

THE INFLUENCE OF FIRST LANGUAGE TOWARD STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH

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Abstract: In an English as a Foreign Language (EFL) classroom, most of the time the teacher cannot avoid the use of mother tongue in teaching and learning activities. This happens in some countries whose English is not their native language, including Indonesia. This paper examines the influence of first language used by a teacher in an Indonesian EFL classroom. The teacher and six tenth graders from a science classroom were involved in this study. Semi-structured interviews were conducted to gather in-depth data. The data were then analysed qualitatively based on the steps by Miles and Huberman (1984): data reduction, data display and data conclusion or verification. The findings indicate the teacher's and the students' perspectives on the use of first language in EFL classroom. Most of the students agreed the teacher includes the first language in their English classroom as it positively helps them in learning the target language. In addition, the teacher supports the students' view because the inclusion of the first language in EFL classroom is considered a way to solve the students' problem in learning the target language.

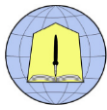
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Abstract: Bahasa Inggris (EFL) adalah salah satu bahasa asing yang sering digunakan di dalam kelas dan guru tidak dapat menghindari penggunaan bahasa tersebut dalam proses belajar mengajar. Hal ini sering terjadi di beberapa negara yang bahasa Inggrisnya bukan bahasa ibu mereka, termasuk Indonesia. Makalah ini membahas pengaruh bahasa pertama atau bahasa ibu yang digunakan oleh seorang guru di kelas EFL di Indonesia. Guru dan enam siswa kelas sepuluh dari kelas sains dilibatkan dalam penelitian ini. Wawancara semi terstruktur dilakukan untuk mengumpulkan data secara mendalam. Data tersebut kemudian dianalisis secara kualitatif berdasarkan langkah-langkah berdasarkan Miles dan Huberman (1984): selanjutnya dilakukan reduksi data, verifikasi, tampilan data dan diambil kesimpulan. Hasil penelitian menunjukkan bahwa perspektif guru dan siswa tentang penggunaan bahasa pertama di kelas EFL dimana sebagian besar siswa setuju bahwa bahasa pertama dari guru yang mengajar Bahasa Inggris secara positif membantu mereka dalam mempelajari bahasa target. Selain itu, guru mendukung pandangan siswa karena masuknya bahasa pertama di kelas EFL dianggap sebagai cara untuk memecahkan masalah siswa dalam belajar bahasa target

INTRODUCTION

In English as a Foreign Language (EFL) classrooms, teachers commonly use combination of mother tongue (MT) or first language (L1) and English (FL) to teach students. In fact, the use of mother tongue in second or foreign language classroom has been disputed by scholars. Some scholars believe that maximum exposure of mother tongue in the second language classrooms is helpful as it brings positive results (see for example, Davud & Molood, 2014; Elmetwally, 2012; Alshammari, 2011; Kafes, 2011). Some other studies have reported negative results by the maximum exposure of L1 in learning the target language (see for example, Cook, 2001; Larsen-Freeman, 2000; Chaudron, 1988). Based on the previous studies, this study assumes that the use of L1 in teaching English is still debatable. Accordingly, this study emerges from the controversy of mother tongue use in EFL classrooms.

In Indonesian context, mother tongue is still used in EFL classrooms by most of English teachers. As a substitute of local language, Bahasa Indonesia is usually used as the official medium of instruction at school. Therefore, the use of mother tongue in EFL classrooms cannot be avoided.



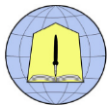
Nevertheless, it is important to find out the influence of first language to students in learning the target language.

