

References

- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, 199, 394 – 401. doi: 10.1016/j.sbspro.2015.07.524
- Akbari, Z. (2016). The study of EFL students' perceptions of their problems, needs and concerns over learning English: The case of MA paramedical students. *Procedia - Social and Behavioral Sciences*, 32, 24-34. doi:10.1016/j.sbspro.2016.10.006
- Akhtar, H., Khan, A., & Fareed, M. (2016). Code-Mixing and Code-Switching in EFL/ESL. *Balochistan Journal of Linguistics*, 4, 29-42.
- Akhtar, H., Khan, A., & Fareed, M. (2016). Code-mixing and code-switching in EFL/ESL context: a sociolinguistic approach. *Balochistan Journal of Linguistics*, 4, 29-42.
- Almoayidi, K. A. (2018). The Effectiveness of Using L1 in Second Language Classrooms: A Controversial Issue. *Theory and Practice in Language Studies*, 8(4), 375-379. doi:http://dx.doi.org/10.17507/tpls.0804.02
- Alrabai, F. (2017). Self-esteem of Saudi Learners and Its Relationship to Their Achievement. *English Linguistics Research*, 6(4), 1-12. doi:http://dx.doi.org/10.5430/elr.v6n4p1
- Alshehri, E. (2016). Using Learners' First Language in EFL Classrooms. *The European Conference on Language Learning* (pp. 1-12). London: The International Academic Forum.

- Ariffin, K., & Husin, M. S. (2011). Code-switching and Code-mixing of English and Bahasa Malaysia in ContentBased Classrooms: Frequency and Attitudes. *The Linguistics Journal*, 5(1), 220-247.
- Arifin, W. L. (2017). Psychological Problems and Challenge In EFL Speaking Classroom. *Register Journal, Language & Language Teaching Journals*, 10(1), 29-47.
- Aslrasouli, M., & Vahid, M. S. (2015). An Investigation of Teaching Anxiety among Novice and Experienced Iranian EFL Teachers across Gender. *Procedia - Social and Behavioral Sciences*, 98, 304 – 313. doi:10.1016/j.sbspro.2014.03.421
- Azlan, N. M., & Narasuman, S. (2013). The Role of Code-Switching as a Communicative Tool in an ESL. *Procedia - Social and Behavioral Sciences*, 90, 458 – 467. doi:10.1016/j.sbspro.2013.07.115
- Azlan, N. M., & Narasuman, S. (2013). The Role of Code-Switching as a Communicative Tool in an ESLTeacher Education Classroom. *Procedia - Social and Behavioral Sciences*, 458 – 467.
- Behroozi, M., & Amoozegar, A. (2014). Challenges to English language teachers of secondary schools in Iran. *Procedia - Social and Behavioral Sciences*, 136, 203-207. doi:10.1016/j.sbspro.2014.05.314
- Berch, D. B., Geary, D. C., & Koepke, K. M. (2018). Language and Culture in Mathematical Cognitive Development. In *Mathematical Cognition and Learning, Language and Culture in Mathematical Cognition* (pp. 1-29). Academic Press. doi:doi.org/10.1016/B978-0-12-812574-8.00001-8

- Boustani, K. (2019). The Correlation between Translation Equivalence, as a Vocabulary Learning Strategy, and Tunisian EFL Learners' Speaking Anxiety. *Languages*, 4(19), 1-24. doi:10.3390/languages4010019
- Bulut, B., Çakmakb, Z., & Kara, C. (2013). Global citizenship in technology age from the perspective of social sciences. *Procedia - Social and Behavioral Sciences*, 103, 442-448. doi:10.1016/j.sbspro.2013.10.358
- Campillo-Ferrer, J.-M., Miralles-Martínez, P., & Sánchez-Ibáñez, R. (2020). Gamification in Higher Education: Impact on Student. *Sustainability*, 12, 1-13. doi:http://dx.doi.org/10.3390/su12124822
- Cardoso, A. P., Ferreira, M., Abrantes, J. L., Seabra, C., & Costa, C. (2011). Personal and pedagogical interaction factors as determinants of academic achievement. *Procedia - Social and Behavioral Sciences*, 29, 1596 – 1605. doi:10.1016/j.sbspro.2011.11.402
- Català, A. B. (2015). The Cultural Component in the First Language (L1) Teaching: Cultural Heritage, Identity and Motivation in Language Learning. *Procedia - Social and Behavioral Sciences*, 178, 20-25. doi:https://doi.org/10.1016/j.sbspro.2015.03.140.
- Choi, T.-H., & Leung, C. (2014). Uses of first and foreign languages as learning resources in a foreign language classroom. *The Journal of Asia TEFL*, 14(4), 587-604. doi:http://dx.doi.org/10.18823/asiatefl.2017.14.4.1.587
- Clayton, T. (2006). Language Education Policies in Southeast Asia. In K. Brown (Ed.), *Encyclopedia of Language & Linguistics* (pp. 430-432). Elsevier. doi:https://doi.org/10.1016/B0-08-044854-2/00667-2

