannual
publication
on the study of
English Language Teaching

Volume 4, Number 2, June 2018

**Use of Mother Tongue in EFL Classes of Secondary Schools
In Jabodebek: Students' and Teachers' Perception**

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Abstract

This study aims to investigate senior high school students and teachers' perception of the use of Indonesian in their English classes. To achieve the objective, two sets of questionnaires were administered to gauge the perceptions of 556 students and 15 teachers of 10 senior high schools in Jabodebek (Jakarta, Bogor, Depok, and Bekasi). The findings revealed: (1) the majority of both students and teachers preferred to use Indonesian in their English classes; (2) they believed Indonesian is helpful in language skills development, language components learning, learning materials understanding and classroom interactions; (3) the students preferred the predominantly use of Indonesian, while the teachers preferred the predominantly use of English during the class hour; (4) the higher their grade, the higher amount of English the students would like to have in their English classrooms; and (5) teachers with longer teaching experience tended to expect the use of bigger proportion of Indonesian in English classrooms.

Keywords: *perception, mother tongue, Indonesian, senior high school, students*

Introduction

The role of the students' mother tongue (MT) and its influence on the target language (TL) has long been a controversy in second language (SL) and foreign language (FL) education in general and the teaching of English as a second language (ESL) or English as a foreign language (EFL) in particular. Based on his review of language teaching methods literature, Stern (1992, p. 279) accentuated the role of MT in SL teaching is one of the most long-standing controversies in the history of language pedagogy.

The monolingual approach proponents suggest that the TL should be the only medium of communication because a SL/FL is best learned and taught through the language itself (Richards & Rodgers, 2001). For them, MT is a negative influence and the TL is an optimal medium of instruction. Consequently, the prohibition of the MT would maximize the effectiveness of TL learning because maximum exposure to TL and least exposure to MT are of crucial importance, and the use of MT may obstruct TL learning process (Cook, 2001; Krashen, 1981). The implementation of this idea is then popularly called the monolingual approach and has enormously affected EFL classrooms worldwide.

Nevertheless, more and more researchers and educators have recently begun to question the monolingual approach validity in SL and FL education from different perspectives (Turnbull & Arnett, 2002). Despite its domination in theories of language education, this approach seems to be only partially implemented. In fact, most ESL/EFL teachers and students often resort to MT during the learning and teaching process. Such realization has emerged more and more advocates of MT use in SL/FL classrooms. MT is believed to be helpful in most classroom activities, such as learning new vocabulary items, explaining complex ideas, studying grammatical rules, or studying cultural elements. The advocates of MT use contend that teachers who master the students' native language have far more advantages over the ones who don't. Nation (2003) and Larsen-Freeman (2012) argued that students' MT should not completely avoided from an SL or FL classes and reiterated that a judicious and well-planned use of the students' MT can give positive results.

Despite the continuous debates over the role of MT, current empirical studies have suggested that it is likely to be unavoidable in SL/FL classrooms, especially when students speak the same MT and when teachers know their students' MT. Macaro's (2001) study on six student teachers in England revealed that the participants use their MT up to 15.2% in their teaching.

Liu et al's (2004) study on 13 Korean teachers of English in high schools showed their use of Korean ranged from 10% to 90% of class time.

In addition to the proportion variety of the use of MT, researches about the role of MT in EFL classes also reveal specific situations in which MT should be used. Auerbach (1993) for example, lists several different positive uses of MT in L2 classrooms, i.e. classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. McCann (2005) supports this by suggesting that translation can be used positively in a number of activities, such as explaining language structures, giving feedback, and maintaining classroom discipline.

Another important result of researches on the role of MT in EFL classes concerns with teachers and students' perception. Anh's (2010) study on the Vietnamese university teachers' attitudes towards using Vietnamese in teaching English indicated that judicious use of MT is found to be necessary in some situations. Almost all participants supported the use of MT in their classes. For them, their MT was part of their teaching method and could play a positive role in their classroom. Al-Nofaie' (2010) study in the Arabic context showed students and teachers' positive attitudes towards using MT in EFL classroom and the students preferred to use MT in certain situations. Teachers emphasized the importance of MT in their classes, but they claimed that the untimely and excessive use of MT should be avoided for it may obstruct English learning. In the Chinese context, Tang's (2002) study revealed that students supported the use of Chinese in English classes because it made English learning more effective and less time-consuming.

The issue of using MT in FL classrooms has globally grown in importance in the light of recent research. However, very little attention has been specifically given to this issue in Indonesian public schools, and only few studies have been conducted to investigate the role of Indonesia in English classes. To the present writer's knowledge, there are only two accessible studies carried out concerning this issue in Indonesian context so far. Zacharias' (2003) research showed tertiary education English teachers' account about the possible uses of MT in the process of teaching EFL, including explaining the new words meaning and grammatical points, giving instructions, checking learners' understanding and giving feedback to individual learners. Usadiati's (2009) study revealed that the use of Indonesian interchangeably with English in the

explanations of concepts and rules for teaching students to write English sentences in Present Perfect Tense improved the students' achievement.