Some previous studies have also reported teachers and students' perspectives on the use of L1 in EFL classrooms. Some study investigated only teachers' perspectives for using L1 in their classroom activity; some others investigated only students' perspectives on L1 use in EFL classroom, while several ones explored both teachers' and students' perspectives on the use of L1 in EFL classroom. Different studies showed different results. Some studies (e.g. Al Asmari, 2014; Mahmutoğlu & Kicir, 2013; Manara, 2007) maintained that teachers supported the functional use of L1. On the opposite, Sadeharju (2012) emphasized the use of only the target language in the EFL classroom. The different views about the use of L1 were brought also by students in many studies. Several studies (e.g. Al Sharaeai, 2012; Tsukamoto, 2011; Manara 2007) showed that students preferred to have English as the target language only in their EFL classroom while some others (Hashemi & Sabet, 2013; Mahmutoğlu & Kicir, 2013; Cristina, 2012) opposed that L1 was still needed in the classroom of EFL.

Some studies have been also conducted related to the use of L1 in teaching EFL learners in Indonesia. Hidayati (2012) conducted a study to six classes of different majors involving six English lecturers from a polytechnic in Bandung in order to find out whether or not the use of Bahasa Indonesia by the lecturers in teaching receptive skills of language and grammar contributes to classroom interaction. Questionnaire, interview and classroom observation were used to gather the data. The result showed that the use of L1 promoted the classroom interaction. They agreed that L1 use would benefit them when they use it purposively. Another study was conducted by Manara (2007) in three different universities in Central Java. By using observation checklist, questionnaires, and semi-structured interview, she searched for the view of students and teachers in the use of mother tongue in EFL classroom and also explored the choice of teachers and students of when to use mother tongue in their activity of teaching and learning in the classroom. In contrast to the study by Hidayati (2012), the analysis of data in Manara's (2007) study showed that most of the participants agree that English should be used in EFL classroom. Meaning, more exposure of English English in the classroom provides them a good chance to learn English because they are infrequently exposed to English outside their classroom.

Meanwhile, Pablo, Lengeling, Zenil, Crawford and Goodwin (2011) stated that the participated teachers as participants in their study stated that the use of L1 in the English teaching and learning process was based on teachers' belief. It concerns with what they felt appropriate with the teaching and learning process. Teachers clarified that the excessive use of L1 negatively affected the target language learning. Different teachers have different views toward L1 use in EFL classroom. Nevertheless, in summary, most teachers agreed to the use of L1 in their EFL classrooms but they were different in terms of the quantity of using L1. Yet, they also refused for the excessive of first language use. They believed that the cautious first language use in the teaching and learning process of English in EFL classroom was helpful.

To compare to the result of the studies discussed above, Sadeharju (2012) found that teachers in his study agreed to use mainly English in the teaching and learning process. They emphasized the target language input as it greatly contributes to the language learning. Although teachers in the study of Sadeharju (2012) agreed for the monolingual approach, yet in practice they still used their first language in the teaching and learning process. Likewise, Hashemi and Sabet (2013) in a study of Iranian perceptions of using Persian found that teachers have a positive tendency for using more English than Persian. Teachers notified the disadvantage of the Persian excessive use. In addition, a study in Japan conducted by Tsukamoto (2011) about the perceptions



of students by the teachers' language use in EFL classroom showed that the students as the participants seemed to have the target language only for the language use in the classroom. They were satisfied to the teacher who intended to increase the exposure to English for them. In the same way, Al Sharaeai (2012) identified students' opinions regarding the same matter. Based on online surveys and follow-up interviews of 51 participants, most of them agreed for the policy of using English only in their process of English teaching and learning. They added that speaking English did not make them nervous.

In summary, there are only two views towards students' perspectives of using L1 in EFL classroom: one is to exclude it, and the other one is to include. Students who preferred their teacher either to exclude or include their first language in EFL classrooms have their reasons upon it. By excluding the use of L1, they wanted to get more exposure for the target language and to make them more familiar with it. By the inclusion of L1 use, it is easier for the students to grasp the ideas or concept of the learning material.

To conclude from the studies discussed above, the use of L1 in EFL classrooms within global and Indonesian context is still debatable. Therefore, it would be also important to investigate this issue in a context limitedly discussed in the literature: Banda Aceh, particularly in high school level. Hence, the objective of the present study was to find out influence of L1 used by the tenth grade teacher to to teach students in learning English.

