

Teachers' and Students' Perception of Using L1 in an EFL Classroom

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Abstrak

Guru Bahasa Inggris menggunakan berbagai pendekatan, metode, dan teknik untuk mencapai tujuan pembelajaran. Dalam konteks EFL, ada beberapa pengajar yang tidak memperbolehkan penggunaan Bahasa pertama dalam kelas Bahasa Inggris dan ada pula yang memperbolehkannya. Menurut para ahli, pembolehan Bahasa induk di kelas Bahasa Inggris banyak membawa manfaat dan dapat memfasilitasi siswa dalam memahami materi. Tetapi ada juga yang berpendapat bahwa hal tersebut kurang efektif dan bahkan dapat menimbulkan hasil yang kurang bagus. Untuk mendapatkan penjelasan lebih lanjut mengenai topik ini, maka penelitian ini bertujuan untuk menemukan persepsi dari guru dan murid tentang kegunaan bahasa pertama yang akan berfokus pada tingkat sekolah menengah pertama. Peneliti menggunakan pendekatan kualitatif karena sesuai dengan tujuan penelitian. Hasilnya, hampir semua guru dan murid setuju dengan keberadaan bahasa pertama dalam proses belajar mengajar. Mereka beranggapan bahwa pelarangan Bahasa pertama di kelas Bahasa Inggris kurang efektif dan hanya mempersulit siswa. Namun tidak hanya itu, kebanyakan dari mereka sepakat bahwa Bahasa pertama harus digunakan seminimal mungkin dan dalam situasi tertentu.

Kata Kunci: Kelas EFL, persepsi guru dan murid, *first language use, second language*

Abstract

English teachers use varied approach, method, and technique, to achieve learning goals. In EFL context, there are some of them that forbid the use first language in teaching and learning process and some others allow it. According to experts, the allowance to use L1 brings many benefits and can facilitate students to learn English. However, some others believe that it might be less effective and even can influence the outcome. This makes researcher eager to know further information about the issue. To answer the questions, the research aims to get teachers' and students' perceptions the use of L1 to give better insight especially in national junior high school level. The researcher uses qualitative approach considering research goals. The results show that almost all teachers and students agree with the existence of L1 in teaching and learning process. They believe that L1 restriction is less effective. It can create uncomfortable situation for students. However, it is also implied that they coincide not to overuse L1 to get better outcome.

Keywords: EFL classroom, teachers' and students' perception, first language use, second language

INTRODUCTION

Language is one of the most important things in humans' life. It is used to communicate one to another with varied purposes. Every country has their own national language, including Indonesia that use Bahasa Indonesia in their daily life. However, there are international languages that people use to communicate with people all around the world and one of them is English. This language is taught in Indonesia as a foreign language starting from elementary to university level considering the importance of mastering English in this globalization era.

In teaching and learning process, commonly, English teachers have some difficulties on making students understand the materials and achieve learning goals. The factors may lay in teaching approach, method, strategy, and technique. All educators are in pursuit of finding the best solution. Therefore, they try to vary the way of teaching by analyzing students' need, proficiency, and interest in context beforehand. However, in activities and delivering materials, one believes that they should be done in full-English. On the other hand, another belief that they should be done using the combination of native and foreign language or bilingual.

The inclusion of native language or L1 in learning foreign language has been a debatable issue over years (Brown, 2000) and yet there are no convincing research finding about this. Many educational institutions forbid the use of L1 in teaching and learning activity such as some international schools and courses. They believe students can learn effectively without their L1 or in another word having monolingual class. Moreover, (Krashen, 1985) stated that maximum exposure to target language will increase proficiency. He even emphasized that those exposure did not always work in elevating proficiency because of L1 interference. On the other side, according to some experts (Brooks-lewis, 2009; Debreli & Oyman, 2016; Dujmovi & Dobrile, 2007; Enama, 2016; Storch & Wigglesworth, 2010), native language can facilitate students in learning, and is beneficial. The class that uses both native and foreign language is called bilingual class. This class, in many cases found, is more preferred because of L1 allowance. Students can easily follow up the lesson and get comfortable atmosphere. In fact, most of schools use both L1 and L2 in teaching English especially in this context, Indonesia.