Since English has recently been taught in all levels of education, such lack of attention to the use of Indonesian in English classrooms is a great disadvantage because most English teachers in the public school are Indonesians. Having similar mother tongue, both teachers and students must be apt to resort to Indonesian as a support to survive or to make sense of whatever is going on in their English class. If only we have appropriate empirical data on this issue, we will be able to raise our awareness of where we are at present in our use of Indonesian in English classes and to prepare the ground for a more reasoned use of Indonesian in the English classroom. And this study is a trial to provide such necessitated data.

The problem addressed in this study is the perception students and English teachers towards the use of Indonesian in English classrooms at senior high schools around Jabodebek (Jakarta, Bogor, Depok, and Bekasi). More specifically, the study tried to seek answers to the following questions: (1) What is the perception of teachers and students towards using Indonesian in their English classroom? (2) What is teachers and students' belief in the role of Indonesian in learning language skills? (3) What is teachers and students' belief in the role of Indonesian in the role of Indonesian in learning language components? (4) How do the students and teachers' view of the role of Indonesian in classroom interactions? (5) What are the students and teachers view of the role of Indonesian in understanding learning materials? (6) What is the students and teachers' expectation of the proportion of the use of English vs. Indonesian in their English classes? (7) What is the relationship between the students' level of English mastery with their expectation in the proportion of the use of English and Indonesian? (8) What is the relationship between years of English teaching experience and teachers' use of Indonesian?

Methodology

This study employed the cross-sectional survey method to collect the required data to describe the perception of the senior high school students and teachers around Jabodebek of the use Indonesian in their English classes and to determine the relationship between the students' English mastery level and their preference of Indonesian and English use proportion and the relationship between the teachers teaching time length and their preference of Indonesian and English use proportion.

The data were collected in August to October 2015. Two questionnaires (a teacher's questionnaire and a student's questionnaire) were administered to gauge the participants' perceptions towards the use of MT in their English classes. To ensure that all the students could respond appropriately and easily, the student's questionnaire was written in Indonesian, while the teacher's questionnaire was written in English. They were also pilot-projected by asking five senior high school students to fill in the student's questionnaire and an English teacher to fill in the teacher's questionnaire.

The respondents were 556 students and 15 teachers of 10 schools around Jabodebek. The 556 students consisted of 178 (32%) tenth graders, 196 (35%) eleventh graders, and 182 (33%) twelfth graders. All of 15 teachers were speakers of Indonesian. The majority (46.7%) had been teaching English between 4 to 6 years, 1 to 3 years (20%), more than ten years (20%); and the 7-10 years (13.3%).

The collected data were analyzed descriptively after being organized into categories and expressed in percentage and response means.

Finding and Discussion

1. Students and Teachers' Perception of Indonesian Use in English Classes

Table 1:

All Students' Perception of Indonesian Use in English Classes (n= 556)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	prefer teacher to use not only English but Indonesian also	15 (3%)	14 (3%)	90 (16%)	232 (42%)	205 (37%)
2	English only use makes me stressful	43 (8%)	143 (26%)	162 (29%)	158 (28%)	50 (9%)
3	better to use English only in the class	46 (8%)	199 (36%)	196 (35%)	103 (19%)	12 (12%)
4	better to use English in most interactions; Indonesian for complex points only	5 (1%)	18 (3%)	105 (19%)	299 (54%)	129 (23%)
5	prefer if teachers use Indonesian in all instructions	55 (10%)	219 (39%)	158 (28%)	84 (15%)	40 (7%)
6	prefer if teachers use Indonesian to explain complex ideas	38 (7%)	91 (16%)	149 (27%)	208 (37%)	70 (13%)

The data related to the students' perception of the use of Indonesian in English classes revealed that the majority of them preferred if their English classes were run bilingually. As shown in Table 1, more than three fourth (79%) of the students "agreed" and "strongly agreed" to use not only English but also Indonesian. This was supported by the findings that almost a half of them (46%) disliked the idea of using English only and almost the same number (49%) rejected the idea of using Indonesian only.

The students' approval of the predominant use of English was also supported by the findings that 77% of them accepted the idea of using English for the most part of interactions, and Indonesian should be used to explain complex points. A half (50%) of them agreed and strongly agreed with the use of Indonesian to explain complex ideas.

