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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. English Teaching and Learning process in Indonesia

Teaching English nowadays has become a major issue in many countries of the world, including Indonesia. English is taught as a compulsory subject beginning from junior high school to university level as officiated in the national Indonesian educational system.

Based on the writer's experience t learning English in Indonesia for nine years is from the third grade of primary school to the twelfth grade of senior high school. Learning English usually involves rote memorization and the examination of grammatical structures. In teaching and learning process, Teachers commonly deliver the lessons using Indonesian (L1) almost all the time or it can be said 90% use Indonesian (L1) in primary school. It is also not much different where teachers use English is about 80% in junior high school. Otherwise, teachers use English frequently in senior high school, which is said to be a mix between English and Indonesian and it is about 50% to 50%.

Based on the explanation above, it can be concluded that in teaching learning process of English in Indonesia is never apart from the use of the first language in which in this research is Indonesian. It is in reference to Tang (2002), he found the teachers in China often uses L1 in



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low and medium proficiency level in English classes to give instructions, explain the meanings of words, explain complex ideas and explain complex grammar points. The use of L1 with novices has verified to be a very useful and valuable device in enhancing students' understanding. Students will understand better when the explanations of the subject matters are given in their own language.

Another significant reason for teachers' use of the L1 in the L2 classroom is to build natural relationship between teachers and their students. In accordance with Nation (2003) the communication between teachers and students become easier, it means students are not afraid and feel free to ask their teachers.

Furthermore, Alshammari (2011) argues that the use of L1 can save teachers' time of explaining, increasing students' understanding and making the learning process more effective. It means that the use of L1 give much impact that can help both of teachers and students in teaching learning process.

Otherwise, many researchers disagreed with the use of the first language and assume that English is best taught and learned through English. Accordingly, L1 should not be used since it deprives students get the valuable input from target language such as how to pronounce the words (Ellis, 1984 in Latsanyphone and Bouangeune, (2009)), and impedes progress or development in the L2 acquisition (Auerbach, 1993).



As the result, English seemingly becomes the only legitimate language to use in the class.

Because of many debates among the researchers on the use L1 in English classroom, the writer think it is important and interested in investigating the role of L1 in English classroom Indonesia.

## 2. The Factors of using L1 in English classroom

Auerbach (1993) carried out a detailed study on the concept of using English only in the English language classroom. She looked at the two different views which is to either use it or avoid it. The writer conclude that the following benefit and factors for using L1 in the English classrooms:

### a. Students Unable to Participate Using English Fully in English Classroom

Basically, the capability of each student is not in the same level. It means there are students who have high proficiency and low proficiency. It will make a significant difference in the learning process, for example students who have high proficiency will understand the lesson easily. Vice versa, students who have low proficiency will be difficult in understanding the lesson, especially in learning English.

Based on the writer's experience found that there are many students who did not understand English. They felt intimidated and afraid if teachers used English fully in teaching learning process. In



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line with Rivera (1990, in Auerbach (1993)), he found teachers at Centro Presente, a bilingual program for Central Americans in Cambridge, Massachusetts, reported that current students often say they dropped out of English classes which the teachers used English fully because they felt intimidated. The data from this community-based native language literacy program were gathered through interviews with teachers and administrators unless otherwise indicated.

#### b. Students are Non-Native Students

Indonesian students are also non native students which mean they have barriers in learning English. Non native students have differences from native students like pronunciation, accent, even grammar. It makes non-native students difficult in learning English as foreign language. So, by using the first language of students can reduce the barriers of non-native students in language learning in reference to Hemmindinger (1987, in Auerbach (1993)) found that first language can help to start the lesson for non-literate and non-schooled Hmong people was more effective than second language. Before that, most of students did not make progress in two until three years by using the second language.

In addition, D'Annunzio taught non-literate cambodians (1991, in Auerbach (1993)), he reports that the students make significant improvement in using first language. Despite a relatively

short total instructional time, highly significant results were attained in speaking, reading, and vocabulary as indicated by pre- and post test scores on a number of tests, portfolio analysis, and informal assessment. It means that the first language has positive impact in improving non-native students' English.

### c. **First Language Helps Students Acquiring Foreign Language Faster**

The students need first language before acquiring foreign language to assist them for better performance in foreign language. According to Shamash (1990, in Auerbach (1993)), he asks the students to start writing a text about their lives in their first language or a mixture of their first language and English. Then, this text is translated into English, it will help the learners to develop their ideas and to reduce the problems of vocabulary and sentence structure . Thus, starting with the first language provides a sense of security and validates the learners' lived experiences, allowing them to express themselves while at the same time providing meaningful written material to work with.

