SEEING THE USE OF FIRST LANGUAGE THROUGH THE EYES OF TEACHER AND STUDENTS

Erwin Rahayu Saputra

erwinrsaputra@gmail.com

Universitas Siliwangi – Universitas Pendidikan Indonesia

ABSTRACT

The use of first language in EFL classroom has long been the subject of much controversy and academic debate in both Second Language Acquisition research literature and educational teaching concerns. Teachers and students have their own reasons and justifications about the use of L1 in the classroom. To that point, this study tries to figure out the reasons of using L1 in EFL classroom from the viewpoint of a teacher and class of students of the study. To gain more insight, this study also captures the students' perspective of their teacher's L1 use. The collected data from observation, interview and questionnaire were analyzed using thematic analysis in relation to the concerns of this study. The findings demonstrate the variations of the reasons of using L1 from the two sides perspective and the attitude toward the teachers use of L1 from student viewpoint which both of them could inform the teachers, educators and other researchers about what and how should be conducted next.

Keywords: first language, EFL classroom, reasons, perspectives

INTRODUCTION

The role of the mother tongue or L1 in EFL classroom and the use of the translation teaching technique have long been the subject of much controversy and academic debate in the field both Second Language Acquisition research literature and educational teaching concerns (see Prodromou, 2000; Gabrielatos, 2001; Ferrer, 2005; Tsehayu, 2017). The use of L1 and translation itself have been much induced by the pedagogical procedure in the earliest described foreign language teaching methodology, the 'Grammar Translation Method' (see Richards & Rodgers, 2001). However, since the method was later eliminated by 'Direct Method' which emphasizes the use of L2 in the instruction, the learners' L1 has no longer been used in the classroom. This negative attitude associated with L1 use is certainly true in the current learner-centered climate where instructional attempts to help students develop foreign language skills.

Moreover, L1 use in language teaching has been variously described as the 'skeleton in the closet' (Prodromou, 2000) or as a 'bone of contention' (Gabrielatos, 2001), even learner, the more advanced ones, seems to reject translation or resorting to their L1 explicitly in the language classroom. This is especially true considering the recent rise in popularity of Content and Language Integrated Learning (CLIL) and the promotion of the acquisition context by means of content-based instruction in a range of subject in the L2 in formal secondary educational context. Additionally, the activity of translation has usually been treated as a text-based discipline in itself rather than as a learning resource at sentential level or for evaluation purposes in order to test translating ability rather than develop linguistic competence.

However, the use of L1 and translation activities in language teaching have enjoyed renewed attention (e.g. Ferrer, 2005; Deller & Rinvolucri, 2002; Atkinson, 1993, 1987); Auerbach, 1993). L1 is said to be the womb which the second language is born (Deller & Rinvolucri, 2002). It therefore should be taken into account that L1-based methodological approach could be adopted in order to encourage the students to focus on similarities and differences between their L1 and the target language under study. The use of L1 has also been promoted for certain procedures such as explaining difficult concepts, checking understanding, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification (see Prodromou, 2000). So, it becomes additional advantages of using L1.

Studies discussing the use of the mother tongue in general have usually tried to list the pros and cons of using L1 in EFL classroom. Cook (2001) discussed the different arguments that were in favor in using first language in classroom. He argued against the common belief that second language acquisition should be treated like first language acquisition in the sense that no other languages should interfere with the acquisition of this second language. Therefore, the technique the teacher use is different from the techniques they used when learning their first language which might also include applying their first language to help the student learn the second language.

Khati (2011) has shown that the first language used in English medium class helped the students improve both their language acquisition and their comprehension of other subjects and not only English. It is believed that the students should be able to use their first language when they need to, as this could be a facilitator to learning rather than hindrance. Although this study was valuable, it did not contain much information about the reasons behind the different attitudes the students had.

Saito & Ebsworth (2004) have revealed that Japanese students believed that using the first language was beneficial to them. For this reason, most of the EFL students preferred to be taught by Japanese teachers who could speak and understand their first language and would be able to explain the ideas and vocabulary in Japanese. The students were also surprised when English native speaking teachers did not allow them to use Japanese in class.