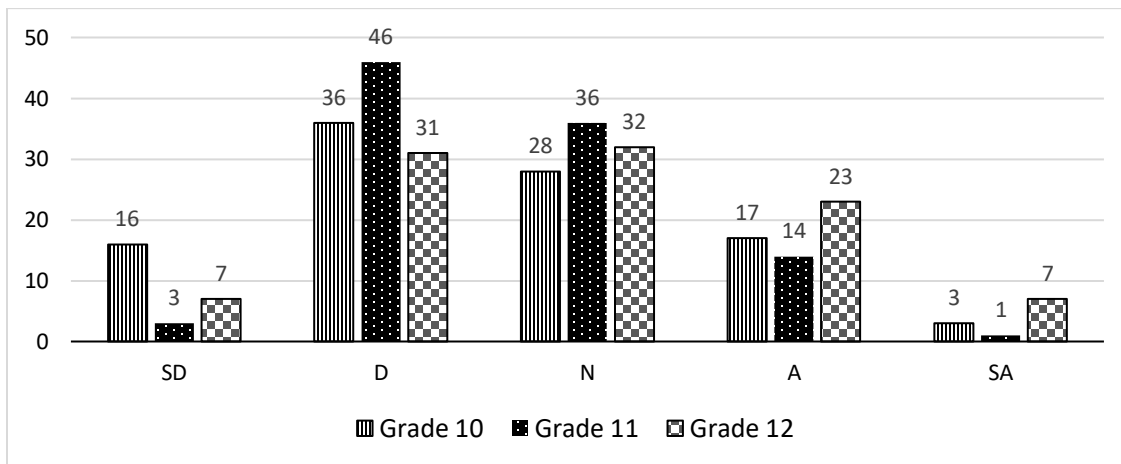


Figure 1: How the Three Graders View the Idea of English Only (in %)

The responses of the three grades towards the idea of using English only in their English classes were slightly different from one to another. As shown in Figure 1, the percentage of the tenth graders who "strongly disagreed" and "disagreed" to the idea of English use only was 52%. This is slightly lower than that of the eleventh graders (49%) and of the twelfth graders' (38%). This finding indicated that the lower the students' English mastery, the higher their preference in the employment of Indonesian in English classes. To a certain extent, this finding is in line with Prodromou' (2002) findings that that students at higher levels of study have a negative attitude toward the use of L1 in their classroom, but lower students showed more tendencies to accept the use of their mother tongue.

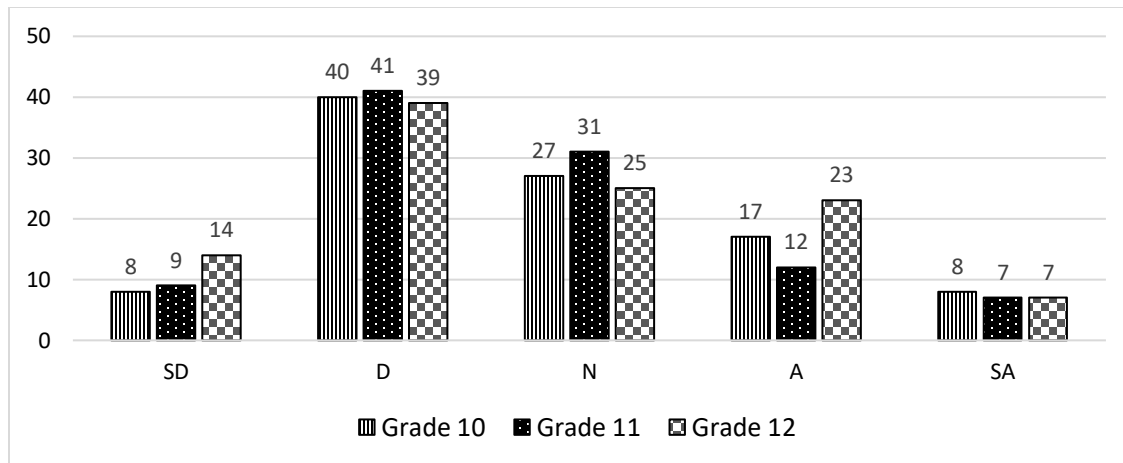


Figure 2: Students' View of the Idea of Indonesian Only Use in English Classes (in %)

The teachers' view of the use of Indonesian in English classes was relatively similar to their students'. Most of the teachers preferred to run their English classes bilingually. The majority (86%) "agreed" and "strongly agreed" to use not only English but also Indonesian in English classes. In addition, 87% agreed" and "strongly agreed" with the idea of using English in most interactions and using Indonesian to explain complex points. More than a half of them (60%) highlighted that they were inclined to use Indonesian to help students catch their instruction. That's why 74% of the preferred to use Indonesian to explain complex ideas (see Table 2).

Table 2:
Teachers' Perception on Indonesian Use in English Classes (N= 15)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	prefer to use not only English but Indonesian also	1 (7%)	0 (0%)	1 (7%)	11 (73%)	2 (13%)
2	English only use makes me stressful	2 (13%)	4 (27%)	2 (13%)	4 (27%)	3 (20%)
3	better to use English only in the class	0 (0%)	0 (0%)	2 (13%)	10 (67%)	3 (20%)
4	better to use English in most interactions; Indonesian for complex points only	0 (0%)	7 (47%)	3 (20%)	4 (27%)	1 (7%)
5	prefer to use Indonesian in all instructions	2 (13%)	1 (7%)	3 (20%)	6 (40%)	3 (20%)
6	prefer to use Indonesian to explain complex ideas	1 (7%)	2 (13%)	1 (7%)	10 (67%)	1 (7%)