- Cohn, A. C., & Abtahian, M. R. (2017). Big languages aren't (necessarily) safe: Language shift in the major languages of Indonesia. *International Seminar on Sociolinguistics and Dialectology: "Changes and Development of Language in Social Life"* (pp. 1-7). Jakarta: Universitas Indonesia.
- Cohn, A. C., & Ravindranath, M. (2014). Local languages in Indonesia: Language maintenance or language shift? *Linguistik Indonesia*, 32(2), 131-148.
- Costa, C., Cardoso, A. P., Lima, M. P., Ferreira, M., & Abrantes, J. L. (2015). Pedagogical interaction and learning performance as determinants of academic achievement. *Procedia - Social and Behavioral Sciences*, 171, 874 – 881. doi: 10.1016/j.sbspro.2015.01.203
- Cozma, M. (2015). The challenge of teaching English to adult learners in today's world. *Procedia - Social and Behavioral Sciences*, 197, 1209-1214. doi: 10.1016/j.sbspro.2015.07.380
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE Publication.
- Crystal, D. (2011). *A Dictionary of Linguistics and Phonetics*. New York: Blackwell Publishing.
- Denizer, E. N. (2017). Does mother tongue interfere in second language learning? *Journal of Foreign Language Education and Technology*, 2(1), 39-54.
- Derakhshan, A., & Shirmohammadli, M. (2015). The difficulties of teaching English language: The relationship between research and teaching. *International Journal of Linguistics*, 7(1), 102-110. doi:http://dx.doi.org/10.5296/ijl.v7i1.6648

- Deuter, M., Turnbull, J., & Bradbery, J. (2016). *The Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Elkilic, G. (2012). Mother tongue traces of turkish university students on composition papers written in English. *Procedia - Social and Behavioral Sciences*, 47, 656-664. doi:<https://doi.org/10.1016/j.sbspro.2012.06.713>
- Erk, M. (2017). English language instructors' beliefs about the role of L1 in English language development and formal instruction in Croatia: A survey. *Explorations in English Language and Linguistics*, 5(2), 95-121. doi:10.2478/exell-2019-0002
- Fitriani, S. S., Prasetyaningsih, D. R., & Samad, I. A. (2017). The influence of first language toward students' achievement in learning English. *Jurnal Pencerahan*, 11(1), 28-38. doi:10.13170/jp.11.1.8103
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw Hill.
- Gablasova, D. (2015). Learning technical words through L1 and L2: Completeness and accuracy of word meanings. *English for Specific Purposes*, 39, 62-74. doi:<https://doi.org/10.1016/j.esp.2015.04.002>
- Galali, A., & Cinkara, E. (2017). The Use of L1 in English as a Foreign Language Classes: Insights from Iraqi Tertiary Level Students. *Advances in Language and Literary Studies*, 8(5), 54-64. doi:<http://dx.doi.org/10.7575/aiac.all.v.8n.5p.54>
- Ghasemi, B., & Hashemi, M. (2011). Foreign Language Learning During Childhood. *Procedia - Social and Behavioral Sciences*, 28, 872-876. doi:<https://doi.org/10.1016/j.sbspro.2011.11.160>

- Göltenboth, F., & Erdelen, W. (2006). Geography and Geology. In F. Göltenboth, K. H. Timotius, P. P. Milan, & J. Margraf (Eds.), *Ecology of Insular Southeast Asia* (pp. 3-16). Elsevier. doi:<https://doi.org/10.1016/B978-044452739-4/50002-4>.
- Gustaman, W. W. (2015). The correlation between students' self – esteem and their english speaking competencies. *Journal of English and Education*, 3(2), 121-137.
- Gvarishvili, Z. (2013). Interference of L1 prepositional knowledge in acquiring of prepositional usage in English. *Procedia - Social and Behavioral Sciences*, 70, 1565 – 1573. doi: 10.1016/j.sbspro.2013.01.224
- Hamied, F. A., & Musthafa, B. (2019). Policies on language education in Indonesia. *Indonesian Journal of Applied Linguistics*, 9(2), 308-315. doi:<http://dx.doi.org/10.17509/ijal.v9i2.20279>
- Hasrina, N., Aziz, Z. A., & Fitriani, S. S. (2018). First language (L1) use in the EFL classroom: Perceptions of students and teachers. *English Education Journal*, 9(3), 406-421.
- Hidayati, I. N. (2012). Evaluating the role of L1 in teaching receptive skills and grammar in EFL classes. *Indonesian Journal of Applied Linguistics*, 1(2), 17-32. doi:<https://doi.org/10.17509/ijal.v1i2.82>
- Ho, W., & Wong, R. (2006). Applied Linguistics in Southeast Asia. In K. Brown (Ed.), *Encyclopedia of Language & Linguistics* (pp. 385-393). Elsevier. doi:<https://doi.org/10.1016/B0-08-044854-2/00608-8>
- Hoffman, C. (1991). *An Introduction to bilingualism*. New York: Longman.

