

The Use of First Language in General English Class of Non-English Major Students

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Abstract

The objectives of this research are to examine how first languages are perceived in English language classes and to look at how both teachers and students use their first language in these types of situations. This research used a mixed-method approach, where both quantitative and qualitative research is undertaken. The type of data from this research was obtained from 2 data. Questionnaire data from 60 respondents. Interview data from 5 students and 1 lecturer. In this research, the researchers found (1) Students' perceptions of first language use in English class (2) Reasons why teachers and students use their first language in English class (3) The reasons teachers allow students to use first language in English class (4) Students' reasons prefer to use the first language during the teaching and learning process. Language teaching not only embraces the use of first language (Indonesian) in EFL education, but is also considered a valuable resource that should not be neglected. English teachers must speak up against the excessive use of their first language. However, it can be put to good use in understanding new abstract words, assessing comprehension, giving instructions, and explaining grammar. Therefore, first language is once again in the spotlight, becoming a useful but neglected resource in EFL education.

Keywords *First language, Communicative language teaching, EFL education.*

A. Introduction

This research aims to explore the realization of the use of the first language in English classrooms and to explore the perspective of students on the use of first language in English classrooms. The phenomenon behind this study is that most of the students want to use first language or their mother tongue in English learning classroom because they believe first language could help and facilitate their English learning.

Interest in learning English as a second or foreign language has grown in recent decades, as English plays an important role in almost every aspect of modern life such as being a lingua franca. People from different cultural and linguistic backgrounds do most of the communication goals in English. But the need is growing, as second language/foreign language learning gains a lot of attention in teaching methods and approaches, the medium of education and the role of first language have become one of the most important issues to consider. In this regard, there are two opposing approaches to what it means to use her first language in teaching and learning English as a foreign or second language. Some experts consider using first language as a barrier to target language (TL) learning. First language learners, on the other hand, assist in learning the target language. However, in most cases, the mother tongue is the parent's language. Parents are usually the first to come in contact with their children and therefore their language.

There are always conflicting views regarding the use of first language in learning English as a Foreign Language, or English as it is commonly known as EFL (English as a Foreign Language). A monolingual approach always emphasizes the importance of using "English only" to achieve the goals of effective English learning. This means that the use of first language in EFL learning should be prohibited as much as possible. In his book, Krashen argues that students acquire a second language by receiving input from messages and understanding their meaning. According to this hypothesis, a student or learner acquires a second language in the only way by comprehending and understanding the meaning of the messages conveyed. Students can speak a second language because they receive sufficient input and comprehension. For this reason, increasing the input into the student's minds is necessary to improve their skills. So, second language learning is an ongoing process related to the problem of linguistic input. In this process, the first language plays a role in determining the student's proficiency in the second language.

In the process of learning a second language, the first language helps to transfer meaning from the meaning contained in the input from the second language to a process of internalization or accumulation. The more students can translate the meaning of the input they receive into their existing first language, the more likely they are to translate that language input into additional skills in their second language. The influence of the first language on the second language learning process can also come from what was then called "interlanguage".

In principle, the mother tongue or first language acts as an intermediary for language teaching and learning. The use of native language is an inevitable part of second or foreign language teaching in a variety of situations where both teachers and learners share the same native language. However, there is an ongoing debate as to whether the use of the mother tongue should be avoided or allowed in English learning classroom. Therefore, it seems necessary to study the phenomenon in more detail according to the needs and circumstances in the Indonesian context.

Regarding using first language or mother tongue in English learning classroom, several researchers have conducted the research. The first is “Teachers and students’ beliefs about using L1 (Afaan Aromoo) in the EFL classroom: the case of Shambu primary school, Oromia, Ethiopia” by Gemechu Bane and Dr. Tamene Kitila (Bane & Kitila, 2022). According to their research, L1 (first language) can be a cognitive tool because it provides learners with a framework for accomplishing learning tasks, supports student comprehension, and helps create a positive learning environment. When a teacher uses her L1 (first language) in an English class, students relax and the benefits of L1 come to mind. This shows a student's cognitive responses that show how the student thought when the teacher used her L1 and responses that emphasize the benefits of using the L1.

The second is “Students’ Attitude and Perceived Needs towards the Use of L1 in English Classes” by Zohaib Ahmad, Qudsia Ishaq, and Aneela Ejaz (Ahmad et al., 2022). According to their research, Students indicated that they employ Urdu (L1) in their English classrooms since they are not proficient in English and hence feel more at content using Urdu (L1). They are also more inclined to employ Urdu (L1) because they believe it would allow them to better understand and study English (L2), therefore it will provide satisfaction to them.

