

Investigating the Use of Bahasa Indonesia in EFL Classroom

El Fajriyah Madani Barkah¹, Eka Nurhidayat², Eva Fitriani Syarifah³

*English Education Study Program, Teachers Training and Education Faculty,
Universitas Majalengka*

corresponding authors

*Email: elfa.madaniz5@gmail.com, ekanurhidayat@unma.ac.id,
evafitrianisyarifah@unma.ac.id*

Abstract

The issue of using the first language in teaching English has always been controversial in teaching and learning English. In Indonesia, Bahasa Indonesia is also used in many English classes. This research aims to investigate the teacher and student purposes of using Bahasa Indonesia in EFL Classroom. This research used a qualitative design with interviews and observation instruments as the data collection techniques. Participants in this research were English teachers and students at one of the senior high schools in Majalengka. The findings show that many purposes the teacher's and student use of Indonesian in classroom. As long as the lecturer or teacher uses L1 correctly it can support the teaching process.

Keywords: The Use of Bahasa Indonesia; Teaching English; EFL Classroom.

INTRODUCTION

English is a foreign language in Indonesia, and even in the classroom, students hardly ever use it. This suggests that full English classes are utilized quite frequently and L1 is occasionally required. English is not always used or exposed, even by English department students. According to Darwanto (2019), English lessons are the only time or opportunity for students to learn the language. They are then thrust into a situation where speaking English is not encouraged. The time spent in class, which meets twice a week, is frequently very brief. And it delays students' understanding of English language instruction. In addition, the conditions of the students become the justification for the teachers using L1. Since some students may not be fluent in English, teachers will often speak in their mother tongue to help students feel at ease in English classes. Although Bahasa Indonesia is the official language, it must be made clear that it is not a mother tongue. To avoid confusion, the researcher, however, refers to L1 as Bahasa Indonesia and L2 as English.

A teacher's challenge is educating students in English as a foreign language. To create an interactive class, different techniques, methods, and approaches should be used. However, it is not always easy for teachers to convey implicit meaning in the target language. It can be challenging to list certain utterances in the target language at times. In this instance, the teacher is returning to teaching English as a foreign language using the L1. On the other hand, using L1 to teach English is controversial because, according to Kaanzadeh et al. (2013), using L1 excessively in L2 classes may make students dissatisfied. However, the study by Alzamil (2019), A brief introduction to perspectives on the use of the first language in second language teaching concludes that the first language, if used correctly, can facilitate rather than hinder the process of second language learning.

Moreover, in Indonesia, English lessons are typically taught in classrooms where both the teacher and the students speak the same first language. L1 can be beneficial for learning EFL and can offer the benefits of well-designed pedagogical activities. Additionally, L1 can help maintain communication in the classroom. The students communicate in English until they are unable to understand, e.g., the meaning of a word so they may clarify it in L1 (Burdujan, 2022). It indicates that while both can make use of L1 in an English-speaking classroom, there are some restrictions. Yildiz & Yesilyurt (2017) asserts when teaching students with low levels of proficiency or motivation, L1 use may yield positive results, whereas continuous use of target language may increase their anxiety and lead to a negative attitude toward the language. On the

other hand, Hasrina et al (2018) claims that excessive use of L1 can reduce students' exposure to the target language, English, and thus limit their opportunities to practice it. To help them become accustomed to English, teachers must inspire their students to use it in class. In addition to the teacher serving as a conduit, the student may also be the source of their own motivation.

Some factors for using L1 in L2 learning are identified one of senior high school in Majalengka. The L1 used by the teachers was mostly for activity objective, translation, comprehension check, activity instruction, evaluation, personal comments, eliciting contribution, and humors. In other words, the teachers preferred using first language to target language to explain difficult concepts/topics/materials, to check how well students understand the lesson and to deliver how to do the tasks in the class. Moreover, the L1 was also more preferable to give personal comments and humors as well as to evaluate students' performance and to maintain student discipline during the lesson. It can be assumed that the teachers chose to speak in first language to students in the classroom in the level of classroom management, i.e., lesson delivery, comprehension check, and student discipline. The use of L1 is considered to be crucial and is thought to facilitate the teaching and learning of foreign languages to improve the students' language proficiency (Hasrina et al, 2018).

Based on the background above, the question of this study can be focus to investigate the teacher's and students' purposes of L1 Indonesia in the EFL Classroom. Exploring the purposes of L1 in English teaching and comparing it with their actual practices would help teachers evaluate their own foreign language lessons objectively and help them realize the amount of L1 use by creating awareness about their EFL classroom.