Huang (2006) has investigated students' attitude towards first language use in a writing class in Taiwan. It was found that the students thought the teachers should use first language to explain grammar for them to better understand. Students also thought that the first language should not exceed 25 percent of class time and that English should be used for most of the class time. They also preferred that their teachers use first language for brainstorming ideas and explaining difficult ideas and concepts. They also felt that if teachers used the first language more often in the classroom, their chances to listen and use English would be fewer.

Then, Levine (2003) conducted a study based on an online questionnaire about attitudes of university students and instructors regarding the use of first and the target language. The study found that teachers and students usually used the first language to discuss class assignments, course policies, and for class management. Also the first language was used to explain grammar in EFL classroom. Another finding of this study also showed that a higher degree of anxiety as the amount of target language used in class was increased. Therefore, the study claimed that the first language has an important role in target language learning, and teachers need to find ways to incorporate the first language and use it effectively in classroom.

Meanwhile, from the teachers' side, De La Campa & Nassaji (2009) conducted a study on German as a foreign language in Canada. They found a number of reasons why the instructors used L1 rather than L2. Translation and vocabulary from L2 to L1 was one of the most common uses for the first language and also to check the meaning of new

words. The first language was also used to compare the two languages. Giving instructions and classroom management was often carried in L1 rather that in L2. Personal comments and interactions between the teachers and the students also took place in L1 rather in L2. The study found that the instructors used words that were connected to the first language culture in the first language than in the second language. When the idea is connected to the students' own culture, they used the first language to talk about rather than the second language.

In similar vein, Al-Buraiki (2008) conducted a study on teacher's attitude towards the used of L1 in EFL classroom. Her results were similar to the previous study in which teachers mainly indicated that they used the first language to give instructions and explain new concepts and vocabulary. Most of the teachers who participated in the study agreed that using first language can facilitate English language learning and enhance students' language proficiency. They claimed that using first language saves valuable class time to explain concepts that can easily be explained through the first language translation.

Al-Hadhrami (2008) investigated the use of Arabic among English teachers and how it affects English learning. The findings were similar also to the aforementioned studies in which the teachers mainly used first language to translate new ideas, concepts, and vocabulary. They also used first language to give instructions and for classroom management.

Kim & Petraki (2009) looked at the teacher's attitude towards the used of first language in Korean school in Vietnam. They found that native English speaking teachers thought that using the first language is sometimes useful while Korean-speaking teachers found it to be often useful. The result supported the view that English-speaking teachers tend to use first language less than non-native English teachers do. Teachers and students in this study agreed that the basic use of the first language in English classes is to explain the meaning of new words and expressions, classroom management and grammar explanation.

Since those studies separately involve teachers and students from different context, this study involves both teacher and teacher in the same context. In addition, to gain more insight into the teacher's and students' use of L1 in EFL classroom, this study tries to examine the reasons for the preference of use of L1 by English teacher and students in the classroom. In detail, this inquiry was guided by the following research questions, as follow.

a) What reasons does an English teacher have for using L1 in the classroom?
b) What reasons do the students have for using L1 in the classroom?
c) What do the students think of their teacher's use of L1 in the classroom?

The result of this study is expected to give the students a better idea and explanation of their attitude toward language learning. Ultimately, the teachers and educators are expected to understand how their students perceive the use of L1 in EFL classroom. Therefore they will be better informed about which materials and methods that may help their students use English effectively in the classroom so that it eventually may lead to the improvement of the students' English language skills.

METHODS

As has been discussed earlier that this study tries to understand the use of L1 in EFL classroom from both teacher's and students' perspective. It will enrich the discussion of the use of L1 in EFL classroom since most of the studies employ either teacher's (e.g. Al-Buraiki, 2008; Al-Hadhrami, 2008; Kim & Petraki, 2009) or students' perspective (e.g. Khati, 2011; Levine, 2003; Huang, 2006; Saito & Ebsworth, 2004). To that point, this study involved an English teacher who was selected based on her frequent use of L1 and translation activity in English teaching and learning although her use of English was very

good and a class of students from the same context as the participants of the study which came from a secondary school in Cimahi, West Java. Since the site of the study was in West Java, the L1 used by the participants of the study covered Sundanese and Indonesian language.