The third is “L1 usage in English teaching: students’ perspective” (Jabu, 2022). The results show that students show a positive attitude towards using Indonesian as their first language (L1) in English classes, especially when teachers explain difficult concepts and clarify instructions. suggesting. They all agree that Indonesian plays an important role in foreign language learning.

Fourth is Students' perceptions of using L1 as a medium for English instruction were the focus of Dahsan (2018)'s study from the Department of English Language Education at IAIN Palangkaraya (Dahsan, 2018). He did questionnaires and interviews with two teachers and 25

students to get the information. The majority of students agreed, according to the findings, that their classrooms should use Bahasa for language instruction. Nevertheless, they also believe that the teaching and learning process of English as a second language can enhance their English proficiency and skills. According to the teachers, they prefer to use L2 rather than first language. They only use first language when they have to, like when they teach, check for comprehension, translate sentences, and give homework.

In the Indonesian context where English is used as a foreign language, Students have fewer opportunities to practice English outside of class. The only exposure they receive is English classes. On the one hand, students maximize practicing English in the classroom, while Bahasa Indonesian is still widely used in classrooms.

Based on the results of pre-research observations conducted by the researcher in the Fourth Semester of the Islamic banking study program at UINFAS Bengkulu on march 1st ,2023. Most of the students want to use first language or their mother tongue in English learning classroom, they feel that using the first language will make it easier for them in the teaching and learning process.

Considering the above situation and the fact that we use this study was an attempt to explore the implementation of Indonesian language use in EFL classrooms and students' perspectives on using Indonesian in the EFL classroom. We hope that this result will help elucidate the use of Indonesian in English teaching and provide English teachers with useful information on the correct use of L1 in English teaching.

Based on the background of the study, the formulation of the problem in this research is as follows:

1. What are the students' perceptions of the use of first language in EFL classes by students?
2. How do EFL teachers and students use first language during the teaching and learning process?
3. Why do teachers allow students to use first language in class?
4. Why do EFL students prefer using first language during the teaching and learning process?

B. Research Methodology

This research used a mixed-method approach, where both quantitative and qualitative research is undertaken. Mixed methods are a research approach that combines quantitative and qualitative techniques for use in a research project to produce more extensive, valid, and accurate information (Sugiyono, 2009). Quantitative data is used in this study to gather data with quantifiable descriptive, comparative, and associative properties. Quantitative data can be supported, strengthened, expanded, weakened, or refuted by qualitative data. Quantitative data is used to see how much influence first language has in English foreign language. While qualitative data is used to find out why the teacher uses and allows students to use Indonesian or first language in class.

The study population is 4th-semester students from the Islamic banking study program at UINFAS Bengkulu.

Table 3.1

Population of the research

No	Class	Number of Students
1.	A	31
2.	B	29
3.	C	31
4.	D	30
5.	E	29
	Total	150

Source: Interview with class members, June 2023

Data collection techniques and instrument quantitative used a Questionnaire, Observation, and Interview. The questionnaire is a data collection technique by giving a set of questions related to research to respondents to be answered to produce data that answer the research problem formulation (Sugiyono, 2009). The general purpose of observation is to collect data that is used to answer problems that arise in teaching and learning (Cohen, 2018). for research purposes by question and answer in direct contact between the interviewer and the informant or the respondent, with or without the use of guided (lead) interviews, if the interviewer is involved in the informant's social life (Thalha et al., 2019).

The data analyzis technique used questionnaire, and interview, data processing techniques in this study uses Microsoft Excel for Windows because the program has strong

statistical capabilities, and the graphical environment data management system uses simple, descriptive menus and dialog boxes, making it easy to understand. Data analysis is to describe the data and explain the circumstances of the data obtained. First, the researcher sorts the data collected from interviews and observation, the data is sorted according to the research focus. then the data is processed and summarized in the final stage, namely drawing conclusions.

$$P = F/N \times 100\%$$

Where:

P= Percentage

F= Frequency

N= The total number of students

100% = Constant Number

The research scale scores are as follows:

Table 3.4

Research scale table

Percentage (%)	Development
0-20	Very weak
21-40	Weak
41-60	Enough
61-80	Strong
81-100	Very strong

C. Results and Discussion

1. Results

The type of data from this study was obtained from 2 data, namely questionnaires and interviews. Questionnaire data was obtained from the number of respondents 60 people who have been selected at simple random sampling. Interview data obtained from respondents as many as 5 students and 1 lecturer selected randomly purposively sampling. There are four kinds of research findings in this research: (1)

Students` perceptions of first language use in English class (2) Reasons why teachers and students use their first language in English class (3) The reasons teachers allow students to use first language in English class (4) Students' reasons prefer to use the first language during the teaching and learning process. Research finding number 1 in can use quantitative. While, research findings number 2,3, and 4 were obtained through qualitative.