Back on few years ago, government of Indonesia try to upgrade the system of education in the schools to meet International standards called RSBI or SBI (Rintisan Sekolah Bertaraf Internasional). The guidelines for the implementation of programs are based on several laws, Government Regulations, the Minister of National Education, and the pivotal one of the them is UU No. 20 of 2003 concerning the National Education System (Sisdiknas) section 50 verse 3 which states that the Government and / or regional government organizes at least one education unit at all levels of education to be developed into an international standard education unit. Furthermore, at that time, teachers of RSBI schools tried to deliver the material of their subjects through English including English language lesson that was even fully taught in target language. Some students found it hard and less effective. Therefore, it did not last long, and policy makers agreed to omit the terms of RSBI in 2013.

Contrary, many International and private schools in Indonesia are using full-English for years. The outcome of the class is equal with regular schools or presumably more successful. Furthermore, their existence up to now is a considerable fact that must be analyzed in depth to find the reason why it is applicable and different with National schools. The explanation of the condition found in the previous study might give some clues of the question. They (Debreli & Oyman, 2016) stated that the perceptions of EFL students toward the use of L1 in English classrooms are influenced by their educational background and English language proficiency level. It might be the determining factors of why it can be applied.

However, nowadays, many national schools have high standard. It means the quality of the students are in the same average. From the premises, there is still obviously gap that is worth to know.

In the end, bold conclusion cannot be drawn yet on the use of L1 in teaching and learning English. This dualism creates dilemma among educators. The existence of both policies until now proves that there are still remarkable factors which entail deeper analysis. In consequence, teachers' and students' responses are required to give better insight on how the policy should be to make teaching and learning process effective and minimize the drawbacks. Based on the explanation in the background, the problems of the study are as follow:

1. What is teachers' perception of L1 use in an EFL classroom?
2. What is students' perception of L1 use in an EFL classroom?

RESEARCH METHODOLOGY

In line with the aim of the study in this research, the researcher tries to find out both teachers' and students' perception of bilingual class in teaching and learning English in the classroom. Thus, a qualitative descriptive is well appropriated to be conducted in L2 classroom teaching. It is a kind of research that focuses on examining and understanding of individuals or groups of individuals and their behaviors in depth. It is also stated by (Ary et al., 2010) that descriptive qualitative research is a useful approach when researcher wants to understand something in-depth rather than analyzing data in the form of numbers like in quantitative research. Hence, the researcher uses qualitative approach with qualitative research design.

The researcher tries to interpret and understand human and its social behavior in certain social setting in qualitative research (Ary et al., 2010). The purpose of this research is to describe the pattern of certain phenomenon in depth and in detail to make someone who never experiences it will be able to understand the condition. The researcher wants to present and describe the teachers' and students' perception towards the policy of teaching English in bilingual language. The design is chosen because it can explain the issue and give detail information in this study toward the policy in bilingual class.

The subjects of the study are the teachers and students who are involved in bilingual class in a certain junior high school. There are five English teachers and two classes consisting of 64 students. Researcher observes these subjects in order to know their perception towards the implementation of bilingual language in teaching and learning English process in the classroom. Researcher

purposely chooses this level because there is no study that tries to examine the issue in junior high school level yet especially in Indonesia. Thus, the researcher believed that this study is appropriate to be observed.

The research will be conducted in a certain junior high school in Jombang. This school is chosen by the researcher because it applies bilingual classroom in teaching and learning English. Thus, it is appropriate with the aim of the research. This study was going to be conducted in order to answer the research questions mentioned in chapter 1. The data was gathered using qualitative research. In qualitative research, the data that is gathered by the researcher will be in the form of words, phrases, and sentences. The data of this study is the result of teachers' and students' perception explanation towards L1 use. They will give information about their preference, reasons, experiences, and suggestions. The data would be recorded and transcribed in the written form (transcription). Those data can give better insight on how they feel and how should teaching, and learning English be.