Furthermore, Lameta-Tufuga (1994, in Nation (2003)) examined the effects of having learners discuss a task in their first language before they had to carry it out in writing in the second language. As a result, the learners who did the preparatory L1

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discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task.

### 3. The Role of first language in English Language Teaching

The use of the first language, in this case is Bahasa, in English language teaching is still a controversial issue. Some experts see it to be facilitative but some think that it is counterproductive. Some teachers feel that L1 can be used in certain circumstances. For instance, it can be used to increase students' comprehension and learning of L2 (Cook, 2001; Tang, 2002), present new vocabularies, explain difficult grammar and give instructions as well as suggestions (Mirza, Mahmud, & Jabbar, 2012).). In this research, the writer try to sum up the role of the first language in the learning process based on some experts below:

#### a. Explaining Difficult Vocabulary Items

There are numerous ways of explaining difficult vocabulary items. These include a definition in the foreign language, a demonstration, a picture or a diagram, a real object, or an first language translation. In terms of the accuracy of conveying meaning, none of these ways is better than any of the others. It all depends on the particular word concerned.

However, studies comparing the effectiveness of various methods for learning always come up with the result that the first language translation is the most effective (Lado, Baldwin and Lobo 1967 and



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Laufer). In addition, McKeown (1993, in Nation (2003) stated that this is probably because first language translations are usually clear, short and familiar, qualities which are very important in effective definitions. In accordance with Dujmovic (2006), he found out that first language was helpful in explaining difficult vocabulary item by switching directly to first language and by doing so, the teacher could save the time. It means that by using first language to convey the meaning of difficult vocabulary items will help students to understand the vocabularies easily such as Tang (2002) stated that that without translation, learners would be likely to make unguided and often incorrect translations.

#### b. Explaining Grammar

According to Tang's research (2002) in china, he found that students preferred to use the first language when teacher explained about the grammar points. They preferred the use of Chinese because it enhances their comprehension of new concepts and new vocabulary items; teachers also think of using Chinese more effective and can aid comprehension. It will be suitable to use it Indonesia because the grammar is one of the subjects that widely taught in Indonesia.

Anh (2010) found that first language is really useful in explaining technical terms and complex grammar structures because in these cases, if teachers only use English, it is very easy to make the students feel confused or misunderstand. This is the statement of the teachers during the interview.



This is very important role of L1, also shown in the same case in the research done by Garcia (2008, in Hidayati (2012). Garcia states that by using L1 in teaching grammar, the students felt less lost. Then, Mirza et al (2012) also found that the use of L1 is beneficial to presenting new vocabulary items, explaining difficult grammar and abstract ideas, and giving instructions as well as suggestions. This study conducted in Bangladesh which is a English as foreign language and it is the same as in Indonesia.

### c. Making jokes

Sometimes, during the teaching and learning process, the teachers used the first language to make a joke. It is done in order to maintain the relationship with the students and to keep the enjoyable classroom atmosphere. In accordance with Miles (2004) said that the students agreed and said that the biggest reason for their confidence was the relaxed atmosphere in the classroom. They knew that if they made a mistake or got stuck and couldn't express themselves, they could always use first language.

In addition, Khati (2011) teachers and students enjoy making fun and telling jokes in first language (Nepali). When the teachers made a joke by using first language, the students responded it quickly and positively by laughing at the joke. Thus, the class felt more comfortable during teaching and learning process.





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Based on the research of Anh (2010) in Vietnamese, Besides using Vietnamese in explaining terminologies and abstract words and complex grammatical points, Teachers also use Vietnamese for joke with students and they think students may enjoy a joke told in Vietnamese more. This will create a less-stressed learning environment and so help them learn better.

In addition, Hidayati (2012) stated that teacher tried to make a joke in English, but only few students understood. Therefore, she repeated the joke in first language (Bahasa Indonesia), and the students laughed. This kind of joking could also relax the students. Moreover, Schweers (1990) did the research in Spanish; he found that teachers who like to joke around in the class cannot do that in English when not all of students understand it. So, Instead of using English he prefer to use their first language.

#### d. Giving Instruction

Based on the writer observation, it is found that the first language is used by the teachers in instructing the students to do some tasks. Khati (2011) assumes that in order to carry out the task, the students must understand what they have to do. Thus, the teachers often used English first in giving the instruction, then when the students did not respond or understand it, they translated the instruction into the first language, to make the students understand about what they should do.