- Hossain, M. A. (2018). Difficulties of learning English language at the secondary level: A case study of Thakurgaon District. *Journal of Education and Training, 5*(2), 165-181. doi:<http://dx.doi.org/10.5296/jet.v5i2.13500>
- Jebreil, N., Azizifar, A., & Gowhary, H. (2015). Investigating the Effect of Anxiety of Male and Female Iranian EFL Learners on their Writing Performance. *Procedia - Social and Behavioral Sciences, 185*, 190 – 196. doi:10.1016/j.sbspro.2015.03.360
- Jingxia, L. (2010). Teachers' Code-Switching to the L1 in EFL Classroom. *The Open Applied Linguistics Journal, 3*, 10-23.
- Kalanzadeh, G. A., Mahnegar, F., Hassannejad, E., & Bakhtiarvand, M. (2013). The influence of efl students' self-esteem on their speaking skills. *The International Journal of Language Learning and Applied Linguistics World, 2*(2), 76-83.
- Kalanzadeh, G.-A., Hemati, F., Shahivand, Z., & Bakhtiarvand, M. (2013). The use of students' L1 in English classes. *The International Journal of Language Learning and Applied Linguistics World, 2*(2), 30-39.
- Kelleher, M. (2013). Overcoming the first language taboo to enhance learning a foreign language. *Procedia - Social and Behavioral Sciences, 93*, 2037-2042. doi:<https://doi.org/10.1016/j.sbspro.2013.10.161>
- Košir, K., Sočan, G., & Pečjak, S. (2007). The role of interpersonal relationships with peers and with teachers in students' academic achievement. *Review of Psychology, 14*(1), 43-58.
- Kozhevnikova, E. (2014). Exposing students to authentic materials as a way to increase students' language proficiency and cultural awareness. *Procedia -*

Social and Behavioral Sciences, 116, 4462-4466. doi:
10.1016/j.sbspro.2014.01.967

Kratz, U. (2006). Encyclopedia of Language & Linguistics (Second Edition). In K. Brown (Ed.), *Encyclopedia of Language & Linguistics* (pp. 639-641). Elsevier. doi:<https://doi.org/10.1016/B0-08-044854-2/01720-X>.

Kurniawati, A. (2017). Teachers' perspectives toward L1 use in early English immersion programs. *English Language Teaching and Research Journal*, 1(1), 1-12. doi:10.37147/eltr.2017.010101

Labaree, D. F. (2000). On the nature of teaching and teacher education difficult practices that look easy. *Journal of Teacher Education*, 51(3), 228-233. doi: 10.1177/0022487100051003011

Latif, N. A. (2015). A Study on English Language Anxiety among Adult Learners in Universiti Teknologi Malaysia (UTM). *Procedia - Social and Behavioral Sciences*, 208, 223 – 232. doi:10.1016/j.sbspro.2015.11.198

Li, P., & Dong, Y. (2020). Language experiences and cognitive control: A dynamic perspective. In K. D. Federmeier, & H.-W. Huang (Eds.), *Psychology of Learning and Motivation* (pp. 27-52). Academic Press. doi:doi.org/10.1016/bs.plm.2020.02.002

Liniati, N. W., Rasna, I. W., & Sudiana, I. N. (2019). The use of Indonesian language as the first language by children of the Balinese family (sentence analysis in terms of contents and structure). *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, 3(1), 1-9. doi:<http://dx.doi.org/10.23887/jppsh.v3i1.17358>