2. Students and Teachers' Belief in the Role of Indonesian in Learning Language Skills

Table 3:
Students' Belief in the Role of Indonesian in Learning Language Skills (N= 556)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Indonesian use is helpful in learning listening comprehension.	13 (2%)	37 (7%)	128 (23%)	283 (51%)	95 (17%)
2	Indonesian use is helpful in learning speaking	12 (2%)	24 (4%)	145 (26%)	292 (53%)	95 (17%)
3	Indonesian use is helpful in learning reading	13 (2%)	43 (8%)	127 (23%)	274 (49%)	99 (18%)
4	Indonesian use is helpful in learning writing	12 (2%)	43 (8%)	184 (33%)	229 (41%)	88 (16%)

The findings concerning the students' belief in the role of Indonesian in language skills development indicated that the majority of them view the use of Indonesian was helpful. More than a half of them (57% up to 68%) “agreed” and “strongly agreed” that Indonesian helped them in learning language skills. Based on the responses, the helpfulness of Indonesian was successively ranked from the higher to the lower as follows: listening, speaking, reading and writing (see Table 3).

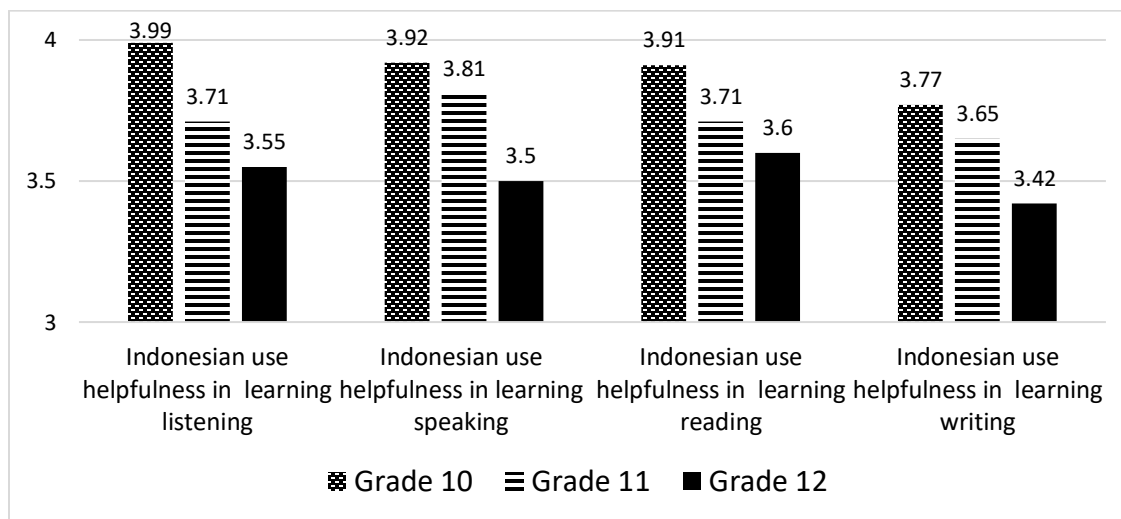


Figure 3: Comparison of the Three Graders' response means of the helpfulness of Indonesian in learning language skills

The reason why the students viewed Indonesian helpful in their learning of listening and speaking skills was probably due to the fact that most senior high school students in Jakarta had

limited exposure of oral English and inadequate opportunities to practice speaking. Therefore, in order to comprehend the English expressions they listened to and to express ideas and feelings in speaking, the students tended to resort to their Indonesian as a resource. This is in line with Auerbach's (1993) idea that learners who are not proficient enough to express themselves in the target language must constantly think before they speak, and this inner speech happens in their MT.

Table 4:
Teachers' Belief in the Role of Indonesian in Helping Students Learn Language Skills. (N=15)

No	Statements	SD	D	N	A	SA	Mean
		f (%)	f (%)	f (%)	f (%)	f (%)	
1	the use of Indonesian helps students in listening	2 (13%)	4 (27%)	2 (13%)	6 (40%)	1 (7%)	3
2	the use of Indonesian helps students in speaking	1 (7%)	3 (20%)	1 (7%)	10 (67%)	0 (0%)	3.33
3	the use of Indonesian helps students in reading.	2 (13%)	2 (13%)	2 (13%)	6 (40%)	3 (20%)	3.4
4	the use of Indonesian helps students in writing.	2 (13%)	2 (13%)	1 (7%)	7 (47%)	3 (20%)	3.47

The comparison of the three grades' response means to the role of Indonesian in language skills learning revealed that the lower their grade, the higher the mean. The response mean of the tenth graders to the helpfulness of using Indonesian to learn listening is 3.99; whereas the eleventh and twelfth graders' response means are respectively 3.71 and 3.5. The response means concerning the helpfulness of using Indonesian to learn the other language skills indicated the same trend (Figure 3). This indicated that students with lower English mastery were more dependent with the help of Indonesian in their language skills development. This finding was supported by Butzkamm (2003) who stated that with growing proficiency in the foreign language, the use of the mother tongue becomes largely redundant and the FL will stand on its own two feet (p. 36).