Since this study involves a unique case containing an English teacher and a class of the students as the participants, this study was guided by qualitative case study design because the researcher focused on particular individual or group (see Merriam, 1988; Yin, 2003; Creswell, 2007, 2009, 2012) conducting particular educational practice (Freebody, 2003). Therefore, the instrument in this study was the researcher himself who employed several activity of data collection.

To collect the data, three data collection techniques covering non-participant observation, mixed questionnaire, and semi structured interview were employed. The observation was conducted for six sessions in the classroom to see the teacher's use of L1 in relation to the understanding of the students. This enabled the researcher to understand the occasion and pattern that might become the reason why the teacher and students use L1 in the classroom. Following the observation, the interview was conducted to gain a better idea of the reason of using English from teacher's side. Then, questionnaire was delivered to all of the students in the class in order to find out their responses to the use of L1 in the classroom. Following to the questionnaire, three students were involved in the interview session to find out their perspective in deep. The questions in the questionnaire and interview was adapted from several theories and findings dealing with the use of L1 in L2 classroom from Polio & Duff (1994), Nazary (2008), Cook (2001), Levine (2003), Lin (2005), Krieger (2005), Al-Buraiki (2008), Al-Hadhrami (2008), De La Campa & Nassaji (2009), Khati (2011), and Mahmoudi & Amirkhiz (2011).

To analyze the data, thematic analysis was employed to follow Parker (2005), Braun & Clarke (2006), Clark & Braun (2013a, 2013b), Howitt (2010), and Willig (2013). The accumulated valid and reliable data were systematically transcribed, organized, coded, thematically categorized, synthesized, and interpreted to answer the research question of this study (Bogdan & Biklen, 1992; Silverman, 2005; Alwasilah, 2009; Fraenkel, Wallen, & Hyun, 2012). The process of analyzing the data was conducted both through and after data collecting process. The ongoing data analysis process was conducted for the data elicited from questionnaire. Meanwhile, those that came from interview and observation were analyzed after the data had been completely obtained and transcribed.

FINDINGS AND DISCUSSION

The findings and discussion of this study are organized based on the research questions. Those have been validated and verified through the member checking process and the use of triangulated data.

Reason for Using L1 in EFL Classroom from Teacher's Perspective

There are some reasons why the teacher used L1 in her classroom. They cover (a) student-related reason, (b) developing rapport, (c) making joke, (d) instructing, (e) checking understanding, (f) making student understand. The followings are the detail.

Student-Related Reason

The first reason the teacher had for using L1 in her instruction was about the student-related reason. This dealt with the proficiency level of the students she taught. The teacher would use high frequency of L1 in a class in which the students' proficiency level was relatively low. This also happened for the class which the researcher observed. The teacher claimed that the class belonged to low medium level of proficiency. This could be reflected from the data obtained from interview as follow.

T : The students' proficiency for this class is still low … so I need to adjust my teaching. I can't force the students to use full English at class … oh ya, just for information, in the better proficiency class, I use English with high frequency, different from this class [the low proficiency class]. (translated)

Those data demonstrate how important the students' proficiency level to be taken into consideration of using L1 in the instruction. Therefore, the teacher should be able to determine that point in order to facilitate the meaningful student learning. This will end in a good result since meaningful learning could have positive impact for the students (see Brown, 2001).

Developing Rapport

The second reason of using L1 in the classroom according to the teacher in this study was developing rapport. This supports the idea of why teachers use L1 according to Moon (2000). This reason emerges from the data obtained from interview as follow.

T : It's hard to develop a chemsitry with the students using foreign language … you know, the job of the teacher is not only to teach but also to develop a good relationship with the students. (translated)

This was also supported by the instances of activity in the classroom captured through observation as follow.