RESEARCH METHOD

Time and Location

The study was conducted at SMA Labschool of Syiah Kuala University. It is located in Darussalam, Banda Aceh. One EFL classroom –grade X– involved. SMA Labschool of Syiah Kuala University is one famous school in Banda Aceh. It is considered as a school which has many students with a high achievement. It can be seen from many trophies they got. It was one reason for the researchers to conduct this study there.

Method and Sample

This is qualitative study investigating the influence of L1 used by teacher to teach students the target language. An English teacher who teaches at the tenth graders and six students from X IPA 1 of SMA Labschool Syiah Kuala University was involved in this study.

The selection of grade X as the subjects of this research was due to the reason that it is the transition grade from junior high school to the higher level. Thus, the transition periode was considered affect the students' insight in seeing the process of English teaching and learning.

Grade X consists of three classes, these are X IPA 1, X IPA 2 and X IPA 3. X IPA 1 was choosen as it is considered as the highest achievement class. The teacher was selected because she is the only one teacher who teaches in grade X. The students were selected based on the criteria needed, that are high, middle and low achievement students. Two students were taken from each of criteria.

Procedure of Data Collection

Semi-structured interview were used to collect the in-depth data. The researchers adapted the interview guide from Manara (2007) to explore the teacher's view toward the use of L1 in the EFL classroom while an interview guide from Elmetwally (2012) was adapted to search for the students' perspectives to the use of L1 by teacher in EFL classroom. The interview was conducted in *Bahasa Indonesia* considering that it allowed the interviewees to express their ideas broadly. Audio recorder was used to record the interviews.



The interview was done in two sessions. The first interview was done in September 27th, 2017 and the last one was done in September 28th, 2017.

Data Analysis

Data from audio recording was transcribed into a written form in *Bahasa Indonesia*. Thereafter, this study followed Miles and Huberman's (1984) three steps of analyzing the qualitative data; these are data reduction, data display, conclusions drawing or verification. Data reduction is required to dispose of the unrelated data or unexpected findings in the research. In this study, the useful and related information from the interview transcripts was reduced and selected. All irrelevant information was discharged, while the relevant information was categorized or coded. Coding here means classifying ideas. In this study, the categorized data then was displayed in order to make it clear to the reader. The data was displayed into narration to discuss the issues equipped with quotation. The last step is conclusion drawing or verification. The conclusion is the stage where the analysis of the data allows the researcher to draw conclusions concerning the finding of the research. Conclusions were drawn from the organized data. Further, the conclusions were verified according to the research questions. The last step was rechecking and reanalyzing the analyzed data to avoid the mistake.

RESULTS

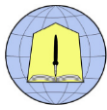
The use of L1 during the teaching and learning process influences students in learning the target language. Different students have different perspectives about the use of first language in the process of teaching and learning. Six students of X IPA 1 were interviewed to get their perspectives of L1 use in the classroom by the teacher. Their elaboration of teacher's first language use expressed their feeling, ideas or opinion. All interviewees stated that their first language was still used in the classroom. It was a fact that first language could not be avoided in the English teaching and learning process.

Most of students agreed to the use of *Bahasa Indonesia* in their EFL classroom. According to their views, the choice to include *Bahasa Indonesia* into the process of teaching and learning English was positively affected them in learning the target language. The first students are referred here as M10, the second student as F15, the third student as M3, the fourth student as F14, the fifth student as M8 and the sixth student as M1.