METHOD

This research used the case study design in order to examine the teacher's purposes and student's purposes of using L1 in ELF classroom. The setting on this research is one of senior high school in Majalengka. The participants are 5 students and 1 teacher in senior high school. The main data for this research was gained through observation and interview. To obtain the data, the tape recorder was used to record the teaching process. The data analysis were familiarizing, organizing, coding and reducing, interpreting and representing. The data are categorized into 14 functions. Somehow, the use of L1 may be extended based on category that needed to be explained in this research into another category.

FINDING AND DISCUSSION

After collecting and analyzing data, the gathered data resulted in the function of the utterances spoken by teacher and students. Those data are presented based on the research questions formulation, as follow;

The Teacher's purposes

No.	The Function of Use L1	Sentences
1.	Giving instruction	<i>Baca paragraf ke 1 kemudian identifikasi</i> read the first paragraph then identify
2.	Checking understanding	<i>sampai sini paham ya?</i> Understand?
3.	Grammar instruction	<i>jadi, simple present itu pakai verb 1</i> So, the simple present uses verb 1
4.	Motivates students	<i>Dengarkan! sesulit apa pun pelajaran, jangan pernah meragukan potensi kamu sendiri.</i> Listen! no matter how difficult the lesson is, never doubt your own potential.
5.	Introduces new vocabulary	<i>di sini disebutkan kata "Advertisement" dalam bahasa indonesia disebut iklan.</i> here it is mentioned that the word "advertisement" in Indonesian is called iklan.
6.	Giving feedback	<i>okay, jawaban yang hampir tepat, bagus.</i> okay, almost right answer, great.

7.	Translation of sentences	Please listen! <i>Tolong dengarkan ya!</i> Anyone know? <i>Ada yang tau?</i>
8.	Classroom management	<i>Silahkan duduk dengan kelompoknya masing-masing.</i> Please sit with your groups.
9.	Makes jokes/humor	<i>saya lebih suka kalau kalian duduk dengan rapih, supaya masa depan kalian juga rapih.</i> I prefer it when you sit neatly, so that your future will also be neat.
10.	Ask/answer the questions	<i>Ada yang ditanyakan?</i> Any question?

The students' Purposes

1.	Talk to each other	<i>Sara, kamu sekelompok sama siapa?</i> Sarah, who are you in a group with?
2.	Communicate with the teacher	<i>ini pakai bahasa inggris bu?</i> In English miss?
3.	Progress pair/ group work	Kamu ngerjain yang ini, aku ngerjain yang Bya You do this part, I do part B, okay?
4.	Seek for helps from their friends	<i>Chand, liat jawaban nomer 5 dong.</i> Cand, the answer number 5, please.

The teacher may use L1 to make the students easy to understand the material as shown in the part of explaining material. Vera has compiled that using L1 can save the time. For difficult material it is ok for the teachers use L1. It is easier to explain grammar in the mother tongue. It will focus on the object of place. Oh here, but maybe I explain in bahasa ya of course it is rather difficult to explain in English. As Bakhtiarvand (2013) advocated that the use of L1 as an efficient way to make it easy for the students to understand L2. It is also supported by Miles (2004) who evaluated the use of L1 and found that possible support for monolingual and bilingual class. Kerr (2019) stated social function concerns with the management of the classroom such as managing personal relationship (building rapport, maintaining discipline), giving instructions, and dealing with administrative matters. Compared with the finding such as giving advice, asking the students' conditions, joking are included in building rapport. Joking is similar to Kadhim (2016) that the use of L1 is also for relaxing. Management of the classroom such as checking attendance, giving instructions, and classroom management are also found in this research. In this case the teacher tried to make the class disciplined and included in social function. Somehow, the utterance is kind of threatening the students. Othman and Abdulla (2011) found that L1 is used by the teachers and students arbitrary. It does not mean that certain circumstances can make the teacher use L1. it is more detailed that the uses of L1 are core function that related to teaching language and social function that related to class management.

CONCLUSION

Based on the discussion, there are 14 claims found in this study. By the teacher are mentioned Giving instruction, Checking understanding, Grammar instruction, Motivates students, Introduces new vocabulary, Giving feedback, Translation of sentences, Classroom management, Makes jokes/humor, Ask/answer the questions. On other hand by students are Talk to each other, Communicate with the teacher, Progress pair / group work, Seek for help from their friends. , L1 can help maintain communication in the classroom. As long as the teacher uses L1 correctly it can support the teaching process. On other hand, communication in the classroom is very necessary for the interaction of teacher and their student, so that learning achievements can be achieved, therefore the use of L1 in classroom sometimes need to be used.

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