T : *Ganteng* [writing the word on whiteboard]. Eh *cowo ganteng itu suka banyak tinkahnya tau ga*? *Cowo ganteng itu cendrung* playboy … right, *kata cowo biasa untung muka ak biasa biasa aja*… right?

Ss : *hahaha … uhhh.*

These findings seems to be relevant to the result found by Primary (2012). She found the English teachers in her study created a good relationship with the students by the use of L1. This suggests that in order to develop a good rapport with the students in the classroom, the teacher can use L1. However, this is just an option, not as an obligation (see Harmer, 2007).

Making Joke

The third reason the teacher had for using L1 in her instruction was making a joke. This reason could support the previous reason, developing rapport. This seems to be true since teacher and students are more comfortable about making a joke using L1. It was also stated by the teacher in the study during the interview session as follow.

T : … to create a joke at class is better to use the language we understand. (translated)

The feeling of comfort in making joking using L1 was reflected through the some of the data obtained from observation as follow.

T : The sixth round? *Siapa yang ngasih suara*? *Geje geje geje gitu kan*?
     The sixth round? Government?

Ss : *Ga ada bu, ga ada, sampai lima bu.*

T : *Lima yah*? hehe [smile] … *yeyey lalala*, …

The idea of making a joke using L1 was also in line with the reason proposed by Moon (2000). It was said that if teacher and students want to make a joke, they prefer to use L1 as the medium. This seems to be true since the students do not need to thnik the concept in target language (see De Bot, Lowie, & Verspoor, 2005), so that they will directly know about the joke and then laugh.

Instructing

The fourth reason of using L1 from the teacher in the study was instructing. This is the most common thing most of the teachers said and conducted when they use L1 in the classroom. This also happened to the teacher in this study. In the sense of the use of L1 as managerial purpose, Harmer (2007) has proposed it as one of the fuction of L1 in EFL classroom. This is also relevant to the reason of using L1 mentioned by Moon (2000).

The fact that teacher use L1 as managerial purpose can be seen from the following excerepts obtained from several observation.

> T : That's all guys, I want you to switch your book with your friend next to you, please *tukar bukunya*.
>
> T : *Semuanya berdiri* yah, now put your hand on your hip, *tangannya di pinggang semuanya* … yah right, are you ready?
>
> T : Now, write down on your paper, *tuliskan pendapat kalian* in a piece of paper, I'm going to give you fifteen minutes, *lima belas menit dari sekarang*.
>
> T : Ya listen, you're the judges, *kalian kan jurinya*, you should have full attention to your friends, *kalian perhatiannya harus* total *ya*, all out, *jurinya jangan ngobrol sendiri dong* [looking at the students who talked at the back], right … who is the boxer [talking with the groups in front of the class], you … ok set, go!

This finding of using L1 as managerial purpose was in line with the findings from the previous research conducted by Levine (2003), Kim & Petraki (2009), Primary (2012). Therefore, this function or reason become the most common one since most of the studies reveal the sama result.

Checking Understanding

The fifth reason the teacher in the study had for using L1 in the classroom was checking understanding. This reason means that teacher assess the students' understandings by the use of L1. However, it is for some cases the teacher checked them by using L1. Most of the data demonstrate that the teacher checked the vocabulary mastery of the students using L1. This can be seen from the following data emerged from observations in which the teacher use L1 word to ask about English word.

> T : *Mau diputer berapa kali*? *Dua kali cukup*?
> Ss : Three.
> T : Three times?
> Ss : Yes.
> T : Three times or trice, *kalau satu kali dalam bahasa Inggrisnya apa*?
> Ss : One time … once.
> T : *Kalau dua kali*?
> Ss : Two … second.
> T : Twice … *kalu tiga kali*?
> Ss : Trice.

This piece of findings generally supports some of the findings from several previous studies (e.g. Levine, 2003; Saito & Ebsworth, 2004; De La Campa & Nassaji, 2009; Primary, 2012) in the sense that teacher use L1 to check the students' understanding to a new concept including the new vocabularies. Therefore, since some studies found similar finding, this function of L1 use become the common reason the teacher had.

