

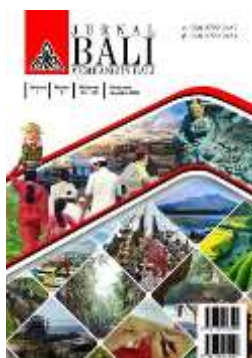


First Language Use in English Language Teaching for Tourism at Politeknik Negeri Bali Jembrana

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Abstract

Purpose: This study aims to identify why lecturers and students use (or do not use) Indonesian Language in the English language teaching-learning processes.

Research methods: The study was conducted at Politeknik Negeri Bali Jembrana, which involved five lecturers and 64 students. The data are from the questionnaire which were analyzed quantitatively by quantifying the result of the questionnaire and finding the final score of the questionnaire. The result of the observation was analyzed qualitatively using the interactive data analysis.

Results and discussion: The lecturers used the Indonesian Language in the teaching and learning process of EFL (English as a Foreign Language) in the form of code-switching, code-mixing, and interpreting, the lecturers use L1 in the teaching and learning process of EFL for instructional purposes, and both the students and the lecturers had a positive attitude toward the use of the Indonesian Language.

Implication: Using L1 in the teaching and learning process of EFL can be done for instructional purposes, but lecturers need to consider students' English level mastery in deciding the use of L1 in the teaching and learning process of EFL.

Keywords: first language, lecturers' attitude, students' attitude, teaching, EFL, tourism

Penggunaan Bahasa Pertama dalam Pengajaran Bahasa Inggris untuk Pariwisata di Politeknik Negeri Bali Jembrana

Abstrak

Tujuan: Penelitian ini bertujuan untuk mengetahui alasan dosen dan mahasiswa menggunakan (atau tidak menggunakan) Bahasa Indonesia dalam proses belajar mengajar Bahasa Inggris, bagaimana dosen menggunakan Bahasa Indonesia dalam proses belajar mengajar Bahasa Inggris; dan mengetahui sikap dosen dan mahasiswa terhadap penggunaan Bahasa Indonesia.

Metode penelitian: Penelitian dilakukan di Politeknik Negeri Bali Jembrana yang melibatkan lima dosen dan 64 orang mahasiswa. Data hasil angket dianalisis secara kuantitatif dengan cara mengkuantifikasi hasil angket dan mencari nilai akhir angket. Hasil observasi dianalisis secara kualitatif dengan menggunakan analisis data interaktif.

Hasil dan pembahasan: Dosen menggunakan Bahasa Indonesia dalam proses belajar mengajar EFL berupa alih kode, campur kode, dan interpretasi, dosen menggunakan bahasa L1 dalam proses belajar mengajar EFL (English as a Foreign Language or Bahasa Inggris sebagai Bahasa Asing) untuk keperluan pembelajaran, dan baik mahasiswa maupun dosen mempunyai sikap positif terhadap penggunaan Bahasa Indonesia.

Implikasi: Penggunaan L1 dalam proses belajar mengajar EFL dapat dilakukan untuk tujuan pembelajaran, namun dosen perlu mempertimbangkan tingkat penguasaan bahasa Inggris siswa dalam memutuskan penggunaan L1 dalam proses belajar mengajar EFL.

Kata kunci: bahasa pertama, sikap dosen, sikap mahasiswa, pengajaran, EFL, pariwisata

INTRODUCTION

English is the foreign language that takes important role in this globalization and spoken by many people in the world. English is believed as the key to survive and succeed in the coming era. However, most people have realized that learning English is not an easy matter especially for people who live in countries where English is not the first language. In those countries, including Indonesia, English is use as second or foreign language. Overall, English is an important tool for communication which is used to interact with others who have different first languages. However, in non-English speaking countries such as Indonesia, English has been taught as a foreign language (EFL or English as a Foreign Language) in elementary school level, junior high school, senior high school, and university level, which going to be the focus of this research. The teaching and learning process of English language (L2) mostly occur in classes where students are come from a non-English speaking background. This situation required the teachers/lecturers/educators to find an effective strategy to accommodate them in the process. The result is they mostly use Bahasa Indonesia (L1) in the process of teaching-learning.