Research instrument is a tool that is used to help researcher to get data needed to complete the source of data. The researcher used questionnaire as the main tool. In addition, the researcher also used interview to support the data and audio recording. Data collection technique is the way how researcher get the data for the objectives. The technique that is used is only giving questionnaire and conducting interview. Firstly, the researcher collects the data by giving questionnaires for both teachers and students. The subjects of study complete the questionnaires given by the researcher. Then, the researcher prepares the audio recorder to record the teachers' answers while conducting interview. The respondents who are interviewed chosen based on teachers involved in bilingual class: five teachers. This audio recorder also helps the researcher to complete the data in detail or the missing information. It was recorded from the first participant until the last participants towards the questions given. The researcher interviews the participants in a clear and detail explanation.

Data analysis will be done to find out the result of the study. According to (Ary et al., 2010), there are some stages to analyze qualitative data; (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

RESULTS AND DISCUSSION

Results

Teachers' Perception of First Language Role in an English Class

Table 4.1 Teachers Perception of First Language Role in an English Class

	Frequency	Percentage
The use of L1		
L1 should be use	4	80%
L1 shouldn't be use	1	20%
The benefits of using L1 in the classroom		
more effective	1	20%
aids students' comprehension	3	60%
less time-consuming	0	0%
helps students feel comfortable	1	20%
The proper time to use L1		
To explain complex grammar points	2	40%
To define new vocabulary	1	20%
To explain difficult concepts	5	100%
To practice the use of new expressions or phrases	0	0%
To help students feel comfortable and confident	0	0%
To give instructions	2	40%
To help students learn more effectively	0	0%
To joke with students	0	0%
To test	2	20%
To check comprehension	0	0%
Ideal frequency of using L1		
Never	0	0%
Sometimes	2	40%
Often	0	0%

Only when necessary	3	60%
Current teachers' L1 usage frequency		
Yes, always	0	0%
Yes, often	0	0%
Yes, sometimes	5	100%
No, almost never	0	0%
No, never	0	0%
L1 brings benefits to English class		
Agree	4	80%
Disagree	1	20%

This part presents teachers perception of bilingual class which answer the first question of the research. There are 7 items included in questionnaire that have been filled by teachers. Overall, it shows positive response towards L1 use which allows students. The researcher used a checklist questionnaire to collect the data, however it did not answer the research question in depth. Thus, the researcher also conduct interview to investigate it based on the teacher responds in questionnaire.

Teacher 1

According to the questionnaire responded by teacher 1 showed that L1 should not be used in teaching and learning process at classroom. She agreed to use English almost in a whole learning process. However, she still used L1 only when explaining difficult concepts. She used it infrequently only when it is really necessary. She thought that using L1 will not help students in learning English. When students are not used to using English in English classroom, they cannot improve their ability in English. It is explained by her when being interviewed: *"It is only for very important and certain urgent condition. So, I do not need to explain the materials or communicating to my students using Bahasa Indonesia. It's better to get used to, to get used to using English while communicating with others. If students always rely on Bahasa Indonesia, they will not develop. If students really not able to use English, the teacher can give clues when explaining, so they don't use Bahasa Indonesia directly. The point is, don't use too much Bahasa Indonesia too much when you are in an English class."*

She implemented L1 as second option. At first, she tried to use English as the main language in class. She also suggested to use less L1 while teaching and learning

English process. She tends to use monolingual in teaching and learning proses as she has explained in the interview.

"If I tend to support them using monolingual, then the purpose is for children. Indeed, if the student response is not the same as I expected, but they only a child, still need guidance, and in my opinion, this is the best policy."

In conclusion she against for implementing L1 at classroom, however she still used L1 minimally when it is necessary.