The distribution of teachers' responses to the role of Indonesian in their students' language skills learning revealed the same with those of the students'. However, if the students' list (from the higher to the lower) of Indonesian helpfulness in the four language skills development was successively listening, speaking, reading and writing, the teachers' list were writing, reading, speaking, and listening (See Table 4).

3. Students and Teachers' Belief in the Role of Indonesian in Learning Language

Components

The distribution of the students' belief in the role of Indonesian in learning English language components disclosed that 67% of them “agreed” and “strongly agreed” that Indonesian was helpful in their endeavor to master both English vocabulary and grammar. As shown in Table 5, those who “disagreed” and “strongly disagreed” with the helpfulness of Indonesian in learning vocabulary were 8% and those who “disagreed” and “strongly disagreed” with the helpfulness of Indonesian in learning grammar were 7%. This finding revealed the students' view that the use of Indonesian was helpful in their endeavor to master English vocabulary than grammar.

Table 5:
Students' Belief in the Role of Indonesian in Learning Language Components (N= 556)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Indonesian use helps in vocabulary development	6 (1%)	40 (7%)	138 (25%)	260 (47%)	112 (20%)
2	Indonesian use helps in learning grammar	9 (2%)	27 (5%)	150 (27%)	256 (46%)	114 (21%)

The teachers' belief in the role of Indonesian in helping students learn English language components was relatively the same as their students'. Their responses disclosed that 87% of them “agreed” and “strongly agreed” that Indonesian was helpful in their students' vocabulary development, and 80% “agreed” and “strongly agreed” that Indonesian was helpful for the students in learning grammar (see Table 6).

Table 6:
Teachers' Belief in the Role of Indonesian in Helping Students Learn Language Components (N= 15)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Indonesian use helps students in vocabulary development	0 (0%)	1 (7%)	1 (7%)	12 (80%)	1 (7%)
2	Indonesian use helps students in learning grammar	0 (0%)	2 (13%)	1 (7%)	9 (60%)	3 (20%)

The view concerning the usefulness of using the learners' MT in vocabulary and grammar learning is supported by a number of authors. In vocabulary learning, Nation (2003) emphasized and encouraged the use of bilingual cards, MT-TL word pairs and MT translation as

the best ways for increasing vocabulary size. He contends —forget all the criticism you have heard about rote learning and translation; research has repeatedly shown that such learning is very effective. In addition, Carter (1987, p.153) suggested that using MT equivalents alongside the target language words is a useful approach to memorizing new vocabulary. In grammar learning, Ellis (1997) accentuated that by equipping learners with explicit grammatical knowledge of the target language they may be in a better position to ‘notice features in the input that otherwise would be ignored’ and ‘compare what they have noticed in the input with output derived from their current interlanguage grammars’ (p. 123). Deller and Rinvoluceri (2002) suggested that the students can profitably use (MT) to make comparisons between the grammar of their first and second languages.

4. Students and Teachers' Belief in the Role of Indonesian in Classroom Interactions

The findings disclosed that the majority of the students believed that Indonesian is helpful in running their English classroom interactions. Although only 36% of them "agreed" and "strongly agreed" that they felt more comfortable to answer questions in Indonesian, there were fewer (11%) who "disagreed" and "strongly disagreed" to this point. In addition, almost three-fourths (70%) of them "agreed" and "strongly agreed" that Indonesian was helpful in their communication while doing group works and only 27% who "disagreed" and "strongly disagreed" to the point (Table 7).

Table 7:

Students' Belief in the Helpfulness of Indonesian in Classroom Interactions (N= 556)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Indonesian use is helpful in doing group works	8 (1%)	19 (3%)	141 (25%)	260 (47%)	128 (23%)
2	Feel more comfortable to answer questions in Indonesian	8 (1%)	57 (10%)	294 (53%)	148 (27%)	49 (9%)

Similar to the students, the teachers also believed that Indonesian helped in English classroom interactions. Although only 40% of them “agreed” and “strongly agreed” that students should be allowed to reply in Indonesian, 73% of them “agreed” and “strongly agreed” that Indonesian was helpful in their communication while doing group works (see Table 8).

Table 8:
Teachers' Belief in the Role of Indonesian in Classroom Interactions (N= 15)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Using Indonesian helps students to do group works	0 (0%)	2 (13%)	2 (13%)	8 (53%)	3 (20%)
2	Students should be allowed to reply using Indonesian	1 (7%)	4 (27%)	4 (27%)	4 (27%)	2 (13%)

5. Students and Teachers' View of the Role of Indonesian for understanding learning Materials

Table 9:
All Students' View in the Role of Indonesian for understanding learning Materials (N= 556)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	notes written in Indonesian help me master learning topics	11 (2%)	76 (14%)	171 (31%)	230 (41%)	45 (12%)
2	prefer to use E-I and I-E dictionaries than any monolingual one	29 (5%)	85 (15%)	275 (49%)	122 (22%)	107 (8%)
3	teacher's explanation about English and Indonesia differences/similarities is helpful.	5 (1%)	39 (7%)	176 (32%)	226 (41%)	45 (19%)