Bahasa Indonesia mostly use in the English class by educators when the students have limitation of vocabulary, grammar, language skills and other aspects of the language. It is use as an introductory/medium and instructional language during the teaching process. In most of Indonesian schools, English are being taught once a week. For most of the students, there are very minimum exposures of the language outside the class/school. In fact, their English class/session mostly is the sole main exposure from English language. While in the other hand, the students are facing the fact that English is one of the basic skills need to be proficient at if they want to compete in the global era in the future. In other words, they need to prepare them self to be part of global citizen, where English is a basic requirement, while they only have a relatively minimum exposure of the language. But do the Indonesian students fail? Does the educators strategy in using Bahasa Indonesia in English classroom is a wrong choice? Do Indonesian unable to compete in global era?

There are pros and contras regarding the use of first language in English classroom. In a study, Knight (1996) reported that the teachers who did the preparatory first language discussion made the students did much better on the second language written task than other learners who did preparatory second language discussion even though that discussion was in the same language.

According to Miles (2004) there is now a belief that the use of first language can be a positive resource for teachers, and they should be focused on it. On the other hand, the extensive use of first language should be avoided by the teachers because if teachers use first language in language teaching, it makes high dependency toward first language for students. Such as in translation matter, students wait for the teacher to translate everything in first language first rather than make an effort to think of it at first. Bowen (2004) stated that in language teaching classroom teacher's use of first language is a

“bad thing” in learning English. Teachers make students get limited exposure of English. It also gets less controlled of achieving an effective and efficient English learning process. That is why; teachers’ use of first language in developing students’ skills has become a major issue that it should be avoided or not in English learning classroom. As there is not a clear agreement among teachers yet, inconsistency toward the language used in the classroom emerged. It also happens in Indonesian context. Some teachers were in favour to use of Bahasa Indonesia, whereas some others were not. Besides, some teachers exposed the students with English only but some others do not. Teachers who teach using Bahasa Indonesia might think that switching from English to Bahasa Indonesia can help students absorb the lesson more easily. Teachers who use English are focus more on students’ English proficiency by getting as much as English in their teaching. In fact, some students have various attitudes toward this two language teaching.

Furthermore, the maximum use of English in the classroom can help the students improve English proficiency. Krashen (1988) as quoted by Kurnia (2011) claims that, the more exposure means more proficiency. It means that students should get an opportunity to be exposed by English if they want to be skilful at using English. However, the maximum exposure in a language classroom sometimes becomes a challenge because many teachers still use their first language. Al Sharaeai (2012) found that most of the teachers are using first language to facilitate English language learning and enhance students’ language proficiency. The issue about the use of first language in English classroom has been debated for years. By looking at the issue, the use of first language is still necessary and unavoidable.

Based on the description above, it can be summed up that there are still pros and contras regarding the use of the first language in English classroom, especially for the countries where English is use as foreign language. Indonesia is one of a good example of it. Regarding the issue, the researchers found some previous studies with the same topic in Indonesia.

This research examined these of the first language (Bahasa Indonesia) by lecturers/educators/teachers in EFL classrooms, in Program di LuarDomisiliJembrana-Politeknik Negeri Bali (PDD Jembrana). The subject of the research were lecturers of the program. A class/group, the Front Office class (FO Class), a Diploma 1 (D1) students which are enrolling in their first semester, also involved in the research. The students’ of the FO class consist of 22 students, 17 females and 5 males. They are high school fresh graduated with an intermediate level of English.

Questionnaire and semi-structured interview were used to collect in-depth data. Observation and audio-video recording were applied in the process of data collecting. The data were analyzed qualitatively based on the steps by Miles and Huberman (1984); they are data reduction, data display, and data conclusion or verification.

Additionally, the present study is carried out with the intention of bridging this gap of assumption between the pros and contras of the use of L1 in English language teaching class. Especially in the setting of this research, a campus of vocational tourism school, Program Studi di LuarDomisili (PDD) Jembrana – Politeknik Negeri Bali, where the phenomenon is happening. Most of the lecturers/educators are using Bahasa Indonesia in English Focus classes, while in the other hand, the students prepare to compete internationally as

professional hotelier workers which require them to be good at English. Additionally, in this research, researchers do not only focus on the capability of teachers about how they teach English like previous study. Therefore, the research has its novelty, because the researchers also research about how Bahasa Indonesia is used in English Learning Classroom.

A first language, native language or mother/father/parent tongue (also known as arterial language or L1), is a language that a person has been exposed to from birth, or within the critical period. In some countries, the term native language or mother tongue refers to the language of one's ethnic group rather than one's first language, as cited on https://en.wikipedia.org/wiki/First_language.