Teacher 2

Contrary to the first respondent, teacher 1, the teacher 2 prefers to use L1 in teaching and learning process. It does not mean that she only uses L1, but she uses both L1 and English. She agreed to use L1 in English classroom because it can aid students' comprehension in teaching and learning process. According to her responds she defined that L1 is appropriate to be used when explaining complex grammar points, explaining difficult concepts, giving instruction and checking comprehension. She also added that teacher can use clues first before explaining materials in English. She used L1 only when it is necessary. Teacher 2 thought that by using L1 in English classroom can help the students learn English.

After assessing these responses, the researcher still needs to know in depth whether using L1 can help students to learn English. Then, the researcher conducted interview. It was found that when students and teachers are allowed to use L1 in English classroom, firstly it can change students' mindset whether English is not a difficult lesson, especially towards the students with less prior knowledge of English. It was admitted by teacher 2 below.

"For a short period of time, they will have some difficulties, especially because the level of each student is different, especially 32 children, so it is not possible if they only use English, they will feel difficult, finally they are lazy, and their motivation goes down."

She also explained how she minimizes the use of L1 in the classroom which is effective for both teacher and students:

"Use the easiest and simplest language, when using English. How, by using English first when teaching, if students seem not understand with what I have said, then I will use Bahasa Indonesia."

In conclusion, she agreed whether L1 is implemented in teaching and learning English activity for junior high school students.

Teacher 3

Based on the data collected, teacher 3 has almost the same perception with the previous teacher. She agreed that L1 should be implemented in teaching and learning

process. It is necessary for her, because it can aid students' comprehension towards the learning activity in the English classroom. She stated that the use of L1 is appropriate when she tries to explain difficult concepts to her students. However, she does not always use L1 in learning process, she only uses it when necessary. She agreed that L1 can be used as much as English in the classroom as stated in the questionnaire: *"Since for junior high school students English is considered new language, it is necessary for teachers to associate English to Indonesian. The concept is familiar with them."* Teacher 2 also thought that by using L1 in English classroom can help the students learn English. If the teacher always uses English in the classroom, the students will not understand. Consequently, they will get nothing in the English classroom. Thus, the use of L1 is really necessary for the students. This statement can be proven by the interview as she stated below.

"If I only use English and prohibit children from using Bahasa Indonesia, I think, it will not work, because with so many students I will not be able to keep the rules in order to continue."

"It's impossible to use English only in class. Going back to my point at first, that they won't understand if it is only explained in English"

"Actually, it is okay, when children already have the knowledge of English, but when they have no prior knowledge at all and the school is prohibited from using Bahasa Indonesia, it will make students stress and do not understand the material and students cannot communicate with their friends."

In conclusion, she agreed whether L1 is implemented in teaching and learning English activity for junior high school students.

Teacher 4

Based on the data collected, teacher 4 has the same perception with the two previous teachers that he agreed that L1 should be implemented in teaching and learning process in the English classroom. He did not agree to implement monolingual in his class activity as stated by him below.

"It is not possible, especially if they feel being forced, even later they will not have any interests in English, maybe it might be for those students who doesn't like English, they will feel burdened, and I think, it will change their perspective, that English is a difficult lesson."

According to the questionnaire, he stated that using L1 is necessary in the English class because it is more effective, as explained:

"Yes, when the material often uses Bahasa Indonesia, but when the greetings or giving commands is more often used in English. The problem is if I use full English in

explaining the material, they must ask questions and even spend time."

It explained that if teacher only uses English to teach the students, they will not understand and ask about what he had been said. Thus, using L1 when explaining the materials is more effective. He also used L1 to explain complex grammar points including structure, to explain difficult concepts related to the materials, and to test the students whether the students already have understood the materials which have been delivered.

Based on his insight, he agreed that using L1 really help the students in learning English. It also helps him in explaining the materials. It was proven by his statements in the result of interview below.

"Yes, as what I have said it before, I use Bahasa Indonesia when delivering material, it can be structure or something. So, students understand and clearly understand the material, because I use the language they can, their first language."

