

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

Krashen (Krashen, 1981) mentions that the language environment becomes the main factor that makes a second language accessible (obtained unconsciously) as in the first language.

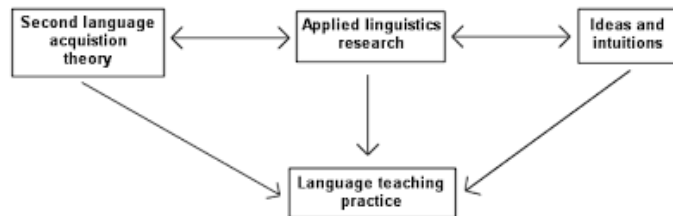


Figure 2.1

Ideal relationship between theory, applied linguistics research, ideas and intuitions and language teaching practice.

Krashen argues that students acquire a second language by receiving input from messages and understanding their meaning. According to this statement, 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".

B. Mother Tongue

A child instantly and naturally pick up their mother tongue as their first language before learning any other. Learn from birth in the home at an early age. (Burdujan,2022) stated that as the world becomes more and more globalized, knowing at least one foreign language for her is perhaps the most useful skill in today's real world. (Ibrokhimovich,2022) stated that the mother tongue or native language is one of the main characteristics of a nation. There are many countries in the world. All countries are distinguished first of all. Every country has its language, national customs and traditions, and unique way of life. As a result, the role and

importance of language in expressing the identity of people and nations are unparalleled.

The first language a child learns is their mother tongue, or native language, and at this age they can successfully communicate using it. Not the mother's language, which some people interpret incorrectly. Mother in this context most likely refers to the mother in the sense of a source or origin, like country or home.

Life teaches from birth. A person's sociolinguistic identity is mostly determined by their first language. Communication is a requirement for language as a human institution. Deaf or mute people must learn sign language in order to communicate. Finding the names of things and people a kid can grasp, repeat, and understand the world by is an aspect of language.

The mother tongue is associated with high feelings and noble qualities. It occupies a singular position in human perfection. Our manners and morals, as well as our character, are shaped by the guidance and instruction

we receive in this language from our mothers, who instill in us knowledge and concepts are necessary for human life. Particularly, language has a direct impact on human thought formation. Because when we think about something's properties, we understand its particular aspects using concepts, ideas, and imaginations, each of which is expressed in a particular word.

Mother tongue or first language is the language first learned at home as a child and still understood at the time of data collection. If the person loses comprehension of her first learned language, her mother tongue becomes her second learned language. When numerous languages were learnt at once as young children, the mother tongue was typically the one that was used at home and before school. A person has multiple native languages only if he or she can learn and understand multiple languages at the same time. The mother tongue is the language that a child speaks the most at home when they are still learning to communicate. A child who has not yet learned to speak

has multiple native languages only if those languages are spoken to him or her with the same frequency, so the child learns them simultaneously.

The native tongue is a mirror that reflects our ancient history, fundamental values, religion, worldview, and emotional evolution—that is, the gradual development and transmission of our ancestors' heritage to subsequent generations. As a result, spiritual decline and identity loss will follow a nation that has lost its language.

Mother tongue is an amazing process that children view as basic development, and within 3-4 years, from crying, rumbling, cooing, speaking, and producing one or two words, to complete and well-formed speech. Up to speaking the sentences of the formula.

Young people who are learning a foreign language can quickly and without fear of making a mistake when they speak their mother tongue. According to (Rojas & Patricio,2022) this makes it possible for educators to

evaluate students' strengths and weaknesses with greater precision. In a social context, a person's mother tongue (L1) is the language they learn to communicate with their surroundings. In an educational setting, a foreign language (L2) facilitates communication between students and teachers, allowing students to ask questions or obtain additional information for better understanding.

According to (Skutnabb-Kangas & Dunbar,2010)

mother tongue or native language means:

1. Languages learned from mothers.
2. First language learned (L1), regardless of "by whom".
3. A stronger language at every stage of life.
4. Native language of region or country
5. Languages People Most Commonly Use
6. People show a more positive attitude & love.

