

# CHAPTER I

## INTRODUCTION

This chapter provides the background of the study, which includes the importance of the study considering the theories of advantages and disadvantages of L1 in EFL class. Besides, it also provides the problems of the study, purposes of the study, and significance of the study.

### 1.1. Rationale

Current technologies make borders of time and spaces no longer an issue for people to interact and communicate. The advancement of technology makes us global citizens (Bulut, Çakmakb, & Kara, 2013). Thus, the English Language takes a vital role as a global lingua franca that people from different countries use to communicate (Smokotin, Alekseyenko, & Petrova, 2014). The English Language is also known as the lingua franca of all sciences (Akbari, 2016). It means that it is used by people to communicate for academic purposes internationally. However, many people have realized that learning English is not easy, especially for those who live in countries where English is a foreign language (EFL).

Thus, in teaching English as a foreign language, students' first Language as a medium for teaching English as a foreign language is considered to bring some benefits. From the students' point of view, it makes the students feel safe emotionally (Cozma, 2015). If the teachers only use English as the medium of instruction, many students were worried about learning a foreign language (Shah

et al., 2013). Besides, the students are given too much grammar knowledge that makes them feel bored to study English (Behroozi & Amoozegar, 2014). In a formal study, grammar takes an important position as the indicator that the students master the target language (Hossain, 2018). That condition makes the curriculum normally focuses more on English structure (Akbari, 2015). Thus, the use of students' first Language is good for students with a beginner level of English to maintain their self-esteem (Boustani, 2019). The students will understand teachers' explanations about a complex concept in the English Language delivered in their first Language (Madriñan, 2014).

While from the teachers' point of view, the use of students' first Language helps the teachers give extra and further explanations to them (Paker & Karağaç, 2015; Fitriani, Prasetyaningsih, & Samad, 2017). It helps the teachers explain difficult vocabulary and make the teaching and learning process more relaxed (Kelleher, 2013). Besides, students' abilities are not the same. The ones with higher English level mastery will be able to study English through English as a medium of teaching, while others probably still need their first Language to explain difficult concepts (Derakhshan & Shirmohammadli, 2015). Therefore, when the first Language is used wisely during the teaching and learning process of English as a foreign language, it can be a useful resource (Solhi & Büyükyazı, 2011). Furthermore, using the first Language also helps the teachers reduce their anxiety in teaching (Yavuz, 2012; Hasrina, Aziz, & Fitriani, 2018). Teachers of English as a foreign language may also feel anxious because they may also find difficulties explaining things in English.

In the Indonesian context, the Indonesian Language is the dominant language used at school and formal communication (Cohn & Ravindranath, Local languages in Indonesia: Language maintenance or language shift?, 2014; Hamied & Musthafa, 2019; Zamzani, 2018). Many local languages in Indonesia are shifted to the Indonesian Language (Cohn & Abtahian, 2017). In Bali, for example, many people also start to use the Indonesian Language to communicate with their families (Liniati, Rasna, & Sudiana, 2019). Thus, nowadays, we can say that the Indonesian Language has become the first Language of many Balinese people.

Based on the researcher's preliminary observation, it was found that in a public college in Jembrana Bali, called *Politeknik Negeri Bali – Kampus Jembrana*, the lecturers used the Indonesian Language as a medium of instruction to teach the English class. *Politeknik Negeri Bali – Kampus Jembrana* is a tourism vocational college majoring in hospitality/hotelier accommodation. It is a legal part of Politeknik Negeri Bali of Jimbaran, Badung, Bali, which is one of the oldest vocational colleges in Bali, Indonesia. The institution's mission is to prepare its students to be professional hotelier workforces who can compete globally/internationally. To compete internationally, the institution must prepare the students with excellent skills, knowledge, and attitude. Thus, proficiency in English is mandatory. However, despite what literature claims on the advantage of providing English exposure, based on preliminary observation, English teaching at Politeknik Negeri Bali - Kampus Jembrana was conducted by mixing English and Indonesian.

The current study focused on analysing the use of the first Language in the EFL class both from the students' and the lecturers' points of view. It was

conducted to determine how the lecturers used the Indonesian Language in EFL class, their reasons for using the Indonesian Language, and the students' and the lecturers' attitude toward using the Indonesian Language in EFL class. The study results can be a basis for further studies, especially for the studies that evaluate the Indonesian language's effectiveness as a medium in EFL class.

### **1.2 Statement of the Problems**

There are three research questions to be further investigated in this study in the next chapter, namely:

- a. How do the lecturers use the Indonesian Language in the language teaching-learning processes?
- b. Why do lecturers and students use (or do not use) L1?
- c. What are the lecturers' and students' attitudes towards the use of L1?

### **1.3 Purpose of the Study**

Following the research problems, the purposes of the study are:

- a. To find out how the lecturers use L1 in the language teaching-learning processes.
- b. To identify why lecturers and students use (or do not use) L1.
- c. To find out what the lecturers' and students' attitudes towards the use of L1 are.

### **1.4 Significance of the Study**

The result of this study is generally supposed to be beneficial for the EFL teachers/educators, students, and as well as for other researchers.

a. Theoretical Significance

So far, there are two major theories about what Language should be used in the EFL context. The first theory proposes using English as the only medium of instruction, while the second theory allows students' L1 as the medium of instruction. This study's results strengthen the second theory that the use of L1 may bring benefits to the EFL students. Teachers may use students' L1 for a certain instructional purpose.

b. Practical Significance

There are benefits for teachers/educators, students, institutions, and other researchers, which will be explained as follows:

1) Teachers/Educators

The study results can provide teachers/educators with information regarding using the first Language in the English Classroom and its impact.

2) Students

This study's findings are expected to help the students give them a road map of how to learn English in the best way with circumstances.

3) The Institutions

The study will provide the college/school with useful information regarding the use of the first Language in the English Classroom and its impact. This may result in a better strategy of teaching-learning. The study's findings will significantly contribute to the progress and

development of English Language Teaching (ELT) in vocational (hospitality) schools/colleges in Bali. To gain a better result in foreign language teaching-learning, the findings of the study would be an additional reference to it. The data of the study would also be suitable as a reference in writing materials and modules for ELT class in *Politeknik Negeri Bali - Kampus Jembrana* and other vocational colleges in Bali.

4) Other Researchers

The study is meant to provide a good reference when any similar studies are conducted. This research's findings will contribute to research areas concerning the use of L1 in language teaching (EFL). This study is intended to contribute to the following study with the same topic.