"If I use Bahasa Indonesia, they will enjoy it more, they will not be confused. So, they won't keep asking if I explain using Bahasa Indonesia."

From those descriptions above, it can be enlightened that teacher 4 agreed to the issue that using L1 in teaching and learning process is more effective for both teacher and students, and also to enable students in understanding the materials given by the teacher.

Teacher 5

According to the result of observation, teacher 5 agreed to use L1 while conducting teaching and learning activity in the English classroom. It has the same opinions with the three previous teachers. He agreed that by using L1 in his class activity, it will help the students to feel comfortable. It means that if the teacher only uses English, students will not feel comfortable and being stress because of its burden like what he had said in his interview:

"The problem is that not all children can speak English, especially this is a foreign language, if you delete the language, later the students will not be able to understand, they will not feel comfortable and eventually become passive in class."

However, the teacher does not only use L1 but also the target language, English, in teaching and learning process. He uses its L1 only in some conditions: to explain difficult concept which is related to the materials, to give instructions which possibly can make misinterpret between the teacher and the students, and to test the students the students already have understood the materials which have been delivered. Practically, the teacher uses L1 only when it is necessary, however he tries using target language as effective as possible. He implements the target language at first in the beginning of

activity, then when in whilst teaching faced students' difficulties in following the teacher's instructions or materials explanation, the teacher will let the students ask in L1 as proven below.

"Initially, I will try to use English first as a compulsory language used in class, but if the students have difficulty in asking using English, yes, they can use Bahasa Indonesia."

Even though the teacher does not agree with monolingual policy and tends to implement bilingual in his classroom, he does not against for monolingual policy in other schools or courses. He explained it in his statement below.

"I think it is not possible in this school, because it is not of international standard, and not all the students here master English. It is different from international class students who have mastered it."

"Yes, it is good, but we should see the object, if they have been able to use English in communicating or having enough prior knowledge then the school can implement the system. But if a public school like this junior high school might not be able to use this policy."

From those descriptions above, it can be elucidated that teacher 5 agreed with issue that using L1 in teaching and learning process can help the students in understanding the materials given by the teacher.

Here, the compilation of those five teachers' response results using checklist questionnaire. The researcher tries to compare each teacher's perception towards L1 use for junior high school students. From the data, it can be concluded that there are six important points: whether teachers agreed to use L1, the reasons why teachers use L1, the proper time to use L1, the frequency in using L1, asking whether teacher ever used L1, and their opinion whether L1 can help students in learning English. First, up to 80% agreed that first language should be used in an English class and 20% oppose the statement. Thus, most of teachers agreed that L1 should be used in the English classroom.

Furthermore, the result of the second aspect showed that most of them, 60% teachers believe that L1 aids students' comprehension while 20% believe that it is more effective it can help students feel comfortable. However, there is none agreed that using L1 is less-time consuming.

The data also gives the proper time to use L1 in the English classroom. All teachers support the use of L1 when explaining difficult concepts. Moreover, 40% teachers voted to use first language to explain complex grammar points and to give instructions. The less chosen time is when defining new vocabulary and to test with 20% supports. The other options are not suggested at all such as when practicing the use of new expressions or

phrases, helping students feel comfortable and confidence, helping students to learn more effectively, making jokes with students, and checking comprehension.

According to the data, 60% teachers coincide that the ideal frequency of using L1 is only when it is necessary. The other 40% prefer to use L1 sometimes and none agree to never nor often use it. However, all teachers currently speak Bahasa Indonesia sometimes in the class. None of them always or never use it. In the end, 80% teachers agree that L1 brings benefit to an English class and 20% oppose it. Furthermore, in comment session of the questionnaire, there are some statements which support the use of L1 in an English class and none oppose it. Here is the example of the arguments of those teachers.

Teacher 1:

"Since for junior high school students English is considered new language, it is necessary for teachers to associate English to Indonesian. The concept is familiar with them."

