

Chapter One

Introduction

This chapter contains an overview of this research. It discusses the background of the research, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter.

Background of the Research

Language is an intermediary for communicating in everyone's life. Arung (2015) said that without language, it would be difficult to understand something, even though we already have language as a tool to communicate. But, we must know how to use it so that we can understand each other. This means that language has an essential role in education. Suherdi, (2012) stated that someone who is fluent in a language is guaranteed to be fluent in thinking and successful in understanding language. According to Noermanzah (2019), language is formed spontaneously because it follows a mind-set. Also Agustin, (2011) mentioned language is the primary tool of education because language is a bridge to transmit knowledge for everyone. This means that language and education are two things that are interrelated with each other because they are essential in developing and improving aspects of everyone's life. In addition, we must deliver education in a language that is definitely in accordance with the environment, namely the language of instruction in the world of education. We need to know that every country also has its own language of instruction. One of them is in Indonesia,

Because *Bahasa Indonesia* is the first language (L1), and its primary function is as a target language of instruction in official educational institutions.

In Indonesia, there are several languages that are studied in schools, one of them is English. English is the foreign language used in Indonesia, so learning English is an obligation in all educational institutions. Arung (2015) said that, because English is a global language, the application of foreign language learning is primarily focused on participation in the global aspects. As Sari (2019) mentioned English is an international language so that all global information will be presented in English that can be understood by everyone around the world. That means English plays an essential role in all aspects, so learning English in educational institutions is the right decision.

The use of L1 in the English as a Foreign Language (EFL) class can show teacher's low in competence. Liu (2010) stated that, a teacher does not need to explain material using L1 too much because it can damage the L1 mastery process so that learning objectives for students can be achieved. According to Littlewood in Irawan (2013), translation using L1 can cause language transfer errors. This is because the structure and grammar in English are different from L1.

The use of L1 in EFL classrooms in some studies revealed that the use of L1 is an attempt by lecturers to get material that students can understand. Clara (2019) stated that, a teacher who uses L1 in an EFL class will be far superior in understanding the material. This suggests that the use of L1 in EFL classes cannot be avoided at all because it can serve as a support and provide positive results for

students. Study by Usadiati (2009), lecturers who use L1 and L2 alternately when explaining concepts and teaching grammar to improve student achievement.

Teachers and students who have the same L1, will tend to use the same language as an intermediary to make it easier to understand learning material in EFL classes. Atkinson, in Miles (2004) stated that, using L1 can help students find new vocabulary in L2. Atkinson in Almohaimeed and Almurshed (2018) said that, EFL students using L1 in class is a technique that allows students to express their feelings and ideas readily.

Identification of the Problem

English is learned in an English Language Education Department (ELED) of university in Yogyakarta. English is learned as a foreign language. The students learn the English in many courses that cover eight semester. In the setting students are prepared to become a teacher. The students more focuses on learning to listen, speak, read, and write in addition to using English in diverse contexts such as business communication, presentations, writing articles, and even theatre performances. At the beginning of the semester, the students will enhance their reading, speaking, listening, and writing skills. Also, students must consume grammar material. At this level, ELED students are expected to master and accept well all material related to the skills contained in English.

In the teaching and learning process the teacher and the students conduct the communication using English. The use of L1 would not inhibit students' learning progress or achievement as long as the mother language is offered in ideal proportion with wise decision and judgment whether to use or not to use it,

whether required or unneeded. The use of L1 by the teacher in teaching learning process is an effective strategy, particularly for students with limited English competence. However, teacher teaching in L1 do not have issues transfer knowledge to students, but students save a lot of time since teachers can explain complicated ideas and regulations more effectively in L1.

Based on interviews with English language education department (ELED) students, it was found that the use of L1 in EFL classes was still widely used by lecturers when teaching. The L1 factor is still used in EFL classes so that the material can be understood clearly. The phenomenon of lecturers employing L1 is simply to assist students in understanding topics and overcoming obstacles. Furthermore, there are additional phenomena that occur when lecturers use L1. For one reason, overuse of L1 might diminish the effective time given for target language practice. However, in the context of teaching English lecturers use L1 only as an instrument or additional strategy to facilitate understanding and communication with students.

The above phenomenon leads to the purpose for conducting this topic. So, the researcher interested in investigating about the lecturer use of L1 in EFL classroom based on students' perception. It aims to find out students' perception towards the advantages of using L1 by the lecturer in English learning activities and students' perception about the ideal use of L1.

Delimitation of the Study

Based on the identification of the problem, the researcher focuses on the use of L1 by the lecturer in EFL classroom on students' perception teaching and learning activities. This research was delimited to be conducted only at a private university in Yogyakarta. In this research, the L1 used by lecturers is Bahasa Indonesia. The use of Bahasa Indonesia in this research is limited by its use for English learning activities in class. Then, the researcher is interested in the use of L1 in EFL classroom by lecturer that helping students understand in learning activities.

Research Question

This research examined the use of L1 by lecturers in EFL classes on students' perceptions:

1. What are students' perception of the advantages of using L1 by the lecturer in English learning activities?
2. What are students' perception about the ideal time to use of L1 in English learning activities?

Research Objective

In this study, the research aims at investigating the use of L1 by the lecturer in EFL classroom on students' perception:

1. To find out the advantages of using L1 by lecturer in English learning activities based on students' perception.

2. To find out the student's perception about the ideal time to use of L1 in English learning activities.

Significances of the Study

This study has several significances. The following are categories of significance of this participants:

Educational institution. The researcher expected that the findings of this study will provide information for educational institution about using L1 in the EFL Classroom. In terms of benefits of using L1, this study can help for school policies in creating materials by implementing learning using L1 to support students comprehend in terms of English proficiency.

For lecturers. The researcher expected that the findings of this study can provide detailed information for lecturer on the use of L1 in learning English in the EFL classroom. To support the use of L1 in learning English in the EFL classroom, lecturers can use the information in this research as additional alternative teaching.

For future researchers. This study can be used by other researchers who are interested in conducting research on topics related to the use of L1 in the EFL classroom. The findings of the research can be used as foundational information and guidelines for future research. Furthermore, future researchers can use the findings of this study as a basis for comparison and research.

Organization of the Chapters

This study is divided into five chapters. First, it shows the background that explains the reasons this research on the use of L1 in the EFL class is being conducted. Furthermore, this chapter explains the formulation of the advantages as well as the limitations of the ideal time to use of L1 by lecturer in EFL classroom in relation to the research focus. Chapter one also includes research questions, research objectives, research significance, and chapter organization.

The second chapter, the researcher would like to elaborate on literature review, that consist of theoretical studies regarding the formulation of the problem, and it describes several literature reviews related to the definition of L1, its use, and the advantages and the ideal time to use of using L1 in EFL classroom.

The following chapter is chapter three, which will discuss the research methodology. This chapter is part of the research design, and the method used in this study is qualitative research. The research setting and participants were then described. In this study, interviews were used to collect data, and data analysis was done openly, axial, and selectively coding.

The fourth chapter present the research findings and discussion. This chapter presents the lecturer use of L1 in EFL classroom based on students' perception. The result are discussed with relevant references.

The last chapter which chapter five covers the conclusion and recommendations. This chapter contain a summary of the research also provide

some recommendations. The recommendations are provided for educational institution, lecturers, and future researchers.