Making Understanding

The last reason the teacher in this study had for using L1 in her instruction was making the understanding in the side of the students. It is of course relevant to the first reason in which the teacher considered the students' proficiency level as the reason of using L1. It could be assumed that the proficiency level affects the level of understanding of the students.

For the case of the teacher in this study, she explicitly mentioned her reason dealing with the understanding of the students via interview which had been transcribed as follow.

> T : … full English is good, but sometimes, the students were confused … we need to facilitate the students learning by for example using the language they understand to achieve the learning goal. (translated)

Those data demonstrate that the teacher prefer to use L1 for some cases due to the understanding of the students. She wanted to make sure the students understand the material in order to achieve the learning goal.

The instance of making student understand was asserted by her in which she combined the English words with L1 words. Then for some cases, she made a code switching in explaining something to the students. The data about that can be seen in the following excerpt emerged from observations.

> T : I usually explain something using English, then I combine with Bahasa. This is done to make the students understand the meaning, so that they can catch up the material at that time. So mixing language or code switching by using English first and then Bahasa. (translated)

The real practices of that statement can be seen from several observations. The followings are the instances in which each section emerged from different observation session.

> T : [talking with the groups in front of the class] [(***)] … so listen, if you would like to disagree, *kalau mau bilang saya kurang setuju, bisa juga bilang dengan, jangan* *bilang* I don't think so, I don't think so, right? These are other expressions [pointin written expression on the board] 'I have different opinion, in my opinion, or I disag

> T : *Belum jelas tugasnya*? OK *ibu ulangi lagi ya*, so you have to present the video about the current issue, *tentang isu isu yang sedang hangat terjadi saat ini, kemudian grupnya mempresentasikan apa pendapat kalian tentang* video *itu, yang lain boleh nanya*, what is your opinion, *nanya lagi pendapatnya* …[(***)]

> T : Jadi I wish I could fly, kenapa ga can bu? Kan pengandaian, ga boleh pake can, now we're going to work in a team, kita akan bentuk tim …

> T : Listen students, to get you know well, when you have to present your video things that you have to concern are fluency *palafalannya, kelancarannya*, pronunciation, *pengucapannya*, grammar, *tata bahasanya seperti apa, dinilai ya*, vocabulary *berarti kosa katanya*, and clarity ideas, *apakah ide yang disampaikan jelas atau tidak, jadi kalian harus tekankan itu* yah, do you understand?

This reason of using L1 to make the students understand was also found by the previous studies (e.g. Huang, 2006; Al-Buraiki, 2008; Al-Hadhrami, 2008; Kim & Petraki, 2009; Primary, 2012). However, those studies did not declare that as the reason of using L1, rather as the function of using L1. This fact again reminds the idea about the interconnectedness about the function and the reason of using L1.

Reason for Using L1 in EFL Classroom from Students' Perspective

The previous section explained about the reason for using L1 from the viewpoint of teacher. This section elaborates the idea of using L1 emerged from student side. From the data obtained through questionnaire, it revealed that majority of the students often used L1 in EFL classroom for communicating with both teacher and their peers. The reasons for using L1 varied from the simplest to the complex ones. They cover (a) explaining something to the teacher and peers, (b) talking out of lesson thing, (c) asking for explanation, (d) checking the meaning, (e) feeling difficult to express something in English, (f) being provoked by interlocutor, (g) fastening the activity.

Explaining Something

Most of the students asserted that L1 was often sometimes used in the classroom to explain something about the lesson to the teacher and their peers. It seems to be reasonable since the students in this study belonged to the low intermediate level of proficiency, so that they sometimes preferred to use L1 rather than English. However, the students still knew the importance of English to be used in the classroom since the class was EFL classroom. This can be seen from the instance of data from one of the students obtained through interview as follow.

S1 :   Because it's English class, we need to use English in order to be fluent … actually I prefer English, but when I can't say it in English, I use Bahasa. (translated)

This piece of findings of using L1 to explain something is relevant to the result found by Polio & Duff (1994) and Cook (2001). Therefore it can be concluded that students explained something in L1 both to teacher and to other students.