Teacher 2:

"It is only used in critical situation and use clues before mentioning in Bahasa Indonesia."

Teacher 3:

"Sometimes we use Bahasa Indonesia in English classroom. However, I think it can't help students learn English. Don't use it too much!"

Teacher 4:

"L1 sometimes is necessary to use in teaching and learning proses, since it is for junior high school students who still don't have enough knowledge of English."

Teacher 5:

"It is appropriate to be used in a certain condition which need this bilingual implementation to help the students learning English"

From those statements, all the teachers state any difference portion and condition when students and teacher can use L1 in English classroom. However, all the teachers agree that L1 should be used in English classroom only when it is necessary.

Students' Perception of First Language Role in an English Class

Table 4.2 Students Perception of First Language Role in an English

	Frequency	Percentage
The use of L1		
Agree	58	90,63%
Disagree	6	9,37%
Students interest of L1 usage		

Yes	61	95,31%
No	3	4,68%
Students preference of L1 usage		
very much	22	34,37%
Sometimes	11	17,19%
Only a little	31	48,44%
I hate it	0	0%
The proper time to use L1		
To explain complex grammar points	37	57,81%
To define new vocabulary	28	43,75%
To explain difficult concepts	39	60,94%
To practice the use of new expressions or phrases	8	12,5
To help students feel comfortable and confident	2	3,12%
To give instructions	18	28,12%
To help students learn more effectively	26	40,62%
To joke with students	10	15,62%
To test	10	15,62%
To check comprehension	16	25%
Ideal frequency of using L1		
Never	0	0%
Sometimes	21	32,81%
Often	17	26,56%
Only when necessary	27	42,18%
L1 brings benefits to English class		
Agree	62	96,87%
Disagree	2	3,12%

The second part shows the perception of students towards bilingual class which answer the second question of the research. There are 7 items included in questionnaire that have been filled by the students: The use of L1, Students interest of L1 usage. All in all, they also show positive response towards L1 use.

Based on the data, 90,63% students support the use of L1 in an English class and only 9,37% who disapprove it and almost all of them are interested when their teacher uses first language. Moreover, 37,47% students really love teacher when using L1, 17,19% students feel it sometimes, and 48,44% students are not affected that much whether the class is bilingual or not. However,

there are none of them hate it. Another data is about the perfect time to use L1 in students' point of view. The most chosen options are when explaining difficult concept with 60,94% voters, when explain complex grammar points with 57,81% voters, when defining new vocabulary with 43,75% voters, when helping them to learn effectively with 40,62%. Furthermore, here are some unpopular answers. There are 28,12% students suggest using L1 to give instructions, 25% to check comprehension, 15,62% students to test and to joke with them, 12,5% to practice the use of new expression or phrases, and 3,12% to help students feel comfortable and confident.

The other fact is about the ideal frequency of using L1. All students agreed to use L1 in an English class. There are 32,81% students prefer to use first language sometimes, 26,56% to use it often, and 42,18% to use it only when necessary. Lastly, there are 96,87% students approved that mother tongue brings benefits to an English class and only 3,12% disagreed. In addition, there are some students' statement from the questionnaire that show approval and disapproval of L1 use in an English class. Here is some of the example of the statements of opposing students:

"Because using Bahasa Indonesia often can make us more understand Bahasa Indonesia rather than English."

"Because in an English class, we suppose to speak English."

These are the example of students who support the use of L1:

"Bahasa Indonesia is needed in an English class, but don't use it too much and only use it when it is needed."

"I don't agree because there are some students that are not good at English. It is hard for students to study English if teachers don't use Bahasa Indonesia."

"Every student has different English proficiency. Hence, I don't agree with Bahasa Indonesia prohibition. We never know that by using Bahasa Indonesia, students can understand the materials taught easily."

"I don't agree with that because if teachers forbid Bahasa Indonesia, it will cause misunderstanding between teacher and students and make teaching and learning process less efficient and possibly downgrade students' mark."