Sometimes, the term "mother tongue" or "mother language" is used for the language that a person learned as a child (usually from their parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

The first language of a child is part of that child's personal, social and cultural identity. Another impact of the first language is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. While some argue that there is no such thing as a "native speaker" or a "mother tongue", it is important to understand the key terms as well as to understand what it means to be a "non-native" speaker, and the implications that can have on one's life. Research suggests that while a non-native speaker may develop fluency in a targeted language after about two years of immersion, it can take between five and seven years for that child to be on the same working level as their native speaking counterparts.

Bloomfield (1933) defines a native language as one learned on one's mother's knee, and claims that no one is perfectly sure in a language that is acquired later. 'The first language a human being learns to speak is his native language; he is a native speaker of this language. This definition equates a native speaker with a mother tongue speaker. Bloomfield's definition also assumes that age is the critical factor in language learning and that native speakers provide the best models, although he does say that, in rare instances, it is possible for a foreigner to speak as well as a native.

The official language of Indonesia is bahasa Indonesia (literally, "the language of Indonesia"). It is the language that unifies the world's fourth most populous country – a country comprised of almost 18,000 islands, and inhabited by 350 ethnic groups speaking 750 native languages and dialects. Bahasa Indonesia, a standardised version of Malay, is the sixth most widely spoken language in the world (after Mandarin, English, Hindi, Spanish and Arabic).

With dialect variations, Malay-Indonesian is spoken by as many as 250 million people worldwide. It is the dominant language of Indonesia and Malaysia, and is strong in Singapore, Brunei, southern Thailand and the Cocos Keeling Islands of Australia. It is also found in the Sulu area of the southern Philippines and among people of Malay descent in South Africa, Sri Lanka and elsewhere.

There are many different opinions on the use first language in English classroom. Some people think that the use of first language in English classroom can help the learner and it effective for the students to learn English better. The first advantage is first language as the communication means that

the use of first language in the classroom would control the communication teacher and students. Kim and Petraki (2009) believed that first language may enhance language learning. According to them, students might have a better understanding toward what they were supposed to learn. Eldridge (1996) argued that code switching between first language and second language should be used for explaining things (Harmer, 2001). Pursuant to his research demonstrated in code switching process, students tended to use first language when working on a task in class, especially when one of student was explaining something to others friends.

Tang (2002) also argued that first language is used in classroom to help students understand second language. Like in perception of Miles (2004), first language does not hinder the students to learn English but it could be instrument to communicate in the classroom and help them learn English.

In the classroom, the use of first language also could be used as relationship among teacher and student. By using first language, the students would be more comfortable to discuss the lesson with their teacher. Some teachers admit to use first language for this purpose so that their students would have motivation to learn English. Those statements have agreement from Chavez. Chavez (2002) claimed “the students prefer using both first language and second language because the classroom is not real context for second language social culture” (as cited in AL-Nofaie, 2010). In consonance with him, students would use second language if they meet native English or when in the situation real context social culture.

First language could be used to explain the words that are hard to understand. According to Al-Nofaire (2010), first language could be used in English learning to explain the meaning of a new word and giving class instruction, especially those which were difficult to explain. the result of the research showed that from teachers’ and students’ perception to explain grammatical role, they prefer to use first language than second language. In agreement with them, when the teacher taught English, they preferred to use first language to explain things that are hard to understand.

Although there are many advantages using first language, using first language in the classroom also have disadvantages. The disadvantages are the reason, why teachers and students should use English in English learning. Just as Krashen (1985) suggested, the entire lesson as much as possible should be learned in English. Halliwell & Jones (1991) supported that to achieve success in English learning, the students should be encouraged to practice in speaking and understanding in English (as cited in Al-Noifae, 2010). They also added the reason was because the students could understand the message even when they did not know the exact meaning of words or structure. They did not need to understand all the words they heard as long as they were able to understand the message. Phillipson (1992) stated if this idea that the English lesson should be taught in English in order to maximize exposure, and thereby learning, is perhaps the key concept which monolingual supporters have based their approach on. From this statement, he believes that the focus on English can enhance the students’ habit of use English in English learning.