- Love, N., & Ansaldo, U. (2010). The native speaker and the mother tongue. *language Sciences*, 32(6), 589-593. doi:<https://doi.org/10.1016/j.langsci.2010.09.003>.
- Low, P. K., & Ang, S. L. (2011). How to be a good teacher? *Educational Research*, 2(5), 1118-1123.
- Lucardie, D. (2014). The impact of fun and enjoyment on adult's learning. *Procedia - Social and Behavioral Sciences*, 146, 439 – 446. doi:10.1016/j.sbspro.2014.07.696
- Madriñan, M. S. (2014). The use of first language in the second-language classroom: A support for second language acquisition. *Gist Education and Learning Research Journal*, 9, 50-66.
- Manara, C. (2007). The Use of L1 Support: Teachers' and Students' Opinions and Practices in an Indonesian Context. *Journal of Asia TEFL*, 4(1), 145-178.
- Marlowe, Z. (2016). Diversity and challenges in the English as a foreign language classroom. *International Review of Social Sciences and Humanities*, 11(1), 34-40.
- Mart, C. T. (2013). The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 1(4), 103-105.
- McIntosh, C. (2013). *Cambridge advanced learner's dictionary*. Cambridge: Cambridge University Press.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis, a methods sourcebook*. New York: Sage Publications.

- Moetia, M., Kasim, U., & Fitriani, S. S. (2018). Code mixing and code switching in the classroom interaction. *English Education Journal*, 9(2), 229-242.
- Mohammed, M. H. (2018). Challenges of learning English as a foreign language (EFL) by non-native learners. *International Journal of Social Science and Economic Research*, 3(4), 1381-1400.
- Moradi, S., Faghiharam, B., & Ghasempour, K. (2018). Relationship Between Group Learning and Interpersonal Skills With Emphasis on the Role of Mediating Emotional Intelligence Among High School Students. *Sage Open*, 1-10. doi:<https://doi.org/10.1177/2158244018782734>
- Muysken, P. (2000). *Bilingual Speech: A typology of Code-Mixing*. Cambridge: Cambridge University Press.
- Neokleous, G. (2017). Closing the Gap: Student Attitudes Toward First Language Use in Monolingual EFL Classrooms. *TESOL Journal*, 8(2), 314-341. doi:<https://doi.org/10.1002/tesj.272>
- Nordina, N. M., Ali, F. D., Zubir, S. I., & Sadjirin, R. (2013). ESL Learners' reactions towards code switching in classroom. *Procedia - Social and Behavioral Sciences*, 90, 478-487. doi:10.1016/j.sbspro.2013.07.117
- Nurhamidah, Maret, P. o., & Supriyadi, S. (2018). Code-Switching in EFL Classroom: Is It Good or Bad? *Journal of English Education*, 3(2), 78-88. doi:<http://dx.doi.org/10.31327/jee.v3i2.861>
- Nurkencana, W., & Sunartana, P. P. (1992). *Evaluasi Pendidikan*. Surabaya: Usaha Nasional.

- Özütürka, G., & Hürsen, Ç. (2014). Determination of university students motivation in EFL Classroom. *Procedia - Social and Behavioral Sciences*, 116, 7-12. doi:10.1016/j.sbspro.2014.01.159
- Pablo, I. M., Lengeling, M. M., Zenil, B. R., Crawford, T., & Goodwin, D. (2011). Students and Teachers' Reasons for Using the First Language Within the Foreign Language Classroom (French and English) in Central Mexico. *Profile*, 13(2), 113-129.
- Paker, T., & Karaağaç, Ö. (2015). The use and functions of mother tongue in EFL classes. *Procedia - Social and Behavioral Sciences*, 119, 111-119. doi:https://doi.org/10.1016/j.sbspro.2015.07.494
- Pan, Y.-c., & Pan, Y.-c. (2010). The Use of L1 in the Foreign Language Classroom. *Columbia Applied Linguistics Journal*, 12(2), 87-96.
- Pasawano, T. (2015). Results of enhanced learning with the edutainment format. *Procedia - Social and Behavioral Sciences*, 176, 946-951. doi:10.1016/j.sbspro.2015.01.563
- Peixoto, F., & Almeida, L. S. (2010). Self-concept, self-esteem and academic achievement: strategies for maintaining self-esteem in students experiencing academic failure. *European Journal of Psychology of Education*, 25(2), 157-175. doi:10.1007/s10212-010-0011-z
- Quílez-Robres, N. M., & Pascual, A. C. (2020). Self-Esteem and Motivation for Learning in Academic Achievement: The Mediating Role of Reasoning and Verbal Fluidity. *Sustainability*, 12, 1-14. doi:http://dx.doi.org/10.3390/su12145768