"Students will be really confused because they don't understand the meaning"

From those statements, they showed that most of students tend to agree with the use of L1 in the English classroom.

Discussion

Teacher's Perception of L1 Implementation in EFL Class

Almost all teachers coincide that Bahasa Indonesia should be used in an English classroom considering its benefits. However, there is a teacher who believe that L1 brings more drawbacks and cannot really help students to learn target language. It is implied that students need more L2 exposure and learn one level beyond their level (L+1) to maximize teaching and learning process (Krashen, 1985). In addition, it is in line with monolingual principles which demand the prohibition of the first language. This approach is originally inspired by behaviorism learning theory which believe that language develops from imitating and forming habit. In fact, English teachers mostly use first language rather than L2 in the class. Therefore, the teacher suggests not to use Bahasa Indonesia too much knowing the truth that it is inevitable. Atkinson (1987) argued that there are 4 negative effects of L1 overuse in an English class. Here are some issues that might occur:

1. Students rely on mother tongue to speak with teacher even when they have capability to express what they want in target language.
2. Students make first language as the main language in an English class through many learning activities.
3. Either students or teacher cannot distinguish the difference between L1 and L2 pragmatic features, form and semantic equivalency which lead to oversimplifying to raw words and inaccuracy of translation.
4. Either students or teachers start to think that if they do not fully understand language before translating it into their native language.

On the other hand, some teachers prefer to use first language in critical situation only. They even use clues before explaining in Bahasa Indonesia if necessary. It means there are certain times L1 is allowed. According to (Atkinson, 1987) there are nine appropriate situations to use first language in an English class. Firstly, it is when eliciting language which means shortening time and avoid ambiguity that might occur during teaching and learning process. For example, teachers or students can directly ask on how you say "X" in English using L1 without creating visuals and miming. Secondly, the time is when checking comprehension to ensure that no misunderstanding happened among students. If they have different perception on something and accept false information, the learning process would not be very effective. Thirdly, teachers need to allow L1 to give instructions especially for early level learners. It is suggested to be given in a class which has low-English proficiency students in order to prevent

miscommunication on what to do. Fourth, it is necessary to use when cooperating with the other learners. Sometimes students want to compare and discuss their works to make sure what they are thinking is correct. Moreover, teachers' explanation cannot always be understood by all students. Speaking with friends with mother tongue to grasp the missing information is a lot easier. Fifth, students need L1 in discussion of classroom methodology especially in beginner level. The materials of teaching are not always acceptable and familiar. Hence, learners entail expressing their thought clearly which is best to use first language or the combination of both L1 and L2.

Furthermore, sixth, mother tongue can also be used in presentation and reinforcement of language. Teachers need to use it as a translation exercise that happen during teaching and learning process. Typically, it is useful to highlight an important point of recently taught materials. That can give positive reinforcement to conceptual, structural, and sociolinguistic differences between first and second language. Seventh, teachers can use L1 when checking sense. Students sometimes must deal with written tasks. They tend to focus on structure rather than meaning and context. In some cases, students doubt what they are saying are correct. To check the truth, linking both first and second language is beneficial. Eighth, it is believed that first language plays important role in testing. It can support the validity and reliability of various tests. Cunningham (1929) in (Atkinson, 1987) stated that translation in the test is 'the supreme test of knowledge of two language'. However, the others argued that translation is unreliable and impractical to use since L1 does not take part in evaluating real linguistic part. Lastly, first language is advantageous in developing practical learning strategies. In an activity that needs fluency to communicate such as role play and discussion, students tend to be stress if they cannot express what is on their mind. Therefore, teachers can use some strategies to help them like paraphrasing, explaining, or simplifying unknown words.

The questionnaire made is adapted from the previous research (Shimizu, 2006) and is pretty much related to the theory mentioned. From the research data, it shows that all teachers agreed to use first language to explain difficult concept and some others agreed to explain complex grammar points, to give instructions, to define new vocabulary, and to test. They also have the same thought to use it whether only necessary and sometimes. None of them thinks to use it often or never. Those proves that teachers who know what students needs tend to allow L1 in their class. Its importance is almost undeniable since there is only one teacher who disagreed with the bilingual classroom.