Some conditions become considerations for including *Bahasa Indonesia* into the class of English as a foreign language. These are: The goal of teaching, students' achievement, and level of school. According to the teacher, Indonesian language might be used during the process of English teaching and learning. The use of Indonesian language in the classroom had positive influences such as to strengthen the message she conveyed. She expressed that actually she wanted the students understand what she delivered by using English but when the students got nothing from her speech then she must use Indonesian language. She did so as she needed to reach the indicator or the aim of the learning material. If the students got nothing from learning process so teacher needed to repeat until they understood. It needs more time while on the opposite, the time runs. She put,

“Eh sebenarnya kalau guru itu pengen anak-anak itu mengerti dalam Bahasa Inggris tapi tergantung apa namanya tergantung situasi dikelas itu karena seorang guru itu pasti mengharap tujuan indikatornya apa jadi mau tidak mau bila anak belum mengerti dalam Bahasa Inggris harus dikuatkan dengan Bahasa Indonesianya lagi.”

(“Actually the teacher wants the students to understand the material in English but it depends eh what it depends on the situation in the classroom because a teacher wished to



reach the indicator or the aim. So, whatever if students still do not understand the words or material in English, it should be strengthened by using *Bahasa Indonesia*.”)

Students’ achievement becomes a consideration of not excluding *Bahasa Indonesia* into EFL classroom. If students are ready to and capable to process the information delivered in full English, it will be no problem to exclude *Bahasa Indonesia* in the process of English teaching and learning. However, if it happens on the right side, so a problem will occur. Students’ achievement relates to the goal of teaching. Some interviewees suggested this view. M8 said that,

“Kalau 100% ada siswa yang gak mengerti nanti jadi susah ininya memahaminya.”

(“If 100% teacher used English, there is any student who doesn’t understand, it will be hard to comprehend.”)

A similar opinion was expressed by M10,

“Menurut saya itu harus lebih dibagikan ya terutama kalau yang kelas satu. Kelas satu itu sebaiknya untuk sementara waktu Bahasa Indonesia nya lebih ke 70%. Mengapa? Karena mereka itu awal sehingga masih harus ada adaptasinya dulu sehingga itu beberapa itu belum mengerti Bahasa Inggris secara baik jadinya dengan adanya Bahasa Indonesia dalam metode pembelajaran Bahasa Inggris itu sendiri ya mereka lebih ngerti....”

(“According to me it should be put in portion especially for the first graders. The first graders, the use of Indonesian language should be 70%. Why? Because they are beginners so they need to adapt, so some of them who do not understand English well. They will understand more by using Indonesian language in English teaching and learning method....”)

F15 added that,

“Menurut saya tidak harus full karena belum tentu yang dikatakan Ibuk bisa dimengerti sama semua murid-muridnya.”

(“According to me, it should not be full English because it is a doubt what the teacher said could be understood by all the students.”)

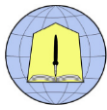
It is a fact that not all students in a class have the same ability to process the learning material which is delivered in English fully. When the teacher see the indicator competence of learning which must be reached so it is the time for her to decide for including or excluding *Bahasa Indonesia* in their teaching and learning process. It becomes such a dilemma for teacher that on one side she wants to teach using full English but on the other side she needs to reach the indicator competence in a given time. It seems the given time will not be enough for her to reach the indicator competence of teaching and learning if she teaches by using English fully. Thus, the teacher needs to include *Bahasa Indonesia* in her teaching and learning process of English.

The students’ statements above indicated that they realized that not all students felt easy to comprehend speech delivered in full English. It means they need Bahasa Indonesia in learning the target language. It accommodates them positively to learn English. Hence, they also stated that the portion of Bahasa Indonesia in the process of teaching and learning should not be excessive. It should be included when it is really needed. M8 stated that,

“Seharusnya boleh pakai Bahasa Indonesia tapi harus terbatas juga jangan terlalu banyak gunain Bahasa Indonesia tapi Bahasa Inggris juga harus dibanyakin.”

(“It should be allowed to use Bahasa Indonesia but it must be limited also. Do not overuse Bahasa Indonesia but English must be more used.”)