1. Students` perceptions of first language use in English class

The followings are the results and description of data findings from the distribution of questionnaires containing seven aspets or situations for the use of the first language in English class.

Table 4.1
The use of first language in giving instructions

No Item	Total numbers of item	Score	f	Total average score	%
1,2,3,4,5	5	SA (5)	24	120	11%
		A (4)	162	656	59%
		N (3)	114	342	31%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%
Total			300	1118	100%
Max score				1500	
Average percentage				75%	
Criteria				Strong	

Description of the use of first language in giving instruction table: after looking at the use of first language in giving instruction table, the most students chose the agree (4) score with a frequency of 162 of the 5 questionnaire items so that a percentage of 59% was obtained, and 0% for strongly disagreed (1). So, it can be concluded that students agree that Indonesian is used in English class for giving instructions.

The percentage of the use of first language in giving instructions can also be observed through the following pie charts, which are based on the table and explanation above:

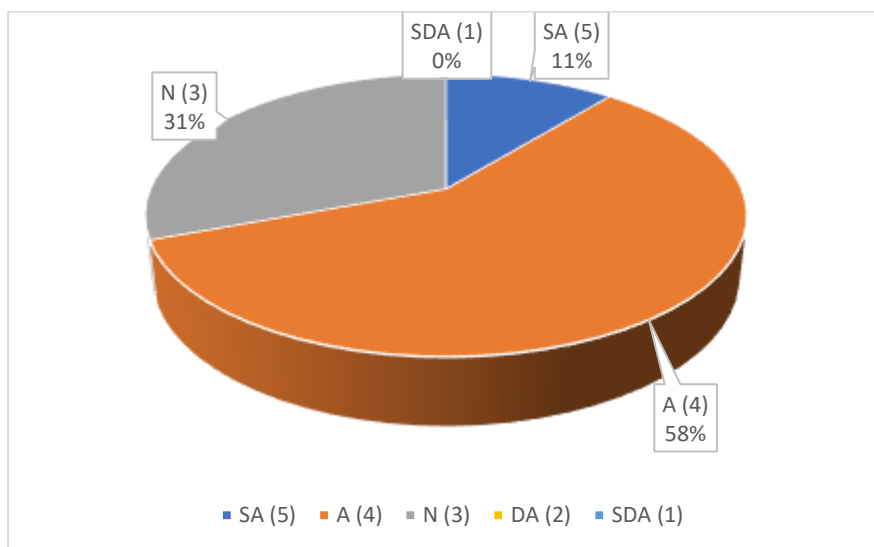


Figure 4.1

Pie chart of the use of first language in giving instructions

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 11%, agree as much as 59%, neutral 31%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of Indonesian or first language in giving instructions in class.

Table 4.2

The use of first language in explaining abstract terms

No Item	Total numbers of item	Score	F	Total average score	%
6,7,8,9,10	5	SA (5)	35	175	15%
		A (4)	163	652	58%
		N (3)	102	306	27%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%
Total			300	1133	100%
Max score				1500	
Average percentage				76%	
Criteria				Strong	

Description of the use of first language in explaining abstract terms table: after looking at the use of first language in explaining abstract terms table, the most students chose the agree

(4) score with a frequency of 163 of the 5 questionnaire items so that a percentage of 58% was obtained, 0% for disagree(2), 0% for strongly disagreed (1). From the table, it can be concluded that students agree that Indonesian is used in English class for explaining abstract terms.

The percentage of the use of first language in explaining abstract terms can also be observed through the following pie charts, which are based on the table and explanation above:

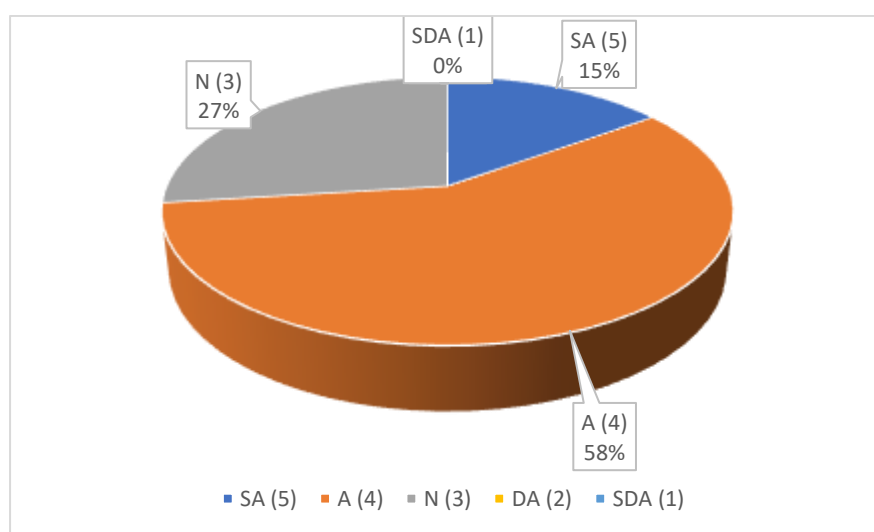


Figure 4.2

Pie chart of the use of first language in explaining abstract terms

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 15%, agree as much as 58%, neutral 27%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in explaining abstract terms.