Talking out of Lesson

The second reason emerges from this study was that the students used L1 to talk about something out of the topic of the lesson. This seems to be relevant to the result found by Polio & Duff (1994). In detail, the majority of the students asserted that they tend to be frequent in using L1 to talk about something out of the lesson. This seems to be understandable since the topic was not about English.

Asking Explanation

The third reason the students had for using L1 in the classroom was asking explanation which is relevant to the result found by Polio & Duff (1994). The majority of the students often asked to their teacher about something in the classroom in order to get the clear explanation. This is relevant to the reason mentioned by the teacher in this study which was about making the students understand. For some cases, both of teacher and students used L1 in explaining. The idea of this reason can be seen from the two interviewed students who contended that they use L1 for asking explanation. The data are as follow.

S1 :   I use Bahasa to substitute the English words when I ask the teacher. (translated)

S3 :   When I have no idea about the materials, I use Bahasa … I also use it to ask the teacher when I can't use English. (translated)

Therefore, it can be said that the students used L1 to ask for more explanation about something dealing with the lesson.

Checking Meaning

The fourth reason the students had for using L1 in the classroom was checking the meaning. In detail, the majority of the students always used L1 to check the meaning of the vocabularies or concept they had. This seems to follow the idea found by Cook (2001) in which the students check the meaning using L1. This piece of findings from questionnaire was supported by the data obtained from interview in which some students contends similar idea.

S1 :   When I want to know the meaning about something the teacher explain, I use Bahasa. I also ask the teacher to explain use Bahasa when I don't understand English. (translated)

S2 :   I use Bahasa and Sundanese when I want to know the meaning of something in English, so I translate into Bahasa. (translated)

Therefore it can be stated that the students used L1 for checking the meaning of something. This seems to be relevant to the reasons stated by the teacher in which she used L1 for making student understand.

Feeling Difficult

Feeling difficult in this sense is that the students felt difficult to find a correct expression in English, so that they used their L1. This becomes the fifth reason emerged from this study. In detail, the majority of the students sometimes used L1 when they were hard to find the English words for translating their concept. This seems to be true since the teacher classified this class of the students as a low intermediate proficiency level. Therefore they tended to be difficult to find the correct words in English to express their idea.

Being Provoked

The sixth reason the students in this study had for using L1 in the EFL classroom was because being provoked by their interlocutor. This piece of findings seems to be relevant to the idea mentioned by Cook (2001) in which the students tend to use L1 because their classmates start talking in L1. However, in this study, not only the students but also the teacher become the provocator who talked in L1. This is understandable since the teacher in this study had a high frequent use of L1 due to several reasons discussed earlier.

In detail, the result in this study demonstarted that the majority of the students often used L1 because their interlocutor used L1 first. This becomes another consideration for teachers in determining their act in the classroom so that meaningful and success learning could happen.

Fastening Activity

The last reasons the students in this study had for using L1 in their classroom activity was fastening the activity. In detail, the result of this study demonstrated that the majority of the students sometimes used L1 for making the activity in the classroom fast. It is quite understandable since they directly used L1 and did not have to translate the concept as well as the words in English. Therefore, this made the classroom activity ran fast.

Students' Opinion of Teacher's Use of L1 in EFL Classroom

In the previous discussion, the result dealing with the reasons from teacher and students about the use of L1 had been presented. In this section, the last research question about students' opinion of their teacher's use of L1 in EFL classroom will be elaborated. The findings about this concern demonstrate that the students had positive attitude toward the use of L1 by their teacher.

From the questionnaire, the majority of the students asserted that the use of L1 by their teacher could help them in learning English. This again seems to be understandable since this class of the students belonged to the low intermediate level English proficiency.

Therefore the use of L1 by their teacher is helpful. This piece of findings was also supported by the idea expressed through interview as follow.

R : So, tell me whether the use of L1 in English classroom can support
     or hamper your learning?
S2 : For me it's helpful.
S3 : It doesn't hamper my learning.
     (translated)

However, there was something to note that the teacher's use of L1 in this classroom was not seen as a help for some cases. One of the interviewed students had different opinion as captured through the following excerpt.

