

CHAPTER I

INTRODUCTION

1.1 Research Background

Teaching English is not an easy work for a lecturer, especially teaching English to non-English speaker. Therefore, lecturers used first language (L1) in English as a Foreign Language (EFL) classroom. This phenomenon is unavoidable because L1 could be used as a teaching tool for certain communication strategy that naturally appear in EFL classroom, namely, communication strategy using students' L1.

This strategy appears in a bilingual conversation where the speaker speaks another language and switches to their first language to fill the gap in conversation, including the lack of vocabulary or simply to feel at ease when the speaker interacts with someone with the same first language. In Indonesia, students tend to use *Bahasa Indonesia* to comprehend the theoretical subject of foreign language, in this case, English.

Nevertheless, theoretical subject/course involves many theories, concept, facts, and history in its teaching and learning process. There are several courses that can be considered as theoretical subject, such as: *Linguistics classroom*, *Grammar classroom* and, *Reading classroom*. And in this research, *Listening classroom* and *Speaking classroom* are included into the non-theoretical subject. Also, lecturers tend to use *Bahasa Indonesia* for elaborate certain ideas in theoretical subject.

The lecturers use *Bahasa Indonesia* to explain ideas or topics that are difficult to understand in the target language or simply to save time since in online classroom there is some barriers, such as: the legitimacy and viability of E-Learning, the explicitly to the utilization of technology and the internet and, the physical barrier (Octaberlina, 2020). In short, the use of *Bahasa Indonesia* helps students to build a better English ability.

Bahasa Indonesia was used in most formal education and nearly all national mass media, governance, administration, and judiciary. Moreover, *Bahasa Indonesia* plays a role as national language because Indonesia is multicultural country that has 1211 local's languages and dialects that are spoken in Indonesian house, for instance: Bahasa Melayu Jambi, Bahasa Minang, Bahasa Batak, and Bahasa Jawa (Java language).

The use of *Bahasa Indonesia* in EFL classrooms is still debatable, with some arguing that it offers a benefit or disadvantage for language development. According to Seftiawan (2018), the use of bilingual or multilingual approach is a naturally developed technique that makes pragmatic sense and appears to be advantageous to learning since the use of vernacular language is a potent medium for examining existing concepts. Some learners' alternate viewpoints might go unnoticed if it was not used. Furthermore, students' written responses may contain inaccuracies that are revealed through peer conversation in the first language.

On the other hand, there are some researches that have point of view toward the use of L1 in the classroom. Rowland (2014) argued that monolingual students have more advantages rather than bilingual or multilingual students since the monolingual students only focused on one language, in this case is English. Besides, the bilingual and monolingual students have a same amount of time to be focused on two languages at the same time. In the same vein, YY Lo (2014) argued that the use of first language in a foreign language classroom creates a dilemma for teachers: employing L1 might assist students better comprehend abstract topic knowledge, but it limits L2 input and may contradict the Content and Language Integrated Learning (CLIL) justification of facilitating L2 acquisition. English exposure could be so less and students will not have a satisfying time of English learning.

Moreover, there are some arguments that approved that the use L1 in EFL classroom have a backdown. According Panggabean (2015), Indonesian students need a long time to speak English fluently because they did not create a habit to speak English in classroom. the

overuse involvement of *Bahasa Indonesia* does not encourage students to think and speak in English. Also, Krashen (1982) believed that the lecturer or teacher have to provide rich exposure of target language to students. In order to achieve comprehensive input, the students have to understand the meaning of certain conversation, also the lecturers should not make the grammar as their central focus. Thus, this goal only can be achieved if the lecturers create an English environment in the classroom, provide more English exposure in EFL classroom.

From the researcher's experiences regards the use of *Bahasa Indonesia* by lecturers in the English classroom. Researcher realized that the researcher did not take a long time to comprehend certain theory if the lecturers switch to *Bahasa Indonesia* while explaining a difficult English theory. At that time, the use of *Bahasa Indonesia* made the theory of subject was clear and understandable.

Thus, the researcher endeavours to investigate an issue of the use of *Bahasa Indonesia* in the EFL classroom because of that experience. Therefore, the researcher conducted research entitled: "The Analysis of Students' Perception Toward the Use of *Bahasa Indonesia* by Lecturers in EFL Classroom".

1.2 Research Questions

The researcher formulates research question for this study as following: "How do English major students perceive the use of *Bahasa Indonesia* by lecturers in EFL classroom?"

1.3 Research Purpose

The purpose of the research is to investigate the perception of students toward the use of *Bahasa Indonesia* by lecturers in teaching English in theoretical subject such as: *Grammar classroom, Reading classroom, Linguistics classroom*.

1.4 Research Significance

This research is expected to fill the literature gap that investigates English major students' perceptions in Jambi University toward the use of *Bahasa Indonesia* by lecturers in the

theoretical subject in EFL Classroom. Also, to find out additional information about what situations or context enable the use of first language, *Bahasa Indonesia*, in EFL classroom.

1.5 Research Limitation

The limitations in this research are this research only focused on students' perception and did not explore any opinion of lecturers. Also, the number of participants is relatively small which is only 6 students in seventh semester.

1.6 The Definition of key terms

Perception: A crucial aspect to determine someone awareness or comprehension of certain phenomenon

The use of L1: A communication method that require first language of speaker in foreign language interaction.

Foreign Language: A foreign language is a language that does not commonly speak in a particular country. Thus, the non-native speaker tries to learn this language because of the needs in society.

Language Learning and Language Teaching: Language learning is developing the ability to communicate in the second or foreign language or known as the target language.

English as A Foreign Language: English as a foreign language or EFL is studying English as a second language or additional language of English non-native speakers. In particular, English is the target language of this learning activity.