- Rahmawati, I. N. (2015). The use of L1 in the English classroom. *English Education: Jurnal Tadris Bahasa Inggris*, 8(1), 1-15.
doi:<https://doi.org/10.24042/ee-jtbi.v8i1.504>
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Longman.
- Rouzbahani, N., & Alipour, M. (2019). On the Differential Effects of the Teacher's L1 Use or L2-only Explanations on EFL Learners' Learning and Retention of Concrete and Abstract Words. *International Journal of TESOL Studies*, 1(1), 71-101.
- Saburlu, Z. Ç. (2019). Students' perceptions towards the use of first language in the foreign language classroom. *European Journal of Foreign Language Teaching*, 4(2), 44-61. doi:<https://doi.org/10.5281/zenodo.3238664>
- Septeria, L. A. (2015). *Students' Perception toward The Use of L1 (Indonesia) in English Classroom*. Salatiga: Universitas Kristen Satya Wacana.
- Shah, A., Saidin, A. Z., Taha, I. F., & Zeki, A. M. (2011). Frequencies Determination of Characters for Bahasa Melayu: Results of Preliminary Investigations. *Procedia - Social and Behavioral Sciences*, 27, 233-240.
doi:<https://doi.org/10.1016/j.sbspro.2011.10.603>
- Shah, P. M., Hashim, N. H., Yusof, A., Din, R., Karim, A. A., & Rahman, G. A. (2013). L2 learning challenges and needs of university students: A preliminary study. *Procedia - Social and Behavioral Sciences*, 106, 1669-1676. doi:<https://doi.org/10.1016/j.sbspro.2013.12.189>
- Shakir, M. (2014). Academic anxiety as a correlate of academic achievement. *Journal of Education and Practice*, 5(10), 29-36.

- Shariati, M. (2019). Students' Attitudes Towards the Use of L1 in EFL Classrooms: A Case Study at an English Language School in Iran. *Journal of Applied Linguistics and Language Research*, 6(2), 198-217.
- Shin, J.-Y., Dixon, L. Q., & Choi, Y. (2020). An updated review on use of L1 in foreign language classrooms. *Journal of Multilingual and Multicultural Development*, 41, 406-419.
doi:<https://doi.org/10.1080/01434632.2019.1684928>
- Shuchi, I., & Islam, A. B. (2016). Teachers' and Students' Attitudes towards L1 Use in EFL Classrooms in the Contexts of Bangladesh and Saudi Arabia. *English Language Teaching*, 9(12), 62-73.
doi:<http://dx.doi.org/10.5539/elt.v9n12p62>
- Smokotin, V. M., Alekseyenko, A. S., & Petrova, G. I. (2014). The phenomenon of linguistic globalization: English as the Global Lingua Franca (EGLF). *Procedia - Social and Behavioral Sciences*, 154, 509-513. doi: 10.1016/j.sbspro.2014.10.177
- Solhi, M., & Büyükyazı, M. (2011). The use of first language in the EFL classroom: A facilitating or debilitating device? *1st International Conference on Foreign Language Teaching and Applied Linguistics*, (pp. 860-866). Sarajevo.
- Subandowo, D. (2017). The language interference in English speaking ability for EFL learners. *The Fifth International Seminar on English Language and Teaching*. Padang: Faculty of Languages and Arts of Universitas Negeri Padang .

- Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860 – 1868. doi:10.1016/j.sbspro.2013.10.131
- Tajgozari, M. (2017). Factors Contributing To the Use of L1 in English Classrooms: Listening To the Voice of Teachers and Students in Iranian Institutes. *International Journal or Research in English Education*, 2(2), 63-75.
- Topçu, S., & Leana-Taşçılar, M. Z. (2016). The role of motivation and self-esteem in the academic achievement of Turkish gifted students. *Gifted Education International*, 34(1), 3–18. doi:https://doi.org/10.1177/0261429416646192
- Turner, S., & Harder, N. (2018). Psychological Safe Environment: A Concept Analysis. *Clinical Simulation in Nursing*, 18, 47-55. doi:https://doi.org/10.1016/j.ecns.2018.02.004
- Yavuz, F. (2012). The attitudes of English teachers about the use of L1 in the teaching of L2. *Procedia - Social and Behavioral Sciences*, 46, 4339 – 4344. doi:10.1016/j.sbspro.2012.06.251
- Zamzani, U. F. (2018). Language Shift and Language Maintenance of Local Languages toward Indonesian. *Advances in Social Science, Education and Humanities Research*, 165, 231-235.
- Zulfikar, Z. (2018). Rethinking the use of L1 in L2 classroom. *Englisia Journal*, 6(1), 43-51. doi:http://dx.doi.org/10.22373/ej.v6i1.2514