S1 : For me, it's better not to use Bahase frequently in the classroom. Use Bahasa for explaining the Englsih words that is still hard to understand by the students. (translated)
S1 : *The use of Bahasa sometime support and hamper my learning because when I try to look for the meaning of the English words, the teacher directly translate it into Bahasa, it seems like spoon-feeding.*

The above data becomes the interesting findings since the students felt that particular activity should not be conducted through the medium of L1. This becomes a good consideration for teacher in order to give a comprehensible input as suggested by Krashen (2009).

The next thing to discuss is that the students felt comfortable with the teacher who often speaks in L1 for teaching English. However, this piece of findings was not so significant since few students asserted that. For the sake of this study, it is thought to be important findings to add more ideas in this study. This piece of findings seems to be relevant to the previous discussion about the proficiency level of the students who belonged to low intermediate. Therefore it is assumed to be responsible for this case.

The next thing to discuss is that the students wanted their teacher use L1 for explaining complex thing in the lesson. This cover the difficult concept and vocabularies. This is demonstrated by the data obtained from the three interviewed students. This is assumed to represent the students in that class since the three students were selected representatively. The data about that are as follow.

S1 : To explain the difficult words it's better to use first language.
S2 : To understand the vocabularies.
S3 : To explain the difficult material.
     (translated)

The aforementioned findings about students' opinion toward their teacher's use of L1 could possibly add the idea of teaching and learning for the teacher. This again reminds the reader about the significances of this study.

CONCLUSION AND RECOMMENDATION

After analyzing and presenting the data, the three major conclusions dealing with the research question of this study can be made. First, the teacher in this study used L1 in EFL classroom because she wanted to (a) consider the students' proficiency level, (b) develop rapport, (c) make a joke, (d) instruct, (e) check understanding, (f) make student understand. Second, the students used L1 in EFL classroom for they intended to (a) explain something to the teacher and peers, (b) talk something out of lesson, (c) ask for explanation, (d) check the meaning, (e) express something difficult, (f) respond interlocutor, (g) fasten the activity. Third, most of the students of this study express positive attitude toward their teacher's use

of L1 in EFL classroom. However, they assert that the teacher should be able to use L1 for particular time and particular occasion such as explaining difficult words and concept.

With respect to the findings, several recommendations can be proposed. First, every English teacher should be able consider the needs of the students in using L1 in the classroom. This will help to maintain the achievement of learning objective and meaningful learning. Besides, it will help to determine the materials and methods that may help the students use English effectively in the classroom, so that eventual improvement of the students' English language skills could possibly gained. Second, the future work dealing with this topic should be expanded due to a lot of limitation in this study. Therefore that will add the discussion in the area of second language acquisition and pedagogical concern.

REFERENCES

Al-Buraiki, M. (2008). *The L1 in young learner classroom: Teacher's views and practices.* Retrieved August 27, 2015, from http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/MOE/baproject/version2/Ch2.pdf

Al-Hadhrami, A. H. (2008). The role of the L1 in grade 5 EFL classrooms. In S. Borg, *Investigating English language teaching and learning in Oman.* Muscat, Oman: Ministry of Education.

Alwasilah, C. (2009). *Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif.* Jakarta: Pustaka Jaya.

Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal, 41*(4), 241-247.

Atkinson, D. (1993). *Teaching monolingual classes.* Harlow: Longman.

Auerbach, E. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly, 27*(1), 9-32.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education.* New York, NY: Pearson.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.

Brown, H. D. (2001). *Teaching by principle: An interctive approach to language pedagogy* (2nd ed.). New York, NY: Pearson Education.

Clark, V., & Braun, V. (2013a). Teachig thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist, 26*(3), 120-133.

Clarke, V., & Braun, V. (2013b). *Succesful qualitative research.* London: SAGE Publication.

Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review, 57*, 402-423.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publication.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: SAGE Publication, Inc.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.

De Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book.* New York, NY: Routledge.

De La Campa, J., & Nassaji, J. (2009). The amount, purpose, and reason for using L1 in L2 classroom. *Foreign Language Annals, 42*(4), 742-759.