Students' Perception of L1 Implementation in EFL Class

On students' side, it is also found that majority prefer the allowance of L1 in an English class and even love their teacher to use it. However, most of them agree that the use of L1 in the classroom should be minimized. They only prefer to use L1 when they found any difficult concepts and the teacher's explanation of grammar concept. Thus, these can help students to study English more effectively. However, there are few students who prefer the target language, English, to first language. But then, it does not mean that teacher is not allowed to use any L1 in the teaching and learning process. Moreover, even the students who disagree with the use of L1 in the classroom stated that they still agree with the use of L1 only when necessary. It was showed by the data of the frequency of L1 usage which none of students choose never.

The results showed that most of students especially in their early age still need the use of L1 in the teaching and learning English process. As a previous research presented (Debreli & Oyman, 2016), regarding the students' need who demands on the L1, students are able to define new vocabularies, to practice some phases and expression, and to explain difficult concept of complex grammar points. As the theory presented (Atkinson, 1987) about when to use L1, students also give positive response toward many kinds of situation provided. Thus, almost all students agree that the use of L1 give many benefits to them in learning English. This statement can be implied by the previous research from (Atkinson, 1987) who stated that ignoring the mother tongue or called as L1 in a monolingual classroom is almost certainly teaching in inefficiency.

Moreover, according to Hans Selye (1976) as a father of stress study, stated that stress associated with the complexity of lifestyle and environment which result in illness and tension. In education definition, stress can be inferred as a mental, emotional or physical strain or tension. This mental and emotional aspects are well experienced by the learners. The emphasis here is the mental strain of learners that can be caused by the use of foreign language in the classroom which is not familiar to them. Weinstein, E., & Rosen (2003) also proposes that stress can extend the classroom environment and do harm to the teaching and learning process. From those statements, it can be highlighted that L1 prohibition in the classroom can be harm for the students. They may become stress and tension while learning new language. The students will keep quiet and suppressed. Thus, the allowance of students' native language can lower their stress. It is in line with the statement from Polio & Duff (1994) that the use of students' native language gives

benefits to create a relaxing atmosphere in the classroom. Moreover, by allowing the use of L1 in L2 classroom can lower the students' anxiety levels and other barriers for students in learning the target language.

CONCLUSION AND SUGGESTION

Conclusion

According to the result and discussion in the chapter four, the researcher concludes that teaching English in a national class of junior high school with bilingually have positive responses. By using L1, it helps the teacher to teach the students in learning English. The teaching and learning process can be more effective and there is no misconception between them. The students also feel comfortable and enjoy the teaching and learning activity. They will be confident and be active to ask, because sometimes students want to deliver their thought, but they do not know how to say in English. Thus, by using L1 in some condition can be more effective. It also helps the students to be able to understand the materials given by the teacher.

Based on the teachers' perception, it can be concluded that all teachers agreed to use first language to explain difficult concept and some others agreed to explain complex grammar points, to give instructions, to define new vocabulary, and to test. They also have the same thought to use it whether only necessary and sometimes. None of them thinks to use it often or never. This though is in line with the students' perception that most of students agree to use L1.

Suggestion

From this research, the researcher hopes that the teachers who read this article can determine the best classroom methodology for their students, whether to use L1 or not in their English classroom. It can help the teacher to find out what students' needs and their thought towards the use of L1. The researcher can give big insight to the teachers for their success in teaching and learning process.

The researcher hopes that future researchers can take any advantages of this research as a resource for their future study. Those who wants to analyze the use of L1 in English classroom can find out any differences when using bilingual and monolingual in the classroom. Then they are compared to find out what best classroom methodology can be applied in the classroom. Thus, when it is compared the data will be more complex. The future researcher can also add any instruments such as test to gain more complete data.

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