The teacher conveyed that the use of *Bahasa Indonesia* in her process of English teaching and learning as to strengthen the delivered messages. After she gave speech in English, she would translate it into *Bahasa Indonesi* to avoid misconception of material comprehension. She pointed that,



“Seharusnya menggunakan Bahasa Inggris tetapi karena anak-anak itu harus apa namanya mengerti apa yang kita berikan jadi harus ditambah dengan Bahasa Indonesia. Diulang dengan Bahasa Indonesia.”

(It should use English but it cannot because the students must comprehend what we give so it must be added by using *Bahasa Indonesia*).

The teacher would explain the material twice, in English and in *Bahasa Indonesia*. Therefore, she did not do it for all the material. As it is stated in the previous paragraph that the teacher must run in a given time, so sometimes it was caught that she just explained it only in *Bahasa Indonesia*. The students supported that the use of Bahasa Indonesia in their English class sometimes for translating of the learning material. F15 put,

“Ya pertama gunakan Bahasa Inggris dulu baru diterjemahkan ke dalam *Bahasa Indonesia*”.

(“Yes, firstly (she) used English then translated it into *Bahasa Indonesia*.”)

Similarly, F14 added that,

“Eh misalnya pakai Bahasa Inggris dulu nanti diterjemahin ke dalam *Bahasa Indonesia*.”

(“For instance, she used English first then it would be translated into *Bahasa Indonesia*.”)

In addition M1 said that,

“Ya menerjemahkan. Beliau sering menerjemahkan ke dalam *Bahasa Indonesia* tapi jarang. Ibuk lebih banyak gunain Bahasa Inggris.”

(“Yes, translation. She often translated into *Bahasa Indonesia* but it rarely to occur. She mostly used English.”)

Level of school also determines whether teacher needs to include or exclude *Bahasa Indonesia* into their English teaching and learning. Again, in this study indicated that most of the students were in pros and cons due to this case. F14 said that,

“Seharusnya iya soalnya ini udah tingkat SMA jadi seharusnya lebih bagus lagi pelajaran Bahasa Inggrisnya untuk mengasah Bahasa Inggrisnya.”

(“It should be (used 100% English) because it is in Senior High School so the learning and teaching process of English should be better to file the English.”)

In addition, F14 felt like to have challenge when the teacher used full English in the classroom. She stated that,

“Saya merasa lebih tertantang, ingin tahu kekmana statement-statement kata-katanya itu yang benar.”

(“I feel like to be challenged, wanted to know how the correct statements, correct words.”)

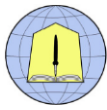
Similarly, M1 student stated that,

“Ya seharusnya seperti itu karena di SMP udah pakai *Bahasa Indonesia* jadi disekolah ini lebih tinggi lagi pakai Bahasa Inggris supaya mudah ngerti-ngerti juga.”

(“Yes, it should be (used full English) because we use *Bahasa Indonesia* in Junior High School so in this school should be higher use English in order to make us understand too.”)

Those opinions show that students realized they were already in senior high school that needed improvement in learning English. They preferred to have better learning of English. The teacher supports them also, but when the teacher associate it with indicator competence of learning and students' ability in English then this aspect will not greatly determines for L1 use in EFL classroom. It is supported by some interviewees who expressed their views about it. M10 put,

“Saya ngerasa agak khawatir gitu tapi saya sadar kalau dalam satu kelas itu gak semuanya pinter dan semuanya bodoh. Di seperti yang kita tahu sendiri di Indonesia tuh ada yang namanya rangking, jadinya ada yang yang paling bodoh dikelas tersebut. Dalam pembelajaran



sendiri kalau kita lihat presentase nilai-nilai apa Bahasa Inggris juga ada peringkat-peringkat kek itu. Jadinya yang saya khawatirkan bukan orang-orang yang berada diatas tapi orang yang berada dibawah....Kayaknya kalau pakai Bahasa Inggris secara keseluruhan lebih baik dipentingin juga orang-orang yang masih ada dibawah, ...”