Table 4.3

The use of first language in teaching grammar

No Item	Total numbers of item	Score	F	Total average score	%
11,12,13,14,15	5	SA (5)	27	135	12%
		A (4)	157	628	57%
		N (3)	116	348	31%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%

Total	300	1111	100%
Max score		1500	
Average percentage		74%	
Criteria		Strong	

Description of the use of first language in giving instruction table: after looking at the use of first language in giving instruction table, the most students chose the agree (4) score with a frequency of 157 of the 5 questionnaire items so that a percentage of 57% was obtained, and 0% for strongly disagreed (1). So, it can be concluded that students agree that Indonesian is used in English class for teaching grammar.

The percentage of the use of first language in teaching grammar can also be observed through the following pie charts, which are based on the table and explanation above:

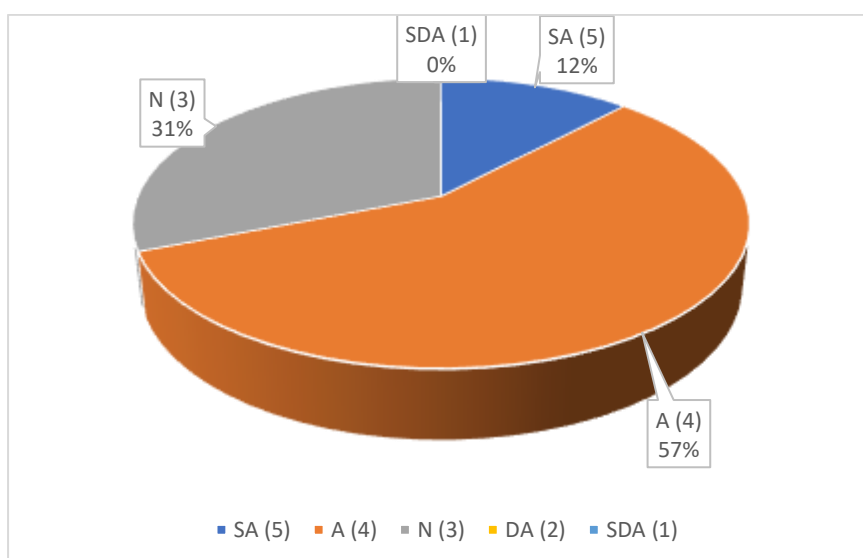


Figure 4.3

Pie chart of the use of first language in teaching grammar

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 12%, agree as much as 57%, neutral 31%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in teaching grammar.

Table 4.4
The use of first language in teaching the low-level students

No Item	Total numbers of item	Score	F	Total average score	%
16,17,18,19,20	5	SA (5)	30	150	13%
		A (4)	167	652	58%
		N (3)	107	321	29%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%
Total			300	1123	100%
Max score				1500	
Average percentage				75%	
Criteria				Strong	

Description of the use of first language in teaching the low-level students table: after looking at the use of first language in teaching the low-level students table, the most students chose the agree (4) score with a frequency of 163 of the 5 questionnaire items so that a percentage of 58% was obtained, and 0% for strongly disagreed (1). So, it can be concluded that students agree that Indonesian is used in English class for teaching the low-level students.

The percentage of the use of first language in teaching the low-level students can also be observed through the following pie charts, which are based on the table and explanation above:

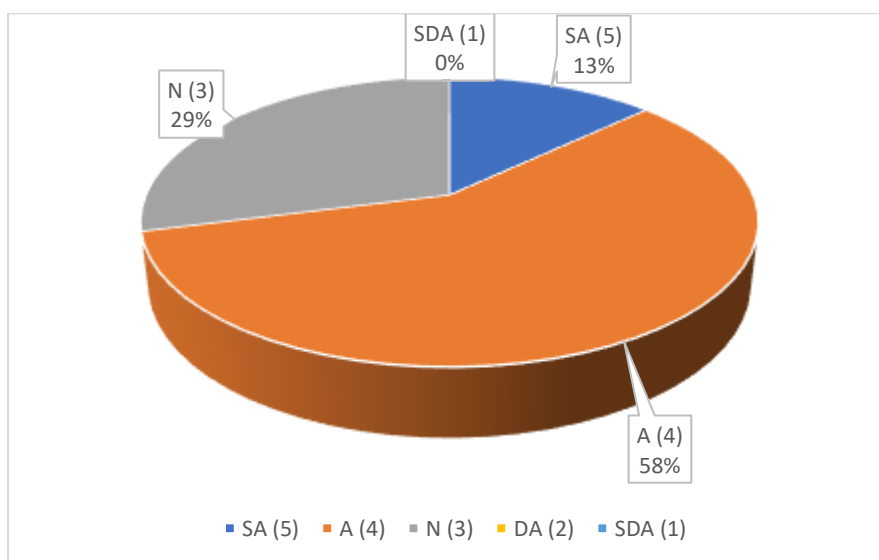


Figure 4.4

Pie chart of the use of first language in teaching the low-level students

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 13%, agree as much as 58%, neutral 29%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in teaching the low-level students.