According to Krashen (1985), first language should not be used in the classroom because it would not be maximal to English learning. Pursuant to him, the use of first language in English classroom might have negative effects to the English language learners. Such negative effects were also mentioned by

Howatt (1984) and Littlewood (1984). Howatt (1984) mentioned that if the students were given freedom of the use first language, it might cause a negative effect of English. The negative effect was that it might create a tendency to speak using first language rather than using English. This is because the students might feel more comfortable using their first language rather than English. Howatt believes that limitation to the use of first language is important so that the goals of teaching English to the students might be achieved. Another negative effect, as stated by Littlewood (1984) was the negative transfer caused by miss translation of first language use. Since the words and grammatical forms in English were different from their first language, the students might have a negative transfer of the words and grammatical forms. Littlewood (1984) also pointed out that in order to arrive at the correct rule for generating correct words and sentences, the students might need to attend to their English input which the teacher taught them. They might have to form appropriate patterns to correct their mistakes by remembering word orders and classifying the words to their correct functions like adjectives, nouns, verbs, etc.

This study aims to identify why lecturers and students use (or do not use) Indonesian Language in the English language teaching-learning processes, how the lecturers use the Indonesian Language in the English language teaching-learning processes, and to find out the lecturers' and students' attitudes towards the use of Indonesian Language.

RESEARCH METHODS

A descriptive research design involving qualitative methods of data collection were used in this study to investigate the lecturers/teachers" and the students" use of Bahasa Indonesia in their EFL classrooms. According to Best (1970 as cited in Cohen, 2000 p.186), descriptive research is concerned with: "conditions or relationships that exists; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing". At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event". By the same token, this research set out to describe, compare and analyse the L1 reality in EFL classes in Program di LuarDomisili – Politeknik Negeri Bali. The descriptive method is considered to be the most suitable to obtain the pertinent and valid information needed to achieve the objective intended.

This qualitative research investigated the use and influence of L1 in L2 language teaching which conducts in an EFL class in the program which is a tourism vocational college in Bali run by the government, which majoring in hospitality/hotelier accommodation. A semi-structured interview was used in the process of collecting data to get in-depth and valid data needed. All of the students and lecturers were interviewed several once a week. Observation in each subject, 15 hours per week, and four weeks in total were conducted to get the best data result.

Additionally, audio recording and video taking using a video recorder were used to accommodate the research. The researchers applied the interview guide from Manara (2007) to explore the teacher's view toward the use of L1 in the EFL classroom while an interview guide from Elmetwally (2012) were adapted to search for the students' perspectives to the use of L1 by the teacher in EFL classroom.

The study was conducted at Program di Luar Domisili Jembrana - Politeknik Negeri Bali (PDD Jembrana - PNB), a hospitality diploma 1 program, which is located in Negara, Jembrana, Bali. It is one of the branches of Politeknik Negeri Bali, a respective tourism vocational college in Bali. The subjects of the study were students of Front Office class (FO class) and five lectures.

The FO class is one of seven classes in PDD Jembrana. The class consists of 22 students, which are enrolling in their first semester. There are three subjects in the FO class which can be categorized as English Language teaching, namely; (1) Basic English; (2) Telephone Operator, and; (3) Reservation. The research focused on these three subjects.

The class has Basic English once a week, 7 hours per week, every Wednesday. Telephone Operator is conducted for four hours per day, once a week, on Monday, and Reservation is on Monday, four hours a day, once a week. They would have all of the subjects for 16 meetings/weeks in the semester.

Concerning the lecturer, a lecturer is in charge of the two subjects including Basic English and Reservation. The other lecturer is in charge of Telephone Operator. The research was conducted for 4 weeks, 60 hours in total.

The FO class consists of 25 students. There are 22 students in the class, 17 females and 5 males between the ages of 18 to 19 years old. All of them are high school fresh graduated. Most of them are native of Jembrana. Since all of the students are high school graduates, meaning that they have learned English before, in the elementary school, junior and senior high school levels: beginner and intermediate.

Since the study is a qualitative study investigating the influence of L1 used by the teacher to teach students the target language, lecturers also involved as the subject of the research. There are five lecturers with a range of 7 and 10 years experience. All of them were involved in the process, during the course in the class.

Three basic instruments were used in the process of collecting necessary data for the study. These three instruments are; structured questionnaire, semi structured interview and structured observation. The data collecting method and the instruments are needed to obtain data in the research. The reason of collecting data in conducting a scientific research is to get the material needed. Collecting data is a standard and systematic procedure to get information needed. In most qualitative studies, data collecting and data analysis take place simultaneously (Ary, 2002). It means the researcher does not wait until all the data collected before beginning to interpret them.