“I feel worried but I realize that not all students in the classroom either smart or stupid. As we know that there is rank of students in Indonesia so there is the cleverest student and the stupid one in the classroom. In the English teaching and learning itself there is also percentage of students’ mark. So, what I am worried is not the students who are in the high rank but those who are in the low one....If teacher wants to use full English in the classroom, he or she should think the students who are in the low rank.”

He elaborates the ability of students in a classroom might vary. It should be one consideration for the teacher before applying full English in EFL classroom. It is supported by M8, who expressed his idea that he still had a difficulty in learning English,

“Karena kalau 100% Bahasa Inggris tuh ada banyak arti yang gak kita tahu. Gak semuanya tahu artinya.”

“Because if 100% English there are many words that I don’t know the meaning. Not all words I know the meaning.”

Talking about students’ difficulty, the most frequent problem for most of students was vocabulary. Most of them thought that they had limited vocabulary. It blocks them in learning English by using full English. M8 stated that,

“Karena kalau Bahasa Inggris tuh agak terlalu banyak hafal.”

“Because I do not have a lot of memorization.”

“Iya vocab. Ya karena kalau hafal vocab tuh agak pening. Gak terlalu banyak.”

“Yes, vocabulary. Yeah because I confuse to memorize vocabularies. Not too many.”

On the other hand, F14 felt that she had enough vocabulary, yet she needs to learn more. She stated that,

“Kalau vocab sudah lumayan banyak cuman masih harus belajar lagi.”

“If vocabulary, it is mostly mastered still I need to learn more.”

Different solutions were taken by students to handle their own problem in learning English. When they do not know what the teacher elaborated in English, some students would ask directly to the teacher, look up the meaning in the dictionary or ask their friends. The ways how students solve their problems indicates the learning motivation they have. The students who have high motivation of learning will not directly ask what they do not know. Here are some excerpts from F14,

“Pasti cari tahu misalnya eh cari dikamus atau apa gitu.”

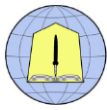
“Bertanya sama guru juga kadang, kadang sama kawan juga.”

“I am surely looking up in the dictionary or something.”

“Sometimes asking to teacher or friends too.”

She has motivation to look up what she does not know in the dictionary before asking to others or the teacher. The similar opinion comes out from M10 that he will process the speech given in English before asking to the teacher or his friends.

“Saya cenderung diam, cenderung diam dan ketika tidak mengerti saya akan menanyakan pada teman saya soalnya beberapa teman saya juga ada yang ngerti, ada juga yang gak. Tapi jika mereka juga gak mengerti saya juga gak mau langsung... Saya lebih cenderung diam cenderung cenderung untuk mencerna kembali kata-katanya sendiri atau kalau mang gak ngerti sama sekali saya mungkin nanti pas pasca pelajaran bakal nemuin gurunya untuk lebih apa mendapatkan penjelasan dengan lebih privt gitu.”



“I tend to keep silent, keep silent and when I do not know I will ask to my friends because some of my friends know it and others do not know it. But if they do not know, I will not ask to teacher directly.... I tend to be more keep silent to think of the words by myself or if I do not know at all I will see the teacher to get more explanation more privately after class.”)

On the other hand, M8 seems that he has less motivation compare to the previous students as he will ask the teacher or his friends for what he does not know without trying to search it first.

“Saya bertanya dengan gurunya atau gak bertanya dengan kawan belakang apa artinya.”

“I ask the teacher or ask my friends behind me what the meanings of the words are.”)

Overall, this study sees that *Bahasa Indonesia* is required to include into the process of English teaching and learning. Most students argue that *Bahasa Indonesia* helped them to comprehend teaching material. As it is stated in the previous paragraphs that the teacher supported to the use of *Bahasa Indonesia* in EFL classroom because it is one solution for students in facing the problem to comprehend English. It supports the students' view of this issue. Here are some students' excerpts about it,

“Menurut saya penggunaan *Bahasa Indonesia* itu boleh dan emang menurut saya itu disarankan terutama yang saya bilang sebelumnya tadi karena ya begitu deh *Bahasa Indonesia* emang perlu emang penting dan kalau kita ngejelasin pakai Bahasa Inggris seluruhnya ya anak-anak paling what what what gitu gak ngerti.”