Table 4.5
The use of first language in translation tasks

No Item	Total numbers of item	Score	f	Total average score	%
21,22,23,24,25	5	SA (5)	43	215	19%
		A (4)	159	636	56%
		N (3)	98	294	29%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%
Total			300	1145	100%
Max score				1500	
Average percentage				76%	
Criteria				Strong	

Description of the use of first language in translation tasks table: after looking at the use of first language in translation tasks table, the most students chose the agree (4) score with a frequency of 159 of the 5 questionnaire items so that a percentage of 56% was obtained, and 0% for strongly disagreed (1). So, it can be concluded that students agree that Indonesian is used in English class for translation tasks.

The percentage of the use of first language in translation tasks can also be observed through the following pie charts, which are based on the table and explanation above:

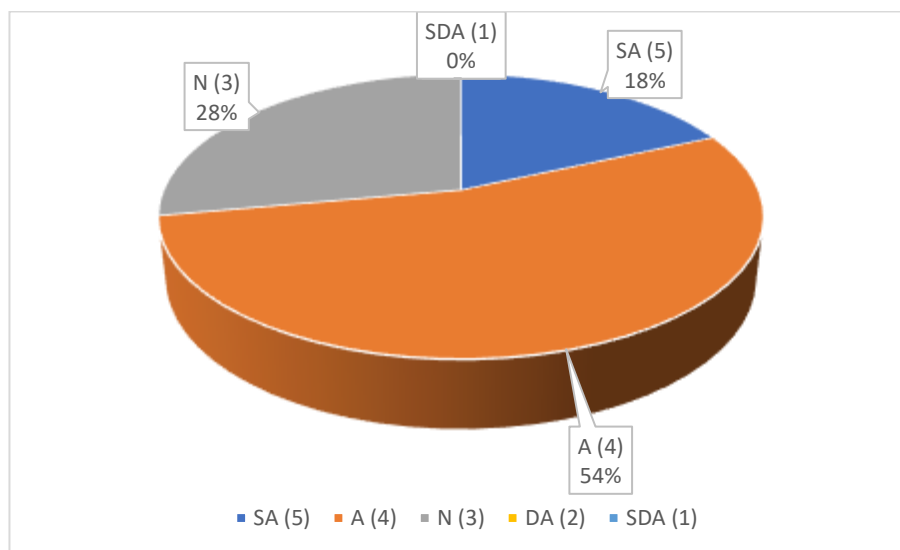


Figure 4.5

Pie chart of the use of first language in translation tasks

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 19%, agree as much as 56%, neutral 29%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in translation tasks.

Table 4.6

The use of first language in managing classroom conflicts

No Item	Total numbers of item	Score	f	Total average score	%
26,27,28,29,30	5	SA (5)	27	135	12%
		A (4)	161	644	58%
		N (3)	112	336	30%
		DA (2)	0	0	0%
		SDA(1)	0	0	0%
Total			300	1145	100%
Max score				1500	
Average percentage				74%	
Criteria				Strong	

Description of the use of first language in managing classroom conflicts table: after looking at the use of first language in managing classroom conflicts table, the most students chose the agree (4) score with a frequency of 161 of the 5 questionnaire items so that a

percentage of 58% was obtained, and 0% for strongly disagreed (1). From this table, it can be concluded that students agree that Indonesian is used in English class for managing classroom conflicts.

The percentage of the use of first language in managing classroom conflicts can also be observed through the following pie charts, which are based on the table and explanation above:

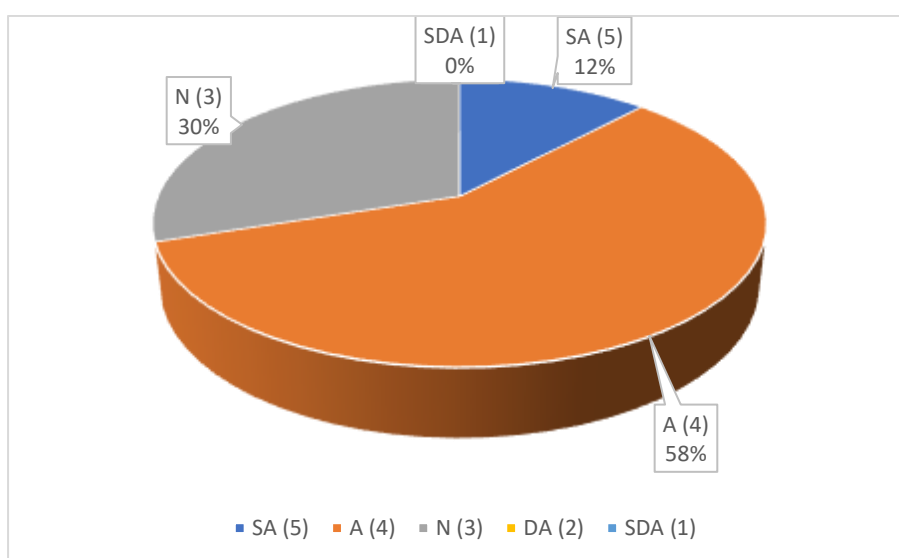


Figure 4.6

Pie chart of the use of first language in managing classroom conflicts

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 12%, agree as much as 58%, neutral 30%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in managing classroom conflicts.

Table 4.7

The use of first language in discussing errors

No Item	Total numbers of item	Score	f	Total average score	%
31,32,33,34,35	5	SA (5)	36	180	16%
		A (4)	167	668	59%
		N (3)	97	291	26%
		DA (2)	0	0	0%

	SDA(1)	0	0	0%
Total		300	1139	100%
Max score			1500	
Average percentage			76%	
Criteria			Strong	

Description of the use of first language in discussing errors table: after looking at the use of first language in discussing errors table, the most students chose the agree (4) score with a frequency of 167 of the 5 questionnaire items so that a percentage of 59% was obtained, and 0% for strongly disagreed (1). So, it can be concluded that students agree that Indonesian is used in English class for giving instructions.

The percentage of the use of first language in discussing errors can also be observed through the following pie charts, which are based on the table and explanation above:

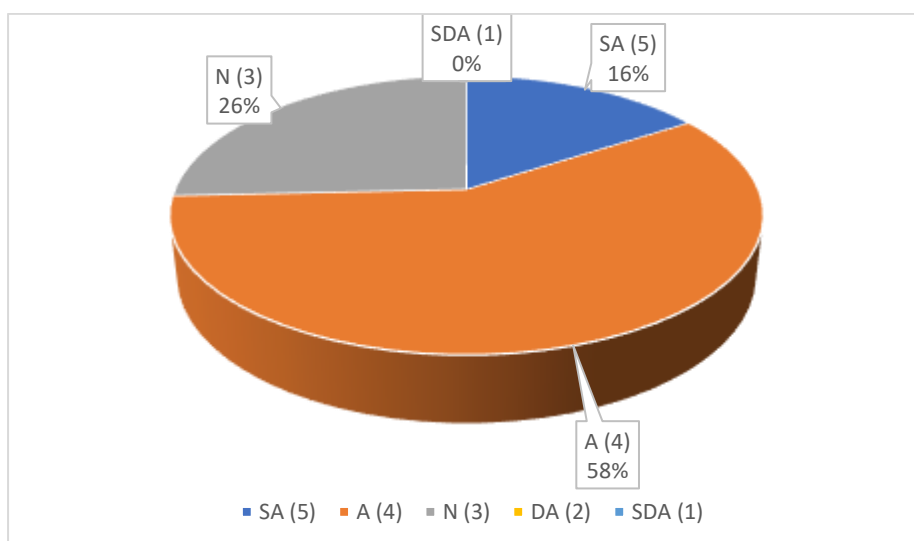


Figure 4.7

Pie chart of the use of first language in discussing errors

Based on the pie chart above, it can be seen that students who choose strongly agree as much as 16%, agree as much as 59%, neutral 26%, disagree and strongly disagree as much as 0%. So, it can be concluded that students agree with the use of first language in discussing errors.

2. Reasons why teachers and students use their first language in English class

Based on the results of the data obtained from the questionnaire, using Indonesian or first language is the most dominant used by students and teacher. Therefore, the researcher intends to explore more about how the Indonesian language or first language can help them in English. This interview aims to support the primary data from the questionnaire. the researcher interviewing 5 students and 1 teacher to answer the research question in this research, the researcher asked questions related to their activities in teaching and learning English.

In the process of learning a second language, the first language helps to transfer meaning from the meaning contained in the input from the second language to a process of internalization or accumulation. The more students can translate the meaning of the input they receive into their existing first language, the more likely they are to translate that language input into additional skills in their second language. The influence of the first language on the second language learning process can also come from what was then called "interlanguage".