Findings disclosed that the students viewed notes written in Indonesian helped them to understand learning materials; abridged dictionary (English-Indonesian and Indonesian-English) was more helpful than any monolingual one; and teachers' explanation using contrastive analysis between Indonesian and English in Indonesian helped a lot to understand the topics they were learning. Table 9 shows 53% of them "agreed" and "strongly agreed" notes written in Indonesian helped them master learning topics. Though only 30% "agreed" and "strongly agreed" with the usefulness of E-I and I-E dictionaries than any monolingual one, the majority (60%) "agreed" and "strongly agreed" that teacher's comparison of English and Indonesia was helpful Indonesian was helpful to understand learning materials. This finding is consistent with Koren's (1997) conclusion that the use of translation while taking notes is not a bad strategy if the aim is to understand and keep the material for future reading before a test.

Table 10:
Teachers' View in the Role of Indonesian for Understanding Learning Materials (N= 15)

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	notes written in Indonesian help mystudents master the topics learnt	0 (0%)	2 (13%)	4 (27%)	7 (47%)	2 (13%)
2	E-I and I-E dictionaries are more helpful to students than any monolingual dictionary.	0 (0%)	0 (0%)	0 (0%)	10 (67%)	5 (33%)
3	showing English and Indonesia differences/similarities helps students to learn	0 (0%)	0 (0%)	2 (13%)	11 (73%)	2 (13%)

Findings concerning the teachers' belief in the role of Indonesian for understanding learning materials revealed quite different views from those of the students. For the teachers, texts in Indonesian helped the students a lot in their endeavor to understand learning materials. Findings disclosed that 60% of them "agreed" and "strongly agreed" notes written in Indonesian helped the students master the learning topics. In addition, 90% "agreed" and "strongly agreed" that comparison of English and Indonesia was helpful Indonesian was helpful to understand learning materials. All of them "agreed" and "strongly agreed" with the usefulness of E-I and I-E dictionaries than any monolingual one for the students (see Table 10).

6. Students and Teachers' Expectation of the Proportion of the Use of English Vs. Indonesian in Their English Classes

Findings revealed that the students expected Indonesian to be predominantly used in their English classes. None of them expected English only; only 6% expected the use of English in around 80-90% and Indonesian in about 10-20%; only 23% expected the use of English in around 60-70% and Indonesian in about 30-40%; 35% expected English, 60-70%, and Indonesian, 30-40%; the rest 36% even expected less English and more Indonesian (see Figure 4). According to Kavaliauskiene's (2009) the amount of MT depends on the students' proficiency in English, and thus, to a certain extent, the students' preference on the predominantly use of Indonesian reflected their relatively low mastery of English.

This finding revealed a contrastive view from that of the students. As shown by Figure 5, 33% of the teachers expected the use of English in around 80-90% and Indonesian in about 10-20%, and the other 67% expected the use of English in around 60-70% and Indonesian in

about 30-40%. Thus, if the students expected the predominant use of Indonesian, the teachers expected the predominant use of English.

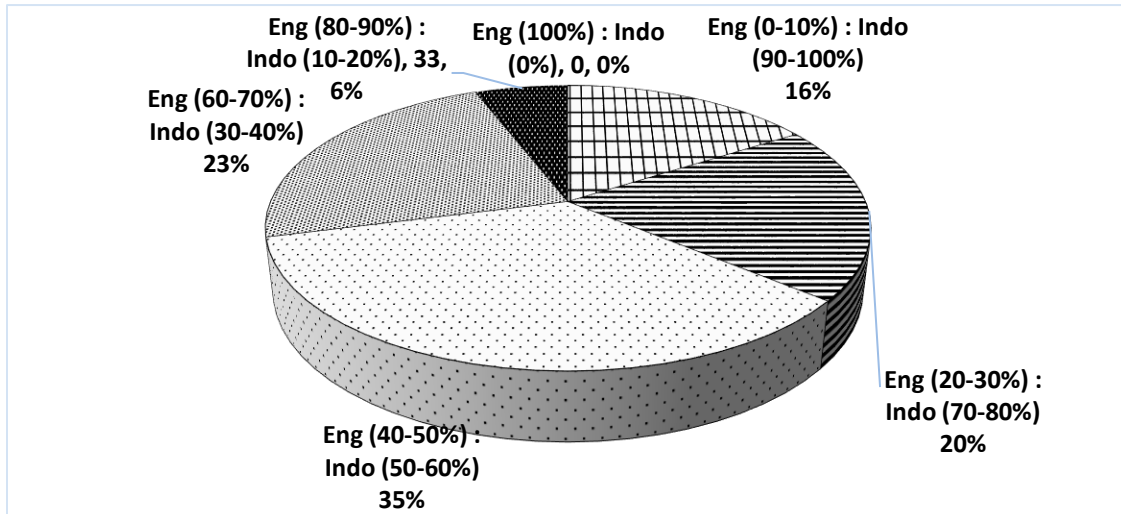


Figure 4: Students' Expectation of the Proportion of the Use of English: Indonesian (N= 556)