Deller, S., & Rinvolucri, M. (2002). *Uisng the mother tongue: Making themost of the learner's language.* London: Delta Publishing.

Ferrer, V. (2005). *The use of mother tongue in the classroom: Cross-linguistic comparisons,noticing, and explicit knowledge.* Retrieved from http://www.teachenglishwordlwide.com/Article.htm

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill Companies, Inc.

Freebody, P. (2003). *Qualitative research in education.* London: SAGE Publication, Inc.

Gabrielatos, C. (2001). L1 use in ELT: Not a skeleton, but a bone of contention. *Bridges, 6*, 33-35.

Harmer, J. (2007). *How to teach English* (New ed.). New York, NY: Pearson Education.

Howitt, D. (2010). *Introduction to qualitative methods in psychology.* Harlow: Pearson Education Ltd.

Huang, H. Y. (2006). *CYUT students' attitude and motivation toward native language and foreign language as a medium of instruction in English writing classes.* Taichung: Chaoyang University of Teachnonogy.

Khati, A. (2011). When and why of mother tongue use in English classroom. *Journal of NELTA, 16*(1-2), 42-52.

Kim, Y., & Petraki, M. (2009). Students' and teacher's use of and attitude to L1 in the EFL classroom. *The Asian EFL Journal Quarterly, 11*(4), 58-89.

Krashen, S. D. (2009). *Principle and practice in second language acquisition* (Internet ed.). Boston, CA: Pergamon Press Inc.

Krieger, D. (2005). Teaching ESL versus EFL: Principles and practices. *English Teaching Forum, 43*(2), 8-16.

Levine, G. (2003). Target language use, first language use, and anxiety: Report of a questionnaire study. *Modern Language Journal, 87*, 343-364.

Lin, H. Y. (2005). *Teacher talk on native and non-native English teachers in EFL classrooms.* Taipei: Ming-Chuan University.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach.* San Fransisco, CA: Jossey-Bass Inc.

Moon, J. (2000). *Children learning English.* Ofxord: Macmillian - Heinemann.

Nazary, M. (2008). The role of L1 in L2 acquisition: Attitude of Iranian university students. *Novitas Royal, 2*(2), 138-153.

Parker, I. (2005). *Qualitative psychology: Introducing radical research.* New York, NY: Open University Press.

Polio, C., & Duff, P. (1994). Teacher's language use in university foreign language classrooms: A qualitative analysis of English and target language alteration. *The Modern Language Journal, 78*, 313-326.

Primary, M. A. (2012). *The use of first langauge (L1) in EYL classroom.* Bandung: Unpublished Master Thesis.

Prodromou, L. (2000). From mother tongue to other tongue. *TESON Greece Newsletter, 67*. Retrieved from http://www.thracenent.gr/bridges/bridges5/

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in laguage teaching* (2nd ed.). Cambridge: Cambridge University Press.

Rodriguez, C., & Oxbrow, G. (2008). L1 in the EFL classroom: More a hel than a hindrance? *PortaLinguarum, 9*, 93-109.

Saito, H., & Ebsworth, M. E. (2004). Seeing English language teaching and learning through the eyes of Japanese EFL and ESL students. *Foreign Language Anals, 37*, 111-124.

Schweers, W. J. (1999). Using L1 in L2 classroom. *English Teaching Forum, 37*(2), 6-9.

Silverman, D. (2005). *Doing qualitative research.* New Delhi, India: SAGE Publication.

Tang, J. (2002). Using L1 in the English classroom. *Engllish Teaching Forum, 40*(1), 36-43.

Tsehayu, B. T. (2017, February 28). *Current controversies on the use of L1 in ELT classrooms: Focus on the Ethiopian context.* Retrieved from http://www.google.co.id/amp/s/thewarwickeltezine.wordpress.co,/2017/02/28betty/amp/

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). New York, NY: Open University.

Yin, R. K. (2003). *Case study research design and method* (3rd ed.). Thousand Oaks, CA: SAGE Publication, Inc.