Table 2.1

A simple definition of mother tongue

CRITERION	DEFINITION
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ORIGIN	The language one learned first
<p>IDENTIFICATION</p> <p>a. Internal</p> <p>b. External</p>	<p>a. The language one identified with</p> <p>b. The language one is identified as a native speaker of by others.</p>
COMPETENCE	The language one knows best
FUNCTION	The language one uses the most

(Source : Skutnabb-Kangas & Dunbar, 2010)

However, the mother tongue is typically the language of the parents. Generally, parents are the first people a child speaks to and interacts with, which influences their language. The language that is most frequently spoken at home before school for those who learned numerous languages at the same time as young children is their mother tongue.

C. The Use of Mother Tongue in English Classroom

Language is a linguistic and sociolinguistic environment that can provide important information. Such as predicting language scenes in areas where cultural contacts exist, and understanding language and related issues and changes that occur in different issues realms of society. However, the approach is that success in education, this process is fundamental to imparting

knowledge and is therefore highly dependent on the language used.

Language is a way of interaction between people in a society and also depends on their language. It has evolved according to the needs of each society. A language is a set of patterns used to interact within a context. In this case, the transmission of information between students and teachers is an educational necessity, and it is also very important to adapt it to future generations of students, taking into account the evolution and change of language.

When both teachers and students speak the same mother tongue or native language, the use of the mother tongue (L1) is a necessary component of teaching a second or foreign language in a number of contexts. The mother tongue (L1) serves as a bridge between language learning and teaching in theory. However, there is continuous discussion regarding whether or not mother tongue usage should be discouraged in English language

instruction settings. In light of these requirements and circumstances, it would appear appropriate to conduct a more thorough investigation of the phenomena in the Indonesian setting.

According to Butzkamm in (Priyastiti, 2021) speaking one's native tongue serves several purposes, the greatest contribution that people can make to foreign language learning activities is using their first language. The greatest way to create a language-friendly environment is to use your first language frequently. The usage of one's native tongue prevents learners from experiencing any frustration when learning a foreign language. First language is the greatest asset that people bring to foreign language learning tasks.

(Burdujan, 2022) suggested that the following circumstances could support the use of a first language in an English classroom:

1. *Giving instructions.* Students must be aware of the specifics of what they need to do whether

they are working on the tasks in groups, in pairs, on a project, or even on their own. To make sure that pupils comprehend what is being taught to them, instructions might be repeated simultaneously in both L1 and L2 languages.

2. *Explaining abstract terms.* Even in Level 1, it is extremely challenging to explain the meaning of abstract words, including some concepts. In this instance, employing L1 aids students in overcoming difficulties caused by misunderstanding or incomprehension.
3. *Teaching grammar.* To avoid negative transfer, grammar instruction may be given judiciously in the student's native tongue. A time-saving solution is the first language grammar explanation. Additionally, the distinctions between the two languages will be

brought to light by comparing the grammar of L1 and L2.

4. *Teaching low-level students.* With beginners, using first language seems natural. It is impossible to correctly interpret word meanings in a second language, especially when other techniques of explanation, such as direct demonstration, synonyms and antonyms, and word-building components, are unsuccessful.
5. *Translation tasks.* Today's classroom techniques usually involve oral and written translation from the local language into the target language or the other way around. Translation is seen as an essential component of communicative bilingual competence. As a result, its significance in a multilingual and globalized world has significant educational potential.

6. *Managing classroom conflicts.* Conduct and discipline management can be challenging in L2, especially if a serious conflict arises in the classroom that hinders learning. Conflict can be avoided in L2 by the teacher, but L1 seems to work better.
7. *Discussing errors.* Errors are an inevitable part of learning a new language. In contrast to native speakers, who are able to recognise and fix their own errors, non-native speakers who learn L2 have a limited comprehension of the target language. In L1, errors, particularly those brought on by the learner's mother tongue, should be discussed.