In this study, researchers use semi structured interview guide for instrument. Interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other (Morgan, 1988). According to Arikunto (2002), Semi structured interview is the interviewer uses a set of questions, which are developed to gain the specific information.

Based on the ideas above, this research used semi structured interview. Applying this technique in interview was to create relax and flexible situation. There are numerous resources to assist with the development of interview guides. One that is Patton (2015) pattern, researcher uses it for develop interview guide.

In this study, in analysing the data, the researchers applied qualitative data analysis. The qualitative data of this research were analysed by using inductive analysis method. It begins with particular pieces of evidence, and pull them together into a meaningful whole. This technique was used to find the data after coming to the real field. After that, the next step would be making conclusion from the data of the real field.

RESULTS AND DISCUSSION

The study investigated the use of L1 in L2 in adult language teaching-learning context. It observed the impact of it on the success of the practices of ELT. In other words, this study would investigate whereas the monolingual dominated approach in ELT for adult learners in Jembrana-Bali is suitable for the practices. The monolingual approach is supported by Krashen's (1981) theory of second language learning, in which it is argued that when learning foreign languages, people follow basically the same route as they do when they acquire their mother tongue, and hence use of the mother tongue in the learning process should be minimized. Brown (1994) believes that language acquisition is a subconscious activity that can only be achieved via interaction in the L2. Another argument for maximizing L2 use is that successful language acquisition depends on keeping the L2 separate from the L1 because languages form distinct systems (Lado, 1957). The rationale for this is based on transfer theories such as contrastive analysis, whereby various language systems cause negative transfers and impede L2 acquisition (Lado, 1957).

In recent times, the monolingual approach was rarely challenged. This may have been due to several reasons. Most EFL classes used to include students who did not share a single L1, and the teacher did not speak the students' language (Atkinson, 1993). However, there is now a wide range of classes in which this is not the case, and where students and teachers share the same L1. This leads monolingual orthodoxy to lose its appeal, and researchers have begun to find fault with L2-only theories, particularly when the L1 of the students (and sometimes the teacher) is shared (Auerbach, 1993). In these situations, Medgyes (1994) considers this orthodoxy to be 'untenable on any grounds, be they psychological, linguistic or pedagogical' (p.66), and Auerbach (1993) highlights that there could be positive reasons for using L1 in the classroom for certain purposes.

The researchers found some previous studies with particular topics related to the topic of the present research. First, Rike (2014) in her thesis entitled "Students' Perception toward Teacher' Use of Bahasa Indonesia in English Learning Classroom" which conducted in Mater Alma Junior High School. Rike uses quantitative method for her research, and data collected by questionnaire instrument. She adjusts the questionnaire form AL-NOFAIE in Novitas Royal Research and Youth Language (2010), and she translates into Bahasa Indonesia version. The questionnaire consist of 15 statments and she used closed-ended questionnaire. In her thesis students prefer the use of Bahasa Indonesia in teaching English, because they feel afraid when they make mistake in using English and they have a better understanding on grammar points.

Second thesis is conducted in SMA Laboratorium UKSW and SMKN 1 Salatiga by Ludvi (2015) entitled "Students' Perception toward The Use of L1 (Indonesia) in English Classroom," in her thesis, she uses qualitative research

and use questionnaire instrument for data collecting. She chooses open-ended and close-ended questionnaire instrument. Using SPSS for analyze data and describing method for describe the result of SPSS. The result of research is most of students in both schools have a negative feeling when they use Bahasa Indonesia very frequent. They feel the use of Bahasa Indonesia too often can disturb English learning process and hinder students to enhance English optimally. Reviewing Rike (2014) and Ludvi (2015), both of them use of questionnaire instrument to collect the data, but the methodology of research in their research is very different, Rike (2014) uses quantitative while Ludvi (2015) uses qualitative method. Based on that issue the researcher focus on how the students perceive the use of first language in English learning classroom at SMAN I Rejotangan by using interview instrument where is the researcher can understand non-verbal aspects.

Third, Hidayati (2012) conducted a study to six classes of different majors involving six English lecturers from a polytechnic in Bandung in order to find out whether or not the use of Bahasa Indonesia by the lecturers in teaching receptive skills of language and grammar contributes to classroom interaction. The questionnaire, interview, and classroom observation were used to gather the data. The result showed that the use of L1 promoted classroom interaction. They agreed that L1 use would benefit them when they use it purposively.