According to Butzkamm in (Priyastiti, 2021) speaking one's native tongue serves several purposes, including first language is the greatest asset that people bring to foreign language learning tasks. A foreign language-friendly atmosphere is best achieved through the selective use of first language. The use of first language saves learners from any feelings of frustration they may have in their foreign language learning. First language is the greatest asset that people bring to FL learning tasks.

All of the student interview transcripts showed that they were at ease speaking Indonesian while learning English. When completing their English learning activities, students felt encouraged and less anxious. For instance, one student mentioned that they found it challenging when the teacher spoke in full English in class. They were able to comprehend the information delivered by the teacher much better because Indonesian was present.

Based on interviews with a number of students, students acknowledged that learning Indonesian had a significant impact on their ability to comprehend course material. This is a compelling argument for them to speak Indonesian in English classrooms, particularly while giving instructions, explaining abstract terms, teaching

grammar, translation tasks, and discussing errors. In addition, they admit that they have a relatively small vocabulary. Therefore, if their teacher only spoke full English, they would have a hard time understanding the instructions. This information was obtained from student interviews. One student said that because of their limited vocabulary knowledge, students in the interviews disclosed facts that they couldn't understand when the teacher spoke in English. Additionally, students said that, in their opinion, the teacher should deliver directions and materials in both English and Indonesian. In contrast, students claimed they preferred to utilize Indonesian when studying and teaching grammar since it was simpler for them to understand the teacher's materials.

In addition, the teacher provided information by having the researcher be interviewed. Indonesian is also used in a variety of situations such as giving instructions, explaining abstract terms, teaching grammar, instructing low-level students, translating tasks, managing classroom conflicts, and discussing errors, according to the concerned lecturer, who believes that Indonesian is very helpful in the process of iteration in learning English. This information was obtained from interviews with teacher. One teacher claimed that if students give directions in English in class, it will be difficult for them. Then, Indonesian is highly beneficial in grammar class for communicating with students and helping students comprehend the subject offered. Students will learn the material more rapidly if they use Indonesian.

Based on the data of interviews with students and interview with teachers, it can be concluded that students and teachers use Indonesian in English classes as a facility for distributing material in the teaching and learning process, as well as to make it easier for students to understand the material presented. the teacher also uses Indonesian to explain instructions, explanations, explain grammar so students can understand.

3. The reasons teachers allow students to use first language in English class

Based on the results of the data that has been obtained by researchers by way of interviews with teachers. the reasons why teacher allow students to use first language in English class there are several reasons, mostly, teacher used first language to clarify the explanation, instructions, or to check students' understanding. And the

teacher uses and allows first language in English class to explain about grammar, abstract terms, or teaching to the low-level students. First language is used with the aim that students will more easily understand the material presented.

Maintaining communication in the classroom can be facilitated by first language. Students speak in English until they are unable to explain something in their own tongue, such as the definition of a word. When possible, the target language should be utilised, and when necessary, the first language. When and where to use your native tongue when teaching and learning a foreign language are the main challenges. The second language must continue to be the most operational language in the EFL teaching and learning process, despite the fact that fair use of the first language is often inevitable.

This concurs with Burjudan's view (Burdujan, 2022), who considers that Indonesian can be utilised for activities including giving instructions, explaining abstract terms, teaching grammar, teaching the low-level students, translation tasks, managing classroom conflicts and discussing errors.

4. Students' reasons prefer to use the first language during the teaching and learning process

According to Butzkamm in (Priyastiti, 2021) speaking one's native tongue serves several purposes, including first language is the greatest asset that people bring to foreign language learning tasks. A foreign language-friendly atmosphere is best achieved through the selective use of first language. The use of first language saves learners from any feelings of frustration they may have in their foreign language learning. First language is the greatest asset that people bring to Foreign Language learning tasks.

Based on the data of interviews with students, it can be concluded that students prefer to use the first language during the teaching and learning process as a facility for distributing material in the English class, as well as to make it easier for students to understand the material presented. Because, according to them if the teacher only uses English, they will have difficulty to understanding the material presented.

Based on interviews with a number of students, students acknowledged that learning Indonesian had a significant impact on their ability to comprehend course

material. This is a compelling argument for them to speak Indonesian in English classrooms, particularly while giving instructions, explaining abstract terms, teaching grammar, translation tasks, and discussing errors. In addition, they admit that they have a relatively small vocabulary. Therefore, if their teacher only spoke full English, they would have a hard time understanding the instructions. This information was obtained from student interviews.

The use of the mother tongue in the classroom can also be used to build relationships between students and teachers. Students will feel more at ease discussing with the teacher if they speak their mother tongue. To encourage their students to learn English, teachers claim to use first language for this purpose. Words that are difficult to comprehend can be explained with the help of one's mother tongue.