The use of the mother tongue in the classroom can also be used to build relationships between students and teachers. Students will feel more at ease discussing with the teacher if they speak their mother tongue. To encourage their students to learn English, teachers claim

to use L1 for this purpose. Words that are difficult to comprehend can be explained with the help of one's mother tongue.

(Pazilova, 2021)stated that, In the early and middle grades, teachers frequently use L1 to:

1. Give instructions
2. Describe the meaning of a word
3. Describe intricate concepts
4. Describe intricate grammatical points

When a teacher only speaks the target language, students don't appreciate the teacher's actions, especially when they have to learn the meaning of foreign words, grammatical explanations, and instructions for classroom activities(Naka, 2014). Students may experience less stress while studying L2 (target language) by using L1(first language). The learner's identity drives acceptance of first language use, which provides a sense of security. Because language is the primary medium and source of knowledge and information transmission, it is at

the center of all teaching and learning activities. Language instruction at any level of education and in any field, subject, or discipline.

D. English as a Foreign Language (EFL) in Indonesia

While English is regarded as a second language in Malaysia, Singapore, and the Philippines, English is regarded as a foreign language in Indonesia. According to (Hery, 2017) in the Indonesian context, English is determined as the first foreign language that must be learned by Indonesian students from the age of ten or younger to the university level of formal education.

Studying English is an essential skill that students must acquire in this globalized age. This is because the majority of scientific publications and online information sources are written in English (Sri Andayani, 2022). Aside from that, when hiring new employees, nearly all businesses in the workplace require English language proficiency. As the school's final step before students enter the workforce, higher education must be able to

produce students who can communicate in English as well as have expertise in their fields.

English is learned as a foreign language in Indonesia. English Foreign Language (EFL) students often find it difficult to learn English because they do not use it to communicate in their daily lives. English is not easy for everyday communication. Especially for EFL students, it contrasts with Indonesian as the first language, which is usually used for everyday communication.

According to (Dahsan, 2018) 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. This not only necessitates that educators assist their students in developing the linguistic abilities necessary to comprehend a variety of accents and, consequently, be understood by others, but it also paves the way for an increased awareness of the existence of

non-native English speakers worldwide who communicate in English.

Students must study at least three languages in Indonesia and many other nations (Marlina, 2013). They are the appropriate foreign language, national language, and mother tongue. Sometimes, the terms "English as a second language" (ESL) and "English as a foreign language" (EFL) are used interchangeably. Because EFL learning refers to a situation in which the learner learns English in a context where English as the target language is not uncommon in the society in which the learner lives, the term "EFL" is more appropriate than "ESL" for general contact teach English in the majority of Indonesian schools. This is not like the situation in Indonesia's neighbors, Malaysia and Singapore, where English is considered a second language. The term "ESL" might also be appropriate for the student because there has been an increase in the number of international schools in many Indonesian cities recently and a rise in

the number of students who live in urban areas where English is used for communication. However, EFL is currently the term that is most appropriate in the Indonesian context.

E. Relevant Previous Studies

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 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 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). Students said in their research that they use Urdu (L1) in their English classes because they find it more comfortable to use it because they do not speak English well. Additionally, they are more likely to utilise Urdu (L1) because they believe it will help them understand and learn English (L2) better, which will satisfy them.

The third is “L1 Usage in English Teaching: students’ Perspective” by Asriati (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 L1. They only use L1 when they have to, like when they teach, check for comprehension, translate sentences, and give homework.

From the presentation of the results of previous studies, it can be concluded that this research is different from previous studies. The update of this research is the object and the setting in this research. This research uses

the explanatory study. where both quantitative and qualitative research is undertaken. Mixed methods are a research approach that combines quantitative and qualitative techniques for use in a research project to produce more extensive, valid, and accurate information