Another study was conducted by Manara (2007) in three different universities in Central Java. By using observation checklist, questionnaires, and semi-structured interview, she searched for the view of students and teachers in the use of mother tongue in EFL classroom and also explored the choice of teachers and students of when to use mother tongue in their activity of teaching and learning in the classroom. In contrast to the study by Hidayati (2012), the analysis of data in Manara's (2007) study showed that most of the participants agree that English should be used in the EFL classroom. Meaning, more exposure to English in the classroom provides them a good chance to learn English because they are infrequently exposed to English outside their classroom.

Goodwin (2011) stated that the participated teachers as participants in their study stated that the use of L1 in the English teaching and learning process was based on teachers' belief. It concerns what they felt appropriate with the teaching and learning process. Teachers clarified that the excessive use of L1 negatively affected the target language learning. Different teachers have different views of L1 use in the EFL classroom. Nevertheless, in summary, most teachers agreed to the use of L1 in their EFL classrooms but they were different in terms of the quantity of using L1. Yet, they also refused for the excessive of first language use. They believed that the cautious first language use in the teaching and learning process of English in EFL classroom was helpful.

Sixth, Sadeharju (2012) found that teachers in his study agreed to use mainly English in the teaching and learning process. They emphasized the target language input as it greatly contributes to language learning. Although teachers in the study of Sadeharju (2012) agreed for the monolingual approach, yet in practice, they still used their first language in the teaching and learning process.

In addition, a study in Japan conducted by Tsukamoto (2011) about the perceptions of students by the teachers' language use in EFL classroom

showed that the students as the participants seemed to have the target language only for the language used in the classroom. They were satisfied with the teacher who intended to increase the exposure to English for them.

In the same way, Al Sharaeai (2012) identified students' opinions regarding the same matter. Based on online surveys and follow-up interviews of 51 participants, most of them agreed on the policy of using English only in their process of English teaching and learning. They added that speaking English did not make them nervous.

Ninth, Chavez (2002) claimed "the students prefer using both first language and second language because the classroom is not real context for second language social culture" (as cited in AL-Nofaie (2010)). In consonance with him, students would use second language if they meet native English or when in the situation real context social culture.

First language could be used to explain the words that are hard to understand. According to Al-Nofaire (2010), first language could be used in English learning to explain the meaning of a new word and giving class instruction, especially those which were difficult to explain.

The previous studies could give great help to the researchers in conducting the present study. Regarding the empirical studies above, it could be recognize that the pros and contras regarding the use of first language in English Classroom are still debatable. There are 7 studies with pros result, and 3 studies with contras. There have to be a follow up research and development, to give beneficial for teachers/educators, students, institutions and other researchers.

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Verification means testing the provisional conclusions for their validity. Rianto (2007) suggests that after getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten.

Below are the tables displaying the result of the data collection about the lecturers' reasons for using L1 (Table 1); Table 2 shows the lecturers' reasons for not using L1; Table 4 displays the students' reasons for using L1, and; Table 4 shows the students' reasons for not using L1.

Table 1. The lecturers' reasons for using L1

No.	Reasons	Result	
		Yes	No
1.	I use Indonesian in teaching English to make students feel safe in the learning process	5	0
2.	I use Indonesian in teaching English to make students	5	0

	appreciate their abilities		
3.	I use Indonesian in teaching English to make students understand the complex concepts I explain	5	0
4.	I use Indonesian in teaching English to make students build students' understanding of English	3	2
5.	I use Indonesian in teaching English to facilitate interpersonal interactions in the classroom	5	0
6.	I use Indonesian in teaching English to make it easier to deliver additional explanations	5	0
7.	I use Indonesian in teaching English to make the learning atmosphere more relaxed	5	0
8.	I use Indonesian in teaching English to make communication in learning more efficient	5	0
9.	I use Indonesian in teaching English to reduce my anxiety in teaching	2	3

Table 2. the lecturers' reasons for not using L1

No.	Reasons	Result	
		Yes	No
1.	I don't use Indonesian in teaching English to give students more examples of English usage	0	0
2.	I do not use Indonesian in teaching English to make students less dependent or accustomed to using Indonesian in English classes	0	0
3.	I do not use Indonesian in teaching English to get students used to their ability to guess the meaning of a new word according to the context of the word's use	0	0
4.	I do not use Indonesian in teaching English to prevent confusion caused by the differences between the Indonesian and English systems. Those differences allow for fossilization and internalization of errors made by students.	0	0