Although the teachers' preference indicated a predominant use of English in the classrooms, it is difficult to judge whether such proportion is effective or not, because some recent studies carried out in different contexts on this issue also revealed a great degree of variability in the amounts of the MT and the TL use by teachers. Liu et al's(2004) study on Korean teachers of English in high schools revealed the use of Korean ranged from 10% to 90% of class time. Kim and Elder's (2005) study on seven teachers who taught foreign languages in New Zealand revealed that the proportion of MT use among these teachers varied from 22% to 77%. Despite the great degree of variability in the amounts of the MT and the TL use by teachers, teachers are suggested to reduce the amounts of the MT along with the increase of the students' TL mastery.

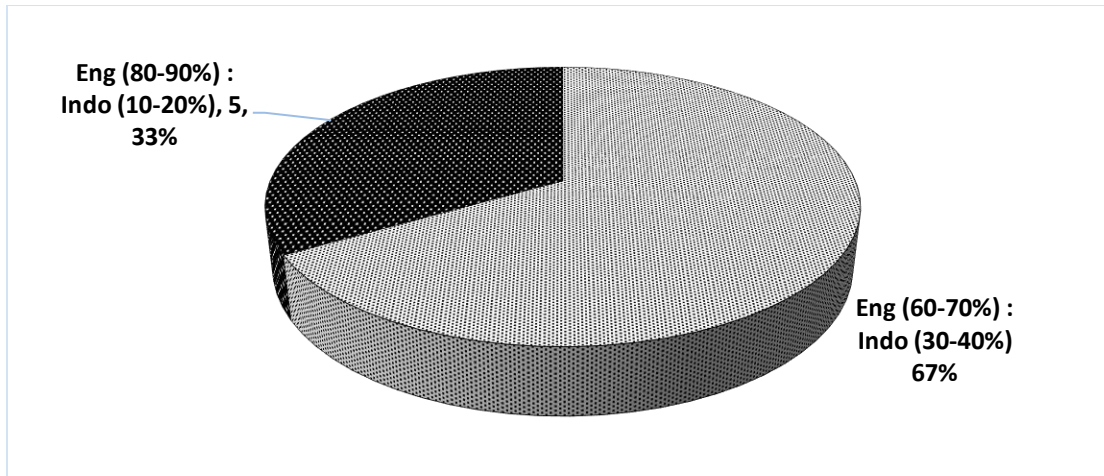


Figure 5: Teachers' Expectation of the Proportion of the Use of English: Indonesian (N= 15)

7. The Relationship between Years of English Learning and Students' Preference in the Use of Indonesian

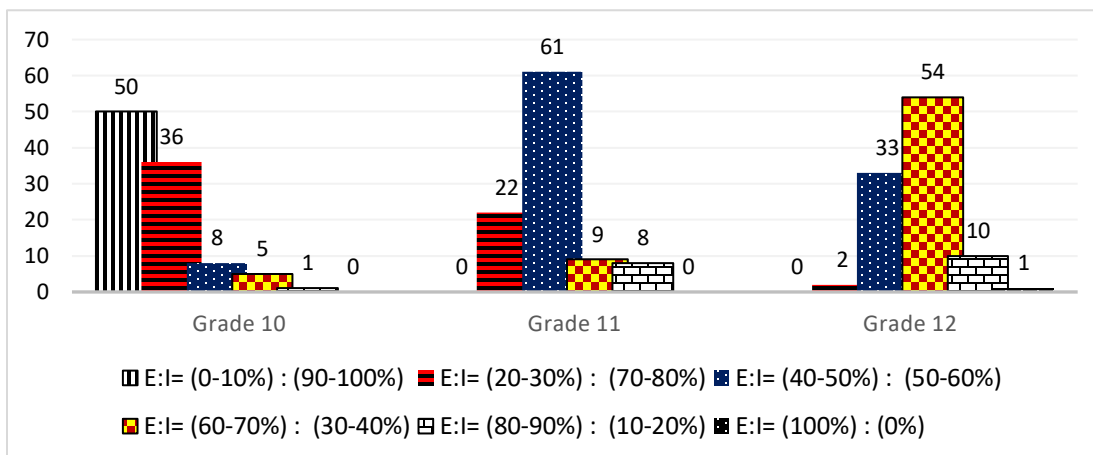


Figure 6: Students' Preference of English: Indonesian Proportion Use in Classes (in %)

Seeing from the grades they were in, the distribution of the students' preference in the proportion of English and Indonesian use in English classrooms was quite varied. As shown in Figure 6, 50% of the tenth graders preferred to use up to 10% English and 90% to 100% Indonesian, 36% preferred to use 20% to 30% English and 70% to 80% Indonesian. Meanwhile, only 22% of the eleventh graders preferred to use 20% to 30% English and 70% to 80% Indonesian, while the majority (61%) preferred to use 40% to 50% English and 50% to 60% Indonesian. The majority (54%) of the twelfth graders preferred to use 60% to 70% English and 30% to 40% Indonesian, and only 33% of them preferred to use 40% to 50% English and 50% to 60% Indonesian. These findings indicated that the higher the students' English mastery, the higher the proportion of English they expected to use in their English

classrooms. This finding is in line with Kavaliauskiene's (2009) conclusion that MT is needed in English classes, but the amount of MT depends on the students' proficiency in English