“According to me the use of *Bahasa Indonesia* is allowed and according to me is suggested especially what I said before because *Bahasa Indonesia* is needed. It is important and if we explain use full English the students will not understand.”)

“..., kita harus ngajar Bahasa Inggris itu dengan Bahasa sendiri juga agar lebih ada pemahamannya. Ketika mereka sudah bagus, ketika mereka sudah ada bakat yang mencukupi di dalam Bahasa tersebut baru kita menerapkan 100%.”

“..., we have to teach English by using our mother tongue also in order to have better comprehension. When they are good, when they have enough skill in the target language then we apply 100% English.”)

It came out from M10 that he agreed to include *Bahasa Indonesia* in English teaching and learning process to accommodate students in material comprehension. M8 expressed the similar view with M10 that,

“Seharusnya boleh pakai *Bahasa Indonesia* tapi harus terbatas juga jangan terlalu banyak gunain *Bahasa Indonesia* tapi Bahasa Inggris juga harus dibanyakin.”

“It should be allowed to use *Bahasa Indonesia* but it must be limited also. Do not overuse *Bahasa Indonesia* but English must be more used.”)

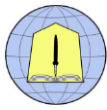
Most of the students put that they need *Bahasa Indonesia* in the process of English learning as it help them to comprehend the material easily. M1 said that,

“Ya harus supaya kita lebih tahu kek itu kan kita belajar Bahasa Inggris nanti supaya agar lebih tahu pakai *Bahasa Indonesia*.”

“Yes it's a must in order that we understand better in learning English (we use) *Bahasa Indonesia* to make us easier to understand.”)

In addition, F15 stated that,

“Kalau misalnya dikelas seperti disekolah ini biasanya digunakan *Bahasa Indonesia* juga kecuali kalau misalnya di les-les baru pakai Bahasa Inggris karena di les-les itu pasti kan anak-anaknya udah pinter Bahasa Inggris kalau disekolah kan belum tentu.”



(“*Bahasa Indonesia* is usually used if in the classroom like this except in the courses out of school. English was used fully in the courses out of school because the students already good at English not like at school.”)

DISCUSSION

In Indonesia, the use of *Bahasa Indonesia*, as a first language, in English teaching and learning cannot be excluded. This also has been acknowledged by researchers in literature (Davud & Molood, 2014; Elmetwally, 2012; Alshammari, 2011; Kafes, 2011) where the exposure of first language helps students to be able to master English. To keep using *Bahasa Indonesia* in the process of teaching and learning is one solution to solve any possible problem that hinders students to master English. The teacher considers that the use of *Bahasa Indonesia* as the way to strengthen the students' comprehension. If it is associated to the class ability, it is no doubt if the teacher used more *Bahasa Indonesia* in the class which is considered as the low achievement class, but the use of it should be judiciously.

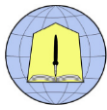
In the students' view, most of them agreed to the use of first language in the English classroom while a few opposed them. Those who agreed to the use of first language in the classroom of English considered this first language helped them to comprehend the learning material easily. Not all students in the classroom have the same ability to catch the ideas delivered in full English. Those who are good in English easily comprehended the delivered material. In the opposite, the other students will take times to comprehend while a few of them would not understand at all. This reason forces the teacher to include *Bahasa Indonesia* in the process of English teaching and learning.

The students who are included into high achievement learners, tolerated the use of *Bahasa Indonesia* in their English classroom. There is no guarantee that the students who keep silent in the class always understand the teacher's messages in English. The shy students will always be a good listener, yet she/he gets nothing. Other students sometimes ask their friends for the difficult words and some of them ask the teacher to repeat the words or ask the meaning directly if they do not get the conveyed messages delivered in full English. This group of students who have effort to try is able to get the ideas of teacher's messages at last by doing their better learning.