Table 3. The students' reasons for using L1

No.	Reasons	Result	
		Yes	No
1.	I use Indonesian in English class because using Indonesian can make me feel safe in studying	64 (100.00%)	0 (0.00%)
2.	I use Indonesian in English classes because using Indonesian helps me appreciate my abilities	23 (35.94%)	41 (64.06%)
3.	I use Indonesian in English classes because using Indonesian helps me to communicate and interact with other students and lecturers in the classroom	64 (100.00%)	0 (0.00%)
4.	I use Indonesian in English classes because using Indonesian makes the learning atmosphere more relaxed	64 (100.00%)	0 (0.00%)
5.	I use Indonesian in English class because using Indonesian to make communication in learning more efficient	64 (100.00%)	0 (0.00%)

Table 4. The students' reasons for not using L1

No.	Reasons	Result	
		Yes	No
1.	I don't use Indonesian in teaching English to give students more examples of English usage	0	0
2.	I do not use Indonesian in teaching English to make students less dependent or accustomed to using Indonesian in English classes	0	0
3.	I do not use Indonesian in teaching English to get students used to their ability to guess the meaning of a new word according to the context of the word's use	0	0
4.	I do not use Indonesian in teaching English to prevent confusion caused by the differences between the	0	0

Indonesian and English systems. Those differences allow for fossilization and internalization of errors made by students.

Data from the audio recording were transcribed into a written form in Bahasa Indonesia. Thereafter, this study followed by Miles & Huberman's (1984) three steps of analyzing the qualitative data; these are data reduction, data display, conclusions drawing or verification. Data reduction is required to dispose of the unrelated data or unexpected findings in the research. In this study, all irrelevant information was deleted, while the relevant information was categorized or coded. Coding here means classifying ideas. In this study, the categorized data were displayed in order to make it clear to the reader. The data were displayed into narration to discuss the issues equipped with the quotation. The last step is conclusion drawing or verification. Conclusions were drawn from the organized data. The last step was rechecking and reanalyzing the analyzed data to avoid the mistake.

For determining the trustworthiness of data, it needs an appropriate technique of evaluation. Data analysis in this research was done through collecting, reducing (data management), displaying (organizing and determining form), conclusion drawing, and verification of the data. Bogdan & Bicklen (1998) state that triangulation is needed to establish a fact that needs more than one source of information. According to Susan (1998), the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what over being investigated. Therefore, to get the trustworthiness in this research, the researcher used more than one sources (lecturers and students), and; use more than one instruments (questionnaire, interview and also recording). So, the triangulation was used to check the trustworthiness of the data.

The process of data collecting were done using questionnaire and a semi-structured interview to get in-depth and valid data needed. To get sufficient data, the interview involved sides, lecturers, and students of Front Office class. There are five lecturers included in the process, both with English Education background, with 7 and 10 years experience in teaching (ELT). There are 22 students in the Front Office class, 17 females and 5 males. All of the students are fresh high school graduated. All of the students and lecturers were interviewed several times, within four weeks of observation.

Observations were conducted in each subject/class, 15 hours per week, and four weeks in total were conducted to get the best data result. There are three subject/class per week included in the observation process, namely; Basic English; Reservation, and; Telephone Operator. Additionally, audio recording and video taking using a video recorder were used to accommodate the research.

CONCLUSION

From the results of the study, this study concludes that the lecturers use the first language (Indonesian/L1) in the teaching and learning process of EFL for instructional purposes. The second result of the study is that the lecturers use L1 in the teaching and learning process of EFL in the form of code switching, code mixing, and interpreting. Third, both the students and the

lecturers have positive attitude toward the use L1 in the teaching and learning process of EFL.

Furthermore, based on the results of the study, it is suggested that; first, using L1 in the teaching and learning process of EFL can be done for the instructional purposes; second, lecturers need to consider students' English level mastery in deciding the use of L1 in the teaching and learning process of EFL; third, further studies need to be conducted in order to find out the effectiveness of using L1 in the teaching and learning process of EFL.

Since this study was conducted in the form of a descriptive qualitative study, the study's result only described the situation at Politeknik Negeri Bali. To get a more comprehensive result, a further quantitative study is needed to find out the effectiveness of using L1 in the teaching and learning process of EFL.

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