Hidayati (2012) some teachers, not all of them, used Bahasa in giving instruction. The instruction given is various. Some teachers directly



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used Bahasa in instructing the students to do something. Some other teachers used English first and then followed by the version of Bahasa.

Furthermore, Mirza et al (2012) said that before the students did the exercises, the teachers used English first and then used Bangladesh in giving the instructions. This is done to reduce the noise in the classroom because usually students will be noisy if they do not understand the instructions given by the teacher.

In addition, Cook (2001) suggests some uses of the mother tongue to provide a short-cut for giving instructions and explanations where the L2 will consume much time in order to make students understand. Based on explanation above, it proves that L1 is a great tool to give instruction while teaching learning process.

#### 4. The Teachers' Attitude toward using L1 in English Classroom

Tang (2002) researched both students' and teachers' attitudes toward using their mother tongue (Chinese) during L2 (English) classrooms. The study findings indicated that students as well as teachers held positive attitudes toward using L1 (Chinese) during English classes. They saw a value of using L1 to discuss difficult grammatical rules and to explain challenging vocabulary items, to practice new phrases and expression. Tang concluded that "limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning processes".



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In a similar study, Sharma (2006) examined teachers' and learners' attitudes toward using Nepali in EFL classes. The results showed that the students and teachers realized that Nepali should be used in the English classes. They thought that it was important to utilize L1 to explain difficult vocabulary, discuss complex grammar rules, clarify difficult concepts, and practice the use of new expressions and phrases. Sharma argued that banishing L1 from English classroom would negatively affect students' progress as this would "certainly deprive the students of certain opportunities to learn more and better".

In an Arab context, Al-Nofaie (2010) carried out research to examine the Saudi teachers' and students' attitudes toward using Arabic to facilitate learning tool in the English classroom. The findings indicated that the study participants had positive attitudes toward using L1 in EFL classes. Both teachers and students were convinced of the value of limited and judicious use of Arabic in English classes. They believed that excessive use of Arabic would hinder their learning and affect it negatively.

In accordance with Schweers (1999) the value of using learners' MT (Spanish) in the English classroom at Puerto Rico University. The collected data revealed that the majority of students and teachers had positive attitude toward using Spanish during English lessons. The result proves that teachers support the use of L1 in English classroom within certain boundaries.



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## B. Relevant Research

1. A qualitative research was conducted by Andrea Koucká from univerzita pardubice, entitled "*The Role of Mother Tongue in English Language Teaching*". The researcher conducted the research at primary schools in the Czech Republic in 2007. The writer focused on the effectiveness of the first language of the teacher and the amount of the use first language in English classroom. The writer found the fact that first language was fairly effective in some condition such as giving instruction, asking question and doing translation. Then, the first language will not help much in facilitating target language if teacher overused it. Otherwise, it will help much if it uses it properly. The writer suggested that further research to had a larger sample of teacher because he thought his research relatively small sample of participants.
2. Thus, the similar research by using qualitative research was conducted by Sulaiman Alrabah, Shu-hua Wu, Abdullah M. Alotaibi & Hussein A. Aldaihani, entitled "*English Teachers' Use Of Learners' L1 (Arabic) In College Classrooms In Kuwait*". The researcher conducted the research at the Language Center in a college in Kuwait in 2015. The writer focused on exploring the affective, sociolinguistic, and psycholinguistic factors that may have led teachers to use L1 in L2 teaching, and to measure the teachers' attitudes toward using L1 in teaching English as a foreign language (EFL). The researcher found that the teachers indicated that these factors were affective, sociolinguistic, and psycholinguistic in



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nature. The study found that, for the most part, the teachers exhibited negative attitudes toward using L1 in the English classroom. The researchers suggested that for further. Research to explore the differences between teachers' attitudes and their actual classroom practices regarding L1 use in L2 teaching.

Through these relevant researches, the two researchers have revealed the use of the first language in English classroom. Their researches exactly help the writer to do the writer's research because the writer also picks up the similar problem even though the writer highlight in which circumstances the teachers use L1 in teaching to contribute classroom interaction.

### C. Operational Concept

In order to clarify the theories used in this study, the writer wants to explain about the variable of the study. This study is a qualitative which focused on analyzing the first language in English teaching classroom. Thus, the writer only uses one variable in this research, it is the role of the first language.

To operate the research on the variable the writer worked based on the following indicators according to some researchers:

1. Explaining the difficult vocabulary items by using first language.
2. Explaining about the grammar points by using the first language.

3. Making jokes in classroom to keep classroom atmosphere by using the first language
4. Giving instruction by using the first language to make it clear.

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