Those who are middle achievement learners prefer to have full English teaching and learning. It motivates them to learn better by trying to search for the difficult words. Their motivation to be better in English is high. Their effort to have a better learning is highly appreciated. They are aware of their weakness, yet they build themselves to get out from it. They have different views from the first group of students who prefer the teacher use both *Bahasa Indonesia* and English because they consider other friends' ability. This group of students implicitly expresses that all students should have effort to learn better by searching for the difficult words or asking others when they do not get the teacher's speech.

Low motivation in learning English by using full English is found in the group of students who are low achievement learners. They would rather have their teacher teaches English in both *Bahasa Indonesia* and English than in full English because it confuses them. It seems that they have no motivation to learn better for themselves as the second group students do. They do not try to find a way to get out from their weakness.

The above discussion has showed that the use of *Bahasa Indonesia* positively influenced students in learning the target language. It is in line with the study finding of Hashemi and Sabet (2013) and Mahmutoglu and Kicir (2013). These studies believe to the importance and effectiveness



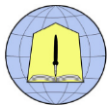
of first language in EFL classroom. Based on their investigation, it was concluded that EFL Turkish students agreed for using L1 in their classroom teaching and learning process. They emphasized that teachers should explained the subject in L1 if the students did not understand. In addition, according to Cristina (2012, p.218) the use of first language is allowed if it is really needed. She put, “...My view consists of using the target language as the medium of instruction when possible and switching to the mother tongue when it is really necessary. A rational and judicious use of L1 in EFL classes can only be advantageous. L1 use must be tuned up with effective target language teaching, taking into consideration the learners’ mother tongue and cultural background and using them to the best of their interest.”

Similarly the same perspective was found by a study of Hashemi and Sabet (2013) brought the similar students perceptions the studies mentioned in the previous paragraph. The learners of Iranian used their mother tongue as they considered the effectiveness and meaning of L1 use. The use of first language was important for them in learning English in their EFL classroom. In addition, Al Asmari (2014) in his study of teachers’ perceptions about the use of mother tongue in Saudi EFL University classroom found that teachers confirmed the significance of mother tongue use and claimed that if it is used prudently it brings successful learning of target language. They added that the target language is easily learned if teachers come from bilingual background. In Indonesian context, Manara (2007) investigated the perceptions of teacher about the use of L1 in three different universities. The study showed that teachers agreed if L1 support should be used judiciously. They also reported the important considerations in using L1 support. The considerations are the nature and goal of the course, taking into account the students’ level of proficiency, the goal of the task and the immediacy of response.

CONCLUSIONS

Considering at the objective of this study that is to find out the influence of first language use by the grade tenth teacher to students in learning the target language, this study followed Miles and Huberman’s three steps of analyzing qualitative data. Firstly, the data from interview transcript was reduced to select the relevant data as the focus of investigation. Then, it discussed into narration to discuss the issues equipped with quotation. Next, conclusions were drawn from the organized data. The conclusions were then verified according to the objective of this study. Further, the analyzed data was rechecked and reanalyzed to ensure there was no mistake found in it. This study applied analytical approach where conclusions were drawn from the facts in the field. Regarding to the students’ responses, the use of L1 in the classroom positively influenced the students in learning the target language. Most of them acknowledged that they easily comprehended the learning material delivered in the first language rather than in the target language. In addition, teacher’s responses supported that the use of first language strengthened the message she conveyed in the classroom as she needed to reach the indicator competence of teaching. Nonetheless, both teacher and most of the students agreed that the use of first language should not be used excessively.

It is recommended for further researchers to conduct studies concerning the influence of L1 use to the result of target language learning empirically. It will be helpful for English teachers in considering the use of first language in their EFL classroom.



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