

CHAPTER I

INTRODUCTION

A. Background of the Research

This research aims to explore the realization of the use of the first language in English classrooms and to explore the perspective of students on the use of first language in English classrooms. The phenomenon behind this study is that most of the students want to use first language or their mother tongue in English learning classroom because they believe first language could help and facilitate their English learning.

Interest in learning English as a second or foreign language has grown in recent decades, as English plays an important role in almost every aspect of modern life such as being a lingua franca. people from different cultural and linguistic backgrounds do most of the communication goals in English. But the need is growing, As second language/foreign language learning gains a lot of attention

in teaching methods and approaches, the medium of education and the role of first language have become one of the most important issues to consider. In this regard, there are two opposing approaches to what it means to use her first language in teaching and learning English as a foreign or second language. Some experts consider using first language as a barrier to target language (TL) learning. First language learners, on the other hand, assist in learning the target language. However, in most cases, the mother tongue is the parent's language. Parents are usually the first to come in contact with their children and therefore their language.

There are always conflicting views regarding the use of first language in learning English as a Foreign Language, or English as it is commonly known as EFL (English as a Foreign Language). A monolingual approach always emphasizes the importance of using "English only" to achieve the goals of effective English learning. This means that the use of first language in EFL

learning should be prohibited as much as possible. In his book, Krashen argues that students acquire a second language by receiving input from messages and understanding their meaning. According to this hypothesis, a student or learner acquires a second language in the only way by comprehending and understanding the meaning of the messages conveyed. Students can speak a second language because they receive sufficient input and comprehension. For this reason, increasing the input into the student's minds is necessary to improve their skills. So, second language learning is an ongoing process related to the problem of linguistic input. In this process, the first language plays a role in determining the student's proficiency in the second language.

In the process of learning a second language, the first language helps to transfer meaning from the meaning contained in the input from the second language to a process of internalization or accumulation. The more

students can translate the meaning of the input they receive into their existing first language, the more likely they are to translate that language input into additional skills in their second language. The influence of the first language on the second language learning process can also come from what was then called "interlanguage".

In principle, the mother tongue or first language acts as an intermediary for language teaching and learning. The use of native language is an inevitable part of second or foreign language teaching in a variety of situations where both teachers and learners share the same native language. However, there is an ongoing debate as to whether the use of the mother tongue should be avoided or allowed in English learning classroom. Therefore, it seems necessary to study the phenomenon in more detail according to the needs and circumstances in the Indonesian context.

Regarding using first language or mother tongue in English learning classroom, several researchers have

conducted the research. The first is “Teachers and students’ beliefs about using L1 (Afaan Aromoo) in the EFL classroom: the case of Shambu primary school, Oromia, Ethiopia” by Gemechu Bane and Dr. Tamene Kitila (Bane & Kitila, 2022). According to their research, L1 (first language) can be a cognitive tool because it provides learners with a framework for accomplishing learning tasks, supports student comprehension, and helps create a positive learning environment. When a teacher uses her L1(first language) in an English class, students relax and the benefits of L1 come to mind. This shows a student's cognitive responses that show how the student thought when the teacher used her L1 and responses that emphasize the benefits of using the L1.

The second is “Students’ Attitude and Perceived Needs towards the Use of L1 in English Classes” by Zohaib Ahmad, Qudsia Ishaq, and Aneela Ejaz (Ahmad et al., 2022). According to their research, Students indicated that they employ Urdu (L1) in their English classrooms

since they are not proficient in English and hence feel more at content using Urdu (L1). They are also more inclined to employ Urdu (L1) because they believe it would allow them to better understand and study English (L2), therefore it will provide satisfaction to them.

The third is “L1 usage in English teaching: students’ perspective” (Jabu, 2022). The results show that students show a positive attitude towards using Indonesian as their first language (L1) in English classes, especially when teachers explain difficult concepts and clarify instructions. suggesting. They all agree that Indonesian plays an important role in foreign language learning.

The fourth is Students' perceptions of using L1 as a medium for English instruction were the focus of Dahsan (2018)'s study from the Department of English Language Education at IAIN Palangkaraya (Dahsan, 2018). He did questionnaires and interviews with two teachers and 25 students to get the information. The

majority of students agreed, according to the findings, that their classrooms should use Bahasa for language instruction. Nevertheless, they also believe that the teaching and learning process of English as a second language can enhance their English proficiency and skills. According to the teachers, they prefer to use L2 rather than first language. They only use first language when they have to, like when they teach, check for comprehension, translate sentences, and give homework.

In the Indonesian context where English is used as a foreign language, Students have fewer opportunities to practice English outside of class. The only exposure they receive is English classes. On the one hand, students maximize practicing English in the classroom, while Bahasa Indonesian is still widely used in classrooms.

Based on the results of pre-research observations conducted by the researcher in the Fourth Semester of the Islamic banking study program at UINFAS Bengkulu on march 1st ,2023. Most of the students want to use first

language or their mother tongue in English learning classroom, they feel that using the first language will make it easier for them in the teaching and learning process.

Considering the above situation and the fact that we use this study was an attempt to explore the implementation of Indonesian language use in EFL classrooms and students' perspectives on using Indonesian in the EFL classroom. We hope that this result will help elucidate the use of Indonesian in English teaching and provide English teachers with useful information on the correct use of L1 in English teaching.

B. Identification of the Problem

Based on the study's background, the following topic will be looked at in this research:

1. The perceptions of the use of first language in EFL classes by students.

2. The reasons teachers and students use first language during a teaching in EFL class.
3. The reasons teachers allow students to use first language in the class.
4. The reasons EFL students prefer using first language during the teaching and learning process.

C. Limitation of the Problem

The study limitation was identified to avoid the study that is too broad, In this study, it was reviewing about the use of first language use in EFL class of non-English major students.

D. Research Question

Based on the background of the study, the formulation of the problem in this research is as follows:

1. What are the students' perceptions of the use of first language in EFL classes by students?

2. How do EFL teachers and students use first language during the teaching and learning process?
3. Why do teachers allow students to use first language in class?
4. Why do EFL students prefer using first language during the teaching and learning process?

E. The Objective of the Research

Based on the research question, the objectives of this study are to examine how first languages are perceived in English language classes and to look at how both teachers and students use their first language in these types of situations.

F. Significances of the Research

The researcher hopes that this research can provide benefits for English teachers so that they can adjust the needs of students in using L1 (first language) or their mother tongue in English classes. With this research,

it is hoped that the teacher can provide instructions that are appropriate to the needs or abilities of students by using L1 (first language) or the mother tongue.

For students, this study is supposed to make students aware of how their mother tongue is used in English classrooms. This research will also provide information about students' views on the use of L1 or mother tongue in English class which is a liaison or mentor for students in the process of learning English.

For the author, this research can add insight to the author's implementation of the use of L1 or mother tongue as a communication tool in the teaching and learning process of English.

G. Definition of Key Terms

To exclude any ambiguity or misinterpretation, the variables in this study are specified as follows:

1. Mother tongue

A youngster instantly and naturally picks up their mother tongue as their first language before learning any other. Early education begins in the family from birth.

2. The use of mother tongue in the English classroom

In principle, the mother tongue acts as an intermediary for language teaching and learning. Building ties between students and teachers can also be accomplished through the usage of the mother tongue or first language in the classroom..

3. English as a foreign language (EFL) in Indonesia

In the classroom where English is taught as a foreign language, the role that English plays as a tool for international communication or as a lingua franca needs to be rethought.