8. The Relationship between Teachers' Teaching Time Length and their Expectation in the Use of Indonesian

As revealed in Table 11, 66.7% of the teachers with 1 to 3 years teaching experience preferred the use of English in 80% to 90% proportion, and the other 33.3% preferred the use of English in 60% to 70%. Among the six teachers with 4 to 6 years teaching experience, only 33.3% preferred the use of English in 80% to 90%, and the other 66.7% preferred the use of English in 60% to 70%. Among the four teachers having 7 to 10 years teaching experience, only 25% preferred the use of English in 80% to 90%, and the other 75% preferred the use of English in 60% to 70%. Finally, all teachers with more than 10 years' teaching experience preferred the use of English in 60% to 70%. Thus, teachers with longer teaching experience tended to expect the use of a bigger proportion of Indonesian than their colleagues having shorter teaching experience.

Table 11:
Teachers' in Service Time Length and their Preference in English: Indonesian Proportion

No	Teaching Time Length	English: Indonesian Proportion					
		100% : 0 %	80-90% : 10-20%	60-70% : 30-40%	40-50% : 50-60%	20-30% : 70-80%	0-10% : 90-100%
1	1-3 years		2 (66.7%)	1 (33.3%)			
2	4-6 years		2 (33.3%)	4 (66.7%)			
3	7-10 years		1 (25%)	3 (75%)			
4	>10 years		0 (0%)	2 (10%)			

There are two possible reasons for the tendency of teachers with longer teaching experience to expect the use of bigger proportion of Indonesian. First, the teachers with longer teaching experiences probably assumed that most senior high school students had low level of English mastery. Using this assumption, they then utilize Indonesian in greater proportion to help the students. Second, the teachers with longer teaching experiences were probably in favor

of employing the traditional grammar and translation method. Consequently, using Indonesian in a great proportion became a necessity.

Conclusion and Suggestions

Based on the discussion in the previous section, eight conclusions (one conclusion for each research question) are drawn. One, the majority of the teachers and students preferred to have their English classes run bilingually. The students' preference to use Indonesian was higher than the teachers'. This discrepancy might be caused by their English mastery level difference. The teachers' English mastery was higher than that of the students so that they preferred to use English was higher than the students did. Two, most students and teachers viewed Indonesian use was helpful in language skills development. In their view, Indonesian was the most helpful in learning listening, speaking, reading, and finally writing. Three, the majority of the students and the teachers viewed the utilization of Indonesian was helpful in language vocabulary and grammar learning. The degree of the helpfulness to the students was higher than to the teachers.

The fourth conclusion is that the majority of the students believed Indonesian is helpful in doing group works and felt more comfortable to answer questions in Indonesian. The majority of the teachers indicated Indonesian did help the students in carrying out the classroom interactions, but the degree of the helpfulness was far lower than those of the students'. Five, both students and the teachers viewed Indonesian helped in understanding learning materials. Although the teachers' degree of the helpfulness was lower than the students', both sides had parallel view regarding the importance of the three indicators in this item. Six, the students' preferred the predominantly use of Indonesian and the teachers preferred the reflected predominantly use of Indonesian. This contradictive preference is probably due to their difference of English mastery level.

The seventh conclusion is that the students' preference on the proportion of English and Indonesian in their English classrooms was in parallel with their class level. The higher their grade, the higher amount of English they would like to have in their English classrooms. Finally, teachers with longer teaching experience tended to expect the use of a bigger proportion of Indonesian than their colleagues having shorter teaching experience. This tendency is due to two possible reasons: (1) the teachers with longer teaching experiences probably assumed that most senior high school students had low level of English mastery. To

help them, utilizing Indonesian in greater proportion was required; and (2) the teachers with longer teaching experiences were probably in favor of employing the traditional grammar and translation method. Consequently, using Indonesian in a great proportion was necessary.

There were a number of limitations to the current study that would need to be addressed in future research. First, the data were obtained only through a questionnaire. Therefore, triangulation could not be made to clarify the findings and to increase the validity of the study. Future researches are recommended to gather the data through interviews, observations and document study. Second, although the study involved 556 students, the number of teacher participants was too small—only 15 teachers. In addition, the sample was determined using the convenient technique, and this reduces the possibility to make generalizations. The future studies are recommended to use a larger number of participants, involve more schools and employ random sampling technique to make it safer to make generalizations. Finally, the results of the current study only offer the first step in a wide variety of research in the area of first language use in English classroom. Further research investigating the students' attitudes towards first language use in English classrooms in regard to first language background, age, and English language proficiency would be valuable.

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