When a teacher only speaks the target language, students don't appreciate the teacher's actions, especially when they have to learn the meaning of foreign words, grammatical explanations, and instructions for classroom activities (Naka, 2014). Students may experience less stress while studying L2 (target language) by using L1 (first language). The learner's identity drives acceptance of first language use, which provides a sense of security. Because language is the primary medium and source of knowledge and information transmission, it is at the center of all teaching and learning activities. Language instruction at any level of education and in any field, subject, or discipline.

2. Discussion

Whether approved or not, the first language is always in English class. However, teachers should be mindful of the extent and purpose of using their first language. Neither teachers nor learners can avoid their first language when teaching or learning. judicious use of the first language in English classes can only bring benefits. The use of the first language must be synchronized with the effective teaching of the target language, or with the cultural background of the student in general, and the first language in particular must be considered. However, it can be used effectively for understanding new abstract words, assessing comprehension, giving instructions, and explaining grammar.

This concurs with Burjudan's view (Burdujan, 2022), who considers that Indonesian can be utilized for activities including giving instructions, explaining abstract terms, teaching

grammar, teaching the low-level students, translation tasks, managing classroom conflicts and discussing errors.

After that, the diverse choice that students make when they are immersed in the process of teaching the language of the target language is the reason that teachers and students utilize the first language in relation to this research. Due to their ideas, presumptions, wants, and desires, both utilize the first language.

In principle, the mother tongue or first language acts as an intermediary for language teaching and learning. The use of native language is an inevitable part of second or foreign language teaching in a variety of situations where both teachers and learners share the same native language. In the Indonesian context where English is used as a foreign language, Students have fewer opportunities to practice English outside of class. The only exposure they receive is English classes. On the one hand, students maximize practicing English in the classroom, while Bahasa Indonesia is still widely used in classrooms. In the case of Indonesia, English is an entirely foreign language. Indonesia has four different linguistic families. Starting with the primary language, Bahasa Indonesia, which serves as the nation's identification and identity, followed by regional language, also known as Bahasa Daerah, variant languages that combine regional and Bahasa Indonesia, and finally foreign language. The diversity of languages spoken in Indonesia appears to have an impact on how seriously people take learning foreign languages, particularly English.

Many specialists have provided descriptions of the functions of students' native languages (L1) in the field of English learning with regard to the L1 in an EFL classroom. Incorporating pupils' native tongues into English instruction serves seven different purposes. Furthermore, Kelilo (2012) in (Surayatika, 2019) contends that native language (L1) of students plays three different functions in EFL classrooms. According to Kelilo (2012), there are three functions of L1 in an EFL classroom: educational, psychological, and sociocultural.

And teachers, who use first language to build connections with students through jokes or conversation, as well as through linguistic choices they make in their classrooms. They do this in an effort to decrease students' affective filters so they can communicate and participate in class in a way that feels more natural to them. It is also significant that both teachers mentioned utilizing first language to establish rapport most often at the start or conclusion of class, demonstrating their perspective of first language use as a tool that could be utilized for

various tasks at various times overseas. language education. There is evidence that teachers employ first language to demonstrate empathy, which is a side issue related to rapport. Because they see the perspective of students and strategies to provide a better teaching-learning environment, empathy and rapport have a relationship.

For students, there are some benefits to using their native tongue when learning English. Below are a few of the benefits. Students benefit from conversing in Bahasa Indonesia first and foremost. When students are speaking and struggle to find the right words, they can switch to Indonesian to better convey their meaning. Second, the usage of Bahasa Indonesia aids in students' comprehension of the teacher's explanation. Since most lessons are short on time, it seems most effective and practical to explain challenging concepts in Bahasa Indonesia. Third, learning Bahasa Indonesia improves pupils' word understanding. Using Bahasa Indonesia can make it simpler to master challenging vocabulary, such as abstract words.

D. Conclusion and Suggestion

The following discussion of conclusions is based on the results of data analysis collected from questionnaires and interviews conducted to collect data for this study. Communicative language teaching not only embraces the use of first language (Indonesian) in EFL education, but is also considered a valuable resource that should not be neglected. English teachers must speak up against the excessive use of their first language. However, it can be put to good use in understanding new abstract words, assessing comprehension, giving instructions, and explaining grammar. Therefore, first language is once again in the spotlight, becoming a useful but neglected resource in EFL education.

After knowing student responses to questionnaires and the responses from teacher and students interviews about the use of first language in English class, the researcher would like to give some suggestions for students, lecturers, and other researchers. It is recommended for English teachers in the EFL field to use English and students' first language (Indonesian) wisely and based on the best proportion for each language use in class, because each class in school has its own needs which are considered based on the needs of students in each class, and also, besides the influence of the language used, students will be confused when the teacher explains something too fast and when the class situation is uncomfortable.

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